

Application: NEW HEIGHTS ACADEMY CHARTER SCHOOL

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Annual Reports

Summary

ID: 0000000026
Status: Annual Report Submission
Last submitted: Oct 17 2020 01:55 PM (EDT)

Entry 1 School Info and Cover Page

Completed Oct 5 2020

[Instructions](#)

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

NEW HEIGHTS ACADEMY CHARTER SCHOOL 310600860887

a1. Popular School Name

(No response)

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

c. DISTRICT / CSD OF LOCATION

CSD # 6 - MANHATTAN

d. DATE OF INITIAL CHARTER

4/2005

e. DATE FIRST OPENED FOR INSTRUCTION

6/2006

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

MISSION STATEMENT

NHACS mission is to graduate students who are prepared to succeed in college and life.

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	<p>PRIDE Operating Values:</p> <p>Perseverance</p> <ul style="list-style-type: none">● We strive always to uphold the mission of NHACS.● We do whatever it takes to help each member of the NHACS family achieve success.● We finish what we start. <p>Responsibility</p> <ul style="list-style-type: none">● We hold ourselves accountable for our words and actions.● We watch over all members of our community and their property.● We own our mistakes and learn from them. <p>Integrity</p> <ul style="list-style-type: none">● We act and speak honestly.● We personify our values and beliefs.● We conduct ourselves in a manner which makes our families, the community, and ourselves proud. <p>Discipline</p> <ul style="list-style-type: none">● We recognize that hard work produces positive results.● We exercise self-control and make necessary sacrifices in
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order to reach our potential.

- We contribute to the orderliness that is necessary for our school to function.

Enthusiasm

- We maintain positive attitudes and practice positive thinking.

- We demonstrate interest and excitement in our own and others' achievements.

- We pursue our passions in life.

KDE 2

Learning Culture Based on Efficacy:

The unifying goal of the Efficacy-guided use of data is to set high yet achievable standards for student academic achievement. The framework targets achievement through effective effort, and it employs Mission, Mindset and Method tools to unlock students' potential, with the goal of getting all students to reach or exceed academic proficiency targets.

KDE 3

Professional Learning Community:

The PLC fosters collaboration between teachers as well as the individual growth of each teacher. Under the PLC structure grade level teams conduct PLC meetings 2-3 times per week. During these meetings teacher teams analyze student data and strategies for improving student outcomes.

KDE 4

Literacy Everywhere:

The entire school community is united in a common pursuit of literacy development. This is continuously reinforced by

	schoolwide expectations for student reading outside of the classroom and encouraging students to strive for meeting and exceeding reading level targets. Teachers foster students' intrinsic motivation to read write present and think.
KDE 5	(No response)
KDE 6	(No response)
KDE 7	(No response)
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

www.newheightsacademy.org

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

765

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

765

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

Check all that apply

Grades Served

5, 6, 7, 8, 9, 10, 11, 12

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

No

FACILITIES INFORMATION

m. FACILITIES

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

No, just one site.

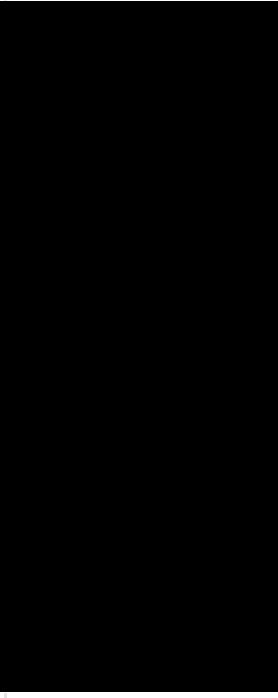
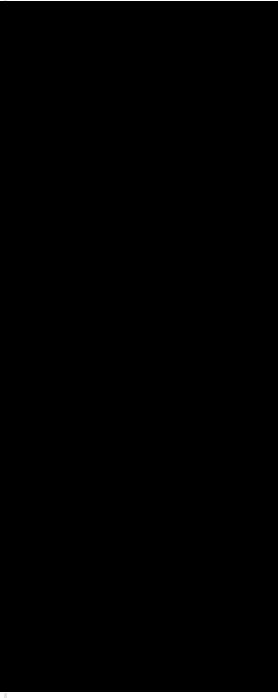
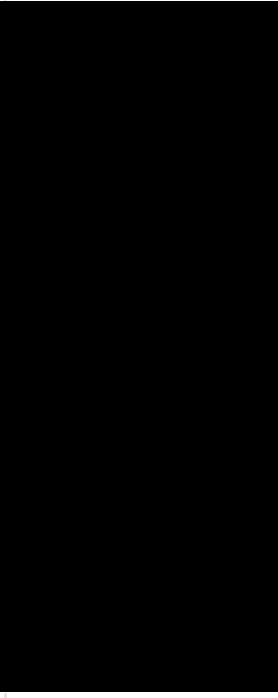
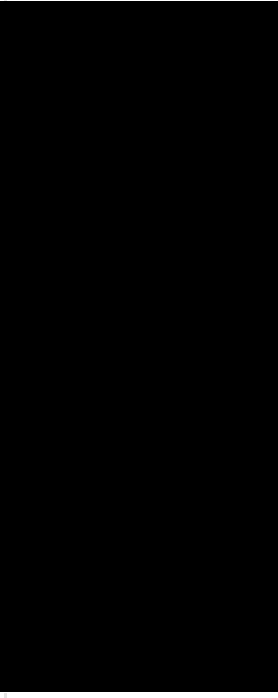
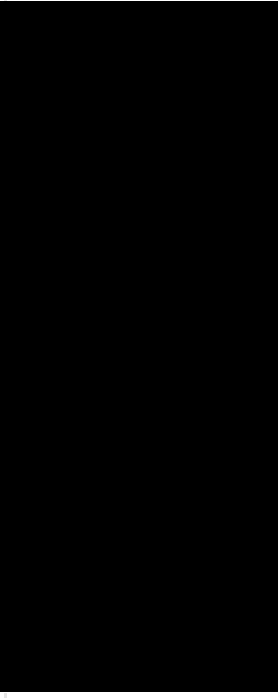
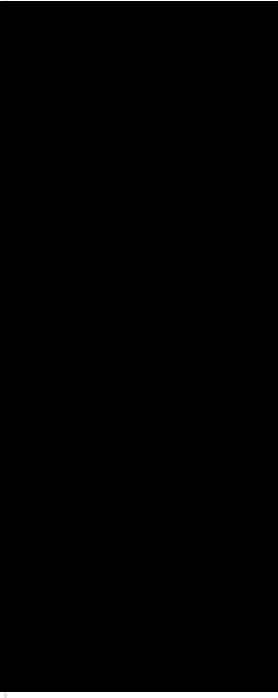
School Site 1 (Primary)

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	1818 Amsterdam Ave. New York, NY 10031	212-283-5400	NYC CSD 6	5-12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina D. Brown			cbrown@newheightsacademy.org
Operational Leader	Sylvie Estrella			sestrella@newheightsacademy.org
Compliance Contact	Wendy Ramos			wramos@newheightsacademy.org
Complaint Contact	Christina D. Brown			cbrown@newheightsacademy.org
DASA Coordinator	Judith Stoddard			jstoddard@newheightsacademy.org
Phone Contact for After Hours Emergencies	Sylvie Estrella, Director of Ops			sestrella@newheightsacademy.org

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

Private Space

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

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

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

Site 1 Certificate of Occupancy (COO)

[COO1_3531734505-NHACS Certificate of Occupancy.pdf](#)

Filename: COO1_3531734505-NHACS Certificate of Occupancy.pdf **Size:** 152.4 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No


PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

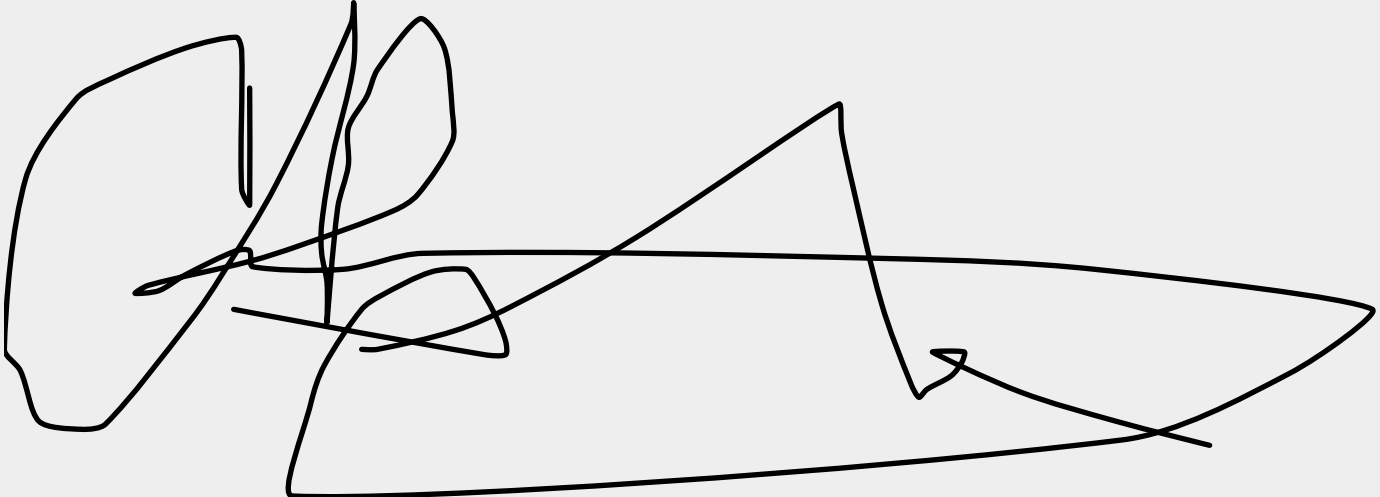
Name	Jen Pasek
Position	Consultant
Phone/Extension	
Email	jen@pasekconsulting.com

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

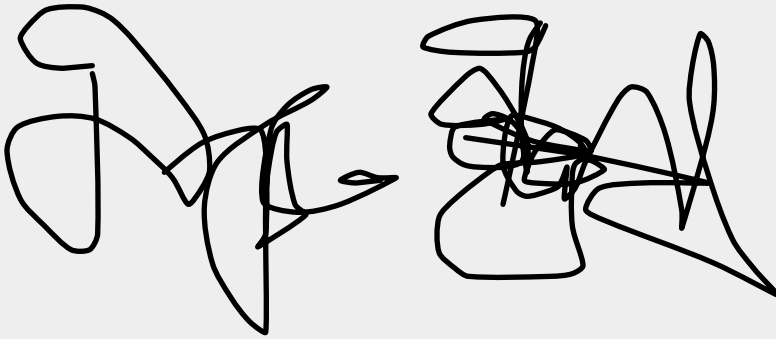
Responses Selected:

Yes

Signature, Head of Charter School

A large, stylized handwritten signature in black ink on a light gray background. The signature consists of several overlapping loops and a long horizontal stroke that tapers to a point on the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. It features two distinct parts: a cursive-style name on the left and a more abstract, scribbled signature on the right.

Date

Oct 2 2020

Thank you.



Entry 2 NYS School Report Card

Incomplete Hidden from applicant

[Instructions](#)

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

NEW HEIGHTS ACADEMY CHARTER SCHOOL 310600860887

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

(No response)

Entry 3 Progress Toward Goals

Completed Oct 5 2020

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State			

Academic Goal 1	<p>ELA examination must exceed such percentage for the Community School District (CSD) in which the school is located. (Relevant for schools serving grades 3-8)</p>	NYS ELA Exam	Unable to Assess	
Academic Goal 2	<p>For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for New York City. (Relevant for schools serving grades 3-8)</p>	NYS ELA Exam	Unable to Assess	
Academic Goal 3	<p>For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for the Community School District (CSD). (Relevant for schools serving grades 3-8)</p>	NYS Math Exam	Unable to Assess	

<p>Academic Goal 4</p>	<p>For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for New York City. (Relevant for schools serving grades 3-8)</p>	<p>NYS Math Exam</p>	<p>Unable to Assess</p>	
<p>Academic Goal 5</p>	<p>For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam</p>	<p>Regents Exam Data</p>	<p>Unable to Assess</p>	

	<p>during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be counted.</p>			
Academic Goal 6	<p>For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.</p>	Regents Exam Data	Unable to Assess	
	<p>For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED</p>			

<p>Academic Goal 7</p>	<p>four-year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were classified as a student with a disability in ATS on 10/31 of any of the four cohort high school years.</p>	<p>Regents Exam Data</p>	<p>Unable to Assess</p>	
	<p>For each year of the school's</p>			

<p>Academic Goal 8</p>	<p>renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.</p>	<p>Regents Exam Data</p>	<p>Unable to Assess</p>	
	<p>For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth</p>			

<p>Academic Goal 9</p>	<p>year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.</p>	<p>Regents Exam Data</p>	<p>Unable to Assess</p>	
	<p>For each year of the school's renewal charter term, at least 75% of students qualified for the free or reduced price lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75</p>			

<p>Academic Goal 10</p>	<p>on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the free or reduced price lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.</p>	<p>Regents Exam Data</p>	<p>Unable to Assess</p>	
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2. Do have more academic goals to add?

Yes

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
	<p>For each year of the school's renewal charter term, at least 75% of students qualified for the free or reduced price lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of</p>			

Academic Goal 11	<p>their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math regents exam during the time they were actively enrolled at the school, and only math regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the free or reduced price lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.</p>	Regents Exam Data	Unable to Assess	
Academic Goal 12	<p>Based on the proficiency rates on the New York State ELA examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)</p>	NYS ELA Exam	Unable to Assess	

Academic Goal 13	Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS Math Exam	Unable to Assess	
Academic Goal 14	In each year of the charter term, the school will demonstrate increased pass rates on either the Comprehensive or Common Core English Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Regents Exam Data	Unable to Assess	
	In each year of the charter term, the school will demonstrate increased pass rates on either the Integrated Algebra or Common Core Algebra I Regents			

Academic Goal 15	<p>exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)</p>	Regents Exam Data	Unable to Assess	
Academic Goal 16	<p>In each year of the charter term, the school will demonstrate increased pass rates on either the Geometry or Common Core Geometry Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)</p>	Regents Exam Data	Unable to Assess	
	<p>In each year of the charter term, the school will demonstrate increased pass rates on either the Algebra II/Trigonometry or Common Core Algebra II Regents</p>			

Academic Goal 17	<p>exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)</p>	Regents Exam Data	Unable to Assess	
Academic Goal 18	<p>In each year of the charter term, the school will demonstrate increased pass rates on either the Global History and Geography or US History and Government Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)</p>	Regents Exam Data	Unable to Assess	
	<p>In each year of the charter term, the school will demonstrate increased pass rates on at least one science Regents exam.</p>			

Academic Goal 19	Goal will be applicable if six or more students take the same science Regents exam in each year of the charter term, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	Regents Exam Data	Unable to Assess	
Academic Goal 20	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	Regents Exam Data	Unable to Assess	

3. Do have more academic goals to add?

Yes

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)	NYS ELA Exam	Unable to Assess	
	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the			

Academic Goal 22	<p>school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)</p>	NYS ELA Exam	Unable to Assess	
Academic Goal 23	<p>Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)</p>	NYS Math Exam	Unable to Assess	
	<p>Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the</p>			

Academic Goal 24	<p>school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)</p>	NYS Math Exam	Unable to Assess	
Academic Goal 25	<p>Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)</p>	NYS Math Exam	Unable to Assess	
Academic Goal 26	<p>For each year of the next charter term, the school's 4-year graduation rate as of August each year as</p>	Graduation Rate	Met	

	reported by NYSED will be at or above the citywide averages.			
Academic Goal 27	For each year of the next charter term, the school's 4-year graduation rate as of August each year for English language learners as reported by NYSED will be at or above the citywide averages.	Graduation Rate	Met	
Academic Goal 28	For each year of the next charter term, the school's 4-year graduation rate as of August each year for students with disabilities as reported by NYSED will be at or above the citywide averages.	Graduation Rate	Met	
Academic Goal 29	For each year of the next charter term, the school's 4-year graduation rate as of August each year for students eligible for free or reduced price lunch as reported by NYSED will be at or above the citywide averages.	Graduation Rate	Met	

	(Applicable if the city begins reporting on this)			
Academic Goal 30	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 1st year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	School Records	Met	
Academic Goal 31	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 2nd year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	School Records	Met	
Academic Goal 32	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 3rd year at the school accumulate	School Records	Met	

	10 or more credits towards graduation as reported in the NYC DOE School Quality Report.			
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable

Org Goal 1	Each year, the school self-reported average daily student attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	ATS	Unable to Assess	
Org Goal 2	Each year, the percentage of students enrolled in ATS on 10/31 of a given school year that are enrolled in ATS on 10/31 the following school year will exceed the rate of the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	SIRS BEDS Data	Unable to Assess	91% of eligible students returned to New Heights Academy in fall 2019.
Org Goal 3	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of	Enrollment Numbers	Not Met	15% of students enrolled at NHACS are ELL compared to 27% in the local district.

