



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/20/2015

Last updated: 07/27/2015

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

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

NEW VISIONS CHS FOR HUMANITIES II (REGENTS) 320700861018

2. CHARTER AUTHORIZER

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

Regents-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 7

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	455 Southern Blvd. Bronx, NY 10455	718-665-5380	718-665-5383	HUM2@charter.newvisions.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Vanessa Arriola
Title	Director of School Operations
Emergency Phone Number (###-###-####)	(No response)

5. SCHOOL WEB ADDRESS (URL)

www.newvisions.org/schools/entry/HUMII

6. DATE OF INITIAL CHARTER

2011-09-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2012-08-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

358

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	9, 10, 11
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	Yes	New Visions for Public Schools

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Ronald Chaluisan	██████████		██████████.██████████	Yes
CFO (e.g., network CFO)	Cynthia Rietscha	██████████		██████████.██████████	Yes
Compliance Contact	Matthew Gill	██████████		██████████.██████████	Yes
Complaint Contact	Lori Mei	██████████		██████████.██████████	Yes

Page 2

11. FACILITIES

Will the School maintain or operate multiple sites?

	No, just one site.
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12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	455 Southern Blvd. Bronx, NY 10455	718-665-5380	CSD 7	9,10,11,12	Yes	DOE space
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Richard Gonzalez	██████████		██████████.██████████
Operational Leader	Vanessa Arriola	██████████		██████████.██████████
Compliance Contact	Vanessa Arriola	██████████		██████████.██████████
Complaint Contact	Vanessa Arriola	██████████		██████████.██████████

13. Are the School sites co-located?

No

Page 3

14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

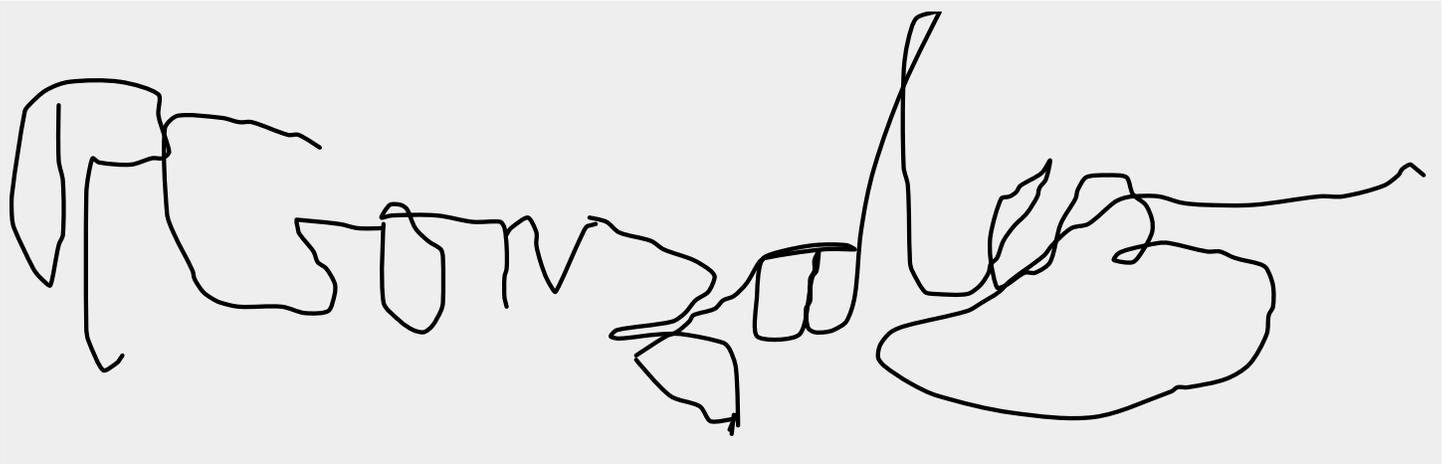
Lori Mei, Managing Director of Charter Operations and School Development

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

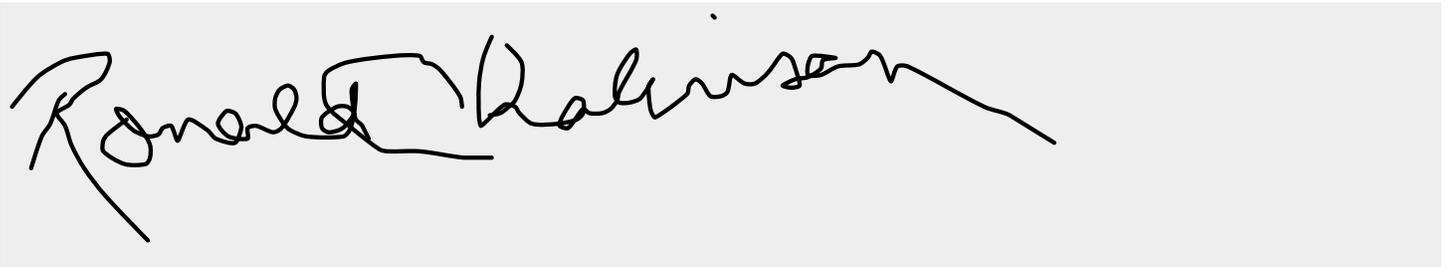
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/27/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?year=2014&instid=800000071081>



Appendix A: Progress Toward Goals

Created: 10/26/2015

Last updated: 10/29/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000071081>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	The average daily attendance of students will meet or exceed 90%	Average daily attendance rate	88%, approaching goal	HUM II's Attendance Team has put in place measures to identify early patterns of poor attendance and combat truancy with targeted interventions.

Academic Goal 2	90% of students in the 2012 cohort will attain a score of 65% or above on the Regents Mathematics exams by the end of four years	Performance/score on Regents Exams	After their third year of high school, 76% of the students in the 2012 cohort have passed a Mathematics Regents Exam with three more opportunities to reach the goal.	HUM II will continue to implement the key elements of the school's academic design to ensure that students master the skills and knowledge necessary for success in mathematics. Specific interventions include increased learning time during Saturday school, afterschool homework help, Math Lab for students needing additional support and access to online instructional support.
Academic Goal 3	90% of students enrolled in the 2014-2015 academic year will return for the 2015-2016 academic year	Number of students enrolled as of BEDS day 2014 compared to BEDS day 2015	85% of the HUM II students enrolled in the 2014-2015 academic year returned for the 2015-2016 academic year. The school came within 5% of the goal.	HUM II will continue to retain students and increase the retention rate with strategies that include academic intervention support, family engagement and a proactive Attendance Team.
Academic Goal 4	90% of students in the 2012 cohort will attain a score of 65% or above on the Regents ELA Exams by the end of four years	Performance/score on Regents Exams	After their third year of high school, 57% of the students in the 2012 cohort have already passed a ELA Regents Exam with three more opportunities to reach the goal.	
Academic Goal 5	90% of students in the 2012 cohort will attain a score of 65% or above on the Regents Science Exams by the end of four years	Performance/score on Regents Exams	After their third year of high school, 60% of the students in the 2012 cohort have already passed a Science Regents Exam with three more opportunities to reach the goal.	
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				

2a1. Do have more academic goals to add?

No

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	90% of teachers on staff in the 2014-2015 school year rated as effective or highly effective will return for the 2015-2016 academic year	Cumulative review of informal and formal evaluations	Not met. HUM II retained 77% of the teachers rated effective or highly effective for the 2015-2016 school year.	HUM II is committed to creating a school that has an established faculty that builds relationships with its students, families and the community. Leadership provides regular coaching and support to teachers to improve their practice and will continue to identify professional development opportunities for all teachers to improve their practice and will continue to identify professional development opportunities for all teachers with the goal of participating teachers maintaining or becoming effective or highly effective in the classroom. In 2014-2015, two teachers were not a good fit for the school and did not return. In addition, one teacher finished their TFA program and decided to move out of state and another teacher moved back home out of state to be closer to family. With a small faculty and such unusual circumstances on top of regular overturn, we fell short of our goal.
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				

2b.1 Do you have more organizational goals to add?

No

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
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Financial Goal 1	Maintain strong internal controls in regards to finance and compliance management that meet Government Auditing Standards as reviewed annually by an independent auditing firm	Independent auditor review of internal controls over financial reporting and compliance in accordance with Government Audit Standards	Met goal. The school maintained internal financial and compliance controls during the 2014-2015 that met Government Auditing Standards without deficiencies or material weaknesses.	
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/29/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	5646005
Line 2: Year End Per Pupil Count	336
Line 3: Divide Line 1 by Line 2	16804

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	389435
Line 2: Management and General Cost (Column)	113880
Line 3: Sum of Line 1 and Line 2	503315
Line 4: Year End Per Pupil Count	336
Line 5: Divide Line 3 by the Year End Per Pupil Count	1498

Thank you.



Financial Audit Supplemental Data Request Form

for Regents-Authorized Charter Schools

School Name: [New Visions Charter High School for the Humanities II](#)

Date: [June 30, 2015](#)

School Fiscal Contact Name: [Cynthia Rietscha](#)
School Fiscal Contact Email: [REDACTED]
School Fiscal Contact Phone: [REDACTED]
District of Location: [7](#)
Authorizer: [SED](#)
Years of Operation: [3](#)
Facility: [Public](#)
Grades Currently Served: [9 through 11](#)
Planned Grades at Full Capacity: [9 through 12](#)
Enrollment: [358](#)
Max Enrollment: [500](#)
Year of Most Recent Data: [2015](#)
School Fiscal Contact Phone: [212-645-5110](#)

School Audit Firm Name: [MBAF](#)
School Audit Contact Name: [Marc Taub](#)
School Audit Contact Email: mtaub@mbaf-ere.com
School Audit Contact Phone: [212-931-9200](#)

Latest Audit Period (through June 30): [2015](#)

Do Not Use this Box [New Visions Charter High School for the Humanities II2015](#)

FILL IN GRAY CELLS

New Visions Charter High School for the Humanities II

STATEMENTS OF FINANCIAL POSITION

FOR THE YEARS ENDED JUNE 30,

	<u>2015</u>	<u>2014</u>
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$1,091,074	\$695,987
Grants and contracts receivable		246,215
Accounts receivables	(70)	
Inventory		
Prepaid Expenses	24,544	2,598
Contributions and other receivables		
Other	-	-
TOTAL CURRENT ASSETS	<u>\$1,115,548</u>	<u>\$944,800</u>
OTHER ASSETS		
Investments	\$-	\$-
Property, Plant and Equipment, Net	135,249	65,622
Restricted Cash	-	-
OTHER ASSETS	<u>\$135,249</u>	<u>\$65,622</u>
TOTAL ASSETS	<u>\$1,250,797</u>	<u>\$1,010,422</u>
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$171,076	\$126,899
Accrued payroll and benefits	22,037	71,560
Refundable Advances		
Dreferred Revenue		34,433
Current maturities of long-term debt		
Short Term Debt - Bonds, Notes Payable		
Other	2,497	79,783
TOTAL CURRENT LIABILITIES	<u>\$195,610</u>	<u>\$312,675</u>
LONG-TERM DEBT, net current maturities	<u>\$-</u>	<u>\$-</u>
TOTAL LIABILITIES	<u>\$195,610</u>	<u>\$312,675</u>
NET ASSETS		
Unrestricted	\$1,055,187	\$697,747
Temporarily restricted	-	-
TOTAL NET ASSETS	<u>\$1,055,187</u>	<u>\$697,747</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$1,250,797</u>	<u>\$1,010,422</u>

Check

-

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FILL IN GRAY CELLS

New Visions Charter High School for the Humanities II

STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2015			2014
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
State & Local Operating Revenue	\$5,811,138	\$-	\$5,811,138	\$3,779,346
Federal - Title and IDEA	102,887	-	102,887	171,071
Federal - Other	64,159	-	64,159	274,093
State and City Grants	-	-	-	-
Contributions and private grants	-	-	-	-
After school revenue	-	-	-	-
Other	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	\$5,978,184	\$-	\$5,978,184	\$4,224,510
EXPENSES				
Program Services				
Regular Education	\$3,668,996	\$-	\$3,668,996	\$2,374,977
Special Education	1,339,420	-	1,339,420	1,018,469
Other Programs	-	-	-	-
Total Program Services	\$5,008,415	\$-	\$5,008,415	\$3,393,446
Supporting Services				
Management and general	\$596,822	\$-	\$596,822	\$497,909
Fundraising	40,768	-	40,768	33,796
TOTAL OPERATING EXPENSES	\$5,646,005	\$-	\$5,646,005	\$3,925,151
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	\$332,179	\$-	\$332,179	\$299,359
Contributions				
Foundations	\$-	\$-	\$-	\$-
Individuals	14,866	-	14,866	-
Corporations	-	-	-	19,783
Fundraising	-	-	-	-
Interest income	83	-	83	51
Miscellaneous income	10,312	-	10,312	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	\$25,261	\$-	\$25,261	\$19,834
CHANGE IN NET ASSETS	\$357,440	\$-	\$357,440	\$319,193
NET ASSETS BEGINNING OF YEAR	\$697,746	\$-	\$697,746	\$378,553
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS - END OF YEAR	\$1,055,186	\$-	\$1,055,186	\$697,746

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

FINANCIAL STATEMENTS

JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2014)

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

TABLE OF CONTENTS

INDEPENDENT AUDITOR'S REPORT	1-2
FINANCIAL STATEMENTS:	
Statement of Financial Position	3
Statement of Activities	4
Statement of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7-12
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	13-14



INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
New Visions Charter High School for the Humanities II

Report on the Financial Statements

We have audited the accompanying financial statements of New Visions Charter High School for the Humanities II (the "School"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of New Visions Charter High School for the Humanities II as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited New Visions Charter High School for the Humanities II's 2014 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 29, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2015 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

MBAF CPAs, LLC

New York, NY
October 28, 2015

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2014)

ASSETS	2015	2014
Cash	\$ 1,015,997	\$ 645,961
Cash - restricted	75,077	50,026
Grants receivable	174,311	246,215
Prepaid expenses and other assets	16,052	2,598
Property and equipment, net	<u>114,591</u>	<u>65,622</u>
	<u>\$ 1,396,028</u>	<u>\$ 1,010,422</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 131,405	\$ 126,899
Accrued salaries and other payroll related expenses	98,958	71,560
Due to NYC Department of Education	19,857	34,433
Due to related entities	<u>90,242</u>	<u>79,783</u>
	340,462	312,675
NET ASSETS		
Unrestricted	<u>1,055,566</u>	<u>697,747</u>
	<u>\$ 1,396,028</u>	<u>\$ 1,010,422</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2014)

	2015	2014
OPERATING REVENUE		
State and local per pupil operating revenue	\$ 5,810,244	\$ 3,734,354
Government grants and contracts	<u>340,315</u>	<u>490,156</u>
	<u>6,150,559</u>	<u>4,224,510</u>
EXPENSES		
Program services	5,202,591	3,393,444
Management and general	570,134	497,910
Fundraising	<u>49,204</u>	<u>33,796</u>
	<u>5,821,929</u>	<u>3,925,150</u>
SUPPORT AND OTHER INCOME		
Contributions and other grants	29,106	9,783
Interest income	83	51
Other	<u>-</u>	<u>10,000</u>
	<u>29,189</u>	<u>19,834</u>
CHANGE IN NET ASSETS	357,819	319,194
NET ASSETS - BEGINNING OF YEAR	<u>697,747</u>	<u>378,553</u>
NET ASSETS - END OF YEAR	<u>\$ 1,055,566</u>	<u>\$ 697,747</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2014)

	No. of Positions	Program Services		Total	Supporting Services		2015	2014
		Regular Education	Special Education		Management and General	Fundraising		
Personnel service costs								
Administrative staff personnel	14	\$ 568,925	\$ 122,739	\$ 691,664	\$ 394,607	\$ -	\$ 1,086,271	\$ 689,218
Instructional personnel	37	1,438,138	690,905	2,129,043	-	-	2,129,043	1,294,708
Total salaries and staff	51	2,007,063	813,644	2,820,707	394,607	-	3,215,314	1,983,926
Fringe benefits and payroll taxes		424,384	172,812	597,196	84,017	-	681,213	462,124
Retirement		87,581	35,504	123,085	17,219	-	140,304	86,718
Management company fee		348,685	80,323	429,008	13,833	49,204	492,045	337,961
Legal services		15,725	2,961	18,686	42	-	18,728	3,070
Accounting and audit services		-	-	-	21,274	-	21,274	23,640
Other purchases of professional and consulting services		191,870	58,834	250,704	9,647	-	260,351	164,037
Repairs and maintenance		25,610	5,550	31,160	709	-	31,869	115,753
Insurance		28,797	6,634	35,431	1,142	-	36,573	25,253
Utilities		19,932	4,856	24,788	1,732	-	26,520	20,359
Instructional supplies and materials		97,664	21,332	118,996	-	-	118,996	137,610
Equipment and furnishings		61,305	11,801	73,106	6,880	-	79,986	91,810
Staff development		14,534	8,945	23,479	1,444	-	24,923	19,771
Marketing and recruitment		42	8	50	25	-	75	29,473
Technology		294,618	57,675	352,293	5,109	-	357,402	211,805
Food service		32,331	6,346	38,677	593	-	39,270	33,922
Student services		114,359	22,436	136,795	-	-	136,795	82,707
Office expense		59,133	12,292	71,425	10,129	-	81,554	62,394
Depreciation		42,523	9,796	52,319	1,687	-	54,006	31,106
Other		3,912	774	4,686	45	-	4,731	1,711
		\$ 3,870,068	\$ 1,332,523	\$ 5,202,591	\$ 570,134	\$ 49,204	\$ 5,821,929	\$ 3,925,150

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2015
(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2014)

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue	\$ 6,207,887	\$ 4,219,657
Other cash received	29,189	19,834
Cash paid to employees and suppliers	<u>(5,764,065)</u>	<u>(3,985,174)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>473,011</u>	<u>254,317</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	<u>(102,975)</u>	<u>(66,621)</u>
NET CASH USED IN INVESTING ACTIVITIES	<u>(102,975)</u>	<u>(66,621)</u>
NET INCREASE IN CASH	370,036	187,696
CASH - BEGINNING OF YEAR	<u>645,961</u>	<u>458,265</u>
CASH - END OF YEAR	<u>\$ 1,015,997</u>	<u>\$ 645,961</u>
 Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$ 357,819	\$ 319,194
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	54,006	31,106
Changes in operating assets and liabilities:		
Cash - restricted	(25,051)	(25,026)
Grants receivable	71,904	(33,238)
Prepaid expenses and other assets	(13,454)	11,937
Due from related entities	-	20,121
Accounts payable and accrued expenses	4,506	(39,724)
Accrued salaries and other payroll related expenses	27,398	(66,419)
Due to NYC Department of Education	(14,576)	28,385
Due to related entities	<u>10,459</u>	<u>7,981</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 473,011</u>	<u>\$ 254,317</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

1. NATURE OF THE ORGANIZATION

New Visions Charter High School for the Humanities II (the "School") is a New York State, not-for-profit educational corporation that was incorporated on March 6, 2012 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School, led by the Board of Trustees, has received a charter from the Board of Regents of The University of the State of New York (the "Board of Regents") to operate a charter school in the State of New York pursuant to certain terms and conditions set forth in its approved Charter Application and Charter Agreement dated September 13, 2011. The School endeavors to extend equally to all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and safety. The charter expires in June 2017.

