

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

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Annual Reports

Summary

ID: 0000000010

Status: Liaison Review

Labels: Board of Regents, Laura

Entry 1 School Info and Cover Page

Completed Jul 26 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 VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III 332200861053

a1. Popular School Name

AMS III

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.

BOARD OF REGENTS

c. DISTRICT / CSD OF LOCATION

CSD #22 - BROOKLYN

d. DATE OF INITIAL CHARTER

11/2012

e. DATE FIRST OPENED FOR INSTRUCTION

8/2013

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

MISSION STATEMENT

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

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

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

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

KDE 1

System of Assessment and Continuous Assessment of Data: The New Visions instructional framework includes the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. Assessment begins during the summer Bridge to High School Program, during which students take the

Performance Series reading diagnostic to determine their baseline performance levels. Students originally took the ACT set of exams to measure progress throughout High School (9th grade EXPLORE, 10th grade PLAN, 11th-12th grade ACT). ACT has replaced the EXPLORE and PLAN exams with the Aspire assessments. In addition, all schools administer a full-length mock Regents exam during the trimester preceding the first administration to a cohort using the New Visions Mock Regents tools. The mock Regents adds an additional diagnostic that allow schools to better support student success on these high school exit exams.

KDE 2

Aligned Goal Setting focused on student need: Starting with strong student diagnostics in reading, comprehension, writing, and readiness for algebra, administrators are able to accurately determine student need. This allows teachers to establish specific targets for students, for administrators to establish measurable goals for teachers, and for administrators to provide professional development to those teachers to ensure that they are supported in meeting their goals. Finally, administrators are able to “roll the student and teacher goals up” in order to establish and make public the administrative and organizational goals for the year.

KDE 3

Team Teaching - General Education, Special Education and English Language Learner Specialists: Once student histories have been analyzed, baselines established, and goals set, teachers work together on teams to address the needs of the students and support on-going learning during class time. While all teachers have the opportunity to team teach over the course of the year, special education and English language acquisition staff are programmed to regularly team teach with content area teachers breaking down student teacher ratios to approximately 12 to 1 for those sections.

KDE 4

Extended day and Saturday Classes: Assessment

| | |
|-------|---|
| | <p>information is used to place students in academic support programs, enrichment or remedial, during the day, during the extended day session, and during the Saturday sessions. In these classes, teachers use the data from the assessments to tailor instruction to address the student's individual areas of growth.</p> |
| KDE 5 | <p>Additional Math and Reading Specialists on staff: Students, based on the results of their diagnostics are scheduled for additional support and/or enrichment with full-time additional faculty whose expertise is in math and literacy development. Based on their performance on the diagnostics, students are programmed for a tiered set of intervention programs based on their Lexile levels.</p> |
| KDE 6 | <p>Challenge-Based Curriculum aligned to New York State Learning Standards and Anchor Projects: A challenge-based approach (CBL) is utilized to engage students in learning and foster the use of imaginative capacities for problem-solving. In a typical challenge-based unit, students work with a finite set of resources that focus on a particular topic; ask questions that do not have pre-determined answers; construct an answer supported by evidence; construct a product (position paper, PowerPoint, newscast, video blog); present their product, and defend their position publicly. Thus the classroom dynamic is shifted from one where students passively receive information to one where students must act in order to meet a challenge or solve a problem. Anchor projects, in which students apply the content and skills they have learned to a new situation, are embedded within challenge-based units across the curriculum. These units are subject specific, and occur at minimum in one unit of every core class, per year.</p> |
| KDE 7 | <p>Writing: Writing development is an integral component of the model. To further students' writing development, the principals of each of the network charter schools agreed to begin utilizing standardized, on-demand writing tasks aligned to</p> |

| | |
|--------|--|
| | <p>coursework, embedded throughout the curriculum and administered at scheduled points in a student’s four year progression. A common rubric, administration guidelines, and scoring protocols ensure that student performance may be analyzed at the network level, and that these assessments may be used to guide network professional development for teachers on writing instruction. By asking for on-demand writing instead of polished pieces of writing that have gone through multiple revisions with teacher support, we will gain a more accurate picture of student writing abilities and the network will be able to plan supports and organize professional development to meet the needs of students across schools.</p> |
| KDE 8 | <p>Remediation and Acceleration: Students participate in a continuum of experiences across four years with a focus initially on support and acceleration and later on advanced academic coursework, career preparatory experiences, and community engagement.</p> |
| KDE 9 | <p>Capacities for Imaginative Thinking: schools collaborate with Lincoln Center Education to provide a baseline set of arts experiences for all students. Principals may choose to use Lincoln Center's Capacities for work in academic areas and/or to focus on engaging with the Capacities through a work of art exploration. The Capacities framework allows students and teachers to practice and master habits of learning including noticing deeply, questioning, making connections, reflecting/assessing, creating meaning, embodying, identifying patterns, exhibiting empathy, taking action and living with ambiguity.</p> |
| KDE 10 | <p>Adult Inquiry: Teachers participate in a formal inquiry process through Cohort Inquiry Teams. The purpose of this work is to systematically study the connection between the selected pedagogical strategies teachers are employing and actual student outcomes, allowing teachers to make necessary modifications to curriculum and pedagogy in real time. Across the network, school leadership and representatives come together four</p> |

times a year as part of a Network Inquiry Team to work together on common problems of practice

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

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

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

460

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

352

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

Check all that apply

Grades Served

9, 10, 11, 12

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. NAME OF CMO/EMO AND ADDRESS

| | |
|-------------------------|--|
| NAME OF CMO/EMO | New Visions for Public Schools |
| PHYSICAL STREET ADDRESS | 205 E. 42nd Street |
| CITY | New York |
| STATE | New York |
| ZIP CODE | 10017 |
| EMAIL ADDRESS | mmarcus@newvisions.org |
| CONTACT PERSON NAME | Melissa Marcus |

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 | 3000 Avenue X Brooklyn, NY 11235 | 718-934-9240 | NYC CSD 22 | 9-12 | No |

m1a. Please provide the contact information for Site 1.

| | Name | Work Phone | Alternate Phone | Email Address |
|---|------------------|------------|-----------------|--|
| School Leader | Nissi Jonathan | [REDACTED] | | njonathan6@charter.newvisions.org |
| Operational Leader | Victor Rodriguez | | | vrodriguez13@charter.newvisions.org |
| Compliance Contact | Matt Gill | | | mgill@newvisions.org |
| Complaint Contact | Matt Gill | | | mgill@newvisions.org |
| DASA Coordinator | Victor Rodriguez | | | vrodriguez13@charter.newvisions.org |
| Phone Contact for After Hours Emergencies | Victor Rodriguez | | | vrodriguez13@charter.newvisions.org |

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

Co-located Space

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

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

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

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

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

Site 1 Certificate of Occupancy (COO)

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 | Melissa Marcus |
| Position | Seniors Program Officer, Charter |
| Phone/Extension | 646-486-6316 |
| Email | mmarcus@newvisions.org |

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 is highly cursive and appears to be a name with a long horizontal stroke at the end.

Signature, President of the Board of Trustees

A smaller, stylized handwritten signature in black ink on a light gray background. The signature is cursive and includes a distinct loop at the top.

Date

Jul 15 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 VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III 332200861053

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 29 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 |
|--|-----------------------------------|---|---|---|
| | | | | |

| | | | | |
|-----------------|--|---|------------------|-----|
| Academic Goal 1 | 90% of students in the 2016 cohort will attain a score of 65% or above on the Regents ELA exam by the end of four years. | Performance/score on Regents Exams | Met | |
| Academic Goal 2 | 90% of students in the 2016 cohort will attain a score of 65% or above on a Regents mathematics exam by the end of four years. | Performance/score on Regents Exams | Met | |
| Academic Goal 3 | 90% of students in the 2016 cohort will attain a score of 65% or above on a Regents science exam by the end of four years. | Performance/score on Regents Exams | Met | |
| Academic Goal 4 | The average daily attendance of students will meet or exceed 90%. | Average daily attendance rate | Unable to Assess | N/A |
| Academic Goal 5 | 90% of students enrolled in the 2019-2020 academic year will return for the 2020-2021 academic year. | Number of students enrolled as of BEDS day 2019 compared to BEDS day 2020 | Met | |
| Academic Goal 6 | | | | |
| Academic Goal 7 | | | | |
| Academic Goal 8 | | | | |
| Academic Goal 9 | | | | |

2. Do have more academic goals to add?

No

3. Do have more academic goals to add?

No

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 | 90% of teachers on staff in the 2019-2020 school year rated as effective or highly effective will return for the 2020-2021 academic year. | Cumulative review of informal and formal evaluations | Met | |

| | | | | |
|-------------|--|--|--|--|
| Org Goal 2 | | | | |
| Org Goal 3 | | | | |
| Org Goal 4 | | | | |
| Org Goal 5 | | | | |
| Org Goal 6 | | | | |
| Org Goal 7 | | | | |
| Org Goal 8 | | | | |
| Org Goal 9 | | | | |
| Org Goal 10 | | | | |
| Org Goal 11 | | | | |
| Org Goal 12 | | | | |
| Org Goal 13 | | | | |
| Org Goal 14 | | | | |
| Org Goal 15 | | | | |
| Org Goal 16 | | | | |
| Org Goal 17 | | | | |
| Org Goal 18 | | | | |
| Org Goal 19 | | | | |
| Org Goal 20 | | | | |

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

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 | Maintain strong internal controls in regards to finance and compliance management that meet Government Auditing Standards as reviewed annually by an independent auditing firm. | Independent auditor review of internal controls over financial reporting and compliance in accordance with Government Audit Standards | Met | |
| Financial Goal 2 | | | | |
| Financial Goal 3 | | | | |
| Financial Goal 4 | | | | |
| Financial Goal 5 | | | | |

7. Do have more financial goals to add?

No

Thank you.

Entry 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 Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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

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

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

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

NVCS Board Financial Disclosure Forms Annual Report_SY19-20

Filename: NVCS Board Financial Disclosure Forms sVVSWSW.pdf Size: 1.6 MB

Entry 8 BOT Membership Table

Completed Jul 26 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 VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III 332200861053

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 | Lior Evan [REDACTED] | Chair | N/A | Yes | 3 | 01/01/2019 | 12/31/2021 | 11 |
| 2 | Dyane Jones [REDACTED] | Trustee/Member | N/A | Yes | 2 | 01/01/2019 | 12/31/2021 | 11 |
| 3 | Musa Ali Shama [REDACTED] | Secretary | N/A | Yes | 1 | 4/3/2018 | 12/31/2021 | 12 |
| 4 | Jerry Thomas [REDACTED] | Treasurer | N/A | Yes | 1 | 05/01/2017 | 12/31/2020 | 11 |
| | Jennella | | | | | | | |

| | | | | | | | | |
|---|---------------------|--------------------|-----|-----|---|----------------|----------------|----|
| 5 | Young [REDACTED] | Trustee/M ember | N/A | Yes | 3 | 01/01/20 19 | 12/31/20 21 | 11 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

| | |
|--|---|
| a. Total Number of BOT Members on June 30, 2020 | 5 |
| b.Total Number of Members Added During 2019-2020 | 0 |
| c. Total Number of Members who Departed during 2019-2020 | 1 |
| d.Total Number of members, as set in Bylaws, Resolution or Minutes | 5 |

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 Jul 26 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.

