Full Application

submitted in response to the

2011 New York State Education Department

Request for Proposals

to

Establish Charter Schools Authorized

by the

Board of Regents

for

New Visions Charter High School

for the

Humanities II (HUM II)

- ✓ Lead Applicant or authorized representative:
  - Brad Haggerty

- ✓ Media Contact, name, email address, and phone number:
  - Ronald Chaluisan, Vice President, Charter
    rchaluisan@newvisions.org
    212.645.5110 ext 8156

- ✓ District or CSD in which the school will be located
  - Community School District 7, 8, 9, 10, 11, 12

- ✓ Total projected grade levels to be served by the end of five years, and when the school is fully developed
  - Grades 9-12

- ✓ Total projected maximum enrollment by the end of five year, and when the school is fully developed
  - Total maximum enrollment: 600

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ASSURANCES

- ✓ We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the **New Visions Charter High School for the Humanities II (HUM II)** application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.

- ✓ In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the **New Visions Charter High School for the Humanities II (HUM II)**, we agree to abide by and implement the forthcoming ***Closing Procedures for New York State Charter Schools Authorized by the Board of Regents*** to be issued by NYSED.

- ✓ We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we propose be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.

- ✓ I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed [name of charter school] is accurate and correct.

Brad Haggerty *(Signature on hard copy)* Signature of Lead Applicant

March 31, 2011 Date

We are pleased to submit an application for ***The New Visions Charter High School for the Humanities II (HUM II)*** *as part of a package of 4 charter school applications: the New Visions Charter High School for Advanced Math and Science II, the New Visions Charter High School for Advanced Math and Science III, the New Visions Charter High School for the Humanities II, and the New Visions Charter High School for the Humanities III.*[1]

I. EDUCATION PLAN

A. Curriculum and Instruction

Students at the New Visions Charter High School for the Humanities II (HUM II) are programmed to meet all of the requirements for a Regents diploma; furthermore, students have the opportunity to qualify for Advanced Regents and Advanced Regents with Honors Diplomas.

The chart below outlines potential courses to be offered at HUM II. HUM II teachers and administrators guide students and their families through the selection of courses based on the students' performance on diagnostic exams, completion of projects and observed academic needs. The goal of the school community is to accelerate learning while students are in the Lower House effectively preparing them to earn up to 10 college level credits in the Upper House prior to their graduation from High School. Students will earn these college-level credits by participating in Advanced Placement courses as well as on-campus college learning opportunities arranged for by the school's administration once the location of the school is finalized with the NYC Department of Education.

[1] These schools are conceived of as pairs of sister schools – one Math and Science with one Humanities school - that would be co-located on two different campuses and help to address the need for effective high school seats established by the closure of Persistently Low Performing schools. The core curriculum followed in the Lower House will be similar in the AMS and HUM schools, allowing for the acceleration of learning for high need students. Coordinated writing and literacy strategies will be the focus of the Lower House grade teams in all subject areas. Anchor projects, end-of-trimester projects in which students apply the content and the skills they have learned to new situations, will be more heavily focused on math and science in the AMS schools and more focused on ELA, History and Arts in the HUM schools. Differentiation of program occurs mostly in the Upper House programs. AMS schools will concentrate on building out their math and science faculty in the Upper House allowing for a breadth of choice in STEM subjects while the HUM schools will build out their ELA, History and Arts faculty. If we are successful in co-placement of schools, as is the case for AMS I and HUM I on the Kennedy Campus in the Bronx, students will be able to cross-register when they are interested in taking a class "outside of their concentration."

Please note that New Visions is working closely with the New York City Department of Education to define the role it might play in schools eligible for Federal SIG funding. After the opening of the 99th New Century High School this fall, our focus has shifted to pioneering a new model of charter high schools – potentially starting 18 charter schools over the next 5 years.

Our goal would be to establish campuses under the New Visions umbrella that combined no more than 2 charter schools each with district high schools started within the New Visions Partnership Support Organization. This arrangement would facilitate our goal of consistently sharing promising practices across the charter/district divide at a depth that has eluded previous CMO practice in NYC and elsewhere. It would allow for the test of a single model of school in both charter and non-charter contexts. We believe that it would allow for campus-wide provision of services currently not affordable to any single small school – especially clinically rich teacher training and leadership development, technology and data initiatives. New Visions would commit to deep and extended community engagement around the establishment of such campuses and to work collaboratively with the UFT and CSA to resolve building specific issues. We see outreach to educators in the host schools to staff planning teams for new schools, provided that they accept the curriculum and model of the New Visions charter schools, as a critical element to landing new schools in the community.

	LOWER HOUSE					UPPER HOUSE	
	Summer Bridge to High School	9th grade	Summer Bridge to 10th grade	10th grade		11th grade	12th grade
English	Required Summer Bridge for Entering 9th Graders 1 elective credit: Research and Presentation	English: Language, Writing and World Literature I required	Required Summer Bridge—9/10 Transition 1 elective credit Advanced Research and Presentation	English: Language, Writing and World Literature II required		AP English Language	AP Literature
		Grammar and Composition (support)		AP English Language		English 11: Language, Writing and American Literature	AP English
		Business Writing (support)					AP Writing
English as a Second Language		As per CR Part 154: • Beginning: 3 units of ESL • Intermediate: 2 units of ESL • Advanced: 1 unit of ESL + 1 unit or ELA		As per CR Part 154: • Beginning: 3 units of ESL • Intermediate: 2 units of ESL • Advanced: 1 unit of ESL + 1 unit or ELA		As per CR Part 154: • Beginning: 3 units of ESL • Intermediate: 2 units of ESL • Advanced: 1 unit of ESL + 1 unit or ELA	As per CR Part 154: • Beginning: 3 units of ESL • Intermediate: 2 units of ESL • Advanced: 1 unit of ESL + 1 unit or ELA
Mathematics		Geometry		Algebra 2		Trigonometry and Pre-Calculus	AP Statistics
		Integrated Algebra 1		Geometry		Algebra 2	AP Calculus AB
		Pre-Algebra		Integrated Algebra 1		Geometry	Calculus
							Trigonometry and Pre-Calculus
							Algebra 2
Science		Living Environment + Lab		Chemistry + Lab		Environmental Science	AP Physics + Lab
		Environmental Science		AP Biology + Lab		Physics + Lab	AP Chemistry + Lab
				Environmental Science		AP Biology + Lab	Environmental Science
Social Studies		American Government and Economics		Global 9-10		American History	American Government and Economics
		Global Studies 9		Global Studies 10		AP American History	AP Global Studies
Languages other than English		Spanish 2		Spanish 3		Spanish 4	Spanish 4
		Spanish 1		Spanish 2		Spanish 3	
Arts		Required Art (9 or 10)		Required Art (9 or 10)		Studio Art Elective	Studio Art Elective
Health and Physical Education		Physical Education 9: Health		Physical Education 10: Lifetime Fitness		Physical Education 11: Nutrition & Wellness	Physical Education 12
College and Career Readiness		CCR: Life Skills		CCR: Career and College Planning		CCR: Skills for Success	CCR: Working for Success

At New Visions Charter High Schools, all courses are developed using a challenge-based approach designed to engage students in learning and to foster the development and use of imaginative capacities for problem solving. To implement challenge-based curricula effectively teachers, through careful planning and the use of diagnostic and formative data, establish a delicate balance between students

needing to know content and having the skills necessary to access content, produce artifacts that demonstrate their learning, present their findings and defend their work publicly.

In a typical challenge-based unit, students:

- work with a finite set of resources that focus on a particular topic (a work of art, a budget, a newspaper article, a website, and a political cartoon for example)
- ask a question or questions that do not have pre-determined answers
- explore and understand the resources to determine how they might construct an answer that is supported by the evidence pulled from the resources
- construct a product (with particular attention being paid to the selection of appropriate media (a position paper, a PowerPoint presentation, a newscast, a video blog) that will be used to share their response with others
- present their product to students and teachers and other community members, and
- defend their position

By using this pedagogical approach, the classroom dynamic is shifted from one where students receive information to one where students must act in order to meet a challenge or solve a problem.

Based on 20 years of experience, the school development team at New Visions recognizes that for the school to be successful at implementing these types of curricula and at meeting its goals, teachers must act at three levels of responsibility:

- As individuals, teachers are responsible for content acquisition by the student. (Focus on NYS Learning Standards)
- As grade team members, teachers collectively are responsible for skill development and progress to standards. (Focus on Common Core Standards)
- As members of the school's faculty, teachers are responsible for ensuring that all students graduate. (Focus on Graduation Requirements)

Furthermore, the team understands that for this model of instruction to work:

- teachers must explicitly and jointly work on the systematic development of students' reading and listening skills to facilitate students' ability to acquire and use information
- teachers must coordinate the types of writing and speaking assignments they give so that students can be supported collectively as they master their writing and presentation skills; and
- teachers must give coherent and intentional feedback to students to support their development

Finally the team believes that alignment to NYS Learning and Common Core standards is critical to this model of instruction. Understanding and making public which standards are commonly held by teams of teachers and which standards are held by individual teachers is an important task the school development team has undertaken to ensure that courses taught at HUM II explicitly and intentionally support students' mastery of all standards.

As a first step toward alignment in the curriculum development process, the team established exit criteria for students to move from the Lower House to the Upper House based on the NYS Learning Standards and the Common Core Standards. These include:

- Satisfactory performance on all NYS Regents exams administered to students:
  - Integrated Algebra – recommended level of performance 75 or above on the State Regents exam and a grade of 80 or above in the course

- 1st Level Science – recommended level of performance 65 or above on the State Regents exam and a grade of 80 or above in the course
- Global Studies – recommended level of performance 65 or above on the State Regents exam and a grade of 80 or above in the course
- English Language Arts – recommended level of performance 80 or above on the State Regents exam and a grade of 80 or above in the course

- Demonstrated Proficiency at producing written arguments, informative/explanatory texts, and narrative texts at the 10th grade level as defined by the Writing Common Core Standards (propose to use the Common Core demonstration papers as anchors in the school-based assessment process).
- Demonstrated Proficiency at producing and defending a response to a challenge question as measured by performance rubrics to be developed by the curriculum team.

Working backwards from these exit criteria, the team created an instructional framework that incorporates cycles of writing in each trimester. Every teacher at HUM II is required to use formal writing in the learning process. Teachers, as part of the planning process for the trimester, select one of the three forms of writing defined in the Common Core – argumentative, informational or narrative – and coordinate assignments across classes in approximately 2-week cycles. In order to promote coherence, they use a common framework for writing such as the model developed by Literacy Design Collaborative (based on the Common Core Standards) and a common rubric (in development) to give feedback to students during and at the end of each cycle. Teachers discuss the students' progress as well as the strategies they implement to support student progress at regularly scheduled Cohort Inquiry Team meetings. To facilitate this type of school-wide writing program further, the school development team is exploring the use of various technological platforms such as Google Docs to ease the collection of student work and the ability of teachers and students to access multiple writing drafts for assessment purposes.

The instructional framework also includes the regular and coordinated use of diagnostic and formative assessments by teachers to understand what content and skills their students have mastered and what they still need to learn and practice. This assessment work begins during the Bridge to High School program where students are evaluated to determine their reading level and then on the specific skills they must master at that reading level to become increasingly more proficient in comprehension. During this Bridge program students are also assessed on their readiness for algebra and asked to provide on-demand and coached base-line writing samples.

At HUM II, the formative assessment work continues over the course of the students' stay at the school. Formal practitioner-prepared interim assessments based on Stiggins' work in "Rethinking the Motivational Dynamics of Productive Assessment" (2005) are used each trimester. HUM II teachers "assessment for learning" by completing the following progression in their classrooms:

- Clearly articulate the standard to be mastered.
- Deconstruct the standard into the enabling classroom achievement targets that form the foundations of learning leading to the standard.
- Create a student-friendly version of those targets to share with students from the beginning of the learning.
- Create high quality assessments of those classroom targets.
- Use those in collaboration with the students to track improvement over time.

The information gathered through these assessments guides trimester target-setting for students, individual support or enrichment opportunities and lesson construction and sequencing by teachers.

The framework also seeks to establish a common language for learning. Our partner, Lincoln Center Institute (LCI), was selected to provide support in introducing and using *The Capacities for Imaginative Learning*[2] at HUM II. Through this partnership students and teachers are taught, and have the opportunity to practice and master habits of learning on which they can rely*;* these Capacities, derived from LCI's study of works of art with students and teachers for over thirty years, nurture students' abilities to imagine and create—abilities necessary not only for artists, but for scientists and mathematicians. Students, for example, practice how to "notice deeply" in a science classroom or learn to "question" difficult text in an English classroom and "make connections" between classes. These habits create a common language and culture among students and teachers, and therefore coherence from class to class within one day and from project to project over time – "[T]he importance of [cultural] coherence across the [charter] schools, combined with the work ethic and a commitment to continuous improvement, produces strong student outcomes." (Merseth, 2009) By working with teachers and students systematically developing their ability to *notice deeply, embodying, questioning, identifying patterns, making connections, exhibiting empathy, creating meaning, living with ambiguity, taking action and reflecting/assessing,* we will see measurable growth on the part of all students.

In this type of learning environment, teachers and administrators must pay close attention to students with special needs, English Language Learners and struggling students. To support accelerated learning for young people in these categories, student voice (understanding what the student is interested in), strategic selection of appropriate and varied resources and the system of assessment (including mechanisms for immediate, focused and actionable feedback to the student) take on added importance.

Teachers in a New Visions Charter High School are themselves learners. To support teachers' ability to evaluate student learning and to use what they learn through the assessment process to inform their day-to-day teaching, all teachers participate in a formal inquiry process. As a model for professional growth, the SAM inquiry methodology, developed by New Visions and practiced in New Visions Partnership Support Organization member schools, opens the black box of student learning by training educators to base their practice on deep analysis of students' learning needs. Each teacher participates on a Cohort Inquiry Team as part of this work. The purpose of this team is to systematically study the connection between the pedagogical strategies the team believes best meets the needs of their students and the actual student outcomes. Through facilitated inquiry, teachers on the Cohort Inquiry Team work together, during dedicated time within their regular programs to:

- study their students' progress and socio-emotional data, including student performance on diagnostic, formative, and summative assessments (such as the deliverables the students produce in their challenge work)
- determine the skills and sub-skills (LCI capacities) students in their classes need to master
- develop the lesson series, create the challenge projects and determine the pedagogy that will engage students in systematic work to develop the skills they need
- in consultation with the administration and external providers, when necessary, identify or design instructional interventions aimed at the specific needs of sub-groups of students
- implement the work, and

[2]Holzer, Madeleine Fuchs, Capacities for Imaginative Learning, in *Aesthetic Education, Inquiry and the Imagination* .Lincoln Center Institute. 2008.

- assess whether or not their planning and intervention work is effective based on the student outcomes for the unit and on the teams' progress toward their agreed upon end-of-year goals for the grade

In the first two years of work at the New Visions Charter High School for the Humanities II, the focus of the professional development will be on learning to do SAM and creating the systems to ensure the SAM methodology becomes embedded in the operations of the school. Subsequent work will aim to help each of the original participants lead SAM by spreading the model among colleagues school-wide.

To this end, New Visions has set milestones for the 1st year of the school's implementation. Each faculty member is expected to achieve the following milestones:

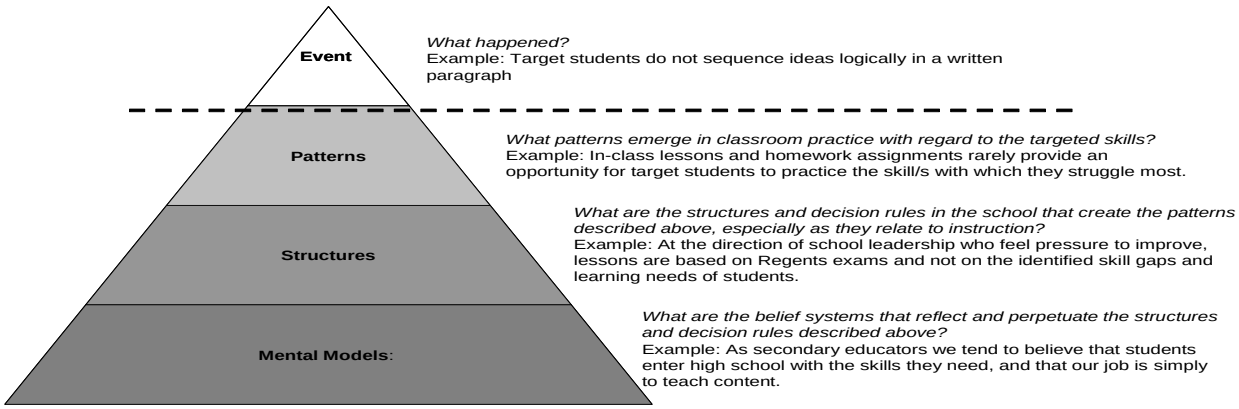
- analysis of multiple data sources to identify and describe a group of struggling students as well as a set of specific, teachable skills that will be the focus of a targeted intervention; and
- completion and analysis of seven to ten low-inference transcripts, resulting in a deeper understanding of instruction from the perspective of target students.

As part of the professional development process at the school, faculty and administration will be supported through direct coaching, small group work, and the use of data tools by the New Visions Charter Unit. Each faculty member will be supported in conducting 7-10 low-inference observations to understand teaching from the perspective of these struggling students. In a low-inference observation, participants are directed to observe classrooms and create transcripts that capture what is happening in the classroom, without judging or drawing inferences about why particular actions occurred. This practice is meant to promote participants' deeper and more objective understanding of what needs to change in teaching practice to improve student achievement and to provide a means for determining whether changes have desired effects on student learning. Low-inference transcripts are also a vehicle for participants to see their own and other's instruction more clearly; to help them shift their focus from teaching to learning.

Support for this work happens in stages:

- First: assisting faculty members in improving the quality of their transcripts. Often times faculty members find it challenging to separate their own biases or judgments from their accounts
- Secondly: assisting faculty members in identifying and capturing the important information in a classroom where several activities and conversations may be taking place at once.
- Thirdly: assisting faculty members in analyzing and acting upon trends documented within the transcripts

Faculty members are shown how to analyze the team's work with target populations by using the "iceberg model," a tool designed to help leaders understand and address gaps in student learning in the context of the systems that have created or perpetuated them. Using this model, each team identifies the needs of its target population as an "event," then asks a set of questions about the patterns, structures and mental models at play "under the surface" that may be contributing to the target students' failure. (See diagram below)



This is one of the tools that help teams analyze the connection between the identified needs of struggling students and the deployment of resources and strategies both in and out of the classroom. In the SAM methodology – as illustrated through the iceberg example – focusing on the initial, relatively small handful of students is actually meant to serve as an entry point for deeper conversations about underlying instructional and systemic conditions that inhibit improvement.

In order for information to be shared, understood and acted upon across the school community, the Cohort Inquiry Teams have representatives who join the Principal, Assistant Principals and other key instructional and operational staff members in school-wide inquiry through the Organizational Inquiry Team that meets monthly after-school. The purpose of this work, that mirrors in process the Cohort Inquiry Team, is to analyze and coordinate the various streams of work across the school in order to determine the effectiveness of the selected strategies, the impact of professional development, the use of resources as well as to determine if the school is on track to meet its organizational goals.

Finally, for the school to be successful, clear organizational goals and targets must be set. All New Visions Charter High Schools share these goals:

- 90% of students will be promoted each year by meeting credit requirements and passing State Regents Exams with at least an 80% for ELA, a 75% for Math and a 65% in other subjects.
- Aligned with the goal established by the NYS Regents, New Visions Charter High Schools -- adhering to the NYS Graduation Requirements-- will graduate at least 80% of their entering 9th-grade cohort within five years.
- Schools will meet or exceed 90% average daily attendance.
- Schools will ensure that 90% of students in each cohort return each year. If a student and family select to leave the school, it is the responsibility of the school's faculty and staff to make certain that the departing student is on-track to College and Career Ready.
- 90% of graduating seniors will register for college and complete 10 college credits their first year.

In order to achieve these organizational goals, teachers and administrators participate in a formal, yearly process of assessing where they are in creating the conditions for the school to meet these goals, set specific targets that would move the school closer to their goal, and track their progress to meeting the targets on a bi-weekly basis. Students, under the guidance of their cohort team, engage in a similar goal setting process. This alignment of student, teacher, administrator and organizational goals is critical for school success.

In order to maintain quality across New Visions Charter High Schools, to foster a sense of interdependence among the schools and to maximize the chances of achieving goals at all schools in the network, representatives of the organizational inquiry teams from across the network come together regularly as a Network Inquiry Team and are supported by the Charter Office in analyzing the performance of their schools and their colleagues' schools, reflect on common and unique practices across the schools and determine the strengths, emerging needs and potential strategies to address the needs of the various schools in the network.

B. SCHOOL CALENDAR AND DAILY SCHEDULE

Attachment 3: Daily Schedule √

Attachment 4: Annual Calendar √

C. TARGET POPULATION

Anticipated Enrollment Table

		Number of Students				
Grades	**Ages**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
K-8	NA	NA	NA	NA	NA	NA
9	13-15	125	124	150	150	150
10	14-16	0	125	125	150	150
11	15-18	0	0	122	122	146
12	16-19	0	0	0	120	120
Total		**125**	**249**	**397**	**542**	**566**
Number of classes per grade		5 - 9th grade classes/grade	5 - 9th & 10th grade classes/grade	6 - 9th grade classes/grade 5 – 10th & 11th grade classes/grade	6 – 9th & 10th grade classes/grade 5 – 11th & 12th grade classes/grade	6 – 9th ,10th & 11th grade classes/grade 5 - 12th grade classes/grade
	Average number of students	**25**	**25**	**21**	**21**	**24**

The school plans on back-filling student enrollment vacancies in the 9th and 10th grades.
Given the acceleration program we have designed (the 8-9 Bridge, 9th grade extended day and year, and the 9-10 Bridge) as well as the expectation that Juniors and Seniors will be engaging in college-learning experiences, we anticipate that students who have not participated in the first two years at the school will not effectively be able to meet the demands of the 11th and 12th grades.

Currently there are approximately 16,000 students registered in 8th grade across the public schools in the six districts that comprise the Bronx. Last year, according to the Directory of New York City Public High Schools, there were approximately 13,500 seats available to these families. With six of the Bronx High Schools, representing eighteen hundred 9th grade seats, on NYS list of Persistently Low Achieving

schools and the performance levels of many of the other high schools in the Bronx is extremely low – [four year graduation rates for Cohort 2004 (with data through August 2008: local + regents diplomas) range between 46% and 62% (with the median being approximately 59%); six- year graduation rates for Cohort 2002 (with data through August 2008: local + regents diplomas) range between 53% and 65% (with the median being approximately 57%)], there is and will continue to be a need for quality high schools seats in the Bronx.

The school development team believes that the use of the following strategies at HUM II will greatly support the faculty and staff in meeting the goals for the school.

- Using the Common Core tasks to guide the development of the writing program and therefore, aligning the day-to-day work with the upcoming formal Assessment system
  - Focusing on the Common Core Standards, teachers develop a common language and a common understanding of the work providing real opportunities for collaboration to improve their classroom practice.
- Integrating student, teacher and administrator aligned goal-setting process
  - Starting with a strong student diagnostics in reading, comprehension, writing and readiness for algebra, administrators are able to accurately determine student need. This allows administrators to establish measurable goals for specific teachers and 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.
- Ongoing formative assessment of student learning in inquiry teams combined with New Visions On-Track/Off-Track System to assist with differentiated instruction aimed at improving student achievement. This system is being refined through the custom design of a student information system, Data-cation.
  - Once student and teacher targets are set through the goal setting process, analyzing the information that comes from the periodic assessment and regularly measuring for progress assists teachers and administrators in making "just in time" adjustments to their work, maximizes the chances of the teachers to successfully meet targets. Having a system that makes the information easy to access by many also increases the chances that the work will stay on course.
- Institutionalizing "challenge-based" curriculum that includes cultivating imaginative learning.
  - Creating units that are meaningful to students and require them to take a stance, present it and defend their position, the school addresses the major complaint by students about most high schools, "It's boring." Breaking this culture of inactivity and irrelevance is critical to addressing the needs of the high school population.
- Explicitly teaching the capacities (noticing, questioning, making connections, etc) at the Lesson level as a support mechanism for the writing program because you have to use these skills in order to be able to do narrative, argumentative and informative text well.
  - Teaching students discreet actions that can be used to solve complex problems gives them a methodology that they can practice and own over time. Using this methodology to improve their writing will help them progress to College and career readiness levels.
- Integrating Q-Tel strategies – modeling, visualizing, etc – across curriculum, Integrating the Capacities for Imaginative Learning across the curriculum and designing and implementing the structured "cycles of writing" program for all students across classes.

- Integrating the best strategies for students learning English and students with special needs into the general curriculum, gives all students have access to supports when they need them and students in special populations are not stigmatized.
- Staffing the school with a Special Ed and an ELL Specialist for every cohort of students, an integral part of the grade team – they become responsible for direct services to students and the support for teachers on integration of Q-Tel and special education strategies across their teams.
- Using time for continuous learning – (a) Morning coaching – small group/focused for the students immediate needs, (b) Extended day focused on writing and logic and (c) summer bridge programs for continuous learning throughout the first two years
- Embedding the teacher certification program (UTR) – [to begin in the second year of school implementation] and embedding the leadership certification program (SAM)[to begin the third year of school implementation] – sustains an adult professional learning community focused on continuous improvement.

D. ASSESSMENT

New Visions Charter High School for the Humanities II (HUM II) believes in the interplay between pedagogy, curriculum and assessment. The analysis of data, both qualitative and quantitative, has the power to shape the instructional cycle so that appropriate content is used and teaching strategies are selected, students' needs are identified clearly and faculty members have the information necessary to accelerate student learning. A substantial part of the work the Cohort Inquiry Teams and the Organizational Inquiry Team do is to analyze the relationship between student performance on state standardized exams and student performance on school designed assessments and projects. When there is a breakdown in alignment, the members of these groups are charged with informing the school community, understanding how the misalignment occurred and making adjustments to curriculum, assignments or teaching strategy to address the issue.

Assessments at HUM II will reflect the following beliefs:

- The primary purpose of assessment is to help the student understand his/her progress toward an agreed upon goal.
- Assessment must inform teaching and learning
- Assessments need to reflect the complex nature of learning
- The assessment process should allow for on-demand requests, in real time assignments and long-term work that is revised.
- The assessment process should allow the student to express his/her learning through different media
- Assessments must be fair and equitable
- Through the assessment process, students should develop lifelong evaluation skills they can reliably use in their own learning as well as when evaluating others.

<u>Setting Teacher and Department Performance Goals aligned with the School's Organizational Goals through the yearly Goal-setting Process:</u>

In an initial meeting during the summer prior to school opening, teachers, in their cohort teams, examine data of incoming students to the extent that such data exists. Based on this data, teachers determine the areas of highest need and develop specific achievement targets for their students. Each department and individual teacher set these goals at the beginning of each year and, together, determines steps to be taken to achieve the goals. This process includes looking at long-term goals,

short term goals, targets and interim progress indicators.

Student Goal Setting

In an effort to support HUM II students in developing self-discipline and the ability to reflect on their work, establish goals, and monitor their own progress, the faculty of the school will work with students to establish goals at the beginning of each year. As part of the Cohort Inquiry Team, faculty members will meet with, support and monitor students in their work to meet the agreed upon goals. Progress on goals will be part of the formal feedback/grading system of the school.

Students are assessed in three major areas for promotion:

- Course completion at proficiency: Students will be required to complete all requirements for the individual courses on their programs. Teachers will establish these requirements prior to the course, distribute requirements on the first day of the course and design classroom supports to ensure students have the greatest chance of meeting proficiency levels on all assignments.
- Writing: Students will be expected to complete all final writing assignments at proficiency or above for the individual courses on their programs.
- Anchor Project completion: Students will be expected to complete trimester anchor projects at proficiency or above in order to move on to the next level.

HUM II uses two primary structures to ensure effective collection, analysis and use of data to inform classroom level decisions in an effort to achieve and maintain a high level of student performance: Cohort Inquiry Team and Organizational Inquiry Team (*see pages 8 and 10).*

As described below, HUM II will implement a variety of systems to collect data and provide a meaningful window into student learning:

STANDARDIZED ASSESSMENTS

New York State Assessments

HUM II administers all required New York State Regents exams in all subject areas. Data from these assessments provides an absolute indicator of student achievement in courses.

Students at HUM II take practice exams. Teachers, using item analysis tools developed by New Visions for Public Schools will study their performance, conduct error analysis of the questions students do not answered correctly. This information is used to design future learning experiences for the students. Students are guided in a parallel process of analyzing their exams and determining areas of need and areas of strength. Such ongoing use of Regents exam questions help students understand the conventions of the particular exam as well as help them master the content and skills necessary to perform effectively.

Norm-referenced Exam

At this time, the New Visions Charter High School development team is determining which norm-referenced exam, aligned to NYS Standards can be used by the HUM II faculty in English and Math to provide a reliable indicator of a student's progress over the course of the year. The selected exam will be administered during the summer bridge program and again at the end of the school year. No decision has been finalized.

SCHOOL-DEVELOPED ASSESSMENTS

Performance Assessment

As stated earlier, HUM II students will engage in a "challenge curriculum" that is designed to foster imaginative capacities which support the Common Core Standards. As part of this curriculum, students are required to present their findings to their classmates at the end of each unit. These presentations give teachers and students the opportunity to assess the students' mastery of the content studied as well as the students' presentation skills.

Anchor Projects

Students at HUM II will complete up to 14 interdisciplinary anchor projects during their four years of high school – one every trimester plus one each during the bridge program transitions from grades 8-9 and 9-10. The anchor projects assess students' progress on specific power standards that are the shared responsibility of all teachers in that grade. The majority of anchor projects at HUM II focus on ELA, History, and the Arts while integrating other core subjects.

An example of an anchor project…

ANCHOR PROJECT TEMPLATE

AMS II_____ HUM CHARTER II ___X____ GRADE _____ TRIMESTER _____

Question:

What responsibilities do young people have as a consumer for the sneakers they buy?

Foreground subjects:

English: analyzing text, completing complex writing assignments and giving extensive oral presentations.
Global: research global economies; labor laws; geography and map skills

Background subject:

Integrated Algebra: connect algebraic ideas, concepts and applications in the real world with mathematical theory.

1. **Project Overview/Project Context**
   Students will use the Nike Corporation as a case study to learn about the manufacturing of sneakers, foreign manufacturing and the role of marketing in the price they pay for sneakers. They will present their "youth perspective" at the International Council of Human Rights Conference.

2. **Resources:**
   The Story of Nike (Built for Success) – by Aaron Frisch, paperback
   CNBC Presents - An unprecedented look inside Nike's 16 billion dollar empire.
   http://www.cnbc.com/id/22492149/

   Facts about Nike Sweatshops | eHow.com
   http://www.ehow.com/about_5485125_nike-sweatshops.html#ixzz0vqSs8pAL

   NIKE'S Corporate Responsibility
   http://www.nikebiz.com/responsibility/workers_and_factories.html

   PBS Frontline – The Merchants of Cool and Under the Radar video clips
   http://www.pbs.org/wgbh/pages/frontline/shows/cool/view/

Deliverable: Product (What are the products that will serve as the basis of the summative assessments for the anchor project?)

You are members of a Youth Panel convened by the New York Chapter of the National Retailers Association and you have been asked to provide your position on whether you have responsibilities as youth consumers to understand how the products you purchase are manufactured. You are presenting and disseminating your position to conference attendees

using a multimedia PowerPoint presentation. Note: Your PowerPoint presentation that will be disseminated to all conference attendees.
In order to prepare for this presentation your team must do the following things:

- ***Research*** *the Nike Corporation and summarize your findings on how the company manufacturers its sneakers. Specifically learn about where, how and by whom they are made and the factors go into determining the final cost you pay as a consumer for their sneakers.*
- ***Investigate*** *the allegations against Nike. Find out what are the allegations that are made about Nike's unethical practices? Who is making them? How has Nike responded to these allegations? Is Nike doing enough?*
- ***Convene*** *a focus group of your peers where you share what you have learned from your Nike case study and you solicit their perspective of the question of their responsibilities as consumers.*
- ***Prepare*** *a PowerPoint presentation that summarizes your findings and that states the position(s) you want the retailers to consider.*

What standards are being assessed?

NYS Learning

ELA Standard 1 *Language for Information and Understanding*
ELA Standard 3 *Language for Critical Analysis and Evaluation*
SS Standard 3 *Geography*
SS Standard 4 *Economics*
Math Standard 1 *Analysis, Inquiry and Design*

Common Core Standards:

Literacy (R1; R2, R8, W6, W7, W8, W9, SL1, SL2, SL3, L1, L2, L4)
Math (MP1, MP2, MP6)
Social Studies (RH1, RH6, RH9)

What specific capacities are being used to help students understand the selected resources and complete the required tasks?
Making Connections; Exhibiting Empathy; Embodying; Questioning; Living w/Ambiguity; Taking Action

Specific Supports for ELL, Special Ed and Low Level 1 and 2 students

Modeling	☐ Read Aloud – in groups students will read through the resources, discuss what they are learning and form opinions about the resources. ☐ Showing Finished Products- drafts of position statements, power point, essays and other written products produced throughout the project.
Bridging	☐ Think-Pair-Share – in groups students will reflect on their learning and reach conclusions on the positions they want to present at the conference.
Schema Building	☐ Graphic Organizers – team members will use a graphic organizer to take notes on the resource documents and to summarize positions/insights team members are developing on the question as they work through this project.
Contextualization	☐ Video Clips – Frontline and CNBC video clip are resources that are accessible to all students including ELL, Special Ed and Low Level 1 and 2.
Metacognitive	☐ Rubric for power point and presentation will support the students in required elements of these tasks and their delivery.

Student Assessment Plans – how will students be assessed over the course of the project to know if they are on track?

Rubrics for their presentations and PowerPoint
Drafts of their PowerPoint
Development of Index Cards to outline their presentation and roles
Peer and teacher feedback on their presentations.

Project Assessment Plans – how will the final product be assessed?

Self Evaluation/Journal reflection paragraph to be written by each member of the team outlining the team's progress (e.g. what was accomplished today), what needs to be done, what the team is learning about working in a group (e.g. team mgmt and roles) and where the team needs help.

Teacher Developed Tests, Quizzes, and Rubrics

Teachers will administer formative assessments at appropriate intervals (generally at the conclusion of a unit of study) as determined by the course curriculum. All of these assessments will be aligned with New York State Content Standards. These will also include rubrics for specific types of tasks (e.g., essays) that are aligned with Regents exams expectations and those of the faculty.

Data gathered from these assessments will allow the faculty members to refine instruction and curriculum, allocate professional development resources, provide data to determine value-added effectiveness of instruction, and assign tutoring and other resources to students based on outcomes.

Student Portfolios

Every assignment and interaction in the classroom provides the student and the teacher with information regarding the student's knowledge acquisition and skill development. At HUM II, the faculty and students will implement a portfolio system that facilitates the collection and assessment of information on a regular basis. Teachers and students will decide through the goal setting process at the beginning of the year the core skills as defined by the NYS and Common Core Standards, as well as the *Capacities for Imaginative Learning,* students must master within the year, setting concrete targets and timelines. The portfolio system will allow both the teacher and the student to submit work that shows growth in the agreed-upon areas. During the formal check-ins with Cohort Inquiry Team members for the goal-setting process, students and teachers will assess the work in the portfolio against the desired outcomes using relevant teacher-designed rubrics.

Reliability and rigor are always the questions when using portfolios. The New Visions Charter High School model seeks to use an innovative approach to address this issue. Because the schools in the New Visions Charter Network will use a common grading policy (to be determined by the Charter School Development Team), there will be two opportunities per year – during the Network Professional Development Days – where the Cohort Inquiry Teams from one school will be asked to assess the anchor projects of students from another school. After the assessment of work is complete, the Cohort Inquiry Team will be asked to compare their evaluations with the "home team." Through a facilitated process, the members of the two Cohort Teams will explore any differences in evaluation. They will share their thought processes and the evidence they used to determine the final "grade." The goal of this practice is to make the assessment process public and to begin a process that will lead to school inter-dependence regarding accountability of outcomes.