	Regents, for English language learners.			
Org Goal 4	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities.	Enrollment Numbers	Not Met	16% of students enrolled at NHACS are SWD compared to 21% in the local district.
Org Goal 5	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for ELL students.	Enrollment Numbers	Met	88% of students enrolled at NHACS are ELL compared to 87% in the local district.
Org Goal 6	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students with disabilities.	Retention Numbers	Met	92% of eligible students with disabilities returned to New Heights Academy in fall 2019.
Org Goal 7	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students eligible	Retention Numbers		91% of eligible economically disadvantaged students returned to New Heights Academy in fall

	for free and reduced price lunch.			2019.
Org Goal 8	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of parents participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.	NYCDOE Survey	Unable to Assess	School Survey results have not been released.
	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of			

Org Goal 9	<p>parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of staff participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.</p>	NYCDOE Survey	Unable to Assess	
Org Goal 10	<p>In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of students participate in the survey or if the</p>	NYCDOE Survey	Unable to Assess	

	school meets the reporting threshold for NYC DOE School Survey, whichever is higher. (Relevant for schools serving grades 6-12 only)			
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

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	Each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.	Bank Statements	Met	
Financial Goal 2	Each year, the school will operate on a balanced budget. A budget will be considered "balanced" if revenues equal or exceed expenditures.	Financial Records	Met	
Financial Goal 3	Each year, the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS.	School Records	Met	779 students were enrolled on BEDS day. 765 is the approved enrollment.
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete Hidden from applicant

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

Entry 7 Disclosure of Financial Interest Form

Completed Oct 5 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)**
- **SUNY- Authorized Charter Schools: [Trustee Financial Disclosure Form](#)**

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

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

[BOT Forms 201920 NHA](#)

Filename: BOT Forms 201920 NHA.pdf **Size:** 707.4 kB

Entry 8 BOT Membership Table

Completed Oct 5 2020

Instructions

Required of All charter schools

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

Entry 8 BOT Table

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

NEW HEIGHTS ACADEMY CHARTER SCHOOL 310600860887

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

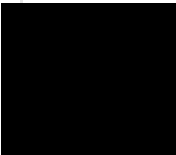
	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Dylan Hogarty, [REDACTED]	Chair	Audit Executive Finance	Yes	3	6/20/2018	6/20/2021	12
	Angel							

2	Vasquez, [REDACTED]	Trustee/Member	Educational Accountability	Yes	1	12/1/2017	12/14/2020	10
3	Quincy McLain, [REDACTED]	Treasurer	Audit Executive Finance	Yes	3	6/19/2019	6/19/2022	6
4	Jamie Gartland, [REDACTED]	Secretary	Educational Accountability	No	1	5/1/2017	5/3/2020	10
5	Gigi Parris, [REDACTED]	Trustee/Member	Executive Fund Raising	Yes	2	6/1/2018	6/20/2021	10
6	Anne Kofol Hogarty, [REDACTED]	Trustee/Member	Educational Accountability	Yes	3	6/1/2018	6/20/2021	11
7	Daniel Ortiz, [REDACTED]	Trustee/Member	Fund Raising	Yes	2	6/1/2018	6/20/2021	6
8	Cheryl Rosa, [REDACTED]	Trustee/Member	Fundraising	Yes	1	5/1/2017	5/3/2020	5 or less
9				Yes				

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

Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
10	Megan Vargas, 	Trustee/Member	Fundraising	Yes	1	12/1/2017	12/14/2020	5 or less
11								
12								
13								
14								
15								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	10
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2019-2020

12

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed Oct 5 2020

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

Entry 10 Enrollment & Retention

Completed Oct 5 2020

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

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

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

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

NEW HEIGHTS ACADEMY CHARTER SCHOOL 310600860887

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	Our student population classified as ED is 88% in 2019-20. Our recruitment and outreach efforts target Manhattan's CSD #6 and surrounding neighborhoods as well as the south Bronx. We do multiple canvases in the neighborhood and a focused	

<p>Economically Disadvantaged</p>	<p>mailing to these zip codes: 10023, 10025, 10026, 10027, 10029, 10030, 10031, 10032, 10033, 10035, 10037, 10037, 10040, 10452, 100453, 10456, 10458, 10467, and 10451. In addition our Family Coordinator places media ads to announce our open house, lottery information, and provide links to the NHACS website. This year we invested in placing ads on MTA bus shelters in the neighborhood.</p>	<p>Continue with current practices, however; we no longer have a Family Coordinator.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>in 2019-20, our ELL Percent of enrollment is 15%. We added a new ELL preference to our lottery for the 2019-20 school year. Our community demographic is largely Latino. In response we have intentionally reached out to organizations that cater to Spanish speakers and English Language Learners, such as Esperanza Center, ACDP, Alianza Dominicana, Sinergia, the Association of Progressive Dominicans as well as our local CSE.</p>	<p>We added an ELL preference to our lottery. All recruitment materials are in English and Spanish. We have placed ads in the free local Spanish newspaper El Especialito.</p>
<p>Students with Disabilities</p>	<p>"Our SWD enrollment for 2019-20 is 16%, within 5 percentage points of our district. We continued current efforts while seeking new ways to reach the families that have students with disabilities. NHACS reaches out to the CSE offices in Manhattan and the South Bronx. The Family Coordinator has also sent out information packets that include applications, and general information about NHACS.</p>	<p>Continue with current practices.</p>

	<p>Packets were sent to: The Children's Aide Society, YAI, Seen Beyond Disabilities, Harlem Dowling Westside Center, Center for Children Initiative and Resources for Children with Special Needs."</p>	
--	---	--

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	<p>NHACS consistently meets our retention targets. Our retention rate for ED students in the 2019-20 year was 91%. To extend this trend, we continue to implement strong communication with families and emphasize support for all learners. NHACS holds a re-enrollment process with all families to ensure that we are retaining most of our students and meeting the needs of our subgroups.</p>	<p>We begin a re-enrollment campaign in December to check in with families regarding their intent to return to NHACS.</p>
	<p>NHACS consistently meets our retention targets. Our retention rate for ELLs this year was 92%. We prioritize offering communication in Spanish (the primary first or second language spoken by families at NHACS). All communication that come from NHACS is translated into Spanish to meet our community needs. In addition, our Family Coordinator provides family outreach and resources in various areas such as adult learning opportunities during parent meetings, and</p>	<p>We will continue with current</p>

English Language Learners/Multilingual Learners

""café y conversaciones"" to engage families. All meetings are translated as needed. NHACS has a full-time ESL teacher that holds small group interventions throughout the school year and pushes into classroom to provide additional supports for those students. Two out of three of our Social Workers are bilingual and provide mandated as well as non-mandated services as needed. In addition, staff in the main office is fluent in Spanish. Finally, if necessary a translator is provided for family meetings.

strategies and we hiring an addition ELL instructor for SY2021.

Students with Disabilities

Our retention rate for SWD this year was 94%. We continue our current efforts to ensure that this trend continues. NHACS has a Director of Student Support (DSS) who is committed the success of students with disabilities. During our recruitment, we always express that we are inclusive and share with families all the services provided. The DSS and Learning Strategist meet with families regularly to discuss student progress toward goals.

During remote learning, each student was contacted every week to ensure participation and engagement.

Entry 12 Percent of Uncertified Teachers

Completed Oct 5 2020

Instructions

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

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

Education.

Entry 12 Uncertified Teachers

School Name: NEW HEIGHTS ACADEMY CHARTER SCHOOL 310600860887

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	2
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	5
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	5
Total Category A: 5 or 30% whichever is less	12.0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	3
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	6
Total Category B: not to exceed 5	9.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	5
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	5
Total Category C: not to exceed 5	10.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	10

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	21

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	52



Thank you.

Entry 13 Organization Chart

Completed Oct 5 2020

[Instructions](#)

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

[1920 NHACS ORG Chart FINAL](#)

Filename: 1920 NHACS ORG Chart FINAL.pdf Size: 78.7 kB

Entry 14 School Calendar

Completed Oct 5 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

[NHA 2021 Family Calendar ENG and SPA](#)

Filename: NHA 2021 Family Calendar ENG and SPA.pdf Size: 145.8 kB

Entry 15 Links to Critical Documents on School Website

Completed Oct 5 2020

Instructions

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

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

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: **NEW HEIGHTS ACADEMY CHARTER SCHOOL**

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	https://www.newheightsacademy.org/pdfs/board_files/0005New%20Heights%20Annual%20Report/2018-19%20New%20Heights%20Annual%20Report.pdf
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	https://www.newheightsacademy.org/apps/pages/index.jsp?dir=0005New%20Heights%20Annual%20Report&uREC_ID=312022&type=d&termREC_ID=&pREC_ID=594967&leftDir=4
2a. Webcast of Board Meetings (per Governor's	https://www.newheightsacademy.org/apps/pages/index.jsp?dir=0006Tele-Meetings%20and%20Transcripts&uREC_ID=31202

Executive Order)	2&type=d&termREC_ID=&pREC_ID=594967&leftDir=4
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2019&instid=800000059088
4. Most Recent Lottery Notice Announcing Lottery	https://www.newheightsacademy.org/apps/pages/index.jsp?uREC_ID=309870&type=d
5. Authorizer-Approved DASA Policy	https://www.newheightsacademy.org/ourpages/auto/2016/9/21/55517427/NHACS%20DASA%20Harassment%20Intimidation%20Bullying%20Form.pdf
6. District-wide Safety Plan	https://www.newheightsacademy.org/ourpages/auto/2016/9/21/55517427/District%20Wide%20Emergency%20Safety%20Plan%20NHACS.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.newheightsacademy.org/pdfs/1920_NHACS_Student_Handbook_ENG_02_26_2020.pdf
7. Authorizer-Approved FOIL Policy	https://www.newheightsacademy.org/ourpages/auto/2016/9/21/55517427/NHACS%20Foil%20Policy.pdf
8. Subject matter list of FOIL records	https://www.newheightsacademy.org/ourpages/auto/2016/9/21/55517427/NHACS%20FOIL%20List%20of%20Records.pdf
9. Link to School Reopening Plan	https://www.newheightsacademy.org/apps/pages/index.jsp?uREC_ID=312022&type=d&termREC_ID=&pREC_ID=594967

Thank you.



Entry 16 COVID 19 Related Information

Completed Oct 5 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the

last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: NEW HEIGHTS ACADEMY CHARTER SCHOOL

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	765	623	631

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota															0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Dylan Hogarty

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

New Heights Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

President

2. Are you an employee of any school operated by the education corporation? **Yes** **No**

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

3. Are you related, by blood or marriage, to any person employed by the school? **Yes** **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **Yes** **No**

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **Yes** **No**

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

6. 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.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write “None” if applicable. Do not leave this space blank.</i></p> <p>None</p>			

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “**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
None				

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

DocuSigned by:

 863CF756A5A0405...

7/2/2020

Signature

Date

Please note that 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. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Gigi Parris

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

New Heights Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Vice President

2. Are you an employee of any school operated by the education corporation? **Yes** **No**

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

3. Are you related, by blood or marriage, to any person employed by the school? **Yes** **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **Yes** **No**

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **Yes** **No**

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

6. 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** x **No**

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “**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
None	None	None	None	None

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Signature

Date

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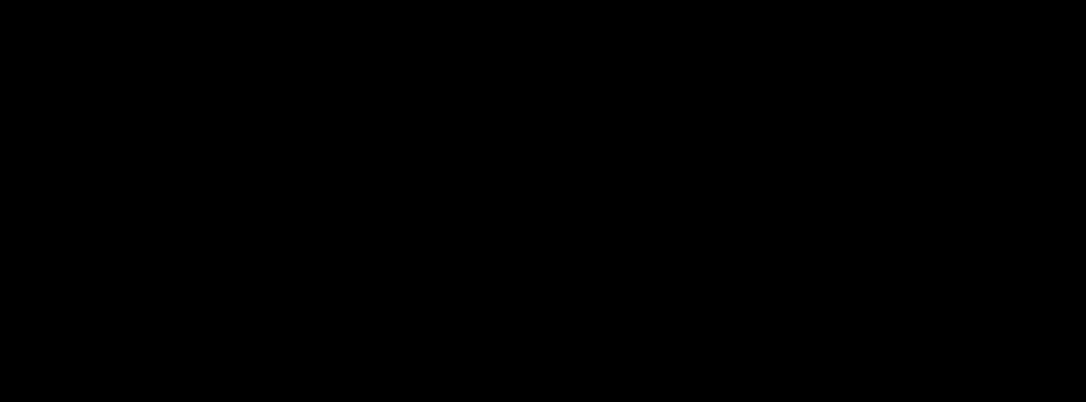
Business Telephone:

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E-mail Address:

Home Telephone:

Home Address:



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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Quincy McLain _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

New Heights Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Treasurer

2. Are you an employee of any school operated by the education corporation? ___ **Yes** ^x **No**

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

3. Are you related, by blood or marriage, to any person employed by the school? ___ **Yes** ^x **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ___ **Yes** ^x **No**

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? ___ **Yes** ^x **No**

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

6. 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.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write “None” if applicable. Do not leave this space blank.</i></p> <p>None</p>			

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “**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
<p><i>Please write</i> None</p>	<p><i>"None" if applicable. Do not leave this space</i></p>	<p><i>blank.</i></p>		

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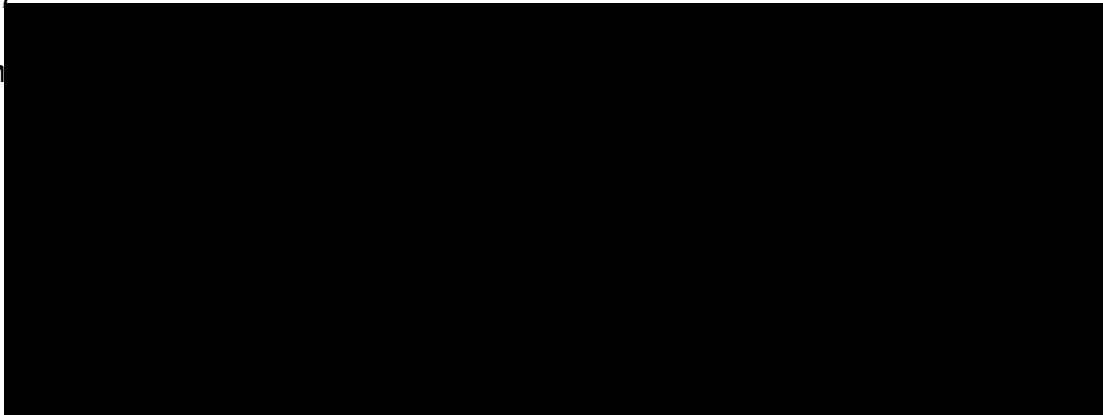
Business Telephone:

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Home Address:



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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

DANIEL ORTIZ

Name: _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

NEW HIEGHTS CHARTER SCHOOL

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

BOARD MEMBER

2. Are you an employee of any school operated by the education corporation? ____ **Yes** **No**

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

3. Are you related, by blood or marriage, to any person employed by the school? ____ **Yes** **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ____ **Yes** **No**

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? ____ **Yes** **No**

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

6. 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** x **No**


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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
NONE	NONE	NONE	NONE

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “**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
<p><i>Please write NONE</i></p>	<p><i>"None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>	<p>NONE</p>	<p>NONE</p>	<p>NONE</p>

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Signature

Date

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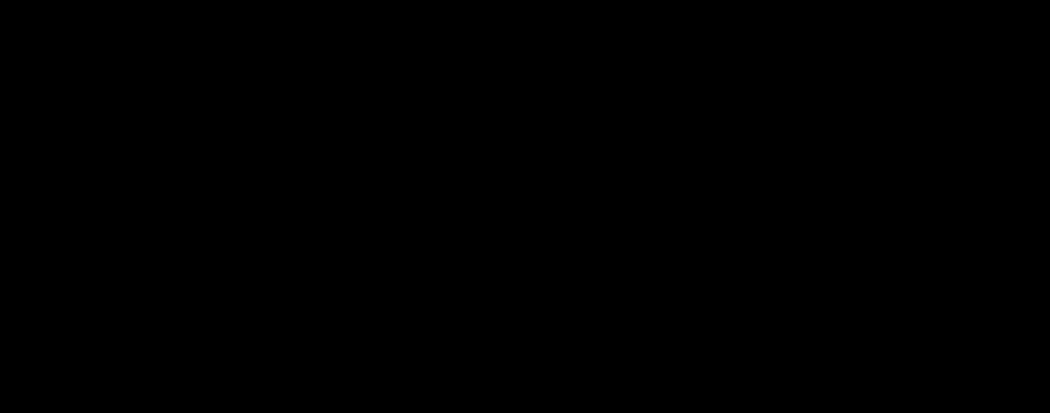
Business Telephone: _____

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E-mail Address: _____

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Cheryl Rosa _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

New Heights Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee, Fund raising

2. Are you an employee of any school operated by the education corporation? ___Yes ^x___ No

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

3. Are you related, by blood or marriage, to any person employed by the school? ___Yes ^x___ No
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ___Yes ^x___ No

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? ___Yes ^x___ No

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

6. 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** x **No**

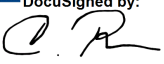
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “**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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None				

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Signature

Date

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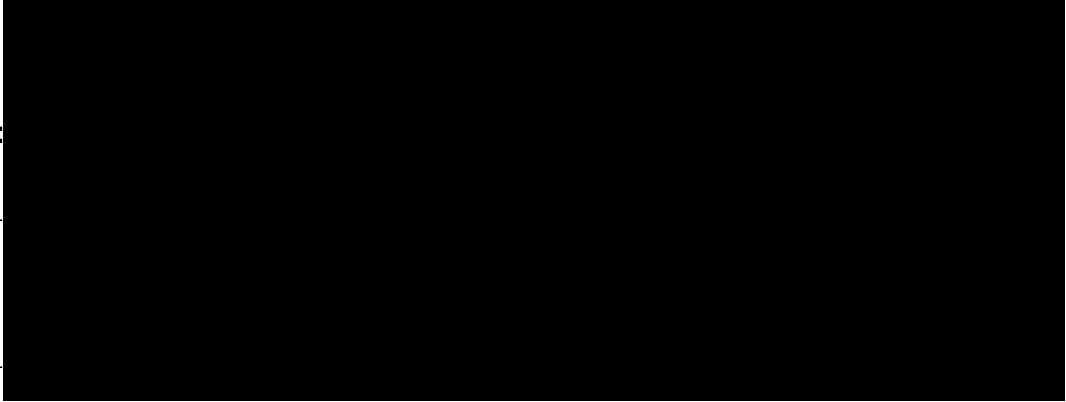
Business Telephone:

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Home Address: _____



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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: _____
Angel Vasquez

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

New Heights Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Member

2. Are you an employee of any school operated by the education corporation? ____ **Yes** **No**

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

3. Are you related, by blood or marriage, to any person employed by the school? ____ **Yes** **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ____ **Yes** **No**

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? ____ **Yes** **No**

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

6. 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** x **No**

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “**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
None	None	None	None	None

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Angel Vasquez
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Signature

Date

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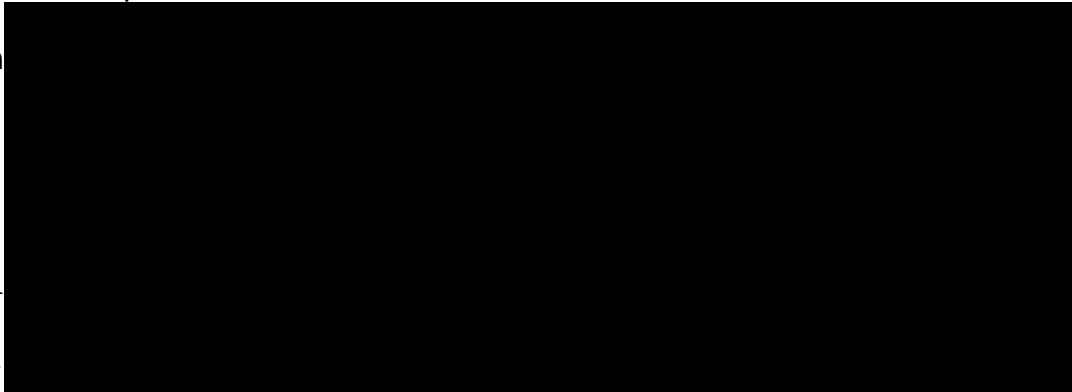
Business Telephone: _____