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

In fiscal year 2015, the School operated classes for students in ninth, tenth, and eleventh grades. The eleventh grade was added beginning in fiscal year 2015.

The School shares space with a New York City public school and is not responsible for rent, utilities, custodial services, maintenance, and school safety. Approximately 13,890 feet of square footage is allocated to the School.

The New York City Department of Education ("NYCDOE") provides free lunches and transportation directly to a majority of the School's students.

2. SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

The School's financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP").

The classification of the School's net assets and its support, revenues and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the three classes of net assets, permanently restricted, temporarily restricted, and unrestricted, be displayed in a statement of financial position and that the amounts of change in each of those classes of net assets be displayed in a statement of activities.

These classes are defined as follows:

Permanently Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School.

Temporarily Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School are limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted.

Unrestricted – The part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations.

The School has no temporarily or permanently restricted net assets as of June 30, 2015.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash – Restricted

Included in cash - restricted is an escrow account of \$75,077 and \$50,026 at June 30, 2015 and 2014, respectively, which is held aside for contingency purposes as required by the Board of Regents.

Grants Receivable

Grants receivable represent federal and state entitlements and grants. Grants receivable are expected to be collected within one year, are recorded at net realizable value, and amounted to \$174,311 and \$246,215 at June 30, 2015 and 2014, respectively. The School has determined that no allowance for uncollectible accounts was necessary at June 30, 2015 and 2014. Such estimate is based on management's assessments of the creditworthiness of its grantors, the aged basis of its receivables, as well as current economic conditions and historical information.

Revenue Recognition

Revenue is recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and certain state and local funds are recorded when expenditures are incurred and billable to the government agencies.

The School receives a substantial portion of its support and revenue from the NYCDOE. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Net Assets

Unrestricted net assets consist of revenues derived from government agencies, public contributions and other revenues for youth education. These net assets account for resources over which the Board of Trustees has discretionary control to use in carrying on the operations of the School.

Premises Provided by Government Authorities

The School does not record any in-kind contributions and related costs with respect to dedicated and shared space provided to it by the NYCDOE as the premises are temporary in nature, is excess shared space whereby a fair value cannot be determined, and is industry practice.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as they occur. The School has established a \$3,000 threshold above which assets are evaluated to be capitalized. The School expenses leasehold improvements because it has no lease and is uncertain that the space will be available beyond the close of the current fiscal year. Removable equipment that can be transferred to new space, if necessary, is capitalized. Depreciation is provided on the straight line method over the estimated useful lives.

Furniture and office equipment	3 years
Computer equipment	3 years

Impairments

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2015 and 2014.

Functional Allocation of Expenses

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of the proportionate share of instructional expenses and management and general. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events

The School has evaluated events through October 28, 2015, which is the date the financial statements were available to be issued.

Comparative Financial Information

The June 30, 2015 financial statements include certain prior year summarized comparative information in total but not by net asset class. In addition, only certain of the notes to the financial statements for June 30, 2014 are presented. As a result, the June 30, 2014 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2014 information should be read in conjunction with the School's financial statements for the year ended June 30, 2014, from which the summarized information was derived.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes

The School follows the accounting standard for uncertainty in income taxes. The standard prescribes a minimum recognition threshold and measurement methodology that a tax position taken or expected to be taken in a tax return is required to meet before being recognized in the financial statements. It also provides guidance for derecognition, classification, interest and penalties, disclosure and transition.

The School files informational returns in the Federal and New York State jurisdictions. The School is subject to Federal, state, or local income tax examination for all fiscal years in which informational returns were filed.

The School believes that it has appropriate support for the positions taken on its tax returns. Nonetheless, the amounts ultimately paid, if any, upon resolution of the issues raised by the taxing authorities may differ materially from the amounts accrued for each year. Management believes that its nonprofit status would be sustained upon examination.

Should there be interest on underpayments of income tax, the School would classify it as "Interest Expense." The School would classify penalties in connection with underpayments of tax as "Other Expense."

Recent Accounting Pronouncement

In May 2014, the Financial Accounting Standards Board ("FASB") issued an accounting standard update which affects the revenue recognition of entities that enter into either (1) certain contracts to transfer goods or services to customers or (2) certain contracts for the transfer of nonfinancial assets. The update indicates an entity should recognize revenue in an amount that reflects the consideration the entity expects to be entitled to in exchange for the goods or services transferred by the entity. The update is to be applied to the beginning of the year of implementation or retrospectively and is effective for annual periods beginning after December 15, 2018 and in interim periods in annual periods beginning after December 15, 2019. Early application is permitted but no earlier than annual reporting periods beginning after December 31, 2016. The School is currently evaluating the effect the update will have on its financial statements.

Reclassification

Certain amounts in the prior year financial statements have been reclassified for comparative purposes to conform to the presentation in the current year financial statements. These reclassifications had no effect on previously reported change in net assets.

3. RELATED PARTY TRANSACTIONS

The School is related to New Visions for Public Schools ("New Visions") through common board members. New Visions is a not-for-profit organization dedicated to supporting public schools and helping start and manage charter schools. Pursuant to the terms of the Educational Services Agreement by and between the School and New Visions dated July 1, 2012, New Visions shall provide educational management and operational services, and fundraising to the School. As compensation to New Visions for these services rendered, the School shall pay 8% of its gross revenues. Gross revenue is defined as all such funding provided by the State, Federal, and local governments, but shall exclude any private grant funding awarded to the School.

The balance due to New Visions from the School at June 30, 2015 and 2014 amounted to \$90,242 and \$79,783, respectively, which is comprised of management fees. Total management fees incurred by the School amounted to \$492,045 and \$337,961 for the years ended June 30, 2015 and 2014, respectively.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

3. RELATED PARTY TRANSACTIONS (CONTINUED)

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. There was no balance due to or from the other charter schools at June 30, 2015 and 2014.

4. PROPERTY AND EQUIPMENT

Property and equipment consist of the following as of June 30,:

	2015	2014
Furniture and office equipment	\$ 16,545	\$ 11,400
Computer equipment	198,003	100,173
	<u>214,548</u>	<u>111,573</u>
Less: accumulated depreciation	(99,957)	(45,951)
	<u>\$ 114,591</u>	<u>\$ 65,622</u>

Depreciation expense amounted to \$54,006 and \$31,106 for the years ended June 30, 2015 and 2014, respectively.

5. GRANTS RECEIVABLE

Grants receivable consists of federal and state entitlements and grants. The School expects to collect these receivables within one year. Grants receivable consist of the following as of June 30,:

	2015	2014
Mount Vernon Per Pupil	\$ 17,044	\$ -
E-Rate Reimbursement	22,408	17,666
Charter School Planning Grant	-	122,619
Title I	122,729	99,549
Title II	4,578	5,381
Public Health Grant	-	1,000
Other	7,552	-
	<u>\$ 174,311</u>	<u>\$ 246,215</u>

6. PENSION PLAN

The School has adopted the New Visions for Public Schools' pension plan which is qualified under Internal Revenue Code 403(b) (the "Plan") for the benefit of its eligible employees. The Plan is an elective contribution plan. Employees are eligible to enroll in the Plan once they have completed at least 1 full year of service and completion of 1,000 work hours and are also eligible for discretionary employer contributions. The School's contribution becomes fully vested after the sixth year of the employees' service. Pension expense amounted to \$140,304 and \$86,718, net of forfeitures, for the years ended June 30, 2015 and June 30, 2014, respectively, and is included in retirement in the statement of functional expenses.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

7. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks.

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

8. COMMITMENTS

In July 2012, the School entered into a service contract with Lincoln Center Institute for the Arts in Education ("LCI") to receive high school literacy-related services based on a fee for service basis. The contract is effective through June 2017, after which the contract will automatically be extended through June 2018 with additional one-year extensions until the contract is terminated. Services include teaching artists, program manager, and yearly licensing for materials. The fee is based on rates negotiated between LCI and the United Federation of Teachers, Lincoln Center Teaching Artist Chapter, NYSUT, AFT, AFL-CIO, whose rates are expected to increase 3% per year. Future minimum payments under the contract are as follows:

<u>June 30,</u>	
2016	\$ 94,324
2017	97,154
2018	<u>100,069</u>
	<u>\$ 291,547</u>

The School leases office equipment and copiers under non-cancelable operating leases which will expire at various times during the next three years. The leasing expense for the years ended June 30, 2015 and 2014 was \$8,144 and \$7,574, respectively, which is included in the accompanying statement of functional expenses under office expense. Future minimum lease payments are as follows:

<u>June 30,</u>	
2016	\$ 9,579
2017	6,877
2018	<u>2,244</u>
	<u>\$ 18,700</u>

9. CONCENTRATIONS

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation ("FDIC") insured limit of \$250,000.

The School received approximately 93% and 88% of its total revenue from per pupil funding from NYCDOE during the years ended June 30, 2015 and 2014, respectively.

The School's grants receivable consist of two major grantors accounting for approximately 83% as of June 30, 2015 and two major grantors accounting for approximately 90% as of June 30, 2014.

The School's payables consist of two major vendors accounting for approximately 32% as of June 30, 2015 and three major vendors accounting for approximately 65% as of June 30, 2014.

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards

To the Board of Trustees
New Visions Charter High School for the Humanities II

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of New Visions Charter High School for the Humanities II (the "School"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2015.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

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

We noted certain matters that we reported to management of the School in a separate letter dated October 28, 2015.

Purpose of this Report

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

MBAF CPAs, LLC

New York, NY
October 28, 2015

INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED UPON PROCEDURES

To the Board of Trustees of New Visions Charter High School for the Humanities II:

We have performed the procedures identified below, which were agreed to by the Board of Trustees and management of New Visions Charter High School for the Humanities II (the "School") and the New York State Education Department ("NYSED") solely to assist the specified parties in evaluating the School's assertion that it has complied with the requirements of the Charter School Program ("CSP") grant and Federal and NYSED guidelines in managing the CSP grant for the year ended June 30, 2015.

This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specific users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures we performed and our results are as follows:

Procedure #1: We will obtain the detail of expenditures incurred for the period under review relating to the CSP grant from the School's accounting software and reconcile to the grant revenue recorded by the School. If the CSP grant revenue does not equal the grant expenditures, we will investigate the differences.

Result: MBAF obtained detail of grant expenditures and reconciled to the grant revenue recorded without exception.

Procedure #2: We will obtain the NYSED approved CSP grant award information, including the budget and any amendments, to determine if the revenue and expenditures recorded for the period appear reasonable.

Result: MBAF obtained the NYSED approved CSP grant award information, including the budget and any amendments. MBAF noted the revenue and expenditures recorded for the period appear reasonable.

Procedure #3: We will select a sample of expenditures from the detail obtained in Procedure #1.

- a. Payroll – We will select 10 items or 10% of the total number of payroll items charged to the grant, whichever is less
- b. Other expenses – We will select 10 items or 10% of the total number of payroll items charged to the grant, whichever is less
- c. Using the above selected items, we will:
 - i. Determine if the expenditure is in accordance with the purpose of the grant and that pre-opening expenditures are charged to pre-opening periods
 - ii. Determine if the expenditure falls into an approved budget category
 - iii. Determine if the expenditure was charged to the appropriate fiscal period

Result: MBAF determined that the School does not charge payroll to the CSP grant and accordingly, selected a sample of 10% of other expenses charged to the grant. MBAF then determined that each tested expenditure was in accordance with the purpose of the grant, falls into an approved budget category, and was charged to the appropriate fiscal period, without exception.

Procedure #4: We will obtain FS25-25 form(s) submitted to NYSED during the period under review and perform the following.

- a. Trace expenditures selected in Procedure #3 to requests for reimbursement. Determine that items requested for reimbursement had previously been expended or were expended within a month following the request for reimbursement. If items have not yet been requested for reimbursement, inquire of the responsible charter school officials as to the plan for requesting reimbursement, and determine if a receivable is recorded, if appropriate.
- b. If FS-25 forms included amounts on Line four (Cash Expenditures Anticipated During Next Month), we will select one FS-25 and determine if funds were expended within one month following the date of the request.

Result: MBAF traced the sample expenditures mentioned above to requests for reimbursement, without exception. The School spent the funds prior to receipt. Accordingly, no determination that funds were expended within one month was necessary.

We were not engaged to, and did not conduct an examination, the objective of which would be the expression of an opinion on New Visions Charter High School for the Humanities II's compliance with the requirements of the CSP grant. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Board of Trustees and management of New Visions Charter High School for the Humanities II and the New York State Education Department, and it is not intended to be and should not be used by anyone other than the specified parties.

MBAF CPAs, LLC

MBAF CPAs, LLC
October 28, 2015

New Visions Charter High School For The Humanities II

Communication With Those Charged With Governance

OCTOBER 28, 2015



October 28, 2015

To the Audit Committee
New Visions Charter High School for the Humanities II

We have audited the financial statements of New Visions Charter High School for the Humanities II (the "School") for the year ended June 30, 2015 and are prepared to issue our report thereon dated October 28, 2015. Professional standards require that we provide you with the following information related to our audit. This letter is divided into two sections: 1) required communications from the auditors to those with audit oversight responsibilities and 2) opportunities for strengthening internal controls or enhancing operating efficiency and our related recommendations.

REQUIRED COMMUNICATIONS

A. Our Responsibility under U.S. Generally Accepted Auditing Standards:

As stated in our engagement letter dated July 20, 2015, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement. As part of our audit, we considered the internal control of New Visions Charter High School for the Humanities II. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control. We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

B. Planned Scope and Timing of the Audit:

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters in April 2015.

C. Auditor Independence:

We affirm that MBAF CPAs, LLC is independent with respect to New Visions Charter High School for the Humanities II.

D. Qualitative Aspects of Accounting Practices:

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the School are described in Note 2 to the financial statements. As described therein, the School elected to implement the application of an accounting pronouncement pertaining to accounting for uncertain tax positions. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

E. Accounting Estimates Used in the Financial Statements:

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

Allowance for Doubtful Accounts:

As of June 30, 2015, New Visions Charter High School for the Humanities II recorded contributions and other receivables of \$174,311. Management concluded that no allowance for doubtful accounts was necessary. Management calculated based on the assessment of the credit-worthiness of the School's donors, the aged basis of the receivables, as well as economic conditions and historical information. Based on our audit procedures which included a discussion with the Director of Finance and a review of subsequent collections, we concur with management's conclusion.

Functional Statement Allocation:

Management's estimate of the allocation of functional expenses is directly identified with the program or supporting service to which they relate. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

Depreciation:

Management's estimate of depreciation is based on estimated useful lives of assets. We evaluated the estimated useful lives of assets in comparison to generally accepted accounting principles in determining that it is reasonable in relation to the financial statements taken as a whole.

F. Sensitive Disclosures Affecting the Financial Statements:

The disclosures in the financial statements are neutral, consistent, and clear. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements were:

The disclosure of Risk Management in Note 7 to the financial statements which describes various risks to which the School is exposed.

G. Corrected and Uncorrected Misstatements:

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Except as made known to you, management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole. We will identify those adjustments proposed both corrected and uncorrected:

Proposed and Corrected:

In the current year, there were no audit adjustments.

Last year there were 5 audit adjustments (including 2 reclassification adjustments and 1 prepared by client) that increased net assets by approximately \$10,000.

Proposed and Uncorrected:

There were no entries that were proposed and uncorrected during the fiscal year.

H. Audit Difficulties and Disagreements with Management:

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

I. Management Representations:

We have requested certain representations from management that are included in the management representation letter dated October 28, 2015.

J. Management Consultations with Other Independent Accountants:

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

K. Other Audit Findings or Issues:

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

We wish to thank management and personnel for their support and assistance during our audit. We would be pleased to further discuss the contents of this report with you at your convenience.

This information is intended solely for the use of the Audit Committee, Board of Trustees, and management of New Visions Charter High School for the Humanities II and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

MBAF CPAs, LLC
MBAF CPA's, LLC

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

- 1 Complete ALL SIX columns in **BLUE**
- 2 Enter information into the **GRAY** cells
- 3 Cells containing **RED** triangles in the upper right corner in columns B through G contain guidance on **it**

4 Funding by School District information for all NYS School district is located on the State Aid website at <http://www.nysed.gov>

5 The Assumptions column should be completed for all revenue and expense items unless the item is self-

New Visions Charter High School for the Humanities II

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,113,227	1,536,233	-	-	-	8,649,460
Total Expenses	5,017,752	1,804,016	-	-	1,060,374	7,882,143
Net Income	2,095,475	(267,783)	-	-	(1,060,374)	767,317
Actual Student Enrollment	490	78	-	-	-	-
Total Paid Student Enrollment	490	78	-	-	-	568

CSI:
This line should show how many students a school intends to be paid for.
For Example:
If a school plans on enrollment of 100 students however is budgeting to only receive 95% of those students, enter in the Per Pupil Rate (PPR) for the Current Year (CY).
For Example:
If this application is being submitted in 2009-10 for a school opening in 2011-12, enter in the 2009-10 PPR for that district in the cells below. If a higher PPR is assumed, indicate that % increase in the ASSUMPTION column.
Refer to the State Aid website for the tuition rates.
<https://stateaid.nysed.gov/charter/>

SUPPORT SERVICES
MANAGEMENT & GENERAL
TOTAL

REVENUE	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUES FROM STATE SOURCES						
Per Pupil Revenue						
NYC						
School District 2 (Enter Name)						6,799,731
School District 3 (Enter Name)						-
School District 4 (Enter Name)						-
School District 5 (Enter Name)						6,799,731
Special Education Revenue						1,451,012
Grants						-
Stimulus						-
Other						-
Other State Revenue						-
TOTAL REVENUE FROM STATE SOURCES	6,799,731	1,536,233	-	-	-	8,220,743
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		85,221				85,221
Title I	267,051					267,051
Title Funding - Other	7,500					7,500
School Food Service (Free Lunch)						-
Grants						-
Charter School Program (CSP) Planning & Implementation						-
Other						-
Other Federal Revenue						-
TOTAL REVENUE FROM FEDERAL SOURCES	274,551	85,221	-	-	-	359,772
LOCAL AND OTHER REVENUE						
Contributions and Donations, Fundraising						-
Estate Reimbursement						-
Interest Income, Earnings on Investments						-
NYC-DYCD (Department of Youth and Community Development)						-
Food Service (Income from meals)						-
Text Book	38,945					38,945
Other Local Revenue						-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	38,945	-	-	-	-	38,945
TOTAL REVENUE	7,113,227	1,536,233	-	-	-	8,649,460

