



# Entry 1 School Information

Created: 07/26/2016

Last updated: 08/01/2016

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your 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

### a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

BEDFORD STUYVESANT NEW BEGINNINGS CS (NYC CHANCELLOR) 331600860971

### b. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

### c. DISTRICT / CSD OF LOCATION

NYC CSD 16

### d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	82 Lewis Avenue, Brooklyn NY 11206	718-453-1001	718-452-2090	<a href="mailto:contact@bsnbcs.org">contact@bsnbcs.org</a>

### d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Nicholas Tishuk
Title	Executive Director

Emergency Phone Number (###-###-####) [REDACTED]

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

[www.bsnbcs.org](http://www.bsnbcs.org)

**f. DATE OF INITIAL CHARTER**

01/2010

**g. DATE FIRST OPENED FOR INSTRUCTION**

09/2010

**h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

MISSION STATEMENT

At the Bedford Stuyvesant New Beginnings Charter School, families, educators and community members will join together to create a supportive and rigorous academic environment for all students. Through the pursuit of 21st century learning, project based & service learning, and traditional coursework, students will be prepared to succeed in academically competitive schools as well as become responsible citizens of the global community.

**h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

KEY DESIGN ELEMENTS (Brief description)

Variable 1

Academic response-to-intervention program : BSNBCS boasts two Response-to-intervention coordinators, one for K-4 and another one for 5-8th grade. Both coordinators work closely with grade-level Professional Learning Communities to evaluate student needs and identify students who are experiencing academic challenges. Depending on the needs identified, the coordinators will plan small-group lessons or will co-teach with core-subject instructors to differentiate the content and support student learning.

Variable 2	Behavioral/emotional response-to-intervention program: At BSNBCS, we implement a positive approach to emotional, behavioral, and interpersonal challenges. Scholars are taught that they can make amends if they cause a tort to the community. Students, teachers, school administrators and family members are involved in a conflict-resolution with a restorative justice approach. Scholars with specific behavioral or emotional challenges are given intervention plans that are implemented by several school personnel members for consistency.
Variable 3	Service learning: All students at BSNBCS complete at least 25 hours of service-learning activities each year. Activities form a cycle of learning and action marked by reflection on scholar's understanding of an issue, initiation of strategies to address a perceived challenge, and evaluation of the effectiveness of the initiatives designed by students.
Variable 4	Common-core aligned curriculum and assessments: BSNBCS uses Engage NY as its core curriculum for English and Math. In grades K-4, our school uses Lucy Caulkins' Writers' workshop framework. We also use iReady's online diagnostic and instruction program to identify and target student needs in grades 3-8.
Variable 5	Extended school day and school year: Our academic year is 2 days longer than that of other DOE schools, and teachers receive up to 30 days of professional development on non-school days. Our academic day begins at 8:00 for all scholars. Middle schoolers end at 3:30 and have access to a free after school program until 6pm. Students in grades K-4 end at 4pm and have access to an after school program until 6pm. The instructional day is 7 hours long in grades 5-8 and 7.5 hours long for grades K-4.
Variable 6	THRIVE values: The THRIVE values are an acronym derived from latin words that express the school's values and our building's history housing Catholic schools for over 80 years. The THRIVE values are: Temperantia (self-control), Humanitas (kindness), Respectus (respect), Industria (hard work), Veritas (truth and honesty), and Excellentia (excellence).
Variable 7	Professional Learning Communities: All BSNBCS instructors have a daily period dedicated to meeting with their Professional Learning Community, Monday through Thursday. On Friday, that period is dedicated to individual preparation time, in addition to their daily prep scheduled Mondays through Friday. During PLC meetings, instructors discuss curriculum

	planning and lesson implementation, best instructional practices, and strategies to better engage all students in the learning activities.
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

**i. TOTAL ENROLLMENT ON JUNE 30, 2016**

603

**j. GRADES SERVED IN SCHOOL YEAR 2015-16**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
---------------	---------------------------

**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

Page 2

**I1. FACILITIES**

Does the school maintain or operate multiple sites?