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Megan Vargas

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

New Heiggt's Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Member

2. Are you an employee of any school operated by the education corporation? **Yes** **No**

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

3. Are you related, by blood or marriage, to any person employed by the school? **Yes** **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **Yes** **No**

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **Yes** **No**

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

6. 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** x **No**

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “**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
None	None	None	None	None

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Signature

Date

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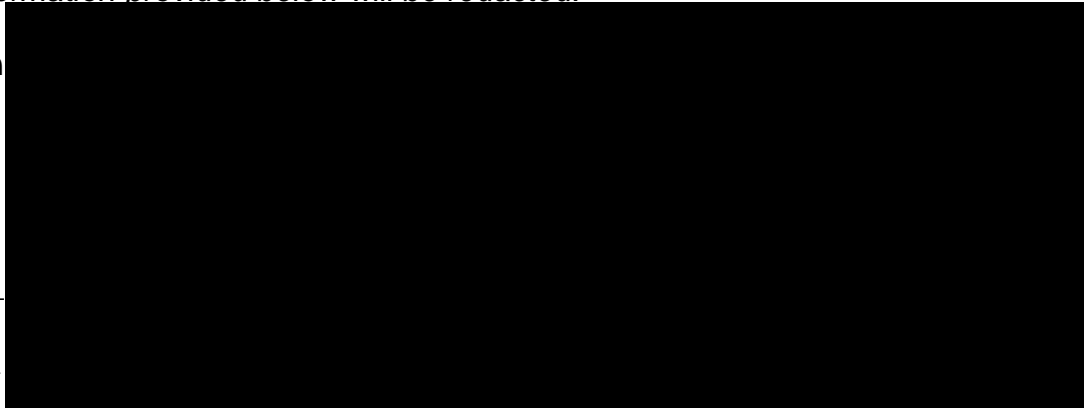
Business Telephone: _____

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Home Address: _____



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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Anne Hogarty

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

New Heights Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board member

2. Are you an employee of any school operated by the education corporation? **Yes** **No**

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

3. Are you related, by blood or marriage, to any person employed by the school? **Yes** **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **Yes** **No**

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **Yes** **No**

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

6. 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**

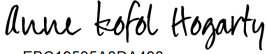
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write “None” if applicable. Do not leave this space blank.</i></p> <p>None</p>			

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “**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
<p><i>Please write None</i></p>	<p><i>"None" if applicable.</i></p>	<p><i>Do not leave this space</i></p>	<p><i>blank.</i></p>	

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7/8/2020

Signature

Date

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Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Julie M Torres

Name: _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

New Heights Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Vice President

2. Are you an employee of any school operated by the education corporation? ____ **Yes** **No**

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

3. Are you related, by blood or marriage, to any person employed by the school? ____ **Yes** **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ____ **Yes** **No**

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? ____ **Yes** **No**

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

6. 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.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write “None” if applicable. Do not leave this space blank.</i></p> <p>None</p>			

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “**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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None				

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7/7/2020

Signature

Date

Please note that 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. Personal contact info

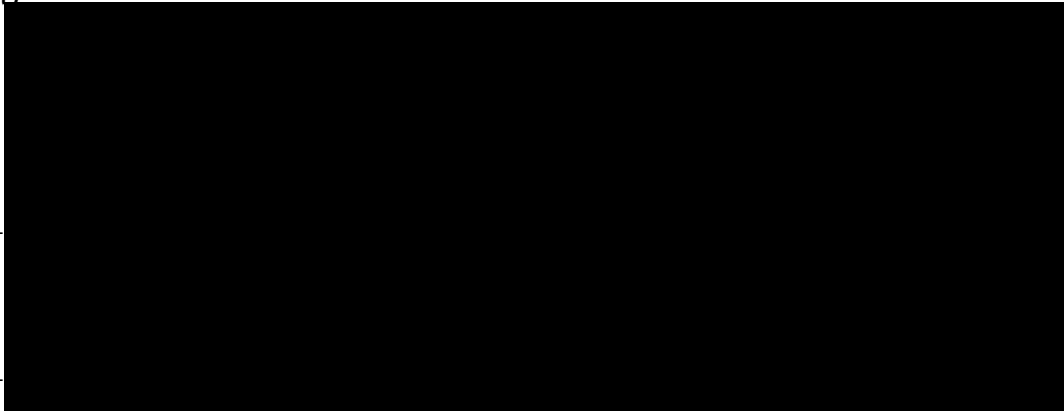
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Jamie Gartland

Name: _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

New Heights Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Staff representative to the Board of Trustees

2. Are you an employee of any school operated by the education corporation? **Yes** **No**

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

Special Education Teacher - \$110,742 - 8/20/2008

3. Are you related, by blood or marriage, to any person employed by the school? **Yes** **No**
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **Yes** **No**

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **Yes** **No**

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

6. 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.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house 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-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write “None” if applicable. Do not leave this space blank.</i>			
None			

8. 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write “**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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None				

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7/17/2020

Signature

Date

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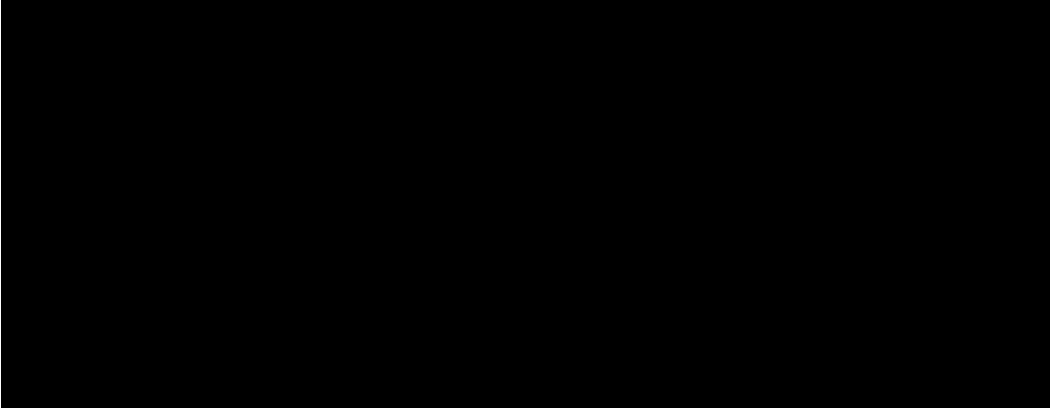
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Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



last revised 06/8/2020



**Board of Trustees
July 23rd, 2019
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Angel Vasquez, Dylan Hogarty, Anne Hogarty, Gigi Parris,
Megan Vargas, Daniel Ortiz

Absent: Quincy McLain, Jamie Gartland, Julie Torres

Guests: Christina Brown, Li'Esha Garcia, Wendy Ramos

I. Call to Order

Dylan Hogarty called the meeting to order @ 7:05 pm

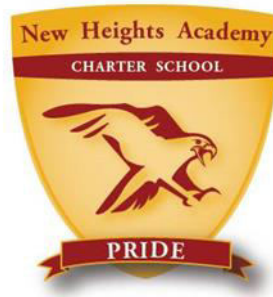
II. Community Comments

- Wendy shared that summer school is in progress, and our first events of the new year will be the Back to School Block Party (9/6/2019), Bailando in the Heights (9/25/2019) and teachers return on August 19, 2019. She will send calendar invites to the trustees.
- There were no other community comments.

III. Review of Minutes from June 19, 2019 Board of Trustees meeting

Dylan asked if there were any questions from the draft June 19, 2019 board meeting minutes. There were no questions, comments or revisions.

- **Dylan moved to approve the minutes of the June 19, 2019 meeting; Gigi seconded.**
 - **Approved: 5 in Favor; 0 Opposed; 1 Abstentions**



- **Dylan moved to enter executive session to conduct board training and development (under Open Meeting Law § 105f); Angel seconded.**
 - **Approved: 5 in Favor; 0 Opposed; 1 Abstention**

IV. Executive Session

- Dylan conducted a reflection and review of board goals and performance and desired changes for SY 1920
 - BOT Give/Get doubled in SY1819
 - Fundraising; Wendy to share out more on how we are tracking, The Limitless fundraiser netted just under \$8,000.
 - Overall attendance was 74%, in line with our goal
 - Discussion of parent representation on the board. Christina shared that most parents speak Spanish so they may be uncomfortable with an English speaking meeting. Dylan suggested that we re-double our effort.
 - Discussion around committee calls and scheduling with EAC call to be more focused on specific themes
 - Time was spent discussing committee meetings, have agendas and schedules. Christina suggested that the Executive Committee meet 30 minutes bore the BOT meeting for planning.
 - Each trustee should join a MS and HS house
- Dylan reviewed BOT survey results with members
- Board discussed succession planning for officer positions
- **Dylan moved to exit executive session to vote on expulsion recommendations (under Open Meeting Law § 105f); Angel seconded.**
 - **Approved: 6 in Favor ; 0 Opposed; 0 Abstentions**

VIII. Adjournment

- **Dylan moved to Adjourn; Angel seconded**
 - **Approved: 6 in Favor; 0 Opposed; 1 Abstention**
- Meeting adjourned at 8:26pm

Minutes Recorded By: Wendy Ramos



**Board of Trustees
August 13, 2019
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Angel Vasquez, Dylan Hogarty, Anne Hogarty,
Megan Vargas, Daniel Ortiz, Quincy McLain

Absent: Jamie Gartland, Julie Torres

Guests: Christina Brown, Li'Esha Garcia, Wendy Ramos

I. Call to Order

Dylan Hogarty called the meeting to order @ 7:08pm

II. Review of Minutes from July 23, 2019 Board of Trustees meeting

Dylan asked if there were any questions from the draft July, 2019 board meeting minutes. There were no questions, comments or revisions.

- **Dylan moved to approve the minutes of the June 23, 2019 meeting; Angel seconded.**
 - **Approved: 5 in Favor; 0 Opposed; 1 Abstentions**

III. Community Comments

- Wendy that our first events of the new year will be the Back to School Block Party (9/6/2019), Bailando in the Heights (9/25/2019) and teachers return on August 19, 2019. She will send calendar invites to the trustees.
- There were no other community comments.



IV. Audit Update

- Li'Esha presented that the Audit planning call took place last week. There were no findings or recommendations

V. Efficacy Exercise

Christina gave a brief over view of what we are about to do.
Expressed that one of our levers is FADAF – Failure and Difficulty Are Feedback

Fred passed out “Efficacy Quiz” to be completed in 5 minutes

Board proceeded to take quiz, to get an assessment of the Boards baseline knowledge of Efficacy and what it looks like at New Heights Academy CS.

Christina proceeded to present slides regarding Efficacy and how NHACS defines it.

The next step was to an exercise around PRIDE pillars

Everyone had to take the PRIDE pillars and take one and the pathway and create their own statement:

- Anne shared one around Perseverance,
- Daniel shared one regarding responsibility

FG presented on our performance against our goals for the year

VI. Renewal Update

- Wendy shared the time line around renewal
- Wendy presented the suggestion of adding an ELL preference to our Lottery/Application process for the school year 2020-2021
- **Anne moved to add an ELL preference to the school Lottery/Application process for the school year 2020-2021. Quincy seconded the motion. Approved: 6 in Favor; 0 Opposed; 0 Abstentions**



CB asked for last comments

Quincy mentioned it's great for all the hard work and success in the High School, and asked how do we go about replicating that in the MS.

CB responded that the biggest challenge is that our HS have been with us and being "molded" for years to get to those points, where when it comes to our MS we are generally getting them and they are already three levels behind.

Part of trying to speed up that MS process is putting more bodies in the classroom Also using the data and assessing at an earlier point, so teachers are forced to look at the data and work around that information,

- Quincy then asked is there any way to help that by requiring summer school/work
- Christina responded, that's something that we have tried, and have fallen off slightly, in part due to construction, but also there's the struggle for vacation during the summer that prevents kids being fully committed. Need to think more strategic about how to get the kids to commit to doing so in the 5th grade.

Quincy asked about family engagement, is it reflective of the performance?

Christina responded, no, it's actually the opposite; MS has more parent involvement than HS.

Fred added that our HS parent engagement sparks back up around the college process

- **Anne moved to adjourn the meeting; Angel seconded.**
 - **Approved: 6 in Favor; 0 Opposed; 01 Abstentions**

Meeting adjourned at 8:26pm

Minutes Recorded By: Wendy Ramos



**Board of Trustees
September 19th, 2019
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Daniel Ortiz, Jamie Gartland, Dylan Hogarty (via video), Anne Hogarty, Gigi Parris

Absent: Quincy McLain, Megan Vargas, Angel Vasquez,

Guests: Wendy Ramos, Fred Given, Li'Esha Garcia, Gus Saliba

I. Call to Order

Anne Hogarty, called the meeting to order @ 7:01pm

II. Approve Minutes from 8/13/2019 and 9/10/19 Board Meetings

- Dylan Hogarty asked if there were any questions from the August 13th board meeting minutes. There were no questions, comments or revisions.
- **Anne moved to approve the minutes of the August 13th 2019 meeting; Daniel Ortiz seconded.**
 - **Approved: 3 in Favor ; 0 Opposed; 1 Abstentions**
- Dylan asked if there were any questions from the August 13th board meeting minutes. There were no questions, comments or revisions.
- **Gigi Parris moved to approve the minutes of the September 10th 2019 meeting; Anne seconded.**
 - **Approved: 4 in Favor ; 0 Opposed; 0 Abstentions**



III. Community Comments

- There were no community comments.
- Board recognitions to be saved for the next meeting.

IV. Financial Update

- Laisha Garcia shared that there will be a complete budget update next at the next meeting.

V. Audit Update

- Gus shared updates on the audit process. The draft has been circulated to management and waiting for board approval. This year was single audit, It has gone through quality control department. The 990 will not require a deadline extension. It can be submitted when the questionnaire is completed.
- There are no major changes, no difficulties, no uncorrected misstatements, no disagreements with management. There were a few adjustments, not material in nature.
- The independent auditor's report will be a clean unmodified report, no management recommendations, and no deficiencies. Ninety one percent of expenses are going into program costs, which is higher than similar schools.
- **Anne moved to approve the audit report; Gigi seconded.**
 - **Approved: 4 in Favor ; 0 Opposed; 1 Abstentions**



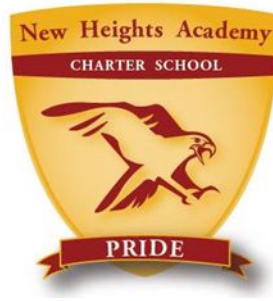
VI. Executive Director Report

- Fred Givens shared that enrolment is at 65 in the 5th grade, we are posting local ads and reaching out to students, and doubling efforts to meet enrollment goals.
- While we have 15 new teachers, we still have 3 open positions that are open and being advertised. Recruitment is being done through Teach for America, posting advertisements, and other avenues.
- There was an IT confidentiality breach recently, which led to the employee responsible being let go.
- The first month of school, school opening went very well this year. In the Middle School, PRIDE academy had more student centered activities than previous years.
- The senior retreat went very well this year, students had new experiences, developing efficacy skills and getting outside of their comfort zones.
- There was increased focus on new teacher training, emergency procedures.
- All middle school students have been assessed for intervention placements. Rinaldo and Joy have been working with students to help them understand their test scores from last year.

VII. Adjournment

- **Anne moved to Adjourn; Daniel seconded**
 - **Approved: 4 in Favor; 0 Opposed; 0 Abstentions**
- Meeting adjourned at 7:38

Minutes Recorded By: Jamie Gartland



**Board of Trustees
September 10th, 2019
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Daniel Ortiz, Jamie Gartland, Megan Vargas, Dylan Hogarty, Anne Hogarty, Angel Vasquez, Gigi Parris

Absent: Quincy McLain

Guests: Christina Brown, Wendy Ramos, Fred Givens, Rinaldo Murray, Michelle Anderson, Kimberly Cordova, Dan Pasek

I. Call to Order

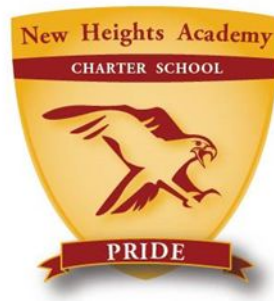
Dylan Hogarty called the meeting to order @ 7:12 pm

II. Community Comments

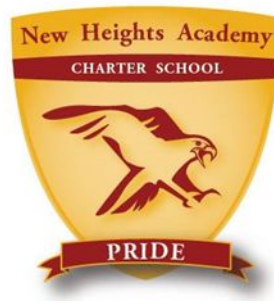
- Dylan asked for community comments. There were none.

III. Review of NYS Exam SY1819

- Fred Givens shared updated results from 2018-2019 Regents exams. The goal for the high school was 10% growth each test from year to year, or a 90% pass rate. ELA is still over 90% pass rate with greater than a 10% increase in college ready scores. US History is at 90% and Geometry and Algebra II have increased more than 10%. While the goals were not met for the other exams, the scores were still strong.

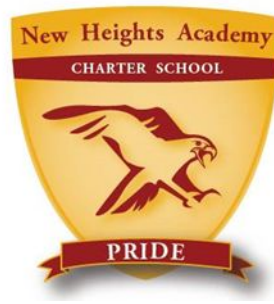


- Kim Cordova shared that proficiency goals for students in the high school with disabilities were met. Growth and/or 90% proficiency goals were met for all subjects in grades 9-12 other than Global Regents. In middle school there was a 100% increase in math proficiency. Success is due to parallel curriculum and working closely with math coach and co-teaching teams, especially 6th grade. There were decreases in scores for ELL students, but overperformed DOE schools in the district. There is now a new teacher with more intervention planned than previous years.
- Rinaldo Murray described some of the decreases in middle school proficiency data.
- Dylan asked how our scores compared against other schools in the district and how the district tracked from 2018 to 2019.
- Christina Brown explained that we did not perform well against district, as it generally increased. Fifth graders showed regression from previous year. Other schools are starting with Kindergarten, we get our students later.
- Anne Hogarty asked how much test exposure our students are getting.
- Christina answered and explained that the state guide recommends which standards we should be spending 65% of instruction time on, although this year we did not send teachers to grade the exam. This practice gives insight into the exam and how it is created and scored. We had new teachers and staffing issues which made this impossible.
- Rinaldo shared that because of this, the IA data was not accurate for ELA as grading may not have been as significant/accurate when compared to actual assessment.
- Christina shared that they will be paying attention to, alignment of authentic assessment (state test) and working with new staff.