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	2,297				37,132	148,536
Instructional Management	3,718					434,871
Deans, Directors & Coordinators	2,730					92,700
CFO / Director of Finance					113,017	113,017
Operation / Business Manager					126,149	126,149
Administrative Staff					303,850	303,850
TOTAL ADMINISTRATIVE STAFF	7,745				580,148	1,219,113
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	3,872					1,062,250
Teachers - SPED	3,000					550,000
Substitute Teachers						-
Teaching Assistants						-
Specialty Teachers	3,236					861,000
Aides						-
Therapists & Counselors	3,152					620,081
Other						-
TOTAL INSTRUCTIONAL	3,260					3,093,331
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse						-
Librarian						-
Custodian						-
Security						-
Other						-
TOTAL NON-INSTRUCTIONAL						-
SUBTOTAL PERSONNEL SERVICE COSTS	2,745,291	987,006	-	-	580,148	4,312,444
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	300,609	108,077				472,212
Fringe / Employee Benefits	384,342	138,181				603,744
Retirement / Pension	192,171	69,091				301,872
TOTAL PAYROLL TAXES AND BENEFITS	877,122	315,349	-	-	185,357	1,377,828
TOTAL PERSONNEL SERVICE COSTS	3,622,413	1,302,354	-	-	765,505	5,690,272
CONTRACTED SERVICES						
Accounting / Audit	10,867	3,907				17,071
Legal	9,549	3,433				15,000
Management Company Fee	440,498	158,371				93,088
Nurse Services						691,957
Food Service / School Lunch	19,652	7,065				30,870
Payroll Services	13,407	4,820				21,060
Special Ed Services						-
Titelment Services (i.e. Title I)						-
Other Purchased / Professional / Consulting	170,259	61,213				35,980
TOTAL CONTRACTED SERVICES	664,232	238,809	-	-		1,043,410
SCHOOL OPERATIONS						
Board Expenses						-
Classroom / Teaching Supplies & Materials	64,258	23,103				100,940
Special Ed Supplies & Materials						-
Textbooks / Workbooks	50,741	18,243				79,707
Supplies & Materials other	745	17,166				75,000
Equipment / Furniture	591	572				2,500
Telephone	599	16,754				73,200
Technology	441	74,221				324,288
Student Testing & Assessment	654	3,474				15,180
Field Trips						-
Transportation (student)	406	5,539				24,200
Student Services - other	281	8,011				35,000
Office Expense	389	7,906				34,541
Staff Development	42,734	15,364				67,128
Staff Recruitment	6,525	2,345				10,250
Student Recruitment / Marketing	3,501	1,259				5,500
School Meals / Lunch						-
Travel (Staff)	2,184	785				3,430
Fundraising						-
Other	343	19,538				85,385
TOTAL SCHOOL OPERATIONS	301	214,278	-	-		936,229
FACILITY OPERATION & MAINTENANCE						
Insurance	776	10,238				44,732
Janitorial						-
Building and Land Rent / Lease	549	3,433				15,000
Repairs & Maintenance	821	12,016				52,500
Equipment / Furniture	360	22,887				100,000
Security						-
Utilities						-
TOTAL FACILITY OPERATION & MAINTENANCE	166	48,574	-	-		212,232
DEPRECIATION & AMORTIZATION						
Electric						-
Gas						-
Other						-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
						-
TOTAL EXPENSES						7,882,143
NET INCOME						767,317

List exact titles and staff FTE's (Full time equivalent)

CSI: [Sample titles that fall under this line: Director, Deans, Coordinators of: - Curriculum]

CSI: [Sample titles that fall under this line: - ELA - Math - Social Studies]

CSI: [Sample titles that fall under this line: - Foreign Languages - Photography - Ceramics]

CSI: [Sample titles that fall under this line: Health and Dental Social Security Medicare Unemployment Other]

CSI: [Sample titles that fall under this line: Janitorial Consultants]

CSI: [Sample titles that fall under this line: Curriculum Instructional Software Hardware]

CSI: [Sample titles that fall under this line: Printing Conferences]

CSI: [Sample titles that fall under this line: Facility Related - Includes the Purchase or Lease of any equipment]

CSI: [Sample titles that fall under this line: Electric Gas Other]

Sample titles that fall under this line: Director, Deans, Coordinators of: - Curriculum

Sample titles that fall under this line: - ELA - Math - Social Studies

Sample titles that fall under this line: - Foreign Languages - Photography - Ceramics

Sample titles that fall under this line: Health and Dental Social Security Medicare Unemployment Other

Sample titles that fall under this line: Janitorial Consultants

Sample titles that fall under this line: Curriculum Instructional Software Hardware

Sample titles that fall under this line: Printing Conferences

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Sample titles that fall under this line: - ELA - Math - Social Studies

Sample titles that fall under this line: - Foreign Languages - Photography - Ceramics

Sample titles that fall under this line: Health and Dental Social Security Medicare Unemployment Other

Sample titles that fall under this line: Janitorial Consultants

Sample titles that fall under this line: Curriculum Instructional Software Hardware

Sample titles that fall under this line: Printing Conferences

Sample titles that fall under this line: Facility Related - Includes the Purchase or Lease of any equipment

Sample titles that fall under this line: Electric Gas Other

50	Other		
51	Other		
52	TOTAL REVENUE FROM FEDERAL SOURCES		
53			
54	LOCAL and OTHER REVENUE		
55	Contributions and Donations		
56	Fundraising		
57	Erate Reimbursement		
58	Earnings on Investments		
59	Interest Income		
60	Food Service (Income from meals)		
61	Text Book		
62	OTHER		
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		
64			
65	TOTAL REVENUE		
66			
67			
68	EXPENSES	Institute: Figures represent the Budgeted/Revised Bu	
69	ADMINISTRATIVE STAFF PERSONNEL COSTS		
70	Executive Ma	Institute:	1
71	Instructional I	Institute:	4
72	Deans, Direc	Sample titles that fall under this line: Director, Deans, Coordinators of:	2
73	CFO / Directo	- Curriculum	1
74	Operation / B	Institute:	2
75	Administrative	Sample titles that fall under this line: - Secretary - Receptionist - Attendance Clerk - Office Manager	7
76	TOTAL ADMINISTRAT		17
77			
78	INSTRUCTIONAL PERSONNEL COSTS	Institute:	
79	Teachers	Sample titles that fall under this line: Content/Subject Area Teachers:	16
80	Teachers - S	- ELA	9
81	Substitute Te	- Math - Social Studies	0
82	Teaching Ass	Institute:	0
83	Specialty Tea	Sample titles that fall under this line: - ESL	15
84	Aides	Institute:	0
85	Therapists	Sample titles that fall under this line: - Speech Therapists - Social Workers	11
86	Other		0
87	TOTAL INSTRUCTIONAL		51
88		- Photography - Ceramics	
89	NON-INSTRUCTIONAL		
90	Nurse		0
91	Librarian		0
92	Custodian		0
93	Security	Institute:	0
94	Other	Cafeteria Other	0
95	TOTAL NON-INSTRUC		0
96			
97	SUBTOTAL PERSONNEL SERVICE COSTS		68
98			
99	PAYROLL TAXES AND BENEFITS		
100	Payroll Taxes	Institute:	

101	Fringe / Empl	Health and Dental	
102	Retirement /	Social Security	
103	TOTAL PAYROLL TAXE	Medicare	
104		Unemployment	
105	TOTAL PERSONNEL SERVICE COSTS	Other	
106			
107	CONTRACTED SERVICES		
108	Accounting / Audit		
109	Legal		
110	Management Company Fee		
111	Nurse Services		
112	Food Service / School Lunch		
113	Payroll Services		
114	Special Ed Services		
115	Titlement Ser	Institute:	
116	Other Purcha	Janitorial	ing
117	TOTAL CONTRACTED	Consultants	
118		- Assessment	
119	SCHOOL OPERATIONS	- Technology	
120	Board Expen	- Other	
121	Classroom / T	Institute:	ls
122	Special Ed S	Development	
123	Textbooks / V	Conferences	
124	Supplies & M	Institute:	
125	Equipment / F	Curriculum	
126	Telephone	Institute:	
127	Technology	Instructional	
128	Student Testi	Non-Instructional	
129	Field Trips	Institute:	of
130	Transportatio	Hardware	
131	Student Serv	Software	
132	Office Expen	Internet	
133	Staff Develop	Wiring	
134	Staff Recruit	Other	
135	Student Recruitment / Marketing	Institute:	
136	School Meals / Lunch	Institute:	
137	Travel (Staff)	Conferences	
138	Fundraising		
139	Other	Institute:	
140	TOTAL SCHOOL OPER	Interest	
141		Bank Charges	
142	FACILITY OPERATION	Bad Debt	
143	Insurance	Misc. Fees (i.e. Licensing)	
144	Janitorial	Dues & Membership	
145	Building and	All Other	
146	Repairs & Ma	(If any questions contact Institute)	
147	Equipment / F	Institute:	e Interest
148	Security	Institute:	
149	Utilities	Facility Related	
150	TOTAL FACILITY OPE	* Includes the Purchase or Lease of	
151		Institute:	
		Electric	
		Gas	
		Other	

152	DEPRECIATION & AMORTIZATION	
153	RESERVES / CONTINGENCY	
154		
155	TOTAL EXPENSES	
156		
157	NET INCOME	
158		
159	ENROLLMENT - *School Districts Are Linked To Above Entries*	
160	Number of Districts:	
161	NYC CHANCELLOR'S OFFICE	123.38918
162	-	0
163	-	0
164	-	0
165	-	0
166	-	0
167	-	0
168	-	0
169	-	0
170	-	0
171	-	0
172	-	0
173	-	0
174	-	0
175	-	0
176	ALL OTHER School Districts: (Wei	0
177	TOTAL ENROLLMENT	
178		
179	REVENUE PER PUPIL	
180		
181	EXPENSES PER PUPIL	

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II
Budget / Operating Plan
2015-16

8649459.93144 8649459.93144
7882142.9972 7882142.9972
767316.93424 767316.93424

Total Year
Original Budget

Revised Budget

1

6799730.93144 6799730.93144
0 0
0 0
0 0
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6799730.93144 6799730.93144
1451012 1451012

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0 0
8250742.93144 8250742.93144

85221 85221
267051 267051
7500 7500
0 0

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0	0
0	0
359772	359772

0	0
0	0
0	0
0	0
0	0
0	0
38945	38945
0	0
38945	38945

8649459.93144 8649459.93144

average of the Quarterly
Deleted FTE count for each

148526	148526
434871.15	434871.15
92700	92700
113016.75	113016.75
126149.25	126149.25
303850	303850
1219113.15	1219113.15

1062250	1062250
550000	550000
0	0
0	0
861000	861000
0	0
620080.8472	620080.8472
0	0
3093330.8472	3093330.8472

0	0
0	0
0	0
0	0
0	0
0	0

4312443.9972 4312443.9972

472212	472212
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603744	603744
301872	301872
1377828	1377828
5690271.9972	5690271.9972

17071	17071
15000	15000
691957	691957
0	0
30870	30870
21060	21060
0	0
0	0
267452	267452
1043410	1043410

0	0
100940	100940
0	0
79707	79707
75000	75000
2500	2500
73200	73200
324288	324288
15180	15180
0	0
24200	24200
35000	35000
34541	34541
67128	67128
10250	10250
5500	5500
0	0
3430	3430
0	0
85365	85365
936229	936229

44732	44732
0	0
15000	15000
52500	52500
100000	100000
0	0
0	0
212232	212232

0 0
0 0

7882142.9972 7882142.9972

767316.93424 767316.93424

0	8649459.93144	8649459.93144
0	-7882142.9972	-7882142.9972
0	767316.93424	767316.93424

VARIANCE

Variance Original Budget vs. Revised Budget vs

0	6799730.93144	6799730.93144
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	6799730.93144	6799730.93144
0	1451012	1451012
0	0	0
0	0	0
0	0	0
0	0	0
0	8250742.93144	8250742.93144
0	85221	85221
0	267051	267051
0	7500	7500
0	0	0
0	0	0

0	0	0
0	0	0
0	359772	359772

0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	38945	38945
0	0	0
0	38945	38945

0	8649459.93144	8649459.93144
---	---------------	---------------

0	-148526	-148526
0	-434871.15	-434871.15
0	-92700	-92700
0	-113016.75	-113016.75
0	-126149.25	-126149.25
0	-303850	-303850
0	-1219113.15	-1219113.15

0	-1062250	-1062250
0	-550000	-550000
0	0	0
0	0	0
0	-861000	-861000
0	0	0
0	-620080.8472	-620080.8472
0	0	0
0	-3093330.8472	-3093330.8472

0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

0	-4312443.9972	-4312443.9972
---	---------------	---------------

0	-472212	-472212
---	---------	---------

0	-603744	-603744
0	-301872	-301872
0	-1377828	-1377828
0	-5690271.9972	-5690271.9972
0	-17071	-17071
0	-15000	-15000
0	-691957	-691957
0	0	0
0	-30870	-30870
0	-21060	-21060
0	0	0
0	0	0
0	-267452	-267452
0	-1043410	-1043410
0	0	0
0	-100940	-100940
0	0	0
0	-79707	-79707
0	-75000	-75000
0	-2500	-2500
0	-73200	-73200
0	-324288	-324288
0	-15180	-15180
0	0	0
0	-24200	-24200
0	-35000	-35000
0	-34541	-34541
0	-67128	-67128
0	-10250	-10250
0	-5500	-5500
0	0	0
0	-3430	-3430
0	0	0
0	-85365	-85365
0	-936229	-936229
0	-44732	-44732
0	0	0
0	-15000	-15000
0	-52500	-52500
0	-100000	-100000
0	0	0
0	0	0
0	-212232	-212232

0	0	0
0	0	0
0	-7882142.9972	-7882142.9972
0	767316.93424	767316.93424

DESCRIPTION OF ASSUMPTIONS



Audited Financial Statement Checklist

Last updated: 10/29/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	No
CSP Agreed Upon Procedures (if applicable)	Yes
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 08/28/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/20/2015

Last updated: 07/28/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	David Faber	[REDACTED]	Treasurer	Yes	Finance	2, 2 Years/3 Years (1/1/12-12/31/16)
2	Ronald Chaluisan	[REDACTED]	Secretary	Yes	School Leader	2, 3 Years/3 Years (1/1/12-12/31/17)
3	Nancy Grossman	[REDACTED]	Trustee/Member	Yes	Higher Education, Arts	2, 2 Years/3 Years (1/1/12-12/31/16)
4	Edna Vega	[REDACTED]	Chair/Board President	Yes	School Leader	2, 3 Years/3 Years (1/1/12-12/31/17)
5	Selina Urbina	[REDACTED]	Trustee/Member	Yes	Non-Profit, Finance	1, 3 Years (7/13/15-12/31/18)
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

1

3. Total Number of Members Departing the Board during the 2014-15 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2014-15 school year?

10

6. How many times will the Board meet during the 2015-16 school year?

12

Thank you.



NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING
New Visions Charter High School for Advanced Math and Science II (AMS II)
New Visions Charter High School for the Humanities II (HUM II)

Meeting not held in July 2014

320 West 13th Street, 6th Floor
New York, NY 10014

Tel 212 645 5110
Fax 212 645 7409

www.newvisions.org/charter



NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING
New Visions Charter High School for Advanced Math and Science II (AMS II)
New Visions Charter High School for the Humanities II (HUM II)

Meeting not held in August 2014

320 West 13th Street, 6th Floor
New York, NY 10014

Tel 212 645 5110
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NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING
New Visions Charter High School for Advanced Math and Science II (AMS II)
New Visions Charter High School for the Humanities II (HUM II)

*Minutes for Meeting held at HUM II:
Monday, September 8, 2014 at 5 p.m.*

ATTENDANCE

Board Members present: Ronald Chaluisan (Secretary), David Faber (Treasurer)
Nancy Grossman, Angel Rodriguez, Edna Vega (Chair - Video)

NVPS Staff: Jonathan Green, Stephany Martinez, Lori Mei,
Jennie Soler-McIntosh

School Staff: Vanessa Arriola (DSO HUM II), Stacey King (Principal AMS II)
Richard Gonzalez (Principal HUM II), Herald Butler (AP HUM II)

WELCOME

Mr. Chaluisan opened the meeting at 5:06 p.m.

ACCEPTANCE OF PREVIOUS MEETING'S MINUTES

Mr. Faber put forth a motion to accept the minutes from the June 16, 2014 board meeting.
Ms. Grossman seconded the motion, which passed unanimously.

PRINCIPAL'S REPORT

New Visions Charter High School for Advanced Math and Science II

Ms. King updated the Trustees on instruction and learning, describing the professional development (PD) sessions that took place during the summer to prepare new and returning teachers for the academic year. There was also a three day PD series on Challenge-Based Learning and Ms. King discussed the positive outcomes resulting from the PD. She indicated that the instructional goals for 2014-2015 focus on increasing reading, writing and literacy across all content areas. AMS II will be partnering with the New York City Writing Project (NYCWP) in order to support these instructional and professional development goals. The NYCWP is an organization dedicated to the improving the teaching of literacy skills in schools throughout New York City.

Ms. King described school climate, noting that family home visits took place during the summer. During orientation, families self-selected for a home visit. All teachers visited at least two families totaling 30 family home visits. Ms. King discussed events that took place during the summer such as the parent workshops, where students and families reviewed the Family School Alliance Contract, and the grade team family dinners, where families and students set goals together for the year. Ms. King also indicated that each student has an adult advocate assigned to them in the building. Ms. Grossman asked Ms. King if there had been any “push back” from the teachers about the advocate role and she said no.

Ms. King described conversations with her staff regarding the United Federation of Teachers (UFT) and the possibility of unionizing. Ms. King noted that her staff once again has decided not to unionize this year but still have a great concern about their time off during the summer. The Trustees, Mr. Chaluisan and Ms. King discussed the process that took place when the first two New Vision Charter High Schools became unionized and how that has affected teachers’ ability to fully prepare themselves during the summer for Summer Bridge and the academic year. Mr. Chaluisan indicated that Mr. Robert Hughes, President of New Visions for Public Schools, will attend the October Board meeting to further updated the Board on conversations with the UFT.

Ms. King concluded her report with a summary of August Regents Exam results and an overview of the monthly metrics report for AMS II and answered a few clarifying questions by the Trustees.

New Visions Charter High School for the Humanities II

Mr. Gonzalez updated the Trustees on Summer Bridge, noting that the 9th graders spent their time understanding what the “HUM II way” means in terms of academics, behavior and community. Summer Bridge lays the groundwork for understanding the “HUM II way” which can be summarized by three words: Rigor, Respect and Responsibility. The 10th graders reflected on the past year and also reviewed what it means to be a HUM II Scholar. In addition, the 10th graders also

prepared for any Regents Exams they were going to sit for in the summer and prepared a presentation at the end of Summer Bridge. This presentation is a culmination of the work that they have done in Writing Workshops, Graduation Workshops, and Team Time. Their presentations must include pieces of their autobiographies, as well as pieces of their graduation plan.

Principal Gonzalez discussed school climate, noting that the school has grown to three grade levels and there have been no major problems with the addition of the new grade. He indicated that there are a total of four deans, with the newly hired dean also working part-time as the Spanish Teacher. He also noted that the Scholar Stamp Merit system will continue to be a School Wide Positive Behavior Program and for this year. HUM II will use a hybrid of paper and an electronic systems that allows scholars to track and spend stamps electronically, similar to a bank account, where they can spend their stamps on merchandise in the school store. The store will be developed by the Business class.

Mr. Gonzalez described community connections, noting that 25 sophomore and junior scholars will have a class on Tuesdays and Thursdays at Bronx Community College (BCC) during 9th period. The course is called “First Year Seminar” and in order to take the course, a scholar needs a minimum GPA of 70. The course is an introduction to college awareness where students will develop self-awareness, general education habits such as time management, planning for the future and communication skills. A professor from BCC will teach the course on campus at HUM II. Mr. Gonzalez noted that an overarching goal this year at HUM II is for each teacher to prepare a community based lesson or project, that uses community members as resources for the scholars. Each AP will work with each of the teachers on their teams to make sure that each one completes this goal, as part of their goals for the 2014-2015 academic school year.