No, just one site.
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**I2. SCHOOL SITES**

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement

Site 1 (same as primary site)	82 Lewis Avenue	718-453-1001	CSD 16	K-8	No	Rent/Lease
Site 2						
Site 3						

**I2a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Nicholas Tishuk	718-453-1001	[REDACTED]	<a href="mailto:ntishuk@bsnbcs.org">ntishuk@bsnbcs.org</a>
Operational Leader	Wanda Morales	718-453-1001	[REDACTED]	<a href="mailto:wmorales@bsnbcs.org">wmorales@bsnbcs.org</a>
Compliance Contact	Nicholas Tishuk	718-453-1001	[REDACTED]	<a href="mailto:ntishuk@bsnbcs.org">ntishuk@bsnbcs.org</a>
Complaint Contact	Nicholas Tishuk	718-453-1001	[REDACTED]	<a href="mailto:ntishuk@bsnbcs.org">ntishuk@bsnbcs.org</a>

**m1. Is the school or are the school sites co-located?**

No

Page 3

**n1. Were there any revisions to the school’s charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).**

No

**o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.**

Nicholas Tishuk, Executive Director

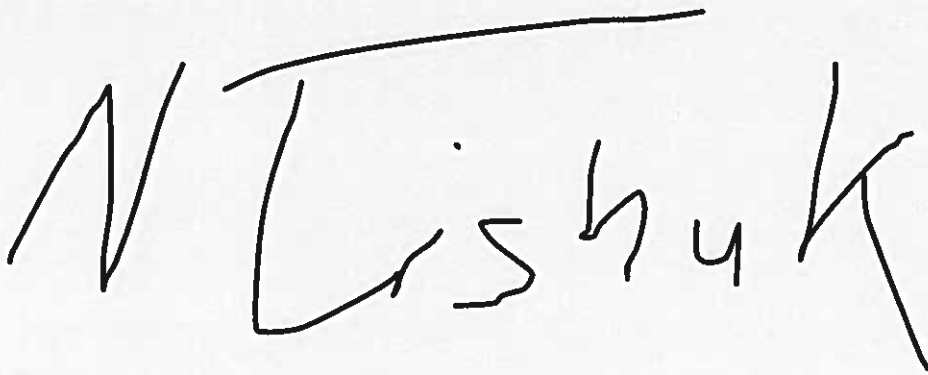
**p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all**

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 then use the mouse on your PC or the stylist on your mobile device to sign your name).


Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature reads "N. Lishuk" in a cursive, slightly stylized font. The "N" is tall and narrow, followed by a period. "Lishuk" is written in a fluid, connected script.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Joe Sciarra" in a cursive, slightly stylized font. The "J" is large and loops around the "o". "Sciarra" is written in a fluid, connected script.

Date

2016/08/01

Thank you.



## Entry 2 Link

Last updated: 07/26/2016

### Page 1

#### **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).

<https://data.nysed.gov/profile.php?instid=800000067232>



# Entry 3 Progress

Created: 08/01/2016

Last updated: 10/31/2016

## Page 1

### 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, 2016. If the goals are based on student performance data that the school will not have access to before August 1, 2016 (e.g., the NYS Assessment results), explain this in the "2015-2016 Progress Toward Attainment of Goal" column. The information can be updated when available. Please complete and submit no later than November 1, 2016.

### 1. ACADEMIC STUDENT PERFORMANCE GOALS

#### 2015-16 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	"The school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the CSD of location and also meet or exceeds the citywide percent proficient on the NYS ELA	NYS Exam Scores  BSNBCS L3-L4: 27.2% CSD16 L3-L4: 24.8% NYC L3-L4: 38.0%	Partially met.	BSNBCS outperformed the district in ELA but not the City. This year, we are increasing our use of diagnostic data to target students and use interventions specifically designed to address their needs and have them reach proficiency. We are also increasing the use of informational texts in all subjects to broaden



	examination.”			students’ knowledge base and enable them to demonstrate proficiency on the state exams.
Academic Goal 2	<p>“The school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the CSD of location and also meet or exceeds the citywide percent proficient on the NYS math examination.”</p>	<p>NYS Exam Scores</p> <p>BSNBCS L3-L4: 18.1%</p> <p>CSD16 L3-L4: 20.8%</p> <p>NYC L3-L4: 36.5%</p>	Not met.	<p>BSNBCS did not meet the District or the City’s proficiency levels on the NYS Math assessment in 2016. We have re-evaluated both our curriculum resources and our pedagogical strategies to improve our performance in mathematics. For 2016-17, we are implementing Cognitively Guided Instruction in grades K-4 and have hired consultants K-8 who are providing on-site training and coaching to our instructors in the Metamorphosis approach of teaching mathematics. We have identified mathematical concepts that require additional resources in terms of coaching, observations, and instructional feedback to that grade-level.</p>
				BSNBCS reduced the ELA performance gap between its grade cohorts and those of the City or

Academic Goal 3

“Each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year’s NYS ELA exam and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year’s State ELA exam.”