[BKQ Board Meeting Minutes Annual Report 2019-20](#)

Filename: BKQ Board Meeting Minutes Annual Repor kXLJyxX.pdf Size: 672.6 kB

Entry 10 Enrollment & Retention

Completed Jul 26 2020

Instructions for submitting Enrollment and Retention Efforts

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

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

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

Recruitment/Attraction Efforts Toward Meeting Targets

| | Describe Recruitment Efforts in 2019-2020 | Describe Recruitment Plans in 2020-2021 |
|--|---|---|
| | <p>AMS III uses a multi-modal approach for student recruitment to ensure we are reaching as many students as possible. We are committed to serving students in CSD 22 and ensuring that high-needs students apply, enroll, and remain in our school. Our strategies for this year have been comprehensive and include the following: participation in citywide and borough-based high school fairs (September, October) hosted by the Department of Education, middle school outreach, direct mailing campaigns to over 16,000 eighth grade families in Brooklyn, street outreach, hosting of open houses, and participation in local community events such as fairs and presentations at local networks of community-based organizations and social service networks.</p> <p>AMS III has built relationships with various middle schools within CSD 22 and the surrounding districts including CSD 17, 18, and 21. We continue to build relationships with staff at feeder middle schools in the district, as well as those in the surrounding districts, specifically</p> | |

with middle schools that have a high enrollment of these particular subgroups. Through building relationships with middle school staff, including middle school counselors, we are able to have targeted conversations about at-risk and high-needs students who may benefit from AMS III's small and supportive learning environment. AMS III conducted direct outreach to over 12 middle schools throughout these districts, which included JSH 014 Shell Bank, IS 281 Joseph B. Cavallaro, IS 78-ROY H MANN, IS 383- Philippa Schuyler, IS 278- MARINE PARK, MS 915, MS 287- Math, Science & Technology, IS 223- Montauk, CONEY ISLAND PREP, IS 234- Cunningham and JSH 278 Marine Park. As part of the outreach strategy, AMS III conducted visits and met with key staff at middle schools such as guidance counselors. Where feasible, engagement also included meeting with middle school families and students at fairs hosted by middle school staff or parent/teacher conference meetings. These sessions promoted face-to-face contact with families, which facilitated engagement with families of high-need students who may not be aware that the New Visions Charter High Schools were an option for their students. Our open houses are designed to highlight our success with students in special populations. We use every opportunity in open houses and community

Economically Disadvantaged

events to ensure that families and the local community know about our previous graduation and post-secondary success and have major representation of student ambassadors who belong to these subgroups. Student ambassadors is an in-house program of school-based representatives who play a key role in student recruitment and other local community events.

Prior to school closures due to COVID-19, we planned to do additional middle school visits at parent-teacher conferences in March. Instead, we opted to send emails with our recruitment materials and applications in hopes that counselors will still share with eighth-grade families. Virtual open houses continue to be hosted and have now become a key tool to engage more families.

Using data from the previous recruitment season (application numbers, in-district applicants, feeder middle school data, etc), AMS III was able to identify which recruitment strategies were effective and continued to build on those. Specifically, we were able to use our middle school feeder data to expand on those relationships, as well as review what districts most of our students are commuting from so that we can target those areas. Additionally, given the location of AMS III and the public transportation trends, AMS III set aside funds to do a bus tail

In 2020-21, AMS III plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.

advertisement campaign which promoted the school and application deadline and drove families to the website, <http://www.newvisions.org/AMS3>, which is available in dozens of languages via the Google Translate plug-in.

We plan to continue the development of the already existent student ambassador team. These students are recruited from the large feeder schools and work very closely with members of the student recruitment team. In addition, a month by month relationship-building plan is in place, this includes attendance at middle school sessions on high school information, fairs, community events, and guidance counselor relationship-building events.

AMS III also hosts information sessions and open houses to further inform families and the community about the school and the admissions process. All information sessions and open houses include the dissemination of recruitment materials and enrollment applications, a question and answer period, a school tour, and individual consultation with families who are interested. These are held at the school and are publicized widely through the dissemination of flyers and postcards to families as well as the school's web page www.newvisions.org/AMS3 which is hosted on the main network

site. As a response to school closures related to COVID-19, rather than cancel our open houses, we opted to move to virtual open houses and informed applicants beforehand to join us online.

AMS III also benefits from New Visions' extensive database of over 600 partner organizations that support families throughout Brooklyn and NYC, including organizations that provide social services to high-need families such as those in the foster care and shelter systems. This database includes local community-based organizations, elected officials, faith-based groups, higher education institutions and other community institutions such as libraries, public housing complexes, and local businesses. We connect with them via mailings and emails to promote AMS III's application and recruitment process. Additionally, New Visions promotes the network through printed and digital advertisements (Facebook/Instagram) to drive families to the website and our application, which is available in dozens of languages via the Google Translate plug-in.

AMS III is committed to recruiting English Language Learners/Multilingual Learners (ELLs/MLLs). In addition to the recruitment strategies outlined above and as part of the community outreach strategy,

English Language
Learners/Multilingual Learners

AMS III attended local community meetings like the Bed-Stuy Community Partnership Program (CPP) and Flatbush CPP to disseminate information on AMS III's admissions process. These meetings are largely attended by local community-based organizations (CBO) and social service agencies that provide support and services to families throughout Brooklyn. We have in house translators who assist the community both with in-person and communication resource translations. This is available in Haitian Creole, Spanish, French, Arabic and Russian. All in-house communication to families are translated to Haitian-Creole, Spanish and French. The main office has members who are multilingual to ensure clear and accessible communication to all families we are proud to serve from recruitment to registration to their child's graduation.

Non-English speaking families have the option of applying to AMS III using the NYC Charter Center's Common Application, which is a paid service to ensure that families who might not speak English have access to our application. This common application is available in Spanish, French, Haitian-Creole, Russian, Urdu, Arabic, Bengali, Korean, Chinese, and English. Applications are made available at the school and community outreach events and interested families are able to apply directly at the school or call the New

In 2020-21, AMS III plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.

| | | |
|-----------------------------------|---|--|
| | <p>Visions main network office to apply over the phone where bilingual staff is available to assist.</p> | |
| <p>Students with Disabilities</p> | <p>Throughout all of our outreach efforts, AMS III makes sure to encourage families with students with disabilities to apply to our school and provides space to speak about their needs and supports. Particularly at our open houses, AMS III makes sure to give families time for individual consultations for those who are interested in speaking with the principal or other staff. We also inform middle school staff that we support students with disabilities and that they can be confident in referring students with IEPs. At the time of enrollment AMS III ensures that every family with an IEP meets with the appropriate staff member to review the documents and comprehend areas of support.</p> <p>In addition to the strategies mentioned above, AMS III staff will continue to recruit at all middle schools, including those with high numbers of students with disabilities and will encourage families to apply. We will continue to ensure that special education staff or staff who can speak to the special education services we offer are available at open houses and other recruitment events to have meaningful conversations with families around their student's needs. The testimony of students</p> | <p>In 2020-21, AMS III plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed.</p> |

with disabilities is the best way for AMS III to showcase our continued commitment and demonstrated success of such students at AMS III. This is again factored in the recruitment of the student ambassadors. Our academic success with students with disabilities is our best testimony of support. Our student ambassador team who play a key role at all recruitment events both on campus and off-campus have testimonials and students who can directly speak to the support provided to them and their families.

In recognition that high-needs students require additional outreach efforts, we will continue to establish relationships and connect with institutions and service providers whose mission is to advocate and serve students with special needs. Counselors and advisors who are key faculty play a significant role in the support of students with disabilities. They are represented at every recruitment event to ensure we can respond to the queries that families may pose regarding communication and continuous support and entitled services.

Retention Efforts Toward Meeting Targets

| | Describe Retention Efforts in 2019-2020 | Describe Retention Plans in 2020-2021 |
|--|---|---------------------------------------|
| | AMS III employs multiple | |

Economically Disadvantaged

strategies and designs specific programmatic elements to ensure the success of targeted students. Part of our overall strategy is to ensure that all students, whether or not they have special needs, feel supported and thrive academically.

We utilize the Response to Intervention (RtI) framework which is a multi-tiered approach used to efficiently differentiate instruction for all students. The model relies on student literacy assessment data to determine the intensity of the research-based interventions needed to accelerate student literacy gains. We utilize the Wilson Language intervention program, Wilson Just Words, and small reading group instruction using Read 180 Universal to provide tiered literacy intervention classes for students depending on their individual learning needs. This tiered approach is inclusive and based on student need.

Our communication and partnership with families throughout the school year is our best testament and word of mouth approach to both retention and new recruitment. Our network of counselors, dean team members, and assistant principals allow targeted and meaningful communication protocols that enrich the framework for faculty. Families are constantly trained and engaged to use remote tools like

AMS III plans to utilize the same strategies to retain economically disadvantaged students in the coming year.

the Student Information System, PowerSchool, and our PBIS system, HERO.

In addition, our monthly meetings, book clubs, forums for questions during remote learning, socio-emotional support training and wellness strategies all lead by Family School Alliance, and school counselor connections to services (e.g., mental health, employment, social services) within and outside the school all serve as valuable resources to meet families needs. All these serve as a framework towards retention alongside strong and persistent relationships from staff. Families are always active partners at AMS III in all student support actions both for academic and socio-emotional support. Our insistence on clear, proactive and collaborative communication protocols is the backbone of our partnership with families and hence retention.

As a commitment to retaining ELL/MLL students, we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. At the time of enrollment, we distribute the Home Language Survey to gather information on the student, which then can be used to determine if a student should take the NYSESLAT and receive ENL services. We ensure that all

English Language
Learners/Multilingual Learners

correspondence is translated in Spanish, Haitian Creole, and French and if needed, someone on staff is available to translate all these languages and additionally in Russian and Arabic as well. If our staff members do not speak the language of the family, we typically use the DOE translation service line.

ELLs/MLLs are provided with opportunities and academic support to meet the same educational goals as our general student population. School leaders are attentive to programming and assessment for these students by appropriately leveling ENL courses according to students' language proficiency levels (as determined by NYSESLAT scores, the statewide English proficiency assessment). English Language Learners benefit from network-based support in instruction, compliance, and in advocating for family involvement, which is not always the case at the high school level. We support and encourage students in their native language and culture by offering stand-alone ENL courses that supplement their core content courses. Based on this philosophy, ELLs are not isolated from their English-speaking peers, but have a person and place where they feel free to experiment with their language, learn English using instructional strategies proven for ELLs and have their needs met. In these ENL courses, students learn at

AMS III plans to utilize the same strategies to retain English Language Learners in the coming year.

their own pace where they learn best: in a challenging yet non-threatening environment where experiential, whole language methods are used for authentic purposes. The teacher for ENL support is positioned to work very closely with the ICT teacher of all content areas through their role within the Special Education and English Language Learner department. The intention of this is to equip all teachers to have the skills to plan and support students with ENL needs, understand their strengths and to use it effectively.

In addition, the supervisor who is in charge of the ENL teacher works closely with the staff development team. This has allowed AMS III to focus on making sense of ENL specific qualitative and quantitative data as an entire community. The focus for one of the staff development strands has been language acquisition in content areas and this is offered to all faculty in order to ensure all around support and refinement of instructional practices.

As a commitment to retaining students with disabilities we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. For students with disabilities, we make the appropriate introductions to staff that will be supporting these

areas and set up a time to review each student's IEP, as well as provide any assessments if necessary.

AMS III uses an integrated co-teaching (ICT) model to provide targeted supports for students with disabilities in all core content areas (ELA, math, science, and social studies). Specific sections of core content classes are designated as ICT classrooms, in which two teachers, a special educator and general education content teacher, team teach daily lessons. We ensure that all students have access to our curriculum through proper implementation of students' special education accommodations and modifications and through utilizing a myriad of differentiation strategies and invoking the principles of universal design. AMS III prioritizes providing testing accommodations and any need related services such as assistive technology to our students.

AMS III has a thoughtful team of both special education and content teachers. Our staff have been able to develop strong collaborative partnerships that result in the type of thoughtful daily and project-based experiences that make AMS III unique. We design our core area learning with this support in mind on a weekly basis. Our ICT teachers and the two special

AMS III plans to utilize the same strategies to retain students with disabilities in the coming year.

Students with Disabilities

education coordinators have established weekly systems for looking at student work, data inquiry, and instructional adjustment practices. The AMS III special education team also has protocols for weekly student check in, needed family engagements, and quarterly IEP report cards. The special education coordinators work with counselors and dean members to ensure that all students with an IEP have both socio-emotional and mandated support, beyond what is articulated in their IEP. These communication and support systems are further enriched with targeted and mostly teacher driven staff development sessions. This year we have focused on purposeful grouping, differentiation and equitable grading. All these have allowed special education students at AMS III to flourish academically, socio-emotionally, and in post-secondary environments.

Entry 12 Percent of Uncertified Teachers

Completed Sep 21 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

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) | 5 |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020) | 0 |
| 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) | 0 |
| Total Category A: 5 or 30% whichever is less | 5.0 |

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

| | FTE Count |
|--|------------|
| i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020) | 4 |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020) | 0 |
| 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) | 0 |
| Total Category B: not to exceed 5 | 4.0 |

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) | 1 |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020) | 0 |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020) | 1 |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020) | 1 |
| Total Category C: not to exceed 5 | 3.0 |

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 | 1 |

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

| | FTE Count |
|------------------|-----------|
| Total Category E | 22 |

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

| | FTE Count |
|------------------|-----------|
| Total Category F | 35 |



Thank you.

Entry 13 Organization Chart

Completed Jul 26 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.

[AMS III Org Chart Annual Report 2019-20](#)

Filename: AMS III Org Chart Annual Report 2019 20.pdf **Size:** 34.4 kB

Entry 14 School Calendar

Completed Sep 14 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.