Student Use of Assessment Data

HUM II believes that students actively engaged in the assessment of their learning better understand their strengths and needs as well as the conventions of quality work. Therefore, we share assessment data with students through regular classroom conferencing with their teachers. Based on these conversations, students assist in planning the "next steps" of their education by setting personal learning goals.

Additionally the assessment information is used to place students in academic support programs, enrichment or remedial, during the first period of 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.

Family Use of Assessment Data

We share assessment data with students and their families through Credit Accumulation conferences.

The conversation in these conferences is in the context of students' "Progress toward Graduation" status (beginning Day 1 of Summer Bridge) and the students' agreed upon short-term (1 year) goals. Ideas and suggestions for how families can support the students' progress will be an integral part of the conference.

Trustee Use of Assessment Data

Student assessment and achievement data is regularly reported to the Board of Trustees by the Organizational Inquiry Team. These reports share meaningful and accessible information to the Board so that Trustees can exercise their oversight duties. Implementation plans accompany these reports to share how data is driving instructional planning and implementation.

E. SCHOOL CLIMATE AND DISCIPLINE

Success at New Visions Charter High School for the Humanities II (HUM II) depends on harnessing the expertise of all members of the HUM II community. Parents and families play a crucial role in the success of their children, particularly at the high school level. Parents of HUM II students are expected to support the mission of the school by:

- Ensuring that their children are in school and on time regularly
- Ensuring that the school programs their children for at least 11 credits per year and tracking their children's progress in the attainment of these credits
- Engaging with their children in conversations regarding the importance of achieving grades of 80 or higher in all of their courses
- Ensuring that students sit for their required state exams in order to attain a grade of 75 or higher

Parents of HUM II students will be informed and encouraged to become involved at home, which is just as supportive of their child's education as involvement at school. Parents will be encouraged and equipped to check their child's agenda book for assignments, provide a quiet space and time for the student to do homework, view the school's website for announcements and information, and visit with or call their student's teachers

Parents of HUM II students are expected to attend parent-teacher conferences. In addition, parents will be encouraged to become involved as members or leaders of the school's Parent-Teacher Association. Parents of HUM II students are expected to support the mission of the school by completing at least 15 hours of service to the school annually.

This service can be accomplished in several ways including, but not limited to:

- Helping in the office staff with administrative tasks
- Attending PTA meetings
- Chaperoning student activities
- Participating with the Administration in the creation, development, financing and implementation of HUM II's Annual Community Events:
    - Bridge Program Celebration Night (July),
    - Summer Family Picnic (September),
    - HUM II Potluck (November),

- Fall Credit Night: Celebration of Student Achievement (December),
- Spring Credit Night: Celebration (March)
- Spring Performance Day (May)
- Summer Credit Night (June)
- Commencement Exercises (June)

Parent engagement programs are administered and monitored by the Chief Operating Officer or a designee. These staff members, in conjunction with the principal, develop further service opportunities for parents in collaboration with the Parent-Teacher Association and the faculty and staff.

CONDUCT AND BEHAVIOR

THE OVERRIDING CODE OF CONDUCT AND BEHAVIOR ASKS ALL STUDENTS AND ADULTS AT THE NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II (HUM II) TO BE RESPECTFUL, RESPONSIBLE AND RIGOROUS. HUM II believes that if the students and the adults in the HUM II community adhere to this maxim, they will establish necessary conditions to realize the mission of the school.

While the faculty and staff of The New Visions Charter School believe that there will be an overriding sense of respect and security throughout the school community, it is important to outline procedures that will be followed when this sense of respect, responsibility and rigor is breached.

All incidents involving such a breach will be evaluated by the Discipline Review Board. The Discipline Review Board will make recommendations to the Principal and School Cabinet. The Principal will be responsible for making final decisions regarding Discipline issues that include, but are not limited to:

- Exclusion from school events
- An in-school suspension
- Assignment to Saturday suspension
- An out-of-school suspension
- Expulsion

In all cases, students are entitled to and will receive Due Process protections, namely:

- For suspensions lasting less than 10 days
  - A student's (parent's) right to know the reason for the suspension
    - Notification includes a written notice outlining the student's violations and the suspension or expulsion process.
  - The right to tell his/her side of the story prior to or shortly after the commencement of the suspension
- For suspensions lasting longer than 10 days and expulsions, additional protections apply
  - Right to counsel
  - Right to confront and present witness
  - Right to challenge and present evidence

While the student's parent/guardian will always be notified and invited to attend disciplinary hearings and re-entry meetings, with reasonable accommodations being made for his/her attendance, if the parent/guardian is unable to attend, the student's Due Process protections will remain intact. In this case, parents will be informed in writing or the infraction, the outcome of the Discipline Review and the re-entry plan.

In the case of expulsions, a hearing with the principal is held as soon as can be practically scheduled whereby the parent/guardian, student and a representative (if the parent/guardian so chooses) may be present to be heard. Parents are notified in writing of the final determination of the expulsion.

Parents have the right to appeal expulsions and suspensions to HUM IIs' Board of Trustees.

Discipline Review Board

The Discipline Board is an advisory committee to the Principal. The board meets on a monthly basis [date and time to be determined at the beginning of each school year] and on an extra-ordinary basis as needed. The Principal appoints members to the Discipline Board at the beginning of each school year – no later than the first day of classes. The Board serves a one-year term. The committee must include representative members from:

- The Guidance department (1)
- Teachers from the Lower House (9th and 10th grade) (1)
- Teachers from the Upper House (11th and 12th grade) (1)
- Students from the Lower House (1)
- Students from the Upper House (1)

Quarterly meetings of the Discipline Review Board will focus on rewarding students, faculty and staff who have contributed positively to the school community by promoting a kind, safe, and productive community. Extra-ordinary meetings of the Discipline Review Committee occur at the request of the Principal when a breach to the sense of safety, kindness and productivity has occurred.

The Discipline Board convenes when a student commits a serious violation of the discipline code or has broken the terms of his/her particular agreement (Attendance/Academic, Personal, and/or Disciplinary Probation).

These infractions include, but are not limited to:

- Possession or use of any weapons or firearms on school premises or at school sponsored events
- Providing or selling narcotics of any kind
- Inflicting or causing bodily harm to any person on campus
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting
- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Habitual truancy
- Any infraction considered sufficiently serious by the Principal

After review, The Review Board makes its recommendations to the Principal. It may recommend disciplinary action, terms of probation, suspension duration and a re-entry plan. After consideration of the recommendations, the Principal makes final determination of the actions to be taken.

LEVEL 1: TEACHER/IN CLASSROOM

Praise and rewards for actions promoting respect, responsibility and rigor.

Teachers are primarily responsible for the day-to-day discipline in their classrooms. Disciplinary options available to the teachers include:

- First level interventions when minor infractions occur. These include:
    - In-class warning
    - After school or lunch time detention
    - Parent-teacher communication
    - Counseling referral to the Guidance Department
    - Discipline referral to the Principal
    - Note: Teachers are not allowed to remove students from their classroom without the approval of the principal or designee

LEVEL 2: DETENTIONS

School Detention

Detention is held every day except Friday for a period of up to 30 minutes. During the detention period, students are to sit quietly. No activity such as listening to music, sleeping, etc. is permitted. Students will be given work to do during detention.

Homework Completion/Time Management Sessions (HC/TMS)

Homework Completion/Time Management sessions are held every day except for Friday. A student can receive a referral to a Homework Completion/Time Management session if he/she does not complete the homework in any class. Sessions are up to 30 minutes. The purpose of this time is for the student to either complete assignments or develop a plan on how to complete the assignment. A member of the school community will be present to assist the student with this work.

No Shows to Detention and HC/TMS

- Parents will receive a phone call upon the first no show to School Detention or Time Management session.
    - If a student does not show to a school detention, his/her time will be doubled, and he/she will have to serve the detention the next day.
    - If a student does not show to a Homework Completion/Time Management session, he/she will receive detention for the following day, and his/her time will be doubled.

LEVEL 2: EXCLUSIONS and SUSPENSIONS

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance at any time, including, but not limited to:

- while on school grounds
- while going to or coming from school
- during the lunch period whether on or off the campus
- during or while going to or coming from a school-sponsored activity

- during activities that have a material impact on school

Exclusion from Social/ Extra-curricular Activities:
Any student may be excluded from social activities for academic or behavioral reasons. A student will be excluded from a field trip for the following reasons:

- Receiving a referral within five days of a field trip or social activity
- Receiving a suspension within fifteen days of a field trip or social activity

In- School Suspension
Upon the 2nd no show to school detention or Homework Completion/Time Management sessions, the student is considered in defiance of school rules and will receive an in-school suspension. In school suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his/her behavior and a possible pattern of behavior that will be more positive.

A student serving in-school suspension reports to school at the regular time in full uniform. Each teacher will provide the student with work assignments that s/he must complete under the direct supervision of the suspension supervisor. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room. Students serving in-school suspensions will receive live instruction for a minimum of 90 minutes per day in addition to receiving all assignments and taking all tests and quizzes administered on the days that the suspension is in effect.
Saturday Suspension
Students may receive Saturday Suspension if they receive more than 5 detentions/homework completion sessions in a month and/or if they receive more than 2 in school suspensions in a month. A student may also be asked to attend a Saturday suspension session if deemed necessary by the Discipline Review Board. Students serving Saturday suspensions will receive at least 90 minutes of instruction on the day of the suspension.

After three suspensions in a semester, a student must appear before the Discipline Review Board.

Mandatory Suspension
The school will comply with the Federal Free Guns Act which carries a mandatory one-year suspension for possession of a firearm as defined under federal law.

Disciplinary Probation
Disciplinary probation refers to a period of time determined by the Principal on the recommendation of the Discipline Review Board, during which a student's behavior is monitored and evaluated to determine the student's right to actively participate in HUM II. The Disciplinary Probation period is a positive attempt to help the student realize that all choices carry consequences and is therefore designed to help the student correct his/her behavior. After suspension, a serious, and/or repeated disciplinary problem, the student and Principal will develop and sign a probation agreement that delineates the positive contribution the student will make in an effort to re-integrate into the community. As part of the agreement, the student and the Principal will assign an adult mentor from the community and determine a meeting schedule for regular assessment of the student's progress. The student's parent/guardian will be invited to be a part of this process; however, if the parent/guardian is unable to attend, a copy of the agreement will be mailed home.

Probationary Term

The Disciplinary Probation term officially begins with the issuance of the probation notice and the development of the probation agreement and the re-entry plan for the student. The length of probation will be determined by the Principal with the recommendation of the Discipline Review Board and may be extended by the Principal for any violation listed under conduct and behavior. Violations of the probationary conditions will result in a nine-week extension of probation.

LEVEL 3: EXPULSIONS

After a major breach to the sense of kindness, safety and productivity of the community, the Discipline Review Board may recommend expulsion from the school community. This matter is not taken lightly; the student's right to the highest Due Process protections will be honored.

A student may be expelled from HUM II for any of the following major violations or for repeating any violation listed under suspension. Length of expulsion is determined by the Discipline Review Board and at the time of the act in question.

- Brandishing a knife at another person, or possession or use of any weapons or firearms on school premises or at school sponsored events
- Possession of an explosive
- Unlawfully selling a controlled substance including providing or selling narcotics of any kind
- Inflicting or causing bodily harm to any person on campus
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting
- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Any infraction considered sufficiently serious by the Principal (multiple suspensions, consistent defiance, etc.)

Appeals

A parent must submit an appeal within 30 days of being informed of the expulsion or suspension to the Board of Trustees at which time the Board will meet with the Principal and the Discipline Review Board (defined above). Additionally, parents can appeal a suspension or expulsion prior to the suspension or expulsion by immediately informing the Principal of their desire to appeal the suspension or expulsion. A meeting will occur as soon as practically possible between the principal, the parent and an appropriate representative from the Board of Trustees. The suspension or expulsion will not occur until the appeal has been heard and ruled upon by the Board of Trustees. If for some reason the Board of Trustees believes a member of the committee to be biased, that person will not participate in that particular appeal hearing. Instead, a member of the community or a parent will be appointed to the committee by the Board of Trustees.

HUM II will collect suspension and expulsion data, which will be available for District review. In the case of a special education student, or a student who receives 504 accommodations, HUM II will ensure that is makes the appropriate adjustment as necessary to comply with the mandates of IDEA regulations. Prior to recommending expulsion for a Section 504 student or special education student, HUM II will convene a Committee on Special Education (CSE) meeting to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and was receiving

the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP and placement. If it is determined that the student's misconduct was not a manifestation of his or her disability and that the student was appropriately placed, and that the IEP set forth the necessary behavior goals or interventions, the student may be expelled. Additional information about the student discipline policy at HUM II can be found in the Parent – Student Handbook.

Alternative Instruction

In all cases of suspension or expulsion, alternative instruction of at least 90-minutes per day will be provided within 24 hours of such suspension or expulsion and shall consist of actual instruction as well as access to class assignments and exams for the duration of the suspension, and for a reasonable period after expulsion (the period of time necessary for a student to enroll in a district school, charter school or private school pursuant to the compulsory education laws).

Record Keeping and Transfer

All suspensions and expulsions will be documented in writing including student name, description of incident, and disciplinary action taken. As charter schools are subject to the Federal Family Education Rights and Privacy Act of 1975 (FERPA) which requires a school to protect a student's privacy, HUM II will not disclose any personally identifying information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law, including FOIL. The parent/guardian of a student under eighteen years of age, or student eighteen years of age or older, is entitled to access the student's school records by submitting a written request to the School Leader. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA.

Search and Seizure

The following rules apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities may make an individual search of student's book bag, desk, lockers, cubbies, and person only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process and as is permitted by exigent circumstances under the law.
- Searches will be conducted under the authorization of the School Leader or designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student's desks, book bag, lockers, cubbies, and person *by* school authorities.

Off -Campus Events

Students at school sponsored off-campus events will be governed by all the guidelines of HUM II and are subject to the authority of school staff Failure to *obey* the lawful instruction of school staff. Failure to do so will result in a loss of eligibility to attend school sponsored off campus events and may result in additional disciplinary measures in accordance with the Code of Conduct.

Students with disabilities have the same rights and responsibilities as other students *and may* be disciplined for the same behavioral offenses. In addition to the HUM II's Code of Conduct procedures for all students, our school will comply with all federal and state laws and regulations governing the discipline of students with disabilities including 34 CFR 300.530-536 of the Code of Federal Regulations (CFR) and the following procedures:

- Students for whom the Individual Education Plan (IEP) includes specific disciplinary guidelines (a Behavioral Intervention Plan or goals and objectives related to student behavior) will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the local school district's Committee on Special Education (CSE) for consideration of changing guidelines.
- Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. If there is any reason to believe that the infraction is a result of the student's disability, the student is immediately referred to the school district's CSE for a manifestation determination. If a connection is found, no penalty will be imposed, and the school will work with the CSE to consider a possible program modification.
- A student identified or regarded as having a disability will not be suspended for a total of more than ten days during the school year without the specific involvement of the district's CSE prior to the eleventh day of suspension/removal.
- Whenever the school removes a student with an IEP pursuant to 34 CFR 530(g), it will notify the CSE in order to have the CSE determine an appropriate interim alternative educational setting and to provide the procedural safeguards notice it to the parents pursuant to 34 CFR 300.504 and to keep the CSE appropriately informed of any further disciplinary actions taken.
- The school will work with the district to ensure that the district's CSE meets as soon as possible but not more than ten days after receiving notification of any of the following for the purpose of considering a change in placement for the student involved:
  - The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
  - The commission of any infraction that is a result of the student's disability.

Protection for Children Not Yet Eligible for Special Education and Related Services

HUM II will adhere to the requirements of 34 CFR 300.534. In accordance with this section, students who have not yet been determined to be eligible for special education and related services and who have engaged in behaviors that violated the school's Code of Conduct may assert any of the protections provided in Part 300 of Title 34 of the Code of Federal Regulations if the charter school or school district of residence had knowledge that the student was a student with a disability before the behavior that precipitates the disciplinary action occurred.

Provision of Services during Removal

Students removed for a period of less than ten days will receive all classroom assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspensions. The school will also provide additional alternative instruction within 24 hours by actual instruction, so that the student is given full opportunity to complete assignments and master curriculum, including additional instruction, phone assistance, computer instruction, and/or home visits, and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals ten or more school days, but does not constitute a change in placement as determined by the CSE, during the school year, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his/her IEP. In these cases, school personnel in consultation with the child's special education teacher make the service determination.

During any removal due to drug and weapon offenses [pursuant to 34 CFR 300.530(g), services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his/her IEP. These service determinations will be made by the CSE of the student's district of residence. The CSE will place students in interim alternative educational settings as appropriate and permitted by CFR 300.530.

During any subsequent removal that does not constitute a change in placement, but where the behavior is not a manifestation of the disability, the services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his/her IEP. The CSE of the student's district of residence will make the service determination.

Committee on Special Education (CSE) Meetings

Meetings of the district's CSE to either develop a behavioral assessment plan or, if the child has one, to review such a plan will occur when:

- The child is first removed from his or her current placement for more that 10 school days in a school year; and
- When commencing a removal that constitutes a change in placement.

Subsequently, if other removals occur that do not constitute a change in placement; the school will work with the district's CSE to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the district's CSE believe that modifications are needed, then the district's CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline that would constitute a change in placement is contemplated for any student, then not later than the date on which the decision to take such action is made, the parent/guardian of the student with the disability will be notified of that decision and provided the procedural safeguards notice by the CSE as described in 34 CFR 300.504 and immediately, if possible, but in no case later than 10 school days after the date on which such decision is made, the district's CSE and other qualified personnel will meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability per 34 CFR 300.530(c), except as provided in 34 CFR 300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing of the CSE to challenge the manifestation determination. The child remains in his or her current educational placement while the hearing is pending except as provided below:

If a parent/guardian requests a hearing or an appeal regarding a discipline action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the child will remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

II. ORGANIZATIONAL PLAN

A. Governing Body

Attachment 5: Proposed by-laws √
Attachment 6: Proposed Code of Ethics √

Pursuant to the New York Charter Schools Act (Section 2853.1.f) the Board of Trustees of HUM II has final authority for policy and operational decisions of the school. Moreover, the Board of Trustees has delegated decision-making authority to Leadership of the school and the day-to-day management of the school to New Visions for Public Schools. The Board of Trustees will meet monthly, though it recognizes that in the early years it may need to meet more frequently in order to hire and support the principal, and to ensure a smooth opening. By the end of the planning year, the Board of Trustees will have developed a committee structure in key functional areas such as finance and fundraising.

The Trustees will be informed of school development directly from the Principal who will be expected to provide Trustees with regular reports on financial and student achievement data. The Trustees will also be informed of the status of the school in relationship to its goals and objectives through regular reports from New Visions. The Board of Trustees will have access to achievement reports. It may also request any additional information it needs to ensure the quality of the school. Responsibilities and obligations retained by the Trustees are enumerated below.

Trustees of HUM II will:

- Respect the solemn duty, as custodians of the public trust, to ensure that students enrolled in HUM II receive an exceptional education
- Embody, preserve, and promote the school's mission, purpose, and core values
- Advocate for the school's best interests and exercise independent judgment regardless of the impact on outside entities
- Conduct themselves and school proceedings in an ethical, legal, and transparent manner
- Ensure that personnel and fellow Trustees adhere to the school's code of ethics, personnel policies, and all other school policies
- Adhere to the school's by-laws
- Develop, adopt, and revise the school's education goals, policies, and annual budget
- Hire, evaluate and, if necessary, fire the Principal
- Address personnel issues in a manner consistent with the school's personnel policies
- Address student, parent/guardian, community or other complaints brought forward by any individual or group alleging a violation of the provisions of the Charter Schools Act, the school's charter, or any other provisions of law pertaining to the management or operation of the school as per the school's complaint policy
- Oversee the school's educational program to ensure that the school is loyal to its charter
- Oversee the school's financial affairs to ensure that the school is operating in a fiscally responsible and solvent manner
- Ensure that the school follows all applicable laws
- Meet monthly
- Visit the school to verify that daily operations are conducted in a manner that is consistent with the school's charter
- Evaluate reports and assess data, including state and other standardized student achievement

data, to verify if the school's academic goals are being met

The Trustees of New Visions Charter High School for the Humanities II are ultimately responsible for ensuring that the school attains its mission. Given this responsibility, each Trustee must:

- Demonstrate a wholehearted commitment to the school, its mission and core values and more generally, to the improvement of public education
- Share a belief that all children, regardless of race, family background or socio-economic status, can achieve academic and personal excellence
- Execute governance responsibilities with integrity and conviction
- Serve as a resource to other Trustees and to the school's leadership and staff
- Attend board meetings and volunteer for board committees
- Must be at least 18 years of age

Overall, we will seek to develop a Board of Trustees that has combined expertise in:

- Community history and current affairs
- College and Career Readiness
- Leadership in Secondary education
- The history and politics of the relationship between charter schools, district public schools and education reform
- Financial management and Fundraising
- Law and Labor relations

The relationship between New Visions for Public Schools, the Board of Trustees, Lincoln Center Institute and the school is depicted in Attachment 10.

A Board of Trustees will hold the school's charter and focus on the financial and instructional oversight as well as strategic issues. The Board will have between 7 and 15 Trustees, not including the Principal who will serve as an *ex officio* member.

Note: Given the fact that AMS and HUM Charter schools are conceived of as "sister schools" and the network structure of New Visions Charter High Schools, we are proposing that the Board of Trustees oversee the four charter schools applying for a September 2012 opening. To this end, we have identified the following proposed members to work with the founding group: Ronald Chaluisan (NVPS, VP Charter Office – ex officio), Yvette Armstrong Morales (Bronx lawyer and entrepreneur), and Angel Rodriguez, Bronx middle school principal. The group is currently in the process of interviewing potential Board members including a current LCI Board member, a CUNY Dean, a CUNY Board member, a former NYC superintendent, a Bronx ELL teacher, a Bank Street professor and 2 former NYC HS principals. The goal is to secure commitments from 3-5 additional candidates by May 15th, 2011.

If this set of charter applications is successful with SED, the Board members would then be responsible for identifying, interviewing and securing 7-9 additional members. This recruitment work would occur once the location for the proposed schools is identified with the NYC Department of Education so that we could ensure majority local representation on the Board.

The complete Board would then be organized by subcommittee in order to address effectively their statutory responsibilities for all schools under their jurisdiction (see Attachment 5).

The Board of Trustees will delegate authority to New Visions for Public Schools to run the day-to-day operations of the school including, but not limited to, the selection and evaluation of the Principal, the professional development of the teachers including their role on the Inquiry Teams (Cohort and Organizational), the provision and analysis of data, the setting of targets and the formulation and implementation of action plans to attain the targets. The School Administration, represented by the Principal and the Chief Operating Officer (COO), will focus on and address all educational and operational issues. When the Principal is unavailable, day-to-day responsibilities fall to the COO. The Principal with the COO lead the Organizational Inquiry Team in their work of promoting learning, positive school culture, student discipline, and family outreach. The governance culture will reflect mutual respect for authority in these respective spheres.

- The Principal of the New Visions Charter High Schools is selected by New Visions for Public Schools and hired by the Board of Trustees of the school.
  - The Principal is an employee of the of the education corporation formed to operate the school; but to ensure a loyal and accountable replication of the New Visions Charter High School model, New Visions for Public Schools will recruit, train, provide on-going support, and evaluate the principal.
  - New Visions for Public Schools evaluation of the Principal will be reported to the Board of Trustees for their review.
  - This reporting structure will maintain the Board of Trustees ultimate statutory responsibility for the school while placing the appropriate amount of responsibility, authority, and accountability with New Visions for Public Schools in regard to the school's Principal and operations.
- Lincoln Center Institute (LCI) will provide instructional support to the school, as described in LCI's partnership letter of intent. LCI works in collaboration with New Visions for Public Schools and at the direction of the Principal. The School's Principal (and other staff as delegated by the Principal) will have significant direct contact with LCI. The Board of Trustees, through its direct relationship with New Visions, has a relationship with LCI as a way to hold LCI accountable for the instructional services provided.
- New Visions for Public Schools will provide academic, programmatic and operational support to the school. New Visions will work with the Principal to ensure that the New Visions model is accurately replicated. The School's Principal (and other staff as delegated by the Principal) will have significant direct contact with New Visions. Given New Visions' responsibilities in evaluating the Principal and reporting the results of these evaluations to the Board of Trustees, New Visions also has a direct relationship with the Board of Trustees, through which the Board of Trustees can hold New Visions accountable for their services.

B. Founding Group Composition

Attachment 7: Prospective founding group resumes or CVs √

Attachment 8: Completed Statement of Assurances √

Attachment 9: Completed Request for Information from Prospective Charter School Board Members form. √

Founding Group Composition

Name	Current Employment	Relevant Experience	Proposed Board Member	Relationship to Community

Julia Chun *Lead Applicant*	Principal, NV Charter HS for Advanced Math and Science (opening 9-2011)	Leadership coach, Staff Developer, Middle School AP	N	Future Principal on the JFK campus in the Bronx
Lewis F. Thomas	Principal, NV Charter HS for the Humanities (opening 9-2011)	Charter High School Principal, Charter School Dir. of Operations	N	Future Principal on the JFK campus in the Bronx
Janet Price	Director of Instruction, NVPS Charter Office	School Leader, Leadership Coach, Small School Founder, Teacher	N	
Lori Mei	Director of Operations, NVPS Charter Office	Data Specialist	N	
Jennie Soler-McIntosh	Director of Community Engagement, NVPS	Community Outreach, Partnership Development	N	Raised and educated in the Bronx
Ronald Chaluisan	Vice-president, NVPS Charter Office	School Leader, Leadership Coach, Small School Founder	Y *(ex officio)*	Born, raised and educated in the Bronx
Stacy Martin	COO, NVPS	Finance and Administration systems	N	
Brad Haggerty	SAM facilitator, NVPS Proposed Leader for 2nd round NV Charter High Schools (if applications to SED are successful)	School Leader, Leadership Coach Charter Board Chairperson	N	
Madeleine Holzer	Director of Educational Development , Lincoln Center Institute	English instruction, LCI Capacities Expert	N	Born, raised and educated in the Bronx
Robert Hiller	Instructional Specialist, NVPS Charter Office	Math instruction and Assessment	N	
Angel Rodriguez	Principal, MS 302	School Leader, Teacher, Special Education	Y	School leader in the Bronx
Yvette Armstrong Morales	Lawyer	Parent, School Creation Team member, School Leadership Teams	Y	Lawyer and entrepreneur in the Bronx
Genevieve de Gaillande	Program Coordinator, NV Charter Office	Community Outreach, Project planning	N	

In accordance with Open meeting Law, all of our meetings are open to the public except for items covered under executive session. The Annual Calendar for the New Visions Charter High Schools Board of Trustees meetings is posted on our website. One week prior to each meeting, the Board Secretary posts a reminder on the New Visions website for the upcoming meeting. An electronic press release is sent via email to local Newspapers and websites with. Minutes and agendas for all meetings are posted on the New Visions website.

The three structures for parental and staff participation in the governance of the school are:

Organizational Inquiry Team

The Organizational Inquiry Team is the body that makes site-based decisions, based on authority delegated by the school's Board of Trustees. On this team sits the principal, teachers, parents and students. The council is the body responsible for analyzing information that emerges from the formal work of the Cohort Inquiry Teams in order to inform long term planning and goal setting, determine short term targets to include in the school improvement plan, budget resources – financial, human and community, and mold communication and outreach. The council meets bi-weekly and reports regularly to the Board of Trustees.

Network Inquiry Team *see page 11*

Annual Community Events Team *see page 18*

C. Management and Operation

Attachment 10: Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff √

Attachment 11: Key position descriptions describing critical skills or experiences every employee included in the organizational chart (description can be general for core teachers). Qualifications for hiring should provide assurance that background checks and child abuse registry will be conducted for every employee in accordance with the law. √

(See information re Board structure, positions and responsibilities in Attachments 5)
(See information re school staffing plan in Section II D]

Key positions and responsibilities at HUM II

The **Principal** is the instructional leader and manager of the New Visions Charter High School and is ultimately responsible for ensuring that the school provides students with the skills, knowledge and experience necessary to succeed academically and socially. To do this, the principal must have the skills needed to adeptly facilitate and collaborate with faculty and staff; experience teaching using alternative pedagogy; ability to identify and use diagnostic and formative assessments; and ability to engage in and support classroom and organizational level inquiry to inform decision making.

The **Chief Operating Officer** (COO) is critical to the successful and efficient running of New Visions Charter High Schools. The COO oversees operational performance through managing finance, administration, technology, compliance and general school operations, in order to support student achievement and financial success. The COO will report to the Principal and manage the school's Operations team. S/he will work closely and collaboratively with the Principal and will be a member of the site's Leadership Team.

The **Assistant Principal** is the assistant instructional leader of New Visions Charter High School and is ultimately responsible for helping the Principal ensure that the school provides students with the skills, knowledge and experience necessary to succeed academically and socially. To do this, the assistant principal must have the skills needed to adeptly assist in facilitating and collaborating with faculty and staff; experience teaching using alternative pedagogy; ability to identify and use diagnostic and formative assessments; and ability to engage in and support classroom and organizational level inquiry to inform decision making. The assistant principal in conjunction with the guidance counselor will lead a grade group cohort from 9th-12th grades.

Utilizing leadership, advocacy, and collaboration, **Guidance Counselors** promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. The guidance counselor will work face-to-face to help students evaluate their abilities and interests. They will help them see their talents and personality characteristics to help them develop academic goals that will lead to sound college/career aims. The guidance counselor in conjunction with the assistant principal will lead a grade group cohort from 9th-12th grades.

Successful New Visions Charter High Schools **teaching candidates** will:

- Demonstrate strong content knowledge
- Have a proven track record for planning lessons with clear learning objectives and a means for assessing whether those objectives have been met

- Have a proven track record for engaging students in their own learning
- Have demonstrated success in working collaboratively on a team
- Have strong organizational and communication skills
- Have demonstrated success in tailoring instruction to the needs of diverse learners
- Be able to commit to our extended day schedule
- Be available to teach Saturday Academy, as needed

C1. Charter Management Organizations

We intend to contract with a not-for-profit charter management organization. √

Attachment 12: Background information on the CMO √

Attachment 13: A list of other schools managed by the CMO in NY with contact information √

Attachment 14: Academic performance data from schools managed by the CMO for the past three years √

Attachment 15: A summary of the CMO's fiscal performance for the past three years √

Attachment 16: The service agreement as executed between the school and the CMO (or template version if not yet executed) √

There are five main reasons why the applicant selected New Visions as the not-for-profit management organization for the New Visions Charter High School for the Humanities II:

- Potential to learn and share with district schools in a formal network: The applicant, with the Management Team at New Visions, explored the rationale for beginning additional NV charter high schools at this time. Together we decided that, given New Visions role as a Partnership Support Organization (PSO) in NYC managing a portfolio of 76 district schools and its successful bid to open two charter schools in September 2011 – NV Charter High School for the Humanities and NV Charter High School for the Humanities – it is in a unique situation to foster learning between district public and charter schools. If successful in establishing New Visions Charter High School for the Humanities II (HUM II), the school would join a network of public schools, district and charter, in a process that we believe can lead to the sharing practice and the improvement of high school education across New York.
- Personal History with the organization: The applicant has worked with New Visions over the past few years in engaging with and addressing issues of adolescent learning in High Schools and the interventions that adults and organizations can put in place to positively impact outcomes.
- Alignment with Organizational Philosophy: The applicant believes in the mission of New Visions; addressing the learning needs of students who have not traditionally been well-served by neighborhood schools.
- Access to the resources the organization brings to bear: The applicant understands the human capital, and consequently the support that is available through a formal relationship with New Visions.
- Finally, the applicant believes in New Visions' track record of success. Over its 20 year history serving the students, families, teachers and leaders of schools in New York City, New Visions for Public Schools (NVPS) has developed a demonstrated track record of creating successful, effective schools that serve under-privileged populations. This work has taken various forms with significant results. NV has:
    - Established 40 small, effective schools in New York City during the 1990s.

- Worked with more than 200 community partners to start 99 new small high schools through the New Century High Schools Initiative. The first cohort of these schools achieved a 77% graduation rate: 15% better than the city average and double the rate of the schools they replaced.
- Established an innovation lab within the New York City public school system. NV pioneered new data tools, 9th grade curricula, and classroom observation tools, among other resources, in our schools.
- Outpaced the city graduation rates in its PSO member schools while serving a higher percentage than the rest of the city of students who are African American or Latino, poor, English Language Learners and/or receive special education.
- Seen improvements in leading indicators focused on the 9th grade—more students every year are earning the number of course credits and passing state exams necessary for high school graduation and college entry and success.

By building off of the school creation work that New Visions has done through its participation in the New Century High Schools Initiative and its instructional and operational role as a Partnership Support Organization for the NYC Department of Education, HUM II will "hit the ground running." Systems are in place for school start-up, data collection and use, leadership identification and certification, teacher recruitment and hiring, professional development in the form of inquiry training and support, data collection and analysis, and many other critical areas for new schools.

Also, the school development team is interested in cultivating and maintaining a formal adult learning environment. New Visions has a tremendous amount of experience in supporting this type of environment. New Visions' Urban Teacher Residency Program is an important element of the school design.

New Visions will support the Charter High Schools in incorporate the "teaching hospital" model. Adults entering the teaching profession will have the opportunity at New Visions Charter Schools to be certified by working with a master teacher, teaching a reduced load at the school, participating on the school's cohort inquiry team and taking part in a reflective seminar with other beginning and master teachers. Residents, as the novice teachers are known, will be given immediate accountability for one section of students in the school. As such, they plan and implement curriculum, instruction, and assessment collaboratively under the tutelage of the master teacher. At each school, the resident and master teachers participate on the Cohort Inquiry Team. Harnessing the expertise of master teachers, and supporting them in creating and maintaining an adult learning culture within the school, serves as a catalyst for overall school improvement by cultivating a reflective professional culture.

New Visions Participation in the School:

- *See organizational structure in Attachment 10*
- *See Attachment 16*

Assessment of New Visions' Support: *see Attachment 16*

D. Staffing and Human Resources

New Visions Charter Office and the HUM II team will contract with The New Teacher Project (TNTP) to identify, recruit, hire and process teacher candidates. We will use the practices outlined in The School Leader's Toolbox, a collection of resources focused on Recruitment, Evaluation, Retention of High

Performers, Performance Accountability, and Building a Professional School Culture used by the nation's top charter school to recruit, manage and support a high-performing teacher workforce.

Teachers at HUM II will be recruited for their demonstrated experience and/or interest in:

- Project Based Learning Approach: At New Visions Charter High Schools, students will engage in a problem based learning approach that will require them to present solutions to real life challenges.
- Teaching of Reading and Writing: A targeted focus on writing in every content area to develop critical thinking skills.
- Collaborative Teaching: Working on grade level teams, teachers take ownership of student success by looking at data and student work to create individualized academic plans.
- Looping: Believing that a shared responsibility for understanding each student's needs is critical to each student's success, teachers will work in Lower House and Upper House teams, looping from 9-10th grade, and from 11th to 12th grade.