Principal Gonzalez discussed the structure of Lower House and Upper House, noting that the structure is focused on grade level “Academies”, with an Assistant Principal (AP) and Guidance Counselor (GC). The AP and GC work with the Principal to develop five Standards for Success for each grade level. Along with each standard, is a SMART goal to track success and determine if intervention is needed.

Mr. Gonzalez concluded his report by describing future plans for a one-to-one tablet for sophomores and juniors. Instead of using laptops from laptop carts, each scholar will receive an Amplify tablet that they are responsible for during the academic year. Before the launch of this system, scholars must pass the 30-Day Challenge where they demonstrate that they have learned the essential elements for appropriate use, maintenance and safety of their Amplify tablets. The Trustees and Mr. Gonzalez discussed the safety measures in place to protect scholars from being accosted outside of the school for their Amplify tablets.

BOARD BUSINESS

NVCHS Team Report

Mr. Chaluisan updated the Trustees on the major supports provided to the schools by the New Visions Charter team. He highlighted the Charter Coordination Meetings that take place on a weekly basis to help with the coordination and documentation of best practices, clarification of model elements and maintenance of a clear mission across the New Visions Charter network. Mr. Chaluisan highlighted a few upcoming events such as information about the Principal Annual Reviews, noting that the Trustees will receive the Principal reviews and will discuss at the November Board meeting, if necessary.

2015-2016 Recruitment

Ms. Jennie Soler-McIntosh, Director of Community Engagement at New Visions, updated the Trustees on recruitment, noting that September 20, 2014 was the official start of the recruitment fairs. She said that her team is working on creating a brochure for the ELL and SpEd populations to better inform families of the services available at all of the New Visions Charter High Schools. Ms. Soler-McIntosh will share the brochures at the October Board Meeting. Mr. Faber asked about enrollment at both schools and Ms. Soler-McIntosh and Mr. Chaluisan further discussed efforts for recruitment and retention.

ADJOURNMENT

Ms. Chaluisan adjourned the meeting at 6:18 p.m.

NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING
New Visions Charter High School for Advanced Math and Science II (AMS II)
New Visions Charter High School for the Humanities II (HUM II)

*Minutes for Meeting held at AMS II:
Tuesday, October 20, 2014 at 9 a.m.*

ATTENDANCE

Board Members present: Ronald Chaluisan (Secretary), Nancy Grossman,
Not Present: David Faber, Angel Rodriguez, Edna Vega (Chair)
NVPS Staff: Cynthia Rietscha, Robert Hughes (President of NVPS), Scott
Perlin, Stephany Martinez, Lori Mei, Jennie Soler-McIntosh
School Staff: Vanessa Arriola (DSO HUM II), Stacey King (Principal AMS II)
Richard Gonzalez (Principal HUM II)
Public: Mark Taub, Principal MBAP CPA's LLC, MBAF staff auditor,
Faculty from HUMII and AMS (Full list of attendees provided upon
request)

WELCOME

Mr. Chaluisan opened the meeting at 5:00 p.m.

ACCEPTANCE OF PREVIOUS MEETING'S MINUTES

Acceptance of the September 8, 2014 Board Meeting minutes was deferred until the November Board Meeting since there were not enough members present for a quorum at the time of the voting.

BOARD BUSINESS

School Audits The finances of both AMS II and HUM II for the year ending on June 30, 2014 were audited by MBAF. Mr. Marc Taub, a Principal at MBAF CPA's, LLC, presented the results of both schools' audits to the Board. Mr. Taub stressed the independence of the auditors and described the procedures the firm had undertaken to conduct the audits. He reviewed the audit results with the Board describing the types of estimates that the auditors used and indicated that both schools have unqualified opinions and that no issues of internal controls had been found. Both schools ended the year with healthy surpluses. Mr. Taub and the Board Members discussed the major highlights of the audits.

A vote to approve the audit reports was held deferred and another meeting will be scheduled prior to November 1st when the audit reports must be submitted to the New York State Education Department. Ms. Martinez will reach out to Board members to set up a time when the entire Board can review the audit reports and vote on the necessary documents and minutes.

UFT Update Mr. Robert Hughes, President of NVPS, discussed the contract negotiation process that occurred between the UFT, and the Board of Trustees and New Visions for the first pair of New Vision Charter High Schools and shared the final contract with the Board. Mr. Hughes discussed the highlights and challenges of the current contract and answered several questions by the Trustees and Principals.

PUBLIC EXPRESSION

HUM II Faculty and AMS Union Representatives The Faculty from HUM II and two AMS Union Representatives attended the public portion of the Board Meeting to speak to the Board of Trustees regarding their desire to unionize. Mr. Richard Phelps, HUM II, read the following letter that was previously sent to the Board of Trustees:

We, the teachers at New Visions Charter High School for the Humanities II, strongly urge you to recognize our union and begin bargaining in good faith. Forming a union at HUM II means that we all can share in the positive growth of our school and its culture through trust, communication and

commitment to excellence. We hope that New Visions will respect our decision as professionals and as committed members of our school community.

It is our hope that administration and the Board of Trustees will react positively to our decision, acknowledging the many benefits of a stable staff. We ask you to commit to working with us through the remaining steps of this process.

Following the reading of the letter, several teachers addressed the Board and gave specific reasons for their decision to unionize.

Mr. Hughes let the speakers know that the Board of Trustees for HUM II and AMS II will make the final decision about how to proceed and that they are currently discussing the matter with legal counsel to determine next steps.

Ms. Grossman addressed the staff and said she appreciated their attendance at the meeting, is aware of their request and assured them that it is under consideration. She said that all the reports presented at the Board Meetings show the hard work faculty and staff are doing to improve student outcomes.

The HUM II and AMS faculty thanked the Board and left a signed copy of their request.

EXECUTIVE SESSION

The Board entered into executive session at 5:58 p.m.

ADJOURNMENT

Ms. Chaluisan adjourned the meeting at 6:32 p.m.

NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING
New Visions Charter High School for Advanced Math and Science II (AMS II)
New Visions Charter High School for the Humanities II (HUM II)

*Minutes for Meeting held over Video Conference (NVPS):
Tuesday, October 28, 2014 at 9 a.m.*

ATTENDANCE

Board Members present: Ronald Chaluisan (Secretary), Nancy Grossman,
Angel Rodriguez, Edna Vega (Chair)

Not Present: David Faber

NVPS Staff: Cynthia Rietscha, Stephany Martinez, Lori Mei, Stacy Martin

WELCOME

Mr. Chaluisan opened the meeting at 9:00 a.m.

BOARD BUSINESS

School Audits

Ms. Rietscha and Ms. Martin summarized the audit reports to ensure that the Board members that had not been at the monthly meeting had a clear understanding of the status of both schools. She described the estimates that were used by the auditors and indicated that both schools had unqualified opinions and that there were no issues of internal controls. Both schools ended the year with healthy surpluses. Ms. Grossman asked whether the surplus funds could be carried over and Ms. Rietscha replied affirmatively.

Mr. Chaluisan made a motion to accept the audits and to submit them as presented to the New York State Education Department. Ms. Vega seconded the motion, which passed unanimously.

Employee handbook

Ms. Grossman had several questions and suggestions about particular sections of the handbook although she stated that she agreed with the content and was merely requesting clarification of

language in a few places. She noted that the section on Nepotism in the handbook did not make clear that relatives are not permitted in reporting relationships and asked that this section be clarified. She also recommended clarity on the Unpaid Leave of Absence section specifically regarding the section that states that supervisors must know at least a week in advance when staff on leave are returning to work. The handbook already specified a timeframe, Ms. Grossman asked that language mentioning the projected return date be added as well.

The Board discussed the fact that the school can't promise the employee that they will get their exact job back but they will be placed somewhere in the network. The Board discussed the process whereby "every effort will be made to locate a job of similar status in the network."

Ms. Grossman asked for clarification of the term "non-exempt." This is defined as staff that are eligible to earn overtime pay. Related to reporting alleged child abuse, Ms. Grossman requested that when the investigation is going on, the employee in question should be placed in a safe environment until a determination is made. The Trustees also requested that the language detailing the state's corporal punishment rights and the Employee handbook be aligned in terms of the rights of a safe place for the alleged perpetrator during an investigation. It was also noted that under the Arrest Notifications section, the language should be clarified to request that employees notify their supervisors of an arrest as soon as soon as possible but no later than 2-3 business days or upon return to work whichever is sooner. Ms. Grossman requested that this section be rewritten to clarify that it's the staff's responsibility to inform the school and New Visions as quickly as possible and before their return to work.

Mr. Rodriguez requested that the pages in the Table of Contents and the body of the handbook be aligned.

Mr. Rodriguez put forth a motion to accept the document with the recommended changes. Ms. Grossman seconded the motion, which passed unanimously.

By-Laws

Mr. Rodriguez put forth a motion to accept the modifications to the Board's By-laws which were required as a result of changes in the not-for-profit Corporate Law. Ms. Vega seconded the motion, which passed unanimously.

ADJOURNMENT

Ms. Chalusian adjourned the meeting at 9:26 a.m.

PRINCIPAL'S REPORT

New Visions Charter High School for Advanced Math and Science II

Ms. King updated the Trustees on instruction and learning, describing the professional development (PD) sessions that took place during the summer to prepare new and returning teachers for the academic year. There was also a three day PD series on Challenge-Based Learning and Ms. King discussed the positive outcomes resulting from the PD. She indicated that the instructional goals for 2014-2015 focus on increasing reading, writing and literacy across all content areas. AMS II will be partnering with the New York City Writing Project (NYCWP) in order to support these instructional and professional development goals. The NYCWP is an organization dedicated to the improving the teaching of literacy skills in schools throughout New York City.

Ms. King described school climate, noting that family home visits took place during the summer. During orientation, families self-selected for a home visit. All teachers visited at least two families totaling 30 family home visits. Ms. King discussed events that took place during the summer such as the parent workshops, where students and families reviewed the Family School Alliance Contract, and the grade team family dinners, where families and students set goals together for the year. Ms. King also indicated that each student has an adult advocate assigned to them in the building. Ms. Grossman asked Ms. King if there had been any “push back” from the teachers about the advocate role and she said no.

Ms. King described conversations with her staff regarding the United Federation of Teachers (UFT) and the possibility of unionizing. Ms. King noted that her staff once again has decided not to unionize this year but still have a great concern about their time off during the summer. The Trustees, Mr. Chaluisan and Ms. King discussed the process that took place when the first two New Vision Charter High Schools became unionized and how that has affected teachers’ ability to fully prepare themselves during the summer for Summer Bridge and the academic year. Mr. Chaluisan indicated that Mr. Robert Hughes, President of New Visions for Public Schools, will attend the October Board meeting to further updated the Board on conversations with the UFT.

Ms. King concluded her report with a summary of August Regents Exam results and an overview of the monthly metrics report for AMS II and answered a few clarifying questions by the Trustees.

New Visions Charter High School for the Humanities II

Mr. Gonzalez updated the Trustees on Summer Bridge, noting that the 9th graders spent their time understanding what the “HUM II way” means in terms of academics, behavior and community. Summer Bridge lays the groundwork for understanding the “HUM II way” which can be summarized by three words: Rigor, Respect and Responsibility. The 10th graders reflected on the past year and also reviewed what it means to be a HUM II Scholar. In addition, the 10th graders also

prepared for any Regents Exams they were going to sit for in the summer and prepared a presentation at the end of Summer Bridge. This presentation is a culmination of the work that they have done in Writing Workshops, Graduation Workshops, and Team Time. Their presentations must include pieces of their autobiographies, as well as pieces of their graduation plan.

Principal Gonzalez discussed school climate, noting that the school has grown to three grade levels and there have been no major problems with the addition of the new grade. He indicated that there are a total of four deans, with the newly hired dean also working part-time as the Spanish Teacher. He also noted that the Scholar Stamp Merit system will continue to be a School Wide Positive Behavior Program and for this year. HUM II will use a hybrid of paper and an electronic systems that allows scholars to track and spend stamps electronically, similar to a bank account, where they can spend their stamps on merchandise in the school store. The store will be developed by the Business class.

Mr. Gonzalez described community connections, noting that 25 sophomore and junior scholars will have a class on Tuesdays and Thursdays at Bronx Community College (BCC) during 9th period. The course is called "First Year Seminar" and in order to take the course, a scholar needs a minimum GPA of 70. The course is an introduction to college awareness where students will develop self-awareness, general education habits such as time management, planning for the future and communication skills. A professor from BCC will teach the course on campus at HUM II. Mr. Gonzalez noted that an overarching goal this year at HUM II is for each teacher to prepare a community based lesson or project, that uses community members as resources for the scholars. Each AP will work with each of the teachers on their teams to make sure that each one completes this goal, as part of their goals for the 2014-2015 academic school year.

Principal Gonzalez discussed the structure of Lower House and Upper House, noting that the structure is focused on grade level "Academies", with an Assistant Principal (AP) and Guidance Counselor (GC). The AP and GC work with the Principal to develop five Standards for Success for each grade level. Along with each standard, is a SMART goal to track success and determine if intervention is needed.

Mr. Gonzalez concluded his report by describing future plans for a one-to-one tablet for sophomores and juniors. Instead of using laptops from laptop carts, each scholar will receive an Amplify tablet that they are responsible for during the academic year. Before the launch of this system, scholars must pass the 30-Day Challenge where they demonstrate that they have learned the essential elements for appropriate use, maintenance and safety of their Amplify tablets. The Trustees and Mr. Gonzalez discussed the safety measures in place to protect scholars from being accosted outside of the school for their Amplify tablets.

BOARD BUSINESS

NVCHS Team Report

Mr. Chaluisan updated the Trustees on the major supports provided to the schools by the New Visions Charter team. He highlighted the Charter Coordination Meetings that take place on a weekly basis to help with the coordination and documentation of best practices, clarification of model elements and maintenance of a clear mission across the New Visions Charter network. Mr. Chaluisan highlighted a few upcoming events such as information about the Principal Annual Reviews, noting that the Trustees will receive the Principal reviews and will discuss at the November Board meeting, if necessary.

2015-2016 Recruitment

Ms. Jennie Soler-McIntosh, Director of Community Engagement at New Visions, updated the Trustees on recruitment, noting that September 20, 2014 was the official start of the recruitment fairs. She said that her team is working on creating a brochure for the ELL and SpEd populations to better inform families of the services available at all of the New Visions Charter High Schools. Ms. Soler-McIntosh will share the brochures at the October Board Meeting. Mr. Faber asked about enrollment at both schools and Ms. Soler-McIntosh and Mr. Chaluisan further discussed efforts for recruitment and retention.

ADJOURNMENT

Ms. Chaluisan adjourned the meeting at 6:18 p.m.

NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING
New Visions Charter High School for Advanced Math and Science II (AMS II)
New Visions Charter High School for the Humanities II (HUM II)

*Minutes for Meeting held at New Visions:
Monday, November 17, 2014 at 5 p.m.*

ATTENDANCE

Board Members present: Ronald Chaluisan (Secretary), David Faber, Angel Rodriguez, Edna Vega (Chair), Nancy Grossman (Phone)

NVPS Staff: Jon Green, Stacy Martin, Lori Mei, Cynthia Rietscha, Jennie Soler-McIntosh

School Staff: Vanessa Arriola (DSO HUM II), Emily Zaeske, (AP HUM II), Stacey King (Principal AMS II)

WELCOME

Mr. Chaluisan opened the meeting at 5:09 p.m.

ACCEPTANCE OF PREVIOUS MEETING'S MINUTES

Acceptance of the October 22, 2014 Board Meeting minutes was deferred until the December Board Meeting since there were not enough members present that had also attended the October meeting for a quorum. The acceptance of the September 8, 2014 Board Meeting minutes was also deferred. However, the minutes for the special meeting held on October 28, 2014 were approved with a motion made by Edna Vega and seconded by Angel Rodriguez. The vote to approve these minutes was unanimous.

PRINCIPAL REPORTS

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

Ms. Emily Zaeske, AP gave the Principal's Report as HUM II's Principal, Richard Gonzalez was not in attendance. The instruction and learning portion of the report focused on HUM II's implementation of the flipped classroom. In this model, traditional classroom instruction is

“flipped” so that less challenging activities such as lectures and note-taking take place at home or outside the classroom while more challenging activities take place in class. At HUM II, over 80% of the math curriculum courses are flipped. The teachers video-tape their lectures and students are able to watch them or re-watch them as needed allowing them to master every standard—something that is particularly beneficial to provide scholars with a firm foundation to stand on when moving through new content.

Mr. Chaluisan asked about how special education and English Language Learner students were faring with the flipped model and Ms. Zaeske responded that these students were benefitting the most since the model allows them to go back and process the material at their own pace. She indicated that they were seeing a lot of engagement in math with real conversations about the importance of students mastering essential building blocks in order to move on. Board Members and Ms. Zaeske discussed the challenges with implementing this model well and Ms. Zaeske noted that the teachers were tweaking the model to figure out how to provide more opportunities for discussion and group work.

Ms. Zaeske also touched on Teacher goal setting, STAT meetings for students with multiple failures and finals in her teaching and learning report. She also provided updates on attendance—HUM II is back over 90% average daily attendance—as well as on enrollment and discharges and noted that the first school dance is scheduled for this coming Friday. She described a college trip to Washington, D.C. for juniors and described how trips start freshman year, with visits to local schools in NYC. She continued her report by describing several community connections including the expansion of Big Brothers/Big sisters and Rockin’the Boat.

Among the big things that happened this month were the roll out of Amplify Tablets to 290 HUM II scholars. This program grew out of the belief that students did not use technology in an authentic or appropriate way for the 21st century. So far, the roll out is proceeding well and scholars are moving toward paperless assignments, presentations and assessments.

Ms. Zaeske reported that the HUM II Boy’s Soccer Team is the Bronx Division Champion of the Charter School Athletic Association High School Boys Soccer League and the Girls Soccer team made it to the Bronx Division playoffs.

New Visions Charter High School for Advanced Math and Science II (AMS II)

Principal King’s teaching and learning report focused on challenge-based learning (CBL) and Teacher professional development. She told the Trustees that all AMS II teachers have committed to plan and facilitate a challenge-based learning (CBL) unit of study in partnership with a community-based organization and that four teachers had already completed their CBL unit in Trimester 1. She described one of the more successful units, as one in which students in a 9th grade

Genre course worked with a professional poet to create and perform works of poetry on an issue that concern them in their community. These issues will be highlighted during AMS II's 2nd Annual Poetry Slam. The students will also present potential solutions to their concerns at an upcoming Bronx community board meeting. In a change this year, students' Anchor Challenge will span all three trimesters with researching a problem as the focus of Trimester 1's anchor, followed by producing a solution in Trimester 2 and presenting and defending the work in Trimester 3.