[DRAFT NVCHS 2020-2021 SEMESTER Calendar](#)

Filename: DRAFT NVCHS 2020 2021 SEMESTER Calendar.pdf **Size:** 280.5 kB

Entry 15 Links to Critical Documents on School Website

Completed Aug 3 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 Visions Charter High School for Advanced Math and Science III**

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://drive.google.com/file/d/1jSBbraUDRnm3CRB MpPPdrRwz05RzGCqI/view?usp=sharing |
| 2. Most Recent Board Meeting Notice and Related Agenda Item Documents | https://www.newvisions.org/pages/ams-iii-hum-iii-board-of-trustees-calendar |
| 2a. Webcast of Board Meetings (per Governor's Executive Order) | https://www.newvisions.org/pages/ams-iii-hum-iii-board-of-trustees-calendar |
| | https://www.google.com/url?q=https://data.nysed.gov/essa.php?instid%3D800000075843%26year%3D2019%26create%3D1%26allchecked%3D1%26OverallStatus%3D1%26section_1003%3D1%26HSSstatus%3D |

| | |
|---|---|
| 3. Link to NYS School Report Card | 1%26HSIndicators%3D1%26HScomposite%3D1%26HSgradrate%3D1%26HScompgrowth%3D1%26HSELp%3D1%26HSprogress%3D1%26HSchronic%3D1%26HScocr%3D1%26HSpert%3D1%26regents%3D1%26cohort%3D1%26nyseslat%3D1%26naep%3D1%26staffqual%3D1%26gradrate%3D1%26feddata%3D1&sa=D&ust=1595260160576000&usq=AFQjCNERePu5_db17Ekvca_v8h5GpyFfMQ |
| 4. Most Recent Lottery Notice Announcing Lottery | https://www.newvisions.org/page/-/Lottery Announcement 2020.pdf |
| 5. Authorizer-Approved DASA Policy | https://www.newvisions.org/page/-/AMS III SFH FINAL SY19-20.pdf |
| 6. District-wide Safety Plan | https://www.newvisions.org/page/-/ASM III Safety Plan 2019 2020.pdf |
| 6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo) | https://www.newvisions.org/page/-/AMS III SFH FINAL SY19-20.pdf |
| 7. Authorizer-Approved FOIL Policy | https://www.newvisions.org/page/-/AMS III SFH FINAL SY19-20.pdf |
| 8. Subject matter list of FOIL records | https://www.newvisions.org/page/-/AMS III SFH FINAL SY19-20.pdf |
| 9. Link to School Reopening Plan | https://drive.google.com/file/d/1dSHiSXL8XViga0ojBZMbL3TfjWUOep4o/view?usp=sharing |



Thank you.

Entry 16 COVID 19 Related Information

Completed Jul 26 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 Visions Charter High School for Advanced Math and Science III

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 |
|--|--|---|--|
| | 354 | 289 | 276 |

Table 2: 2019-2020 Assessments and Grade Participation

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

| Assessment Title | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Number of Participating Students |
|------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------------------------------|
| | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | ents |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|------|
| Project Based learning experiences : In-house design | x | x | x | x | x | x | x | x | x | x | ✓ | ✓ | ✓ | ✓ | 381 | |
| | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | | | | | | | | | | | | | | | 381. |
| I | | | | | | | | | | | | | | | 0 |

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Completed Jul 26 2020

[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](#).

[AMS III_ Entry 17 - Staff Roster, 19-20 Annual Report](#)

Filename: AMS III Entry 17 Staff Roster 19 2 ZNhpYHw.xlsx Size: 15.3 kB

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

Name: Lior Evan

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

New Visions Charter High Schools

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

Member of the Board - chairperson

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?
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? 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? 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 |
|----------------|---|---|---|
| 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 | | | | |

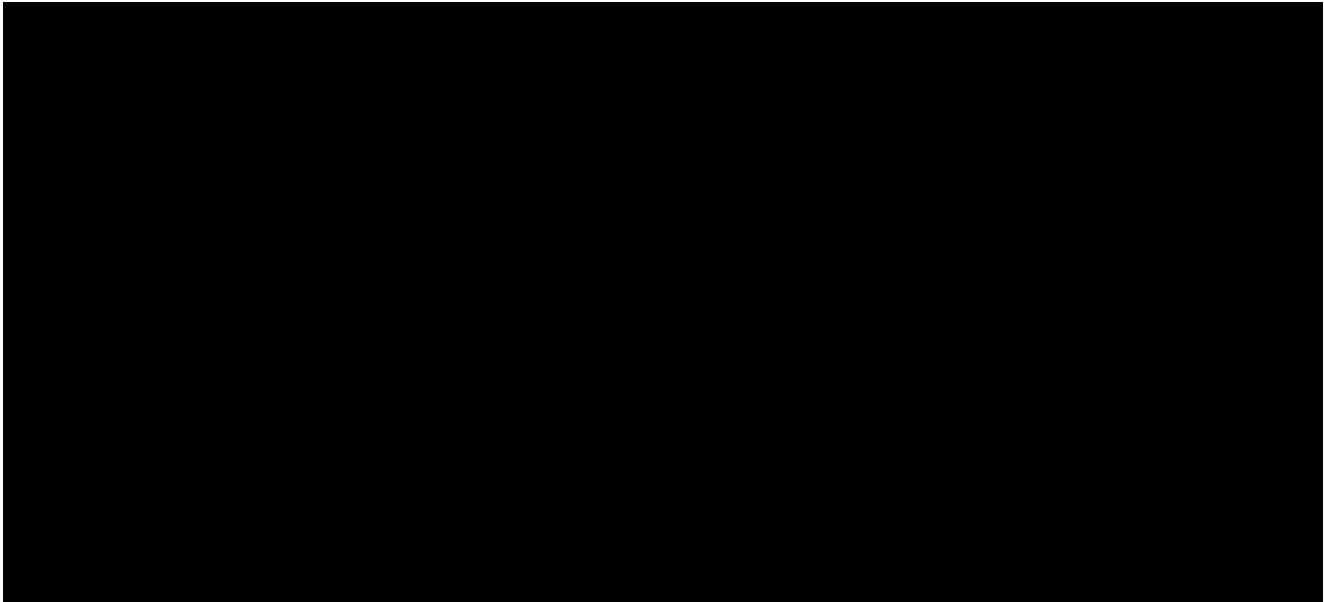


Signature

06-16-20

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.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Ryane Jones

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New Visions

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). n/a

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

4. 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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself |
|---|--|--|---|
| <p align="center">Please write "None" if applicable. Do not leave this space blank.</p> <p align="center">NONE</p> | | | |

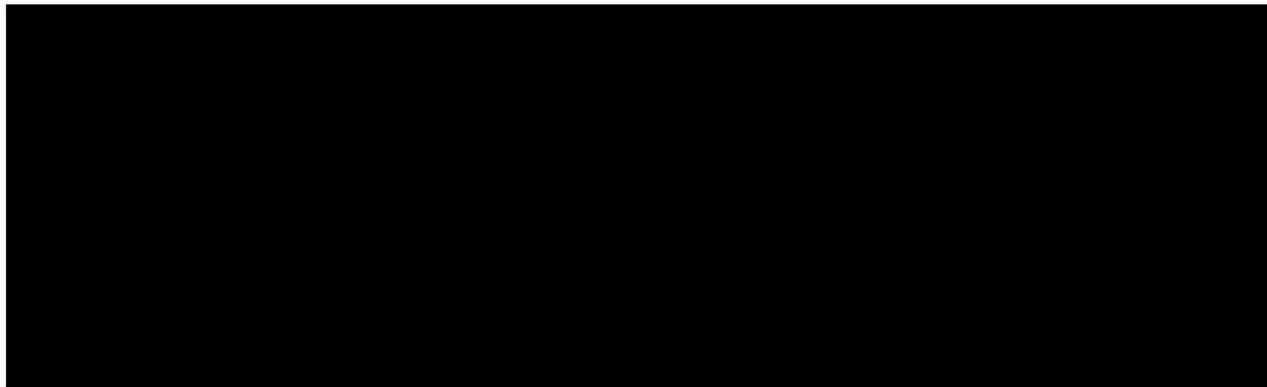
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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 enter "None" if applicable. Do not leave this space blank.</i> NONE | | | | |

Ryane Jones
Signature

07/31/2020
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.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Musa Ali Shama

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New Visions Charter Schools - AMS III, HUM III, AMS IV, HUM IV

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary

2. Is the trustee 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.

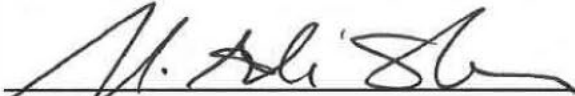
3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 X Yes No
 If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date. **Position: Superintendent of Charter Schools Responsibilities included support and supervision of New Visions Charter High School principals. Started: August 15, 2017 Salary: \$200K**

4. 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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself |
|--|--|--|---|
| <i>Please write "None" if applicable. Do not leave this space blank.</i> | | | |

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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>NONE <i>Please write "None" if applicable. Do not leave this space blank.</i></p> | | | | |

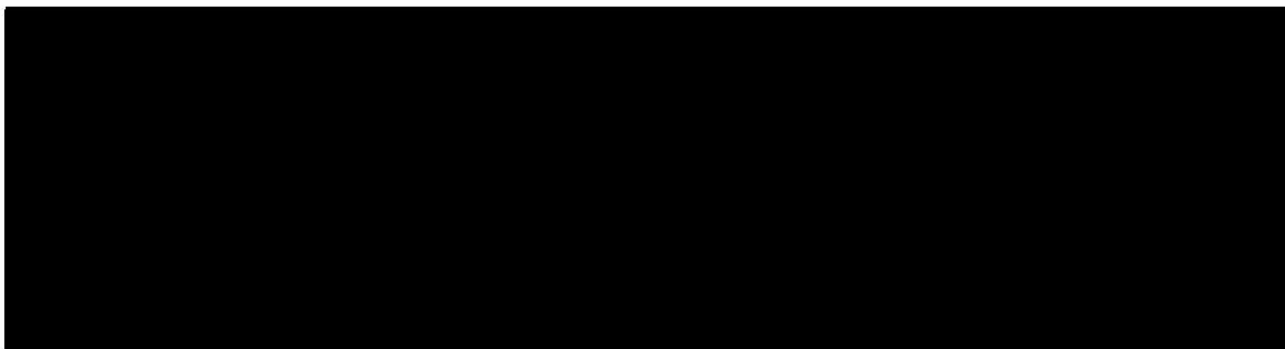


 Signature

07/31/2020

 Date

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

Name:

**Jeremiah L
Thomas**_____

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

**__New Visions Charter High
Schools**_____

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?
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? **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? **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.

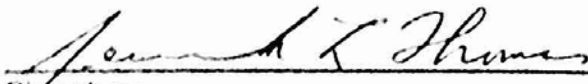
NONE

| NoneDate(s) | Nature of financial interest/transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
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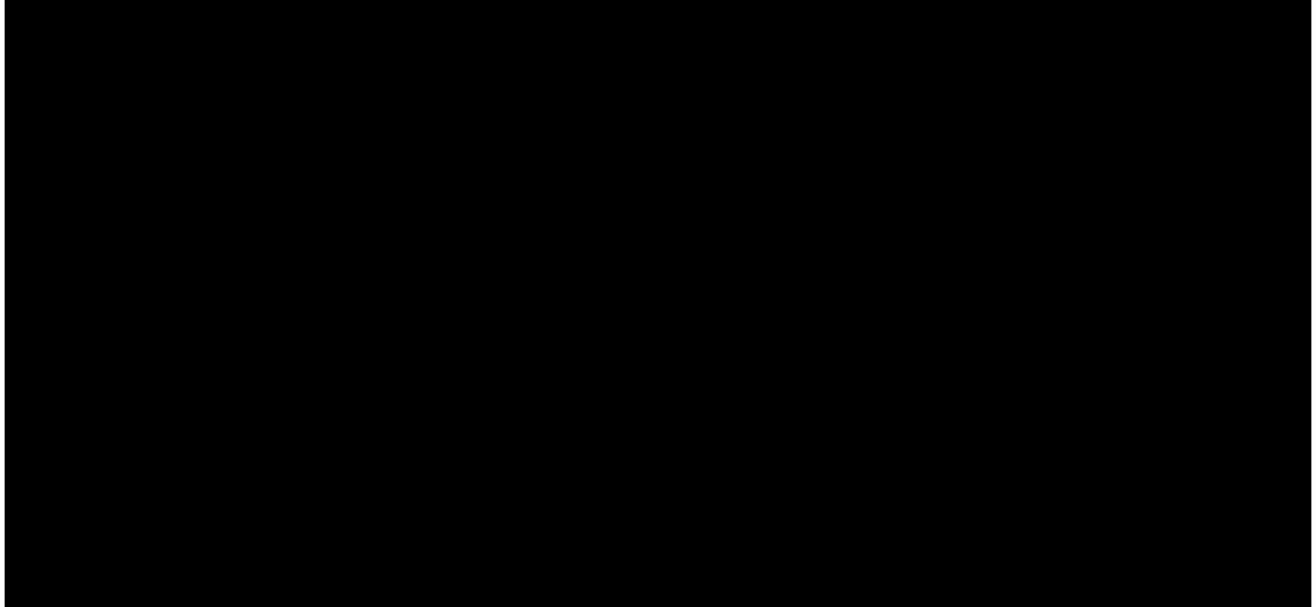
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation 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 | | | |