Our staffing growth plan is charted below:

Instructional Staff	2011-2012 Pre-opening	2012-2013	2014-2015	2015-2016	2016-2017	2017-2018
PRINCIPAL	0.5	1	1	1	1	1
ASSISTANT PRINCIPAL	0	1	2	3	4	4
GUIDANCE / COLLEGE ADVISOR	0	2	2	3	4	4
CLASSROOM TEACHERS	0	5	10	16	22	24
SPECIALTY TEACHERS	0	2	4	7	9	9
SPECIAL EDUCATION TEACHER	0	1.4	2.4	4	5.6	5.6
ENGLISH LANGUAGE LEARNER TEACHER	0	1.3	1.5	3.3	4.1	4.1
SPEECH TEACHER	0	0.1	0.2	0.2	0.3	0.3
SCHOOL / TEACHER AIDES	0	1	2	4	6	6
Operational Staff	**2011-2012 Pre-opening**	**2012-2013**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
CHIEF OPERATING OFFICER	0.4	1	1	1	1	1
BUSINESS MANAGER	0	1	1	2	2	2
SECRETARY	0	1	1	1	1	1
PARENT COORDINATOR (COMMUNITY)	0	0	1	1	1	1

Successful New Visions Charter High Schools teaching candidates will:

- Demonstrate strong content knowledge
- Have a proven track record for planning lessons with clear learning objectives and a means for assessing whether those objectives have been met
- Have a proven track record for engaging students in their own learning
- Have demonstrated success in working collaboratively on a team
- Have strong organizational and communication skills
- Have demonstrated success in tailoring instruction to the needs of diverse learners

- Be able to commit to our extended day schedule
- Be available to teach Saturday Academy, as needed

The model is built on the assumption that there would be 1 teacher scheduled with each section of students every period. Teaching aides would be assigned as needed; specialty teachers would have both their own sections of classes and assigned team teaching responsibilities. Special education teachers would be assigned to ensure that students were being taught in the least restrictive environment.

Success at New Visions Charter High School for the Humanities II (HUM II) depends on harnessing the expertise of all members of the HUM II community. To that end, there are both formal and informal opportunities for each constituency to contribute to the governance and administration of the school.

Teachers will hold seats on the major decision-making committees at the school, creating opportunities for teachers to increase their responsibility. At HUM II, as part of the New Visions Charter High School model, there exist roles which support teachers in taking on increasing responsibilities while continuing to develop their pedagogical skills. By embedding both a teacher certification and leadership certification program into the New Visions Charter High School model, teachers at HUM II will have the opportunity to move along a career pathway that takes them from pre-teaching to training and certification, through induction to classroom teaching with defined individual and team responsibilities, and then on to mentoring, participation on school administrative teams, formal preparation for school building certification, and formal opportunities to lead at the grade level, department, level and school level.

The descriptions below are recommended practices that will be agreed upon with faculty during the planning year, prior to school opening. Description of duties and roles will be revisited annually and revised as needed.

Organizational Inquiry Team

The Organizational Inquiry Team is the body that makes site-based decisions, based on authority delegated by the school's Board of Trustees. On this team sits the principal, teachers, parents and students. The council is the body responsible for analyzing information that emerges from the formal work of the Cohort Inquiry Teams in order to inform long term planning and goal setting, determine short term targets to include in the school improvement plan, budget resources – financial, human and community, and mold communication and outreach. The council meets bi-weekly and reports regularly to the Board of Trustees.

Cohort Inquiry Team

See description on p. 8

Hiring Committee

Faculty members play a determining role in the hiring process. Representative teachers on the Hiring Committee in interview candidates, assess applicants' effectiveness as they conduct demonstration lessons, and, with the principal, decide who is hired.

Additional Formalized Teacher Roles

Teachers will be selected to play specific roles in professional development. Details on the qualifications, terms, and responsibilities of these roles are listed below.

Mentor Teacher
Cohort Inquiry Team Leader
Department Inquiry Team Leader
Special Education Inquiry Team Leader
English Language Learner Inquiry Team Leader
Guidance Inquiry Team Leader

The school development team has drafted a framework for teacher evaluation that includes categories representing (a) the individual and teams' contributions to moving a target population of students as well as the notion that by focusing on improving instruction for the neediest students in the cohort, teachers become better teachers for all, (b) the individual's responsibility to plan effectively, and (c) the individuals responsibility to create effective environments for learning that allow for and depend upon effective assessment of and feedback to students. This final version of this framework will be presented to the Board of Trustees and included in the school's personnel manual.

A. Evaluation based on evidence of student learning: At least 80% of students show proof of growth through participation in pre- and post- skills-based tests in each content area

Through the identification and targeting of specific skills based on the Common Core Standards, members of cohort teams accelerate students' ability to interact with specific content and support students in the production of evidence of learning.

B. Evaluation based on evidence of addressing student needs: At least 80% of students in selected target group receive credit for 90% of their course load

Through the selection of a target group of students and focused attention to improving the performance of those selected students, teachers will make adjustments to their classroom teaching that will positively impact all students in the class.

C. Evaluation based on evidence of Effective Classroom Practice

1. Evidence of mastering NV Charter School Curricular Design Practices for Student Learning: At least 90% of students perform at or above proficiency for selected unit

   Through the systematic analysis of unit construction, anticipated outcomes, and actual performance teachers improve their planning and execution skills and positively impact student performance in their classes.

2. Evidence of honing NV Charter School Practices in Teaching through Observations of classroom practice: At least 95% of all students in observed classes are actively engaged in mastering content, asking questions, producing a deliverable that demonstrates their understanding of the content and/or defending their work to peers and teachers.

   Through constant and effective feedback to teachers on creating engaging and rigorous learning opportunities for learning, teachers become more effective in supporting student learning.

D. Evaluation based on outcomes of student survey: Survey tool to be identified

E. Student Recruitment, Enrollment, and Evidence of Demand

Currently there are approximately 16,000 students registered in 8th grade across the public schools in the six districts that comprise the Bronx. Last year, according to the Directory of New York City Public High Schools, there were approximately 13,500 seats available to these families. With six of the Bronx High Schools, representing eighteen hundred 9th grade seats, on NYS list of Persistently Low Achieving schools and the performance levels of many of the other high schools in the Bronx – [four year graduation rates for Cohort 2004 (with data through August 2008: local + regents diplomas) range

between 46% and 62% (with the median being approximately 59%); six- year graduation rates for Cohort 2002 (with data through August 2008: local + regents diplomas) range between 53% and 65% (with the median being approximately 57%)] – extremely low, there is and will continue to be a need for quality high schools seats in the Bronx.

Our student recruitment efforts have consisted of a variety of efforts that are highlighted below. All our outreach materials are available in English and Spanish. These include: brochure, FAQ, applications and flyers promoting our orientation sessions and school opening. The New Visions website www.newvisions.org/charter includes all our materials and offers families the opportunity to apply online or download the application. While we have not officially begun recruitment for the proposed 2012 schools, we have opened up conversations about 2012 with Principals and Guidance Counselors as we do our outreach for the two 2011 Charter Schools.

Middle Schools

- Personal contact with all schools in District 10, Bronx
- Overview email sent to principals of all middle schools in Bronx (Districts 7, 8, 9, 10, 11, and 12) and middle schools in Northern Manhattan (Districts 6) and charter schools in Bronx and Manhattan with 8th grade students.
- Presentations to parent groups during Parent Teacher Conference Nights at MS 206 in the Bronx and MS 95, and MS 302

Press – Ads promoting our community forums have been taken out in the following newspapers:

- Daily News- Bronx Section
- El Diario La Prensa
- Local Bronx/Northern Manhattan Papers
    - Norwood News
    - Riverdale Press
    - Bronx Times
    - Coop City Times
    - Manhattan Free Press- bilingual Spanish English Ad
    - Bronx Free Press – bilingual Spanish English Ad

Community Organizations – we have collaborated with the following organizations to promote the schools and enrollment opportunities in our charter schools. Additional agencies are currently being identified.

- Agency for Children's Services (City wide) – Interest in targeting children in the foster care system who typically are not made aware of new school enrollment opportunities. ACS is distributing our flyers, applications and school information to its network of child welfare providers in the Bronx and Northern Manhattan.
- Jewish Child Care Association (Mott Haven)
- Phipps Community Development Corporation (East Tremont)
- Northwest Bronx Community & Clergy Coalition (Kingsbridge) – bilingual community organizer from NWBCC is supporting our outreach efforts.
- BronxWorks (Highbridge)
- Pueblo En Marcha (Mott Haven)
- South Bronx Community Congress (South Bronx)

- East Side House Settlement (South Bronx)
- South Bronx Overall Economic Development Corporation (Mott Haven)
- Coalition for Educational Justice (City wide)
- Advocates for Children (City wide) – assisted with the identification of organizations to target for purposes of reaching ELL and Special Ed students.
- Voices Unbroken (The Hub)
- Visiting Nurse Service (Bronx Wide)
- Resources for Children with Special Needs (City wide)
- Hunts Point Alliance for Children (Hunts Point)

Faith-based Organizations – New Visions is partnering with Northwest Bronx Community and Clergy Coalition and the Reverend Alfonso Wyatt, AME Associate Pastor and Vice President, Fund for the City of NY to promote the schools and enrollment opportunities to members of the faith based communities. The list below includes faith based institutions that we are collaborating with.

- Trinity Baptist Church—(Wakefield)
- Grace Gospel Church (Morrisania)
- Bronx Small Church Association (Bronx Wide)
- Bronx Clergy Taskforce (Bronx Wide)
- Education Music and Sports Youth Program (Bronx Wide)
- Emmanuel Baptist Church (North Bronx)
- Full Circle of Christ Church (North East Bronx/Co-op City
- Mind Builders Cultural Arts Youth Program (Wakefield)
- Jesus Saves Back To Life Ministries (Morrisania)
- Muslim Women's Institute for Research and Development (Highbridge)
- Bronx Christian Fellowship Church (Northwest/Gun Hill Road)
- La Resurreccion (South Bronx)
- Our Lady of Refuge (Northwest Bronx)
- Our Lady of Mercy (Northwest Bronx)
- St. Brendants Church (Northwest Bronx)
- St. James Church (Northwest Bronx)
- St. Phillips Neri (Northwest Bronx)
- Our Lady of Lauderday (Northwest Bronx.
- St. Nicholas of Tolentine (Northwest Bronx) – presenting to the Religious Education Classes of 8th grade students

Housing Projects

- Marble Hill Housing Project
  - Presented at the Tenants Association Meeting
  - Distributed flyers promoting the charter schools and community forums to 2,000 tenants in the Marble Hill Housing Project
  - Posted in each building lobby and community centers
- Currently conducting outreach to the Bailey Avenue Projects, Fort Independence Projects, Tracey Towers, Fordham Bedford Buildings

Community Forums/Informational Sessions Promoting Student Recruitment – translation services have been provided in all forums where needed.

- Jan 20th St. Stephen' United Methodist Church, 146 West 228th Street, Bronx NY 10463
- Feb 9th Mosholu Montefiore Community Center- 2450 DeKalb Avenue, Bronx NY 10467
- Feb 12 – 13th Martin Luther King New Schools Fair
- Feb 28th Mosholu Montefiore Community Center- 2450 DeKalb Avenue, Bronx NY 10467
- March dates to be scheduled

We will follow a similar course of action next year if the applications are successful.

F. Community Involvement

Parents

See p. 18

Parents are represented on the Organizational Inquiry Team *(see p. 30)*

Partnership

See p. 8

Community Outreach Efforts

The New Visions Charter development team believes that student success is contingent on parental involvement and engagement. We will partner with parents to set high expectations for students and create a culture of college readiness. We will support parents as partners in their children's education: help parents access and use data effectively, ensure parents understand student progress and challenges and collaboratively celebrate successes.

Community partners play a key role in informing and supporting student learning/curriculum by supplying opportunities for students to understand how the skills and content students are learning in school can be applied to the real world. As students progress to the school, we believe they must engage with their communities as active participants.

Our Community Outreach efforts have consisted of a variety of efforts that are highlighted below. We have focused our initial conversations on the following points:

- Who is New Visions and why charter
- Our Charter High School Educational Model
- Our continued commitment to the Bronx – currently support 25 schools in the Bronx PSO and 2 Charter schools slated to open in September 2011.
- Commitment to work with the community and parents to partner in the school and inform the learning of students.
- Our commitment to students with special needs. Currently special education students make up 12.9% of our to Bronx PSO member schools and 14.7% of the total Bronx PSO student are English Language Learners

The intent of these conversations is to better understand the community and to look for potential partnerships as the proposed charter schools develop. We have reached out to:

See list of schools, organizations and community representatives we have met with in the recruitment section above.

F.1. Joint Application

HUM II does not propose to be affiliated with a college, university, museum, educational institution, other not-for-profit organization, or other partner that is not an educational service provider.

III. FINANCIAL PLAN

The Financial Plan should provide an understanding of how the applicants intend to develop and manage the school's infrastructure and finances. It should present a clear picture of the school's revenue projections; expenditure requirements; facilities needs; transportation and food service plans; and pre-opening plan.

A1. Charter School Budget and Cash Flow Template

Attachment 17: Budget and Cash Flow Templates √

A2. Budget Information for Applicants Applying for a Charter School Program (CSP) Grant[3]

As per The State Education Department memo dated 3-16-2011, Modifications to the NYSED Charter School Application Kit, we are making assurances on the cover page of our intent to apply and not completing CSP Grant application forms at this time.

B. Financial Management

New Visions Charter High School for the Humanities II (HUM II) will undertake the conduct all fiscal and programmatic audits as required by the New York Charter Schools Act. Information gathered from these documents will be used to inform school-wide and classroom level decision-making. These audits will be available to the public.

Fiscal Audit

HUM II will hire an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial records including the balance sheet, cash flow statement and income statement, pursuant to Education Law 2854(1)(c). Additionally, the CPA will audit the school's journal entries, payroll and record/receipt filing systems. All transactions and documents will adhere to generally accepted accounting procedures (GAAP). The audit of the school will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States. The school's fiscal year will be from July 1 to June 30. The period of the first annual audit will include the start up period through the end of the first fiscal year.

Programmatic Audit

HUM II shall submit an Annual Report to the New York Board of Regents, in accordance with Education Law 2857(2). The Annual Report will include a discussion of the progress made toward the school's achievement goals. The Report will also include information required by the commissioner of education in regulations adopted for this purpose, such as graduation rates, dropout rates, performance of students on standardized tests, total spending per pupil and administrative spending per pupil. A copy of the school's financial audit will also be included in the annual report.

Accountability Plan

HUM II will develop an Accountability Plan that will include multiple instruments and measures to determine the school's progress in meeting its goals and fulfilling its mission.

[3] The provision of information or data, including fiscal data, through annual reporting is a required element of §5203 of the ESEA—CSP Grant.

The financial plans presented for New Visions Charter High School for the Humanities II (HUM II) are sound as evidenced by the following conservative revenue assumptions and comprehensive expenditure assumptions:

- The primary source of revenue is from school district Per Pupil Revenue following each student attending the charter school and is budgeted at the 2010-11 published rate of $13,527.
- Title I funding is included based on demographics of our current student population in the Bronx, 89% of the students being eligible. The 2009-10 rate per student of $1,100 is forecasted for the term of the charter.
- New Visions will provide a school creation grant of $550,000 to HUM II. $150,000 will be available for the start-up period with the remaining $400,000 in year 1. HUM II will be permitted to carryover any unspent grant funds throughout the first charter term.
- New Visions is confident it will be able to secure additional private funding. New Visions has an excellent track record of fund-raising. Over the past 10 years, it has raised nearly $200 million to support public education reform initiatives, including $75 million to support the creation of 99 small high schools throughout New York City. New Visions has already been invited to submit a funding proposal to the Bill and Melinda Gates Foundation to support its charter school planning and start-up work. The organization also has proposals pending with the Tiger Foundation and the U.S. Department of Education.
- Spending categories in personnel and other than personnel are comprehensive and wide-ranging, and are tailored to student enrollment. Salary increases are set at a standard COLA increase of 3% per year.
- New Visions will serve as the management company and has committed that it will not charge fees during the start-up period, which is calculated at 8% of revenues in years 1 through 5.
- During the start-up period, New Visions will provide the planning team office space, equipment, supplies, and any needed training facilities. Staff will be kept lean with the Principal and Chief Operating Officer working full-time for 5 months, prior to the commencement of school operations beginning with a 9th-grade summer bridge program on or about July 1st.

The financial plan was prepared by qualified professionals from New Visions in consultation with Charter School Business Management Inc., (CSBM) which has extensive experience with creating and reviewing multi-year budgets based on firsthand knowledge from working with several charter schools in and outside of New York City. In the event HUM II is granted a charter, New Visions and the school will continue to work with CSBM to establish its financial policies and procedures manual, set up its accounting system, and train its Board and staff members regarding charter school finance.

C. Facility

To date, New Visions Charter High School for the Humanities II (HUM II) has been working with the Office of New Schools of the New York City Department of Education (NYC DOE) to identify an appropriate facility in an existing or new NYC DOE facility in Community School in the Bronx. Though no location has yet been secured, the NYC DOE has expressed its desire to identify a location for the New Visions Charter High School for the Humanities II (HUM II) as part of the overall “close and replace” strategy for a subset of schools on the Persistently Low Achieving list.

At this time, New Visions Charter High School for the Humanities II (HUM II) does not anticipate owning or leasing its facility. As we intend for the school to be located in a public school building, the school anticipates occupying the space on terms similar to those currently established between the New York

City Department of Education (the "Department") and other charter schools. Specifically, the Department of Education does not charge rent to charter schools located in public school facilities.

D. Transportation

Students attending New Visions Charter High School for the Humanities II (HUM II) will receive transportation services for which they are eligible under 2853(4)(b) and 3635 of New York State Education Law. Specifically, transportation services will be provided by the New York City Department of Education, Office of Pupil Transportation, in accordance with Department regulations. Services include yellow-bus service or Metrocards for public transportation. In the event that students are ineligible for transportation services through the New York City Department of Education, the parents or guardians of such students will be responsible for providing transportation. Furthermore, HUM II's calendar and timetable will be coordinated with those of other NYC DOE schools to facilitate student transportation. In the event that HUM II is in session on days when NYC DOE is not in session, the HUM II shall seek arrangements with the DOE, if necessary, to ensure transportation, at cost, pursuant to 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Funding will be identified in the School's budget once actual costs, if any, are known. HUM II will work to ensure that all students be issued NYC "group passes" for transportation to field trips. Discussions will be held with NYC DOE prior to April 1 of each school year regarding the unavoidable delay in submission of new student transportation forms due from parents no later than April I, but delayed by a later mandated submissions lottery date for new students.

E. Food Service

New Visions Charter High School for the Humanities II (HUM II) will offer breakfast, lunch, and for any extended-day schedule, an afternoon snack to all students.

HUM II will participate in the Federal Free and Reduced Priced breakfast, lunch, and snack programs administered by the U.S. Department of Agriculture. The school will adhere to all applicable program requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

HUM II anticipates that it will be located in a New York City public school building. As such, the school anticipates receiving on-site food services from the New York City Department of Education (the "Department"). The Department provides food services to charter schools at no cost. The Department's food service meets the requirements of U.S. Department of Agriculture.

F. Insurance

New Visions Charter High School for the Humanities II will competitively bid our and purchase comprehensive insurance policies. New Visions as an organization has always carried these insurances and, as part of our work supporting the opening the two approved 2011 charters, have bidded out their insurance needs and received quotes from various companies.

At a minimum, the school's policy will include:

- General liability insurance with $2 million aggregate coverage and $1 million coverage for each occurrence
- Umbrella liability insurance with at least $5 million of coverage

- Directors and Officers insurance with at least $1 million in coverage
- Student accident and medical expense insurance with at least $1 million in coverage
- Automobile insurance for privately-owned vehicles used for school business
- Property insurance with at least $250,000 in coverage for leasehold improvements, school furnishings and equipment

G. Pre-Opening Plan

The New Visions Charter Office developed a detailed pre-opening plan that breaks out individual tasks for the following categories of work:

Human Resources (job descriptions, process, etc)	January 2012 – July 2012
Financial-Legal (legal counsel, bank, purchasing, etc.)	pre-authorization –July 2012
Admissions (application, recruitment, lottery, etc.)	January 2012 – July 2012
Attendance (policy and system)	February 2012
SPED (identify, record, CSE contact, etc.)	Immediately post lottery
Facility (identify, prep, purchase materials, etc.)	May 2012 – July 2012

New Visions Charter Staff is currently implementing our SUNY approved pre-opening plan for two charter schools slated to begin in September, 2011.

TABLE OF REQUIRED ATTACHMENTS

2011 New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Visions Charter High School for the Humanities II (HUM II)

Attachment Number	Title
Attachment 1	Roster of Key Contacts
Attachment 2	Certification Statement
Attachment 3	Sample Daily Schedule
Attachment 4	Proposed Annual Calendar
Attachment 5	Proposed Corporate By-laws
Attachment 6	Proposed Code of Ethics
Attachment 7	Resumes/CVs of Prospective Founding Group Members
Attachment 8	Statement of Assurances
Attachment 9	Requests for Information from Prospective Charter School Board Members
Attachment 10	Organizational Chart
Attachment 11	Key Position Descriptions
Attachment 12	CMO Background Information
Attachment 13	Schools Managed by CMO
Attachment 14	Academic Performance Data from Schools Managed by CMO
Attachment 15	Summary of CMO's Fiscal Performance for Past Three Years
Attachment 16	Template Service Agreement with CMO
Attachment 17	Budget and Cash Flow Template

SUBMITTED: MARCH 31, 2011

Attachment 1: Roster of Key Contacts

New Visions Charter High School for the Humanities II (HUM II)

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
Brad Haggerty	Lead Applicant
Ronald Chaluisan	Media Contact
Julia Chun	Founding Group Member
Genevieve de Gaillande	Founding Group Member
Robert Hiller	Founding Group Member
Madeleine Holzer	Founding Group Member
Stacy Martin	Founding Group Member
Lori Mei	Founding Group Member
Janet Price	Founding Group Member
Jennie Soler-McIntosh	Founding Group Member
Lewis Thomas	Founding Group Member
Yvette Armstrong	Proposed Board Member
Ronald Chaluisan	Proposed Board Member, ex officio
Angel Rodriguez	Proposed Board Member

Attachment 2: Certification Statement

New Visions Charter High School for the Humanities II (HUM II)

Proposed Charter School Name
New Visions Charter High School for the Humanities II

Proposed School Location (District) Community School District(s) 7, 8, 9, 10, 11, 12

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into an agreement with us, as the Board of Trustees, setting forth the terms and conditions under which we, the Board of Trustees, will operate the charter school.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I also certify that I am an eligible to apply for a charter under the requirements of Education Law. This is a true statement, made under the penalties of perjury.

Signature of Lead Applicant/
Authorized Person Brad Haggerty Date 3/30/11

(Please label the copy that has original signatures)

Print/Type Name Brad Haggerty

Address:
c/o New Visions for Public Schools, 320 West 13th Street, 6th floor, NYC NY 10014

Daytime Phone: 212.645.5110 ext. 6324 Email: bhaggerty@newvisions.org

ORIGINAL

ATTACHMENT 3: New Visions Charter High School for the Humanities II (HUM II)
SAMPLE DAILY SCHEDULE- Trimester 1

		A-DAY	B	C	D	E	F	
8:30 - 9:16	*section 1*	EXTENDED DAY AND ENRICHMENT ACTIVITIES – STUDENTS PROGRAMMED INDIVIDUALLY						
	section 2							
	section 3							
	section 4							
	section 5							
9:18- 10:18	*section 1*	*MATH*	*MATH*	*MATH*	*MATH*	*MATH*	*MATH*	
	section 2	*LIV ENV*	*LIV ENV*	*LIV ENV*	*LIV ENV*	*LIV ENV*	*LIV ENV*	
	section 3	*SS*	*SS*	*SS*	*SS*	*SS*	*SS*	
	section 4	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	
	section 5	*ART*	*SPAN*	*ART*	*SPAN*	*ART*	*SPAN*	
10:20- 11:20	*section 1*	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	
	section 2	*MATH*	*MATH*	*MATH*	*MATH*	*MATH*	*MATH*	
	section 3	*LIV ENV*	*LIV ENV*	*LIV ENV*	*LIV ENV*	*LIV ENV*	*LIV ENV*	
	section 4	*SS*	*SS*	*SS*	*SS*	*SS*	*SS*	
	section 5	*CCR*	*PE*	*CCR*	*PE*	*CCR*	*PE*	
11:22 - 12:22	*section 1*	*PE*	*CCR*	*PE*	*CCR*	*PE*	*CCR*	
	section 2	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	*ENGLISH-ELL*	
	section 3	*SPAN*	*ART*	*SPAN*	*ART*	*SPAN*	*ART*	*LUNCH FOR MATH AND SCIENCE TEACHERS*
	section 4	*CCR*	*PE*	*CCR*	*PE*	*CCR*	*PE*	
	section 5	*SS*	*SS*	*SS*	*SS*	*SS*	*SS*	
12:24 - 1:24		*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*	
		LUNCH	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*	
		LUNCH	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*	*COMMON PLANNING TIME FOR CORE TEACHERS*
		LUNCH	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*	

		LUNCH	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*	*LUNCH*
		A-DAY	B	C	D	E	F
1:26 - 2:26	section 1	LIV ENV	LIV ENV	LIV ENV	LIV ENV	LIV ENV	LIV ENV
	section 2	PE	CCR	PE	CCR	PE	CCR
	section 3	PE	CCR	PE	CCR	PE	CCR
	section 4	ART	SPAN	ART	SPAN	ART	SPAN
	section 5	MATH	MATH	MATH	MATH	MATH	MATH
2:28-3:28	section 1	SS	SS	SS	SS	SS	SS
	section 2	SPAN	ART	SPAN	ART	SPAN	ART
	section 3	MATH	MATH	MATH	MATH	MATH	MATH
	section 4	LIV ENV	LIV ENV	LIV ENV	LIV ENV	LIV ENV	LIV ENV
	section 5	ENGLISH-ELL	ENGLISH-ELL	ENGLISH-ELL	ENGLISH-ELL	ENGLISH-ELL	ENGLISH-ELL
3:30 -4:30	section 1	ART	SPAN	ART	SPAN	ART	SPAN
	section 2	SS	SS	SS	SS	SS	SS
	section 3	ENGLISH-ELL	ENGLISH-ELL	ENGLISH-ELL	ENGLISH-ELL	ENGLISH-ELL	ENGLISH-ELL
	section 4	MATH	MATH	MATH	MATH	MATH	MATH
	section 5	LIV ENV	LIV ENV	LIV ENV	LIV ENV	LIV ENV	LIV ENV

LUNCH FOR ENGLISH-ELL AND SOCIAL STUDIES TEACHERS

SAMPLE TEACHER SCHEDULE

8:30 - 9:16	REMEDIATION-ENRICHMENT (SMALL GROUP INSTRUCTION) [Either A-C-E days or B-D-F days]
9:18-10:18	MATH SECTION 1
10:20-11:20	MATH SECTION 2
11:22-12:22	LUNCH
12:24-1:24	COMMON PLANNING TIME
1:26-2:26	MATH SECTION 5
2:28-3:28	MATH SECTION 3
3:30-4:30	MATH SECTION 4
4:30-6:30	EXTRA-CURRICULAR ACTIVITIES – TEACHERS PAID ADDITIONALLY [Monday – Thursday]

ATTACHMENT 4: New Visions Charter High School for the Humanities II (Hum II)
Yearly Calendar 2012-2013

HUM II will be in session for students for 180 days during the 2012-2013 school year, with an additional 12 days scheduled for the required Bridge Program for all students entering 9th and 10th grades.

All Teachers, Administrators and non-instructional staff will be 12-month employees who will be paid for 13 legal holidays, 15 school holidays in 2012-2013. In addition, all staff will receive 12 vacation days which must be taken within a specified time period.

Teachers' vacation days will be taken in August. Administrators and non-instructional staff will take the 12 vacation days August on a staggered basis to ensure that the school is staffed for summer school, the Bridge program and summer Regents testing periods. The Administrator and non-instructional staff vacation schedule will be finalized by the Principal and COO. The holiday breakdown is as follows:

Month	# Legal Holidays	# School Holidays	Legal Holidays	School Holidays
July	1	0	Independence Day	
August	0	0		
September	3	0	Labor Day, Rosh Hashanah Rosh Hashanah	
October	1	0	Columbus Day	
November	3	0	Veterans Day Thanksgiving Day Day After Thanksgiving	
December	1	5	Christmas (Observed)	Winter Break
January	2	0	New Year's (Observed) Martin Luther King Day	
February	1	4	Presidents Day	Mid-Winter Break
March	0	5		Spring Recess
April	0	1	Easter/ Passover Observed	
May	1	0	Memorial Day	
June	0	0		
Total	**13**	**15**		

Professional Development, without students:

- 2 PD days, no students, immediately following Labor Day
- 1 PD day, no students, immediately following last day of trimester 1
- 2 PD day, no students, immediately following last day of trimester 2
- 3 PD days, no students, immediately following last day of trimester 3

For additional pay:

- Saturday School (posted) up to 25 Saturdays; up to ½ the teaching staff
- After School (posted) up to 40 weeks at 4 hrs/week for up to 6 teachers

JULY 2012
12 Instructional ½ days REQUIRED SUMMER BRIDGE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 4TH OF July NO SCHOOL	5 Teacher PD FULL DAY	6 Teacher PD FULL DAY	7
8	9 Required Summer Bridge	10 Required Summer Bridge	11 Required Summer Bridge	12 Required Summer Bridge	13 Teacher PD 4 hrs	14
15	16 Required Summer Bridge	17 Required Summer Bridge	18 Required Summer Bridge	19 Required Summer Bridge	20 Teacher PD 4 hrs	21
22	23 Required Summer Bridge	24 Required Summer Bridge	25 Required Summer Bridge	26 Required Summer Bridge NEW VISIONS CHARTER BRIDGE PROGRAM CELEBRATION	27 Teacher PD FULL DAY	28
29	30 Teacher PD FULL DAY	31 Teacher PD FULL DAY				

AUGUST 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2012
15 Instructional days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 *Labor Day* *NO SCHOOL*	4 Teacher PD FULL DAY	5 Teacher PD FULL DAY	6 TRIMESTER 1 BEGINS FOR STUDENTS	7	8
9 NEW VISIONS CHARTER FAMILY PICNIC	10	11	12	13	14	15
16	17 *Rosh Hashanah* *NO SCHOOL*	18 *Rosh Hashanah* *NO SCHOOL*	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2012
22 Instructional days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 *Columbus Day* *NO SCHOOL*	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2012
19 Instructional days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12 *Veteran's Day* *NO SCHOOL*	13	14	15	16 NEW VISIONS CHARTER POTLUCK DINNER	17
18	19	20	21	22 *Thanksgiving Day* *NO SCHOOL*	23 *NO SCHOOL*	24
25	26	27	28	29	30	

DECEMBER 2012
14 Instructional days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	4	6 END OF TRIMESTER #1 (60 DAYS)	7 Teacher PD FULL DAY	8
9	10 BEGINNING OF TRIMESTER #2	11	12	13	14 TRIMESTER 1 PROGRESS REPORTS DISTRIBUTED NEW VISIONS CHARTER FALL CREDIT NIGHT: Celebration of Student Achievement	15
16	17	18	19	20	21	22
23	24 *Winter Break* *NO SCHOOL*	25 *Christmas Day* *NO SCHOOL*	26 *Winter Break* *NO SCHOOL*	27 *Winter Break* *NO SCHOOL*	28 *Winter Break* *NO SCHOOL*	29
30	31 *Winter Break* *NO SCHOOL*					

JANUARY 2013
21 Instructional days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 *New Year's Day* *NO SCHOOL*	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 *Martin Luther King Day* *NO SCHOOL*	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2013
15 Instructional days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 *President's Day* *NO SCHOOL*	19 *Mid- Winter Break* *NO SCHOOL*	20 *Mid-Winter Break* *NO SCHOOL*	21 *Mid-Winter Break* *NO SCHOOL*	22 *Mid-Winter Break* *NO SCHOOL*	23
24	25	26	27	28		

MARCH 2013
14 Instructional days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20 END OF TRIMESTER #2 (60 DAYS)	21 Teacher PD FULL DAY NO STUDENTS	22 Teacher PD FULL DAY NO STUDENTS	23
24	25 *Spring Recess* *NO SCHOOL*	26 *Spring Recess* *NO SCHOOL*	27 *Spring Recess* *NO SCHOOL*	28 *Spring Recess* *NO SCHOOL*	29 *Spring Recess* *NO SCHOOL*	30
31						

APRIL 2013
21 Instructional days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 *Passover observed* *NO SCHOOL*	2 BEGINNING OF TRIMESTER #3	3	4	5 TRIMESTER 2 PROGRESS REPORTS DISTRIBUTED NEW VISIONS CHARTER Credit Night: Celebration of Student Achievement	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2013
22 Instructional days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 **NEW VISIONS CHARTER Spring Performance Day**	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 *Memorial Day* ***NO SCHOOL***	28	29	30	31	

JUNE 2013
17 Instructional days

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25 **END OF TRIMESTER #3 (60 DAYS)** **NEW VISIONS CHARTER Spring Credit Night: Celebration**	26 Teacher PD FULL DAY NO STUDENTS	27 Teacher PD FULL DAY NO STUDENTS	28 Teacher PD FULL DAY NO STUDENTS FINAL PROGRESS REPORTS DISTRIBUTED COMMENCE-MENT	29
30						

ATTACHMENT 5: BY-LAWS OF
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II (HUM III)

ARTICLE I MEMBERS

1.1 Members. The Educational Corporation known as the New Visions Charter High School for the Humanities II ("School") shall have no members all rights that would vest in the members vest in the School's Board of Trustees.

ARTICLE II TRUSTEES

2.1. Powers. The School shall be managed by the Board of Trustees ("Trustees"). Trustees shall act only through the Board of Trustees, and shall have no power as individual trustees.

2.2. Qualifications. Each Trustee shall be at least 18 years of age. Trustees shall have such other qualifications as may be prescribed by the Certificate of Incorporation or these Bylaws.

2.3. Number.

2.3.1. Voting Trustees. The number of voting Trustees on the Board of Trustees shall not be less than five and not more than 11, or such other maximum number as may be determined from time to time by vote of a majority of the entire Board of Trustees (the term "entire Board" has the same meaning set forth in section 2.8 below). Any newly created Trustee positions may be filled in accordance with section 2.7 below. If the Board of Trustees votes to decrease the number of Trustees, such a decrease shall not affect the term of any incumbent Trustee. If new Trustee positions are created, the Board of Trustees shall determine the class(es) of the additional Trustee(s) in accordance with the principles of section 2.5.

2.4. Initial Trustees; Nomenclature. The seven members of the initial Board of Trustees ("Initial Trustees"), and their respective Board positions, shall be designated by majority vote of the founders who shall be set forth in the School's provisional charter (certificate of incorporation).

2.5. Terms. At the first Annual Meeting, the Trustees shall be divided into three approximately equal classes to serve one-, two-, and three-year terms respectively ("Classification Terms") so that thereafter, one-third of the Trustees' terms shall expire at the time of the Annual Meeting over the subsequent three years. Each Trustee elected after the expiration of a Classification Term shall hold office for a term of three years. Each Trustee may be elected to a successive *term*.

2.6. Election of Trustees. After the expiration of the Classification Terms of an Initial Trustee {or as of the first Annual Meeting following the earlier death, resignation or removal of an Initial Trustee), such Trustee's Board position shall be considered open. No special qualification, residence or affiliation requirements are imposed by these by-laws in respect of such seats. Candidates for open Board positions shall be nominated as follows: a Nominating Committee designated by the Board and composed of Trustees whose terms are not expiring shall nominate one or more candidates for each open Other Seat. At each Annual Meeting, the Trustees shall, by a majority of votes cast, elect Trustees (to the extent there are open Board positions) and elect officers of the School for the ensuing year; the Trustees shall transact such other business as may properly come before the meeting. In the event that no candidate receives a majority of votes cast, the two candidates receiving the highest number of votes shall participate in a run-off, until one candidate receives a majority of the votes cast. Blank votes or abstentions shall not be counted in the number of votes cast. Any Trustee duly elected at an Annual Meeting shall hold office until the expiration of his or her term and until his or her successor is elected and qualifies (or until his or her earlier death, resignation or removal).

2.7. Newly Created Trusteeships and Vacancies. Both newly created Trusteeships resulting from an increase in the number of Trustees and vacancies among the Trustees for any reason, including, without limitation, the removal of a Trustee, may be filled by the vote at any meeting of the Board of Trustees of a majority of the Trustees then in office. A Trustee elected pursuant to this section of these by-laws shall hold office until the next Annual Meeting of the Board of Trustees at which the election of Trustees is in the regular order of business and until his/her successor shall be elected and shall qualify, or until such Trustee's earlier death, removal or resignation.