Ms. King also described a series of professional development sessions focused on increasing student engagement, managing student behavior and differentiation. After the PD series, teachers visited their colleagues and provided observation feedback to each other on the specific area of focus they selected from the PD series they attended. All of the AMS II teachers participated in inter-visitations and provided feedback to each other. Teachers reported that they felt supported by this collaborative effort. Ms King indicated that all teachers at AMS II have been informally observed several times and that formal goals have been set and agreed to for Teachers, Counselors and Social Workers. Ms King stated that she was using feedback from the mini observations that surfaced a lack of knowledge about the format and facilitation of the school's workshop model among newer teachers to put in place "Friday Lunch and Learns" where lead teachers will support teachers around the workshop model of lesson planning and facilitation.

Ms. King reported that AMS II's average daily attendance through October is 95%, and described the support that her school is receiving from the New Visions Community Engagement (CE) team around parent engagement. She specifically commended the CE team for their work getting the Parent Leadership Training Institute program off the ground. This project trained key AMS II staff at the Parent Leadership Training Institute (PLTI) over the summer. Three AMS II staff members trained this summer will be facilitating a 20-week Parent Leadership Training Institute designed to empower Bronx parents to become advocates for their children and communities. Staff from HUM II as well as from four New Visions district public schools were also trained this summer and will be facilitating PLTI sessions during the 20 week program. Ms. King let the Trustees know that the Bronx Borough President's office is supporting this work and has agreed to hold the graduation ceremony for parents once they have successfully completed the PLTI training program.

School culture activities highlighted by Ms. King included the annual Thanksgiving celebration for students, families and staff and the school's Teacher Advocate project whereby all staff and leadership serve as Teacher Advocates for groups of 8-10 students each. The Advocates check-in with students, monitor academics and attendance and serve as the point person for parents/families. Ms. King continued her report by noting that five seniors were participating in teacher internships at AMS II. Each student has been paired with a teacher in a specific subject-area. She concluded her update by describing the recruitment efforts underway to increase student applications for next year including personal visits to Bronx middle schools, and hosting 8th grade students at AMS II to

provide them with a true look at the high school experience and allows them to question current scholars.

BOARD BUSINESS

New Visions Team Reports

Cynthia Rietscha, New Visions Director of Finance presented First Quarter Financial information for both schools and described a new more user-friendly “Monthly Close Memo” that the Finance team has added to the schools’ financial reports. This memo provides narrative highlights of both schools’ balance sheets, revenue and expenses and net income. Board Members expressed their appreciation of the addition of this high-level summary information. Charter team members Jon Green, Jennie Soler-McIntosh and Lori Mei summarized the support their teams provided the schools since the last meeting in the areas of leadership, community engagement and operations respectively.

ADJOURNMENT

Ms. Chaluisan adjourned the meeting at 6:13 p.m.



NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING
New Visions Charter High School for Advanced Math and Science II (AMS II)
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Meeting not held in December 2014

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NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING

New Visions Charter High School for Advanced Math and Science II (AMS II)

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

*Minutes for Meeting held via webinar:
Monday, February 9, 2014 at 2:30 p.m.*

ATTENDANCE

Board Members present: Angel Rodriguez, Ronald Chaluisan, David Faber, Nancy Grossman, Edna Vega (Chair)

NVPS Staff: Lori Mei, Stephany Martinez, Cynthia Rietscha, Ben Rodriguez

WELCOME

Mr. Chaluisan opened the meeting at 1:50 p.m.

ACCEPTANCE OF PREVIOUS MEETING'S MINUTES

Ms. Grossman put forth a motion to accept the minutes from the September 8, 2014 meeting.

Ms. Vega seconded the motion, which passed unanimously.

Mr. Chaluisan put forth a motion to accept the minutes from October 20, 2014 meeting.

Ms. Grossman seconded the motion, which passed unanimously.

Mr. Chaluisan put forth a motion to accept the minutes from November 17, 2014 meeting.

Mr. Faber seconded the motion, which passed unanimously.

BOARD BUSINESS

AMS II and HUM II Reforecast Budget

Ms. Rietscha discussed the reforecast budget for AMS II and HUM II, noting changes in revenue due to the impact of lower registration numbers for both schools. Ms. Grossman asked how this has affected instruction. Ms. Rietscha responded that it has not presently had an impact on instruction but if both schools continue to be under enrolled it can have a long term impact on the budget and instruction.

Mr. Chaluisan noted that the Community Engagement Team is working on assisting the schools so that they start the year with high enrollment. This year both AMS II and HUM II began the year under enrolled. Ms. Vega suggested looking at enrollment data for all NVCHS schools and forecasting the budget by the average. Ms. Rietscha responded that they will project enrollment at lower numbers moving forward. Ms. Mei noted that her team is working to create more realistic targets at an operational level as well as maintaining 90% student retention.

Mr. Rodriguez put forth a motion to accept the reforecast budgets for AMS II and HUM II.

Mr. Faber seconded the motion, which passed unanimously.

Student Handbook - Hearing Officer

Mr. Faber put forth a motion to change the process for identifying a Hearing Officer in the Student and Family Handbook. The process will require the Principal to attest to the fact that the Hearing Officer is impartial.

Ms. Grossman seconded the motion, which passed unanimously.

Board Expansion

Mr. Chaluisan proposed that the next three Board Meetings be held jointly with the AMS II and HUM II Board of Trustees' meetings as a "test run" for merging the Boards. The Trustees discussed the benefits of exploring merging the four Boards and agreed to have a joint meeting in January.

Ms. Grossman noted that there should be a presentation given to all three boards regarding the Lincoln Center for Education and New Visions Charter School partnership at a future meeting.

ADJOURNMENT

Ms. Vega adjourned the meeting at 2:15 p.m.



NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING

New Visions Charter High School for Advanced Math and Science II (AMS II)

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

*Minutes for Meeting held at NVPS:
Monday, February 23, 2015 at 5 p.m.*

ATTENDANCE

Board Members present: David Faber, Edna Vega (Video), Nancy Grossman (Video)

Not Present: Ronald Chaluisan (Secretary), Angel Rodriguez

NVPS Staff: Jonathan Green, Stephany Martinez, Lori Mei, Julia Forman, Cynthia Rietscha, Ben Rodriguez, Matt Gill, Nadine Dillon, Alec Barrett

School Staff: Julia Chun (Principal AMS), Magaly Hicks (Principal HUM), Frank Parrino (DSO HUM), Stacey King (Principal AMS II), Richard Gonzalez (Principal HUM II), Vanessa Arreola (DSO HUM II), Sharon John (DSO AMS II)

NVCHS Students: Amber Cruz (AMS), Noelia Bautista (HUM II), Steve Hossou (AMS II), David Oladuinjoie (AMS II)

Public: John Alderman, John Sanchez, Stacy Martin

WELCOME

The February Board Meeting was the first meeting where the AMS and HUM Board of Trustees and the AMS II and HUM II Board of Trustees Boards met together to discuss all four of the New Vision Charter High Schools. The meeting was chaired by Mr. Sanchez, the chair of the AMS and HUM Board of Trustees.

Mr. Sanchez opened the meeting at 4:55 p.m. and asked that everyone in attendance introduce themselves.

ACCEPTANCE OF PREVIOUS MEETING'S MINUTES

Ms. Vega put forth a motion to accept the minutes from the AMS II and HUM II February 9, 2015 video call meeting. Mr. Faber seconded the motion, which passed unanimously.

STUDENT PRESENTATION

A student from each of the Bronx New Visions Charter High Schools who are enrolled in a course at either Parsons or the American Museum of Natural History (AMNH) discussed their experiences with the Board of Trustees. Ms. Julia Forman, Program Officer at NVPS, introduced the program and facilitated the discussion asking the students specific questions. Among those questions were: what was your experience like at either AMNH or Parsons; what was something important you learned from your experience; what was it like to take a course outside of your high school and how might this be important in preparing for college? At the end of the presentation the Board Members asked the students several questions.

PRINCIPAL'S REPORT

Principals were asked in addition to their regular school report to discuss a particular challenge they face in their schools and the intervention plans they have in place around that challenge.

New Visions Charter High School for Advanced Math and Science II

Ms. King discussed the challenges of supporting the special education population at AMS II and the supports in place for staff. She noted that many teacher preparation programs do not provide general education teachers with the tools necessary to support special education students' needs. To support staff and to ultimately support all students an expert from Fordham University has been working with AMS II staff to differentiate instruction, develop best practices around creating student groupings and share strategies for positive behavior and self-regulation for all students. Ms. King will continue to report on progress. Ms. King also briefly discussed the Challenge-based learning (CBL) projects in partnership with community-based internships that all teachers have committed to included in a unit of study.

Ms. Martin asked how Ms. King was able to have teachers commit to the CBL project. Ms. King replied that during the summer teachers spent their professional development time planning and understanding CBL more deeply in order to bring authentic engagement into the classrooms.

Ms. Grossman asked how New Visions is supporting the schools with their strategies for supporting Special Education populations. Ms. Mei noted that Erin Stark, Instructional Specialist for Special Education at NVPS, held two long professional development workshops on special education supports for teachers and Sped Coordinators. Ms. King said that it was very useful and really helped to articulate what those relationships look like in the classroom and it also discussed different Sped strategies.

New Visions Charter High School for the Humanities II

Mr. Gonzalez noted that in 2014-2015, HUM II adopted a one-to-one tablet model for all Sophomores and Juniors instead of the laptop cart used previously. A tablet lends itself to a more authentic use of technology for students and is flexible in its application and portability in and out of the classroom. The challenge was that teachers did not use the variety of features and

applications available to them through the tablets. Mr. Gonzalez said that teachers needed additional training on the tablet and help with their own strategies to differentiate and create additional activities and assessments for students. In order to move teachers to meet the technology goals, additional professional development workshops were created. Teachers and the leadership team received one-on-one training and lesson planning support around the various applications available.

Mr. Sanchez asked if the schools meet as a network to discuss these challenges and strategies. Mr. Gonzalez said that the six NVCHS Principals meet once a month to share and discuss each of their respective schools' challenges and successes. Ms. Mei noted that the schools also meet with the NVCHS Team at quarterly Network Inquiry Team meetings to discuss network-wide goals. Mr. Gonzalez noted that his team also gave a presentation at New Visions for Public Schools around their use of the Amplify tablets.

BOARD BUSINESS

Monthly Reports: Application Update

Ms. Mei discussed the student application update, noting that the report presents applications by school, unique applications and upcoming planned recruitment events. She said that unique applications refers to applications in which a student applied only to one specific school rather than to multiple schools. Ms. Arriola discussed the school-specific websites that are under development to help students see and be able to distinguish between specific schools to help them make more informed decisions.

School Financials

Mr. Sanchez asked Ms. Rietscha for a brief overview of the status of each school. Ms. Rietscha said that the schools are overall in good standing. Mr. Alderman asked if there are minimum enrollment numbers that the schools need to meet in order to support their budgets. Ms. Rietscha said that all the schools are above the expected numbers and HUM wants to admit 200 9th graders next year in order to be in a better place financially. Ms. Mei noted that Ms. Hicks programs students by need rather than grade year and that is how she is able to register a higher number of students.

Joint Board Meeting Discussion

Mr. Sanchez and the Trustees of AMS and HUM and AMS II and HUM II agreed to continue meeting jointly. Mr. Sanchez noted that all four schools are part of the same network and therefore are held to the same accountability standards. With joint Board Meetings, the schools can continue to share best practices and maintain the NVCHS model.

Charter Schools and Suspension Rates

The Trustees and NVCHS Principals had a lively discussion on the recently released article by Chalkbeat regarding out-of-school suspension rates at AMS and HUM in 2011-2012, their first year of operation. Ms. Mei noted that Mr. Chaluisan spoke with a reporter and acknowledged that the numbers are unacceptably high and that the schools are working to bring them down. Reducing suspension rates is a network-wide metric for all the NVCHS this year.

ADJOURNMENT

Mr. Sanchez adjourned the public portion of the Board meeting at 6:03 a.m.

NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING

New Visions Charter High School for Advanced Math and Science II (AMS II)

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

*Minutes for Meeting held at AMS:
Monday, March 23, 2015 at 5 p.m.*

ATTENDANCE

Board Members Present: Nancy Grossman, Ronald Chaluisan (Secretary)

Not Present: Angel Rodriguez, David Faber, Edna Vega

NVPS Staff: Jonathan Green, Stephany Martinez, Lori Mei, Cynthia Rietscha, Ben Rodriguez, Jennie Soler-McIntosh,

School Staff: Julia Chun (Principal AMS), Magaly Hicks (Principal HUM), Frank Parrino (DSO HUM), Sandy Manassis (AP AMS II), Richard Gonzalez (Principal HUM II)

Public: John Alderman, John Sanchez, Stacy Martin, Guirny Ocean, Sammy Munoz, Maxwell Smith, Shena Rudolph, Vanessa Rodriguez

WELCOME

The meeting was chaired by Mr. Sanchez, the chair of the AMS and HUM Board of Trustees.

Mr. Sanchez opened the meeting at 5:01 p.m.

ACCEPTANCE OF PREVIOUS MEETING'S MINUTES

Approval of the minutes for the February 23, 2015 Board Meeting was postponed until the April 23, 2015 Board Meeting because there was no quorum.

PRINCIPAL'S REPORT

New Visions Charter High School for Advanced Math and Science II

Ms. Manassis discussed the Insight Survey results, noting that the instructional culture at AMS II was rated a 9.0 out of a possible 10. She said that this index is defined by teacher feedback based on the leading indicators that predict student achievement and teacher retention. The top three areas of growth from last year, based on teacher feedback include: Learning Environment, Observation and Feedback, Professional Development.

To date, all AMS II teachers have committed to plan and facilitate a Challenge-based Learning (CBL) unit of study in partnership with a community-based organization. Ms. Manassis noted that the CBL unit work is guided by two lead teachers and this term's trimester challenge is "A Health Fair Expo." Community members come from organizations such as Lincoln Hospital, Montefiore, Planned Parenthood, Mentors in Medicine, and Smoke Free NYC.

Ms. Manassis discussed professional development, citing that the focus is on special education as well as on the continuation of a series of PDs facilitated by Professor Bondie. Ms. Manassis said that the second round of teacher formal observations has also begun. The process includes a pre-observation conference between leadership and the teacher and a formal classroom observation and formal written narrative by leadership, followed by a formal observation post-conference between the teacher and leadership to discuss an overall rating and next steps or supports. All observations are expected to be completed by the end of April.

Ms. Manassis concluded her report with an update on student events at AMS II, such as the Model UN conference in New Jersey, the New York City Shakespeare Festival, and a Hip Hop Therapy Group at Columbia University.

New Visions Charter High School for the Humanities II

Principal Gonzalez updated the Trustees on HUM II's Goals for Technology, noting that since the last board meeting strategic plans have been made to best support teachers and students in overcoming technology challenges. For example, one plan created a committee, that includes teachers from each grade level academy, charged with developing a school-wide classroom management plan for technology that will support all teachers. Mr. Gonzalez also shared success stories about the implementation of professional development trainings for the tablets. In a positive development, the tablets are used to facilitate discussions in Advisory where students that might not feel comfortable speaking "text" their thoughts and opinions to the entire group and then those texts are used to start a discussion.

Mr. Gonzalez discussed instruction and learning, noting that classroom visitations are taking place and as well as formal teacher observations. He noted that teacher evaluations are due April 20, 2015.

Mr. Gonzalez described school climate, reporting that Nick Schratwieser, PE Teacher, leads a team of teachers and staff members focused on improving school culture. They have planned several events to incentivize students for positive behaviors. Students earn merits in the following ways: having a perfect uniform, exhibiting on-task behaviors, homework completion, helping any member of the school community, contributing in class or in the community in a

positive and impactful way.

Mr. Gonzalez concluded his report with an update on community connections. He said that this year each teacher must complete one lesson or project that directly involves a community member or community agency. He said a highlight was when the Deputy from Congressman Serrano's office came to speak to the entire Sophomore Academy about the changes going on in the Bronx.

Ms. Grossman asked the Principals about the noticeably lower suspension rates reported on the monthly metrics and whether those lower rates were due to successful interventions. Ms. Mei noted that there have been network-wide shifts in how incidents and interventions are treated and there are restorative plans that include service to the school community, fellow peers and surrounding community. Ms. Grossman added that informational pamphlets for families highlighting key behaviors from the code of conduct could help students understand what the expectations are for them at school.

BOARD BUSINESS

Monthly Reports

Mr. Chaluisan highlighted the upcoming lotteries for the NVCHS in the Bronx, Brooklyn and now Queens. Mr. Chaluisan said Advanced Math and Science IV in Queens has received over 125 applications and therefore a lottery will take place. Ms. Jennie Soler-McIntosh, Director of Community Engagement, reported that the Community Engagement Team conducted biweekly check-in calls with recruitment liaisons to strategize on meeting student application targets of 1,000 applications per school. The teams focused on Vanguard mailings, middle school outreach, community forums, open houses and citywide high school fairs. She noted that when the DOE notified the New Visions Charter team about the possible co-location of AMS IV in August Martin, the CE team began strategizing on community engagement and outreach efforts in South Jamaica and Far Rockaway.

Mr. Green discussed work with schools to change the usage of the teacher gradebook so that it acts as a planning tool and is an effective communication tool for student feedback to families. He said a focus of the work this past month was on end-of-year overall teacher evaluations using the performance rubric to retain high performers, support developing practice and make the calls on teachers that are ineffective.

School Financials

Ms. Rietscha briefly gave an update on the status of the schools financially, noting they are all in good standing. She said the Finance Team is in the process of creating the budgets for the upcoming school year and will be reaching out to schools in March and April so that a budget can be presented to Board Members in May.

Board Expansion Discussion

Mr. Chaluisan updated the Trustees on a potential Board of Trustee candidate, Ms. Selina Urbina. He asked that the AMS & HUM Board and AMS II & HUM II Boards each create subcommittees to interview potential Board Members and then make a recommendation to their respective Boards for a formal invitation to the Board or not. Mr. Chaluisan noted that legally the two Boards are separate and will not be a joint Board until a formal request is made to the State and a final approval is given

by the State. Mr. Sanchez asked which Board Ms. Urbina would potentially be voted on and Mr. Chaluison responded that she would be joining the AMS II & HUM II Board.

990's Discussion (IRS Audit)

Ms. Rietscha present the 990's for all four schools and asked the Trustees to review them and if they had any questions to reach out to her directly. Ms. Rietscha noted that there is no need for a formal vote to approve the results of the IRS audit. The 990 results are informational for the Boards.

ADJOURNMENT

Mr. Sanchez adjourned the Board meeting at 6:19 p.m.



NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING

New Visions Charter High School for Advanced Math and Science II (AMS II)

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

*Minutes for Meeting held at AMS II:
Monday, April 20, 2015 at 5 p.m.*

ATTENDANCE

Board Members Present: Nancy Grossman, Ronald Chaluisan (Secretary), Angel Rodriguez, David Faber, Edna Vega (Chair)

NVPS Staff: Jonathan Green, Stephany Martinez, Lori Mei, Kami Lewis Levin, Ben Rodriguez, Jennie Soler-McIntosh

School Staff: Julia Chun (Principal AMS), Magaly Hicks (Principal HUM), Frank Parrino (DSO HUM), Richard Gonzalez (Principal HUM II), Stacey King (Principal AMS II), Sharon John (DSO AMS II)

Public: John Alderman, Stacy Martin, Gary Ginsberg

WELCOME

The meeting was chaired by Ms. Vega, the chair of the AMS II and HUM II Board of Trustees.