6/17/2020

 Signature Date

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last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Jennella Young

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New Visions (NVCS)

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Trustee

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

4. 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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

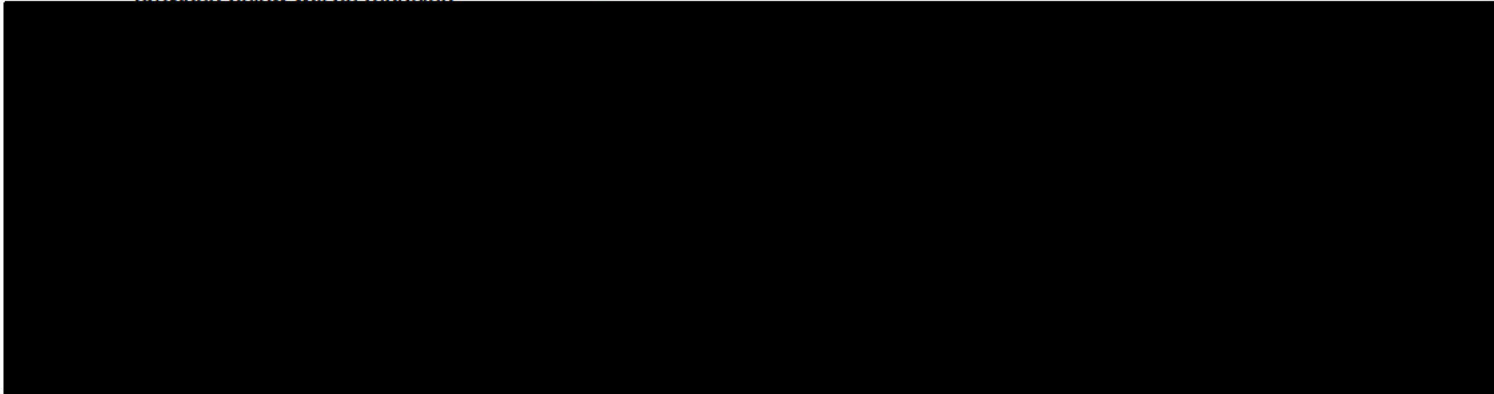
| Date(s) | Nature of Financial Interest/Transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to yourself |
|--|--|--|---|
| <p align="center"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><u>None</u> <u>Applicable</u></p> | | | |

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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> | | | | |

Janelle Ly _____ 07/31/2020
 Signature

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New Visions Charter High School for Advanced Math and Science III (AMS III)
New Visions Charter High School for the Humanities III (HUM III)
New Visions Charter High School for Advanced Math and Science IV (AMS IV)
New Visions Charter High School for the Humanities IV (HUM IV)

Minutes of the meeting of the board of trustees held on July 16, 2019, at New Visions, 205 E. 42nd Street, 4th Fl, NYC 10017.

Trustees Present: Lior Evan, Musa Ali Shama, Jerry Thomas, Jennella Young (via video conference)

Trustees Absent: Andrea Hargett, Dyane Jones,

School Staff: Janique Cambridge, Hannah Kehn, Ameenah Reed, William Romney (via video conference)

New Visions: Syntosha Allen, Shannon Curran, Melissa Marcus

Mr. Evan called the meeting to order at 6:09 p.m.

Minutes of Previous Meeting

The board unanimously approved the minutes of the board meeting held on June 18, 2019, with a motion made by Mr. Evan and seconded by Ms. Young.

AMS IV Renewal Application

The board unanimously approved the AMS IV renewal application with a motion made by Mr. Evan and seconded by Mr. Thomas - noting that the board will have an opportunity to review benchmark one before its submission in October.

Educational Service Agreement (ESA)

Mr. Evan acknowledged that the ESA has been negotiated and will be submitted as part of the application, not to be executed until the Board of Regents has approved the renewal application.

Teacher Framework

Mr. Shama presented proposed revisions to the teacher and counselor evaluation frameworks based on feedback from leadership and teachers, especially on professionalism not previously named in the rubric. The Teacher Working Group, Counselor Working Group, and the Network Inquiry Team reviewed the proposed revisions and approved the changes to be implemented for the upcoming school year.

The board unanimously approved the revisions to the teacher and counselor frameworks with a motion made by Mr. Evan and seconded by Mr. Thomas.

ChAP Guide

Mr. Shama reported on the charter academic policy guide noting that a committee reviewed and consolidated all policies and created an authoritative guide to apply to various roles within a school. In creating the guide, the committee adhered to federal law, New York State (NYS) policy, used NYC Department of Education (NYCDOE) policy as a model or for guidance and created policy when NYS or NYCDOE did not have a policy. In the latter, the guiding principle was to do what is in the best academic interest of students.

Mr. Shama explained the process for review and creating new policy, as well the structure in place to respond to inquiries about academic policy. Upon the suggestion by Mr. Shama, based on a recommendation from the New Vision lawyer and similar action taken by the board for the Bronx New Visions Charter High Schools, the board voted to authorize the New Visions Superintendent of Charter Schools to revise and implement the academic procedures and policy guide for New Visions Charter High Schools and provide updates to the board whenever new policies or changes to academic policy are recommended for a board vote with a motion made by Mr. Evan and seconded by Mr. Thomas.

Teacher Evaluation Summary

Mr. Shama reported that most teachers and counselors are rated effective. He noted that Michelle Lewis, the Associate Director for Performance Management & Development, will focus on one-on-one coaching of instructional leaders and supervisors of teachers this year, and the network will work with staff from HUM on supports for counselors.

Principals discussed the various structures in place for students and counselor interactions that will support student social-emotional growth.

End of Year Outcomes

Mr. Shama reported on student outcomes, including a review of New Visions' network goals. He noted that some schools will see increases in graduation rates after summer school and the August Regents administration, and all are positioned to have significant increases in student outcomes next year.

Principals discussed successes, challenges, and plans to improve student outcomes for next year.

Topics for Future Meeting

Topics for next month's meeting include teacher retention and financial policies and procedures.

Principal Report

Principals reported on staffing, facilities preparation over the summer, student enrollment, Regents preparation, student behavior management, staff professional development, and social-emotional and academic mentorship at AMS IV, specifically.

Compliance Calendar

Mr. Shama reported that schools were not out of compliance as indicated in the compliance calendar. The report for August will reflect a correction to the July report.

Executive Session

The board moved into Executive Session at 7:24 p.m. to discuss matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.

The board moved out of executive session and adjourned the meeting at 7:46 p.m.



BOARD OF TRUSTEES MEETING

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

Minutes for the board of trustees meeting held on Tuesday, August 20, 2019, at New Visions for Public Schools, 205 E. 42nd Street, 4th Floor, New York, NY 10017.

Trustees Present: Lior Evan, Dyane Jones, Jennella Young, Jerry Thomas, Musa Ali Shama

Trustees Absent: Andrea Hargett

School Staff: Nissi, Hannah, William, Janique Cambridge, Ferrugia Sonthonax, Ameenah reed, Ernishka Donaldson, Stephanie Rengifo, Victor Rodriguez (DsO of AMS III)

New Visions: Syntosha Allen, Shannon Curran, Deb Lin, Melissa Marcus, Cynthia Rietscha

Mr. Evan called the meeting to order at 6:28 p.m.

Minutes of the Previous Meeting

The board unanimously approved the minutes from the July 20, 2019 meeting with a motion made by Mr. Evan and seconded by Ms. Young.

Financial Policies and Procedures

Ms. Rietscha reported that the financial policies and procedures document is going through its first major revision since the first New Visions Charter High School was opened. In her presentation, she explained the roles and responsibilities for key players - the New Visions CMO staff, school staff, and the board of trustees.

Policy changes and clarifications that need board approval or review include:

- Financial policies and procedures
- Audit firm selection
- Annual audit by October 1
- IRS 990 submission
- Change in systems (ex: Payroll provider)
- Bank selection
- Authorized signatories
- Opening and closing financial accounts
- Annual budget and 5 yr projections
- Monthly and quarterly financial reports
- Compensation schedule
- Purchases above \$25K
 - Delegated that to the Superintendent with reports to the full board
 - Contracts and leases above \$25K
- Insurance coverage
- Incurring debt
- Real property lease

The board unanimously voted to approve the financial policies and procedures with a motion made by Mr. Evan and seconded by Ms. Young.

AMS IV Renewal Site Visit

Ms. Marcus reported that the AMS IV authorizer, New York State Education Department (SED), scheduled the AMS IV site visit for November 20, 2019. The representative from SED will also attend the November board meeting. She noted that though she will not be at the September board meeting, Mr. Romney will disseminate benchmark one for the board to review before the October submission.

The board indicated that they would like to hold the focus group discussion before the board meeting and requested simple prep documents. Ms. Allen will send the board a Doodle Poll to identify the best date for a board prep session. She also noted that the focus topic for the November meeting will be Literacy Intervention.

Teacher Retention and Recruitment

Ms. Rietscha reported on teacher retention and recruitment though schools are still hiring. The Talent Acquisition Team will provide a full report in October. In her report, Ms. Rietscha noted that the most difficult positions to staff include math, science, and special education.

Principals reported on recruitment strategies and how they plan to manage the vacancies for the start of school and additional.

The board suggested partnering with local teaching colleges and providing financial incentives for hard to staff positions.

A future topic for the board to discuss is how to continue providing needed special education services to students based on the revenue gaps highlighted by Ms. Rietscha.

Summer School and Summer Bridge

Principals reported on plans for summer bridge and summer school, which include team-building activities, Regents administration, and expected August graduates. Principals also reported on enrollment and new programs starting in the fall.

Uniform Policy

Mr. Shama noted that all New Visions Charter High Schools have a uniform policy that is part of their charters but asked principals to share challenges and alternatives to having a uniform policy. Mr. Shama indicated that he is not asking the board to vote on a new uniform policy at this time, but rather to start the conversation and perhaps examine revising the uniform policy given the challenges schools experience in enforcing a uniform policy at the high school level. Any changes to the uniform policy would go into effect in the 2020-2021 school year. Principals and the board should keep in mind that the policy developed would be applied across the schools in the network.

In response to Mr. Shama's frame and questions from the board, principals discussed challenges to and strategies for implementing a uniform policy.

This topic will continue to be discussed amongst schools and brought to the board again at a future meeting.

Financial Year-End Analysis

Ms. Rietscha gave a year-end financial analysis that included the impact of enrollment, billing for special education services, and teacher recruitment and retention on school budgets.

Other

Principals reported on recruitment strategy, including access to alternative mailing lists if the Vanguard mailing will not be available.

The board discussed the status of prospective board members and using BoardMatch to recruit new members. More information will be shared when available.

The board wished principals a great new school year.

Executive Session

The board moved into executive session at 8:05 p.m to discuss matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.

The public meeting resumed at 8:24 p.m.

The board unanimously voted William Romney as Interim Acting Principal of New Visions Charter School for Advanced Math & Science IV with a motion made by Mr. Thomas and seconded by Mr. Evan.

The meeting adjourned at 8:24 p.m.



BOARD OF TRUSTEES MEETING

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

Minutes for the board of trustees meeting held on Tuesday, September 17, 2019, at New Visions, 205 E. 42nd Street, 4th Fl, NYC.

Trustees Present: Lior Evan, Dyane Jones, Musa Ali Shama, Jerry Thomas, Jennella Young

Trustees Absent: Andrea Hargett

School Staff: Janique Cambridge, Nissi Jonathan, Hannah Kehn, William Romney

New Visions: Syntosha Allen, Cynthia Rietscha

Public: Quincy Koffel, Khaair Morrison

Mr. Evan called the meeting to order at 6:22 p.m.

Attendees introduced themselves, including prospective board candidates, trustees, principals, and New Visions staff.