2.8. Removal of Trustees. In accordance with Education Law, a trustee may be removed for cause by a vote of the Board of Trustees, provided said Trustee and all other Trustees have been duly notified in writing with the reason for removal lodged by a Trustee, and provided there is a quorum of not less than a majority of the entire Board of Trustees at the meeting at which such action is taken. As used in these by-laws, "entire Board of Trustees" means the total number of Trustees entitled to vote which the School would have if there were no vacancies on the Board of Trustees.

2.9. Annual Meeting. The Annual Meeting of the Board of Trustees shall be held in the month of December of each year at the main facility of the School, or at such other place and at such time as shall be determined by the Board of Trustees or the Chairperson and designated in the notice or waivers of notice of the meeting.

2.10. Annual Financial Report. At each Annual Meeting of the Board of Trustees, the Chairperson and Treasurer shall present an annual financial report showing in appropriate detail the following:

- the assets and liabilities of the School as of the end of the fiscal year;
- the principal changes in assets and liabilities during such fiscal year;
- the revenue or receipts of the School, both unrestricted and restricted to particular purposes during such fiscal year; and
- the expenses or disbursements of the School, for both general and restricted purposes, during such fiscal year.

This annual financial report is a requirement separate from that of the filing of an annual report with the charter entity and the Board of Regents in accordance with Section 2.11 or from any other financial reporting requirements the Board of Trustees may have.

2.11. Annual Report. In accordance with the New York Charter Schools Act, an annual report shall be submitted to the "charter entity" and to the Board of Regents. This annual report shall be in the form and contain information as prescribed by the New York Charter Schools Act and the Charter Agreement, and shall include a copy of the most recent independent fiscal audit of the school, which will be monitored and compiled by an Audit Committee.

2.12. Regular and Special Meetings. Regular or any special meetings of the Board of Trustees may be held at any place within or outside of the State of New York. Regular meetings of the Board of Trustees may be held at such times as may be fixed from time to time by resolution of the Board of Trustees, but shall be held at least monthly. Special meetings of the Board of Trustees may be called at any time by the Chairperson, shall be called by the Secretary of the School on the request of any two Trustees, or may be called in the absence of the Chair by the Senior Trustee upon written request of three Trustees.

2.13. Quorum. A majority of the entire Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

2.14. Notice or Waiver of Notice of Meetings. Annual, regular and special meetings of the Board of Trustees shall be held on notice to the Trustees. Notice of any adjournment of a meeting of the Board of Trustees to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present. Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board of Trustees shall be given to each Trustee not later than noon, New York time, on the seventh day prior to the meeting. Notices are deemed to have been given: by mail, when deposited with the first class postage thereon prepaid, at a post office or official depository under the exclusive care and custody of the United States Postal Service; by telegram at the time of filing; by messenger at the time of delivery; by electronic mail at the time of transmission; and by facsimile at the time of confirmation of transmission, mechanical or otherwise. Notices by mail, telegram, messenger, electronic mail or facsimile shall be sent to each Trustee at the address, electronic mail

address, or facsimile number designated by him/her for that purpose or, if none has been so designated, at his/her last known address. Notice of any meeting of the Board of Trustees need not be given to any Trustee who submits a signed Waiver of Notice, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at the commencement thereof, the lack of notice to him/her. If a purpose of a meeting of the Board of Trustees is the removal of any director, the notice or waiver of notice of such meeting shall so state.

2.15. Open Meetings. Notwithstanding any other provisions of these By-laws, the School shall comply with the New York Open Meetings Law.

2.16. Executive Session. To the extent permitted by the New York Open Meetings Law, after opening a regular or special meeting of the Board of Trustees in open session, the Board may by resolution go into Executive Session. Topics for an Executive Session will be limited to those few confidential matters identified in the New York Open Meetings Law.

2.17. Action by the Board of Trustees

2.17.1 Except as otherwise provided in Sections 2.18 and 2.19 of these By-laws, any reference in these by-laws to action to be taken by the Board of Trustees shall mean such action at a meeting of the Board of Trustees except as otherwise expressly required by law or by these by-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board of Trustees. In any ease in which a Trustee is entitled to vote, he/she shall have no more than, or no less than, one vote.

2.17.2 Pursuant to the Education Law, if any Trustee shall fail to attend three consecutive meetings without excuse accepted by the Board of Trustees, the Trustee shall be deemed to have resigned, and the vacancy shall be filled.

2.18. Videoconference Meetings. Any one or more members of the Board of Trustees or any committee thereof may participate in a meeting of the Board of Trustees or such committee by means of videoconferencing or similar communication equipment allowing for simultaneous visual and auditory participation of all persons participating in the meeting so long as the public has notice of and access to all such locations in accordance with the New York Open Meetings Law. Participation by such means shall constitute presence in person at a meeting.

ARTICLE III EXECUTIVE AND OTHER COMMITTEES

3.1 Executive and Other Committees of Trustees.

3.1.1 The Board of Trustees, by resolution adopted by a majority of the entire Board of Trustees, may designate from among its members an Executive Committee,

consisting of five, and other standing committees, each consisting of three or more Trustees, and each of which, to the extent provided in the resolution, shall have all the authority of the Board of Trustees, except that no such committee shall have authority as to the following matters:

- the filling of vacancies in the Board of Trustees or in any committee;
- the fixing of compensation of the Trustees for serving on the Board of Trustees or on any committee;
- the amendment or repeal of the by-laws or the adoption of new by-laws; and
- the amendment or repeal of any resolution of the Board of Trustees which, by its terms, shall not be so amendable or repealable.

3.1.2. The Board of Trustees may designate (through the process set forth in paragraph (3.1.1) immediately above) one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

3.1.3. The Board of Trustees may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board of Trustees and in no case shall have powers which are not authorized for standing committees. The Chairperson of the Board of Trustees may appoint the members of special committees.

3.1.4. All committees of the Board of Trustees shall serve at the pleasure of the Board of Trustees. Members of committees who are designated by the Board of Trustees shall serve at the pleasure of the Board of Trustees.

3.1.5. The Executive Committee shall include at least one holder of a Parent Seat unless otherwise agreed by a majority vote of the entire Board.

3.1.6. An Audit Committee, created and operating under the guidelines relating to standing committees as set forth in these by-laws, shall have and may exercise the authority, without limitation, to

- recommend the annual appointment of the School's auditors,
- review with the School's auditors the scope of the audit and non-audit assignments and related fees, accounting principles the School shall use in financial reporting, internal auditing procedures and the adequacy of the School's internal control procedures
- take all actions necessary and appropriate in light of, and in order to comply with, all applicable statutes, rules and regulations of regulatory agencies and bodies, and
- perform such other matters as the Board may assign from time to time.

3.2. Organization, Meetings of Committees. The Chairperson of the Board of Trustees shall be ex officio chairperson of the Executive Committee, and the Secretary of the Board of *Trustees* shall act as secretary thereof. All committees may adopt rules governing the time of, the method of calling, or the method of holding their meetings, and the conduct of their affairs. All committees shall keep a record of their acts and proceedings in accordance with the *New* York Open Meetings Law and shall report thereon to the Board of Trustees.

3.3. Quorum and Manner of Acting. A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee except as otherwise provided in Sections 2.18 and 2.19 of these By-laws, the members of a committee shall act only as a committee.

ARTICLE IV OFFICERS

4.1. Officers. At each annual meeting, the Board of Trustees shall elect, by a plurality of the votes cast for each office, a Chairperson and President, one or more Vice Chairpersons, a Secretary, a Treasurer, and such other officers or assistant officers as it may determine. Any two or more offices may be held by the same person, except the offices of President and Secretary or the offices corresponding thereto.

4.2. Chairperson and President. The Chairperson shall be elected from among the members of the Board of Trustees. He/she shall, if present, preside at all meetings of the Board of Trustees and the Executive Committee. Unless otherwise provided by these by-laws or in a resolution of the Board of Trustees by creating or modifying a special committee, he/she shall appoint the members and chairpersons of all special committees. The Chairperson shall be deemed to act as, and may exercise the powers of, President of the School to the extent action in such capacity is necessary or desirable. The Chairperson shall perform such other duties as may from time to time be assigned to him/her by the Board of Trustees.

4.3. Vice Chairpersons. If the Chairperson is absent or if there is a vacancy in the office of the Chairperson, then the Vice Chairpersons in the order designated by the Board of Trustees, or in the absence of such designation by the Board of Trustees in order of seniority, shall perform all the duties of the Chairperson and in so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson. Any Vice Chairperson shall perform such duties as may from time to time be assigned to such Vice Chairperson by the Board of Trustees or the Chairperson.

4.4. Treasurer. The Treasurer shall be responsible for preparing the annual budget of projected Board expenses which, upon approval by the Board, shall be submitted to the School Business Manager. The Treasurer shall also ensure that all Board expenditures follow policies established by the Board. Additionally, the Treasurer shall be responsible for the review and acceptance of all interim unaudited Financial Statements prepared by the School Business

Office that are presented at Board Meetings. The review of Financial Statements will include all School bank account reconciliations for the corresponding financial reporting period.

4.5. Secretary. The Secretary shall act as secretary of all meetings of the Board of Trustees and of the Executive Committee, and shall keep the minutes thereof in the proper book or books to be provided for that purpose. The Secretary shall see that all notices required to be given by the school are duly given. The Secretary shall have charge of the books, records and papers of the school. The Secretary shall see that the reports, statements, and other documents required by law are properly kept and filed. The Secretary shall perform such other duties as may from time to time be assigned to the Secretary by the Board of Trustees or by the Chairperson. No Trustee may serve concurrently on the Board of Trustees as Chairperson and Secretary.

4.6. Term. Each officer shall hold office until death, resignation, removal or until the next annual meeting of the Board of Trustees and until his/her successor shall be elected and shall qualify, whichever first occurs.

4.7. Resignations. Any officer may resign at any time, in writing, by notifying the Board of Trustees. Such resignation shall take effect at the time therein specified and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

4.8. Removal. Officers may be removed by the Trustees in the same manner as set forth in theses By-Laws for the removal of Trustee.

4.8. Vacancies. A vacancy in the office of any officer caused by death, resignation, removal or other cause shall be filled for the unexpired portion of the teen by a majority of the votes cast by the Trustees at any regular or special meeting. In the case that no candidate receives a majority of the votes cast, the two candidates receiving the highest number of votes shall participate in a run-off, until one candidate receives a majority of the votes cast. Blank votes or abstentions shall not be counted in the number of votes cast.

ARTICLE V CONTRACTS, LOANS AND GRANTS

5.1. Contracts. Except as otherwise provided by law, the Board of Trustees may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other officer(s) or agent(s) of the School, in the name and on behalf of the School, to enter into any contract. Any such authority may be general or confined to specific instances.

5.2. Loans. The Board of Trustees may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the School to effect loans and advances at any time for the School from any bank, trust company or other institution, or from any firm, corporation or individual, and for such loans and advances to make, execute and deliver promissory notes, bonds or other certificates or evidences of indebtedness of the School, and when authorized to do so to pledge

and hypothecate or transfer, to the extent permitted by-law, any securities or other property of the School as security for any such loans or advances. Such authority conferred by the Board of Trustees may be general or confined to specific instances.

5.3. Grants. The Board of Trustees, on the basis of written recommendations from individual Trustees, officers and employees of the School, may, prospectively or retroactively, authorize the Chairperson, on behalf of the School, to make grants and other contributions.

ARTICLE VI COMPENSATION OF TRUSTEES

6.1. Compensation of Trustees. No compensation shall be paid by the School to any Trustee for services as such. Trustees and officers may be reimbursed or advanced reasonable expenses relating to the execution of their duties as Trustees or officers in any manner prescribed by the Board of Trustees. Such a Trustee or officer shall not, for purposes of Section 720-a of the New York Not-for-Profit Corporation Law, be considered compensated solely by reason of reimbursement or being advanced his or her actual expenses incurred in attending meetings or otherwise in the execution of such office.

ARTICLE VII INDEMNIFICATION; INSURANCE

7.1 Indemnification of Trustees and Officers. In accordance with Section 721 of the New York Not-For-Profit Corporation Law, the School shall, to the fullest extent permitted, and in the manner prescribed, by Sections 721, 722, 723 and 725 of the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person who is or was made, or threatened to be made, a party to any action or proceeding, whether civil or criminal, whether involving any actual or alleged breach of *duty,* neglect or error, any accountability, or any actual or alleged misstatement, misleading statement or other act or omission and whether brought or threatened in any court or administrative or legislative body or agency, including an action by or in the right of the School to procure a judgment in its favor and an action by or in the right of any other corporation of any type or kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan or other enterprise, which any Trustee or officer of the School is serving or served in any capacity at the request of the School, by reason of the fact that he, his testator or intestate, is or was a Trustee or officer of the School, or is serving or served such other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity, against judgments, fines, amounts paid in settlement, and expenses (including, without limitation, attorneys' fees, costs and charges) incurred as a result of such action or proceeding, or appeal therein. The School shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses (including, without limitation, attorneys' fees, costs and charges) incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-For-Profit Corporation Law Sections 721, 722, 723 and 725.

7.2 Insurance. In accordance with Section 726 of the New York Not-For-Profit Corporation Law, the School shall prescribe and maintain insurance to indemnify Trustees and

officers of the School, on any tents and conditions set forth in a resolution of the Board of Trustees.

ARTICLE VIII BOOKS AND RECORDS

8.1. Where Books Are to Be Kept. Correct and complete books and records of account and minutes of the proceedings of the Board of Trustees and the Executive Committee shall be kept at the School.

ARTICLE IX FISCAL YEAR

9.1. Fiscal Year. The fiscal year of the School shall begin on July 1 and shall end on June 30 in each year.

ARTICLE X CORPORATE SEAL

10.1. Corporate Seal. The Board of Trustees may adopt a Corporate Seal, alter such seal at its pleasure and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

ARTICLE XI OFFICE

11.1. Office. The office of the School shall be located in New York City at such address as may from time to time be fixed by the Board of Trustees.

ARTICLE XII AMENDMENTS

12.1 Amendments. These By-Laws or any one or more of the provisions thereof may, at any annual, regular or special meeting of the Board of Trustees, be amended by changing, altering, suspending, supplementing or repealing the same; provided, however, that no By-Law by which any specified action by the Board of Trustees shall be amended, changed, altered, suspended, supplemented or repealed by a smaller vote than that required for action there under. Material changes to theses By-Laws must be approved by the charter entity before they become effective.

ARTICLE XIII OTHER TRUSTEE POWERS

13.1 Appointment of Principal(s). The Board of Trustees may appoint and remove by majority vote of the entire Board, and in accordance with the terms and conditions of employment of, a Principal whose principal responsibilities include education-related matters ("Principal"). This section 13.1 is subject to the terms of any other contracts entered into by the School.

13.2 Removal of Employees other than the Principal. The employees of the School, other

than the Principal, shall report to the Principal, as determined from time to time by the Board of Trustees. The Board of Trustees shall have the power to remove teachers and other staff members by vote of the Trustees then in office, subject to the provisions of any applicable collective bargaining agreement or other contracts entered into by the School.

13.3 No Limitation. The enumeration of certain miscellaneous powers in this Article XIII shall not be construed as a limitation on any powers of the Board of Trustees.

ATTACHMENT 6:
New Visions Charter High School for the Humanities II (HUM II) Code of Ethics

A code of ethics for New Visions Charter High School for the Humanities II (HUM II) setting forth for the guidance of its trustees, officers and employees the standards of conduct expected of them including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees.

All Trustees, officers and employees of HUM II are expected to behave at the highest level of professional standards and ethics. The following code of conduct applies to Trustees, officers or employees as specified.

- The Board of Trustees (the "Board") shall conduct its affairs subject to the Charter Schools Act, applicable provisions of the Education law, provisions of the Not-For-Profit Corporation Law made applicable to education corporations by section 216-a of the Education Law and federal law and regulations related to the School's I.R.C. 501(c)(3) status, applicable provisions of the General Municipal Law including to the extent required by Education Law section 2854(1)(f), as well as the school's charter and by-laws and other applicable provisions of law and regulations. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

- Trustees, officers and employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board or the school. If a Trustee inadvertently engages in such activities, such Trustee shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

- Trustees, officers and employees shall make full disclosures whenever there may be a conflict of interest with respect to a matter under discussion or consideration by the Board or job duties, as applicable.

  Any trustee, officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the Charter School of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

No trustee, officer or employee shall:

- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any charter, whereby his compensation is to be dependent or contingent upon any action by such charter school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered
- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part
- Communicate with the school on behalf of a person or a firm unless such communication is part of their official duties for the school
- Use confidential school information for a nonschool purpose or disclose it to a private person or a firm for non-school purposes
- Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests
- Have an interest in any for-profit contract with the school
- Have a financial relationship with supervisors or subordinates outside their employment relationship with the school and the Board unless approved by the Board
- act in connection with any lawsuit or administrative hearing as a lawyer or an expert for a private interest if the school interest is involved
- hold any investments in conflict with the official duties, engage in private employment in conflict with official duties or seek future employment to the extent any of these activities are prohibited by Education Law section 2854(1)(f) and relevant attendant General Municipal Law

Trustees, officers and employees may:

- work on political campaigns on non-school time; however, Trustees, officers or employees never may ask a subordinate, a student or a parent/guardian of a student to work on or give to any political campaign
- have contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations, but must be disclosed

Any such trustee, officer or employee who shall knowingly and intentionally violate any of the provisions of this code may be suspended or removed from office.

The Board, or a board of ethics, which it may establish, shall render advisory opinions to

Trustees, officers and employees with respect to the code of ethics.

This Code of Ethics will be distributed to all employees upon hiring by the school and to all officers and Trustees upon appointment to the Board, and each such person will be required to abide by this Code. If amendments are made to the Code of Ethics, all employees, officers and Trustees shall receive an updated copy. Time will be allotted at an appropriate Board and staff meeting to explain the Code. The School Leader shall serve as the compliance officer to ensure compliance with the Code of Ethics; one Trustee (with no affiliation with the school's partner organization) shall be appointed to oversee the Principal in this role.

ATTACHMENT 7: FOUNDING TEAM RESUMES:
New Visions Charter High School for the Humanities II (HUM II)

Brad Haggerty

Education Leadership Experience

Leadership Development Facilitator, New Visions for Public Schools, New York, NY (Sept 2008-present)

- Coach, consult, and facilitate school improvement efforts at one large comprehensive and one small thematic high school.
- Establish and facilitate collaborative inquiry practices that promote effective instructional decision-making and improved student learning outcomes.
- Analyze student achievement data to drive decision-making, including goal setting, school design, and professional development.

Scaffolded Apprenticeship Model (SAM) Facilitator, New Visions for Public Schools in collaboration with Baruch College of Public Affairs, City University of New York (September 2009 - present)

- Teach weekly seminars to cohort of 10 graduate students toward earning NY State SBL license.
- Coach individual participants and collaborative inquiry teams on leadership development and instructional decision-making.
- Collaborate on design and implementation of 400-hour apprenticeship experience for all program candidates.

Founding Principal, High School for Global Citizenship, Brooklyn, NY (July 2004 – August 2008)

- Achieved 69% graduation rate (compared to city-wide average of 61%) for first graduating class in June 2008.
- Met Adequate Yearly Progress (AYP) benchmarks to remain a "school in good standing" under NCLB accountability measures for 2008-9.
- Achieved grade of "B" on NYC Progress Report and score of "proficient" on NYC Quality Review for 2007-8 school year.
- Cultivated and maintained model partnership with school's lead partner organization – Global Kids, Inc.

Assistant Principal of Social Studies, Clara Barton High School, Brooklyn, NY (Sept 2002 – June 2004)

- Supervised and evaluated performance of department of fifteen social studies teachers.
- Planned, facilitated, and presented individual, team, department, and school-wide professional development.
- Achieved school-wide increase in achievement on New York State Regents Examination in U.S. History and Government from 72% to 84% (2002 to 2003).
- Supervised and participated in the preparation of New York City champion team for "We the People" civics competition.

Teaching Experience

Social Studies Teacher, Edward R. Murrow High School, Brooklyn, NY (Sept 1997 – June 2002)

- Taught variety of social studies courses to students ranging from advanced placement to ELL to collaborative team teaching in inclusion classroom.
- Achieved pass rate of 72% on U.S. History AP exam and 100% pass rate on NYS Regents Exam (Spring 2001).
- Created introductory elective course in African American History.

Other Related Experiences

Board Chairman, Explore Empower Charter School, Brooklyn, NY (July 2009 – present)
Adjunct Lecturer, Bank Street College of Education, New York, NY (Spring Term 2005)
Fellow Advisor Coordinator, New York City Teaching Fellows, New York, NY (Summer 2002)
Fellow Advisor, New York City Teaching Fellows, Brooklyn, NY (Summer 2001)
Selector, New York City Teaching Fellows, Brooklyn, NY (Summer 2000)
Corps Member Advisor, Teach for America, Houston, TX (Summer 1999)
Director of Workshops and Resources, Teach for America, Houston, TX (Summer 1998)
Exploring Executive, Boy Scouts of America, Oakland, CA (Oct 1994 – Oct 1996)
Humanities Teacher, Sacred Heart School, Washington, DC (Sept 1992 – June 1993)
Center Director, Higher Achievement Program (HAP), Washington, DC (June 1991 – August 1993)

Education

Bank Street College of Education, Principals Institute, New York, NY.
Masters in Education (M.Ed.), June 2003.

San Jose State University, San Jose, CA.
California Single Subject Teaching Credential in Social Studies with Supplementary Authorization in Mathematics, May 1997.

Stanford University, Stanford, CA.
Master of Arts (A.M.), Education, June 1994.
Program Concentration: Administration and Policy Analysis.

Wesleyan University, Middletown, CT.
Bachelor of Arts (B.A.), June 1991.
Major Studies: American Government; Minor Concentration: African American Studies

Licenses/Certifications
Permanent Certificate, New York State School Administrator/Supervisor (effective 09/01/2007)
Permanent Certificate, New York State Social Studies Teacher 7-12, (effective 09/01/2002)

Genevieve de Gaillande
[redacted]

Experience

Program Coordinator, Programs: May 2005- Current
New Visions for Public Schools (NVPS), New York, NY

- Work closely with the Vice-President in managing his varies departments while ensuring timely and ongoing communication.
- Ensure efficient flow of information throughout the organization; Synthesize and analyze program notes.
- Work closely with NVPS program staff to collect information and encourage cross program collaborations and communication.
- Manage internal web-site; edit all entries, build and edit templates, manage all files using HTML.
- Assist in special projects and assignments as required.
- Coordinate and manage monthly School Leadership Convening. Work with VP and Directors to elicit content, craft agenda and any other support materials needed. Manage internal staff of 3 in coordination and execution of event.

Executive Assistant: August 2003-April 2005
Citigroup, New York, NY

- Reported directly to Director/Healthcare Analyst.
- Conducted online research for various small mid-cap healthcare companies. Edited reports, call notes, and oversaw submission to supervisory analysts.
- Created and maintained earnings calendar and comp sheets. Submitted earnings materials to Institutional sales force.

Commercial Casting Director • April 2002-August 2003
Susan Shopmaker Casting, New York, NY

- Scheduled and ran casting sessions for feature films, plays, and television commercials.
- Taught advanced audition seminars.
- Interfaced directly with commercial clients, feature directors, producers and actors.

Executive Assistant / Office Manager: August 2001- April 2002
Schachter Entertainment, Los Angeles, CA

- Maintained calendar for CEO Ted Schachter, Talent Manager, as well as his 36 clients including actors, writers and directors. Coordinated Manager's travel.
- Managed office and ordered supplies, as well as handled office maintenance requests.
- Negotiated prices and services with vendors and contractors to best accommodate office needs.
- Composed letters and other correspondence. Provided script coverage.
- Submitted clients for film and television projects to casting directors and producers.

Production Manager: January 1999 - August 2001
Porchlight Entertainment, Los Angeles, CA

- Developed production calendar.

- Hired film crews and scheduled equipment rentals. Oversaw film shoots at Producer's request.
- Helped producer with negotiations between bond-company and financiers to best advocate employee needs as reflected in deal memos.
- Composed letters and other correspondence, such as deal memos and script coverage.
- Liaised with other industry players such as studio heads, directors, and financiers.

Other Experience

- Board Chair- Falconworks Artists Group- non-profit organization whose mission is to support and empower communities and individuals through theater that addresses personal and local issues.
- Independent casting director for Columbia University Masters Thesis Film- 2003
- Independent casting director for MTV Video Music Awards- Eminem- July 2003

Academic

The University of California, San Diego, 1996: B.A. Sociology. Minors: Spanish Studies and Dance.

The American Musical and Dramatic Academy, New York City, NY 1996-1997
One-year professional acting certification.

Syracuse University in Madrid, Spain, August 1993-February 1994
Intensive language training semester abroad.

Conference Panelist and Presentations

- College Board Summit- **Pathways of Arts Learning and the Fostering of Capabilities and Skills for High School Students**; panelist, October 2009

Publications

- **Multiple Pathways in the Arts: A New York City Case Study-** Annenberg Institute for School Reform at Brown University; researcher and co-author, January 2011
- **The Career and Technical Education Self Study Process**- New Visions for Public Schools; contributor, 2009

Skills

- Fluent in French and proficient in Spanish.
- Comfortable in both PC and Mac environments. Strong Microsoft Office skills, Final Draft, Internet research, and email.
- Working knowledge of HTML. Photo editing software. Posses filmmaking and editing skills.
- Knowledge of Salesforce and Knowledge management systems

Julia Chun

[redacted]

Professional Experience

2010-present **New Visions for Public Schools, New York, NY**
Senior Program Officer, Charter Unit

- Creating a four year charter curriculum framework at the unit level. Designing an 8/9 and 9/10 summer bridge course and trimester anchors lesson.
- Creating a teacher evaluation system for the charter network based on student growth and teacher observation.
- Creating a charter staffing plan with The New Teacher Project.
- Planning and attending New Visions Charter High School recruitment fairs and parent engagement meetings to promote the school.

2008-2010 **New Visions for Public Schools, New York, NY**
Leadership Development Facilitator

- Expertise in school leadership development. Worked with 10 high school principals to improve instruction in their schools.
- Co created school professional development actions plans with principals as well as helped train teachers and support staff to use school data to assess students and improve instruction.
- Facilitated school inquiry teams to focus on student work and data driven instruction.
- Supported principals in formal and informal teacher observations as well as helped create customized walkthrough tools for schools. Conducted mock quality reviews to prepare principals and schools.

2001-2008 **Salk School of Science, New York, NY**
Assistant Principal

- Expertise in teacher training and staff development. Planned weekly staff meetings with the principal around content literacy, data driven instruction and Understanding by Design curriculum design.
- Expertise in the Teachers College model of balanced literacy. Chaired Humanities department and helped to design of the three year spiraled curriculum for the school. Created the extended day program in ELA based on independent reading workshop and non-fiction based invitational groups.
- Lead new teacher induction and mentoring at the school. Matched mentors and mentees, facilitated monthly meetings, selected articles and professional texts for group study, organized teachers to be taped and to view colleagues taped lessons using warm and cool feedback protocols. Created Salk intervisitation program as well as organized teacher intervisitations with other schools in the District.

- Extensive knowledge and experience in school operations. Expertise in DOE systems including ARIS, ATS, HSST, Galaxy and FAMIS. Prepared all required DOE reports including: PPR, CEP, Safety, Child Abuse/Neglect, etc.
- Co designed the CTT/12:1 special education program at the school. Created a hybrid inclusion model for students based on academic strength and need.

1999-2001 **School of the Future**
Humanities Staff Developer/District 2 Model Classroom Teacher

- Facilitated departmental creation of a 6/7/8th grade spiraled curriculum. Helped design interdisciplinary Humanities, math and Science units.
- Created a "model classroom" for teachers to observe classes and critique/give feedback on techniques and strategies that they were working on.
- Helped create a portfolio system (creation and defense of work) for the middle school.

1995-1999 **School of the Future**
Humanities Teacher/7th and 8th grade Team Leader

- Taught ELA and American history using the balanced literacy/workshop model
- Established agendas for the team, facilitated meetings, coordinated with the administration and organized team activities.
- Assisted Guidance Counselor in the 8th grade high school application process.
- Created the first 8th grade Stepping Up ceremony at the school.
- Was a founding member of the SOF hiring committee.

Presentations/Awards

April 2007 **New Leaders for New Schools**, Memphis, TN
Presenter: Balanced Literacy in Middle and High School

June 2006 **Broad Prize**, New York, NY
Salk School of Science, Chancellor's Exemplary Middle School Award

March 2005 **Black Board Award**, Best Middle School, New York, NY
Salk School of Science honored as the Best New York City middle school of the year

2000 **Teachers College, Columbia University, Reading and Writing Project**, New York, NY
Presenter: Independent Reading Workshop Model

2000 **District 2 Principals' Conference**, New York, NY
Presenter: Standards-based curriculum and assessment tools

1999 **Coalition of Essential Schools**, Atlanta, GA
Presenter: College application process/ pathways

1998 **Teachers College, Columbia University, Writing Project**, New York, NY
Presenter: Poetry Genre Study Unit

Publications

April 2002 **ASCD Challenge Journal**
"The Case for Autonomous Teacher Groups"

Education

February 2005 **Teachers College, Columbia University**
M.Ed. Educational Leadership

July 1996 **Columbia University**
NEH Melville Scholar

August 1995 **Columbia University**
M.A. English Literature

June 1993 **University of Chicago**
B.A. Magna Cum Laude in English Literature

Licenses

SAS, Permanent State Certification
English 7-12, Permanent State Certification

JANET R. PRICE
[redacted]

2004-present

Principal, Brooklyn Preparatory High School
Founding principal of a new, small public school in Brooklyn, supported by the Institute for Student Achievement. The school's achievements include "A"s on NYC Progress Report and the prestigious Goldie Anna Award for Academic Excellence.

2003-2004

Principal Resident, The Heritage High School
Served principal-training residency at small high school in East Harlem through New Leaders for New Schools.

1996-2003

Teacher, International High School at LaGuardia Community College
Taught history, English and career development at a public high school for recent immigrants. Chaired Curriculum and Assessment Committee. Served as UFT Chapter Chair.

1989-96

Executive Vice President, New Visions for Public Schools
Designed and oversaw programs to improve public schools through better assessment systems, arts partnerships, special education inclusion programs, new school development, school restructuring, professional development and community/school partnerships.

1987-89

Director, Manhattan Borough President's Task Force on Education and Decentralization
Facilitated work of distinguished task force including college presidents, union heads. Wrote reports on school governance and on reforming teaching and learning.

1986-87

Charles H. Revson Fellow on the Future of the City of New York
Research on school integration and the use of magnet schools. Weekly seminars with political, business and education leaders.

1981-86

Managing Attorney, Advocates for Children of New York, Inc.
Education law practice including class action litigation, policy analysis and negotiations, representation of individual clients, and hiring, training and supervision of attorneys, law students, lay advocates and volunteers.

1978-81 **Law Internships** including NYU Criminal Law Clinic; DNA-People's Legal Services, Navajo Nation, Tuba City, Arizona; Legal Services for the Elderly Poor; Center for Constitutional Rights.

1973-78 **Associate Promotion Manager, W.W. Norton & Co., Inc.**
Wrote and produced advertising materials for college texts.

Education

New Leaders for New Schools Principal Training Program 2003- 2004
NYS SAS Certification

School-Based Teacher Education Program (STEP) 1996-1998
NYS Certification as secondary social studies teacher

New York University School of Law, J.D., 1981
Law Students Civil Rights Research Council Fellow, 1979
NYU Public Interest Fellow, 1980

Columbia University, M.A. 1972, European History
University Fellow, 1972-73

Barnard College, B.A., cum laude, 1971, history
National Merit Scholar

Publications

"The Empire State Strikes Back: Portfolio Culture in the Regents Era," in Taking Action with Teacher Research, Edited by Ellen Meyers and Frances Rust, 2003.

"Student Empowerment through the Professional Development of Teachers," co-authors E. Nadelstern and A. Listhaus, in Paradigm Debates in Curriculum and Supervision, Edited by Jeffrey Glanz and Linda S. Hehar-Horenstein, 2000.

"Graduation by Portfolio: The Effect of Performance-Based Assessment on Student Achievement," Teachers Network Policy Institute, 1999.

Crisis in Leadership: Finding and Keeping Educational leaders for the City's Public Schools, New Visions for Public Schools, 1999.

The Multiple Forms of Evidence Study: Assessing Reading Through Student Work Samples, Teacher Observations, and Tests, Fund for New York City Public Education, Co-Authors, S Schwabacher and T. Chittenden, 1993.

People Change Schools: A Practical Agenda to Turn Our Children's Schools Around,(1989) and Improving the Odds: Making Decentralization Work for

Students, Schools, and Communities, (1988) Manhattan Borough President's Task Force on Education and Decentralization.

The Rights of Students, Third Edition, An ACLU Handbook, Co-authors, A. Levine and E. Cary 1988.

"Magnet Schools as a Mechanism for Integration and School Improvement," Yale Law and Policy Review, Co-author, J. Stern, 1987.

Public High Schools: Private Admissions, Advocates for Children, 1985.

Examples of service as panelist, guest lecturer or council/committee member

Education Commission of the States, plenary presentation on portfolio assessment at annual meeting.

American Federation of Teachers, QUEST workshops on fund-raising, innovative schools

National Center for Restructuring Education, Schools and Teaching, assessment panel

U.S. Department of Education Regional Conference, workshops on professional development

United Federation of Teachers, Teacher Centers, workshop on professional development

North Dakota Study Group, presentation on performance-based assessment

Institute on Learner-Centered Education, facilitator at state-wide conference

CASE Institute, City University, school board member training on school-based management

Ford Foundation Urban Dropout Prevention Collaboratives, Regional Conference, guest speaker

Children's Defense Fund, panel on standardized testing of students

Baltimore School District, presentation to Small Schools Work Group

Public Education Network, workshops on program evaluation and student assessment

International Evaluation Association, panel on special education inclusion evaluation

Governor's Advisory Council on Teacher Quality, Education Commission of the States (1999-2001)

Teachers Network Policy Institute, Met-Life Fellow, (1998—2003)

Board Member, Advocates for Children, (1995-1998)

Chair, Committee on Education and the Law, The Association of the Bar of the City of New York, (1990-1993); Committee member, (1987-90)

Aspen Institute Conference on Public Education, Summer 2005

Jennie Soler-McIntosh
[redacted]

QUALIFICATIONS SUMMARY

- 20 years experience in program design, implementation, management and evaluation of publicly funded education, youth, health and social services delivery programs.
- Expert knowledge of small school creation and youth development programming and management.
- Expert coalition builder focused on building support for organizational mission and goals.
- Developer of public and private partnerships that support program goals.
- Excellent interpersonal, supervisory, team building, and analytical skills.
- Excellent communication skills and bilingual with verbal and written fluency in Spanish.

EXPERIENCE

SENIOR PROGRAM OFFICER
NEW VISIONS FOR PUBLIC SCHOOL, NYC **2001-CURRENT**

- Supported the creation of 100 new small public schools through the implementation of a school creation process for the New Century High School Initiative that included principal selection, design and delivery of professional development sessions, proposal development and approval and preparation for school opening.
- Lead strategist on the creation of over 250 school partnerships with the public and private sectors to support the infusion of school themes, student acquisition of 21st century skills, college and career readiness and student and family support services. Developed organizational guidelines and systems for partner vetting, school partner matching and infrastructure development to manage school partner relationships that have served as a citywide model on school community partnerships.
- Liase with the NYC Department of Education Office on New Schools on all issues related to the opening of new schools.
- Developed and implemented a community engagement strategy throughout the various stages of the school creation process to build support for small schools and help manage community opposition to campus phase outs and closures. Strategies included the establishment of a community engagement position at the regional superintendent level, hosting of community meetings to respond to community concerns related to the campus phase out and development of community engagement resources to support student recruitment and community entry strategies.
- Served as the grants management liaison with the organization's finance department to ensure compliance with funder requirements. Responsible for the approval of school grant budgets, compliance with funder reporting requirements and oversight of consultant contracts.
- Developed school capacity to build relationships with elected officials and advocate for capital funding projects and programmatic needs through the development of legislative training sessions and school advocacy resources.