Ms. Vega welcomed everyone to the meeting at 5:05 p.m.

ACCEPTANCE OF PREVIOUS MEETING'S MINUTES

Ms. Vega put forth a motion to accept the February 23, 2015 meeting minutes.

Ms. Grossman seconded the motion, which passed unanimously.

Ms. Grossman put forth a motion to accept the March 23, 2015 meeting minutes.

Mr. Chaluisan seconded the motion, which passed unanimously.

PRINCIPAL'S REPORT

New Visions Charter High School for the Humanities II

Mr. Gonzalez updated the Trustees on instruction and learning, noting that teacher evaluations are due on April 30, 2015 and the leadership team has been busy completing and conducting the formal observations, goal-setting and determining teacher's placement on the career ladder.

Mr. Gonzalez discussed attendance, noting that attendance remains higher than the previous year but continue to struggle with meeting the 90% attendance rate goal. The sophomore class presents the biggest challenge for attendance falling below the 90% attendance rate as a cohort. The Junior and Freshman classes have consistently met the 90% target. Ms. Grace Starr, AP for the sophomore class, continues to implement numerous attendance incentives, these initiatives were included in last month's report in detail. The attendance team has started to focus on the "ten percenters," students who have missed more than 10% of the school year so far, from the sophomore class and design very personalized interventions that are based on the circumstances of the student and their family.

Principal Gonzalez reported on enrollment and student discharges, noting that enrollment is still below the target number for budget purposes and his team is working to redesign and revamp HUM II's approach to recruitment with the help of the Community Engagement team at New Visions. He discussed the following initiatives to increase enrollment: Nominating student and teacher ambassadors for a substantial recruitment team; HUM II athletes visits to their middle schools to talk and hand out applications and flyers about HUM II; Increase awareness among staff, students, and parents during recruiting season and adding incentives for students that bring in applications, every morning scholars are reminded to spread the word and of the possibilities for earning gift cards and participating in raffles.

Mr. Gonzalez concluded his report with an update on upcoming school events and spring college trips. He highlighted the "Freedom Highway" course that is available to sophomores and juniors and is taught by Ms. Emily Zaeske, AP at HUM II. The course is an exploration of Universities in the south and the Civil Rights History in the area. The students will use a work plan to devise and plan activities for school-wide fundraising as well as the importance of history and awareness and having the opportunity of visiting two of the most well known historically black colleges in the country, Morehouse and Spelman. The students will also have the opportunity to visit the first Slave Museum in the country.

New Visions Charter High School for Advanced Math and Science II

Ms. King described instruction and learning, noting that the leadership team is also completing the mid-year reviews for all school staff. She noted that the majority of staff will be rated as effective to highly effective. She anticipates that four teachers will not be returning next year due to ineffective rates on their overall performances. Ms. King discussed a new initiative for instruction and learning, noting that the leadership team identified 15 high schools that were invited to participate in a cross intervisitation and collaboration initiative. Ms. King spoke to principals directly to invite them into the AMS II learning community and to request a visit to

their schools as well. The goal is to examine best practices around instruction, social emotional learning, data collection, community engagement and parent engagement.

Principal King discussed programming updates, noting that her leadership team is working to provide a better work-balance for staff and students. The following changes have been made to next years program: Period times increase seven minutes to total 65 minutes a period; Teachers will teach four periods instead of five; Early student dismissal for teacher planning time and for professional development will be increased to two days instead of one.

Ms. King concluded her report with an update on attendance, noting that the average attendance is 92%.

BOARD BUSINESS

Monthly Metrics Report

Ms. Grossman asked about the increase in out-of-school suspensions since the last board meeting. Mr. Gonzalez explained that a situation involving parents and students occurred outside of the school but resulted in a continuation of the situation later in the school. He said that these situations have been happening more frequently outside of the school and could result in further problems within the school. In an effort to address the situation, Mr. Gonzalez noted that a Peace Campaign is being held at the school to address the issue. Mr. Chaluisan said that school safety does not respond to any problems with students outside of the school's campus and because of the shift changes with police during the time of the incidences there is little to no supervision. Mr. Chaluisan suggested that the school reach out to parents to request they formally write to the police precinct regarding the problem with the timing of the patrol shift changes. He also suggested a meeting with the Board and the precincts Director to discuss the issue further. Ms. Grossman asked if students were engaged in afterschool activities and if not this could be a way to engage students in a healthy way in order to avoid loitering and inactivity which may lead to bad behaviors and fights. Mr. Gonzalez responded that there is a robust after-school program at HUM II but the problems occur more frequently in the winter months when parents don't allow their students to stay on campus after the sun sets because of the campus is in an isolated part of the neighborhood.

Mr. Chaluisan said he will make a formal request to set up a meeting with the Director of the precinct in the area.

AMS II School Report Card Update

Mr. Chaluisan reported that incorrect information about out-of-school suspensions is on the 2012-2013 School Report Card for AMS II due to a previous employee submitting inaccurate information to the State. Mr. Chaluisan said that New Visions petitioned to correct the information but received final notice from the State that the deadline for changes was past. He said that the suspension rates listed on the School report card says 39% but it is actually much less. He noted that the network's goal is to be at 10% and long-term goal is 5%. Ms. King said her team since, has been proactive about verifying the current numbers when submitting any formal reports to the State. Ms. Vega asked if the upcoming meeting with the State and the Board would include questions about this specific situation. Mr. Chaluisan responded that it may and he will circulate more information about current numbers with the Board before the meeting.

Update on AMS IV

Mr. Chaluisan reported that the New Visions Network received official notification that AMS IV will be co-located in Queens at the August Martin Campus pending a vote by the Panel for Education Policy on Wednesday. The Community Engagement team at New Visions has been involved in heavy student recruitment and community engagement efforts that have included: community tours of South Jamaica/Far Rockaway; hiring of street outreach workers to target housing projects, faith-based and major congregations throughout Queens, hosting of AMS IV Community Forum meetings with key community leaders and attendance and participation at DOE revision hearings, Community Engagement Council meetings; Community Planning Board meetings and elected official meetings.

Union

Mr. Chaluisan said that the contracts for AMS and HUM are ending this year and they are working with the union to get a timeline for negotiation of the next contract. He said that the union did contact AMS II and HUM II and New Visions made it clear that if the schools decide to join the union there will be one contract for the network of schools.

Ms. King asked that as a network we stress the importance of Summer-Bridge to our teaching staff when negotiating the contract with the union. Mr. Chaluisan said he will make sure that the principals are involved with developing a strategy for a new contract.

Board Expansion Discussion

The AMS II & HUM II Board of Trustees, having conducted a thorough background check via a fingerprint scan as required and having discovered no State or federal criminal history, or having provided such history to SED if found, has voted to select Ms. Selina Urbina as a final candidate to its Board of Trustees, with a term expiring on December 31, 2017, pending approval by SED. The resolution approving Ms. Selina Urbina is formally adopted upon SED's approval.

Ms. Vega put forth a motion to accept Ms. Selina Urbina as a member to the Board of Trustees for AMS II and HUM II.

Mr. Rodriguez seconded the motion, which passed unanimously.

ADJOURNMENT

Ms. Vega adjourned the meeting at 6:30 p.m.

NEW VISIONS CHARTER HIGH SCHOOLS BOARD OF TRUSTEES' MEETING

New Visions Charter High School for Advanced Math and Science II (AMS II)

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

Minutes for Meeting held at HUM:

Monday, May 18, 2015 at 5 p.m.

ATTENDANCE

Board Members Present: Nancy Grossman, Ronald Chaluison (Secretary), David Faber, Edna Vega (Chair)

Not Present: Angel Rodriguez

NVPS Staff: Jonathan Green, Stephany Martinez, Lori Mei, Ben Rodriguez, Jennie Soler-McIntosh, Cynthia Rietscha, Erin Stark, Ben Rodriguez

School Staff: Julia Chun (Principal AMS), Anton Pena (DSO AMS), Tracie Benjamin (AP AMS), Magaly Hicks (Principal HUM), Cecil Coston (AP HUM), Frank Parrino (DSO HUM), Jeanesca Paulino (Sped Coordinator HUM), Gerardo Garcia (Dean HUM), Gerald Thompson (College Advisor HUM), Richard Gonzalez (Principal HUM II), Vanessa Arriola (DSO HUM II), Stacey King (Principal AMS II), Sharon John (DSO AMS II)

Public: Selina Urbina, Jindra Zitek, John Alderman, John Sanchez, Stacy Martin

WELCOME

The meeting was chaired by Mr. Sanchez, the chair of the AMS and HUM Board of Trustees.

Mr. Sanchez welcomed everyone to the meeting at 5:02 p.m.

ACCEPTANCE OF PREVIOUS MEETING'S MINUTES

Ms. Vega put forth a motion to accept the April 20, 2015 meeting minutes.

Ms. Grossman seconded the motion, which passed unanimously.

NETWORK FOCUS ON SPECIAL EDUCATION

New Visions Charter Network

Mr. Chaluisan discussed the mission of the New Visions Charter High School network regarding special education, noting that the schools' student body should represent the same demographics as the communities in which the schools are located; the schools should be transparent about the number of students with Individualized Education Programs (IEPs); that community outreach materials should inform parents about the services currently available to all students with special education needs; that applications would be available to all families and students could apply to multiple schools. He then discussed the respective roles of charter schools and the Committee on Special Education (CSE).

Ms. Grossman asked whether the CSE is limited to recommending special education programs and services currently offered by the charter school. Mr. Chaluisan responded that the CSE should consider the education programs and services, extracurricular and other nonacademic activities available in the charter school setting and should attempt to tailor the IEP to meet the individual needs of the student in the context of the charter school program. As stated in Education Law, the charter of each school must describe the methods and strategies for serving students with disabilities, which must be in compliance with all Federal laws and regulations relating to special education. Innovative approaches to the delivery of special education services are possible since charter schools are exempt from State requirements relating to class size and instructional groupings (as long as those approaches are consistent with IDEA and Federal regulations). He noted that the charter school must implement the recommendations as written in the IEP by the CSE, even if the programs are not currently available at the charter school. The charter school may provide these services directly or arrange to have such services provided by the school district of residence or by contract with another provider.

Ms. Vega asked if the IEP recommended services can be provided in and outside of the school. Mr. Chaluisan said that the CSE determines if the services should come from the charter school or school district. Ms. Urbina asked if the CSE is the only option for services and Mr. Chaluisan responded that the school could also pay for services but that they would be funded by the school's budget.

Mr. Chaluisan then invited the principals to share their challenges and successes regarding special education in their respective schools.

New Visions Charter High School for Advanced Math and Science II

Ms. King described transition meetings for families with students with IEPs at AMS II and how her team has been proactive with the CSE. She said that Erin Stark, Instructional Specialist for Special Education at New Visions, has been a key advocate for her students and in supporting her team. Ms. King said there is a challenge with being a charter school and working with the CSE. She also described how some special education students come from smaller classrooms that are more restrictive and then have some difficulties adjusting to the New Visions charter school model of co-teaching and inclusion. Ms. King asked if there is flexibility in the model for these types of students. She noted that the CSE is willing to make an IEP less restrictive but it is more difficult to then request a restrictive IEP from the CSE if the previous plan of supports isn't working for the student. Ms. King voiced her concern with the tremendous spectrum of need many of the students at her school have and not being able to provide all the services those

students may need.

Ms. Grossman asked if New Visions has a program that is specialized for special education students and Mr. Chaluisan responded that Humanities (HUM), creates their program around incoming student needs and not by grade level. He noted that each school programs differently but that all but HUM program students by grades and cohort. Programming this way may not meet the needs of some incoming students. Programming by student needs increases flexibility and possibilities for providing services to high needs students. Ms. Stark mentioned that the Uncommon Charter network was able to become a district and therefore able to transfer students between schools, which opens up more possibilities for providing specific supports to students. Mr. Chaluisan responded that this is something the network is exploring as well.

New Visions Charter High School for the Humanities II

Mr. Gonzalez noted that his team continues to follow best practices for programming special education students. The SPED Coordinator at HUM II meets with families to review their son or daughter's IEP, explain the current supports and possible services that could be provided to the student and the process for requesting those services. Mr. Gonzalez noted that his biggest challenge is staffing and it's the same challenge that the CSE has in the Bronx. He said that he has been waiting over six months for a "para" for one of his students and was recently told that the CSE will not be able to send someone to the school because there were no paras available. Ms. Gonzalez has registered 100 freshman for next year and 30 of those students registered are high needs students with IEPs. He is concerned that he will not be able to hire special education staff or counselors for his high number of IEP students and that the CSE will once again not have the resources to provide staff support.

Ms. Vega asked if Mr. Gonzalez or his staff have tried to decertify students that perhaps no longer need SPED services. She said that parents don't realize their student may no longer need SPED services and if they are re-evaluated they can then be programmed more appropriately.

Ms. Arriola noted that, at the network level, there should be a pipeline of teachers who are trained in the New Visions model and are special education certified so that when they are hired by the schools, they understand how the schools are structured and function and can also create a strong co-teaching partnership with the general education teachers. Ms. Mei added that New Visions recruits locally and nationally and receives assistance from the Charter Center in NYC but that there continues to be a great shortage of special education teachers. The network provided an opportunity for current teachers to get dually certified in students with disabilities online through a New Visions subsidized grant but very few teachers have taken advantage of this program.

Mr. Chaluisan closed by summarizing the concerns that principals have as follows: facilities issues on accommodations, personnel and hiring strong candidates, alignment of IEP and services provided, network training and coaching of SPED teachers, and developing a growth model as a network. Mr. Chaluisan said that the special education conversation will be on-going at the board meetings as the network continues to build strategies to best support the SPED students attending New Visions Charter High Schools.

BOARD BUSINESS

AMS II & HUM II School Budget FY 2016

Ms. Rietscha, Director of Finance at New Visions, and the Directors of Operations at each of the schools summarized key changes in the school budgets for the fiscal year 2016. Mr. Faber made a request for a report, in July or August, on the progress of the use of technology at each school since they are all using technology in the classrooms differently.

Ms. Vega put forth a motion to accept the school budgets for the 2016 fiscal year, with the provision that both budgets are adjusted for the state-approved per pupil increase from \$13,777 to \$13,877. Mr. Faber seconded the motion, which passed unanimously.

ADJOURNMENT

Mr. Sanchez adjourned the meeting at 6:35 p.m.

New Visions Charter High Schools Board of Trustees Meeting
New Visions Charter High School for Advanced Math and Science II (AMS II)
New Visions Charter High School for the Humanities II (HUM II)

*Minutes for Meeting Held at AMS
Monday, June 15, 2015 at 5pm*

Attendance

Board Members Present: Edna Vega (Chair), Nancy Grossman, Angel Rodriguez

Not Present: David Faber, Ron Chaluisan (Secretary)

NVPS Staff: Lori Mei, Jennie Soler-McIntosh, Jon Green, Ben Rodriguez, Sarah Marlow

School Staff: Magaly Hicks (Principal, HUM), Julia Chun (Principal, AMS), Bob Hiller (Incoming Principal, AMS), Anton Pena (DSO, AMS), Tracie Benjamin (AP, AMS), Richard Gonzalez (Principal, HUM II), Stacey King (Principal, AMS II), Frank Parrino (DSO, HUM)

Public: Peter Cantillo, Jindra Zitek, Selina Urbina

Welcome

The meeting was chaired by Mr. Sanchez, chair of the AMS and HUM Board of Trustees. Mr. Sanchez welcomed everyone to the meeting at 5:02pm.

Acceptance of Previous Meeting's Minutes

The AMS II/HUM II Board of Trustees did not have a quorum present; acceptance of previous meeting's minutes and all other action items were deferred until the next board meeting.

Announcements

Principal Julia Chun is moving on from AMS to New Leaders for New Schools. The Board has approved the appointment of Bob Hiller as the incoming AMS principal.

New Visions Charter Network

Ms. Mei described the New Visions mission to serve high needs students, and cited its focus on youth development, school culture, and discipline. She noted that the needs of students with regard to crisis intervention were underestimated at the beginning of the initiative. To this end, HUM II, AMS II, HUM III, and AMS III have included hiring social workers in their school models. Nevertheless, schools across the network still have very high out of school suspension rates. While restorative practices have been tried, a standardized ladder of escalation is necessary given that the schools have many new teachers and many students with high need. There is

also a need to establish rituals, routines, and expectations about what it means to be a student in a New Visions Charter High School.

To this end, principals have come together to identify classroom management skills of new teachers as a contributing factor to these challenges. Richard Gonzalez (Principal, HUM II), chairs a subcommittee dedicated to developing a network-wide “reboot” of disciplinary practices, with a focus on de-escalation. Mr. Rodriguez suggested that a social worker could put together a handbook of these policies so there is an accessible written record. Mr. Gonzalez continued to say that the subcommittee has started triaging from the top. He noted that the “first line of defense” are classroom teachers, who may not have been adequately prepared in their own schooling to deal with these challenges. Likewise, he noted that the teachers’ frames of reference may not be in alignment with the NVCHS model. At the network level, this subcommittee aims to collect data to inform the creation of a uniform process across schools to enable stronger responses. The new hire onboarding in August will have adult learning sessions preparing teachers with effective disciplinary practices.

Ms. Mei raised the topic of the new counselor rubric, developed by a working group that included principals. The working group began by focusing on standards, especially those used by the national school counseling organization ASCA, and looking at rubrics currently in use elsewhere; they appreciated the Ohio rubric in particular. Ms. Mei noted that school counselors have a wide range of responsibilities, and this rubric will help them understand what exactly they will be evaluated on at the start of the year.

Ms. Grossman noted that AMS II and HUM II representatives attended all meetings of the working group; she followed by saying that the rubric will help clarify terms. Mr. Green offered that goal setting can also help provide clarity; the rubric will be normed across the network. Mr. Gonzalez offered that he thinks the rubric will be embraced by counselors, noting that they were previously evaluated using the teacher rubric. Ms. King added that counselors craved more guidance and a rubric specific to their duties. Ms. Mei reiterated that this is the first step in a wider process, and Mr. Gonzalez suggested similarities to the teacher rubric working group--namely that participants attended meetings as representatives and solicited feedback from colleagues at their home schools.

Mr. Green then presented updates from the aforementioned teacher rubric working group and sought feedback about 3 significant changes to the current performance management system. The first change concerns community engagement, and moving from simply seeing if teachers are willing to call students’ homes to actively giving students feedback through Gradebook and making sure to log communication, including calls home. Secondly, Mr. Green highlighted the gap between Teacher Level 1 and Teacher Level 2. This gap has been recalibrated to be more even throughout the career progression ladder. It was also noted that the differentiation category can now be “developing,” and that checks for understanding should come first. Finally, Mr. Green noted that the rubric will be differentiated by role (e.g. general education, special education, ELL, intervention, etc.). Overall, there are few changes to the rubric’s language, but different pathways have been created and different thresholds for effectiveness have been established in alignment with the career ladder.

Ms. Martin asked how user friendly the new rubric will be, while Ms. Hicks noted that the previous rubric was confusing. Mr. Green clarified that Mr. Gonzalez and Ms. Chun represented administrators in the working group. He continued on to say that the rubric itself has not changed beyond some minor enhancements for special education teachers and highlighting the use of different elements for different roles. He noted that one initiative this year--general education teacher presence in IEP meetings--was just a pilot and was not used in an evaluative manner.