IV. Action Plans for SY1920

- Christina described the DFS process of developing strategies based on the data and feedback, review the feedback, and will summarize the strategies for the action plan.
- Michelle Anderson shared the 5 main strategies to improve middle school ELA scores. First, using close reading across the curriculum: annotating, modeling, with leaders monitoring implementation. This is not a new strategy. Second, writing in response to writing using appropriate craft and structure, and using state grading rubric across all subjects. There will be “writing Wednesdays” in all subjects. They will spend a class period reading, annotating, and writing. Third, all grade levels will be norming strategies and grading. Fourth, SDIS, students will be tracking their own progress. This did not happen consistently before. Lastly, more student centered instruction.
- Anne asked if teacher recruitment this year was more effective and how the staff retention rates compared to the previous year.
- Christina shared that we have placed ads, participated in fairs, and other recruitment practices. We are not fully staffed with one health teacher position and one learning strategist position open. SLT believes that the staff is capable, and the returning staff has developed.
- Rinaldo answered that 75% of staff returned this year as compared to 50% of math and ELA teams last year.
- Dylan asked leadership about expected outcomes based on strategies chosen and what is new or different when compared to last year.
- Christina shared that strategies are not new, but what we have not done is norming the authentic assessment with the state tests, not fully implemented SDIS in IA exams. Students will have 2 periods of math and reading, as close reading the whole exam is imperative.
- Michelle shared action plan strategies to improve math outcomes. Firstly, SDIS using Saturday academy and Wednesday academy and intervention with acceleration instead of only remediation. Second, expanding writing in math classes using

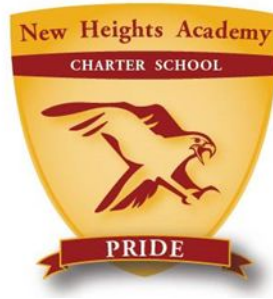


interactive notebooks with students explaining processes daily. Third, standards alignment for assessments and vetting of units and resources. Lastly, a focus on student centered instruction with students using academic language and accountable talk. There will be continued Kagan training for teachers.

- Angel Vasquez asked about staffing in the math department.
- Rinaldo responded and shared that there are more teacher assistants, 75% of staff returned, there is a lead teacher who will maintain a model classroom for other team members to observe.
- Dylan asked leadership about expected outcomes based on these strategies.
- Rinaldo shared that students on the cusp of grade level will be targeted, and targeted interventions will begin 3 months earlier to give more time to prepare.
- The board reviewed the documents thoroughly and asked questions about specific data, feedback notes, and for more details on chosen strategies.

V. Charter Renewal Update

- Dan Pasek from Daniel Pasek Consulting LLC shared comparisons between NHACS and other charter schools at similar points in their renewal processes. He outlined some of the specific strengths and challenges faced by NHACS when compared to other schools.
- The board and school leadership asked specific questions about the timing, expected outcomes, and details of specific recommendations.
- Dan answered questions based on his experience with other schools and his interactions within those renewal processes.
- The board discussed different responses to the test results and Dylan set forth a timeline and action steps for school leadership to report back at the next Board of Trustees Meeting.



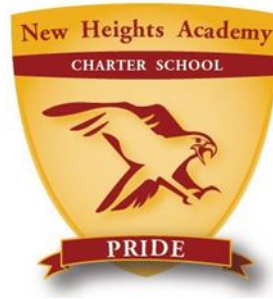
VI. Executive Session

- **Dylan moved to enter executive session (under Open Meeting Law § 105f); Angel seconded.**
 - **Approved: 6 in Favor ; 0 Opposed; 0 Abstentions**
- **Dylan moved to exit executive session (under Open Meeting Law § 105f); Gigi Parris seconded.**
 - **Approved: 6 in Favor ; 0 Opposed; 0 Abstentions**

VII. Adjournment

- **Dylan moved to Adjourn; Gigi seconded**
 - **Approved: 6 in Favor; 0 Opposed; 0 Abstentions**
- Meeting adjourned at 9:45

Minutes Recorded By: Jamie Gartland



**Board of Trustees
October 17th, 2019
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Jamie Gartland, Angel Vasquez, Anne Hogarty, Dylan Hogarty, Gigi Parris, Quincy McLain (via video from home)

Absent: Megan Vargas, Daniel Ortiz

Guests: Christina Brown, Wendy Ramos, Fred Givens, Li'Esha Garcia, Kimberly Cordova, Michelle Anderson, Rinaldo Murray, Sylvie Estrella

I. Call to Order

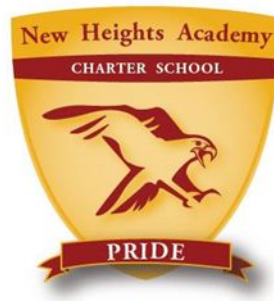
Dylan Hogarty called the meeting to order @ 7:18pm

II. Approve Minutes from 09/19/2019 Board Meeting

- Dylan Hogarty asked if there were any questions from the September 19th board meeting minutes. There were no questions, comments or revisions.
- **Dylan moved to approve the minutes of the Sept 19th 2019 meeting; Gigi seconded.**
 - **Approved: 3 in Favor ; 0 Opposed; 2 Abstentions**

III. Community Comments

- Wendy Ramos shared that the Back to School Night event took place the previous night, even though the weather was poor, the turnout was good. There were Title I



and Erate information sessions for parents as well as grade level presentations. The next event is Haunted Heights. The theme is a nod to 80's horror movies. There will be a band, games, a haunted house, and snacks.

- The first round of parent-teacher conferences are in November, followed by the annual Thanksgiving food drive and dinner event.
- Fred Presented the monthly PRIDE award to Jamie Gartland for work on the board and in high school meetings, highlighting the need to serve the students in the community who need NHACS the most. Dylan presented the certificate.

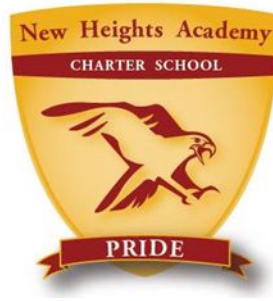
IV. Financial Update

- La'Esha Garcia shared updates on the savings from changes to fringe benefits and that personnel expenses are down by a significant amount. There is currently a surplus of a little under two hundred thousand dollars despite enrollment variances to budget.
- Advertisements have been placed and meetings taking place with parents in the community to seek additional enrollment where spaces are available.
- Angel Vasquez asked for updated data on 5th grade enrollment. It was shared that current enrollment is 70, but we have capacity for 96.
- Dylan asked how the budget is trending now from where we started. La'Esha stated that so far we are on target to have a larger surplus that we accounted for while creating the budget; it is now easier with this new system for administration to know the budget and what is available.
- There is a plan to implement partner training costs and programs now instead of next year if we are trending towards a surplus.



V. Executive Director Report

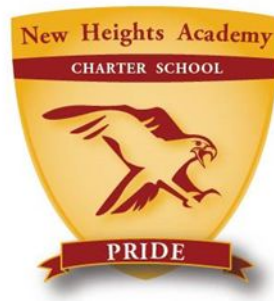
- Rinaldo Murray shared the status of the middle school: there was a strong start with 5th grade team with 5 out of 6 teachers having returned. The new teacher added is a science teacher with 4 years of experience. The 6th grade went through a reset, some bad habits were addressed. Supports were added with transitions, mentoring among other changes. There has been Kagan training in collaborative and student centered learning.
- The atmosphere was affected by the state test scores. They were disappointing to teachers, they have processed and there is now a sense of urgency that is pushing teams forward and there is a sense of urgency to improve.
- Dylan asked to hear more about 6th and 7th grade math and how is it trending. The strongest teacher is the 6th grade math teacher. The students will be getting support from high school honor society students. All students are allowed to retake any test under an "80." There were more teaching assistants added with training on team teaching and alternative teaching methods to support math classrooms.
- Fred shared updates on high school academics: There are fewer students failing this quarter than last year at this time. The rigor will be increasing and the data may change next quarter, but this is a good place to start. The attendance statistics are strong at 96%.
- For college admissions, we have been tracking how kids are applying early in the process. CUNY and SUNY applications are almost completed. FAFSA applications opened on the 31st and 30 students are already done. One student, Denzel has been accepted to the Questbridge program already.
- The high school atmosphere details were shared: the Rise and Shine Academy process to deal with incomplete assignments and assessments prior to the end of the quarter is now in effect to address quarter-end challenges from previous years. Advisory has more of an emphasis on the pathway to excellence and efficacy. Administration will be doing more observation and work on advisory to ensure that this is happening consistently across classes and grade levels.



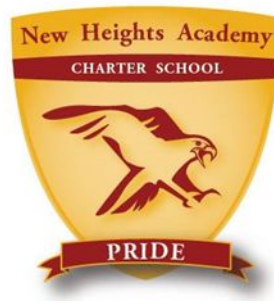
- Dylan asked how the 9th grade students are handling the transition to high school. Fred shared that the 9th grade team teachers are noticing and addressing the emotional needs of students early.
- Kimberly Cordova shared that she and Fred brought a group of seniors to Holy Cross for a college trip.
- Areas of focus for the high school are the social emotional needs of the 9th grade and the math and science departments. There is growth in Geometry and Algebra 2 that meets year to year goals, but still not to our 90% goal.
- Middle school areas of focus are to make sure that there is effective use of teaching assistance and alignment of what students see in the classrooms and what they see on the state exams.

VI. Renewal Update

- Christina Brown shared the results and comparisons of of state exams from multiple years, as well as some of the contributing factors both in and out of leadership's control. She discussed the challenges with teacher training and retention and how that transition has presented issues with continuity of curriculum and access to materials. There is more coordination this year and coaches and administration are more deliberate in observations and feedback. They are also made sure that all materials are on the server and accessible.
- Angel asked what impact this has had and what other areas are being impacted. Michelle Anderson shared that curriculum alignment is enhanced when it is uploaded and accessible which also connects to planning and implementing interventions.
- Rinaldo stated that there have been multiple revisions to the way his team goes through the DFS process. Leadership is now part of small groups of teachers going through the DFS process on a weekly basis.



- Anne Hogarty asked to discuss the possibility mentioned by the consultant at previous meetings: phasing out the 5th grade. The board discussed the implications, long and short term.
- Christina shared that the time with them is beneficial, even if they don't meet the marks we want them to hit in that year. They move up with the strategies and the skills they need to be ultimately successful. Parting ways with 5th grade, pushes those problems onto the 6th grade.
- Christina shared that they have been investigating partnership options for the middle school, but so far they are not compatible with New Heights Academy. Some have K-4 program, others require 5-10% of operating budget to fund the program.
- The top choices for partnerships as well as their challenges and highlights were discussed including: CEI and The Rensselaerville Institute.
- Other internal changes were discussed including adding a special education instructional coach to support grade teams, hiring a second ELL strategies, and adding more teaching assistants to middle school math classrooms.
- Angel asked about how these changes and partnerships would affect the budget. Christina answered that they are streamline what we actually can do, changes would have to be made in the areas such as professional development. Also, all of this should not be done in 1 year, some has to be done over a longer period of time.
- Anne initiated a discussion on staff retention and attracting talented teachers. Items that were a part of this discussion included perspectives on different types of tiered incentives, retention bonus, payouts for unused PTO. The effectiveness of strategies tried and the pitfalls and possibilities of bonuses tied to scores and success were discussed.
- Dylan asked for the leadership team to lay out more data on teacher attrition: where did they come from, how did they perform, why did they leave, what were the consequences, to support the board's understanding. Christina shared more detail about our hiring - process and that we are always looking for great teachers. There may be a need to revisit compensation structure to be competitive and attract strong teachers.

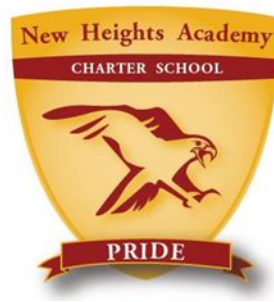


VII. Board Vote - Changes to Complaint Policy and Employee Handbook

- Changes to the school's complaint policy were reviewed. They were adjusted and enhanced to be more detailed and following auditor's recommendations. A formal step was added to adhere to a standard form more like other schools.
- Changes and additions were reviewed and discussed by the board, there were a few adjustments around teacher's prep periods and requiring permission from a supervisor to leave the building. There were questions and explanations for other small changes and additions.
- **Dylan moved approve changes to the complain policy; Anne seconded.**
 - **Approved: 5 in Favor ; 0 Opposed; 0 Abstentions**
- **Dylan moved to approve updates to the employee handbook with the understanding that discussed changes will be made; Anne seconded.**
 - **Approved: 5 in Favor ; 0 Opposed; 0 Abstentions**

VIII. Executive Session

- **Dylan moved to enter executive session (under Open Meeting Law § 105f); Gigi Parris seconded.**
 - **Approved: 5 in Favor ; 0 Opposed; 0 Abstentions**
- **Dylan moved to exit executive session (under Open Meeting Law § 105f); Angel seconded.**
 - **Approved: 5 in Favor ; 0 Opposed; 0 Abstentions**



IV. Adjournment

- **Dylan moved to Adjourn; Angel seconded**
 - **Approved: 5 in Favor; 0 Opposed; 0 Abstentions**

- Meeting adjourned at 9:45

Minutes Recorded By: Jamie Gartland



**Board of Trustees
November 14, 2019
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Jamie Gartland, Angel Vasquez (via video), Anne Hogarty, Dylan Hogarty, Gigi Parris

Absent: Megan Vargas, Daniel Ortiz, Quincy McLain

Guests: Christina Brown, Wendy Ramos, Fred Givens, Li'Esha Garcia, Kimberly Cordova, Michelle Anderson, Rinaldo Murray, Tiffany Wilson, Sylvie Estrella, Briana Holt and family, Ellem Cabrera and family.

I. Call to Order

Dylan Hogarty called the meeting to order @ 7:10pm

II. Approve Minutes from 10/17/2019 Board Meeting

- Dylan Hogarty asked if there were any questions from the September 19th board meeting minutes. There were no questions, comments or revisions.
- **Dylan moved to approve the minutes of the October 17th 2019 meeting; Gigi seconded.**
 - **Approved: 4 in Favor ; 0 Opposed; 0 Abstentions**



III. Community Comments

- Fred Givens presented Briana Holt with the Board of Trustees award for responsibility. She knew that she was going to be absent during the interim assessments for quarter 1. She met with Mr. Givens and helped create a schedule that would ensure she was able to take all of her assessments within the required timeframe.
- Rinaldo Murray presented his award to Allem Cabrera (a 6th grade student) who for 2 years, has been arriving at school early enough to deliver all of the daily attendance folders to teachers' rooms by the time school starts each day.
- Dylan Events - on Thursday, December 12th, at 4:00PM, the board will be interviewed by the Department of Education concerning the school's charter renewal. That will be followed by public hearing for community comments on the proposed renewal and a regularly scheduled meeting of the Board of Trustees.

IV. Board Officer Elections

- **Dylan moved Elect Gigi as Vice President of the Board of Trustees; Anne seconded.**
 - **Approved: 3 in Favor ; 0 Opposed; 1 Abstentions**

V. Financial Update

- La'Esha Garcia shared updates on the financial status of the school, The 990 submitted and the single audit was completed.
- There were no significant changes to revenue, or per pupil funding, compared to plan.
- Facilities expenditures were above plan due to professional costs: additional contracted services for network upgrades.



- We are currently operating with a projected surplus.
- Dylan asked if there were any trends that the board should be looking out for. Li'Esha shared that we are currently under the expected budgeted amount for personnel for now, but otherwise we are on budget for everything else.

VI. Teacher Retention Rates/Hiring Process

- Christina Brown shared that our teacher retention rate is around 80%. The goal for the school is to be above 90%.
- Tiffany Wilson Presented on the research done to compare the recruiting practices of New Heights Academy Charter School to other charter schools in the community: Uncommon Schools, Success Academy, and Inwood Charter School.
- Dylan asked about the methods used to target the types of teachers that New Heights needs, and how the school directors participate in the process.
- Tiffany shared that during hiring season and the collection of resumes, the candidates' information is sent directly to school directors, then they decide which candidates they want to meet, then pass back to human resources to follow up. They review lesson plans and take part in evaluating demonstration lessons.
- Fred shared that after Tiffany screens the candidates, he sets up roughly a three hour block: student guided tour, observed lesson and time in a classroom. He then gets feedback from students and sets up an interview to determine if the teacher will be a good fit for our efficacy practices.
- Rinaldo shared that the middle school process is similar, but with no student guided tour. He relies heavily on student feedback, and he attends job fairs to find and screen candidates.



- Dylan asked about the strongest and most challenging parts of our process, Tiffany shared that our in person interview with Christina is strong, but some candidates can say the right things to get hired therefore the other parts of the process verify those claims. Enhancing the “day in the life” part of the process would be helpful as well as being more strategic about recruiting.
- Fred agreed and stated that the best outcomes come from having more candidates to choose from.

VII. Academic Update

- Michelle Anderson shared the Quarter 1 data for ELA, where the focus in middle school and high school has been on close reading, authentic grading of student writing and student centered instruction. Leadership is executing the plan that was developed and supporting teachers and students in their growth on annotation.
- Kimberly Cordova shared that in ELA, special populations are performing better than last year, but still need growth. In high school, our special populations have historically performed well on the ELA regents.
- Rinaldo shared that there is improvement in Quarter 1 data from last year. Moving forward the middle school will be norming grading based on rubrics so that no matter who is grading, the students are being assessed authentically.
- Angel Vasquez asked if future reports can include data from last year’s corresponding quarter data to help highlight comparisons. Michelle confirmed.
- Christina shared that after performing an item analysis of the state math exams, and comparing to the middle school’s curriculum, the decision was made to change curriculums to Eureka Math.
- Dylan asked about the transition and what it looks like for teachers and students. Michelle explained the process of putting the new module into our existing



framework and that the teachers are excited about the new materials and the increased rigor.

- Kimberly shared special populations student scores were within 10% of general education, writing every day. In the high school, Algebra 2 has the highest success rate so far as math co-teaching relationships grow and develop. Fred agreed, and stated that work still needs to be done in Geometry, as there is a new teacher in that class. Jamie Gartland shared that when co-teaching partnerships develop over time, outcomes improve as the teams can reflect constantly, make changes and adapt each year to address issues, and make adjustments to increase success for students with IEP's as well as general education students. Each year the pairs work together data always improves.
- Michelle shared that in social studies, work continues on analyzing documents, and aligning with ELA skills instruction. English language learners are in need of more support in the social studies classrooms as they are struggling with technical and contextual vocabulary. Global History II has a new regents exam, special populations have performed closely to their general education peers.
- Christina shared that over all, we are learning that retention and setting up students for success are key. There is a strong need for teachers to be accountable for the work they do.