ASSISTANT COMMISSIONER FOR THE BEACONS
NYC DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT **1998-2001**

- Responsible for the management and oversight of the 43 million dollar New York City Beacon Initiative – a national model of community schools, afterschool and community development programming serving over 190,000 youth and adults annually citywide.
- Successfully implemented the largest expansion of the Beacon Initiative from 41 to 81 sites.
- Developed and strengthened linkages and partnerships with public and private partners including

the Board of Education, the Agency for Children's Services, the Department of Health and the Fund for the City of New York to collaborate on strengthened after-school programming.

- Redesigned the Beacon contract management infrastructure, data collection and program operations systems to improve programmatic alignment with the Beacon vision.

DIRECTOR, PREVENTION EDUCATION AND OUTREACH
WILLIAM F RYAN COMMUNITY CENTER, NYC **1997-1998**

- Managed the education department responsible for the coordination and delivery of health education services to clients of the Ryan Center and residents in the Upper Manhattan community.
- Designed and implemented the Peer Training Institute (PTI) that trained youth to deliver HIV/STD prevention information to their peers.
- Oversaw the development and implementation of a federally funded HIV prevention education and outreach program that delivered education, support and resources to adults throughout Upper Manhattan whose behavior placed them at greatest risk for HIV infection and transmission.

HEALTH PROGRAM ADMINISTRATOR
NEW YORK STATE DEPARTMENT OF HEALTH **1991-1997**

- Managed six statewide Ryan White HIV Care Networks that served as community coalitions for the coordination of HIV services delivery in regions where the rate of HIV infection was highest.
- Provided technical assistance and program guidance to statewide HIV Care Networks in coalition building and network development.
- Provided contractors with technical assistance on programmatic issues including budget development, data collection, program evaluation, administrative policies and service coordination.
- Analyzed program compliance in meeting contractual requirements.
- Served as a liaison between the State Department of Health and the local communities.

PUBLIC HEALTH REPRESENTATIVE
NEW YORK STATE DEPARTMENT OF HEALTH **1990-1991**

- Managed HIV and primary care grants awarded to community health centers and substance abuse treatment programs.
- Negotiated contract agency work-plan and budgets.
- Provided technical assistance to contractors and conducted site visits to monitor program implementation and ensure contract compliance.
- Prepared narrative and statistical reports to the federal government.

SPECIAL ASSISTANT TO THE COMMISSIONER
NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES **1989-1990**

- Assisted in the analysis and writing of several reports and manuals for use in policy development and program supports on home care workers and substance using pregnant women.

EDUCATION

- Masters of Public Administration, Baruch College, July 1990, (Recipient of Natural Urban Fellowship)
- Bachelor of Arts and Sciences, New York University, January 1988
- Leadership Training Certificate, Rutgers University, January 1995, (Recipient of LMUEI Fellowship)
- Fast Trac 1 Entrepreneurship Certificate, Columbia University Business School, January 1995

CONFERENCE PANELISTS AND PRESENTATIONS

- Public Education Network Conference, Career & Technical Education: Models of Innovation in NYC, November 2008
- New School Development Workshop: Developing Partnerships to Support School Missions, New York City Department of Education, September 2007 and September 2006
- Carnegie Foundation, Executive Board Meeting, Emerging Lessons of the New Century High School Initiative March 2004
- Community Education Forum, Concord Baptist Church of Christ and First Bethel AME Church, May 2004, The New Century High Schools Initiative and the Role of Parents, Students, and Community Partners at Large

REPORTS AND MANUALS

- The Career and Technical Education Self Study Process, New Visions for Public Schools, co-author, 2009
- New School Development Toolkits on Partnership Development, Community Engagement, Youth Voice and Grants Management, New Visions for Public Schools, 2007
- The Partnership Sustainability Study, co-author, New Visions for Public Schools, 2004
- Beacon Operations Manual, Department of Youth and Community Development, 1999
- Peer Training Institute Curriculum, William F. Ryan Community Health Center, 1998
- Train the Trainer HIV Prevention Curriculum, William F. Ryan Community Health Center, 1997

DOLORES (LORI) MEI, Ph.D.

[redacted]

SUMMARY

- Senior education administrator with expertise in curriculum, instruction and assessment.
- Proven success in enhancing students' academic achievement.
- Extensive management experience in K-12 public, for-profit and not-for-profit settings.
- Accomplished public speaker, frequent presenter at national conferences and meetings.
- Adjunct professor, Division of Educational Leadership, Administration and Policy, Fordham University.

PROFESSIONAL EXPERIENCE

EDISONLEARNING, INC., New York, NY **2009-2011**

Senior Vice-President & Chief Academic Officer

- Supervised all academic-related activities, including curriculum, instruction and assessment with an annual operating budget of $7.5 million and 36 full and part-time staff members through 7 direct reports.
- Led $2.6 million e-Course enhancement project for use in virtual high schools and dropout recovery centers resulting in new high school honors, core and high engagement/lower readability foundation courses for use nationwide.
- Directed Teaching & Learning team in enhancing best practices in reading and math instruction and increasing college readiness. On-site support contributed to the largest one-year gain in schools making Adequate Yearly Progress (AYP) in company history.
- Facilitated students' academic success by enhancing the rigor of on-site professional development; standardizing training to ensure fidelity and introducing web-based professional development modules for on-demand training for leaders and teachers.

THE COLLEGE BOARD, New York, NY **2006-2009**

Executive Director, Research & Accountability, College Readiness Systems (2009-2010)

Senior Director, EXCELerator Schools (2006-2008)

- Spearheaded the development of The College Board District Diagnostic process to assess the college readiness of students in partner school districts. Diagnostic assesses key areas of successful turnaround including teaching and learning, leadership, governance, professional development, data analysis and accountability, and IT infrastructure.
- Led diagnostic teams conducting needs assessments to assess college readiness potential in partner districts.
- Designed and implemented data collection methodologies, analysis and reporting tools to measure college readiness in schools and districts.

NEW YORK CITY DEPARTMENT OF EDUCATION, New York, NY **1996-2006**
Division of Assessment & Accountability
Senior Instructional Manager, (2003-2006); Executive Director, (2001-2003);
Deputy Executive Director, (1997-2001); Director, (1996-1997)

- Supervised an annual operating budget of $23 million and 70 full and part-time staff through 6 direct reports.
- Directed the administration, scoring and reporting of 42 city and state tests annually ensuring that deadlines were met, approving scoring models and signing-off on the design of on-line and print reports.
- Oversaw test development and test reporting contracts totaling $12 million annually with major test publishers and data reporting companies.
- Reviewed and signed-off on over 200 requests annually from universities, hospitals, staff and students for approval to conduct research in NYC public schools.
- Designed analytic strategies and supervised over 40 evaluation, research and policy studies assessing curriculum initiatives, teacher certification & secondary education.

ADDITIONAL RELEVANT EXPERIENCE

Adjunct Professor, Division of Educational Leadership, Administration and Policy, Fordham University, New York, NY
Educational Evaluator, The New York Zoological Society, New York, NY
Manager, High School Evaluation Unit, Board of Education, City of New York, NY
Evaluation Associate, High School Evaluation Unit, Board of Education, City of New York, NY
Research Associate, Henry Krumb School of Mines, Columbia University, New York, NY

EDUCATION

Ph.D., Social Psychology, Teachers College, Columbia University, New York, NY
M.Phil., Teachers College, Columbia University, New York, NY
M.A. in Psychology, Teachers College, Columbia University, New York, NY
B.A., cum laude with Honors in Psychology, Smith College, Northampton, MA

HONORS

Honored as an "Outstanding Educator" for excellence among New York City public school educators. Elected "Wildlife Conservation Associate" in recognition of exemplary work in the evaluation of science education programs. Listed in "Who's Who of American Women." Recipient of the National Research Service Award awarded by the National Institute of Mental Health.

AFFILIATIONS

American Educational Research Association; ASCD

LEWIS THOMAS III **EDUCATION ADMINISTRATION / DEVELOPMENT**

AREAS OF EXPERTISE

- ☐ Executive Decision Maker
- ☐ Professional Development Expert
- ☐ Turnaround Specialist
- ☐ Multi-Site Operational Leadership
- ☐ Management & Budgetary Direction
- ☐ Academic & Curriculum Specialist

EXPERIENCE

PHASE 4 AMERICA, INC. Philadelphia, PA 2007 - 2010

Phase 4 is an Alternative Education and Charter School management company.

Chief Operating & Chief Academic Officer

Provide innovative educational, operational, and professional development expertise to Phase 4 America:

- Responsible for the planning, development and implementation of comprehensive 7-12 alternative education programs and activities, as well as overseeing the design of innovative initiatives and education reforms to facilitate and improve the educational process.
- Responsible for expansion, building infrastructure and fully implementing 5 year strategic plan.
- Supervised Principals and regional staff.
- Develop and maintain effective relationships and partnership with key external associates, and facilitate effective communication between these parties and the appropriate internal resources.

MOSAICA EDUCATION, INC. Washington, DC & Cleveland, OH 2004 - 2007

Mosaica Education is a Charter School management company.

Chief Administrative Officer & Principal

Direct, oversee, and coordinate all activities for nine (9) schools within the state of Ohio and Washington, DC while serving as Principal for one (1) school:

- Responsible for the planning, development and implementation of comprehensive K-8 educational programs and activities, as well as overseeing the design of innovative initiatives and education reforms to facilitate and improve the educational process.
- Develop and direct the implementation and administration of policies and procedures designed to maximize the delivery of educational programs and activities to regular and special education students, and to effectively impact student adjustment and achievement.
- Evaluate the curriculum annually and recommend improvements and/or changes to strengthen it. In addition, secure materials to meet the goal.
- Develop and maintain effective relationships and partnership with key external associates, and facilitate effective communication between these parties and the appropriate internal resources.
- Create and implement policies and procedures for the school established by the Board of Directors.

PHELPS CAREER SENIOR HIGH SCHOOL, Washington, DC 2002 - 2004

Principal

- Responsible for the planning, development and implementation of comprehensive 9-12 educational programs and activities, as well as overseeing the design of innovative initiatives and education reforms to facilitate and improve the educational process.

- Facilitated the transformation process and school improvement plan.

PHELPS CAREER SENIOR HIGH SCHOOL, Washington, DC **2000 - 2002**
Teacher

- Taught history and English to 11th/12th grade students at the lowest performing high school in Washington, DC.
- Oversaw departmental curriculum development.

EDUCATION

Lincoln University of Pennsylvania 2001
Howard University
M.A. Educational Administration & Policy Studies

Lincoln University of Pennsylvania 1999
B.S. History/Secondary Education

UNIVERSITY OF GHANA, ACCRA, 1998
Scholastic Fellow

UNIVERSITY OF NAIROBI, NAIROBI, KENYA 1996
Fellow

PROFESSIONAL MEMBERSHIPS

- Lifetime Member, National Association of Black School Educators
- Member, Philadelphia Mayors' Council on Transformative Education: 2009-Present
- Member, U.S. Student Council Board of Directors: 1996-Present
- Member, Lincoln University Board of Trustees: 2001-Present
- President, National Association of Black School Governments, Inc,: 1998-2000
- President, Lincoln University Student Government Association: 1998-1999
- Founder/President, National African American Youth Empowerment Coalition
- Chairman, National African American Student Union: 1994-1995

STRENGTHS

- Extensive knowledge of current principles, practices, and other educational administration.
- Extensive knowledge of the laws and regulations governing public school administration.
- Thorough knowledge of the socio-economic problems and the educational needs typified by a large urban school district.
- Considerable knowledge of the modern management practice, methods and techniques related to school improvement.

- Considerable knowledge of supervisory methods and techniques.
- Ability to oversee, direct and coordinate the work of others in meeting programmatic goals and objectives.
- Ability to effectively manage a large group of employees through subordinate administrators.
- Ability to analyze operational efficiency and to make staffing, budgetary and/or programmatic modifications as needed.
- Ability to communicate effectively both orally and written.
- Ability to establish and maintain effective working relationships.

TEACHING AND TRAINING

- Trained and prepared 22 first year graduate students for teaching in an urban setting.
- Trained over 150 new teachers for the District of Columbia Public Schools and New York City Public Schools.

AWARDS RECEIVED

- Recipient, 2008 Visionary Educational Innovator, National Association of Black School Educators
- Recipient, 2003 Administrator of the Year Award for the District of Columbia Public Schools
- Recipient, 2001 Teacher of the Year Award for the District of Columbia Public Schools
- Convener, 2000 International African Youth Leadership Summit
- 1995 Congressional Black Caucus Youth Leader of the Year Award

PRESENTATIONS AND KEYNOTE ADDRESSES

- 9TH Annual Education Industry Days Conference, Closing the Gap in High School Graduation Rates
- Global Education Keynote Address, What Tragedy Teaches: A Roadmap for Entrepreneurial Sustainability and Scale in an Age of Globalization, Drastic Chance and Technological Innovation

Madeleine Fuchs Holzer

Madeleine Fuchs Holzer is the Educational Development Director at Lincoln Center Institute for the Arts in Education, where she is responsible for the development and oversight of the Institute's work in schools Prek-18 in the New York Metropolitan area, writing position papers, and the Institute's research. She is the former Director of the Arts in Education Program at the New York State Council on the Arts, where she guided the Empire State Partnerships project and supervised a state-wide grants program. Holzer holds a doctorate from Teachers College, Columbia University, and two Masters degrees, the first from the University of Michigan in Social Work, and the second from New York University in English, with a concentration in Creative Writing.

Holzer's other work experience includes being the Director of the Metropolitan Studies Program at New York University, Coordinator of the New York City Field Study Program at Cornell University, and teaching English at Fox Lane High School in Bedford, New York. She was also Senior Editor for English/Language Arts at Sunburst Communications where she developed the CD-ROMs *Romeo and Juliet: Center Stage* and *In My Own Voice: Multicultural Poets on Identity.*

She is also a poet and writer whose work has appeared in *Education Week, Footwork: Paterson Literary Review* and *Pearl*, among others. She has been a resident at the MacDowell Colony where she completed a full-length poetry manuscript. In addition, Holzer has been a poet-in-residence, working with elementary, middle and high school students in New York City and Westchester County.

RONALD CHALUISAN

[redacted]

320 West 13th Street, 6th Floor
New York, NY 10014
1-212-645-5110, ext. 8156
rchaluisan@newvisions.org

RONALD CHALUISAN, *Vice President Charter Schools*

Mr. Chaluisan joined New Visions for Public Schools as Director of Small Schools in 2002 to design and oversee a comprehensive program of creating new small schools and providing ongoing supports to existing schools throughout New York City. He was promoted to the position of Vice President of Programs in January 2004 where he developed, implemented and assessed the effectiveness of the long-term supports to New Visions 76 Partnership Support Organization member schools. During his time as VP Programs, Mr. Chaluisan worked in collaboration with Baruch School of Public Affairs, CUNY to develop the Scaffolded Apprenticeship Program (SAM), a High School leadership certification program that has resulted in the licensing of over 100 NYC principals to date. He also collaborated with Hunter College, CUNY to develop and implement the organization's Urban Teacher Residency Program. Currently, Mr. Chaluisan has been asked to create and oversee a new department at New Visions, the Charter School Unit. In this capacity, Mr. Chaluisan is responsible for designing the instructional and operational elements necessary for the successful development and opening of 18 NYC charter high schools within five years.

Mr. Chaluisan brings more than twenty-five years of experience in education to his current work. He began his career as a high school teacher in the Los Angeles (California) Unified School District. Moving into the New York City public school system in 1987, he progressed through school-based and district-wide positions of increasing responsibility. From 1994 to 2002, he served as a co-founder and principal of a New Vision secondary school, The New York City Museum School, designed as a collaboration between NYC Community School District 2 and 5 major NYC museums: the American Museum of Natural History, Brooklyn Museum of Art, Children's Museum of Manhattan, The Jewish Museum and the South Street Seaport Museum. As part of his work at the school, Mr. Chaluisan, in collaboration with the Co-director of the school, developed and oversaw the use of the Museum Learning Process (MLP™), a pedagogical approach used by teachers throughout the school.

Mr. Chaluisan, a former dancer, has also served on a number of arts-based and education-review panels and committees, including the Annenberg Institute for School Reform, Ford Foundation, Public Education Network, American Association of Museums, New York State Council on the Arts, Center for Arts Education, National Endowment for the Arts and New Leaders for Tomorrow.

Mr. Chaluisan received his undergraduate degree from Harvard University In the study of English and American Literature and Languages. He also holds graduate degrees in English Literature from Claremont Graduate University in California and in Educational Leadership from Bank Street College of Education in NYC.

Robert Hiller

[redacted]

Summary

Hard working educator with a result orientated approach grounded in instilling critical thinking, intellectual and personal growth. I am Passionate about impacting the field as a leader and active team player.

Education

Bank Street College of Education (Expected Dec. 2010)

M.S. in Math Leadership, GPA 3.89

Adelphi University

M.A. in Elementary Education, GPA 3.1 (2005)

B.S. in Mathematics, GPA 3.6, (2002)

Minor: **Secondary Education**

Professional Experience

Aug. 2009 – Present Evans Newton Incorporated New York, NY

- **Educational Consultant (math coach)**
  - Coach high school math teachers in improving student learning in various urban Title I school districts around the country.
  - Implementing lesson study as professional development in Richland, South Carolina school district and La Joya, Texas
  - Present workshops on various educational topics, including effective lesson design, task analysis, questioning, and assessment.
  - Conducted action research on the impact of coaching on teacher growth, which was used as a model paper for my graduate research class.

Oct. 2008 – June 2009 Thomas Edison High School (IB School) Alexandria, VA

- **High school Math Teacher** (Algebra 1 and Geometry)
  - Fostered students to be independent learners and thinkers through a constructivist approach.
  - Conducting active research on the affects project assessments have on student learning.
  - Created a classroom environment that promotes communication of mathematics and personal reflection.
- **Assistant JV Boys Basketball Coach**
  - Promoted and facilitated players to develop fundamentals and work ethic.

Nov. 2007 – Jun 2008 Bronx Lighthouse Charter School Bronx, NY

- **4th Grade Math Teacher** (Nov. – Jun 2008)
  - Improved skills of struggling math students through practical lessons and inspiration.
  - Created a positive dynamic resulting in students volunteering to do math during recess
- **3rd Grade Social Studies and Science Teacher** (Jan. – Jun 2008)
  - Utilized a puppet show to teach the Thirteen Colonies
  - Integrated science activities that mentored students to collect, investigate and draw conclusions from data

Oct. 2002 – Jun. 2007 South Side High School Rockville Centre, NY

- **High School Mathematics Teacher** (Math A, Math B, IB Math Studies)

- Created lesson on differentiated instruction as part of professional development, end result was used as model for entire school
- Spear-headed the rewriting of Math B curriculum which increased overall test scores by 10%. The highest percentage of students scoring over 85% were in my class
- Mentored new teacher and student teacher by providing valuable critique

- **Middle School Boys Basketball Coach** (Nov. 2006 – Jan. 2007)
  - Developed practices that taught fundamentals, strong work ethic and active team work
- **Assistant Boys JV Basketball Coach** (Nov. 2004 – Feb. 2006)
  - Actively participated in developing athletic skills, self confidence and team work

Achievements, Honors and Awards

- Member of Adelphi University Basketball Team (2000 – 2002)
- Graduated from Adelphi University with Math Honors

References

- Marvin Cohen, Academic Advisor Bank Street College 212-875-4711
- Susan Jurkunas, Project Implementation Manger ENI 602-463-0289
- Pam Rakeman, Math Chair of South Side 516-255-8947

Stacy J. Martin [redacted]

Professional Experience:

New Visions for Public Schools, New York, NY
V.P. for Operation/Chief Financial Officer: April 2003 – Present

- CFO for the largest educational reform organization dedicated to improving the quality of education children receive in New York City's public schools.
- Designed and implemented windows-based fund accounting system.
- Oversee all accounting, budget, human resources, payroll, information technology, and general administrative functions.
- Manage over $40 million in assets. Prepare, analyze and present financial statements to New Visions' Board of Directors.
- Work closely with fundraising in preparing funding proposals and budgets. Provide periodic status reports to funders.
- Negotiated 15-year office lease, managed entire relocation project including renovations, lease/purchase agreements, telecom installations and move-in operations.

Sportvision, Inc., New York, NY
Comptroller: March 2000 –December 2002

- Comptroller for nationwide media corporation providing cutting edge technology for live broadcasting of sporting events on ABC, ESPN, FOX, NBC and the Internet.
- Responsible for day-to-day accounting functions including accounts payable, accounts receivable and cash flow management.
- Prepared, analyzed and presented monthly financial statements. Liaison with firm's independent accountants for annual financial audits and IRS tax filings.
- Developed programmatic budget models and prepared job cost analyses.
- Negotiated administrative contracts and assisted project managers with financial aspects of project related engagements.
- Managed all aspects of payroll and personnel management, including recruitment, compensation management, benefits management, and labor law compliance.
- Supervised support functions for New York office, including clerical support and oversight of facilities management.

NYC Board of Education, Office of the Chief Financial Officer
Chief of Staff: August 1996 – February 2000

- Created and implemented highly complex financial policies and regulations.
- Co-authored and supervised the implementation of State regulations which mandated school-based budgeting in over eleven hundred public schools.
- Served as principal negotiator with the mayor's office and state agencies on interagency financial and service delivery matters including transferring school safety to the NYPD.
- Co-chaired committee on special education to implement new state education standards.
- Supervised office staff responsible for scheduling, correspondence, and personnel and fiscal matters.

NYC Mayor's Office of Management and Budget
Assistant Budget Director : October 1992 - December 1994

- Developed and managed the capital, revenue and operating budgets of the City's eight housing and economic development agencies, Battery Park City Authority and the Transit Authority.
- Designed and facilitated the packaging of public and private funding to achieve maximum program flexibility in conformance with public finance laws.
- Member of the management team responsible for developing the City's overall housing and economic development strategies as well as assisting in their implementation.
- Member of the Mayor's task force charged with consolidating the City's housing and transit police forces into the NYPD.

NYC Department of Housing Preservation and Development
Director of Operations: September 1986 - October 1992

- Served as Chief Administrative Officer responsible for personnel, finance, management information systems, facilities management, and program analysis for Property Management.
- Administered an operating budget of over $250 million utilizing multiple funding sources.
- Directed a human resources unit responsible for over two thousand employees.
- Supervised the design and implementation of various computer systems to assist and enhance the performance of the division's property management, maintenance and rehabilitation functions.
- Created and implemented the City's first site-based budget and accountability system.
- Supervised the department's commercial leasing operation.
- Managed all residential *In-Rem* acquisition activities.
- Member of the Mayors Homeless Housing Task Force charged with designing and implementing the City's Homeless Housing policies.

NYC Department of Buildings
Senior Budget Analyst: April 1985 - September 1986

- Prepared and administered the Department's $30 million expense budget.
- Prepared monthly variance reports and annual expenditures forecasts.
- Conducted cost analyses for all agency programs.
- Coordinated and administered a $1 million federally funded grant.

Theil Management Corp, Hicksville, NY
Property Manager: August 1982 - April 1985

- Negotiated and prepared tenant leases.
- Handled all maintenance and repair activities.
- Responsible for the preparation and management of revenue and expense budgets.
- Prepared monthly billing and conducted collection activities.

Daily News of the Virgin Islands, St. Thomas, USVI
Advertising Assistant: September 1981 - August 1982

- Designed and drafted copy for display advertisements.

- Responsible for the paper's overall layout, including placement of editorials, articles, and advertisements on a daily basis.
- Monitored advertising sales activity and prepared weekly reports.
- Coordinated the creation and production of quarterly special feature sections including selecting feature stories, artwork and selling ad placements.

Education:

Long Island University
B.S. Degree 1984
Business Administration

References:

Available upon request

Attachment 8: Statement of Assurances for Each Board Member Applicant

New Visions Charter High School for the Humanities II (HUM II)

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Yvette Armstrong, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Yvette Armstrong — Signature

3/30/11 — Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

New Visions Charter High School for the Humanities II (HUM II)

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Ronald Chalmisar, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Ronald Chalmisa
Signature

March 30, 2011
Date

ORIGINAL

Attachment 8: Statement of Assurances for Each Board Member Applicant

New Visions Charter High School for the Humanities II (HUM II)

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Angel Rodriguez, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Angel Rodriguez
Signature

March 30, 2011
Date

Attachment 9: Request for Information from Prospective Charter School Board Members

New Visions Charter High School for the Humanities II (HUM II)

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Ms. Yvette Armstrong.
(Include preferred honorific.)

Daytime Telephone: [redacted]

Home Mailing Address: [redacted]
Personal E-Mail/Fax: [redacted]

Business Address: same as above
Business E-Mail/Fax: [redacted]

Charter School Name: The New Visions Charter High School for the Humanities II (HUM II)

Charter School Address: TBD

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):
NOT APPLICABLE- AT THIS POINT- TO BE DETERMINED ONCE CHARTER BOARD IS ESTABLISHED.

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background *

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. ☒ I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Contacted by New Visions. *

5. Please explain why you wish to serve on the board. *

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☐ This does not apply to me. ☐ Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest *

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☐ I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. ☐ I / we do not know any such persons. ☐ Yes.
   If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
    ☐ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons. ☒ Yes. Ronald Chaluisan

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we have no such interest. ☐ Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
    ☐ Not applicable because the School does not/will not contract with a

management company or charter management organization.
☐ I / we do not anticipate conducting any such business. ☐ Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. ☐ This does not apply to me, my spouse or other family members. ☐ Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☐ None. ☐ Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Educational Philosophy *

17. Please explain your understanding of the charter school's mission and/or philosophy.

18. Please explain your understanding of the educational program of the charter school.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Other *

20. Please explain your understanding of the appropriate role of a public charter school board member.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

* Full completion pending

Yvette M. Armstrong
[redacted]

Employment

Law Firm
1995 to Present

Law Office of Yvette M. Armstrong
Comprehensive residential real estate practice; emphasis on co-op, condo, and one- and two- family homes. Represented major developer of affordable housing with New York City subsidies in the sale of new homes in Harlem.

Art Strong
2011

Conceptualized and founded Art Strong, Portraits in Courage, LLC
Goal; Collection of portraits of those who perished at the WTC and other locations on 9/11 and in 1993

Commissioner
1991- 1997

NYC Commissioner, Equal Employment Practices
Appointed by Mayor Dinkins as one of five inaugural commissioners. Responsible for monitoring the equal employment programs, practices, policies and procedures of City governmental agencies. Assessed data and conducted public hearings on compliance with affirmative employment plans. Exercised audit power along with policy, legislative and budgetary recommendations to the Mayor and City Council.

Attorney
1985 to 1994

Law Office of Ricardo Elias Morales
Structured, documented and dosed real estate transactions, with emphasis on affordable housing in the South Bronx.
Panelist on seminars for first-time homebuyers.

Leadership Positions
In Education

Member, Dalton KS. Diversity Committee 2003-05 Assessed diversity needs. Recommended to Board the necessary tools to implement policies on increased diversity.

Trustee, Manhattan Country School 1993-98. NYC independent school with emphasis on multicultural diversity. Created and implemented "Mentorship Day" for eighth-grade students. Oversaw budget, teachers' benefits, strategic planning. Co-chaired committee on educational fundraising events.

Member, formulating committee to establish Renaissance HS, a new small high school within the NYC then Board of Education, in partnership with Lincoln Center, 2004.

Member, GEAR UP / ENLACE committee to create "Parent-to-Parent Guide" for students entering high school. Presented session at national educational forum, San Francisco 2005.

Member, School Leadership Teams of then Board of Education, DeWitt Clinton HS and MS 180 1999 to 2005

Member, Parents Associations at LaGuardia HS, Dalton HS, Clinton HS, MS 180, MCS

Civic

Created several paintings in oil and acrylic for Bronx Churches. Paintings range in size from 8' X4" to 12' X 4'.

Habitat for Humanity: Bronx, Manhattan and NYC-based work for Katrina victims

Created and organized fundraisers and morale-boosting projects for deployed and injured soldiers, 2004 to present

Steering Committee for 2010 Three Kings' Day Celebration
Planned and implemented decorations for La Marqueta for El Museo del Barrio's Three Kings' Day celebration

Liturgical / Decorating Committee Chairperson; others.

Languages

Bilingual: Read, write & speak English and Spanish Some Portuguese and French.

Bar Admission

New York 1987

Education

Law School

J.D. 1983 Georgetown University Law Center, Washington D.C.
Clinical Program: Harrison Institute Housing Clinic

Undergraduate

.A. 1980 John Jay College of Criminal Justice, Summa Cum Laude

References Available Upon Request

Attachment 9: Request for Information from Prospective Charter School Board Members

New Visions Charter High School for the Humanities II (HUM II)

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Ronald Chaluisan
(Include preferred honorific.)

Daytime Telephone: 212.645.5110 ext 8156

Home Mailing Address: 1[redacted]

Personal E-Mail/Fax: [redacted]

Business Address: New Visions, 320 West 13th Street, 6th floor, NYC NY 10014

Business E-Mail/Fax: rchaluisan@newvisions.org/ 212.645.7409

Charter School Name: The New Visions Charter High School for the Humanities II (HUM II)

Charter School Address: TBD

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):
NOT APPLICABLE- AT THIS POINT- TO BE DETERMINED ONCE CHARTER BOARD IS ESTABLISHED.

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. ☒ I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I am an employee of New Visions and Head of the Charter Office

5. Please explain why you wish to serve on the board. According to the by-laws, I serve ex officio.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☐ This does not apply to me. ☒ Yes. (Include description here): Currently ex officio member of the Board of Trustees of AMS and HUM Charter.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☐ I / we do not know any such persons. ☒ Yes.
   Yvette Armstrong- family friend; Angel Rodriguez- business acquaintance
   If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. ☐ I / we do not know any such persons. ☒ Yes.
   Julia Chun- current Supervisor; Lewis Thomas- current Supervisor
   If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
    ☐ No. ☒ Yes. Employee of New Visions
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons. ☒ Yes. Employee of New Visions

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we have no such interest. ☒ Yes. Employee of New Visions

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not anticipate conducting any such business. ☒ Yes. Employee of New Visions

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. ☒ This does not apply to me, my spouse or other family members. ☐ Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None. ☐ Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would report to the State

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
I am an original member of the school model design team.

18. Please explain your understanding of the educational program of the charter school.
I am an original member of the school model design team.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
Actively hold school accountable to stated goals and commonly agreed upon workplan

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

Charter Board members hold the school and the ESO accountable for the performance of the school.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
yes

22. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 9: Request for Information from Prospective Charter School Board Members
New Visions Charter High School for the Humanities II (HUM II)

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Angel Rodriguez
(Include preferred honorific.)

Daytime Telephone: [redacted]

Home Mailing Address: [redacted]

[redacted]

Personal E-Mail/Fax: [redacted]

Business Address: [redacted]

[redacted]

Business E-Mail/Fax:

Charter School Name: The New Visions Charter High School for the Humanities II (HUM II)

Charter School Address: TBD

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):
NOT APPLICABLE- AT THIS POINT- TO BE DETERMINED ONCE CHARTER BOARD IS ESTABLISHED.

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. ☒ I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *

5. Please explain why you wish to serve on the board. *

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☒ This does not apply to me. ☐ Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☒ I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. ☒ I / we do not know any such persons. ☐ Yes.
   If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
    ☒ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☒ I / we do not know any such persons. ☐ Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☒ I / we have no such interest. ☐ Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☒ I / we do not anticipate conducting any such business. ☐ Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer,

employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. ☒ This does not apply to me, my spouse or other family members. ☐ Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None. ☐ Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. *

18. Please explain your understanding of the educational program of the charter school. *

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. *

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *

22. Please provide any other information that you feel is pertinent to the Department's review.

*Full completion pending

[redacted]

Angel Rodriguez

Objective To secure a Charter School Principal position

Professional Experience

May 2002 – Present **Middle School X302** –Bronx, NY 10455
Principal

As Principal, I supervise 4 assistant principals and together we provide a rigorous academic, social emotional program to 800 middle school students in the South Bronx. We have a staff of 102, with 40 classes in grades 6-8 in three vertical academies. We have 187 ELL's,192 special education students, 3 ESL classes, 9 self-contained and 3 CTT classes. The school has earned an "A" in its NYC Progress Report for three consecutive school years.

August 2001 - May 2002 **P12X, Lewis and Clark** -Bronx, NY 10461
Principal

As Principal, I was responsible for the supervision of approximately 175 staff members including teachers, clinicians, paraprofessionals, office staff, school aides, school safety agents, and 3 assistant principals. We provided instructional services to 570 severely emotionally disturbed students registered in K-12 classes situated in 8 different locations throughout the Bronx. We were able to put together a clinical / instructional program and evaluate if our students will be successful. We coordinated programs in collaboration with staff, parents, and students. We created a school climate, which encouraged initiative, curiosity, professional growth and exploration of ideas while allowing students to meet or exceed their educational IEP goals and objectives.

Jan 1998-Aug 2001 **P12X, Lewis and Clark** Bronx, New York 10461
Assistant Principal

I assisted the principal in the overall operation of the school, e.g., hiring of staff, ordering supplies and equipment, conduct parental conferences, conduct staff training, crisis management, conduct weekly meetings with subject based teachers, attendance teacher, clinical staff, school safety team, directly involved in the development of SCEP, PPR

and conduct informal and formal teacher observations.

I designed and implemented Technology Training for parents and staff in the use of Internet based instruction, Lightspan Achieve Now and Network, Jostens Learning System, Stages, and Laser Disc Instruction. I have worked with the district office of technology to help meet a high level of technology instruction in our classrooms

January 1986-Jan 1998 **P12X, Lewis and Clark** Bronx, New York 10461

Technology Teacher/Coordinator

I taught standard-based literacy instruction through the use of technology to students K-12. I taught word processing, data-base, and graphic design to parents, students and staff. I implemented Laser Disc Instruction in Multi-Media Labs and classrooms for the purpose of teaching Science and Math to special education students. I served as Technology Coordinator, responsible for the daily operation of all, on site and off site multi platform instructional and office computers. Responsibilities included troubleshooting, upgrading and ordering new technology, in addition to providing professional development to teachers in technology and classroom instruction.

Education

September 1994 – June 1997
Queens College

65-30 Kissena Blvd Queens, NY

Specialist Diploma in Administration and Supervision

September 1986-June 1990

Lehman College

Bedford Park Blvd West Bronx, NY

Masters in Special Education

September 1982 – September 1985

Lehman College

Bedford Park Blvd West Bronx, NY

BA in Psychology / Education

References

Letters of reference will be mailed upon request

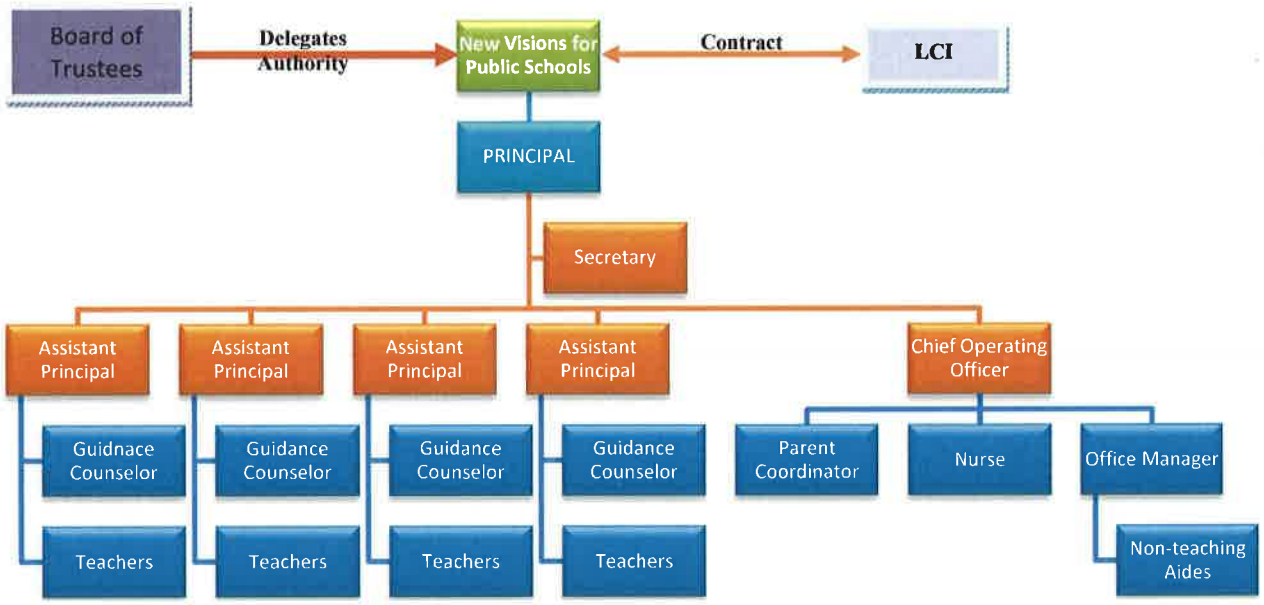
Ms. Laura Rodriguez- NYCDOE Deputy Chancellor
Special Education and English Language Learners

Mr. Steven Cohen- Former NYCDOE D75 Principal

Mr. Jose Ruiz- Former Principal and NYCDOE Cluster Leader 6

ATTACHMENT 10: Organizational Chart
New Visions Charter High School for the Humanities II (HUM II)

The relationship between New Visions for Public Schools, the Board of Trustees and Lincoln Center is depicted in the chart below:



A Board of Trustees will hold New Visions Charter High School the Humanities II's charter and focus on governance and strategic issues. The Board will have between 7 and 15 Trustees, not including the Principal who will serve as an *ex officio* member. School administration will focus on educational and operational issues. The governance culture will reflect mutual respect for authority in these respective spheres.