Mr. Green noted that one thing that sets the NVCHS network apart from other networks is that there is not an expectation that a new teacher be effective across the board. He noted that the next steps for the rubric include training. Currently, it is easy for teachers but hard for administrators. Mr. Rodriguez noted that according to the rubric, 40% of a teacher's rating is based on student outcomes. Mr. Green closed by stating that his hope is that the revised rubric will provide more actionable feedback and decrease the gap between rating and actual performance.

New Visions Charter High School for Advanced Math and Science II

Ms. King explained that her focus as of late was special education. While she recognizes the importance of college-going culture, she realizes it might not be for all students and wants to provide different options for students. As part of this endeavor, she hopes to create a CTE program at AMS II. This initiative is already underway, spurred by the acquisition of a cosmetology classroom in AMS II's expansion in its school building. Ms. King would initially like to offer a cosmetology elective to her students, eventually opening the class up to students from other NVCHS schools. Ms. King also noted that AMS II has become an employment site for the city's Summer Youth Employment Program (SYEP), which has a specific entry lottery for students with disabilities. Most 11th grade special education students at AMS II have jobs, and about 10 students will be working at AMS II through SYEP this summer, focusing on clerical, business, and organizational skills.

Several members of the board put forth questions about Ms. King's plans for a dedicated CTE program, including the certification process and the potential of awarding diplomas with CTE-endorsements in the future. Ms. King noted that in the future, she would like to see a CTE track at AMS II, either in cosmetology or in another field like Virtual Enterprise. She is also open to a partnership with the School for Tourism and Hospitality, which is located in the same building. As Mr. Gonzalez noted, CTE programs must be built out before they can be certified. Ms. King agreed, and noted that these are just the first steps toward that end goal.

New Visions Charter High School for the Humanities II

Mr. Gonzalez noted that he is also exploring CTE options--particularly in business and entrepreneurship--at his school.

He also mentioned that he adopted Ms. Hicks' "Are You Green" campaign, which was a hit with students, and allowed him to end the year with students knowing what their graduation status was. The end of the year also saw an increased focus on Regents, with RRW students being grouped by teacher to focus on challenges that particular groups shared (multiple choice, essay writing, etc.). He noted that this process was incentivized.

Mr. Gonzalez also shared that he noticed lunch was a particularly important time and instituted an "all hands on deck" policy for staff, which has already made a difference. He cited research that found that developing teenagers need three adults outside of their families to serve as role models and stated that he encouraged all members of his staff, not just teachers, to consider their roles in students' lives.

He also noted that the HUM II basketball team won the annual tournament at AMS II, a source of school pride and a display of sportsmanship. In response to a question from Ms. King about attendance, Mr. Gonzalez noted that the 2017 cohort still struggled in this area.

Board Business

Jindra Zitek was introduced as a prospective member, and it was noted that suggestions for new board members were welcome.

Ms. Mei noted that this meeting was the third of three combined board meetings aimed to try out a combined board for AMS, HUM, AMS II, and HUM II. Next steps to create a unified board include each board filling out paperwork to join the other and to be approved by the state. It was noted that each board's members should discuss how the unified meetings have been working amongst themselves so a decision can be made by the July meeting.

An executive session had been scheduled, but a quorum was not present to address it; the session was postponed.

Adjournment

Mr. Sanchez adjourned the meeting at 6:28pm.



**CHARTER COMMUNITY ENGAGEMENT AND STUDENT RECRUITMENT SUMMARY:
Bronx**

Network Wide Outreach

➤ **Vanguard Direct Mailing**

Communications targeting families with one or more New York City registered public school students in the home with a Vanguard Direct Mailing the week of 1/19/2015 with application, flyer and return envelope to **17,409** families in the Bronx and Manhattan.

Bronx Zip Codes: 10451, 10452, 10453, 10454, 10455, 10456, 10457, 10458, 10459, 10460, 10461, 10462, 10463, 10466, 10467, 10468, 10469, 10470, 10471, 10472, 10473, 10474, 10475 (23)

Manhattan Zip Codes: 10030, 10032, 10033, 10034, 10035, 10037, 10039, 10040 (8)

➤ **High School Fairs**

Citywide High School Fair – September 20th and 21st

Borough High School Fair – October 19th and 20th

Citywide Round 2 High School Fair – March 14th and 15th

➤ **Additional School and Community Outreach**

- Local community round tables (e.g. SPA 5, Mott Haven Education Workgroup)
- CBOs, general community and middle school email blasts with application information
- Special Ed/ELL mailing with new *Serving Our Students* brochure
- NVPS website – utilized to promote school open houses, fairs, deadlines and other events

School Specific Outreach Efforts

Communications targeting middle school staff, parents, students and community with various forms of outreach and information.

- Open houses and school tours (all schools)
- Individual school Vanguard Direct Mailings
 - AMS (4,980), AMS II (7,708), HUM II (3,106)
- Middle School fairs and visits (all schools)
- Local community and district outreach
 - Community Centers
 - CBOs
 - Libraries
 - After school programs



New Visions Charter High Schools

Summary of Student Recruitment Strategies and Efforts to Reach High Need Students

Our Approach

Student Recruitment efforts begin with building understanding of our charter schools in the Bronx and Brooklyn (Advanced Math and Science, Humanities, Advanced Math and Science II, Humanities II, Advanced Math and Science III, Humanities III) and our commitment to serving the community and ensuring that high need students and in particular students with special needs and those that are English language learners know that we are a high school option for their families. All of our recruitment materials and talking points that are used in our school promotion and student recruitment efforts speak to this commitment. The New Visions Charter High Schools use a multi-modal approach to student recruitment and this approach ensures that we are reaching as many students as possible including those that are high need (free and reduced lunch, special education and English language learners).

Recruitment and Outreach Strategies

Strategies are comprehensive and include the following: participation in citywide and borough wide high school fairs, middle school outreach, direct mailing campaigns to thousands of 8th graders in the Bronx and Brooklyn via direct mail, street outreach, hosting of open houses and participation in local community events such as fairs and presentations at local networks of community-based organizations and social service networks. Mailings are sent to middle schools in the Bronx and Brooklyn and targeted schools in Manhattan depending on travel accessibility to the Bronx and Brooklyn Charter school locations. Visits are made to middle schools in the respective community school districts (7, 8,10 and 22) as well as surrounding districts. These include meetings with school staff (e.g. guidance counselors and parent coordinators) and wherever feasible, convening of parent information and student recruitment sessions/fairs/PTA meetings that introduce the New Visions Charter High Schools model to students and families. Because these sessions promote face-to-face contact with families, they facilitate engagement with families of high need students who may not be aware that the New Visions Charter High Schools are an option for their families. Face-to-face contact or phone conversations with families of high-need students are most effective in outreach because these interactions create a comfortable and safe environment for families to ask questions that are particular to the needs of their child.

All information sessions include the dissemination of recruitment materials, enrollment applications, a question and answer period and individual consultation with families who are interested. New Visions has an extensive network of community partners that we leverage in our outreach efforts to promote the student recruitment opportunities in our charters school via mailings, presentations at community meetings and phone calls. These include local community-based organizations, elected officials, faith-based groups, higher education institutions and other community institutions such as libraries, public housing complexes and local businesses. We also use the local print media in the neighborhoods where our schools are located to advertise our information forums and student recruitment sessions as an additional way of promoting our schools. During this recruitment period, our network of Brooklyn schools advertised in the Sheepshead Bay Bites (Online), Pakistani News (Paper) and CNG (Community News Group) which included Bay News and Caribbean Life (Online and Paper).



Additional Efforts to Reach and Support High Need Students

In recognition of the fact that high need students need additional outreach efforts, we have established relationships with institutions and service providers whose mission is to advocate and serve students with special needs, English Language Learners and disenfranchised students such as those in the foster care system. During this recruitment period we reached out to over 100 agencies, organizations and other institutions who serve these populations to promote our schools and facilitate the application and enrollment process. In addition, our partnership efforts with the community allow us the opportunity to not only promote our charter schools, but to begin to develop relationships that can lead to partnering opportunities around student and family support services, teacher supports and overall school development and student- learning opportunities. Furthermore, to continue to support our students with high needs, our special education staff which includes Special Education coordinators and the Instructional Specialists for Special Education and English language learners, meet with families before the student begins their high school career. The purpose of these meetings is to review the student's Individualized Education Plan (IEP) and/or ELL needs and learn more about the student's support needs to ensure a successful entry into high school.

Application and Website

The New Visions website <http://www.newvisions.org/pages/charter>, which is available in English and Spanish, includes all our materials and offers families the opportunity to apply online or download the application. For Bronx families, our application is available in English and Spanish since Spanish is the predominant language spoken by many of the families who live in the Bronx. For our network of Brooklyn schools, the application is available English, Spanish, Haitian Creole, Simplified Chinese and Traditional Chinese. We have established a Google voice mail that is staffed during peak recruitment periods with bilingual staff (Spanish and English) and all of our voice mail recordings are in English and Spanish. In addition, our schools were listed in the NYC Charter Center's Common Application. This application was accessible via the NYC DOE's Kindergarten Connect website (<http://schools.nyc.gov/ChoicesEnrollment>) which meant parents who were applying to district schools also had the opportunity to go directly to the common application link and apply to charter schools in all of the boroughs including our schools. The common application was available in English, Spanish, French, French Creole, Arabic and Mandarin.



New Visions
Charter High Schools

Humanities II

Samuel Gompers Campus • 455 Southern Boulevard • Bronx, NY • 10455

At our school, we are dedicated to helping our scholars succeed in **college and beyond.**

Rigor.

Respect.

Responsibility.

OUR CAMPUS



We are co-located on the
Samuel Gompers High School Campus

- newly renovated library
- science labs
- fitness studio
- studio art rooms
- dance studio
- black box theatre
- gymnasium
- auditorium

Train **2 5 6** Bus BX17, BX19



OUR SCHOOL CURRICULUM

HISTORY
LANGUAGE ARTS
MATH
SCIENCE
PERFORMING & VISUAL ARTS



all through **real-world** experiences.



Extended school day



Required school uniform



Active parent support

SPORTS!

- basketball
- indoor/outdoor track
- swimming
- tennis
- softball
- baseball
- soccer
- flag football

Full list available at PSAL.org.

CLUBS!

Activities and clubs are determined by **student interests!**

APPLY NOW!

Application Deadline:
April 7, 2014

➔ www.newvisions.org/charter/apply

Open House!



March 26
5 - 7 p.m.



Questions? Contact our parent coordinator, Stephanie Vargas, at (718) 665-5380 or send us an email: hum2@charter.newvisions.org



New Visions
Charter High Schools

Humanities II

Samuel Gompers Campus • 455 Southern Boulevard • Bronx, NY • 10455

En nuestra escuela, estamos dedicados a ayudar nuestros estudiantes a tener éxito **en la universidad y más allá**

Rigor.

Respeto.

Responsabilidad.

NUESTRO CAMPUS



Estamos co-localizados en el
Samuel Gompers High School Campus

- biblioteca recién renovada
- gimnasio
- estudio para baile
- laboratorios de ciencias
- salas de arte de estudio
- sala de teatro
- auditorio

Tren **2 5 6** Autobús BX17, BX19



NUESTRO:

CURRÍCULO

HISTORIA
ARTES LINGÜÍSTICAS
MATEMÁTICAS
CIENCIAS
LAS ARTES ESCÉNCIAS Y VISUALES



todo a través de experiencias del mundo real.



Día escolar extendido



Requerimos uniforme escolar



Participación activa de los padres

¡DEPORTES! ¡CLUBES!

- baloncesto
- pista de atletismo
- natación
- tenis
- softball
- béisbol
- fútbol
- fútbol americano

Actividades y clubes son determinados por los **intereses de los estudiantes!**

Lista completa disponible en PSAL.org

¡SOLICITE AHORA!

Plazo de Solicitud:
7 de abril del 2014

↑ www.newvisions.org/charter/apply

Open House!



26 de marzo
5 - 7 p.m.



¿Preguntas? Contacte nuestra coordinadora de padres, Stephanie Vargas, llamando al **(718) 665-5380** o al correo electrónico: hum2@charter.newvisions.org



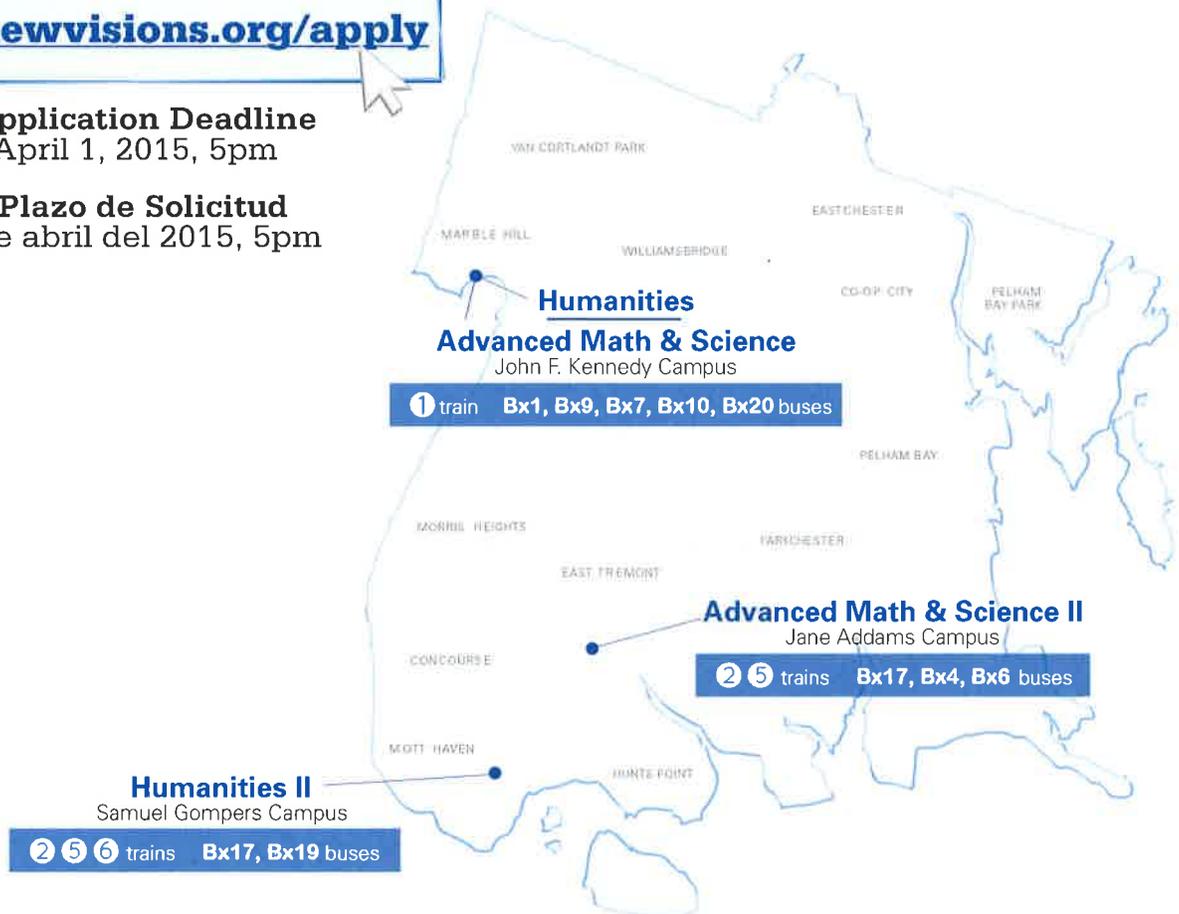
New Visions
Charter High Schools

Your Borough, | Tu Condado, Your Choice. | Tu Selección. **APPLY NOW! ¡SOLICITE!**

www.newvisions.org/apply

Application Deadline
April 1, 2015, 5pm

Plazo de Solicitud
1 de abril del 2015, 5pm



What makes our schools unique? | ¿Qué hacen nuestras escuelas únicas?
Find out more. | Descubra más.



At New Visions Charter High Schools:

Every student should be challenged

Our curriculum is designed to foster deep thinking and collaboration.



Todo estudiante debe ser retado

Nuestro currículo está diseñado para que ellos colaboren y piensen críticamente.

More Learning Time

Students benefit from an extended school day and optional Saturday classes, meaning more time in the classroom.



Más tiempo para aprender

Estudiantes benefician de un día escolar extendido y clases de sábado opcional, lo que significa que tienen más tiempo en el aula.

Personalized Learning

Small class sizes and a strong advisory program ensure that teachers and staff get to know and support each student.



Aprendizaje Personalizado

Clases con menos estudiantes y un programa de asesoría fuerte asegura que nuestros maestros y personal conozcan y apoyen a cada estudiante.

Community in the Classroom

Internships, guest speakers & community-focused projects give scholars the chance to connect with professionals & industry experts.



La Comunidad en el Aula

Pasantías, invitados y proyectos en la comunidad, les dan la oportunidad a los estudiantes de establecer conexiones con expertos en su carrera.

Intensive Writing Supports

A focus on writing across all subject areas helps students learn to defend their ideas to a variety of audiences.



Apoyos Intensivos para la Escritura

Con un enfoque en la escritura en todas las áreas académicas, nuestros estudiantes aprenden a defender sus ideas de manera persuasiva.

Get Involved

Scholars have access to a wide variety of extracurricular activities, in addition to over 30 campus-wide sports teams.



Involúcrate

Nuestros estudiantes tienen acceso a una variedad de actividades extracurriculares, y a más de 30 equipos deportivos en el campus.

We believe that all students should graduate ready to succeed in college or career.



Creemos que todo estudiante debe graduarse preparado para tener éxito en la universidad o carrera profesional.

**APPLY
ONLINE**



www.newvisions.org/apply

**MAIL YOUR
APPLICATION**



New Visions for Public Schools
320 West 13th Street, 6th Fl
ATTN: Charter Unit
New York, NY 10014

**CALL FOR MORE
INFORMATION**



(646) 470-0375

Admission to our charter schools is by lottery, and you can apply for 9th or 10th grade. We do not require exams, essays or interviews. We welcome applications from English language learners and students with special needs.

Admisión a nuestras escuelas charter es por sorteo y puede solicitar para el 9° o 10° grado. No requerimos exámenes, composiciones o entrevistas. Solicitudes de estudiantes que están aprendiendo inglés, que tienen discapacidades o IEPs son bienvenidas.