Minutes from the Previous Meeting

The board unanimously approved meeting minutes from the August 20, 2019 meeting with a motion made by Mr. Evan and seconded by Mr. Thomas.

Board Recruitment

Ms. Young will attend a board recruitment event hosted by Board Match along with Mr. Shama and Ms. Allen. They will provide an update at the next meeting.

School Goals

Principals reported on school goals, including goals on GPA, school culture, attendance, social and emotional learning, college readiness rates, Regents pass rates for lower grades, enrollment (including increasing ELL enrollment), graduation rates, partnership development for the arts, and CDOS credential.

Mr. Evan suggested the data dashboards be reinstated and included in board materials.

Network Outcomes

Mr. Shama reported on the network graduation rate based on credit accumulation and Regents pass rates. He noted that the graduation rate is improving over time and congratulated schools on increasing the number of graduates between June and August.

Mr. Shama explained that New Visions will work with schools to continue to improve student outcomes, which will include strategies to prioritize student outcomes over senior year activities. He expressed excitement about the systems and structures principals have in place to support students.

Financials

Ms. Rietscha commended Emma Peng, a member of the finance team, for moving the audit along smoothly. Ms. Rietscha also reported that year-end financials show schools ended the school in a better position than projected, partly due to the additional state aid each school received. Lower expenses were mostly attributed to personnel cost savings. Ms. Rietscha explained expenses primarily included personnel, the CMO fee, technology upgrades and replacements, and facilities work. Principals also reported on current staffing and upcoming facilities projects.

Mr. Romney reported that AMS IV gifted retired, but still serviceable, Chromebooks to graduating seniors.

Ms. Rietscha noted that schools did a commendable job of processing hundreds of invoices and purchases in a new paperless invoice system. She also noted that she will closely monitor and report on enrollment and its impact on the budget.

Principal Updates

Principals reported further on school goals, staffing, and budget.

Next Meeting

The next meeting will be held at New Visions on October 22, 2019. Establishing a quorum will be very important because the audit is being presented for a vote. Other agenda items will include the CMO Survey results, teacher recruitment, and retention.

Ms. Kehn asked trustees to expect a communication from students about participating in a HUM IV event as a guest speaker.

The meeting adjourned at 8:00 p.m.



BOARD OF TRUSTEES MEETING

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

Minutes for the board of trustees meeting held Tuesday, October 22, 2019, at New Visions, 205 E. 42nd Street, 4th Floor, New York, NY 10017.

Trustees Present: Andrea Hargett, Dyane Jones, Musa Ali Shama, Jerry Thomas, Jennella Young

Trustees Absent: Lior Evan

School Staff: Carl Baurle, Janique Cambridge, Hannah Kehn, Nissi Jonathan, Victor Rodriguez, Ameenah Reed, William Romney, Ferrugia Sonthonax

New Visions Staff: Syntosha Allen, Joseph Posner, Cynthia Rietscha, Angel Zhen (via video conference)

Guests: Nicole Best, Quincy Koffel, Matt Randsdorp, Dean Yogev

Ms. Young called the meeting called to order at 6:31 p.m.

Teacher Retention and Recruitment

Mr. Posner reported on the teacher recruitment process, the current status of staffing at each school, and staff retention.

In response to the board's concern for schools being able to start the hiring process earlier, Ms. Rietscha and Mr. Posner indicated they would present the board with possible hiring process timeline scenarios for SY20-21 at a future meeting.

In response to questions from the board, principals reported on strategies they use when schools are understaffed.

FY19 Audit

Mark Taub and Samantha Ephraim of MBAF, the schools' auditing firm, reported on the fiscal year 2019 audits for AMS III, HUM III, AMS IV, and HUM IV. They reported no findings and commended the schools on the percentage of program costs being at or above eighty-five percent (an indication of efficient allocation of resources) with the expectation of the schools becoming even more efficient as enrollment increases and all schools grow to scale. Mr. Taub recommended the board approve the audits for the schools. Mr. Thomas confirmed Mr. Taub's recommendation that the board approve the audit.

The board unanimously approved the audit for fiscal year 2019 for AMS III, HUM III, AMS IV and HUM IV with a motion made by Ms. Jones and seconded by Ms. Hargett.

Minutes of the Previous Meeting

The board unanimously approved the minutes of the September 17, 2019 meeting with a motion made by Mr. Thomas and seconded by Ms. Jones.

CMO Survey

Angel Zheng's, the senior policy analyst at New Visions, report on the CMO Survey included a highlight of the people involved in producing, administering, and reporting the results of the CMO Survey, differences between this year's survey design compared to last year's, and the key takeaways that emerged from the survey data.

In response to questions from the board and principals, Ms. Zheng reported on respondent anonymity, response rates, and the intent to compare results over time. The board requested a one-page executive summary as the cover for the survey.

AMS IV Authorizer Visit

Ms. Allen confirmed that the New York State Education Department will hold a focus group meeting with the board on November 19th and attend the November 19th board meeting.

CMO Update

Mr. Shama reported on individual school graduation rates and current attendance.

Quarterly Financials

Ms. Rietscha reported on fiscal year 2020 budget projections, including enrollment, long term absences, expenses, staffing, and the status of cash reserves. She expressed concern that revenue is lower than expected due to lower than expected enrollment.

Principals

Principals reported on teacher vacancies. Ms. Kehn highlighted the grant from Councilman Richards to the Far Rockaway education community.

As part of a debrief with prospective board members Ms. Allen explained the process of joining the board.

Executive Session

The board moved into executive session to discuss matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation at 8:44 p.m.

The meeting adjourned at 9:23 p.m.



BOARD OF TRUSTEES MEETING

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

Minutes for the board of trustees meeting held Tuesday, November 19, 2019 at New Visions, 205 E. 42nd Street, 4th Floor, New York, NY 10017.

Present: Lior Evan, Andrea Hargett, Dyane Jones, Musa Ali Shama, Jerry Thomas, Jennella Young
School Staff: Janique Cambridge, Hannah Kehn, Nissi Jonathan, Ameenah Reed, Victor Rodriguez, Ferrugia Sonothax, William Romney (via video conference)
New Visions Staff: Syntosha Allen, Meliissa Marcus, Cynthia Rietscha, Erin Stark, Joanna Yip
Guests: Alice Bruns, Nicole Best, Michael Hall, Laura Hill, Matt Randsdorp, Danielle Wessler, Dean Yogev

Mr. Evan called the meeting to order at 6:00 p.m.

Introductions

A round of introductions included Laura Hill from SED, the five prospective candidates – Nicole Best, Alice Bruns, Matt Randsdorp, Danielle Wessler, and Dean Yogev, and Michael Hall from the Uncommon Schools' board.

Minutes from the Previous Meeting

The board approved the minutes of the October 22, 2019 meeting with a motion made by Ms. Young, seconded by Ms. Hargett, and an abstention by Mr. Evan because he was not present for the October meeting.

Financials

The board expressed concern about HUM III projected year end financials, but acknowledge that since the four schools are under one corporation the board has the ability to move money between schools to cover any downfall.

Ms. Cambridge noted that budget reforecast meetings with the New Visions finance team will begin the week of Thanksgiving. The board will review and vote on reforecasted budgets at the December board meeting.

Principal Reports

Ms. Kehn reminded the board about the HUM IV invitation to the Culture Feast and explained the logistics for the event. Mr. Romney announced that AMS IV would be a Summer Youth Employment Program site.

Principals also responded to questions posed by Mr. Evan via email in advance of the meeting.

Network Outcomes

Mr. Shama gave an update about attendance and the principal convening. Principals talked about their experiences at the Principal Convening and shared the problems of practice they worked on.

Governance Documents and Calendar

Ms. Allen reported that because there are no changes to charter, nonprofit or municipal laws, the schools' lawyer had no suggestions for changes to the bylaws, code of conduct, conflict of interest or whistleblower policies.

Ms. Allen noted the board normally holds meetings on the third Tuesday of each month, alternating the location of meetings between schools and the New Visions office. Challenges and rationale for dates that fall outside of the general guidelines the board has set for meeting dates are noted.

Ms. Allen asked trustees to review the governance documents, the calendar of meetings for 2020, and their individual calendars for any comments, questions, or suggested changes in preparation for a board vote in December.

Literacy Intervention and ELL Reports

Erin Stark, Michelle Rotella, and Joanna Yip, members of the New Visions Student Support team, gave a presentation to complement the Literacy Interventions and ELL Reports that were included in the meeting materials. The literacy intervention report included a recap of the literacy initiative, SY19-20 goals for the initiative, the approach used in the initiative, and a deep dive into Lexile Levels, including network support.

The ELL report focused on academic success for ELLs, network goals, what we know about and how we assess ELL progress, as well as network support.

Compliance

HUM III and AMS IV have not completed Endpoint Licence updates on a significant portion of computers, which leaves the information on school machines vulnerable to interference outside of the network.

Next meeting

The next meeting will include an update on teacher hiring for the 20-21 school year, as well as a discussion about the DOE Survey.

Executive session at 8:03p

The board moved into executive session to discuss matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation at 8:03 p.m.

The public meeting resumed and the meeting was adjourned with a motion made by Mr. Evan and seconded by Ms. Hargett at 8:18 p.m.



BOARD OF TRUSTEES MEETING

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, December 17, 2019 at New Visions, 205 E. 42nd Street, 4th Floor, New York, NY 10017.

Trustees Present: Lior Evan, Andrea Hargett, Dyane Jones, Musa Ali Shama (via video conference), Jerry Thomas

Trustees Absent: Jennella Young

School Staff: Janique Cambridge, Hannah Kehn, Nissi Jonathan, Ameenah Reed, Victor Rodriguez, Ferrugia Sonothax, William Romney

New Visions Staff: Syntosha Allen, Jeremy Greenfield, Anna Lee, Melissa Marcus, Cynthia Rietscha, Jennie Soler-McIntosh, Simrun Soni, Andrea Soonachan, Joanna Yip

Guests: Alice Bruns, Khaair Morrison, Asia Romney

Mr. Evan called the meeting to order at 6:04 p.m.

Minutes from the Previous Meeting

The board approved the minutes of the October 22, 2019 meeting with a motion made by Mr. Thomas and seconded by Ms. Hargett.

Post Secondary Readiness

Members of the New Visions Post Secondary Pathways team - Jennie Soler-McIntosh, Jeremy Greenfield, and Andrea Soonachan - gave a presentation on Post Secondary Readiness that focused on college access. Attendees had an opportunity to review and provide feedback on the milestones for the 9th and 12th grades.

Two possible follow up items for principals and the network to help schools resolve is more human capacity to provide support to students and families in the early grades and more support on the career readiness part of post secondary planning.

Ms. Cambridge explained the challenge she faces with many of her students is the reality check for students when they realize they are not eligible for their top choice schools. Principals and board trustees offered various solutions to help alleviate this challenge for students and the school, including the suggestion to have a mock application process.

Ms. Soler-McIntosh closed the presentation by indicating she and her team would continue the post secondary conversation with the board, as well as have conversations about supporting partnerships to achieve school goals, including what it means to organize around family engagement.

Principal Report Updates

Principals reported on DOE Survey results - what was surprising and what they are focusing on this year in response to the results.

Attendance

Ms. Soni reported on attendance trends for September through December, noting that 9th graders are expected to have the highest attendance. She also noted that attendance normally declines as the weather gets colder.

Teacher Performance

Ms. Soni reported that most schools are rating teachers effective as of the informal evaluations submitted in TeachBoost. Two areas were highlighted:

- Domain 2: The Classroom Environment. The highest ratings in this domain are found in Component 2A: Respect & Rapport.
- Domain 2: Component 3B: Questioning & Discussion is where we see the most ratings of developing and low effectiveness.

Ms. Cambridge talked about learning walks and collaborating with her assistant principal to review and norm around ratings.

Teacher Recruitment

Ms. Rietscha gave a summary of changes to the hiring timeline, which now allow for a parallel process as opposed to a chronological process. She noted the risk in making conditional offers is that there may be an overlap of staff.

Mr. Evan thanked Ms. Rietscha and New Visions for being responsive to principal and board feedback about starting the hiring process earlier in the year, especially for hard to staff positions.

Compliance Calendar

Ms. Allen reported that schools have machines that need Endpoint Services installed. Ms. Rietscha suggested that schools update the inventory list if machines are being retired.

Board Recruitment update

Mr. Evan reiterated that prospective candidates are in various stages of completing paperwork to join the board.

Calendar of Meetings

The board unanimously approved the calendar of meetings, noting a switch in locations for the April and June meetings, with motion made by Mr. Evan and seconded by Mr. Thomas. The April meeting will be held at New Visions and the June meeting at AMS III.