VIII. Executive Director Report

- Rinaldo shared the state of the middle school, attendance is at 97% with 5th and 8th grades at 99%. Atmosphere and accountability data shows that there have been shifts in 6th grade, they had the most infractions/detentions and they were trending in the wrong direction. Students came up with strategies that team should implement. Teachers getting necessary support.



- Fred shared that we have had a student accepted into the Iowa State creative writing program, it is our 1st college acceptance. We have 60% of seniors already done with the FAFSA. We broke up students into smaller groups and provided workshops, addressing their individual college application needs. Attendance in the high school is at 96.5% - highest since becoming principal. The attendance team has been moving to address issues early, and this impact is evident.

X. Executive Session

- **Dylan moved to enter executive session (under Open Meeting Law § 105f); Gigi Parris seconded.**
 - **Approved: 4 in Favor ; 0 Opposed; 0 Abstentions**
- **Dylan moved to exit executive session (under Open Meeting Law § 105f); Gigi seconded.**
 - **Approved: 4 in Favor ; 0 Opposed; 0 Abstentions**
- **Dylan moved Approve Executive Director Compensation; Gigi seconded.**
 - **Approved: 4 in Favor ; 0 Opposed; 0 Abstentions**

XI. Adjournment

- **Dylan moved to Adjourn; Gigi seconded**
 - **Approved: 4 in Favor; 0 Opposed; 0 Abstentions**
- Meeting adjourned at 9:45

Minutes Recorded By: Jamie Gartland



**Board of Trustees
December 12, 2019
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Jamie Gartland, Dylan Hogarty, Gigi Parris, Quincy McLain, Cheryl Rosa (via Video), Anne Hogarty (via video)

Absent: Megan Vargas, Daniel Ortiz, Angel Vasquez

Guests: Christina Brown, Wendy Ramos, Fred Givens, Li'Esha Garcia, Kimberly Cordova, Rinaldo Murray, Michelle Anderson

I. Call to Order

Dylan Hogarty called the meeting to order @ 7:28pm

II. Approve Minutes from 11/14/2019 Board Meeting

- Dylan asked if there were any questions from the November 14th board meeting minutes. There were no questions, comments or revisions.
- **Dylan moved to approve the minutes of the November 14th 2019 meeting; Gigi Parris seconded.**
 - **Approved: 2 in Favor ; 0 Opposed; 3 Abstentions**



III. Community Comments

- Dylan asked for community comments. There were none.

IV. Financial Update

- La'Esha Garcia shared updates and changes to revenue: Adjustments to Title funds and other adjustments in special education. At present, calculating slightly over projected revenue.
- Fringe benefits and instructional support costs still trending lower.
- Projected to end the year with a surplus and looking at specific and purposeful reallocation to reduce the surplus.
- La'Esha asked if there were any questions.

V. Academic Update

- Rinaldo Murray shared that science and ELA trending in the right direction. There are decreases in the number of failing grades in 6th and 7th grade. The School wide tutoring program has been instituted. Tutors from the high school honor society have been working with identified students. The reassessment data for math trending 10 points higher than the previous/original assessments.
- Teachers should be promoting productive struggle using anchor charts, interactive notebooks, and Kagan cooperative structures.
- Discipline incidents are trending lower overall this quarter from the same time last year. Suspensions were at 16 last year, 25 currently. Doing work in gender meetings



working with high school mentors on conflict resolution strategies. The 6th grade trending higher. After the team building workshop from Ramapo the numbers were cut in half in terms of infractions. **[is gender how we mean to characterize this?]**

- Kimberly Cordova shared middle school special population data;. 6th and 7th grade social studies are receiving more differentiated strategies as they had a higher number of failing grades.
- Dylan asked for an update on the implementation of the new math curriculum in the middle school.
- Rinaldo stated that they have ordered materials for the end of module assessment to determine how successful the implementation was. They will use that data to make corrections and adjustments by mid January.
- Dylan asked if Rinaldo has the resources needed to be successful and Rinaldo responded and explained that human resources are the most impactful now. They have the right people doing the work.
- Kim shared that the top 3 competitors from the school spelling bee will be going to district level spelling competition.
- Fred Givens shared updates on high school academics. Grades are looking strong so far with this being the 2nd year of the incomplete policy. There was a major reduction in incomplete grades at the end of 1st quarter. Rise and Shine academy is successful; students are taking advantage of that time and seeing it as a second chance and not as a punitive measure.
- Algebra 1 and 2 failure rates are a little higher than last year, at this time. Chemistry and US Government are also showing an increase in failing Q1 Grades so far.



- CUNY applications and FAFSA's are completed. College counselors are working with TAP and FAFSA making sure there are no technical difficulties preventing students from getting TAP.
- Attendance numbers dipped because of Thanksgiving break, but overall attendance rates are higher than last year at this time. The attendance team is more proactive about addressing issues this year.
- Accountability and discipline in high school: most infractions come from 9th graders. They will be doing a reset and earning points to get lunch privileges back. There will be opportunities to earn them back at the end of each month. A group of 9th grade boys is being set up with older boys as mentors and will do intervention work before break and 2020. There has been a 60% decrease in the number of referrals.
- Kim shared that spec populations have the lowest number of F's, and accountability plan being followed.

VI. Renewal update

- Dylan shared that based on the information from CE and Rensselaerville Institute, and the revised application. There will be a brief meeting to review documents and to make a decision on the partnership options.
- Christina Brown shared that of the groups - CEI spent a day and a half in document review and observations. They would provide specific consultants in areas of need. Rensselaerville Institute proposed to have one person would consult with middle school in particular. He would provide support to leadership and ensure implementation of proposed changes. Educators for student success were here for a day. They would outsource everything to outside consultants. The two plans are consistent with what what leadership team believes should be our direction are CEI and Rensselaerville Institute.



X. Executive Session to Address Student Matters

- **Dylan moved to enter executive session (under Open Meeting Law § 105f); Quincy seconded.**
 - **Approved: 4 in Favor ; 0 Opposed; 1 Abstentions**
- **Dylan moved to exit executive session (under Open Meeting Law § 105f); Gigi seconded.**
 - **Approved: 4 in Favor ; 0 Opposed; 1 Abstentions**
- **Dylan moved to approve expulsion for student 1; Anne Hogarty seconded.**
 - **Approved: 3 in Favor ; 2 Opposed; 0 Abstentions**
- **Dylan moved to approve expulsion for student 2; Quincy seconded.**
 - **Approved: 5 in Favor ; 0 Opposed; 0 Abstentions**

XI. Adjournment

- **Dylan moved to Adjourn; Gigi seconded**
 - **Approved: 4 in Favor; 0 Opposed; 1 Abstentions**
- Meeting adjourned at 8:45

Minutes Recorded By: Jamie Gartland



**Board of Trustees
January 16, 2020
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Jamie Gartland (via video), Quincy McLain (via video), Cheryl Rosa (via video), Anne Hogarty (via video), Daniel Ortiz (via video), Megan Vargas (via video), Dylan Hogarty (via video), Angel Vasquez (via video)

Absent: Gigi Parris,

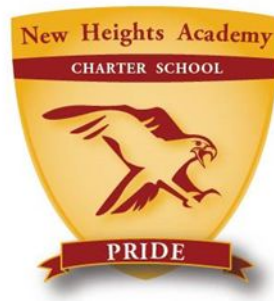
Guests: Christina Brown, Wendy Ramos, Li'Esha Garcia,

I. Call to Order

Anne Hogarty called the meeting to order @ 7:31pm

II. Approve Minutes from 12/12/2019 and 1/7/2020 Board Meetings

- Anne asked if there were any questions from the December board meeting minutes. There were no questions, comments or revisions.
- **Anne moved to approve the minutes of the December 12th 2019 meeting; Angel Vasquez seconded.**
 - **Approved: 4 in Favor ; 0 Opposed; 3 Abstentions**
- Anne asked if there were any questions from the January 7th 2020 board meeting minutes. There were no questions, comments or revisions.



- **Anne moved to approve the minutes of the January 7th 2020 meeting; Megan Vargas seconded.**
 - **Approved: 4 in Favor ; 0 Opposed; 3 Abstentions**

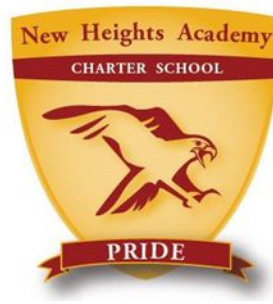
III. Community Comments

- Wendy shared that the annual NHACS Literacy Night event will be taking place on February 7th from 5:00pm to 7:00pm. All families are invited to attend. There will be a book signing/celebrity guest speaker. The event is designed to promote literacy and celebrate our students and staff through open mic performances.

IV. Financial Update

- La'Esha Garcia no changes in projections from last meeting, still projecting a surplus largely in part to increased special education enrollment and general education enrollment.
- Only small line item changes in expenditures: increases in instructional support, staff development and services.
- Discussion of potential excess funds to continue at subsequent Board meeting.

V. Charter Renewal Update



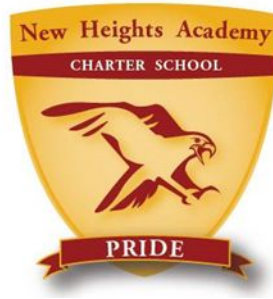
- Dylan Hogarty stated that the revised application was submitted. The DOE is going to provide feedback.

VI. Education Consultant Selection

- Dylan shared that he met with School Works to get more detailed about their proposals. The executive committee believes they would be the best choice to reach the objectives set by the authorizers' recommendations. Dylan asked if there were any further questions.
- **Dylan moved to approve School Works for partnership. Anne seconded**
 - **Approved: 7 in Favor; 0 Opposed; 0 Abstentions**

X. Executive Director Report

- Christina Brown shared that we are fully staffed. There were some changes in staff in high school, so we are bringing back 2 former NHACS teachers.
- One is taking over for a recent vacancy, and another will be supporting another teacher in the science department.
- We will be renewing our partnership with Teach for America, increasing advertising, job fairs presence, and the New Teacher Project to improve recruitment. The intent to return letters have been distributed to the staff, and should be turned in by the next meeting.

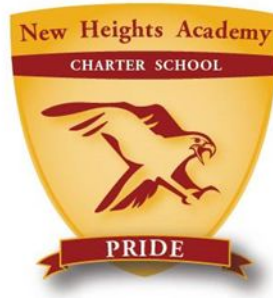


- College update: we have 65% college acceptance so far, and over 2 million in financial aid awards.
- Wendy shared that she followed up on the attendance loophole in the previous version of the handbook. She found no further students affected by the policy.

XI. Adjournment

- **Dylan moved to Adjourn; Angel seconded**
 - **Approved: 7 in Favor; 0 Opposed; 0 Abstentions**
- Meeting adjourned at 7:45

Minutes Recorded By: Jamie Gartland



**Board of Trustees
February 27, 2020
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Jamie Gartland , Daniel Ortiz, Anne Hogarty, Gigi Parris, Angel Vasquez, Cheryl Rosa (Via Video), Dylan Hogarty (7:20 Via Video), Megan Vargas (8:00)

Absent: Quincy McLain

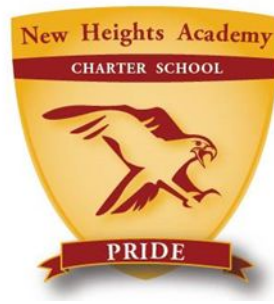
Guests: Christina Brown, Wendy Ramos, Li'Esha Garcia, Kimberly Cordova, Fred Givens, Michelle Anderson, Rinaldo Murray

I. Call to Order

Gigi Parris called the meeting to order @ 7:04pm

II. to Approve Minutes from 1/16/2020 Board Meetings

- Anne Hogarty asked if there were any questions from the January board of trustees meeting minutes. There were no questions, comments or revisions.
- **Anne moved to approve the minutes of the January 16, 2020 meeting; Angel Vasquez seconded.**
 - **Approved: 4 in Favor ; 0 Opposed; 1 Abstentions**



III. Community Comments

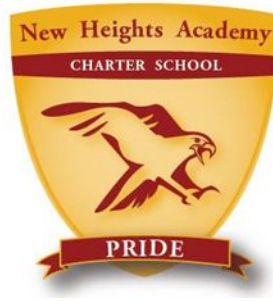
- Wendy shared, that NHACS will be holding its annual career day on Wednesday 3/11/2020. There will be a new format with more student choice in which career area they are interested in learning about. An invitation will be sent to board members.

IV. Financial Update

- Li'Esha Garcia reported that there were adjustments to expenses based on increased salaries, vacancies being filled, instructional support, leadership support, and food services being adjusted on actual cost as opposed to projected costs.
- There were also adjustments in revenues based on increases in general education and special education enrollment. 148K more expenses than budgeted. 130K in surplus overall.
- Angel asked how many additional students have been added.
- Wendy Ramos shared that we started with 742 students, we now have 767. Our previous family coordinator came back to consult and help us reach out to the community to find more students that should be enrolled in our school (family members of current or former students, etc.)

V. Charter Renewal Update

- Wendy shared that we are working with School Works on the 4th and 5th to hold focus groups and observe classrooms. They will put together a school quality report

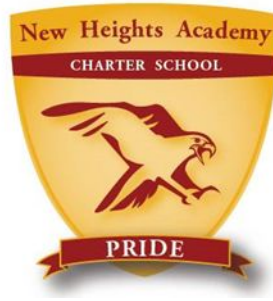


based on their observations and report by April 10th. An action plan will be developed and shared by April 26th.

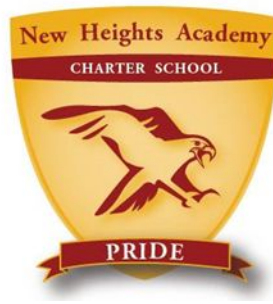
- Christina Brown shared that the call with the authorizer went well, the Board of Regents will be meeting March 2nd to determine the outcome of the charter renewal based on the recommendations from the NYC DOE.
- Angel confirmed the meeting dates of the New York Board of Regents.

VI. Academic Report

- Michelle shared interim assessment strategies and actions planned to respond to the IA data. In middle school STEM, adjustments to curriculum in math will continue. The school will be hosting a training in partnership with other schools on March 11th with Eureka Math.
- High school math department is focusing on geometry, we saw increases in averages but monitoring closely. Algebra 1 and 2 show increases and continue to grow.
- Anne asked how the middle school math goals are created.
- Rinaldo Murray explained that goals are set based on test results, baselines, 1st IA. After Q2 data, there are changes in targets, but the yearly goal remains the same.
- Kimberly Cordova shared that for special populations, they are working on steps and organization systems so they are always able to use exemplars to help them complete problems. With an increase in the number of ELL coming in there are more glossaries and vocabulary supports. In Advanced Algebra - 100% of students with disabilities passed the Regents exam at the midpoint of the year. In middle school, science tests are literacy based tests and ELLs are struggling. To meet their needs, teachers are spiraling vocabulary, creating and using glossaries. ELL teacher created

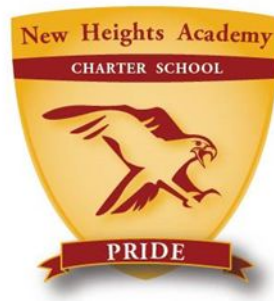


- curriculum has been added for teachers to use for building vocabulary knowledge. We want all teachers to understand the needs of our ELL population.
- Humanities: In middle school, all schools showed improvement. There is still a focus on close reading with annotations, exposure to state exams, intervention, and monitoring growth through class and intervention weekly to catch issues or dips. There is a focus on writing, making sure students understand the rubrics used for grading, and teachers norming their grading.
 - In the High School, all grades were administered a full ELA regents. Scores show that they are making gains at an appropriate pace at this point in the school year.
 - Kimberly shared that the Students support services dept is aligned very closely with the Humanities Dept.
 - Social studies dept in the middle school is focusing on making inferences from historical documents.
 - The high school IA results show that in all grades students demonstrated a high level of need in completing writing tasks.
 - Students with disabilities are getting instruction in guided annotation - using historical documents, using differentiated documents that have annotations and questions on the side to guide through the document/cartoon.
 - Lexile data results in middle school show gains in all grade levels. In middle school we use Iready to gather Lexile scores, it provides a more detailed report breaking levels into comprehension, phonics, etc.
 - In high school there is still a focus on controlling testing environment in each grade level, providing students with information to motivate them to improve and notice growth.
 - Christina Brown shared that the middle school is moving in the right direction, we are looking at students on the cusp and targeting their needs. For high school classes taking full regents, they are where they are supposed to be. We are concerned about faculty transition in Gov/econ, but pleased so far with the team's response.



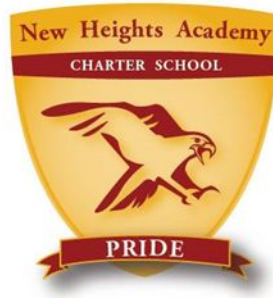
X. Executive Director Report

- State of Middle School Report shows fewer F's in 6th and 7th grades, they were getting after school support. There was an increase in honor roll 173 to 239 out of 400. Attendance went from 94% to 97%. There were decreases in detentions and restitutions, but an increase in referrals: working with deans to determine appropriate course of action.
- The middle school implemented an Iready challenge providing incentives for students; any students with 100 minutes on the program, that took 4 assessments with 75 or above earned \$100 - \$50 math and \$50 for ela. Eighty students reached the threshold to earn the reward.
- Angel asked for an update on the restorative justice practices that were implemented.
- Rinaldo answered and explained that the peace circles were successful; students are now asking for them, this allows students to have space to correct relationships that have been broken. There are other parts that we need to implement. Dean and AP have had training. The mentoring program is going strong focusing on 6th grade boys and girls. Boys asking for mentors in other grades.
- Angel asked for an update on the transition to the Next Generation Standards.
- Michelle shared that we have partnered Anet on mapping out learning that has to happen all year as far as leadership and teachers.