The school's administration is led by the Principal. The Principal hired, evaluated, managed, and, if necessary, fired by the Board of Trustees unless otherwise delegated by contract to a not-for-profit management company, such as New Visions for Public Schools.

At full capacity, the school's administration will be led by the Principal. When the Principal is unavailable, day-to-day responsibilities fall to the Chief Operating Officer. The Principal with the Chief Operating Officer head the Organizational Inquiry Team who promote and advise on issues of learning, school culture, student discipline, and family outreach.

Relationship with New Visions for Public Schools

To implement this structure over time and provide for its functions efficiently from day one, New Visions Charter High School for the Humanities II will work in conjunction with New Visions for Public Schools, which currently provides services to 76 member schools in the New Visions Partnership Support Organization of the New York City Department of Education. Please see Attachment 10(a) for a list of academic and business services to be provided by New Visions for Public Schools.

- The Principal of New Visions Charter High School for the Humanities II (HUM II) is hired by the Board of Trustees of the school and is an employee of the of the education corporation formed to operate the school. But to ensure a loyal and accountable replication of New Visions Charter High School model, New Visions for Public Schools will recruit, train, provide on-going support, and evaluate the principal, consistent with the services described in New Visions partnership letter of intent and addendum. New Visions for Public Schools evaluation of the Principal will be reported to the Board of Trustees. This reporting structure will maintain the Board of Trustees ultimate fiduciary responsibility for the school while placing the appropriate amount of responsibility, authority, and accountability with New Visions for Public Schools in regard to the school's Principal and operations.

- Lincoln Center Institute (LCI) will provide instructional support to the school, as described in LCI's partnership letter of intent. LCI works at the direction of the Principal, as depicted in the chart below. The School's Principal (and other staff as delegated by the Principal) will have significant direct contact with LCI. The Board of Trustees also has a direct relationship with LCI as a way to hold LCI accountable for the instructional services provided.

- New Visions for Public Schools will provide academic, programmatic and operational support to the school, as described in New Visions' partnership letter of intent. New Visions will work with the Principal to ensure that the New Visions model is accurately replicated. The School's Principal (and other staff as delegated by the Principal) will have significant direct contact with New Visions. Given New Visions' responsibilities in evaluating the Principal and reporting the results of these evaluations to the Board of Trustees, New Visions also has a direct relationship with the Board of Trustees, through which the Board of Trustees can hold New Visions accountable for their services.

ATTACHMENT 11: Key Position Descriptions
New Visions Charter High School for the Humanities II (HUM II)

NEW VISIONS FOR PUBLIC SCHOOLS
POSITION DESCRIPTION- Principal, New Visions Charter High School

The principal is the instructional leader and manager of the New Visions Charter High School and is ultimately responsible for ensuring that the school provides students with the skills, knowledge and experience necessary to succeed academically and socially. To do this, the principal must have the skills needed to adeptly facilitate and collaborate with faculty and staff; experience teaching using alternative pedagogy; ability to identify and use diagnostic and formative assessments; and ability to engage in and support classroom and organizational level inquiry to inform decision making.

The ideal candidate will have demonstrated leadership experience through active participation on an established Inquiry Team in a NYC school or graduated from New Visions Leadership Certification program, the Scaffolded Apprenticeship Program. Winning candidates will have demonstrated alignment with the New Visions mission to empower young people by challenging them academically and providing them with the support they need to excel.

Job Responsibilities:

Curriculum, Instruction and Assessment

- Deliver the academic preparation and requisite support for all students to be prepared to succeed in college and career.
- Reinforce and institutionalize the implementation of New Visions Charter School practices through regular observation, coaching, and evaluation.
- Foster connections between academic learning, the community, and the natural world.

Staff Development

- Hire and support the development of all school staff.
- Create a professional community that focuses on instruction and assessment as the primary vehicles for improving student achievement and school culture.
- Motivate teachers to continue to develop their content knowledge and instructional repertoire, and to provide the resources needed for them to do so.

School Culture

- Build a school culture that evidences high expectations for courtesy, respect, compassion and an intellectually-engaged environment for both students and adults.
- Ensure a safe, supportive and productive environment for students, staff and families.
- Model effective instructional practices in staff meetings, professional development sessions and team meetings.
- Cultivate strong partnerships with community organizations and regional and national partners.
- Initiate and implement community support and advisory groups.

Qualifications:

- Masters degree.
- School leadership training, certification, and/or experience that is consistent with the core concepts of the New Visions Charter School Model.
- Possession of or ability to obtain the New York State School Building Leader certification.

- Ten years teaching experience, preferably at the high school level, with a history of improving student achievement.

Experience

- Demonstrated leadership capabilities, including management and team-building skills.
- Experience working in an urban school setting.
- Experience with supervising, evaluating and professional development of teachers and teachers-in-training.
- Experience implementing pedagogical strategies and developing curriculum relevant to the New Visions Charter School model including, but not limited to: challenge-based curriculum, inquiry, data-based decision making, analysis of student performance on an ongoing basis, alternative use of time through scheduling and programming, systems of adult learning.
- Experience developing schedules and budgets.

Characteristics

- Demonstrated commitment to the school vision and mission.
- Commitment to democratic governance and collaborative, data-based decision-making.
- Rigorous approach to problem-solving - collecting all relevant information, consulting diverse perspectives, and creating feedback systems.
- Recognition of self as a learner, able to identify areas for growth and commitment to working in these areas.
- Experience and zeal for working in an entrepreneurial environment.
- Excellent interpersonal and communication skills.
- Passion for creating a school community that supports the development and achievement of all students, particularly those underserved and at risk in other school settings.

NEW VISIONS FOR PUBLIC SCHOOLS
POSITION DESCRIPTION- Chief Operating Officer (COO), New Visions Charter High School

Position Summary

The Chief Operating Officer (COO) is critical to the successful and efficient running of New Visions Charter High Schools. The COO oversees operational performance through managing finance, administration, technology, compliance and general school operations, in order to support student achievement and financial success. The COO will report to the Principal and manage the school's Operations team. S/he will work closely and collaboratively with the Principal and will be a member of the site's Leadership Team.

The COO is responsible for all matters of school administration that do not directly relate to instruction or student behavior. This role is essential to the New Visions Charter School model, which intentionally relieves the Principal of non-instructional obligations to that s/he can focus on student achievement and professional development of the teaching staff.

Job Responsibilities

Summary of Major Responsibilities

The COO is directly responsible for implementing and maintaining systems, resources and routines to facilitate student achievement and financial success in the areas of finance and purchasing, student information and reporting, student enrollment, scheduling and planning, management, food services, transportation, facilities, technology, discipline and compliance. A more detailed list of responsibilities is attached.

Qualifications

- BS in Business, Accounting or Finance, Masters Degree preferred.
- At least 5 years of operations management experience.
- Experience in elementary and/or secondary educational administration preferred.
- Experience working in an urban school setting.
- Previous charter school experience, a plus.

Experience

- Demonstrated success in monitoring budgets in excess of $7 million and in managing contracts of at least $ 100,000.
- Previous exposure to staffing processes and general HR procedures.
- Demonstrated ability to manage exempt and nonexempt employees.
- Experience managing cross-functional teams to develop and implement systems and processes to increase the effectiveness and efficiency of a growing organization.

Characteristics

- Demonstrated commitment to the school vision and mission.
- Commitment to democratic governance and collaborative, data-based decision-making.
- Rigorous approach to problem-solving—collecting all relevant information, consulting diverse perspectives and creating feedback systems.
- Recognition of self as a learner, able to identify areas for growth and commitment to working in these areas.
- Experience and zeal for working in an entrepreneurial environment.
- Excellent interpersonal and communication skills.
- Passion for creating a school community that supports the development and achievement of all students, particularly those underserved and at risk in other school settings.
- Attention to detail coupled with the ability to think and act strategically.

Detailed Job Responsibilities

Finance and Purchasing

- Work with the school Principal, New Visions Charter Unit and the Charter Board of Trustees to implement and manage the school's budget.
- Review monthly financial reports and update monthly financial estimates.
- Coordinate with New Visions Charter team for all Federal, State, Local grant applications and reporting.
- Provide financial oversight including invoice approval and budget development, tracking delivery and maintaining inventory.
- Manage payroll processes.

- Oversee, in coordination with New Visions, year-end audits as well as any site audits from State or Federal agencies.

Student Information and Reporting

- Oversee student information systems.
- Generate report cards, progress reports and schedules.
- Coordinate with New Visions Charter unit with regard to all data analysis and reporting.
- *Student Enrollment*
- Manage student recruitment process including outreach and tours for parents.
- In conjunction with the New Visions Charter unit, ensure that the new student lottery is implemented in compliance with law, and maintain student waiting list according to State law.
- Transmit student transfer/withdrawal paperwork to and/or from students' former or current schools.

Scheduling and Planning

- Schedule and coordinate coverage/substitutes, maintain systems for tracking sick leave, vacation and personal days.
- Oversee the technical aspects of the Master scheduling process.

Management

- Directly manage all non-instructional staff including Parent Coordinator, Nurse, Office Manager and Non-Teaching Aides.
- Actively participate on the school's leadership team.

Food Services

- Manage school nutrition program, including managing staff and vendors for breakfast, lunch, and snacks.
- Oversee all aspects of free and reduced lunch programs including managing entire application process.

Transportation

- Manage student transportation via bus and other modes of transportation for arrival, dismissal and field trips.
- Coordinate process of late passes, bathroom passes, any other authorized student movement within the building.

Facilities

- Maintain system to address facility needs (lighting, repairs in rooms, etc.).
- Ensure that facility and systems are designed to maximize student learning.

Technology

- Oversee the purchasing and maintenance of technology equipment and implementation of technology training in partnership with the New Visions Technology team.

Discipline

- Oversee the implementation of the technical aspects of the discipline process.

Compliance

- With the assistance of the New Visions Charter Unit, ensure school-wide compliance with health and safety laws.
- Oversee teacher certification and fingerprinting.
- Supervise compliance with City and State education mandates.
- Responsible for all federal and state workplace regulations

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New Visions for Public Schools is an Equal Opportunity Employer.

NEW VISIONS FOR PUBLIC SCHOOLS
POSITION DESCRIPTION- Assistant Principal, New Visions Charter High School

The Assistant Principal is the assistant instructional leader of New Visions Charter High School and is ultimately responsible for assisting the Principal in ensuring that the school provides students with the skills, knowledge and experience necessary to succeed academically and socially. To do this, the assistant principal must have the skills needed to adeptly assist in facilitating and collaborating with faculty and staff; experience teaching using alternative pedagogy; ability to identify and use diagnostic and formative assessments; and ability to engage in and support classroom and organizational level inquiry to inform decision making. The assistant principal in conjunction with the guidance counselor will lead a grade group cohort from 9th-12th grades.

Successful candidates will have demonstrated alignment with the New Visions mission to empower young people by challenging them academically and providing them with the support they need to excel.

Job Responsibilities:

Curriculum, Instruction and Assessment

- Assist in delivering the academic preparation and requisite support for all students to be prepared to succeed in college and career.
- Reinforce and institutionalize the implementation of New Visions Charter School practices through regular observation, coaching, and evaluation.
- Foster connections between academic learning, the community, and the natural world.
- Will be responsible for teaching, co-teaching and model teaching in the classroom.

Staff Development

- Assist in creating a professional community that focuses on instruction and assessment as the primary vehicles for improving student achievement and school culture.
- Motivate teachers to continue to develop their content knowledge and instructional repertoire, and to provide the resources needed for them to do so.

School Culture

- Assist in building a school culture that evidences high expectations for courtesy, respect, compassion and an intellectually-engaged environment for both students and adults.
- Ensure a safe, supportive and productive environment for students, staff and families.
- Model effective instructional practices in staff meetings, professional development sessions and team meetings.
- Cultivate strong partnerships with community organizations and regional and national partners.

- Oversee extra-curricular activities, Saturday School and after school programs.
- Cultivate strong partnerships with community organizations and regional and national partners.
- Implement behavior/discipline modification plan for grade group cohort in conjunction with the guidance counselor.

Qualifications:

Masters degree.

- School leadership training, certification, and/or experience that is consistent with the core concepts of the New Visions Charter School Model.
- 5-10 years teaching experience, preferably at the high school level, with a history of improving student achievement.

Experience

- Demonstrated leadership capabilities, including management and team-building skills.
- Experience working in an urban school setting.
- Experience with supervising, evaluating and professional development of teachers and teachers-in-training.
- Experience implementing pedagogical strategies and developing curriculum relevant to the New Visions Charter School model including, but not limited to: challenge-based curriculum, inquiry, data-based decision making, analysis of student performance on an ongoing basis, alternative use of time through scheduling and programming, systems of adult learning.
- Experience developing schedules.
- Experience working on school culture and discipline.

Characteristics

- Demonstrated commitment to the school vision and mission.
- Commitment to democratic governance and collaborative, data-based decision-making.
- Rigorous approach to problem-solving - collecting all relevant information, consulting diverse perspectives, and creating feedback systems.
- Recognition of self as a learner, able to identify areas for growth and commitment to working in these areas.
- Experience and zeal for working in an entrepreneurial environment.
- Excellent interpersonal and communication skills.
- Passion for creating a school community that supports the development and achievement of all students, particularly those underserved and at risk in other school settings.

NEW VISIONS FOR PUBLIC SCHOOLS
POSITION DESCRIPTION- Guidance Counselor, New Visions Charter High School

Utilizing leadership, advocacy, and collaboration, Guidance Counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. The guidance counselor will work face-to-face to help students evaluate their abilities and interests. They will help them see their talents and personality characteristics to help them develop

academic goals that will lead to sound college/career aims. The guidance counselor in conjunction with the assistant principal will lead a grade group cohort from 9th-12th grades.

Successful candidates will have demonstrated alignment with the New Visions mission to empower young people by challenging them socially and academically while providing them with the support they need to excel.

Job Responsibilities:

- Assist in delivering the academic preparation and requisite support for all students to be prepared to succeed in college and career.
- Foster connections between academic learning, the community, and the natural world.
- Incorporates into their programs the life skills that students need to be successful.
- Provides individual and group counseling to students with identified concerns and needs.
- Accurately and appropriately interprets/utilizes school data.
- Collaborates with families to assist students with educational, career and life planning.
- Oversee Parent Center or Parent University.
- Implements an effective referral and follow-up process as needed.
- Accurately and appropriately uses assessment procedures for determining and structuring individual/group services.
- Provide appropriate information to school personnel related to the comprehensive school counseling program.
- Measures results of the comprehensive school counseling program activities and shares results with relevant stakeholders.
- Monitors student academic performance, behavior and attendance; and facilitate appropriate interventions.
- Responsible for middle school scheduling
- Provides direct support service to individual students, small groups, and classrooms.
- Completes assessments, referrals, and counseling with students and families.
- Completes home visits and assessments.
- Develops and maintains family outreach programs and community partnerships.
- Serves as a member of the family support team and other school based teams.
- Completes written reports as needed or as requested by Principal.
- Other duties as assigned
- Provide direct service to students in the classroom at least once per week.
- Completes reports as required by Federal, State and local agencies.
- Conduct professional development workshop on identifying at-risk students.
- Interview students and families.
- Make oral presentations of assessments, diagnostics, home visits, and observation.

School Culture

- Assist in building a school culture that evidences high expectations for courtesy, respect, compassion and an intellectually-engaged environment for both students and adults.
- Ensure a safe, supportive and productive environment for students, staff and families.
- Model effective counseling practices in staff meetings, professional development sessions and team meetings.

- Cultivate strong partnerships with community organizations and regional and national partners.
- Implement behavior/discipline modification plan for grade group cohort in conjunction with the guidance counselor.

Qualifications:
Masters degree.
- 5-10 years teaching experience, preferably at the high school level.

Experience
- Experience working in an urban school setting.
- Experience implementing pedagogical strategies and developing a comprehensive counseling program relevant to the New Visions Charter School model.
- Experience developing schedules.

Characteristics
- Demonstrated commitment to the school vision and mission.
- Commitment to democratic governance and collaborative, data-based decision-making.
- Rigorous approach to problem-solving - collecting all relevant information, consulting diverse perspectives, and creating feedback systems.
- Recognition of self as a learner, able to identify areas for growth and commitment to working in these areas.
- Experience and zeal for working in an entrepreneurial environment.
- Excellent interpersonal and communication skills.
- Passion for creating a school community that supports the development and achievement of all students, particularly those underserved and at risk in other school settings.

NEW VISIONS FOR PUBLIC SCHOOLS
POSITION DESCRIPTION- Teacher, New Visions Charter High School

VISION

Working in partnership with parents and the community, it is the mission of New Visions Charter High Schools to provide students with an education that is relevant and meaningful today, equipping them with the tools to succeed in college and beyond. Our vision is built on the belief in, and implementation of, four educational practices:

Project Based Learning Approach
At New Visions Charter High Schools, students will engage in a problem based learning approach that will require them to present solutions to real life challenges.

Reading and Writing Focus
A targeted focus on writing in every content area to develop critical thinking skills.

Collaborative Teaching Culture
Working on grade level teams, teachers take ownership of student success by looking at data and student work to create individualized academic plans.

Looping
Believing that a shared responsibility for understanding each student's needs is critical to each student's success, teachers will work in Lower House and Upper House teams, looping from 9-10th grade, and from 11th to 12th grade.

STUDENT LIFE
New Visions Charter High Schools' structure-with its Lower and Upper Houses, supports close working relationships between the core teaching group and students. Providing students with continuity and stable support structures, it also helps ease the transition from grade to grade and, ultimately, to college.

Students at New Visions Charter High Schools:
- Engage in technology based learning in all content areas
- Receive targeted remediation in areas of need, as well as opportunities for acceleration and enrichment
- Have the opportunity to take advanced placement and college courses as Upper House students
- Participate in an extended learning day, from 8:30am-4:30pm
    - Attend Saturday Academy as needed

New Visions Charter High Schools are committed to serving high need populations of students, and will give preference to students in District 10, as well as SpEd and ELL students with an acceptance rate proportionate to the district average.

TEACHING AT NEW VISIONS CHARTER HIGH SCHOOLS
Subscribing to the shared belief that teachers play the most critical role in student achievement outcomes, teachers at New Visions Charter High Schools will have the opportunity to positively affect student outcomes in four unique ways:

PBL/ Curriculum Focus
Using an innovative problem based learning curriculum, teachers can focus on integrating writing and reading in all content areas.
- Thematically based to help students make connections between subjects
- Includes end of trimester Anchor Projects that require students to apply their newly acquired content knowledge to address authentic local and global challenges

Reading and Writing Focus
Using the Literacy Design Collaborative Framework, teachers will integrate and teach reading and writing methods in all classes.
- The LDC Framework focuses on one of three categories of writing during each trimester:
    i. Argumentative
    ii. Informational
    iii. Narrative
- Working on Grade Level Teams, teachers will have the opportunity to consistently review the progress of each student against a predetermined rubric

Collaborative Teaching Culture

Teachers will participate in structured and common Planning Time, reviewing student data and work, and creating individualized academic plans. This includes:

- Active participation in a collaborative professional learning community where APs, coaches, and peers will have the opportunity to develop curriculum around common themes and common core standards, plan anchor projects, establish common rituals and routines and view each other's work and progress
- Maintenance of an open classroom environment to allow for observational feedback and ongoing professional development
- The use of data to critically assess student learning, and a willingness to reteach content and skills as needed
- Ability to work collaboratively with community groups and Lincoln Center Institute teaching artist to inform student anchor projects and learning experiences

Professional Development

A hallmark of New Visions Charter High Schools' commitment to professional growth is the belief that professional development is an ongoing and open process. Teachers at New Visions Charter High Schools will:

- Be receptive to feedback, understanding that all feedback is in service of data driven instruction to support improvements in student outcomes
- Implement feedback, being proactive about securing the resources and information you need to support student learning
- Be an active participant in a professional learning community, where classroom observations by administrators and peers are the norm, not the exception
    - Be provided with consistent feedback and coaching from instructional leaders on a bimonthly basis, receiving support in the implementation and effectiveness of lessons

<u>QUALIFICATIONS</u>

Successful New Visions Charter High Schools teaching candidates will:

- Demonstrate strong content knowledge
- Have a proven track record for planning lessons with clear learning objectives and a means for assessing whether those objectives have been met
- Have a proven track record for engaging students in their own learning
- Have demonstrated success in working collaboratively on a team
- Have strong organizational and communication skills
- Have demonstrated success in tailoring instruction to the needs of diverse learners
- Be able to commit to our extended day schedule
    - Be available to teach Saturday Academy, as needed

Additionally, candidates must have a Bachelor's degree, hold valid New York State certification (or reciprocal out-of-state certification), and must be cleared for employment by fingerprint-supported background checks. We are committed to diversity in our hiring and employment practices, and encourage all qualified candidates to apply.

ATTACHMENT 12: CMO Background Information
New Visions Charter High School for the Humanities II (HUM II)

About New Visions

Founded in 1989, New Visions for Public Schools is dedicated to improving the quality of education children receive in New York City's public schools. Over the past 21 years, New Visions has achieved significant results. New Visions:

- Established ***34 small, effective schools*** in New York City during the 1990s – long before the national small schools effort. This work is the genesis for the nearly 400 small schools created by New Visions and others that now dominate the New York City landscape.

- Worked with more than 200 community partners to start ***99 new small high schools,*** serving 37,000 New York City public school students, leading to national recognition as the only organization to effectively use the small schools strategy to improve student achievement. Several years after they opened, New Century schools continue to outperform the system. ***In 2009, our schools had an average four-year graduation rate of more than 72%, ten percentage points higher than the citywide average, with much higher graduation rates for special education and English Language learners.*** They also had substantially lower drop out rates, successfully retaining students and enabling them to graduate in five years.

- Implemented a unique principal certification program—the Scaffolded Apprenticeship Model (SAM)—which has ***certified 115 new school leaders*** through the work of improving schools. This program model has been adopted by Boston and Oakland, CA. This year, we took the same design and created an Urban Teacher Residency program, which we are currently piloting with our first cohort of 17 residents with plans to expand it to several hundred in our schools.

- Serves as a PSO to 76 schools, with 38,000 students, at the request of the Chancellor and the Mayor, and selected by the schools themselves. New Visions' PSO network, which is equivalent in size to the Pittsburgh or San Jose school systems, serves a higher percentage of African American, Latino, low-income, English Language Learner and special education students than the rest of the city—and we do better. ***Our graduation rates outpace those of the city.***

- Provides an ***innovation lab*** within the New York City public school system. We pioneered new data tools, including an "on track to graduation" metric that is now being used in all New York City public high schools where it is having an impact on the education of more than 250,000 students. And our inquiry team process, first developed in our leadership certification work, is now being used by almost 7,500 teacher-lead inquiry teams created throughout the system.

<u>Our Investors</u>

Since 2001, New Visions has invested more than $110 million in our public schools to increase student achievement. Major investors include:

- The Bill & Melinda Gates Foundation
- The Carnegie Corporation of New York
- The Annenberg Foundation
- Open Society Institute
- Citi Foundation
- News Corp
- Caroll & Milton Petrie Foundation
- New York Community Trust
- US Department of Education
- NYC Department of Education

The Next Five Years (New Visions 4.0)

New Visions proposes to build on this experience over the next five years to increase our impact on public education in New York City and across the nation. We will build upon three key strategies — school creation, school support and human capital development—to transform the organization into the country's first hybrid education organization that directly manages a cadre of public charter schools and provides formal supports to traditional public schools within a school system, supporting both through its own certification programs for teachers and leaders. We expect to accomplish this goal by:

- Establishing a self-sustaining network of ***18 high-performing public charter high schools in high-need neighborhoods***. Drawing upon the most effective practices from the 99 small secondary schools we created through the New Century High Schools Initiative, we have developed a New Visions school model that will drive students to success in college and careers through radically different learning opportunities and school services.

- Institutionalizing our current services as a Partnership Support Organization ("PSO") to 76 New York City public schools, serving more than 35,000 students. Our goal over the next five years is to help schools achieve ***graduation rates of 80% and double the number of students prepared to directly enroll in college level courses***, as indicated by the number of students earning Regents and Advanced Regents diplomas. Deepening our relationship with these schools will be critical to having an impact on large numbers of students at scale.

- Expanding our school-based principal and teacher leadership certification programs. New Visions will develop strong public schools—both within our emerging charter school network and our PSO network—as "teaching hospital" schools, based on the medical residency model. Aspiring teachers and principals will serve as residents who "learn by doing" alongside master practitioners. Our certification programs will play a critical role in ***developing high quality educators and ensuring a career ladder in charter and PSO schools***.

ATTACHMENT 13: Schools Managed by the CMO
New Visions Charter High School for the Humanities II (HUM II)

New Visions has established 40 small, effective schools in New York City during the 1990s. We have worked with more than 200 community partners to start 99 new small high schools through the New Century High Schools Initiative. The first cohort of these schools achieved a 77% graduation rate: 15% better than the city average and double the rate of the schools they replaced.

New Visions for Public Schools
Partnership Support Organization School Portfolio 2011-2012

SCHOOL	ADDRESS	CITY	STATE	ZIP CODE	PHONE
21st Century Academy	501-503 West 152nd Street	New York	NY	10031	(212) 283-0012
Academy for Careers in Television and Film	36-41 28th Street	Long Island City	NY	11106	(718) 472-0536
Academy for Health Careers	355 Park Place	Brooklyn		11238	(718) 398-9071
Academy for Language and Technology	1700 Macombs Road 4th Floor	Bronx	NY	10453	(718) 731-0219
Academy of Environmental Science Secondary High School	410 East 100th Street	New York	NY	10029	(212) 860-5854
Academy of Innovative Technology	999 Jamaica Avenue	Brooklyn	NY	11208	(718) 827-2469
Agnes Y. Humphrey School for Leadership	27 Huntington Street	Brooklyn	NY	11231	(718) 330-9285
Amistad Dual Language School	4862 Broadway	New York	NY	10034	(212) 544-8021
Automotive High School	50 Bedford Avenue	Brooklyn	NY	11222	(718) 218-9301
Banana Kelly High School	965 Longwood Avenue	Bronx	NY	10459	(718) 860-1242
Bread and Roses Integrated Arts High School	6 Edgecombe Avenue	New York	NY	10030	(212) 926-4152
Bronx Academy of Health Careers	800 East Gun Hill Road	Bronx	NY	10467	(718) 696-3340
Bronx Center for Science and Mathematics	1365 Fulton Avenue	Bronx	NY	10456	(718) 992-7089
Bronx Community High School	1980 Layfayette Avenue	Bronx	NY	10473	(718) 892-1026
Bronx Engineering and Technology Academy	99 Terrace View Avenue	Bronx	NY	10463	(718) 563-6678
Bronx Haven High School	333 East 151st Street	Bronx	NY	10451	(718) 402-3134
Bronx High School for Law and Community Service	500 East Fordham Road	Bronx	NY	10458	(718) 733-5274
Bronx Latin	800 Home Street	Bronx	NY	10456	(718) 991-6349
Bronx Leadership Academy II High School	730 Concourse Village West Building A	Bronx	NY	10451	(718) 292-7171
Bronx School of Law and Finance	99 Terrace View Avenue	Bronx	NY	10463	(718) 561-0113

ATTACHMENT 13: Schools Managed by the CMO
New Visions Charter High School for the Humanities II (HUM II)

Bronx Theatre High School	99 Terrace View Avenue	Bronx	NY	10463	(718) 329-2902
Brooklyn Academy of Global Finance	125 Stuyvesant Avenue	Brooklyn	NY	11221	(718) 935-3442
Brooklyn Academy of Science and the Environment	883 Classon Avenue	Brooklyn	NY	11225	(718) 230-6363
Brooklyn Bridge Academy	6565 Flatlands Avenue	Brooklyn	NY	11236	(718) 968-1689
Brooklyn Democracy Academy	985 Rockaway Avenue	Brooklyn	NY	11212	(718) 342-6590
Brooklyn High School for Leadership and Community Service	300 Willoughby Avenue	Brooklyn	NY	11205	(718) 638-3062
Brooklyn School for Music and Theatre	883 Classon Avenue	Brooklyn	NY	11225	(718) 230-6250
Bushwick Community High School	231 Palmetto Street	Brooklyn	NY	11221	(718) 443-3083
Christopher Columbus High School	925 Astor Avenue	Bronx	NY	10469	(718) 944-3400
Civic Leadership Academy	45-10 94th Street	Flushing	NY	11373	(718) 271-1487
Collegiate Institute for Math and Science	925 Astor Avenue	Bronx	NY	10469	(718) 944-3635
Community Health Academy of the Heights	511 West 182 Street	New York	NY	10033	(212) 923-0970
East Bronx Academy for the Future	1716 Southern Boulevard	Bronx	NY	10460	(718) 861-8641
East Brooklyn Community High School	965 East 107th Street	Brooklyn	NY	11236 -3013	(718) 688-6450 or 6451
East-West School of International Studies	46-21 Colden Street	Queens	NY	11355	(718) 353-0009
FDNY High School for Fire and Life Safety	400 Pennsylvania Avenue	Brooklyn	NY	11207	(718) 922-0389
Frank McCourt High School	145 West 84th Street	New York	NY	10024	(212) 362-2015
Frederick Douglass Academy II Secondary School	215 West 114 Street	New York	NY	10026	(212) 865-9260
Global Enterprise High School	925 Astor Avenue	Bronx	NY	10469	(718) 944-3548
High School for Community Leadership	167-01 Gothic Avenue	Queens	NY	11432	(718) 558-9801
High School for Contemporary Arts	800 East Gun Hill Road	Bronx	NY	10467	(718) 944-5610
High School for Global Citizenship	883 Classon Avenue	Brooklyn	NY	11225	(718) 230-6300
High School for Innovation in Advertising and Media	1600 Rockaway Parkway	Brooklyn	NY	11236	(718) 290-8760

ATTACHMENT 13: Schools Managed by the CMO
New Visions Charter High School for the Humanities II (HUM II)

High School for Service and Learning at Erasmus	911 Flatbush Avenue	Brooklyn	NY	11226	(718) 564-2551
High School for Youth and Community Development	911 Flatbush Avenue (Entrance on Bedford Ave.)	Brooklyn	NY	11226	(718) 564-2470
High School of Telecommunication Arts and Technology	350 67 Street	Brooklyn	NY	11220	(718) 759-3400
Hillcrest High School	160-05 Highland Avenue	Jamaica	NY	11432	(718) 658-5407
International Arts Business School	600 Kingston Avenue	Brooklyn	NY	11203	(718) 467-7400
Khalil Gibran International Academy	50 Navy Street	Brooklyn	NY	11201	(718) 522-2119
Knowledge and Power Preparatory Academy International High School	500 East Fordham Road	Bronx	NY	10458	(718) 933-1247
Leadership and Community Service	1700 Macombs Road	Bronx	NY	10453	(718) 583-5466
Lyons Community School	223 Graham Avenue	Brooklyn	NY	11206	(718) 782-0918
Manhattan Bridges High School	525 West 50 Street	New York	NY	10019	(212) 757-5274
Marble Hill High School for International Studies	99 Terrace View Avenue	Bronx	NY	10463	(718) 561-0973
Millennium High School	75 Broad Street	New York	NY	10004	(212) 825-9008
Morris Academy for Collaborative Studies	1100 Boston Road	Bronx	NY	10456	(718) 542-3700
New Dorp High School	465 New Dorp Lane	Staten Island	NY	10306	(718) 667-8686
North Queens Community High School	141-25 77th Road	Flushing	NY	11367	(718) 380-1650
Olympus Academy	100-01 Flatlands Avenue	Brooklyn	NY	11207	(718) 272-1926
Performing Arts and Technology High School	400 Pennsylvania Avenue	Brooklyn	NY	11207	(718) 922-0762
Port Richmond High School	85 St. Josephs Avenue	Staten Island	NY	10302	(718) 420-2100
Queens High School for Information Research and Technology	821 Bay 25th Street	Far Rockaway	NY	11691	(718) 868-2978
Quest to Learn School	351 West 18th Street	New York	NY	10011	(212) 488-3645
School for Community Research and Learning	1980 Lafayette Avenue	Bronx	NY	10473	(718) 892-2054

ATTACHMENT 13: Schools Managed by the CMO
New Visions Charter High School for the Humanities II (HUM II)

Shuang Wen	327 Cherry Street (At Cherry & Montgomery Street)	New York	NY	10002	(212) 602-9700
South Brooklyn Community High School	173 Conover Street	Brooklyn	NY	11231	(718) 237-8902
The Business of Sports School	439 West 49 Street	New York	NY	10019	(212) 246-2183
Thurgood Marshall Academy for Learning and Social Change	200 West 135 Street	New York	NY	10030	(212) 283-8055
Thurgood Marshall Academy Lower School	276 West 151st Street	New York	NY	10039	(212) 368-8731
Voyages Preparatory	45-10 94th Street	Flushing	NY	11373	(718) 271-7851
West Bronx Academy for the Future	500 East Fordham Road	Bronx	NY	10458	(718) 563-7139
West Brooklyn Community High School	1053 41st Street	Brooklyn	NY	11219	(718) 686-1444
Womens Academy of Excellence	456 White Plains Road	Bronx	NY	10473	(718) 542-0740
World Academy for Total Community Health High School	400 Pennsylvania Avenue	Brooklyn	NY	11207	(718) 922-0650
Young Womens Leadership School - Brooklyn	223 Graham Avenue	Brooklyn	NY	11206	(718) 387-5641
Young Womens Leadership School - Harlem	105 East 106 Street	New York	NY	10029	(212) 289-7593
Young Womens Leadership School - Queens	150-91 87 Road	Jamaica	NY	11435	(718) 725-0402

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ATTACHMENT 14: Academic Performance of Schools Managed by the CMO
New Visions Charter High School for the Humanities II (HUM II)
New Visions PSO Report
March 4, 2011

- **NVPSO Characteristics- Student Demographics excluding Transfer Schools**
- **CURRENT COHORTS' PROGRESS- Progress Toward College Readiness by Cohort**
- **CURRENT COHORTS' PROGRESS- Cohort 2011 (N=6,162): Regents Passage by Subject Area**
- **CURRENT COHORTS' PROGRESS- Across Cohort Comparison of CUNY Benchmarks**
- **CURRENT COHORTS' PROGRESS- Cohort 2011 Students Meeting CUNY Benchmarks**