Bylaws

The board unanimously approved the bylaws with a motion made by Mr. Thomas and seconded by Mr. Evan.

Code of Ethics

The board unanimously approved and signed the code of ethics with a motion made by Mr. Thomas and seconded by Mr. Evan.

Conflict of Interest

The board unanimously approved and signed the conflict of interest with a motion made by Mr. Thomas and seconded by Mr. Evan.

Whistleblower

The board confirmed the compliance officers at each school as follows with a motion made by Mr. Thomas and seconded by Mr. Evan:

AMS III: Victor Rodriguez
HUM III: Ferrugia Sonthonax
AMS IV: Ameenah Reed
HUM IV: Michael Drexler

Terms

There were no trustees whose terms are ending.

Reforecasted Budget

Anna Lee reported on current financials and the reforecasted budgets for each school. The overall change is a decrease in expenses, except for HUM III which hired an additional staff person since the original budget was approved in May. Additionally, there is an expected decrease in revenue based revised enrollment projections.

Principals explained changes in their budgets, including a library upgrade at AMS IV.

The board unanimously approved each schools' reforecasted budget with a motion made by Mr. Thomas and seconded by Mr. Evan.

Audit

Ms. Rietscha explained that MBAF has always been the firm to conduct the schools' audits. They have staff continuity and understand NYC charter schools well since they serve approximately 35 NYC charter schools.

Based on New Visions' satisfaction with MBAF and Mr. Evan's experience working on the audit, he suggested the board approve MBAF as the audit firm for the schools.

The board unanimously approved MBAF as the audit firm with a motion made by Mr. Evan and seconded by Mr. Thomas.

Authorized Signatories

Ms. Rietscha explained that the authorized signatories include herself, Ms. Curran, Mr. Shama, and Kisis Cruz-Penalba, the Director of Finance and Administration. Expenses over \$25,000 require two signatures.

Next Meeting

Mr. Evan announced that the January meeting will be truncated in order to team-build with prospective board candidates.

Exec Session

The board moved into executive session at 7:38 p.m. in order to discuss a student discipline issue.

The public meeting resumed and was adjourned at 8:12 p.m.



BOARD OF TRUSTEES MEETING

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, January 28, 2020 at New Visions, 205 E. 42nd Street, 4th Floor, New York, NY 10017.

Trustees Present: Lior Evan, Dyane Jones, Musa Ali Shama, Jerry Thomas, Jennella Young

School Staff: Carl Baurle, Janique Cambridge, Nissi Jonathan, Hannah Kehn (via video conference), Victor Rodriguez, William Romney, Ferrugia Sonthonax

New Visions Staff: Syntosha Allen, Shannon Curran, Melissa Marcus, Cynthia Rietscha, Asher Scott

Guests: Nicole Best, Alice Bruns, Matt Randsdorp, Asia Romney, Dean Yogev

Mr. Evan called the meeting to order at 6:04 p.m.

Minutes from the Previous Meeting

The board approved the minutes of the December 17, 2019 meeting with a motion made by Mr. Evan and seconded by Mr. Thomas.

Principal Reports

Principals discussed the challenges to support home insecure students, which include students self-identifying and having schools having systems and structures in place to support students. Mr. Shama explained that the CMO is working to formalize our responses to students in crisis.

Ms. Jonathan further explained the McKinney Vento Act and the city's attempt to make resources for homeless students more accessible. Ms. Curran also reported New Visions is doing work to establish lines of communication between shelters or social services organizations and schools. Additionally, she explained the tension schools often experience between providing immediate relief for a student in need (food, access to hygiene products, clean clothes, etc.) and referring a student to a social service.

Ms. Young suggested that part of the formal structure should include a list of resources that schools can use in response to student need. Ms. Curran reminded the board and the schools that the Community Resource Database contains contact information for many of the resources needed to support students who are homeless.

T1 Outcomes

During the presentation about T1 Outcomes, principals were prompted by the board to discuss expected graduation rates for cohort 2020. Principals were positive about ending in a better place by the end of the year, citing challenges with keeping seniors engaged, maintaining attendance, earning last credits, and not self-sabotaging.

Mr. Shama stressed the importance of keeping seniors engaged and focused on attendance.

Quarterly Financials

Ms. Rietscha reported that AMS IV is in the strongest financial position out of all the Brooklyn-Queens schools. HUM IV is expected to end the year close to break-even because of adjusted expenses to account for the lower enrollment. AMS III will end with a deficit of \$400K because of lower than anticipated enrollment and expenses are closer to the original budget. However, AMS III has cash reserves to buffer the deficit. HUM III continues to struggle with enrollment - because the school is small the impact is bigger. They were aggressive with staffing at the beginning of the year but needed to add three positions and there still remains some vacancies. The school does not have the cash available to cover the anticipated deficit.

Ms. Rietscha stated that New Visions is committed to HUM III and she will work with the schools, especially those within the education corporation, to perhaps provide a loan between schools. This discussion will be revisited in the spring.

Mr. Evan provided a context for enrollment for the prospective board candidates, noting that target enrollment for both AMS III and HUM III is 485, down from 566 in the initial charter.

Teacher Recruitment

Ms. Rietscha reported on teacher recruitment based on the earlier start of the recruitment season. The CMO team and schools have met to discuss the principals' visions for the schools. As a result of these conversations, positions are already open for next year: four 'hard to fill' positions - two SpEd, one math, and one science. In addition, current vacancies have been confirmed for next year; schools can make conditional offers until anticipated vacancies are confirmed; and finally, new positions are being reviewed by Mr. Shama. Additionally, the talent acquisition team (TAT) will host and attend a number of networking and recruitment events.

Principals also reported on their individual hiring processes.

Student Recruitment

In response to board inquiry about student recruitment, Ms. Curran and Ms. Rietscha reiterated that challenges schools in Brooklyn encounter include competition with other and bigger high schools, charter high school networks with lower grades they use as feeder schools, and transportation not being convenient.

It was noted that Vanguard is still an important recruiting tool. The difference now is that parents have the option of opting out of receiving Vanguard mailings.

Authorizer Spring Visits

Ms. Marcus reported that there will be three mid-term visits this year. AMS IV will have its first midterm visit. AMS III and HUM III have opted to do the mid-term visit this year in order to take advantage of the opportunity to have more time to make adjustments based on authorizer feedback from the visit.

The meeting adjourned at 7:12 p.m.



BOARD OF TRUSTEES MEETING

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, February 25, 2020 at New Visions, 205 E. 42nd Street, 4th Floor, New York, NY 10017.

Trustees Present: Lior Evan, Dyane Jones, Musa Ali Shama, Jennella Young

Trustees Absent: Jerry Thomas

School Staff: Carl Baurle, Janique Cambridge, Nissi Jonathan, Victor Rodriguez, William Romney, Ferrugia Sonthonax

New Visions Staff: Syntosha Allen, Kimberley Cambridge, Marina Galazidis, Asher Scott

Guests: Nicole Best, Niaselassi Clarke, Mariam Maguira, Khaair Morrison, Matt Randsdorp, Nathalie Reyes, Dean Yogev

Mr. Evan called the meeting to order at 6:04 p.m.

Minutes from the Previous Meeting

The board approved the minutes of the January 28, 2020 meeting with a motion made by Ms. Jones and seconded by Ms. Young.

School Goals

Marina Galazidis, the New Visions Director of School Leadership, reported on the process of developing school goals. Principals discussed their school's team priorities, challenges, and successes.

Student Outcomes

Mr. Shama reported on growth over time for graduation and college ready rate - both of which are on target for meeting CMO goals within three years. Principals reported projected graduation rates. Principals also reported on structures in place to help them reach their graduation projections and the challenges they face.

Mr. Shama also highlighted the network college-ready rate, after January Regents, is at almost 58% - close to the 61% New Visions network average. He answered questions about what it means to be college-ready (75 on ELA and 70 on Algebra Regents and 480 on SAT ELA and 530 on SAT Math). Mr. Shama stressed the importance of being able to highlight student outcomes as a marketing tool for student recruitment.

Finally, Mr. Shama highlighted SED metric data to demonstrate how the schools measure up against specific authorizer metrics, particularly on track to graduation since schools recently completed the January Regents administration.

Teacher Performance: MidYear Ratings

Mr. Shama reported support has been focused on improving the quality of coaching conversations. The results are that 8 out of 10 schools have 50%+ staff members who are effective. He noted that the network will be working on strengthening the counselor rubric and calibrating how counselors are rated across the network.

STUDENT RECRUITMENT

Mr. Shama reported on the current number of applications that each school has received. The number of applications is lower than last year, but the big Vanguard mailing had not been disseminated. He also highlighted the recruitment supports provided by the network. Mr. Shama noted that a major challenge to enrollment at small schools in Brooklyn and Queens is over-enrollment at the large high schools (Brooklyn and Queens are the last bastions of large high schools).

CMO Survey

Ms. Allen and Mr. Shama reported that the process for the CMO Survey for SY19-20 includes a shorter survey that will be administered earlier than last year's survey. Ms. Young volunteered to participate on the survey working group for the Brooklyn-Queens board - providing feedback on the survey process, timeline, and reporting both progress and results.

Other

Mr. Evan introduced the idea of having interest groups (not formal board committees) to allow for current and prospective board members to specialize in the topics they focus on in and outside of board meetings. Those interest groups included community, legal, finance, programming, staffing, culture, and CMO oversight. Jennella Young (trustee) suggested school-specific interest groups.

Executive Session

The board moved into executive session at 7:20 p.m. to discuss matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation

The public meeting resumed and was adjourned at 8:23 p.m.



BOARD OF TRUSTEES MEETING

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, February 25, 2020 at New Visions, 205 E. 42nd Street, 4th Floor, New York, NY 10017.

Trustees Present: Lior Evan, Dyane Jones, Musa Ali Shama, Jerry Thomas, Jennella Young

School Staff: Carl Baurle, Janique Cambridge, Nissi Jonathan, Ameenah Reed, William Romney, Ferrugia Sonthonax

New Visions Staff: Syntosha Allen, Shannon Curran, Melvin DeBottis, Greg Lucas, Cynthia Rietscha

Guests: Nicole Best, Alice Bruns, Khaair Morrison, Matt Randsdorp, Dean Yogev

Mr. Shama called the meeting to order at 6:04 p.m.

AMS IV Renewal and Spring Visits by SED

Ms. Marcus reported that AMS IV was granted a five-year renewal. Spring visits to the AMS III, HUM III, and HUM IV are canceled.

990 Filing

Ms. Rietscha reported the schools have to file a 990 (tax return) by May 15 even though they are tax-exempt entities. She confirmed the tax return is aligned with the audit approved in October. Mr. Thomas confirmed he reviewed the 990 in comparison with the audit and is prepared to sign the tax return.

Interest Groups

Mr. Evan suggested that this topic be tabled until the board can meet in person.

CMO Survey

Ms. Allen reported that the survey will be more anonymous, shorter, and each school has a point person to increase survey participation. He added the survey would be administered earlier this year. Other volunteers include members of the other boards.

School Closings

Principals reported on their school closing plans. Most highlighted the surveys they used to collect information about student/family access to technology and the Internet, communication between school staff (keeping regularly scheduled team meetings), student attendance, virtual instruction, office hours available to students, collecting student work, student access to food, communication with families, plans for distributing grades and hosting parent-teacher conferences, and pride in how their teams worked together in preparation for school closings.

Ms. Rietscha shared the [donation](#) option on the New Visions website as a tool they can use to provide financial support - trustees can also share the link with those interested in helping our students/families during this time.

Student Recruitment

Stephanie Urena reported on student applications received, the application deadline, the lottery date (April 6 - unless applications received cannot be entered in time for the lottery given the office closure), as well as supports schools have received from the network. She shared samples of updated marketing materials in the slide presentation, including a link to the [new website landing pages](#). Ms. Urena also announced schools are hosting virtual open houses in light of the school closings and those seem to be well received by families. She noted the guidance from the state has been to host the lottery as a virtual event, which is a plan she had already started to implement for the third consecutive year.

Moving forward, schools will need to continue to engage families by relying on virtual and social media tools.

Minutes from the Previous Meeting

The board approved the minutes of the February 25, 2020 meeting with a motion made by Mr. Evan and seconded by Ms. Young.

Other

Mr. Shama reiterated New Visions and the schools are focused on keeping seniors engaged, providing quality instruction, and sharing new best practices within and between schools. He noted everyone is on the learning curve.

The board commended and thanked the principals and the New Visions team for their leadership.

The meeting adjourned at 7:07 p.m.