- Fred shared that, in the high school, Next Generation standards are about practices and if you get them right, the standards become less important. English, social, and math have shifted over the past few years, but science has not. It is about to change so Julia is working with the team to understand the shift that is happening. Next gen shifts back to more about what scientists do and how they work. Science teachers will be going to full day professional development sessions throughout the year to prepare for the shifts.
- There were double digit gains in Chemistry and Geometry for the 11th graders, but we still have work to do.
- The percentage of A's have gone up and the college piece changes constantly. As of now, there is only 1 student that has not been officially accepted into a college. Although, once they get updated SAT scores transmitted, they will get accepted. Between now and mid March, more schools will be sending acceptances. There is a large range and variety of schools for this cohort.
- So far, 95% of staff reported that they intend to return, although some are on improvement plans.
- Upcoming job fairs will be attended by a member of the administration team.
- Dylan Hogarty asked how are we going to encourage staff members to inform HR early if they do not intend to return.
- Christina shared that there were changes to policy to extend their benefits and paychecks through the end of their contract period (summer) regardless of whether or not they are returning. Instructional leaders work hard to develop relationships with their teams so that they can know immediately.

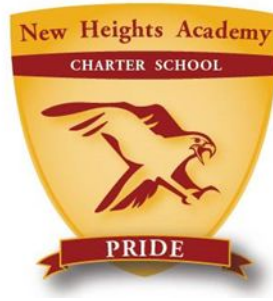
XI. Adjournment



- **Gigi moved to Adjourn; Anne seconded**
 - **Approved: 7 in Favor; 0 Opposed; 0 Abstentions**

- Meeting adjourned at 8:12

Minutes Recorded By: Jamie Gartland



**Board of Trustees
March 12, 2020
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Jamie Gartland (Via Video), Anne Hogarty (Via Video), Dylan Hogarty (Via Video), Angel Vasquez (Via Video), Gigi Parris (Via Video), Megan Vargas (Via Video)

Absent: Quincy McLain, Daniel Ortiz, Cheryl Rosa

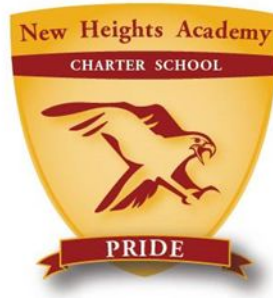
Guests: Christina Brown, Wendy Ramos, Li'Esha Garcia, Fred Givens, Silvie Estrella, Rinaldo Murray

I. Call to Order

Dylan Hogarty called the meeting to order @ 7:39pm

II. to Approve Minutes from 2/27/2020 Board Meetings

- Dylan asked if there were any questions from the January board of trustees meeting minutes. There were no questions, comments or revisions.
- **Dylan moved to approve the minutes of the February 27th, 2020 meeting; Angel Vasquez seconded.**
 - **Approved: 5 in Favor ; 0 Opposed; 0 Abstentions**



III. Community Comments

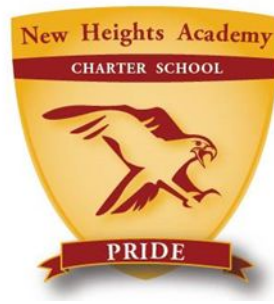
- Administration is monitoring closely to find out if the pandemic will affect state standardized testing for the middle school.

IV. Financial Update

- Li'Esha Garcia shared some of the variances compared to the previous report. Overall there were no notable changes on revenue.
- Expenses in professional services increased due to a cyber attack, but attempting to get reimbursement from the insurance company.
- A initial draft of the budget was discussed. No changes to larger expenses, February 19 scales will continue to be used. Teachers will move up a step with an additional 5% over the February 2019 DOE scale. All other employees will see a 3% increase.
- On the revenue side, there is an expected 5.3% per pupil increase that will be based on current enrollment, with conservative estimates for 5th grade and special education enrollment.
- Dylan asked for more explanation about salary decisions.
- Christina Brown said because of necessary capital investments the school is not ready to move to the 2020 payscale. To attract new staff, we are looking at a possible increase from 5-7 % but still based on the 2019 DOE payscale.

V. Charter Renewal Update - School Works

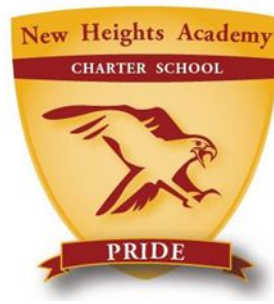
- Christina shared that School Works came to the school for a 2 days of focus groups with faculty, leadership, and coaches.



- They focused on 4 categories: Instruction, student opportunity learn, instructor opportunities to learn, and leadership. The board discussed the feedback that was given, and asked about strategies.
- Christina explained that this is still in the finding phase, there will be a later meeting with leadership to plan strategies. So far, they have confirmed that we are a school that does speak to our community and celebrate and speak to their culture. We have an RTI process in place to identify struggling learners, educators have opportunities to learn in a way that is consistent with what is available. Based on the questions that they asked, staff and students feel the school is a safe space both physically and emotionally. Staff, students, and families feel supported, they feel that we provide a place for them to grow, and that the board is doing an adequate job in oversight. Next steps will be a meeting on April 27th, and we are in the process of vetting publishers for new curriculum partnerships.

VI. Academic Report

- Rinaldo Murray shared that overall trends in middle school are good; 5th, 7th, and 8th grade trending higher in the number of A's. Mock exams in ELA show that if the data holds true, the middle school will meet goals in ELA.
- Leadership is working to make sure students on the cusp of passing remain proficient. A section of 5th grade, were proficient but slipped to level 1 or 2. Four students, who had previously lost ground, regained proficiency. The remainder are working every day, Saturday academy and Wednesday academy.
- In discipline, incident data is trending up, as staff is holding students more accountable. Seventh grade is only grade with infractions going down. Most infractions are for non-academic language and smaller safety infractions in the hallways. Leadership is working with staff to figure out what is happening and owning short and long term strategies. Data still shows that 88% of suspended

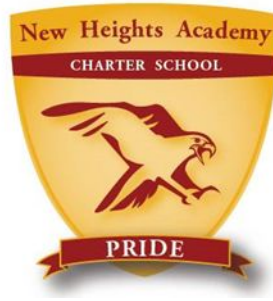


students are male. The mentoring in the 6th grade has been successful and we are looking to expand to the whole middle school. There is a staffing issue, so we are looking at partners.

- Fred Givens shared some data from the end of quarter; the 10th grade is showing the most consistency with the highest performance. Most students are in the “90s club”. It is a strong team with teachers working together well. Ninth grade, promotion in doubt students are being tracked. Grades are lowest in algebra and Italian. We expect that algebra proficiency will get back on track as, historically, a high pass rate on the regents has been achieved. There was a transition with the Italian teacher. In 11th grade, we have added a second Chemistry teacher and Julia is working closely with 2 teachers. So far we have \$10.5 million in scholarship money and 100% college acceptance. Attendance dipped slightly because of the break, but it has already moved back up to over 95%

VII. Executive Director Report

- Christina shared updates on the school’s response to the Covid 19 virus. She met with the cleaning vendor, and there will be upgrades to medical grade cleaning materials. All after school programs have been cancelled and the school is currently planning to meet distance learning needs. The mayor has declared a state of emergency, so people are nervous, there is a high level of staff anxiety, but at this point, the health department has instructed schools not to close unless there is a confirmed case.
- Anne Hogarty asked for more details on the scope of the cleaning procedures.
- Sylvie Estrella shared that there will be an overlap day and evening staff, and that they would be cleaning all surfaces, both during the day and the evenings, bathrooms will be monitored all day by the day crew. The school will be meeting CDC guidelines. Additional medical grade disinfectant products are being ordered. There will continue to be hand sanitizer in every classroom.

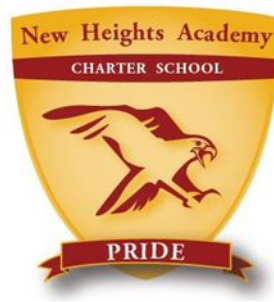


- Angel asked if there was a full time nurse on staff, and Christina explained that we do have a contracted nurse from the Department of Health on staff.
- The board discussed other issues and possible solutions to immediate or near immediate problems.
- Silvie shared the detailed plans to address the work on the building that will take place over April break as well as the summer to replace subfloors, HVAC, building facade and fire safety systems.

VIII. Executive Session

- **Dylan moved to Enter executive session to review student discipline matter (under Open Meeting Law § 105f); Anne seconded.**
 - **Approved: 5 in Favor ; 0 Opposed; 0 Abstentions**
- **Dylan moved to exit the executive session to vote on expulsion recommendations (under Open Meeting Law § 105f); Anne seconded.**
 - **Approved: 5 in Favor ; 0 Opposed; 0 Abstentions**
- **Dylan moved to approve student expulsion; Anne seconded.**
 - **Approved: 3 in Favor ; 0 Opposed; 2 Abstentions**

IX. Student Handbook Changes.

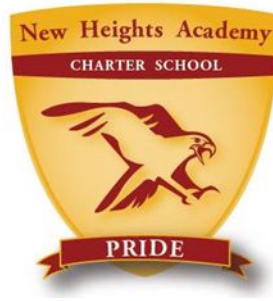


- Christina explained proposed revisions to the students handbook. Clarifications need to be made in regard to policy for students with IEP's facing suspension. Students with disabilities are entitled to a hearing to determine whether or not the discipline incident was considered a manifestation of the student's disability. This process will be detailed for clear understanding. The changes are more in line with the Department of Education's version of this portion of the handbook.
- **Dylan moved to approve the changes to the students handbook; Gigi Parris seconded.**
 - **Approved: 5 in Favor; 0 Opposed; 0 Abstentions**

XI. Adjournment

- **Dylan moved to Adjourn; Anne seconded.**
 - **Approved: 5 in Favor; 0 Opposed; 0 Abstentions**
- Meeting adjourned at 8:17

Minutes Recorded By: Jamie Gartland



**Board of Trustees
April 23, 2020
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Jamie Gartland (Via Video), Anne Hogarty (Via Video), Dylan Hogarty (Via Video), Angel Vasquez (Via Video), Quincy McLain (Via Video), Gigi Parris (Via Video), Megan Vargas Daniel Ortiz (Via Video).

Absent: Cheryl Rosa,

Guests: Christina Brown, Wendy Ramos, Michelle Anderson, Li'Esha Garcia, Fred Givens, Silvie Estrella, Rinaldo Murray, Kimberly Cordova

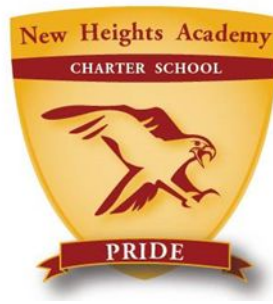
I. Call to Order

Dylan Hogarty called the meeting to order @ 7:07pm

II. Approve Minutes from 3/12/2020 Board Meetings

- Dylan asked if there were any questions from the January board of trustees meeting minutes. There were no questions, comments or revisions.
- **Dylan moved to approve the minutes the March 12th, 2020 meeting; Anne Hogarty Seconded**

➤ **Approved: 4 in Favor ; 0 Opposed; 3 Abstentions**



III. Covid-19 Response Update

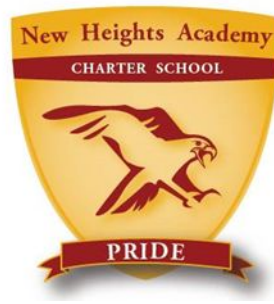
- Dylan asked for updates on the covid-19 response in the community.
- Christina Brown shared that 2 staff members had been diagnosed, but they are now recovering or have recovered. One parent has passed, 3 have been hospitalized and 1 student has been hospitalized.
- The board discussed ways they could help the family of the parent that had passed away. The student is being cared for by her grandmother.
- Rinaldo Murray shared that, in middle school, they are creating daily schedules for students and teachers. Depending on what section they are in, they know where and when to go for support. Prior to these schedules, time was too unstructured; students were contacting teachers after 6 pm. Feedback shows that it is going well. To get information out to families, non-Spanish speaking staff members are paired with bilingual staff to call parents 2 days a week. The dean is using a spreadsheet and a shared google form filled out by teachers to demonstrate attendance.
- Currently the 8th grade is at 99% engagement, 5th grade has 85% engagement, 6th grade has 95% engagement, and the 7th grade has 85% engaged. There has been growth in all grades.
- Fred Givens shared updates in the High School distance learning plan. There was a shift from 75% to 85% before spring break to after. Administration interviewed staff, students, and parents by phone to create measured, realistic expectations. The staff is doing great, but maybe initially “overdid” it. Students sometimes had over 8 hours of work. An alternating schedule was created to make adjustments to the workload. Some students have a virtual study hall (they go on zoom to complete homework with a study hall teacher) to catch up and improve participation and engagement. There are other factors impacting engagement: some students have more responsibility helping little brothers and sisters or working in essential jobs such as grocery stores and pharmacies to support families.



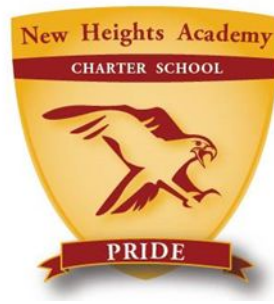
- Angel Vasquez pointed out that participation rates are higher than reported Department of Education data.
- Kim Cordova shared that for students with disabilities, middle school participation is at 90% or better and high school is at 85% or better. Special education teachers communicate daily, and are working with co-teachers, hosting study and tutoring sessions. Related services made the transition to google meet, after Zoom was banned in DOE. Related services providers have the biggest struggle with 75-80% middle schoolers struggling with remembering when the meetings are scheduled. Overall, we are impressed with teachers and the innovation that is happening, and we are looking into how we keep these practices once we are back in the school building.
- The college process is still going strong with currently over \$16.5 million in scholarships and grants. College counselors are meeting one on one with students regularly to help them make commitment decisions.
- Christina shared that at this time, plans for graduation are unsure. Teachers are planning the last 2 units for the remainder of the year so that we can plan what skills will be needed to start next year. We are continuing to provide related services to support social emotional development and advisory meeting times being set up to support students to prepare for closure through the end of the school year.
- Michelle Anderson explained that coaches looked at each course and grade to prioritize the remainder of the curriculum. They created templates for teachers to fill out to assist their planning. Adjustments and cuts can be made and this will help planning for next year.

IV. Financial Update

- Li'Esha Garcia shared current prepared financials before Covid, and noted some of the changes in revenue and expenses as a result of the school closure. There were adjustments in facilities, instructional support, and budgeted costs for college trips, professional development, and enhanced cleaning services.
- Li'Esha shared the budget for the 2020-2021 school year.



- Adjustments had to be made as there are now reductions in per pupil funding due to the Covid-19 effects. There was a projected \$900 per pupil increase that is now projected to be reversed. The one time allotment was also cut. There was going to be a 500K shortfall, but now balanced with some changes and cuts to the budget.
- Teachers are moving up in salary steps, but will remain on the DOE- February 2019 pay scale plus 5%. all other positions as of now will remain the same but will be reevaluated if approved for PPP loan forgiveness.
- Christina shared that there were changes in categorization of personnel. Deans and coaches are now moved to the leadership category of salary expenditures.
- Fringe benefits were going to increase by a large amount as they are based on the overall operating budget with the PEO. The school will be leaving the PEO as it no longer offers the savings with the new renewal rates.
- There is a reduced budget for college trips and performance rentals. We will be partnering with an IT firm which will provide additional support with managing our phone service and provide savings in other services. There will be an intentional cut to office supplies and classroom supplies. Student recruitment expenses will be lower as only tools with best proven return on investment will be employed. The school is seeking \$1.7 million in funding under the paycheck protection program.
- Angel asked about technology refurbishment and the school's plan to support the mental health of the students when they return.
- Christina shared that a plan for supporting students and teachers has been discussed. the ILT is looking at other districts who seem to be doing it well
- Li'Esha shared that she is looking at partnering with a leasing company for technology instead of continuously buying and replacing, and we have applied for a 30K grant for technology.
- Jamie Gartland asked if and how the change in insurance brokers would affect the quality and cost of medical benefits.



- Li'Esha answered that insurance will still be provided by BlueCross/BlueSheild and the plans are similar in cost and coverage to current plans.
- Quincy McLain asked if Christina was comfortable with the budget or concerned about anything specific.
- Christina shared her concerns about continuing to address mathematics and looking to attract talented professionals in that area.

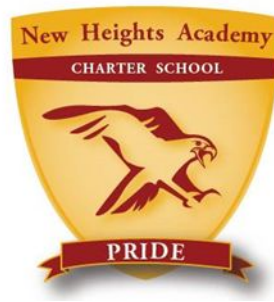
Quincy moved to approve the 2020-2021 Annual Budget; Dylan seconded.

➤ Approved: 7 in Favor; 0 Opposed; 0 Abstentions

V. Human Resources

- Christina shared that at this point, there have been phone conference interviews held, but only a few were moved on to principals. Projected retention rates are included in materials.
- Wendy Ramos shared that there is a listing of staff not returning or asked not to return. The middle school is at 4, high school has 4, 1 in operations, and 1 in student support services.
- Christina responded to a question from Gigi Parris, adding that when the department of education opens their hiring during the summer, some teachers do decide to leave. Recruitment efforts, remaining the same, we are using normal platforms and methods to recruit new teachers.

VII. Executive Director Report



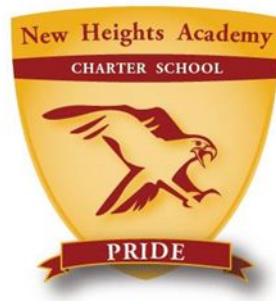
- Sylvie Estrella shared updates on the capital improvement plans; the HVAC plan will be able to move forward. There will be a tight deadline and the facilities team will be confirming the contract with the contractor. There will be some asbestos abatement taking place and will be completed by HVAC contractor to meet the expectations of the consultant previously hired to manage asbestos hazardous materials. The new roof has to happen as a virtue of replacing the units.
- The subfloors in the hallways and the dinotaurasium will be replaced. The patchwork repairs that have been taking place are no longer viable. The plan is to do the work over the summer starting in June, and possibly earlier if students do not come back to the building this year.
- Because of Covid-19, there was a static spraying of the building before closure, and we will do another before we return to the building. All products are CDC approved. We also changed all hand sanitizers canister refills to meet alcohol contents to meet CDC guidelines.
- Quincy asked if there was a legal contract review for the HVAC system.
- Sylvie answered that the engineer report has been reviewed, and the other contract will be reviewed.