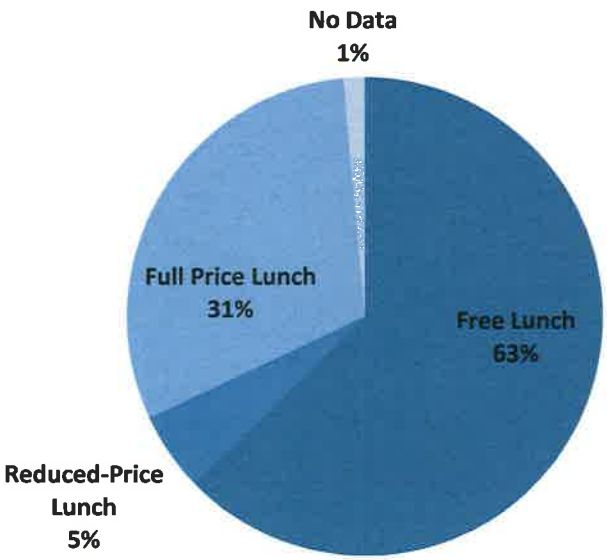
NEW VISIONS
FOR PUBLIC SCHOOLS

NVPSO Characteristics

Student Demographics excluding Transfer Schools

NVPSO Free/Reduced-Price Lunch: 68%

Citywide Free/Reduced-Price Lunch: N/A

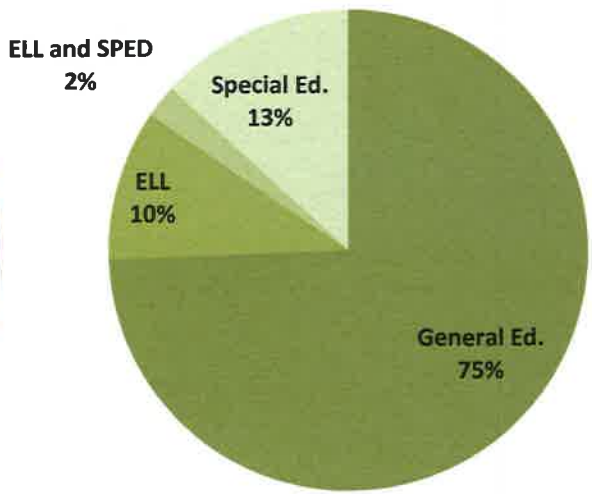


NVPSO Special Ed: 15%

Citywide Special Ed: N/A

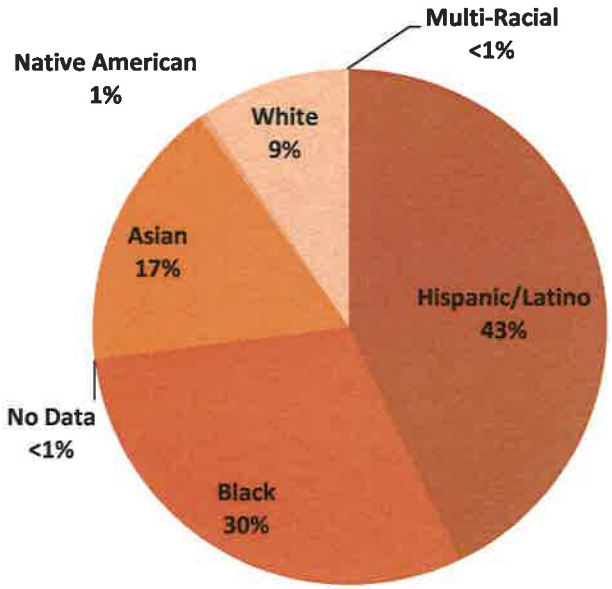
NVPSO ELL: 12%

Citywide ELL: N/A



NVPSO Black/Hispanic: 73%

Citywide Black/Hispanic: N/A

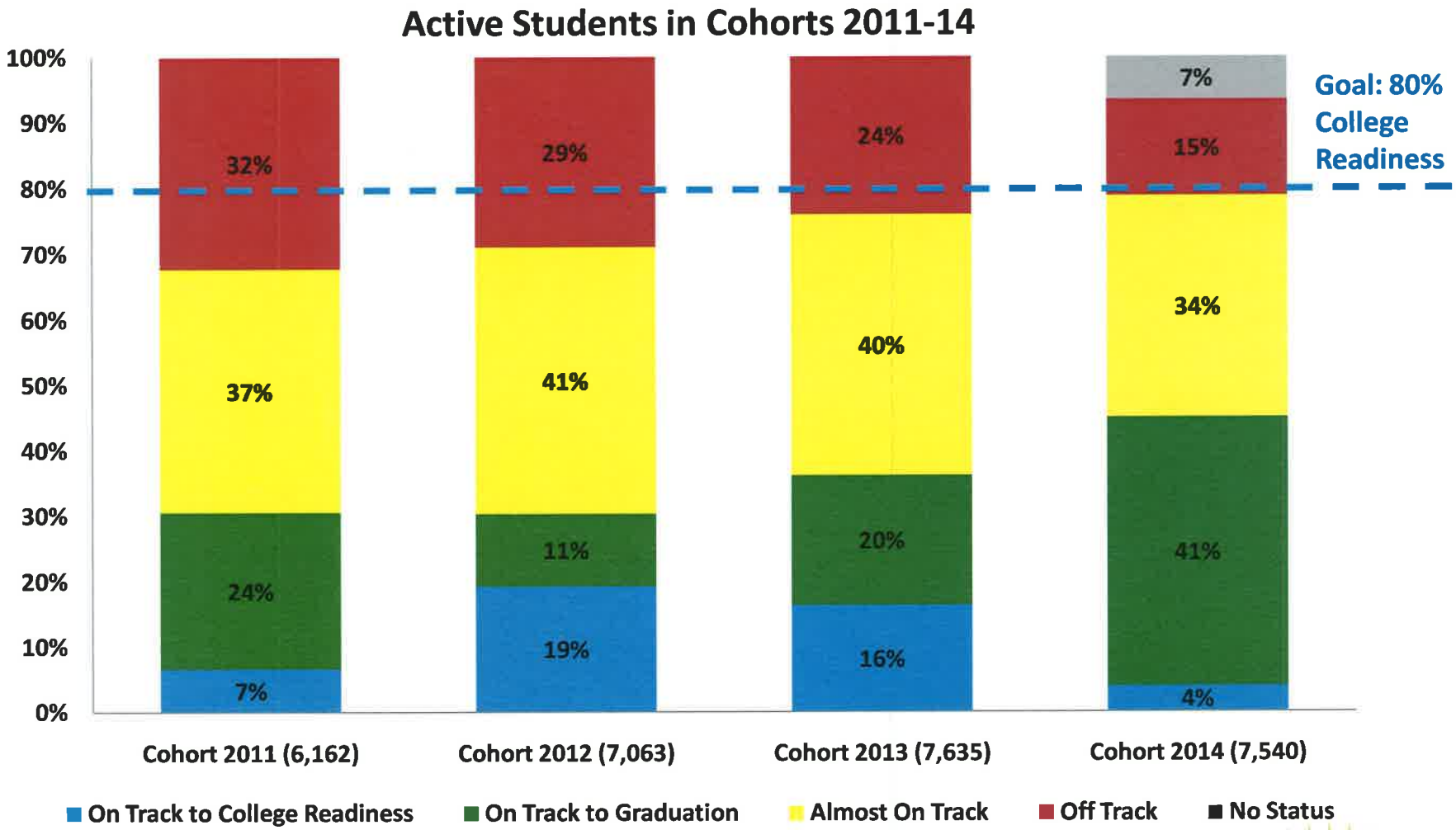


Data pulled from RDES on 2/10/2011. Transfer Schools are excluded.
Related services students are excluded from special education status.
Note: DOE data was not yet released for 2010 .

NEW VISIONS FOR PUBLIC SCHOOLS

CURRENT COHORTS' PROGRESS

Progress Toward College Readiness by Cohort



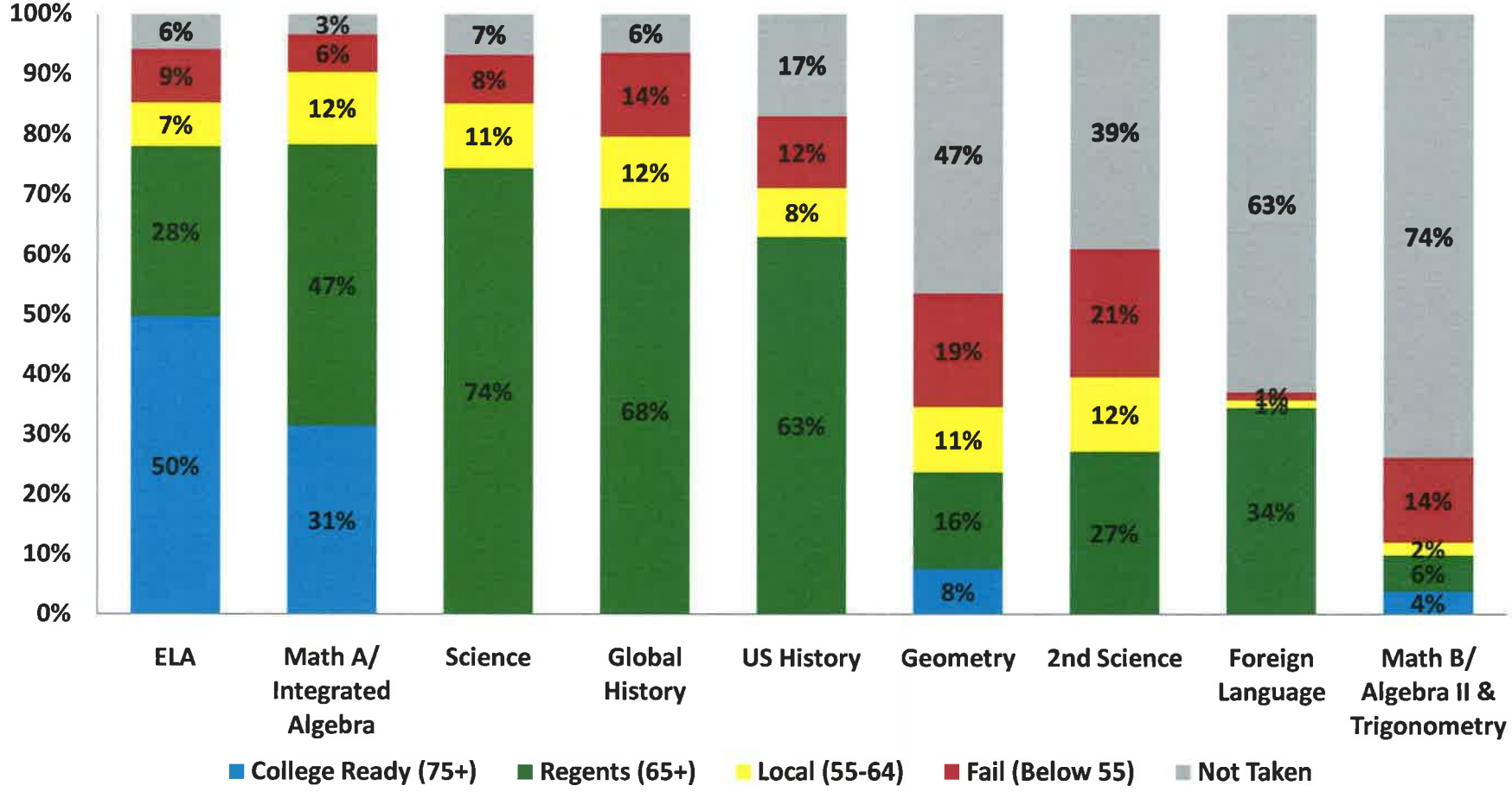
Note: "No Status" for Cohort 2014 represents students in annualized schools. Transfer Schools are excluded.

NEW VISIONS FOR PUBLIC SCHOOLS

CURRENT COHORTS' PROGRESS

Cohort 2011 (N=6,162): Regents Passage by Subject Area

25% of Cohort 2011 has passed both ELA and Math Regents with a 75+



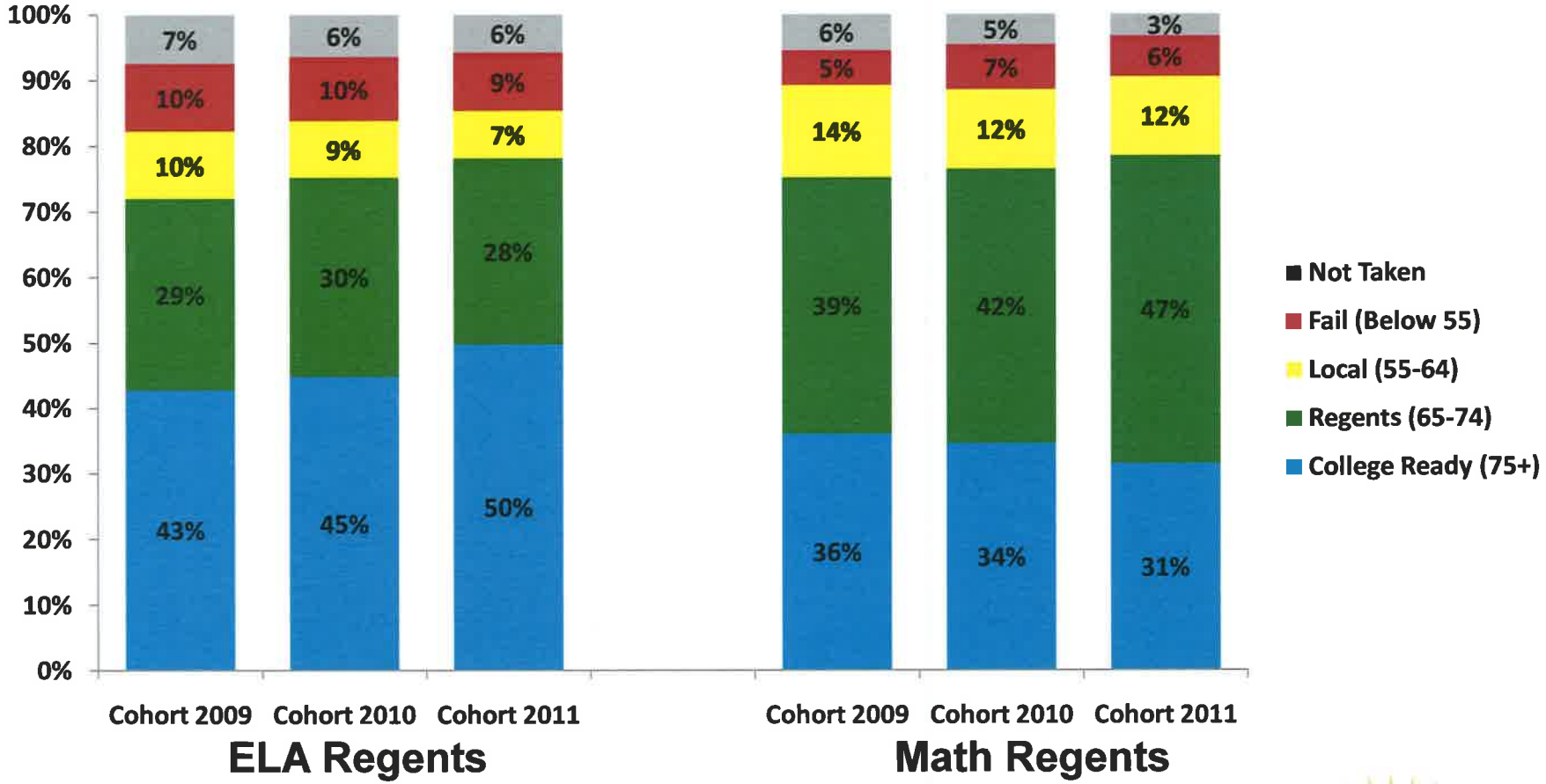
Note: Transfer Schools are excluded.
*The College Ready (75+) CUNY Benchmark is only shown for ELA and Math Regents Exams.
Data pulled on 2/10/2011 from 1.15 and 1.42 HSST Reports and the RDES and VEXM ATS Reports.

NEW VISIONS FOR PUBLIC SCHOOLS

CURRENT COHORTS' PROGRESS

Across Cohort Comparison of CUNY Benchmarks

ELA Regents Passage with a 75+ has increased 7% over the last 3 cohorts, whereas Math Regents Passage with a 75+ has declined 5%



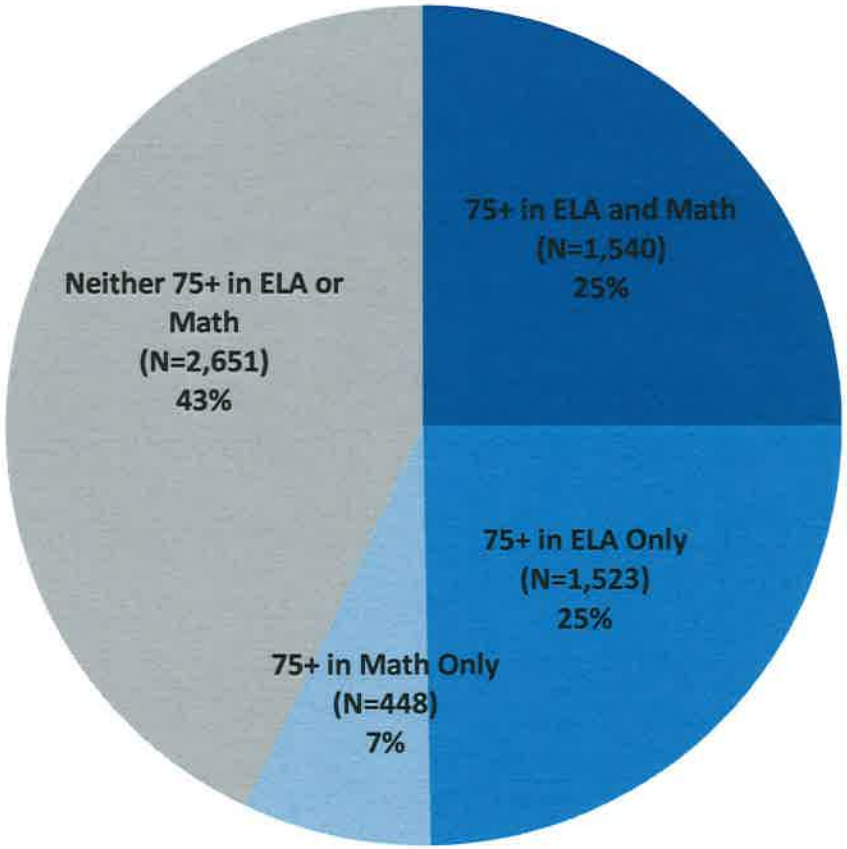
Note: Transfer Schools are excluded.
Cohort 2011 data pulled on 2/10/2011 from 1.15 and 1.42 HSST Reports and RDES and VEXM ATS Reports.

NEW VISIONS FOR PUBLIC SCHOOLS

CURRENT COHORTS' PROGRESS

Cohort 2011 Students Meeting CUNY Benchmarks

25% of Cohort 2011 has passed both ELA and Math Regents with a 75+



Note: Transfer Schools are excluded.
Data pulled on 2/10/2011 from 1.15 and 1.42 HSST Reports and the RDES and VEXM ATS Reports.

NEW VISIONS FOR PUBLIC SCHOOLS

ATTACHMENT 15: New Visions Charter High School for the Humanities III (HUM III)
Summary of CMO's Fiscal Performance for Past Three Years

New Visions benefits from a very strong financial position and currently has net assets of over $40 million, including an unrestricted investment reserve of $16 million. Over the past three fiscal years, New Visions has raised more than $40 million from a variety of sources including foundations, corporations and individuals. Federal, state and local government funding make up approximately one quarter of overall revenue for the same period. On the expense side, program expenditures accounted for 90% of New Visions overall spending while management and general accounted for 6% and fundraising 4%.

New Visions administers an annual budget process that involves and holds program managers accountable for spending and programmatic outcomes. Expenditures are closely monitored and analyzed against approved budgets on a monthly basis. The organization undertakes a comprehensive mid-year reforecast exercise to adjust program budgets and individual line items to align with current revenue projections and program modifications.

New Visions has policies and procedures in place which ensure that appropriate purchasing and accounting controls are adhered to by all staff. New Visions' financials and fiscal controls are audited annually by an independent accounting firm. New Visions complies with all Federal, State and local financial and charitable filing requirements and completes such filings on or before required due dates.

Attached is New Visions' unaudited Statement of Financial Position for the eight month period ending February 28, 2011 along with an audited Statement of Financial Position for fiscal year 2010.

New Visions for Public Schools
Statement of Financial Position
Fiscal Year 2011
For The 8 Month Period Ending February 28, 2011 **

ASSETS	
Cash and Cash Equivalents	11,179,814
Investments	16,151,823
Grants and Other Receivable	11,440,748
Prepaid Expenses & Other Assets	177,135
Fixed Assets	1,107,474
TOTAL ASSETS	**40,056,995**
LIABILITIES	
Accounts Payable & Accrued Expenses	1,172,913
Grants Payable	1,828,600
Deferred Revenue	10,000
Due to Others	162,910
TOTAL LIABILITIES	**3,174,423**
NET ASSETS	
Unrestricted Net Assets	19,012,184
Temp Restricted Net Assets	17,870,387
TOTAL NET ASSETS	**36,882,572**
TOTAL LIABILITIES & NET ASSETS	**40,056,995**

** Unaudited

NEW VISIONS FOR PUBLIC SCHOOLS
Statement of Financial Position
June 30, 2010

ASSETS

Cash and cash equivalents	$ 7,827,682
Cash held for others (Note 3)	132,765
Investments - at fair value (Note 5)	13,323,580
Grants receivable, net (Notes 4 and 6)	12,391,896
Prepaid expenses and other assets	368,455
Property and equipment, net (Note 7)	1,202,837
	$ 35,247,215

LIABILITIES AND NET ASSETS

Accounts payable and accrued expenses (Note 12)	$ 1,274,353
Grants payable, net (Note 8)	2,518,561
Due to others (Note 3)	132,765
	3,925,679
Commitments and contingencies (Notes 9 and 12)	
Net assets:	
Unrestricted	16,557,592
Temporarily restricted (Note 11)	14,763,944
Total net assets	31,321,536
	$ 35,247,215

See accompanying notes.

ATTACHMENT 16: Service Agreement with CMO
New Visions Charter High School for the Humanities II (HUM II)

CONTACT INFORMATION

Not-for-Profit Education Service Provider:	New Visions for Public Schools (NVPS)
Contact:	Ronald Chaluisan
Address:	320 west 13th Street, 6th floor New York, NY 10014
Telephone #:	212-645-5110, Ext. 8156
Fax #:	212-645-7409

New Visions is currently in the process of entering comprehensive management contracts with 2 charter schools.

NEW VISIONS PARTICIPATION IN THE SCHOOL:

As an agent of the Board of Trustees, New Visions for Public Schools (NV) will oversee the day-to-day management of New Visions Charter High School for the Humanities III (HUM II).

The Board will delegate authority to New Visions for Public Schools to run the day-to-day operations of the school including, but not limited to, the selection and evaluation of the Principal, the professional development of the Inquiry Teams (Cohort and Organizational), the provision and analysis of data, the setting of targets and the formulation and implementation of action plans to attain the targets. The School Administration, represented by the Principal, will focus on and address all educational and operational issues. When the Principal is unavailable, day-to-day responsibilities fall to the Chief Operating Officer. The Principal with the Chief Operating Officer lead the Organizational Inquiry Team in their work of promoting learning, positive school culture, student discipline, and family outreach. The governance culture will reflect mutual respect for authority in these respective spheres.

- The Principal of New Visions Charter High Schools is selected by New Visions for Public Schools and hired by the Board of Trustees of the school.
    - The Principal is an employee of the education corporation formed to operate the school; but to ensure a loyal and accountable replication of the New Visions Charter High School model, New Visions for Public Schools will recruit, train, provide on-going support, and evaluate the principal, consistent with the services described in New Visions partnership letter of intent and addendum.
    - New Visions for Public Schools evaluation of the Principal will be reported to the Board of Trustees.
    - This reporting structure will maintain the Board of Trustees ultimate fiduciary responsibility for the school while placing the appropriate amount of responsibility, authority, and accountability with New Visions for Public Schools in regard to the school's Principal and operations.

- New Visions for Public Schools will provide academic, programmatic and operational support to the school, as described in New Visions' partnership letter of intent. New Visions will work with the Principal to ensure that the New Visions model is accurately replicated. The School's Principal (and other staff as delegated by the Principal) will have significant direct contact with New Visions. Given New Visions' responsibilities in evaluating the Principal and reporting the results of

these evaluations to the Board of Trustees, New Visions also has a direct relationship with the Board of Trustees, through which the Board of Trustees can hold New Visions accountable for their services.

In this capacity, NV will provide the following services to HUM II. HUM II, in turn, will pay New Visions consideration for its fulfillment of the below-listed responsibilities in the amount equal to eight percent 8% of the school's revenue excluding private grants.

1. New School Development
    a. Training of the school principal and support to the school design team during planning year
    b. New Visions will advise and assist New Visions Charter High School for the Humanities III's Chief Operating Officer in establishing administrative systems and technology to support personnel management, business administration (e.g. purchasing) and maintenance of financial, administrative and student records and data. Such advice and assistance will include helping the Chief Operating Officer to assess system and technology needs and to identify and evaluate options related to programs, technology and vendors. Decisions regarding the school's administrative systems and technology will be made by the Chief Operating Officer.
        i. New Visions will continue to advise and assist HUM II's Chief Operating Officer, as requested, in reviewing and modifying, as needed, the administrative, personnel management and facilities management systems, procedures and technology established during the start-up phase.
2. Start up and on-going supports
    a. Administrative Support and resources
        i. New Visions will provide start up support to the school in the form of administrative support and resources, including access to New Visions' computers and business equipment and advice regarding operational matters, as requested by the Chief Operating Officer.
    b. Facilities support
        i. New Visions will advise and assist HUM II's Board of Trustees and Chief Operating Officer in securing facilities for the school and in establishing procedures, systems and technology to support ongoing facilities management.
    c. Fiscal Management
        i. New Visions will provide fiscal management services to HUM II, including financial management, budgeting, bookkeeping and financial reporting.
        ii. During the start-up phase, HUM II will work with the Chief Operating Officer to establish procedures, systems and technology to support its fiscal management services and to ensure that these procedures, systems and technology are coordinated appropriately with HUM II's internal management procedures, systems and technology.
        iii. Support to Principal and COO in budget development
        iv. School finance support including the writing and submission of startup grant applications
            1. New Visions will advise HUM II on a fundraising and grant development campaign, in coordination with HUM II's Principal, Chief Operating Officer and Board of Trustees. It is understood that all major fundraising events and grant proposals must be approved by the Board of Trustees.
        v. Payroll administration
            1. New Visions will provide payroll administration and related services to HUM II.

2. During the start-up phase, New Visions and the Chief Operating Officer will work together to establish a schedule and set of procedures to ensure that:
    a. HUM II, under the direction of the Chief Operating Officer, obtains and collects all necessary employee data at the commencement of employment and on an ongoing basis;
    b. New Visions obtains such data from HUM II on an ongoing and timely basis;
    c. New Visions processes payroll, prepares required records and reports and submits such records and reports to the appropriate agencies;
    d. Continuous communication occur between New Visions and the Chief Operating Officer so that any problems are identified and addressed immediately; and
    e. The payroll management and human resources processes are reviewed on an ongoing basis and modified, as needed.
    f. After start-up, New Visions will continue to provide payroll administration and related services to HUM II, in accordance with the schedule and procedures established during the start-up phase.

d. Support for Leadership Identification, Recruitment, Certification, Induction and Development and ongoing support of school principal
    i. Support of cabinet and faculty after school opening

e. Support for Teacher Identification, Recruitment, Certification, Induction and Development
    i. Support for Teacher Recruitment
    ii. Training and mentoring of the New Visions Charter High School for the Humanities II (HUM II) teaching staff in content, process and best practices central to the New Visions Model of teaching, including workshops, in-service experiences and other opportunities to enable HUM II staff to implement and operate a New Visions Charter High School Model
    iii. Implementation support for the embedded Teacher Certification Program

f. Support to the Board of Trustees
    i. New Visions will provide frequent reports to HUM II's Board of Trustees, including reports at each board meeting, and will assist HUM II in completing any accountability and financial reports required by the charter school authorizer, the State Education Department and/or the U.S. Department of Education.

g. Community Engagement
    i. Support for Student Recruitment and Enrollment
        1. Support in the design of promotional and collateral school materials
    ii. Support in establishing relationships with community organizations, faith-based groups and elected officials

h. Curriculum support
    i. Development and use of New Visions challenge curriculum, anchor projects and exemplars
    ii. Testing and assessment support

i. Network Collaboration Support
    i. New Visions will assist HUM II in establishing and coordinating external affiliations to further HUM II's programs, as necessary.
    ii. Opportunities to participate in activities with other New Visions Charter High School Model teachers and students through exchanges, video conferences and other project-based learning experiences

j. Knowledge Management

New Visions will also work with the Chief Operating Officer to ensure that its procedures, systems and financial reports are consistent with the needs of the school and the requirements of the charter school authorizer. New Visions will work with the Chief Operating Officer to ensure that New Visions provides HUM II with all data, records and reports required to conduct and complete the annual review of New Visions' performance and the annual reauthorization of this Agreement. New Visions will provide the Chief Operating Officer with reports at least monthly and at any time upon request regarding the fiscal condition and financial activity of the school.

Under the supervision of the Chief Operating Officer and the Principal, HUM II will provide New Visions with access to its records and its employees to support the delivery of the above-referred services.

All material modifications of human resources processes must be presented to the Board of Trustees by the Chief Operating Officer and approved before they can take effect.

Assessment of New Visions' Support

During the start-up phase, a joint committee comprised of two members of HUM II's Board of Trustees (who are not affiliated with New Visions), two representatives of New Visions and the Chief Operating Officer, will be created for the purpose of further delineating the performance objectives of the New Visions pursuant to this Agreement. This committee will establish and review on an ongoing basis the performance objectives and standards to which New Visions will be held to account. New Visions will provide to this committee all data it requires in a timely manner. The committee will develop a detailed description of how each of the services described in the Agreement will be evaluated and will establish specific performance metrics for use in evaluating New Visions. The descriptions and performance metrics will be presented to HUM II's Board of Trustees by the joint committee and, upon approval by HUM II Board of Trustees, will define the process for evaluating New Visions. New Visions will thereafter cooperate with the Chief Operating Officer, who will facilitate the annual evaluation. Such cooperation will include providing all requested data and providing reasonable access to New Visions personnel.

New Visions will cooperate completely with the joint evaluation committee, the Chief Operating Officer and HUM II Board of Trustees to support the annual evaluation of its performance, pursuant to this Agreement. Such cooperation will include providing all requested data and providing reasonable access to New Visions personnel. It is understood that the performance of New Visions will be reviewed by the Board of Trustees, which will vote to reauthorize the Agreement.

In the event of Dissolution

In the event of dissolution of HUM II, New Visions will work closely with the Board of Trustees, Principal and Chief Operating Officer of HUM II throughout the dissolution process to develop and implement the school's Dissolution Plan and to support HUM II in meeting the responsibilities and timelines set forth in Section XV (Operational Impact/Dissolution) of its charter application. New Visions' support will include, but not necessarily be limited to:

3. organizing and transferring to HUM II all relevant student, operational and financial data in New Visions' possession;
4. assisting HUM II in identifying and transferring its assets in accordance with the requirements of the Chancellor;
5. helping HUM II to develop and implement a plan for maintaining financial, administrative and contractual records following dissolution;

6. helping HUM II identify and address its outstanding financial and contractual obligations;
7. helping HUM II prepare for and cooperate with audits and/or meetings with representatives of the DOE; and
8. supporting HUM II in concluding its business affairs and completing any required reports and documents

New Visions' Vice President for Charters will coordinate all work by New Visions personnel related to the dissolution.

HUM II agrees that, from time to time, it will accommodate educators, public officials and other visitors who wish to learn more about the development of the New Visions Charter High School Model as an urban, public school in New York City.

This agreement shall remain In effect through the period of the first five years of j operations, beginning on the date of the charter authorization and ending on June 30, 2017. The agreement shall then be automatically renewed unless, within ten days following the end of the term, either party provides thirty days' written notice of its intention to terminate.

TERM AND TERMINATION

Term

The initial Term of the Educational Service Provider Agreement with New Visions will commence with the authorization of the charter application by New York State Education Department(NYSED) and ending at the expiration of the initial term of the NYSED-authorized charter ("Initial Term"), and shall automatically be renewed for additional renewal terms ending on the later of June 30 of each year or the expiration of any renewal term of the NYSED-authorized Charter ("Renewal Term") unless written notice of intent to terminate or renegotiate is given by either Party not later than the December 31 prior to the end of the Initial Term or the December 31 prior to the end of any Renewal Term. In no event shall any such renewal or renegotiations extend beyond the effective date of any subsequent Charter term granted by NYSED as Authorizer.

1.1 Termination Written Agreement of the Parties.

School may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 1.1(a), the term "for cause" shall mean:

- (i) New Visions becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, makes an assignment for the benefit of creditors, or does not have sufficient financial resources to perform its obligations under this Agreement in the ordinary course;
- (ii) A Regulatory Authority has revoked any license which may be required for New Visions to carry on its business and perform its obligations and functions under the Charter Contract;
- (iii) New Visions violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School;
- (iv) New Visions materially breaches any of the material terms and conditions of this Agreement, which results in material adverse consequences to the School;
- (v) the School fails to make reasonable progress toward achievement of the goals and objectives outlined in the "Goals and Objectives" section of the Charter application, after a period of at least three years from the Effective Date of this Agreement;
- (vi) the Authorizer notifies either Party of its intention to revoke its Charter Contract with the School, or does so;
- (vii) the State notifies either Party of its intention to revoke the Charter Contract between the Authorizer and the School pursuant to State statute, or does so; or
- (viii) the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the School in conformity with this Agreement or the School's Charter Contract with the Authorizer violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

(b) New Visions Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 1.1(a), the School shall give New Visions written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, New Visions shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, the School may immediately terminate the Agreement.

(c) If the School terminates this Agreement in accordance with Section 1.1(a)(v) on or after July 1, 2013 and before July 1, 2014, the School shall pay New Visions $100,000 by July 1, 2016.

1.2 Termination by New Visions.

New Visions may terminate this Agreement in accordance with the following provisions:

(a) Termination For Cause. Subject to the provisions of subparagraph (b) below, New Visions may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.3, the term "for cause" shall mean that:

(i) the School materially breaches any of the material terms and conditions of this Agreement;

(ii) the School fails to comply with its Bylaws and such failure materially and adversely affects the ability of the school to operate as contemplated by this Agreement;

(iii) the School violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to New Visions or to the School;

(iv) the School takes any action which materially interferes with the ability of New Visions to perform under this Agreement;

(v) the School refuses or willfully fails to follow any direction of New Visions related to implementation of the New Visions School Model;

(vi) the Authorizer notifies either Party of its intention to revoke its Charter Contract with the School, or does so;

(vii) the State notifies either Party of its intention to revoke the Charter Contract between the Authorizer and the School pursuant to State statute, or does so; or

(viii) the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the School in conformity with this Agreement or the School's Charter Contract with the Authorizer violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

(b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), New Visions shall give the School a Termination Notice specifying the section of this Agreement upon which New Visions is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have 60 business days to remedy the breach. If the breach is not

corrected within the cure period, New Visions may immediately terminate the Agreement.

(c) Minimum Enrollment. New Visions may terminate this Agreement as stated in Section 6.3.

(d) Inadequate Fee. New Visions may terminate this Agreement in the event that the Approved per Pupil Operating Expense referenced in Section 7.4 drops below the following levels for the school years beginning in the years indicated: $9,500 for 2012-2013; $9,500 for 2013-2014; $9,500 for 2014-2015; $10,000 for 2015-2016; $10,000 for 2016-2017.