BOARD OF TRUSTEES MEETING

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

Minutes for the board of trustees meeting held Tuesday, April 28, 2020 via video conference.

Trustees Present: Lior Evan, Dyane Jones, Musa Ali Shama, Jerry Thomas, Jennella Young

School Staff: Janique Cambridge, Nissi Jonathan, Ameenah Reed, Victor Rodriguez, William Romney, Ferrugia Sonthonax

New Visions Staff: Syntosha Allen, Jomary Collado, Shannon Curran, Melissa Marcus, Emily Nelson, Joseph Posner, Cynthia Rietscha, Stephanie Urena

Guests: Nicole Best, Alice Bruns, Khaair Morrison, Matt Randsdorp

Meeting called to order at 6:04 p.m.

Minutes

The board unanimously approved the minutes of the March 17, 2020 meeting with a motion made by Ms. Young and seconded by Mr. Thomas.

Authorizer Spring Visits

AMS III HUM III and HUM IV will have virtual site visits - including leadership and special populations focus groups, as well as meetings with school staff. SED will also ask for recordings of schoolwork or examples of school work with feedback instead of classroom observations.

The board will not have an interview.

School Closings

Principals reported on attendance, instruction, as well as support to students to address their social and emotional wellbeing.

Mr. Shama highlighted the challenge students and kids face in meeting requirements for earning credits, especially since summer is uncertain. This situation is stressful for schools and students alike - keep in mind that seniors will not be able to engage in traditional activities like prom or graduation. Mr. Shama acknowledged that the schools are doing a good job of doing outreach to students and families.

Principal Reports

Principals reported on student recruitment, college acceptances, and incentive programs.

Student Enrollment

Stephanie Urena, New Visions Recruitment and Admissions Manager, explained the individual elements of enrollment - accepted, enrolled, waitlisted. She reported on the weekly check-in she conducts to share best practices amongst recruitment and enrollment school-based staff, as well as her daily monitoring of the enrollment status for each school.

Ms. Urena also reported that enrollment is the same as it was at this point last year, which is good especially given COVID19, but and fewer 8th-grade students in Brooklyn and Queens received the Vanguard mailing: Brooklyn 16,5000 vs 20K last year and Queens 13K vs 21K last year.

Student Outcomes

Mr. Shama reported the focus for schools and the CMO is to support students post-T2 outcomes, especially credit accumulation based on Regents exemptions. Schools are in a good position if they go into the last trimester with 80% or more of students on track to graduation. He anticipates that the CMO graduation rate will be above 90%.

Mr. Shama also shared that in the recently held charter principal convening, principals focused on attendance, grading, and what assessments and tasks look like for students. The goal was to create space where school leaders can support each other.

Teacher Staffing and Recruitment

Joseph Posner, the New Visions Managing Director for Human Resources, introduced Emily Nelson, the new New Visions Manager for Talent Acquisition as of January. Mr. Posner acknowledged the decision to start the teacher recruitment and hiring process earlier put schools in a good position considering COVID 19 - but there is still significant work to accomplish in order to fill anticipated positions.

Ms. Nelson reported on vacancies, the number of applications received, virtual events, and support for school staffs responsible for hiring - all of which have been impacted by COVID19.

Quarterly Financials

Ms. Rietscha reported on the payroll protection program (PPP) loans that school were approved for and received with cash in the accounts - between \$600K and \$1 mil - based on 2.5x monthly payroll. Proceeds will cover four payrolls. It is likely we will not use the entire loan - we can repay any unused portion without penalty, the interest is based on 1% accrual rate.

The board unanimously voted, retroactively, to authorize Ms. Rietscha to apply for the PPP loans with a motion made by Mr. Evan and seconded by Mr. Thomas.

The schools will also see a reduction in expenses for furniture and travel. There may be other expense savings. This is a conservative estimate of cash increase - all schools will have a cash surplus except HUM III by the year's end.

There may also be an additional allocation of Title 1 funds next year as part of the second stimulus fund package.

At the May meeting, Ms. Rietscha will present the budget for next year for a board vote. The schools will be in a strong position to weather a challenging FY21 based on an anticipated decrease in per-pupil allocations.

Other

Mr. Shama stressed the importance of paying attention to attendance and leveraging Regents exemptions.

Ms. Kehn expressed gratitude for being part of this very supportive network of educators..

The board moved into executive session at 7:30 p.m.

The board resumed and adjourned the public meeting at 7:37 p.m.



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

Minutes for the board of trustees meeting held Tuesday, May 19, 2020 via video conference.

Trustees Present: Lior Evan, Dyane Jones, Musa Ali Shama, Jerry Thomas, Jennella Young
School Staff: Carl Baurle, Janique Cambridge, Michael Drexler, Hannah Kehn, Nissi Jonathan, Ameenah Reed, Victor Rodriguez, William Romney, Ferrugia Sonthonax
New Visions Staff: Syntosha Allen, Shannon Curran, Anna Lee, Melissa Marcus, Cynthia Rietscha
Guests: Nicole Best, Alice Bruns, Matt Randsdorp

Mr. Evan called the meeting to order at 6:04 p.m.

Minutes

The board unanimously approved the minutes of the April 28, 2020 meeting with a motion made by Mr. Evan and seconded by Mr. Thomas.

CMO Survey

Mr. Evan reminded the board to complete the New Visions CMO survey.

Authorizer Spring Visits

Ms. Marcus reported HUM III had its virtual site visit on May 14th. AMS III will have its visit on May 21 and HUM IV's on June 3. There were two focus groups - no classroom observations, but staff shared materials they use for remote learning with the authorizer staff and consultants. Ms. Cambridge provided a summary of the visit.

FY21 Budget

Anna Lee, the New Visions Budget Manager, provided an overview and explained the impact of enrollment on revenue and personnel on expenses. She reminded the board about the expected decrease in the per-pupil allocation for SY20-21. Other factors in the budget include 30% fringe and a 5% increase to health insurance coverage. Principals reported on their individual school budgets, including changes to expenses related to student recruitment, social and emotional support, programming, staffing, and union status.

Ms. Rietscha noted that budget reforecast conversations start after BEDS day in early October, but ongoing monitoring of and reporting on the budgets is a regular practice.

The board unanimously approved the FY20-21 budget with a motion made by Mr. Thomas and seconded by Ms. Young.

School Closings

Jennie Soler-McIntosh and Eunice Hudak introduced family stressor data. Ms. Soler-McIntosh stressed the importance of having the data for all students - it is critical to raising private dollars, particularly to apply for COVID-19 family support funds. Access to these types of funds could alleviate the need for staff to use personal funds to help families.

Ms. Hudak thanked Mel DeBottis for helping create dynamic data, Ms. Jonathan for raising the concern about students using phones as their main device for engaging in schoolwork, and to Mr. Drexler and Ms. Jonathan for raising the concern about the challenges they experienced collecting the data. Ms. Jonathan and Ms. Kehn shared examples for how they collect, plan to use the data, and make the data available to staff though it may be difficult to collect.

Ms. Rietscha noted it is better to use private funds to support families' needs for food or housing insecurity, which are outside direct academic support. The board welcomed the opportunity to send a request for donations to their personal networks.

Post-Secondary Plans

Principals shared plans for upcoming college decision day and end of year celebrations and noted they would send the board invitations to celebrations. The Kudo board was one tool highlighted to keep the yearbook signing tradition going even in the current virtual environment.

Monthly Report

Mr. Shama shared highlights to the new grading policy and guidance - no student will fail, students can earn an incomplete, students may also earn a numerical grade under certain circumstances, summer will be used to help students complete assignments to take advantage of Regents exemptions, and students have until January 2021 to turn incomplete grades into earned credits.

Mr. Shama reported the network use of the remote weekly tracker as a tool to help schools identify high-level trends in attendance, outreach and academic progress data and student-level data in one spreadsheet. This provides an opportunity to review progress week to week. At this point, all schools have made positive progress in students passing classes. Mr. Shama acknowledged the challenge schools have in keeping students engaged. Mr. Shama also reported an upcoming professional development day for teachers, and what was known to be Regents week will be used to provide academic intervention for students who need additional support to qualify for Regents exemptions.

The board reviewed expected graduation rates. Ms. Cambridge noted that the HUM III anticipated graduation is 91%.

Mr. Shama announced Stephanie Urena's, former Student Recruitment Manager, departure and the plan to fill the position with someone with more marketing and client acquisition background to elevate the profile of the network.

Ms. Rietscha reported on the staff recruitment, noting that six positions across the Brooklyn-Queens schools have been filled - the most positions filled in the charter network. The Talent Acquisition team is hosting a recruitment event in the hopes of attracting more candidates.

The board moved into executive session to discuss end of year teacher evaluations.

After resuming the public meeting, the board adjourned the meeting at 7:39 p.m.



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

Minutes for the board of trustees meeting held Tuesday, June 16, 2020 via video conference.

Trustees Present: Lior Evan, Dyane Jones, Musa Ali Shama, Jerry Thomas, Jennella Young

School Staff: Carl Baurle, Hannah Kehn, Nissi Jonathan, Ameenah Reed, Victor Rodriguez, William Romney, Ferrugia Sonthonax, Andrew Wintner

New Visions Staff: Syntosha Allen, Shannon Curran, Melissa Marcus, Cynthia Rietscha

Guests: Nicole Best, Alice Bruns, Khaair Morrison

Mr. Evan called the meeting to order at 6:04 p.m.

Minutes from Previous Meeting

The board unanimously approved the minutes from the meeting held on May 19, 2020 with a motion made by Mr. Evan and seconded by Mr. Shama.

Emergency Funds

Ms. Rietscha reported New Visions set up an emergency fund for each school to cover expenses not related to "continuity of education". According to state law, a school can pay for expenses related to education (ex: computer or Internet connectivity, registration for post-secondary plans) using their regular per pupil revenue. However, if a family needs assistance with food or rent, not directly related to education, it is considered a gift and a school cannot use public funds for it. Schools can build an emergency fund with private donations to address family needs. New Visions will provide a report on donations received, while principals can report on how funds are allocated.

Ms. Allen will send instructions for making donations that trustees can share with friends, family and colleagues.

PPP Loan

Ms. Rietscha reported congress and the president signed new regulations easing restrictions on the use of the PPP loan - covering 24 weeks of payroll up from eight, extended to a five year loan, a mix of payroll, and non-payroll expenses covered. Ms. Rietscha anticipates schools will get 100% loan forgiveness, however the application is not yet available. Notification about loan forgiveness is not expected until early 2021.

Authorizer Spring Visits

All four schools reported on the virtual visits with SED. Each school noted the absence of feedback at the end of the visit as a challenge. Ms. Kehn expressed appreciation for the preparation process.

Ms. Allen and Ms. Marcus reminded the board to complete Financial Disclosure forms for the annual reports.

Code of Conduct

Ms. Allen asked for a volunteer to discuss the summary of changes to the code of conduct suggested by New Visions. Mr. Evan volunteered to serve on the Code of Conduct subcommittee with members of the other boards.

Current Social Unrest

Principals reported on structures they have put in place and space they held to help students, families and staff talk about race, equity, injustice.

AMS III - The school has established a committee to integrate this work into facets of the school community and beyond - curriculum, advisory, and community partnerships. Building students' advocacy skills will be an important focus for AMS III. Ms. Jonathan also noted, in response to questions from the board, teachers created good problem-based learning (PBL) assignments for history class - connecting historical events to current events.

HUM IV: Ms. Kehn expressed appreciation to Greg Lucas, the New Visions Director of School Culture and Climate, for helping her and her staff navigate concerns about "saying the wrong thing". She also noted a marked increase in community activism in Far Rockaway.

AMS IV: AMS IV reported taking up the BLM artwork challenge. The school is also forming affinity groups with staff - they intend to be an anti-racist school, supporting students on how to take action safely. The school recently partnered with SUNY to provide additional programs like Africana studies and a cadet leadership program to show students how to organize, protest, and advocate.

AMS III: Andrew Wintner, assistant principal, and Ferrugia Sonthonax, director of school operations, reported HUM III is adding a current events class to make space to digest and discuss current events - separate from advisory. Teachers recently revised PBL projects to make them more relevant to current events. Students led participatory action research, citing interviews they conducted - their work was beautiful and meaningful.

Remote Learning: EOY and Summer Plans

Mr. Shama reported he will share the school opening and planning documents with the board once they are developed. Schools will have several options to consider for opening - remote only, blended in school and remote learning - but there remain many unanswered questions about opening. In the meantime, Mr. Shama reported school openings will have a focus on SEL, trauma-informed pedagogy, and support for the school community.