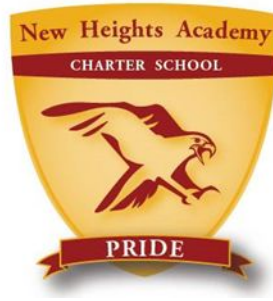
XI. Adjournment

- **Dylan moved to Adjourn; Quincy seconded.**
 - **Approved: 7 in Favor; 0 Opposed; 0 Abstentions**
- Meeting adjourned at 8:12

Minutes Recorded By: Jamie Gartland

Approved





**Board of Trustees
May 14th 2020
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Jamie Gartland (Via Video), Dylan Hogarty (Via Video), Angel Vasquez (Via Video), Anne Hogarty (Via Video), Gigi Parris (Via Video)

Absent: Quincy McLain, Megan Vargas, Daniel Ortiz.

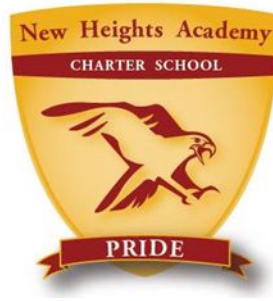
Guests: Christina Brown, Wendy Ramos, Michelle Anderson, Li'Esha Garcia, Fred Givens, Silvie Estrella, Rinaldo Murray, Kimberly Cordova, Tiffany Wilson.

I. Call to Order

Dylan Hogarty called the meeting to order @ 7:09pm

II. Covid-19 Response Update

- Rinaldo shared that participation and student engagement in distance learning continues to increase. Students are getting accustomed to the systems. Coaching and dean support continue to make sure students stay engaged until the end of the year.
- Fred Givens shared that the DFS process continues to figure out how to move forward with a full quarter of distance learning. There has been a sharp decrease in F's, but there was an increase in "incompletes." When those assignments are completed, grades will jump up. Participation rates are up to 80%.
- AP testing is continuing online.



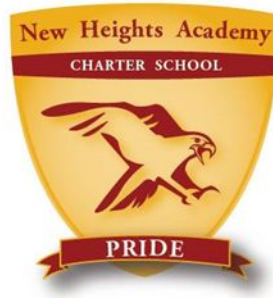
- Students were surveyed and they decided not to have a virtual prom. There will be a virtual graduation.
- Dylan asked if there would be an opportunity to hold a graduation ceremony over holiday breaks.
- Fred responded that it depends on how many students would be able to attend at that time.
- Christina Brown shared that although the college application process has been affected, 73% have committed to a 4 year university which is the highest number we have had.

III. Financial Update

- Li'Esha Garcia shared adjustments to revenue and expenses for the previous month based on the changes due to Covid-19 response.
- The PPP loan application through IBB bank was approved and work is being done with the auditors to meet the forgiveness guidelines.

IV. Human Resources

- Tiffany Wilson shared that NHACS attended a virtual job fair on May 1st. The team conducted 17 phone interviews, and has filled middle school math and social studies positions. The staff return rate is currently 93%.
- Final performance evaluation process is being reviewed due to differences changes for Covid-19 response.
- 2020-21 agreement letters have been distributed, and it is expected that all staff will send them back by May 29th.



- A distance learning survey is being distributed to get feedback from staff members regarding personal and professional well being and challenges to see how the human resources department can help. The social workers have been holding covid-19 talks through zoom.

VII. Executive Director Report

- Christina shared that School Works has provided feedback on the school plans. The feedback was encouraging as there were only a few corrections to be made. The plan goes to the next level for final edits and approval.

V. Adjournment

The meeting adjourned @ 7:45pm

Minutes Recorded By: Jamie Gartland



**Board of Trustees
June 18th 2020
New Heights Academy Charter School
1818 Amsterdam Avenue
New York, NY 10031**

Attending: Jamie Gartland (Via Video), Gigi Parris (Via Video), Quincy McLain (Via Video), Dylan Hogarty (Via Video), Angel Vasquez (Via Video), Megan Vargas (Via Video)

Absent: Daniel Ortiz, Anne Hogarty

Guests: Christina Brown, Wendy Ramos, Michelle Anderson, Li'Esha Garcia, Fred Givens, Sylvie Estrella, Rinaldo Murray, Kimberly Cordova, Tiffany Wilson

I. Call to Order

Dylan Hogarty called the meeting to order @ 7:09pm

II. Approve Minutes from 4/23/2020 Board Meeting

- Dylan asked if there were any questions from the April board of trustees meeting minutes. There were no questions, comments or revisions.
- **Dylan moved to approve the minutes from the March 12th, 2020 meeting; Megan Vargas Seconded.**

➤ **Approved: 5 in Favor ; 0 Opposed; 0 Abstentions**

Approve Minutes from 5/14/2020 Board Meeting

- Dylan asked if there were any questions about the May Board of Trustees meeting minutes. There were no questions, comments or revisions.



- **Dylan moved to approve the minutes the May 14, 2020 meeting; Angel Vasquez Seconded**
 - **Approved: 3 in Favor ; 0 Opposed; 2 Abstentions**

III. Community Comments

- Christina Brown shared that virtual graduation programs will be taking place on Thursday, June 25th for Middle School and High School. The links will be shared through email.
- Kimberly Cordova shared that she worked with the social workers to plan a candlelight vigil to honor the people we have lost and celebrate them. Fred will start the ceremony, followed by a student speaker, a moment of silence, lighting of candles, and a song performed by one of our students. This will take place at 7 pm on Tuesday the 23rd. If you would like to join or share a name or picture, please send an email to Kcordova@newheightsacademy.org.
- Rinaldo Murray shared that they are working with a videographer and recording speeches for the 8th grade graduation. There will be a video collage with pictures from the 5th through 8th grades. The presentation will be available on June 25th at 12:00 PM.
- Fred Givens shared high school is preparing a similar presentation, with valedictorian, salutatorian and Joseph Medina recording speeches. Diploma recipients will be announced as well as award winners for highest grade point averages and most improved students, as we will not be having a separate New Heights awards ceremony this year.



IV. Debrief of Town Halls

- Dylan shared that it has been a challenging time for our community, and building an equitable society for all through the work done at NHACS has an impact. There were thoughtful responses at town hall, and it is clear that we believe in the urgency of the matter.
- Fred shared that in the High School there was a wide range of emotions and it is difficult to capture. We have had open mic nights for poetry for multiple years, so we used the same format, but opened up for students to share about the topic. Thirty five people showed up and it was powerful.
- Rinaldo shared that the middle school has a plan of action for what we can do to best serve students and process how we are feeling, how to help students process what they are feeling, and how to prepare from now until next year. Kim, Rebecca and social workers hosted a town hall meeting and discussed resources for families.
- Kimberly shared that she partnered with principals, social workers to create safe space. There were careful not to re-traumatize, but to heal trauma. The goal was to keep an open dialogue between families and their children; talking about the terms, language, resources, and opening dialogue at home so it isn't something they are just seeing on social media. We wanted to provide factual knowledge, resources for next year on how we are having our students come back with everything that has happened and how we create safe space at school to help adults transition back and process.
- Dylan thanked Kim for showing leadership on this issue.
- Angel shared that he is glad that town halls were set up, students were given opportunities to express themselves. Priorities are going to be different and it finally feels like we can finally start enacting and putting into policy ways to address institutional racism.
- Christina responded that she has discussed with social workers and consultants, the intersection of trauma and race; many of our students will enter the building after having to deal with trauma in homes and already associate hurt in the world and the



system as traumatic. We are working to train teachers and staff members to recognize when a student might be in crisis and develop community wide language to discuss and address issues.

V. Financial Update

- Li'Esha Garcia shared that revenue projecting 28K more than budgeted, and expenses at about 2 k more than budgeted. Notable changes in revenue were related to meals and income grants that we were going to apply for.
- Notable changes in expenses were, in facilities, utilities decreased, while property taxes increased 16K more than initially budgeted. English and math expenses increased with consultants' fees. Prom expenses decreased, as well as amusement park expenses, but graduation expenses increased. Professional services expenses increased with an increase in recruiting.
- The Interim audit started. We are looking forward to another smooth and clean audit and do not foresee any problems.
- We received a PPP Loan of \$1.7 million and the account was funded. We will soon begin the application process for loan forgiveness. The Forgiveness Flexibility act is making restrictions looser than they have been so it should be a simpler process.

VI. Executive Director Report - State of the school

- Rinaldo shared that 97% of students are on track to be promoted. There are 40 students failing 1 class, but will attend virtual summer school. Summer school will be extended to 140 students who passed, but need support so there will be 160-180 total. Summer school program is 4 weeks. There is a solid plan and strong teachers.
- Attendance improved from the start and is averaging 89-92% marking themselves as present and participating each day.



- Angel asked what was driving up the number of F's in 6th grade?
- Rinaldo answered that the class that struggled the most prior to moving to virtual instruction, and that the virtual world did not serve them well. We are hiring a new summer school teacher, and we would normally combine 5th and 6th grades for summer school, but we will keep them separate for this summer and then move the teacher up in 7th grade to support in mathematics.
- Fred shared updates in high school data: science seemed to do better through distance learning, with a lower level of failing grades. The ninth grade struggled with 56% of failing grades coming from that grade level; all but 4 came from English, History or Math. Virtual learning was tough for them, so we are preparing for summer school to be more intense, and thoughtful. Teachers and coaches already planned out units. The whole English dept will be there, as well as a learning strategist. Some students were just short of passing because of habits, and will have the opportunity to finish up before the 25th instead of attending summer school.
- A group of students will have intervention assigned in the fall based on the gaps due to distance learning.
- Angel asked how education content is delivered during remote learning.
- Most teachers offer live classes 1-2 times a week or recorded video lessons. Because there could be multiple students in a household, we do not require them to show up for all live classes at designated times. For summer, live classes are required.
- Kim shared that the students support services team has shown relentless effort, consistent communication with students on caseload, tutoring sessions, live zoom classes, and they are recorded and posted for equity. Related services providers were the biggest concern, but participation skyrocketed from 70% to 93% which is better than other schools in related services engagement. We are going to have a learning strategist during summer. She will be working to support math teachers. Each teacher is going to have an admin assigned to them to look at plans and provide feedback for accommodations and differentiation.
- Christina shared that Michelle and her team were asked to look at units that students would not be able to get to, what they have mastered, and what they need to move on



- to the next year. Once they did that, they were able to pinpoint what standards summer school students need to master.
- Michelle Anderson shared that summer students will be ready to go into unit 1 next year. The school has purchased a new curriculum, teachers have begun training and have been introduced to the curriculum. In August they will be looking deeper into planning unit 2 with a hybrid schedule.
 - Christina shared that plans for summer construction will not affect summer school.
 - There will be 4 separate entry ways to the school with kiosks to take temperature, identify, log, and address concerns or have someone taken to quarantine space as we open in August.
 - In September, if there is no spike in cases, there will be a hybrid schedule consisting of 2 days in the building and 3 days of distance learning for students. Cameras will be installed in each classroom so students can follow. There will be virtual meetings and professional development on Fridays.
 - A standard brick and mortar model daily is possible starting in January 2021.
 - Teachers will be provided with visors, and students will get custom masks based on middle and high school. Parents are responsible for washing those masks, but extra masks on hand if students forget.
 - Sylvie Estrella shared that there will be extra spacing in classrooms and in the cafeteria. They measured out spaces: there will be 12-13 students in classrooms with furniture we have. In the Dinotaurusium, they have placed out current furniture, changing tables to accommodate a full grade and still meet guidelines. Students will be exiting and entering through pathways with no crossing, and they will be placing clear plastics around columns. to allow for food service.
 - Cleaning procedures include electrostatic spray on a daily basis with new cleaning service. There will be strips on all handrails to help keep clean and disinfected.
 - Christina shared that we do not have to do exactly what DOE is doing. We will do what is in the best interest of our students and the community. We have done more work than others around us and feel prepared for the fall.



- Angel responded that this is tremendous work, thanked the staff for the effort. and stated that NHACS is far ahead of the DOE at this point.
- Tiffany Wilson shared that there are only 2 open teaching positions, All STEM positions are filled. Open ENL and SPED position interviews will be held next week. We are still looking for a restorative justice coordinator. A Virtual job fair is coming up, and we will be collecting any talent we see.

VII. Board Matters

- Dylan shared that this is an exciting time for the school with a new charter term, please flip through contacts and reach out to prospective board members.
- The next board meetings are typically off site sessions; we will schedule sessions with Wendy for July to focus on board management, goals, and reflections. The August meeting will be to cover the start of the new school year, preparations for COVID-19, and a return to issues around responses to racism and the start of the school year.
- Christina stated that she asked her team of leaders to watch the documentary “13th” on Netflix and will be bringing in a consultant to help the process. The board is invited to participate in this as well.
- **Dylan moved to reelect Jamie Gartland to a new term as Staff representative to the Board of trustees; Gigi Seconded**

➤ **Approved: 5 in Favor ; 0 Opposed; 0 Abstentions**



VIII. Executive Session

Dylan moved to enter executive session under open meeting law: ; Angel Seconded

➤ Approved: 5 in Favor ; 0 Opposed; 0 Abstentions

IX. Adjournment

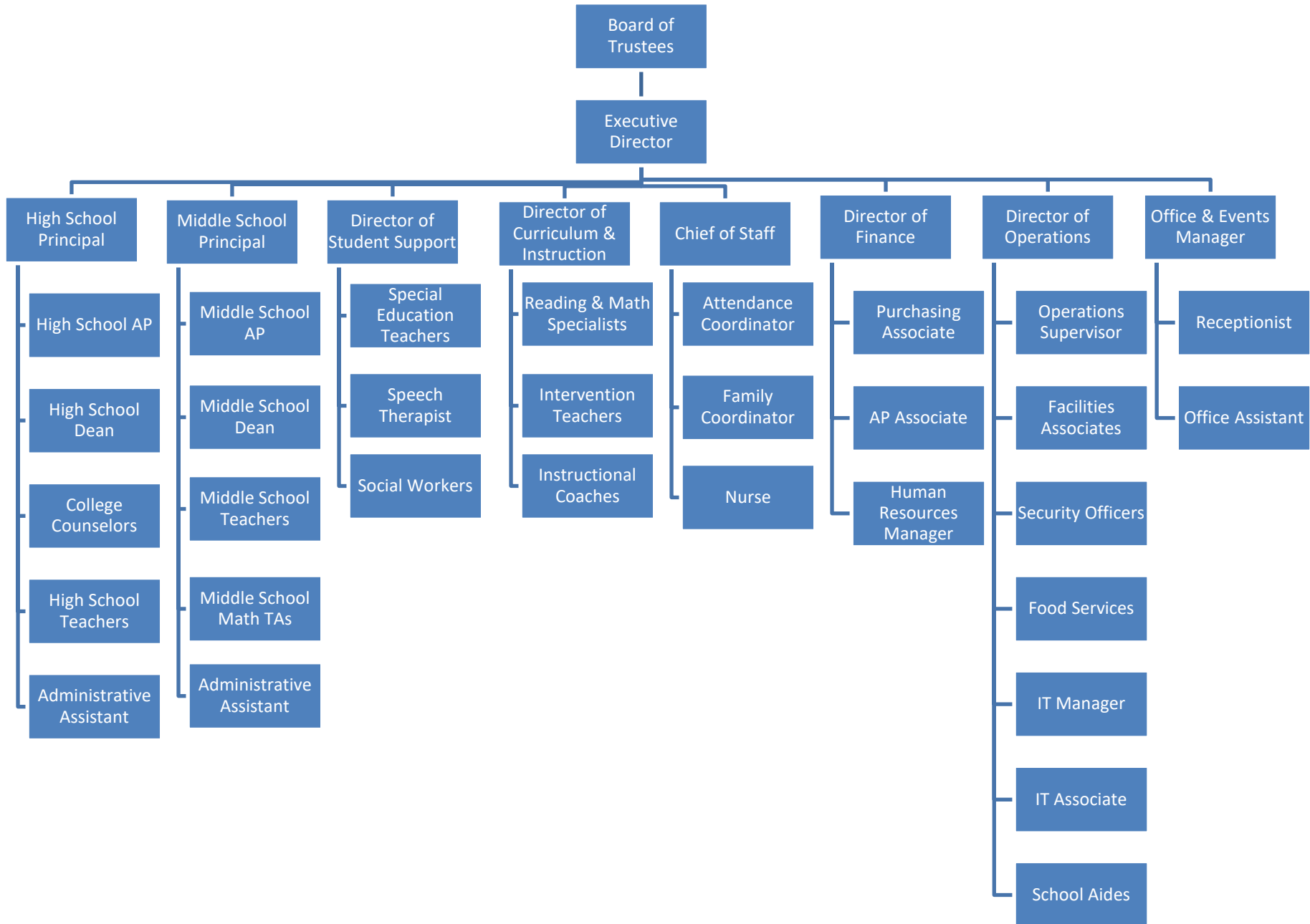
Dylan moved to adjourn the meeting; Angel Seconded

➤ Approved: 5 in Favor ; 0 Opposed; 0 Abstentions

The meeting adjourned @ 8:15pm

Minutes Recorded By: Jamie Gartland

NHACS Organization Chart 2019-2020





School Calendar 2020–2021

New Heights Academy Charter School
1818 Amsterdam Ave NY, NY 10031
Tel: 212-283-5400 Fax: 718-935-5100