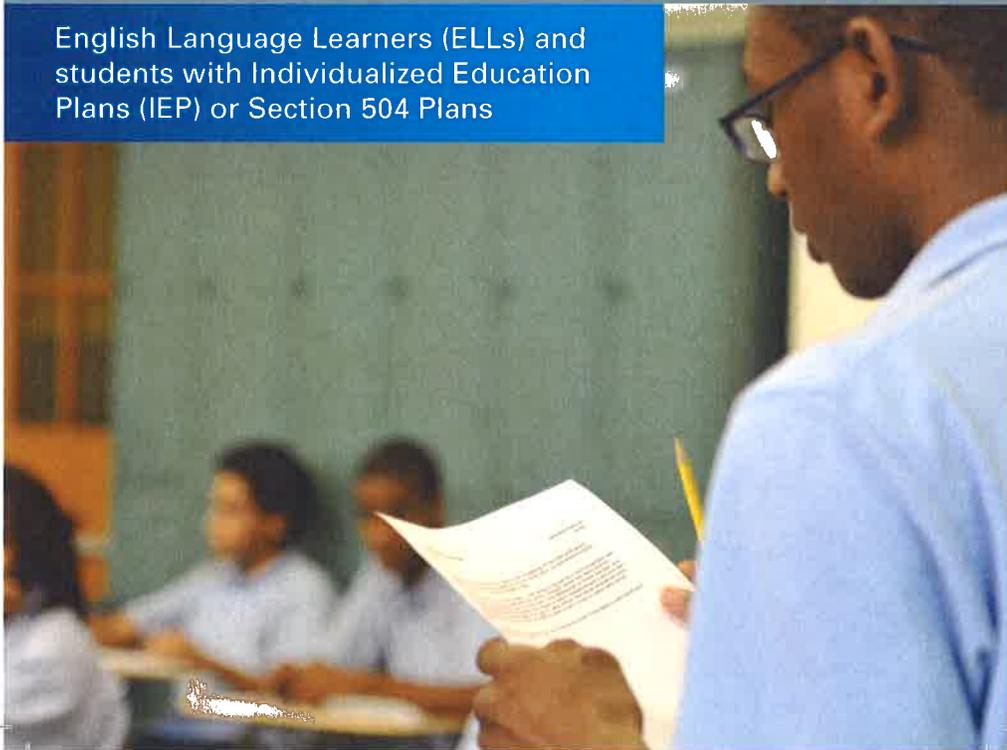
www.newvisions.org/apply

(646) 470-0375



SERVING OUR STUDENTS

English Language Learners (ELLs) and students with Individualized Education Plans (IEP) or Section 504 Plans



○ WE BELIEVE
THAT ALL
YOUNG PEOPLE
CAN LEARN
AND SUCCEED.

○ WE BELIEVE
THAT STUDENTS
CAN—AND
SHOULD—
TAKE CHARGE
OF THEIR OWN
LEARNING.

○ WE BELIEVE
THAT OUR
STUDENTS
SHOULD BE
ACTIVE
CITIZENS
IN THEIR
COMMUNITIES.

OUR GUIDING PRINCIPLES

Instruction. We rely on highly effective teaching practices to support our students in the classroom and ensure that they have successful high school careers. Each of our schools is staffed with talented and professionally trained teachers in both English as a Second Language and Special Education.

Advocacy. We help our families and students navigate citywide agencies to get whatever support they need, providing guidance and access to information about the resources available beyond the school.

Compliance. The New York City Committee on Special Education, school leaders, support staff, parents and teachers work together to make sure that students are receiving the services and supports required by their language proficiency levels or outlined in their Individualized Education Plans or Section 504 Plans.



DEAR FAMILIES,

We know that choosing the right high school can be confusing and difficult, given all the choices available. We're honored that you're interested in learning more about New Visions Charter High Schools. This guide is designed to help you learn more about the services and supports we provide for students who need extra help—specifically, **English language learners (ELLs)** and students who have **Individualized Education Plans (IEPs) or Section 504 Plans**.

Our goal is to ensure that your child is given the tools that he or she needs to excel and thrive—in high school and beyond.

In partnership with our students and their families, we aim to create a safe and comfortable learning environment, cultivating growth while meeting individual needs.

Our hope is that this guide will help you understand how we support our students, and whether those supports are right for your family.

We encourage you to visit our schools, to meet and talk with our staff and learn more about how we can help your child succeed. To learn more about school tours and Open Houses dates, visit www.newvisions.org/charter.

Sincerely,

New Visions Charter High Schools

TABLE OF CONTENTS

- 1** OUR GUIDING PRINCIPLES
- 2** A LETTER FROM NEW VISIONS
CHARTER HIGH SCHOOLS
- 4** GLOSSARY OF TERMS
- 5** SERVICES FOR ENGLISH LANGUAGE
LEARNERS
- 6** SERVICES FOR STUDENTS WITH IEPs
- 7** LITERACY SUPPORTS
- 8** TRANSITIONAL SUPPORTS
- 9** FREQUENTLY ASKED QUESTIONS

GLOSSARY: WHAT DO THESE TERMS MEAN?

Our **ENGLISH LANGUAGE LEARNERS (ELLs)** are students who need extra support to develop their English language skills. They come from many different countries and have a wide range of English language levels. Some are newcomers to the United States, while others are American-born, and many speak their native languages at home.

An **INDIVIDUALIZED EDUCATION PLAN (IEP)** is a document defining the specific services and supports that the student needs to progress in his or her education. It is developed by the New York City Committee on Special Education, in collaboration with students and their families.

A **SECTION 504 PLAN** details the special supports or accommodations that a child needs in order to be able to succeed in the general curriculum. These might include such things as longer testing time, use of books on tape, repeated instructions, special workbooks or textbooks and many other possibilities. Staff members at all New Visions Charter High Schools work with families and appropriate agencies to ensure that the services required by each student's 504 plan are provided.

SERVICES FOR ENGLISH LANGUAGE LEARNERS (ELLs)

English Language Learning (ELL) Classes

These classes are taught by teachers who are certified in teaching English as a Second Language. They focus on building the students' English language skills. Typically, students in these classes speak English at different levels and are in different grades. The curriculum is designed to strengthen their reading, writing, speaking and listening skills in English. It also provides a safe place for our new immigrant students, easing their transition to the U.S.

Spanish Literature Courses

These courses are taught in Spanish. They support native Spanish speakers by enriching their Spanish reading skills, honoring their native culture and challenging them with high-level texts in Spanish.

Team Teaching

Often, teachers with different certifications work together in the classroom to support our English language learners. For example, a Global History teacher might be paired with a teacher certified in English as a Second Language. By working together, they are able to support students as they learn English alongside their peers, allowing each student to learn at his or her own pace.

Bilingual Electives

These courses are designed to improve native Spanish speakers' basic reading, writing, speaking and listening skills in their native language. *Currently, these courses are offered in Spanish; other languages are offered based on interest. Visit us online to learn more about each school's elective offerings.*

ELL and IEP supports may vary by school; for a complete list of services available at each of our charter high schools, visit us online at www.newvisions.org/charter

SERVICES FOR STUDENTS WITH IEPs

Integrated Co-Teaching (ICT)

Similar to **Team Teaching** (see page 5), these classes are co-taught by a special education teacher and a subject area teacher. All students in these classes benefit from having two teachers who work together to adapt their instruction to meet the students' needs.

Special Education Teacher Support Services (SETSS)

Special education teachers either work with general education teachers to provide specially designed instruction, or directly provide support to students in a smaller class setting.

*Students with IEPs who are also **English Language Learners** benefit from all services listed.*

Special Class or Self-Contained

Special classes are offered in English Language Arts, Global Studies, Science and Math. These classes typically have six to fifteen students with IEPs and include one to two special education teachers. This allows students to receive more individualized attention.

ADDITIONAL LITERACY DEVELOPMENT SUPPORTS

The supports listed below are available to improve the reading skills of all students.

Wilson Reading System

This system is designed for students reading at the first to fourth grade levels. Teachers use a step-by-step curriculum designed to increase reading and writing skills.

Wilson's Just Words

Just Words is designed for students reading between the fourth and eighth grade levels. Educators use the *Just Words* effective teaching methods to help students increase their reading and writing skills.

Read 180

Read 180 is designed for students reading two or more years below grade level. *Read 180* assesses each child's specific needs and strengths; then it provides instruction to meet those needs and build those strengths. This helps students become better readers.

Literacy supports may vary by school; for a complete list of services available at each of our charter high schools, visit us online at www.newvisions.org/charter

ADDITIONAL SUPPORTS FOR STUDENTS WITH IEPs

Transitions into and out of high school may be challenging when your student has an IEP. New Visions Charter High School staff members help to make those transitions successful by meeting with incoming families and partnering with agencies that provide resources for students after high school.



Entering High School

Grades 8 - 9

Even before the school year starts, our special education staff begins to meet with families who have registered at one of our schools. In these meetings, we review your child's IEP and learn more about the student's needs to ensure a successful entry into high school.



During High School

Grades 9 - 12

To provide students with real-world professional experiences, New Visions Charter High Schools partner with the **Transition Coordination Center**. Through this partnership, the **Summer Youth Employment Placement** and the **Training Opportunities Program** provide students with opportunities to work during the school year, either in the school or at an organization near the school.



Graduating High School

Grade 12

Our schools work with **Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)** to help develop and secure support services after graduation, including funding for college or placement in a vocational training program.

FREQUENTLY ASKED QUESTIONS

How do I know that a New Visions Charter High School is right for my child?

We encourage you to visit the school(s) you are interested in for your child. Attend open houses or school fairs or come for a tour. Our schools have dedicated staff specifically for English Language Learners and students with IEPs and Section 504 Plans; they can answer all of your questions.

If my child is offered a seat at a New Visions Charter High School, what can I do to get my child ready for high school?

At the time of registration, we ask that you bring important middle school records with you. If your child has an IEP or a Section 504 Plan, our special education staff would like to review it with you. If your child is an English language learner, we encourage you to meet with our ELL teachers to make sure we have all the records we need.

When will I meet with the special education and ELL staff?

Our staff will meet with you and your child during our registration period, which is typically between May and June. This will enable them to learn more about your child's unique learning needs.

My child just arrived in the United States and doesn't speak English. How do I know that this school will be able to support my child?

At New Visions Charter High Schools, we offer a freestanding English Language Learning program. This means that all of your child's courses will be taught in English, with extra support provided by a teacher certified in teaching English as a Second Language. During the first two weeks of school, our ELL teachers assess students to determine their language needs, and create programs tailored to each student's specific language needs. Prior to the first day of school, we encourage you to bring your child to meet with the ELL teacher, parent coordinator and guidance counselor.

What if my child is entitled to related services?

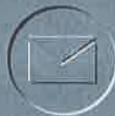
For students with related services on their IEPs, our staff works with the Committee on Special Education to ensure that these services are provided. These services include but are not limited to counseling, speech therapy, occupational therapy and physical therapy.

How can I apply to New Visions Charter High Schools?

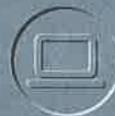
You can apply online at www.newvisions.org/apply or mail your application to our main office at **320 West 13th Street, 6th Floor, NY, NY 10014**. Students who successfully meet the New York City 8th grade graduation requirements are eligible to apply for the 9th grade; students who successfully completed 9th grade requirements are eligible to apply for 10th grade. Admission is by lottery and we do not require exams, essays or interviews.



646 470 0375



320 West 13th Street
New York, NY, 10014



www.newvisions.org/charter



Appendix I: Teacher and Administrator Attrition

Last updated: 07/29/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	20	14	6

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	4	2	0

Thank you



Appendix J: Uncertified Teachers

Last updated: 07/29/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name:

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

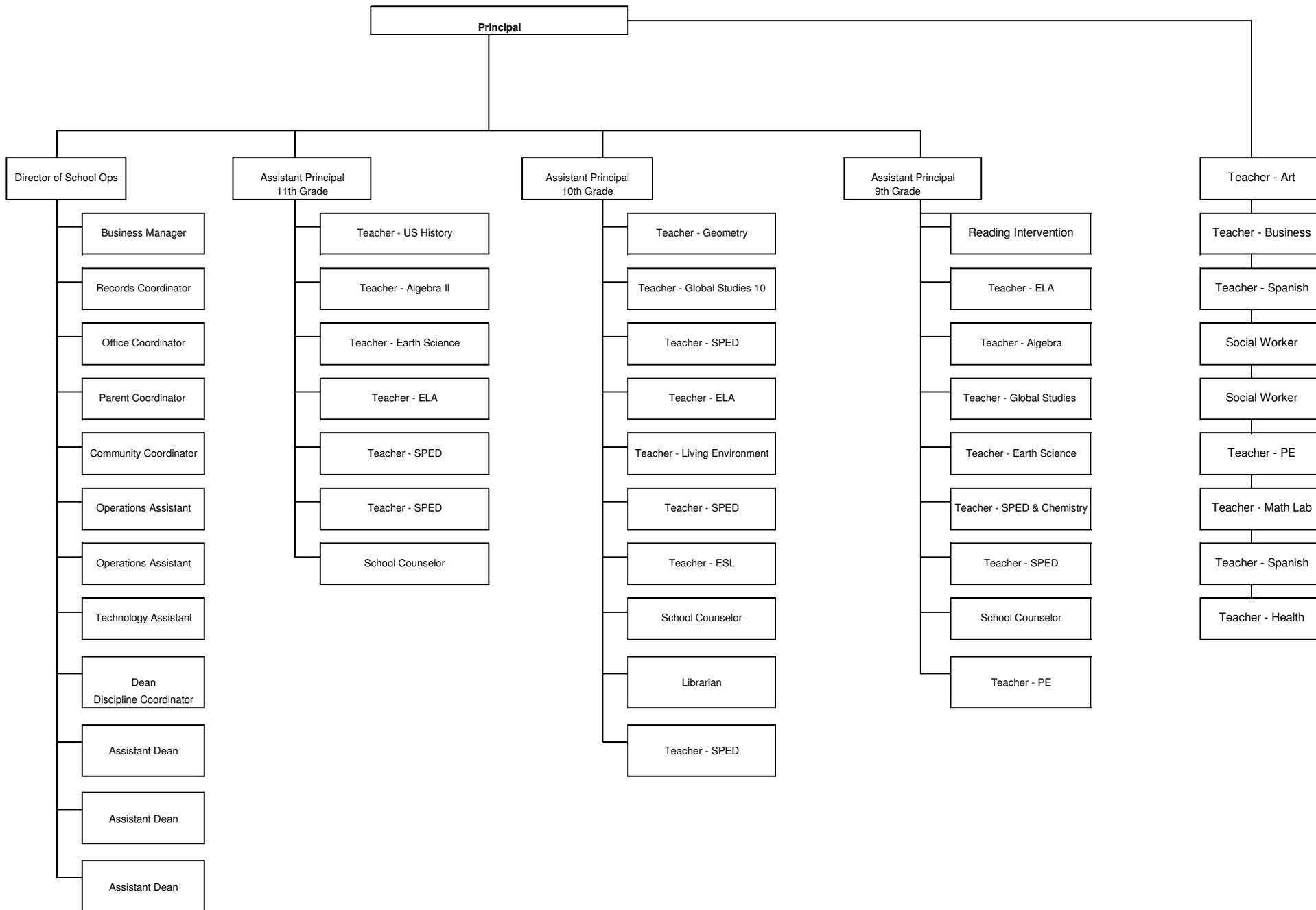
	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	5
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
FTE count of uncertified teachers who do not fit into any of the four statutory categories	0
Total	5.0

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

23

Thank you.

**New Visions Charter High School for the Humanities II
2014-2015 Organizational Chart**



Mission and Key Design Elements

New Visions Charter High School for the Humanities II is part of the New Visions Charter High Schools' (NVCHS) network. NVCHS is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21st century economy. Teaching and learning in New Visions Charter High Schools is built upon the Lincoln Center Education Capacities for Imaginative Thinking, informed by challenge-based curricula that are aligned to Common Core Standards, applied to improving local communities and driven by student performance data.

NVCHS believe that education is about radically disrupting the cycle of poverty that prevents students from succeeding in life. That's why we have created a network of charter schools and push to improve their performance. That's why we are committed to work with high needs students in our most underserved neighborhoods. That's why we focus on concrete goals, like preparing students for college and careers, that will enable them to be self-sufficient, contribute to their families and community, and be competitive in the global marketplace. All of our work is grounded in this vision.

Five key principles underpin our school model and involve all members of our community:

- *High expectations* for who we are and what we do;
- *Individualized, scaffolded supports* that lead to self-efficacy and self-actualization;
- *Imaginative thinking*, combined with knowledge and skills to solve challenges;
- *Leadership* that is expected and actively developed; and
- *Classroom as community—and community as classroom.*

These principles are made concrete through our school model structured that is as: a *Lower House* that provides students with a solid academic and socio-emotional foundation to succeed in Upper House and an *Upper House* that engages students in self-defined experiences with a post-secondary focus.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, August 28, 2015

Updated Wednesday, September 16, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/1548e53a88e6ad90f6>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	EDNA	VEGA

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

NEW VISIONS CHS FOR HUMANITIES II (REGENTS) 320700861018

8. Select all positions you have held on the Board:

(check all that apply)

- Chair/President
 - Other, please specify...: Director
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Edna R. Vega". The signature is written in a cursive style with a long horizontal stroke at the end of the word "Vega".

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, September 04, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/b5eee0150f179f283a>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Nancy	Grossman

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	NA
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

NEW VISIONS CHS FOR HUMANITIES II (REGENTS) 320700861018

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Lincoln Center Education Representative
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "N. Roseman". The signature is fluid and cursive, with a large initial "N" and a distinct "R" and "S".

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, November 04, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/580ba2e666ab880f69>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	David	Faber

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

NEW VISIONS CHS FOR HUMANITIES II (REGENTS) 320700861018

8. Select all positions you have held on the Board:

(check all that apply)

- Treasurer
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

David

Faber

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Sunday, November 08, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/05bcf8af2a0d9fe269a>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Ronald	Chaluisan

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED] ork
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

NEW VISIONS CHS FOR HUMANITIES II (REGENTS) 320700861018

8. Select all positions you have held on the Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held	Vice President
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities	Oversee the charter initiative
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary	315,000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date	November 2, 2002

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

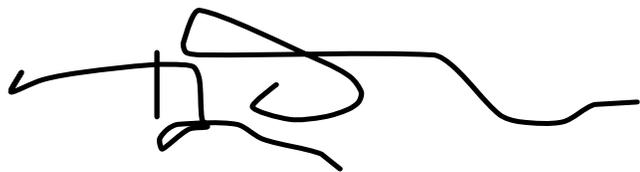
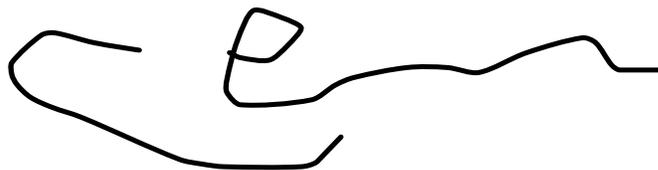
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

12a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	New Visions for Public Schools	Management Organization	Management Fee (8%)	Ronald Chaluisan	
2					
3					
4					

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.A second handwritten signature in black ink, featuring a distinct loop and a long horizontal stroke extending to the right.

Thank you.

Disclosure of Financial Interest by a Charter School Trustee or Proposed Board Member
--

Name: Selina M. Urbina

Charter School Name and Address:

**New Visions Charter High School for Advanced Math and Science
Jane Addams Campus**
900 Tinton Avenue
Bronx, NY 10456

**New Visions Charter High School for Humanities II
Samuel Gompers Campus**
455 Southern Boulevard
Bronx, NY 10455

1. List all positions held on board (e.g., president, treasurer, parent representative)
Board Member

2. Is the trustee an employee of the school? ___Yes X No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___Yes X No

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

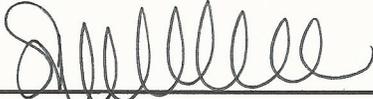
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

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

--	--	--	--

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

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None.				



 Signature

6/12/2015

 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

Business Address [REDACTED]

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]