Student Outcomes

Mr. Shama reported student pass rates at the end of trimester 2 compared to the end of T2 for SY2018-2019. Schools were in a better position at the end of T2 this year going into remote learning. However, final grade stores will impact final outcomes. Mr. Shama acknowledged schools will need to do significant remediation with students, especially for math, in the upcoming school year.

The schools reported confidence in the anticipated graduation rates

Student Enrollment

The board commented that enrollment numbers were low. Mr. Shama reported on the various strategies schools are using to improve enrollment, including an increase in social media posts showcasing student work and other school accomplishments. He is also encouraging schools to prepare for the impact of the newly implemented DOE waitlist structure. Mr. Shama also reported having had a number of interviews for the Student Recruitment Manager position.

Staffing

Schools made eight new hires and two offers were rescinded. Only ten vacancies were left to fill. Remote interviews with applicants have been positive. Overall, this year's hiring rate is behind last year's hiring rate, but schools are in a good place considering the current circumstances.

Other Announcements

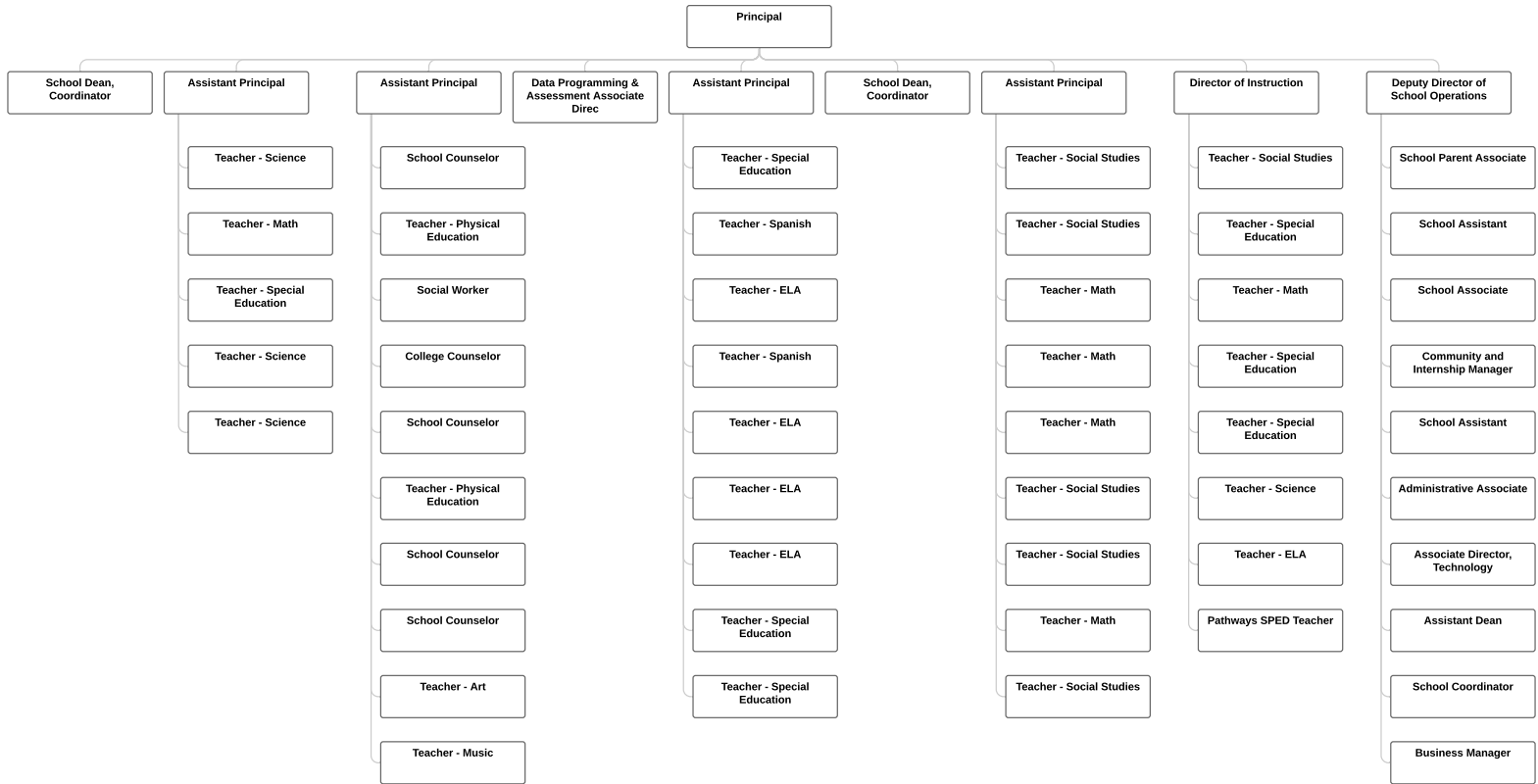
Mr. Shama asked for a volunteer to serve on the key design elements subcommittee with trustees from the Bronx board - Mr. Evan volunteered. Mr. Shama also announced that New Visions schools will be closed on June 19 in recognition of Juneteenth.

Executive Session

The board moved into executive session at 7:23 p.m. to discuss teacher evaluation, principal compensation, and AMS IV Principal Selection.

The board moved out of executive session and adjourned the meeting at 7:30 p.m.

New Visions Charter High School for Advanced Math and Science III Organization Chart 2019-2020



New Visions Charter High Schools

2020-2021 School Calendar - Semesters

School Start Date

Thursday, September 10th

180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 181 days)

September – June:

- 164 instructional/attendance days
- 13 Regents days (including rating days)
- 4 professional development days (September 8th, September 9th, February 1st, June 3rd)
- Last day of school is June 25th

Semester Instructional Days

- Semester 1: 84 instructional days
- Semester 2: 80 instructional days

Assessment Dates & Windows

Fall PSAT/SAT: October 2020

Spring PSAT/SAT: March 2021

NYSITELL: August 2020 – September 2020

Fall Performance Series Reading: July 2020 – November 2020

Winter Performance Series Reading (optional): December 2020 – February 2021

Spring Performance Series Reading: March 2021 – May 2021

NYSESLAT Speaking: April 2021 – May 2021 / NYSESLAT LRW: May 2021 – May 2021

*Due to cancellation of the 2020 NYSESLAT, administer the NV ELL Assessment: August 2020 - November 2020 as this aligns to NYSED guidance

Fall On-Demand Writing: August 2020 – October 2020 / Spring On-Demand Writing: March 2021 – April 2021

AP Exams: May 2021 – May 2021

Spring Mock Regents: March 2021 – May 2021

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester.

July 2020

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|---|-----|
| | | | 1 | 2 | 3 Holiday (July 4 th Observed) | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |

Revised 9/5/20

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August 2020

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|---|----------------------------|----------------------------|----------------------------|-----|-----|
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 New Teacher Report Date: ALL SCHOOLS New Staff Onboarding | 18 New Staff Onboarding | 19 New Staff Onboarding | 20 New Staff Onboarding | 21 | 22 |
| 23 | 24 Returning Teacher Report Date: ALL SCHOOLS | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

Revised 9/5/20

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September 2020

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|------------------------------|---|---|---------------------------|-----|-----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 Labor Day – No School | 8 No School for Students Professional Development Day | 9 No School for Students Professional Development Day | 10 First Day of School | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 Yom Kippur – No School | 29 | 30 | | | |

Revised 9/5/20

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October 2020

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|--------------------------------|-----|---------------|-----|------------------------|-----|
| | | | | 1 | 2 | 3 |
| | | | | 15 | 16 | |
| 4 | 5 | 6 | 7 BEDS Day | 8 | 9 | 10 |
| | 17 | 18 | 19 | 20 | 21 | |
| 11 | 12 Columbus Day – No School | 13 | 14 | 15 | 16 Progress Reports | 17 |
| | 22 | 23 | 24 | 25 | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | 26 | 27 | 28 | 29 | 30 | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | 31 | 32 | 33 | 34 | 35 | |

Revised 9/5/20

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November 2020

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|---|---------------------------------|--------------------------------|--|-----|
| 1 | 2 | 3 Election Day – No School (Presidential Election) | 4 | 5 | 6 | 7 |
| | | 36 | 37 | 38 | 39 | |
| 8 | 9 | 10 | 11 Veteran’s Day – No School | 12 | 13 | 14 |
| | | 40 | 41 | 42 | 43 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| | | 44 | 45 | 46 | 47 | 48 |
| 22 | 23 | 24 | 25 | 26 Thanksgiving – No School | 27 Day After Thanksgiving – No School | 28 |
| | | 49 | 50 | 51 | | |
| 29 | 30 | | | | | |
| | 52 | | | | | |

Revised 9/5/20

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December 2020

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|-----|
| | | 1 | 2 | 3 | 4 Progress Reports | 5 |
| | | | 53 | 54 | 55 | 56 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | 57 | 58 | 59 | 60 | 61 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | 62 | 63 | 64 | 65 | 66 |
| 20 | 21 | 22 | 23 | 24 Winter Break No School | 25 Winter Break No School | 26 |
| | | 67 | 68 | 69 | | |
| 27 | 28 Winter Break No School | 29 Winter Break No School | 30 Winter Break No School | 31 Winter Break No School | | |

Revised 9/5/20

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January 2021

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|---|---------------------|---------------------|---------------------|--------------------------------|-----|
| | | | | | 1 Winter Break No School | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 70 | 71 | 72 | 73 | 74 | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | 75 | 76 | 77 | 78 | 79 | |
| 17 | 18 Martin Luther King Jr. Day – No School | 19 | 20 | 21 | 22 | 23 |
| | | 80 | 81 | 82 | 83 | |
| 24 | 25 End of Semester #1 | 26 Regents - TBD | 27 Regents - TBD | 28 Regents - TBD | 29 Regents Rating Day | 30 |
| | 84 | | | | | |

Revised 9/5/20

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February 2021

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|-----|
| 31 | 1 No School for Students Regents Scoring (if needed) Professional Development Day | 2 Beginning of Semester #2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 Report Cards (S1) | 12 Lunar New Year – No School | 13 |
| 14 | 15 President’s Day – No School | 16 Mid-Winter Break – No School | 17 Mid-Winter Break – No School | 18 Mid-Winter Break – No School | 19 Mid-Winter Break – No School | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |

Revised 9/5/20

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March 2021

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|--------------------------|--------------------------|--------------------------|-----|-----|-----|
| 28 | 1 | 2 | 3 | 4 | 5 | 6 |
| | | 14 | 15 | 16 | 17 | 18 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | | 19 | 20 | 21 | 22 | 23 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | | 24 | 25 | 26 | 27 | 28 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| | | 29 | 30 | 31 | 32 | 33 |
| 28 | 29 | 30 | 31 | | | |
| | Spring Break – No School | Spring Break – No School | Spring Break – No School | | | |

Revised 9/5/20

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April 2021

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-------------------------------|-------------------------------|-----|
| | | | | 1 Spring Break – No School | 2 Spring Break – No School | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | 34 | 35 | 36 | 37 | 38 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | 39 | 40 | 41 | 42 | 43 | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | 44 | 45 | 46 | 47 | 48 | |
| 25 | 26 | 27 | 28 | 29 | 30 | 1 |
| | 49 | 50 | 51 | 52 | 53 | |

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester.

May 2021

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|--------------------------------|-----|-----|-------------------------------|-----|-----|
| 2 | 3 | 4 | 5 | 6 Progress Reports | 7 | 8 |
| | | 54 | 55 | 56 | 57 | 58 |
| 9 | 10 | 11 | 12 | 13 Eid al-Fitr – No School | 14 | 15 |
| | | 59 | 60 | 61 | | 62 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| | | 63 | 64 | 65 | 66 | 67 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | 68 | 69 | 70 | 71 | 72 |
| 30 | 31 Memorial Day – No School | | | | | |

Revised 9/5/20

Purple numbers in right corner indicate instructional days: 181 total (164 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester.

June 2021

New Visions Charter High Schools

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|---------------------|---------------------------|---------------------------------------|---|--|----------|
| | | 1 | 2 Regents - TBD 73 | 3 No School for Students Professional Development Day 74 | 4 | 5 |
| 6 | 7 | 8 75 | 9 76 | 10 77 | 11 78 | 12 79 |
| 13 | 14 | 15 Regents - TBD 80 | 16 Regents - TBD | 17 Regents - TBD | 18 Juneteenth – No School | 19 |
| 20 | 21 Regents - TBD | 22 Regents - TBD | 23 Regents - TBD | 24 Regents - TBD | 25 Regents Rating Day Last Day of School for Students Report Cards (S2) | 26 |
| 27 | 28 | 29 | 30 Last Day of School for Teachers | | | |

Revised 9/5/20

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