Updated June 2020

SEPT 1	FIRST DAY OF SCHOOL FOR ALL STUDENTS
SEPT 4	BLOCK PARTY 12:30pm - 3pm – Half Day 12pm Dismissal
SEPT 7	LABOR DAY (SCHOOL CLOSED)
SEPT 8-9	SENIOR RETREAT
SEPT 17	BOT MEETING - 7PM
SEPT 18	ROSH HASHANAH (SCHOOL OPEN)
SEPT 23	BAILANDO - 5PM TO 8PM
SEPT 28	YOM KIPPUR (SCHOOL CLOSED)
OCT 8-9	COFFEE & CONVERSATION 4:30PM COFFEE & CONVERSATION 9:30AM
OCT 12	COLUMBUS DAY (SCHOOL OPEN) PROGRESS REPORTS MAILED
OCT 14	PSAT FOR 9TH - 11TH GRADE BACK TO SCHOOL NIGHT (5PM - 8PM)
OCT 22	BOT MEETING - 7PM
OCT 26-30	INTERIM ASSESSMENTS
OCT 28	HAUNTED HEIGHTS 5PM TO 8PM
OCT 31	HALLOWEEN 3:30 pm Dismissal
NOV 3	ELECTION - NO STUDENTS
NOV 5-6	COFFEE & CONVERSATION 4:30PM COFFEE & CONVERSATION 9:30AM
NOV 9	Q1 ENDS
NOV 11	VETERANS DAY - SCHOOL CLOSED
NOV 12	Q2 BEGINS
NOV 17	PARENT TEACHER CONFERENCE 4pm - 8pm 3pm dismissal
NOV 18	PARENT TEACHER CONFERENCE 1pm - 8pm 12pm dismissal
NOV 19	REPORT CARDS MAILED - BOT MEETING -7PM
NOV 24	THANKSGIVING OUTREACH DINNER 5PM TO 8PM
NOV 25-27	THANKSGIVING BREAK - SCHOOL CLOSED
NOV 30	STUDENT AND STAFF RETURNS
DEC 15	BOT MEETING - 7PM
DEC 18	HS HOMECOMING DANCE
DEC 22	HALF DAY FOR STUDENTS 12PM DISMISSAL
DEC 23-1	WINTER RECESS - SCHOOL CLOSED
JAN 4	STAFF RETURNS
JAN 5	STUDENTS RETURN
JAN 14	COFFEE & CONVERSATIONS 4:30PM
JAN 15	COFFEE & CONVERSATIONS 9:30AM
JAN 18	MARTIN LUTHER KING JR. - SCHOOL CLOSED
JAN 21	BOT MEETING - 7PM
JAN 25 - 29	INTERIM ASSESSMENTS
FEB 1	DATA DAY - NO STUDENTS
FEB 5	COFFEE & CONVERSATION 9:30AM
FEB 5	Q2 ENDS
FEB 8	
	Q3 BEGINS
FEB 10	LITERACY NIGHT 5PM TO 8PM
FEB 15 - 22	MID WINTER BREAK - SCHOOL CLOSED
FEB 23	STUDENT RETURN
FEB 24	PARENT TEACHER CONFERENCE 4PM TO 8PM - 3PM DISMISSAL
FEB 25	PARENT TEACHER CONFERENCE - 1PM TO 5PM - 12PM DISMISSAL - BOT MEETING - 7PM
MAR 4	COFFEE & CONVERSATIONS 4:30PM

MAR 5	COFFEE & CONVERSATIONS 9:30AM
MAR 11	BOT MEETING - 7PM
MAR 18	8TH GRADE PARENT MEETING - 5:30PM TO 7PM
MAR 19	PROGRESS REPORTS MAILED
APR 2 - 12	SPRING BREAK - SCHOOL CLOSED
APR 13	STUDENTS RETURN
APR 19 - 23	HS INTERIM ASSESSMENTS
APR 20 - 22	MS ELA STATE EXAMS
APR 22	BOT MEETING - 7PM
APR 26	Q4 BEGINS
APR 28	STEAM NIGHT 5PM TO 8PM
APR 29	NYSESLAT SPEAKING
MAY 4 - 6	MS MATH STATE EXAM
MAY 4	HS AP CALCULUS A/B EXAM 8AM
MAY 5	HS AP LITERATURE EXAM 8AM
MAY 6	COFFEE & CONVERSATIONS 4:30PM
MAY 6	US HISTORY AP EXAM 8AM
MAY 7	COFFEE & CONVERSATIONS 9:30AM
MAY 11	PARENT TEACHER CONFERENCES 4PM TO 8PM - 3PM DISMISSAL - AP PSYCHOLOGY EXAM 12PM
MAY 12	PARENT TEACHER CONFERENCES 1PM TO 5PM - 12PM DISMISSAL-AP LANGUAGE EXAM 8AM
MAY 13	REPORT CARDS MAILED
MAY 14	AP ITALIAN 8AM - HS SPRING FLING 6PM - 10PM
MAY 17- 18	NYSESLAT LRW
MAY 19	RIISING EAGLE CEREMONY 5PM TO 8PM
MAY 20	NHS INDUCTION CEREMONY 5PM TO 8PM - NYSESLAT LRW - BOT MEETING - 7PM
MAY 21	JUNIOR PROM
MAY 26	NHACS MUSICAL 5PM TO 8PM
MAY 27	TALENT SHOW 5PM TO 7PM - PROGRESS REPORTS MAILED
MAY 28	PD DAY - NO STUDENTS
MAY 31	MEMORIAL DAY - SCHOOL CLOSED
JUN 2	US HISTORY REGENTS
JUN 3	NEW HEIGHTS HONORS 5PM TO 8PM
JUN 7	SCIENCE STATE EXAM
JUN 8	HS PROM
JUN 9 - 11	SENIOR TRIP MS PROM????
JUN 11	8TH GRADE BBQ
JUN 14	LAST DAY OF HS CLASSES HS HONOR ROLL TRIP
JUN 17	BOT MEETING - 7PM
JUN 14 - 18	MS FINALS WEEK
JUN 16 - 24	REGENT
JUN 24	MS GRADUATION 12 PM HS GRADUATION 5PM LAST DAY OF SCHOOL

Dismissal Schedule	Time
Monday, Tuesday, Thursday	MS: 4:09pm HS: 4:17pm
Wednesday	12:45pm
Friday	3:00 pm



Calendario Escolar 2020-2021

New Heights Academy Charter School
1818 Amsterdam Ave NY, NY 10031

212-283-5400 Tel 718-935-5100 Fax

Actualizado

June 2020

SEPTIEMBRE 1	PRIMER DIA DE ESCUELA PARA TODOS LOS ESTUDIANTES
SEPTIEMBRE 4	FIESTA BLOQUE CERRADO 12:30 - 3:00 PM (HORA DE SALIDA 12:00 PM)
SEPTIEMBRE 7	DIA DEL TRABAJO (ESCUELA CERRADA)
SEPTIEMBRE 8-9	RETIRO PARA LOS ESTUDIANTES DEL 12 GRADO
SEPTIEMBRE 17	JUNTA DIRECTIVA - 7PM
SEPTIEMBRE 18	ROSH HASHANAH (ESCUELA ABIERTA)
SEPTIEMBRE 23	BAILANDO 5:00 - 8:00 PM
SEPTIEMBRE 28	YOM KIPPUR (ESCUELA CERRADA)
OCTUBRE 8	CAFÉ Y CONVERSACIONES 4:30 AM
OCTUBRE 9	CAFÉ Y CONVERSACIONES 9:30 AM
OCTUBRE 12	COLUMBUS DAY (ESCUELA ABIERTA) REPORTE DE PROGRESO SERÁN ENVIADOS
OCTUBRE 14	PSAT PARA 9 - 11 GRADOS NOCHE DE REGRESO A LA ESCUELA 5:00 - 8:00 PM
OCTUBRE 22	JUNTA DIRECTIVA
OCTUBRE 26-30	EVALUACIONES INTERINAS
OCTUBRE 28	HAUNTED HEIGHTS 5:00 - 8:00 PM
OCTUBRE 31	HALLOWEEN HORA DE SALIDA 3:30 PM
NOVIEMBRE 3	DIA DE ELECCIONES (NO ESTUDIANTES)
NOVIEMBRE 5	CAFÉ Y CONVERSACIONES 4:30 PM
NOVIEMBRE 6	CAFÉ Y CONVERSACIONES 9:30 AM
NOVIEMBRE 9	Q1 TERMINA
NOVIEMBRE 11	DIA DE LOS VETERANOS (ESCUELA CERRADA)
NOVIEMBRE 12	Q2 EMPIEZA
NOVIEMBRE 17	CONFERENCIAS DE PADRES Y MAESTROS 4:00 - 8:00 PM HORA DE SALIDA 3:30 PM
NOVIEMBRE 18	CONFERENCIAS DE PADRES Y MAESTROS 1:00 - 5:00 PM HORA DE SALIDA 12:00 PM
NOVIEMBRE 19	CALIFICACIONES SERÁN ENVIADAS POR CORREO - JUNTA DIRECTIVA - 7PM
NOVIEMBRE 24	CENA DE ACCIÓN DE GRACIAS 5:00 - 8:00 PM
NOVIEMBRE 25 - 27	RECESO DE ACCIÓN DE GRACIAS (ESCUELA CERRADA)
NOVIEMBRE 30	REGRESO DE ESTUDIANTES Y PERSONAL
DICIEMBRE 15	JUNTA DIRECTIVA - 7PM
DICIEMBRE 18	BAILE DE HOMECOMING DE LA ESCUELA SECUNDARIA
DICIEMBRE 22	MEDIO DIA PARA LOS ESTUDIANTES HORA DE SALIDA 12:00 PM
DICIEMBRE 23 - ENERO 1	RECESO DE INVIERNO (ESCUELA CERRADA)
ENERO 4	REGRESO DEL PERSONAL
ENERO 5	REGRESO DE LOS ESTUDIANTES
ENERO 14	CAFÉ Y CONVERSACIONES 4:30 PM
ENERO 15	CAFÉ Y CONVERSACIONES 9:30 AM
ENERO 18	MARTIN LUTHER KING JR. (ESCUELA CERRADA)
ENERO 21	JUNTA DIRECTIVA
ENERO 25 - 29	EVALUACIONES INTERINAS
FEBRERO 1	DIA DE DATOS (NO ESTUDIANTES)
FEBRERO 5	CAFÉ Y CONVERSACIONES 4:30 PM
FEBRERO 5	Q2 TERMINA
FEBRERO 8	Q3 EMPIEZA
FEBRERO 10	NOCHE DE LITERATURA 5:00 - 8:00 PM
FEBRERO 15 - 22	RECESO DE INVIERNO (ESCUELA CERRADA)
FEBRERO 23	REGRESO DE LOS ESTUDIANTES
FEBRERO 24	CONFERENCIA DE PADRES Y MAESTROS 4:00 - 8:00 PM HORA DE SALIDA 3:30 PM

FEBRERO 25	CONFERENCIA DE PADRES Y MAESTROS 1:00 - 5:00 PM HORA DE SALIDA 12:00 PM JUNTA DIRECTIVA - 7PM
MARZO 4	CAFÉ Y CONVERSACIONES 4:30 PM
MARZO 5	CAFÉ Y CONVERSACIONES 9:30 AM
MARZO 11	JUNTA DIRECTIVA - 7PM
MARZO 18	REUNIÓN DE LOS PADRES DE 8 GRADO 5:30 - 7:00 PM
MARZO 19	REPORTE DE PROGRESO SERÁ ENVIADO POR CORREO
ABRIL 2 - 12	RECESO DE PRIMAVERA (ESCUELA CERRADA)
ABRIL 13	REGRESO DE LOS ESTUDIANTES
ABRIL 19 - 23	EVALUACIÓN INTERINA DE LA ESCUELA SECUNDARIA
ABRIL 20 - 22	EXAMEN DEL ESTADO DE ELA PARA LA ESCUELA INTERMEDIA
ABRIL 22	JUNTA DIRECTIVA - 7PM
ABRIL 26	Q4 EMPIEZA
ABRIL 28	NOCHE DE STEAM 5:00 - 8:00 PM
ABRIL 29	EXAMEN DE NYSESLAT VERBAL
MAYO 4 - 6	EXAMEN DE MATEMÁTICAS DEL ESTADO PARA LA ESCUELA INTERMEDIA
MAYO 4	EXAMEN DE AP CÁLCULOS A/B PARA LA ESCUELA SECUNDARIA 8:00 AM
MAYO 5	EXAMEN DE AP LITERATURA PARA LA ESCUELA SECUNDARIA 8:00 AM
MAYO 6	CAFÉ Y CONVERSACIONES 4:30 PM
MAYO 6	EXAMEN DE HISTORIA DE US AP 8:00 AM
MAYO 7	CAFÉ Y CONVERSACIONES 9:30 AM
MAYO 11	CONFERENCIAS DE PADRES Y MAESTROS 4:00 - 8:00 PM HORA DE SALIDA 3:00 PM EXAMEN DE AP DE PSICOLOGÍA 12:00 PM
MAYO 12	CONFERENCIA DE PADRES Y MAESTROS 1:00 - 5:00 PM HORA DE SALIDA 12:00 PM EXAMEN DE AP DE LENGUAJE 8:00 AM
MAYO 13	EL REPORTE DE CALIFICACIONES SE ENVIARÁ POR CORREO
MAYO 14	EXAMEN AP DE ITALIANO 8:00 AM FIESTA DE PRIMAVERA PARA LA ESCUELA SECUNDARIA 6:00 - 10:00 PM
MAYO 17 - 18	NYSESLAT LRW
MAYO 19	CEREMONIA DE ÁGUILAS RESPLANDECIENTES 5:00 - 8:00 PM
MAYO 20	CEREMONIA DE INDUCCIÓN DE NHS 5:00 - 8:00 PM NYSESLAT LRW JUNTA DIRECTIVA - 7PM
MAYO 21	BAILE DE GALA DE LOS JUNIORS
MAYO 26	MUSICAL DE NHACS 5:00 - 8:00 PM
MAYO 27	SHOW DE TALENTO 5:00 - 7:00 PM REPORTE DE PROGRESO SE ENVIARÁ POR CORREO
MAYO 28	DÍA DE DATOS (NO ESTUDIANTES)
MAYO 31	DÍA DE RECORDACIÓN DE LOS CAÍDOS (ESCUELA CERRADA)
JUNIO 2	REGENTS DE HISTORIA DE US
JUNIO 3	HONORES DE NEW HEIGHTS 5:00 -8:00 PM
JUNIO 7	EXAMEN DE CIENCIA DEL ESTADO
JUNIO 8	BAILE DE GALA DE LA ESCUELA SECUNDARIA
JUNIO 9	MS PROM
JUNIO 9 - 11	VIAJE DE LOS SENIORS DE ESCUELA SECUNDARIA
JUNIO 11	BBQ PARA EL 8 GRADO
JUNIO 14	ULTIMO DIA DE CLASES PARA LA ESCUELA SECUNDARIA PASEO DE HONORES PARA LA ESCUELA SECUNDARIA
JUNIO 14 - 18	EXÁMENES FINALES DE LA ESCUELA INTERMEDIA
JUNIO 17	JUNTA DIRECTIVA
JUNIO 16 - 24	REGENTS
JUNIO 24	GRADUACIÓN DE LA ESCUELA INTERMEDIA 12:00 PM GRADUACIÓN DE LA ESCUELA SECUNDARIA 5:00 PM ULTIMO DIA DE ESCUELA

Horario de salida	Hora
Lunes, martes, jueves	MS: 4:09pm HS: 4:17pm
Miércoles	12:45pm

Viernes	3:00 pm
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Certificate of Occupancy

CO Number: 102193350F

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

A.	Borough: Manhattan	Block Number: 02082	Certificate Type: Final
	Address: 1818 AMSTERDAM AVENUE	Lot Number(s): 28	Effective Date: 07/03/2012
	Building Identification Number (BIN): 1062155	Building Type: Altered	
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 3	(Prior to 1968 Code)	
	Building Occupancy Group classification: COM	(Prior to 1968 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 3	Height in feet: 45	No. of dwelling units: 0
C.	Fire Protection Equipment: Sprinkler system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner

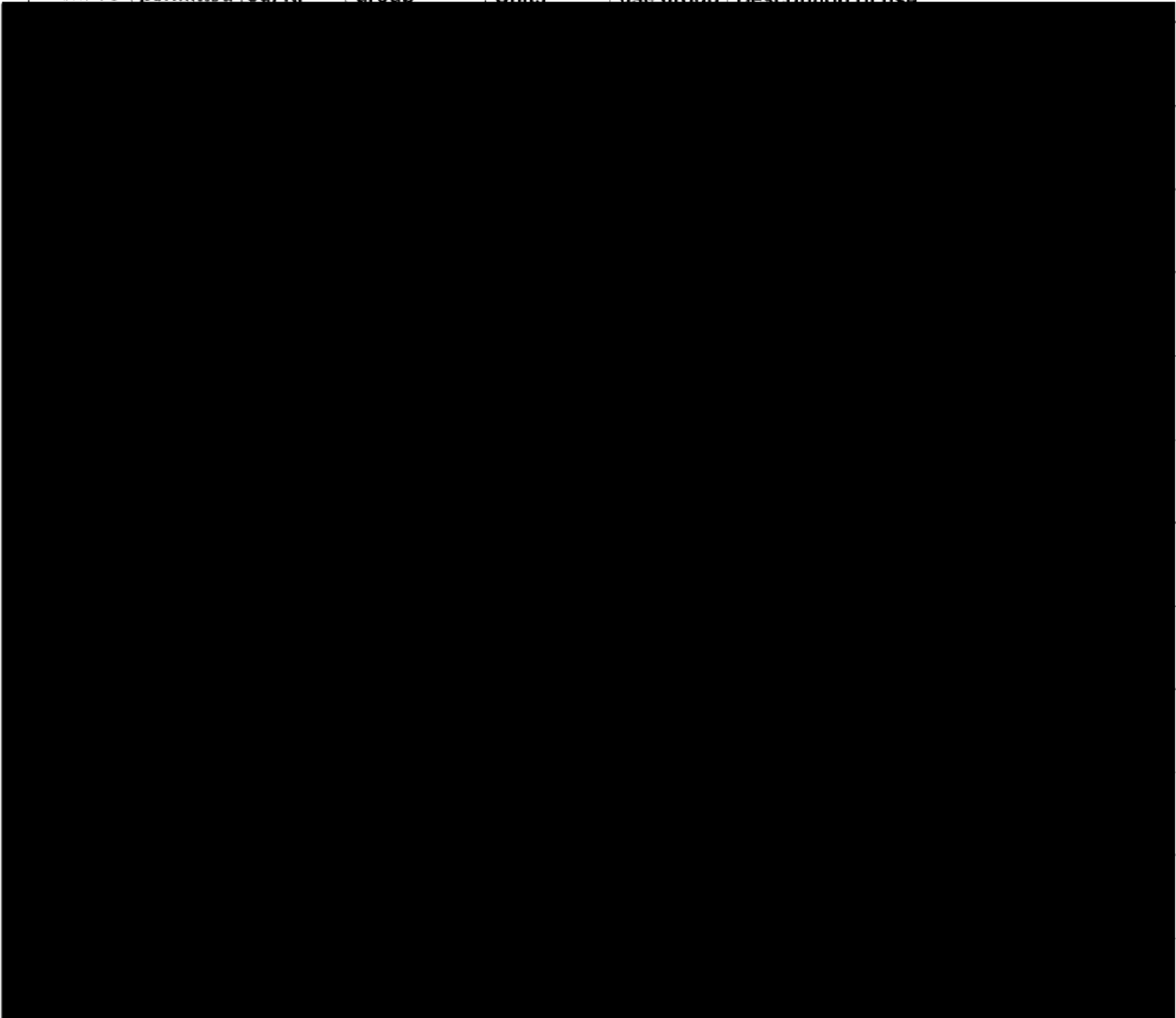
Certificate of Occupancy

CO Number: 102193350F

Permissible Use and Occupancy

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

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

Borough Commissioner

Commissioner

END OF DOCUMENT