(e) If New Visions terminates this Agreement before December 31, 2011 in accordance with Section 10.3 for any of the reasons in Sections 10.2(a)(i)-(v), the School shall pay New Visions $150,000 by December 31, 2013. If New Visions terminates this Agreement on or after December 31, 2011 and before July 1, 2012 in accordance with Section 10.3 for any of the reasons in Sections 10.3(a)(i)-(vi), the School shall pay New Visions $125,000 by July 1, 2014. If New Visions terminates this Agreement on or after July 1, 2012 and before July 1, 2013 in accordance with Section 10.3 for any of the reasons in Sections 10.3(a)(i)-(vi), the School shall pay New Visions $100,000 by July 1, 2015. If New Visions terminates this Agreement on or after July 1, 2013and before July 1, 2014 in accordance with Section 10.3 for any of the reasons in Sections 10.3(a)(i)-(vi), the School shall pay New Visions $50,000 by July 1, 2016.

1.3 Termination Upon Agreement of the Parties.

This Agreement may be terminated upon written agreement of the Parties.

1.4 Avoidance of Disruptions to Students.

Notwithstanding the foregoing provisions of this Article 10, each Party shall use its good faith reasonable best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

1.5 Payment of Service Fee.

Upon termination of this Agreement, the School shall pay New Visions any previously unpaid portion of the Service Fee for services performed by New Visions until the time of termination.

1.6 Assistance Following Termination by New Visions.

In the event of termination of this Agreement by New Visions, New Visions shall provide reasonable assistance to the School for the shorter of the remainder of the current School year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another School management plan. During the Termination Assistance Period, New Visions will be entitled to receive and the School shall continue to pay New Visions' Service Fee and shall reimburse New Visions for all reasonable expenses incurred by New Visions in providing such transition assistance.

1.7 Records upon Termination.

Upon termination or expiration of this Agreement for any reason, New Visions shall give to the School as soon as practicably possible all student, fiscal and other School records.

1.8 Marks and Proprietary Information.

Subject to the License, upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of New Visions' Marks. To the extent that the School's corporate name includes any of New Visions' Marks, including but not limited to the New Visions name, and unless expressly agreed to in writing by New Visions, the School shall immediately seek to change the charter contract to change such name so that it does not include any of New Visions' Marks, following termination or expiration of this Agreement, it being understood that the School's compliance may be subject to approval from the authorizer.

New Applicaton Budget(s) & Cash Flow(s) Template

New Vision Charter High School for the Humanities II (HUM II)

Contact Name:	Stacy J. Martin
Contact Email:	smartin@newvisions.org
Contact Phone:	212-645-5110
	Examples
Pre-Opening Period	January 1, 2012 to June 30, 2012
Operational Year ONE	July 1, 2012 to June 30, 2013

New Vision Charter High School for the Humanities II (HUM II)

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

January 1, 2012 to June 30, 2012

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		150,000	
Total Expenses		149,896	
Net Income		104	
Actual Student Enrollment		-	
Total Paid Student Enrollment		-	
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	CY Per Pupil Rate		
School District 1 (Enter Name)	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil	-	-	
Special Education Revenue		-	
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs		-	
Title I		-	
Title Funding - Other		-	
School Food Service (Free Lunch)		-	
Grants			
Charter School Program (CSP) Planning & Implementation		-	Will apply for CSP
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	
LOCAL and OTHER REVENUE			
Contributions and Donations		150,000	New Visions for Public Schools will provide a school creation grant of $600K; $150K will be made available during the start-up period.
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		150,000	
TOTAL REVENUE		150,000	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		
Executive Management	1.00	62,500	Principal for 5 months (Feb - Jun)
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	45,833	Chief Operating Officer for 5 months (Feb - Jun)
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.00	108,333	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	108,333	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		11,863	10.95% of salary expense
Fringe / Employee Benefits		7,583	7% of salary expense
Retirement / Pension		8,667	8% of salary expense
TOTAL PAYROLL TAXES AND BENEFITS		28,113	
TOTAL PERSONNEL SERVICE COSTS	2.00	136,446	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	School will pursue pro bono counsel
Management Company Fee		-	No management fee during start-up
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (I.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		-	
SCHOOL OPERATIONS			
Board Expenses		1,000	
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		1,000	
Equipment / Furniture		-	New Vision will supply office space, equipment, and general supplies during the start-up period
Telephone		1,000	Cell phones for Principal and COO; will pursue e-rate discounts
Technology		-	
Student Testing & Assessment		-	Costs for initial curriculum and assessment development will be covered by New Visions
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		-	
Staff Development		5,000	
Staff Recruitment		-	Recruitment services to be provided by New Visions
Student Recruitment / Marketing		5,000	School brochure, recruitment ads and events
School Meals / Lunch		-	
Travel (Staff)		450	
Fundraising		-	
Other		-	
TOTAL SCHOOL OPERATIONS		13,450	
FACILITY OPERATION & MAINTENANCE			
Insurance		-	Facilities and related support services to be provided by New Visions during start-up period
Janitorial		-	
Building and Land Rent / Lease		-	

New Vision Charter High School for the Humanities II (HUM II)
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue	150,000
Total Expenses	149,896
Net Income	104
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	149,896
NET INCOME	104
ENROLLMENT - *School Districts Are Linked To Above Entries*	
School District 1 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

New Vision Charter High School for the Humanities II (HUM II)
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue	150,000	-	-	-	-	-	150,000
Total Expenses	-	28,939	30,302	29,385	30,635	30,635	149,896
Net Income	150,000	(28,939)	(30,302)	(29,385)	(30,635)	(30,635)	104
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	150,000	(28,939)	(30,302)	(29,385)	(30,635)	(30,635)	104

		January	February	March	April	May	June	TOTAL
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue								
School District 1 (New York City)		-	-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		-	-	-	-	-	-	-
Grants								
Stimulus		-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	-	-	-	-	-	-
Title I		-	-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-	-
LOCAL and OTHER REVENUE								
Contributions and Donations		150,000	-	-	-	-	-	150,000
Fundraising		-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		150,000	-	-	-	-	-	150,000
TOTAL REVENUE		150,000	-	-	-	-	-	150,000
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	-		12,500	12,500	12,500	12,500	12,500	62,500
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	9,167	9,167	9,167	9,167	9,167	45,833
Administrative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	21,667	21,667	21,667	21,667	21,667	108,333
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	21,667	21,667	21,667	21,667	21,667	108,333
PAYROLL TAXES AND BENEFITS								
Payroll Taxes			2,373	2,373	2,373	2,373	2,373	11,863
Fringe / Employee Benefits			1,517	1,517	1,517	1,517	1,517	7,583
Retirement / Pension		-	1,733	1,733	1,733	1,733	1,733	8,667
TOTAL PAYROLL TAXES AND BENEFITS		-	5,623	5,623	5,623	5,623	5,623	28,113
TOTAL PERSONNEL SERVICE COSTS	-	-	27,289	27,289	27,289	27,289	27,289	136,446
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-
Tillement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-
SCHOOL OPERATIONS								
Board Expenses		-	-	-	333	333	333	1,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-
Textbooks / Worktbooks		-	-	-	-	-	-	-
Supplies & Materials other		-	200	200	200	200	200	1,000
Equipment / Furniture		-	-	-	-	-	-	-
Telephone		-	200	200	200	200	200	1,000
Technology		-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-
Staff Development		-	-	-	-	2,500	2,500	5,000
Staff Recruitment		-	-	-	-	-	-	-
Student Recruitment / Marketing		-	1,250	2,500	1,250	-	-	5,000
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		-	-	113	113	113	113	450
Fundraising		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	1,650	3,013	2,096	3,346	3,346	13,450
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-
TOTAL EXPENSES		-	28,939	30,302	29,385	30,635	30,635	149,896
NET INCOME		150,000	(28,939)	(30,302)	(29,385)	(30,635)	(30,635)	104

New Vision Charter High School for the Humanities II (HUM II)
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue	150,000	-	-	-	-	-	150,000
Total Expenses	-	28,939	30,302	29,385	30,635	30,635	149,896
Net Income	150,000	(28,939)	(30,302)	(29,385)	(30,635)	(30,635)	104
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	150,000	(28,939)	(30,302)	(29,385)	(30,635)	(30,635)	104

	January	February	March	April	May	June	TOTAL
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	150,000	(28,939)	(30,302)	(29,385)	(30,635)	(30,635)	104
Beginning Cash Balance	-	-	-	-	-	-	-
ENDING CASH BALANCE	150,000	(28,939)	(30,302)	(29,385)	(30,635)	(30,635)	104

New Vision Charter High School for the Humanities II (HUM II)
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

Total Revenue		2,532,985	213,019	-	-	-	2,746,004
Total Expenses		1,658,734	298,031	144,113	19,374	561,375	2,681,626
Net Income		874,252	(85,012)	(144,113)	(19,374)	(561,375)	64,378
Actual Student Enrollment		125	-				125
Total Paid Student Enrollment		125	-				125
		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
School District 1 (New York City)	13,527	1,690,875	-	-	-	-	1,690,875
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	1,690,875	-	-	-	-	1,690,875
Special Education Revenue		-	213,019	-	-	-	213,019
Grants							
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		110,375	-	-	-	-	110,375
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,801,250	213,019	-	-	-	2,014,269
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	-
Title I		122,375	-	-	-	-	122,375
Title Funding - Other		-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		200,000	-	-	-	-	200,000
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		322,375	-	-	-	-	322,375
LOCAL and OTHER REVENUE							
Contributions and Donations		400,000	-	-	-	-	400,000
Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-
Interest Income		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		9,360	-	-	-	-	9,360
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		409,360	-	-	-	-	409,360
TOTAL REVENUE		2,532,985	213,019	-	-	-	2,746,004
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management (Principal)	1.00	108,000	19,500	-	7,500	15,000	150,000
Instructional Management (A/Ps)	1.00	79,200	14,300	-	5,500	11,000	110,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance (Business Mgr)	1.00	-	-	-	-	50,000	50,000
Operation / Business Manager (COO)	1.00	55,000	-	-	-	55,000	110,000
Administrative Staff (Sch Secy)	1.00	20,000	-	-	-	20,000	40,000
TOTAL ADMINISTRATIVE STAFF	5.00	262,200	33,800	-	13,000	151,000	460,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	5.00	342,500	-	-	-	-	342,500
Teachers - SPED	2.60	-	193,150	-	-	-	193,150
Substitute Teachers	-	6,300	-	-	-	-	6,300
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	2.00	137,000	-	-	-	-	137,000
Aides	1.00	40,000	-	-	-	-	40,000
Therapists & Counselors	2.00	130,000	-	-	-	-	130,000
Other	-	-	-	104,000	-	-	104,000
TOTAL INSTRUCTIONAL	12.60	655,800	193,150	104,000	-	-	952,950
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	17.60	918,000	226,950	104,000	13,000	151,000	1,412,950
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		100,521	24,851	11,388	1,424	16,535	154,718
Fringe / Employee Benefits		64,260	15,887	7,280	910	10,570	98,907
Retirement / Pension		73,440	18,156	8,320	1,040	12,080	113,036
TOTAL PAYROLL TAXES AND BENEFITS		238,221	58,894	26,988	3,374	39,185	366,661

DESCRIPTION OF ASSUMPTIONS

5 Sections of 25 students/section in year 1	
Budget is based on 8% Special Education students in the 20-59% category and 5% in the 60-100% category.	
Based on $443 per student plus $51,000 flat amount initially.	
Based on 89% Free and Reduced Lunch students at $1,100 each and the current demographics of the district the school intends to locate in.	
School will apply for CSP funding if available	
New Visions will provide a school creation grant of $600k of which $150k will be available during the start-up period.	
School is planning to absorb costs for food without charging reduced and full priced students.	
Based on $58.25/student for NYSTL, $10.38/student for NYSSL and $6.25/student for NYSLIBL.	
Principal	
Assistant Principal	
Business Manager	
Chief Operating Officer	
School Secretary	
Based on 15% above the average NYCDOE teacher salary	
1.4 SPED Teacher, 1.3 ELL Teacher and 0.1 Speech Teacher	
Estimated at $150/sub for 7 teachers for estimated 60% of 10 days allotted. May be contracted out.	
Based on student needs and interests: Art/PE/Music/College-Readiness	
Support to instructional personnel	
Guidance Counselor and College Counselor	
Teacher compensation for work outside the school day/year including before and after school instruction, Saturday Instruction & Teacher PD; hourly rate of $50.	
Based on 7.65% FICA, 1% Workers Compensation, 1.5% Unemployment, 0.8% State Disability	
Based on 7% of salaries	
Based on 8% of salaries	

New Vision Charter High School for the Humanities II (HUM II)
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

Total Revenue		2,532,985	213,019	-	-	-	2,746,004
Total Expenses		1,658,734	298,031	144,113	19,374	561,375	2,681,626
Net Income		874,252	(85,012)	(144,113)	(19,374)	(561,375)	64,378
Actual Student Enrollment		125	-				125
Total Paid Student Enrollment		125	-				125
		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
TOTAL PERSONNEL SERVICE COSTS	17.80	1,156,221	285,844	130,988	16,374	190,185	1,779,611
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	25,000	25,000
Legal		-	-	-	-	10,000	10,000
Management Company Fee		-	-	-	-	187,680	187,680
Nurse Services		32,400	-	-	-	-	32,400
Food Service / School Lunch		4,050	-	-	-	-	4,050
Payroll Services		-	-	-	-	2,400	2,400
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		70,000	-	-	-	-	70,000
TOTAL CONTRACTED SERVICES		106,450	-	-	-	225,080	331,530
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	20,000	20,000
Classroom / Teaching Supplies & Materials		43,500	-	-	-	-	43,500
Special Ed Supplies & Materials			9,750	-	-	-	9,750
Textbooks / Workbooks		16,313	2,438	-	-	-	18,750
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		50,000	-	-	-	-	50,000
Telephone		-	-	-	-	3,560	3,560
Technology		200,000	-	-	-	-	200,000
Student Testing & Assessment		6,250	-	-	-	-	6,250
Field Trips		12,500	-	10,000	-	-	22,500
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	3,125	-	3,500	6,625
Office Expense		-	-	-	-	4,450	4,450
Staff Development		-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-
Student Recruitment / Marketing		2,500	-	-	-	-	2,500
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		-	-	-	-	890	890
Fundraising		-	-	-	3,000	-	3,000
Other		-	-	-	-	1,250	1,250
TOTAL SCHOOL OPERATIONS		331,063	12,188	13,125	3,000	33,650	393,025
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	-	12,460	12,460
Janitorial		-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	100,000	100,000
Equipment / Furniture		-	-	-	-	-	-
Security		-	-	-	-	-	-
Utilities		-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	112,460	112,460
DEPRECIATION & AMORTIZATION		40,000	-	-	-	-	40,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		25,000	-	-	-	-	25,000
TOTAL EXPENSES		1,658,734	298,031	144,113	19,374	561,375	2,681,626
NET INCOME		874,252	(85,012)	(144,113)	(19,374)	(561,375)	64,378
ENROLLMENT - *School Districts Are Linked To Above Entries*							
School District 1 (New York City)		125	-	-			125
School District - ALL OTHER		-	-	-			-
TOTAL ENROLLMENT		125	-	-			125
REVENUE PER PUPIL		20,264	-	-			21,968
EXPENSES PER PUPIL		13,270	-	-			21,453

DESCRIPTION OF ASSUMPTIONS

Accounting / Audit	Based on market rate for the Initial Statement of Financial Controls, Audit and preparation of the 990
Legal	School will also pursue pro bono counsel.
Management Company Fee	Fee is 8%
Nurse Services	Based on 4 hours/day from 10am to 2pm at $45/hour for 180 days.
Food Service / School Lunch	Based on $1.50 per student times for 180 days of instruction for 11% of the student population and 0.25/student times 180 days for 6% of the student population.
Payroll Services	Based on Payroll Services market rate.
Other Purchased / Professional / Consulting	Curriculum and staff development, services to be provided by Lincoln Center Institute
Board Expenses	Board development & training, per requirements of CSP grant
Classroom / Teaching Supplies & Materials	Based on $400 per student for 87% General Education students including supplies for extended learning.
Special Ed Supplies & Materials	Based on $600 per student for 13% Special Education students including supplies for extended learning.
Textbooks / Workbooks	Based on $150 per student.
Equipment / Furniture	Student furniture, copier, fax mach, etc.
Telephone	Based on $200 per staff member.
Technology	Based on the purchase of laptops, desktops, Smart Boards, TV Sets, Server, Wiring and Annual Maintenance; assumes $1200/student plus $50K for initial infrastructure. Will apply for e-rate discounts.
Student Testing & Assessment	Based on $50 per student.
Field Trips	Based on $100 per student plus a flat amount ($10K) for extra curricular activities.
Student Services - other	Licenses & support for student & staff data system from Datacation; New Visoins currently work with Datacation to build customized system; student uniforms & bookbags estimated at $25/student.
Office Expense	Based on $250 per staff member.
Staff Development	Already included in personnel (add'l tcher pay) and contractual services (LCI)
Staff Recruitment	Service included in Management Fees.
Student Recruitment / Marketing	Based on $20/student.
Travel (Staff)	Based on $50/staff member.
Fundraising	Material and events
Other	NY Charter Schools Association Dues at $10/student
Insurance	Based on $700/staff member.
Janitorial	Assuming public space will be maintained by NYCDOE.
Building and Land Rent / Lease	Assuming public space.
Repairs & Maintenance	For leasehold improvements, space reconfiguration
Equipment / Furniture	See equipment line above
Security	Assuming security by NYPD at no cost.
Utilities	Assuming utilities will be paid by NYCDOE
DEPRECIATION & AMORTIZATION	Based on equipment purchased with a 5 year straight line depreciation.
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	Based on SUNY requirement.

New Vision Charter High School for the Humanities II (HUM II)
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	717,316	-	317,316	-	317,316	92,069	317,316	27,594	391,151	27,594	381,791	156,544	2,746,004
Total Expenses	293,910	288,739	235,250	180,830	179,580	232,250	180,830	179,580	257,250	179,580	179,580	294,250	2,681,626
Net Income	423,406	(288,739)	82,066	(180,830)	137,736	(140,181)	136,486	(151,986)	133,901	(151,986)	202,211	(137,706)	64,378
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	65,000	65,000
Beginning Cash Balance	104	423,510	134,771	216,837	36,007	173,743	33,562	170,048	18,062	151,963	(23)	202,188	1,560,773
Net Income	423,510	134,771	216,837	36,007	173,743	33,562	170,048	18,062	151,963	(23)	202,188	129,482	1,690,151

*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**

	CY Per Pupil Rate	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
School District 1 (New York City)	13,527	281,813	-	281,813	-	281,813	-	281,813	-	281,813	-	281,813	-	1,690,875
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts	13,527	281,813	-	281,813	-	281,813	-	281,813	-	281,813	-	281,813	-	1,690,875
Special Education Revenue		35,503	-	35,503	-	35,503	-	35,503	-	35,503	-	35,503	-	213,019
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	27,594	-	27,594		27,594		27,594	110,375
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		317,316	-	317,316	-	317,316	27,594	317,316	27,594	317,316	27,594	317,316	27,594	2,014,269
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	24,475	-	-	24,475	-	24,475	48,950	122,375
Title Funding - Other		-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	40,000	-	-	40,000	-	40,000	80,000	200,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	64,475	-	-	64,475	-	64,475	128,950	322,375
LOCAL and OTHER REVENUE														
Contributions and Donations		400,000	-	-	-	-	-	-	-	-	-	-	-	400,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	9,360	-	-	-	9,360
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		400,000	-	-	-	-	-	-	-	9,360	-	-	-	409,360
TOTAL REVENUE		717,316	-	317,316	-	317,316	92,069	317,316	27,594	391,151	27,594	381,791	156,544	2,746,004
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL C	No. of Positions													
Executive Management	1.00	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Instructional Management	1.00	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Operation / Business Manager	1.00	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
Administrative Staff	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
TOTAL ADMINISTRATIVE STAFF	5.00	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	460,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	5.00	28,542	28,542	28,542	28,542	28,542	28,542	28,542	28,542	28,542	28,542	28,542	28,542	342,500
Teachers - SPED	2.80	16,096	16,096	16,096	16,096	16,096	16,096	16,096	16,096	16,096	16,096	16,096	16,096	193,150
Substitute Teachers	-	525	525	525	525	525	525	525	525	525	525	525	525	6,300
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00	11,417	11,417	11,417	11,417	11,417	11,417	11,417	11,417	11,417	11,417	11,417	11,417	137,000
Aides	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Therapists & Counselors	2.00	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
Other	-	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	104,000
TOTAL INSTRUCTIONAL	12.80	79,413	79,413	79,413	79,413	79,413	79,413	79,413	79,413	79,413	79,413	79,413	79,413	952,850
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COS	17.80	117,746	117,746	117,746	117,746	117,746	117,746	117,746	117,746	117,746	117,746	117,746	117,746	1,412,950
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		12,893	12,893	12,893	12,893	12,893	12,893	12,893	12,893	12,893	12,893	12,893	12,893	154,718
Fringe / Employee Benefits		8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	8,242	98,907
Retirement / Pension		9,420	9,420	9,420	9,420	9,420	9,420	9,420	9,420	9,420	9,420	9,420	9,420	113,036
TOTAL PAYROLL TAXES AND BENEFITS		30,555	30,555	30,555	30,555	30,555	30,555	30,555	30,555	30,555	30,555	30,555	30,555	366,661
TOTAL PERSONNEL SERVICE COSTS	17.80	148,301	148,301	148,301	148,301	148,301	148,301	148,301	148,301	148,301	148,301	148,301	148,301	1,779,611
CONTRACTED SERVICES														
Accounting / Audit		-	-	3,000	-	-	-	-	-	-	-	-	22,000	25,000
Legal		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Management Company Fee		-	-	46,920	-	-	46,920	-	-	46,920	-	-	46,920	187,680

New Vision Charter High School for the Humanities II (HUM II)
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013

Total Revenue	717,316	-	317,316	-	317,316	92,069	317,316	27,594	391,151	27,594	381,791	156,544	2,746,004
Total Expenses	293,910	288,739	235,250	180,830	179,580	232,250	180,830	179,580	257,250	179,580	179,580	294,250	2,681,626
Net Income	423,406	(288,739)	82,066	(180,830)	137,736	(140,181)	136,486	(151,986)	133,901	(151,986)	202,211	(137,706)	64,378
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	65,000	65,000
Beginning Cash Balance	104	423,510	134,771	216,837	36,007	173,743	33,562	170,048	18,062	151,963	(23)	202,188	1,560,773
Net Income	423,510	134,771	216,837	36,007	173,743	33,562	170,048	18,062	151,963	(23)	202,188	129,482	1,690,151

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Nurse Services	-	-	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	32,400
Food Service / School Lunch	-	-	405	405	405	405	405	405	405	405	405	405	4,050
Payroll Services	200	200	200	200	200	200	200	200	200	200	200	200	2,400
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
TOTAL CONTRACTED SERVICES	6,867	6,867	60,432	10,512	10,512	57,432	10,512	10,512	57,432	10,512	10,512	79,432	331,530
SCHOOL OPERATIONS													
Board Expenses	-	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	20,000
Classroom / Teaching Supplies & Materials	5,000	5,000	3,350	3,350	3,350	3,350	3,350	3,350	3,350	3,350	3,350	3,350	43,500
Special Ed Supplies & Materials	1,500	1,500	675	675	675	675	675	675	675	675	675	675	9,750
Textbooks / Workbooks	9,375	9,375	-	-	-	-	-	-	-	-	-	-	18,750
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	25,000	25,000	-	-	-	-	-	-	-	-	-	-	50,000
Telephone	297	297	297	297	297	297	297	297	297	297	297	297	3,560
Technology	50,000	50,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	200,000
Student Testing & Assessment	521	521	521	521	521	521	521	521	521	521	521	521	6,250
Field Trips	2,045	-	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	22,500
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	3,417	292	292	292	292	292	292	292	292	292	292	292	6,625
Office Expense	371	371	371	371	371	371	371	371	371	371	371	371	4,450
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	1,250	-	-	1,250	-	-	-	-	-	2,500
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	74	74	74	74	74	74	74	74	74	74	74	74	890
Fundraising	-	-	750	-	-	750	-	-	750	-	-	750	3,000
Other	104	104	104	104	104	104	104	104	104	104	104	104	1,250
TOTAL SCHOOL OPERATIONS	97,704	92,533	23,479	18,979	17,729	23,479	18,979	17,729	23,479	17,729	17,729	23,479	393,025
FACILITY OPERATION & MAINTENANCE													
Insurance	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	12,460
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	40,000	40,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	100,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	41,038	41,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	112,460
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	40,000	40,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	25,000	-	-	-	25,000
TOTAL EXPENSES	293,910	288,739	235,250	180,830	179,580	232,250	180,830	179,580	257,250	179,580	179,580	294,250	2,681,626
NET INCOME	423,406	(288,739)	82,066	(180,830)	137,736	(140,181)	136,486	(151,986)	133,901	(151,986)	202,211	(137,706)	64,378
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Add Back Depreciation (non cash exp)	-	-	-	-	-	-	-	-	-	-	-	40,000	40,000
Add Back Reserve (non cash exp)	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	65,000	65,000
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	65,000	65,000
NET INCOME	423,406	(288,739)	82,066	(180,830)	137,736	(140,181)	136,486	(151,986)	133,901	(151,986)	202,211	(72,706)	129,378
Beginning Cash Balance	104	423,510	134,771	216,837	36,007	173,743	33,562	170,048	18,062	151,963	(23)	202,188	1,560,773
ENDING CASH BALANCE	423,510	134,771	216,837	36,007	173,743	33,562	170,048	18,062	151,963	(23)	202,188	129,482	1,690,151

New Vision Charter High School for the Humanities II (HUM II)
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.

Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

Total Revenue		2,746,004	4,277,722	6,710,475	8,898,740	9,315,971
Total Expenses		2,701,626	4,088,518	6,593,868	8,785,225	9,307,058
Net Income (Before Cash Flow Adjustments)		44,378	189,204	116,607	113,515	8,913
Actual Student Enrollment		125	249	397	542	566
Total Paid Student Enrollment		125	249	397	542	566
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2.011	**2.012**	**2.013**	**2.014**	**2.015**
		***Year 1 should tie to Totals for Year 1 on Tabs 3 and 4**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
Name)	13,527	1,690,875	3,368,223	5,370,219	7,331,634	7,656,282
OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Averac	13,527	1,690,875	3,368,223	5,370,219	7,331,634	7,656,282
Special Education Revenue		213,019	424,333	676,548	923,649	964,549
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt		110,375	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,014,269	3,792,556	6,046,767	8,255,283	8,620,831
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	22,750	45,318	72,254	98,644
Title I		122,375	243,771	388,663	530,618	554,114
Title Funding - Other		-		-	-	-
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementati		200,000	200,000	200,000	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		322,375	466,521	633,981	602,872	652,758
LOCAL and OTHER REVENUE						
Contributions and Donations		400,000	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		-	-	-	-	-
Earnings on Investments		-	-	-	-	-
Interest Income		-				
Food Service (Income from meals)		-	-	-	-	-
Text Book		9,360	18,645	29,727	40,585	42,382
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		409,360	18,645	29,727	40,585	42,382
TOTAL REVENUE		**2,746,004**	**4,277,722**	**6,710,475**	**8,898,740**	**9,315,971**
EXPENSES						
ADMINISTRATIVE STAFF PERS	No. of Positions					
Executive Management	1.00	150,000	154,500	159,135	163,909	168,826
Instructional Management	1.00	110,000	226,600	350,097	480,800	495,224
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	1.00	50,000	51,500	106,090	109,273	112,551
Operation / Business Manager	1.00	110,000	113,300	116,699	120,200	123,806
Administrative Staff	1.00	40,000	41,200	84,872	87,418	90,041
TOTAL ADMINISTRATIVE STAFI	5.00	460,000	587,100	816,893	961,600	990,448
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	5.00	342,500	705,550	1,162,746	1,646,740	1,850,336
Teachers - SPED	2.80	193,150	292,057	547,902	752,944	775,532
Substitute Teachers	-	6,300	12,978	21,961	30,487	33,428
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	2.00	137,000	282,220	508,702	673,666	693,876
Aides	1.00	40,000	82,400	169,744	262,254	270,122
Therapists & Counselors	2.00	130,000	133,900	275,834	284,109	292,632

DESCRIPTION OF ASSUMPTIONS

Assumes Per Pupil rate remains flat over the charter period (5 years)	
Budget is based on 8% Special Education students in the 20-59% category and 5% in the 60-100% category.	
Based on 13% of the SPED student population from the prior fiscal year.	
Assumes 89% Free and Reduced based on current student population in intended district at $1,100/student	
School will apply for CSP funding with the assistance of an experience consultant.	
Unspend grants funds from year one may be used through out the charter term	
No inflation assumed	
Add Assistant Principal for each grade	
Add 2nd Business Manager in Year 3	
1 Chief Operating Officer throughout	
Add Parent Coordinator in year 3	
Ramps up to 24 teachers in year 5	
Ramps up to 10 SPED teachers in year 5	
Estimated at $150/sub for 7 teachers for estimated 60% of 10 days allotted. May be contracted out.	
Ramps up to 9 specialty teachears in year 5	
1 School Aide added in year 2, 2 School Aides added in years 3 and 4	
Add 2 Counselors in year 3	

New Vision Charter High School for the Humanities II (HUM II)
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.

Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

Total Revenue		2,746,004	4,277,722	6,710,475	8,898,740	9,315,971
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Actual Student Enrollment		125	249	397	542	566
Total Paid Student Enrollment		125	249	397	542	566
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2,011	**2,012**	**2,013**	**2,014**	**2,015**
Other	-	104,000	192,816	321,665	426,601	462,809
TOTAL INSTRUCTIONAL	12.80	952,950	1,701,921	3,008,553	4,076,801	4,378,736
NON-INSTRUCTIONAL PERSONNEL COSTS		2,080	3,856	6,433	8,532	9,256
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERV	17.80	1,412,950	2,289,021	3,825,446	5,038,400	5,369,184
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		154,718	250,648	418,886	551,705	587,926
Fringe / Employee Benefits		98,907	160,231	267,781	517,260	550,927
Retirement / Pension		113,036	183,122	306,036	403,072	429,535
TOTAL PAYROLL TAXES AND BENEFITS		366,661	594,001	992,703	1,472,037	1,568,387
TOTAL PERSONNEL SERVICE	17.80	1,779,611	2,883,021	4,818,150	6,510,437	6,937,571
CONTRACTED SERVICES						
Accounting / Audit		25,000	25,750	26,523	27,318	28,138
Legal		10,000	10,300	10,609	10,927	11,255
Management Company Fee		187,680	342,218	536,838	711,899	745,278
Nurse Services		32,400	33,372	51,560	70,809	72,933
Food Service / School Lunch		4,050	8,068	12,863	17,561	18,338
Payroll Services		2,400	2,700	3,000	3,300	3,600
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		70,000	85,000	91,000	93,730	96,542
TOTAL CONTRACTED SERVICES		331,530	507,407	732,392	935,544	976,084
SCHOOL OPERATIONS						
Board Expenses		20,000	20,000	20,000	2,500	2,500
Classroom / Teaching Supplies & Materials		43,500	89,252	146,570	206,106	221,689
Special Ed Supplies & Materials		9,750	20,005	32,852	46,196	49,689
Textbooks / Workbooks		18,750	37,350	59,550	81,300	84,900
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		50,000	30,000	30,000	30,000	-
Telephone		3,560	5,620	9,500	12,200	12,600
Technology		200,000	298,800	476,400	650,400	679,200
Student Testing & Assessment		6,250	12,824	21,059	29,613	31,852
Field Trips		22,500	41,097	58,031	75,617	80,586
Transportation (student)		-	-	-	-	-
Student Services - other		6,625	9,725	13,925	18,550	20,150
Office Expense		4,450	7,236	12,598	16,664	17,727

DESCRIPTION OF ASSUMPTIONS

Teacher compensation for work outside the school day/year including before and after school instruction, Saturday Instruction & Teacher PD; increases proportionate to student population.

employee benefits at 7%, an add'l merit pay is projected in year 4 following graduation results of first cohort, calculated at 3% of base pay only plus related payroll taxes and employer pension contribution.

Based on audit fees increasing 3% in years 2-5.

Management Company Fee of 8% of all revenues less fundraising

Will also pursue a free nurse from the Dept of Health and Mental Hygiene

Based on $1.50 per student times for 180 days of instruction for 11% of the student population and 0.25/student times 180 days for 6% of the student population.

Based on Payroll Services market rate.

Per Lincoln Center Institute Fee Schedule

Board training and capacity building per CSP grant requirement; years 4 & 5 based on NVPS experience

Based on $400 per student for 87% General Education students including supplies for extended learning. Adjust for inflation at 3%

Based on $600 per student for 13% Special Education students including supplies for extended learning. Adjusted for inflation at 3%

Based on $150 per student

Based on $200/staff member/year

Based on the purchase of laptops, desktops, Smart Brds, Software, TV, Server, Annual Maint & Support. $1200/student

Based on $50 per student. Adjusted for inflation

Based on $100 per student plus $15k for extracurricular activities, inflation adjusted

License/support fees of student/staff data system (Datacation), student uniforms and bookbags

Based on $250 per staff member, inflation adjusted

New Vision Charter High School for the Humanities II (HUM II)
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Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

						DESCRIPTION OF ASSUMPTIONS
Total Revenue	2,746,004	4,277,722	6,710,475	8,898,740	9,315,971	
Total Expenses	2,701,626	4,088,518	6,593,868	8,785,225	9,307,058	
Net Income (Before Cash Flow Adjustments)	44,378	189,204	116,607	113,515	8,913	
Actual Student Enrollment	125	249	397	542	566	
Total Paid Student Enrollment	125	249	397	542	566	
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	
	2,011	**2,012**	**2,013**	**2,014**	**2,015**	
Staff Development	-	-	-	-	-	Staff Development costs are included under contractual services and personal services (other) to cover teacher pay for work outside the school day/year. In addition, professional development costs are embedded in the school staffing and programming model to facilitate the integration of SAM and UTR, as described in the application narrative.
Staff Recruitment	-	-	-	-	-	Service included in Management Fees.
Student Recruitment / Marketing	2,500	2,575	2,652	2,732	2,814	
School Meals / Lunch	-	-	-	-	-	See food services under contractual section
Travel (Staff)	890	1,447	2,520	3,333	3,545	Based on $50/staff
Fundraising	3,000	5,000	5,150	5,305	5,464	
Other	1,250	2,490	3,970	5,420	5,660	NY Charter Schools Association dues $10/student.
TOTAL SCHOOL OPERATIONS	393,025	583,420	894,777	1,185,935	1,218,376	
FACILITY OPERATION & MAINTENANCE						
Insurance	12,460	19,670	33,250	42,700	44,100	Based on industry standards
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease	-					
Repairs & Maintenance	100,000	10,000	10,300	10,609	10,927	
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	-					
TOTAL FACILITY OPERATION & MAINTENANCE	112,460	29,670	43,550	53,309	55,027	
DEPRECIATION & AMORTIZATION	60,000	60,000	80,000	100,000	120,000	based on 5 year depreciation
DISSOLUTION ESCROW & RESERVES / CONTIGENC	25,000	25,000	25,000	-	-	Per charter requirement; $75K reserve accumulated over 3 years
TOTAL EXPENSES	2,701,626	4,088,518	6,593,868	8,785,225	9,307,058	
NET INCOME	44,378	189,204	116,607	113,515	8,913	

ENROLLMENT - *School Districts Are Linked To Above Entries*					
School District 1 (Enter Name)	125	249	397	542	566
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	125	249	397	542	566
REVENUE PER PUPIL	21,968	17,180	16,903	16,418	16,459
EXPENSES PER PUPIL	21,613	16,420	16,609	16,209	16,444

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Add Back Depreciation (non cash exp)	60,000	60,000	80,000	100,000	120,000
Add Back Reserve Fund (non cash exp)	25,000	25,000	25,000	-	-
Total Operating Activities	85,000	85,000	105,000	100,000	120,000
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Cr	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	85,000	85,000	105,000	100,000	120,000
NET INCOME	129,378	274,204	221,607	213,515	128,913
Beginning Cash Balance	104	129,482	403,686	625,293	838,808
ENDING CASH BALANCE	129,482	403,686	625,293	838,808	967,721