NYS Exam Scores

2015 vs CSD Gaps

Grade 3: -2.3%  
Grade 4: -8.4%  
Grade 5: 4.1%  
Grade 6: -4.8%  
Grade 7: 3.7%

2016 vs CSD Gaps

Grade 3: 11.9%  
Grade 4: -10.3%  
Grade 5: -8.8%  
Grade 6: 12.7%  
Grade 7: 8.9%

2015 vs NYC Gaps

Grade 3: -14.7%  
Grade 4: -14.6%  
Grade 5: -14.6%  
Grade 6: -19.8%  
Grade 7: -10.9%

2016 vs NYC Gaps

Grade 3: 3.8%  
Grade 4: -21.1%  
Grade 5: -16.7%  
Grade 6: -8.7%  
Grade 7: -11.6%

Not met.

District, in five of the ten comparison grades, with the other five not reduced. To improve this performance, we implemented numerous diagnostics this year to more accurately evaluate our students’ proficiency at the beginning of the year and to track their progress throughout the year. We now use iReady in combination with Fountas and Pinnell and STARS to accurately pinpoint gaps and intervene early on. We have also hired a data consultant who creates data visualizations that are used during grade-level instructional meetings to discuss instructional strategies, response to intervention, lesson planning, and differentiation. Additionally, we have noted that our students perform best on ELA assessments when they are familiar with the text contents. We are thus increasing the use of informational texts in all subjects, including math, science, and health.

<p>Academic Goal 4</p>	<p>"Each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam."</p>	<p>NYS Exam Scores</p> <p>2015 vs CSD Gaps  Grade 3: 22.2%  Grade 4: -2.7%  Grade 5: 15.6%  Grade 6: -2.0%  Grade 7: 8.0%</p> <p>2016 vs CSD Gaps  Grade 3: 11.3%  Grade 4: -12.8%  Grade 5: -12.5%  Grade 6: 1.9%  Grade 7: -6.7%</p> <p>2015 vs NYC Gaps  Grade 3: 6.7%  Grade 4: -19.6%  Grade 5: -8.9%  Grade 6: -25.3%  Grade 7: -10.9%</p> <p>2016 vs NYC Gaps  Grade 3: -0.2%  Grade 4: -29.4%  Grade 5: -25.9%  Grade 6: -24.9%  Grade 7: -27.9%</p>	<p>Not met.</p>	<p>BSNBCS did not fully reduce the math performance gap between its grade cohorts and those of the City or District, whichever was highest. This year, we are giving great attention to mathematics instruction in all grades. We have implemented practices that balance the constructivist approaches to learning with direct instruction of foundational strategies. Because we believe that mastery of mathematics in Middle School begins in Lower School, we are adopting changes to improve academic achievement starting in Kindergarten. In K-8 all teachers will be a part of coaching cycles to develop best practices around content and strategies in math.</p>
<p>Academic Goal 5</p>	<p>"In each year of the charter term, in the middle school (grades six through eight), for each grade the percentage of students scoring at a Level 3 or above on the New York State ELA assessment must</p>	<p>NYS Exam Scores</p> <p>6th Grade  BSNBCS L3-4: 26.0%  CSD16 L3-4: 13.3%</p> <p>7th Grade  BSNBCS L3-4: 24.4%  CSD16 L3-4: 15.5%</p>	<p>Met.</p>	<p>This goal was met.</p>

	meet or exceed the Community School District of location percent proficient for each grade respectively.	8th Grade BSNBCS L3-4: 28.3% CSD16 L3-4: 24.1%		
Academic Goal 6	"In each year of the charter term, in the middle school (grades six through eight), for each grade the percentage of students scoring at a Level 3 or above on the New York State math assessment must meet or exceed the Community School District of location percent proficient for each grade respectively.	NYS Exam Scores  6th Grade BSNBCS L3-4: 12.0% CSD16 L3-4: 10.1%  7th Grade BSNBCS L3-4: 6.1% CSD16 L3-4: 12.8%  8th Grade BSNBCS L3-4: 19.6% CSD16 L3-4: 17.3%	Partially met.	BSNBCS outperformed district 16 in Math for grades 6 and 8th, but not for 7th grade.
Academic Goal 7				
Academic Goal 8				

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

No

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

No

Page 2

**4. ORGANIZATIONAL GOALS**

**2015-16 Progress Toward Attainment of Organizational Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will
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				Take
Org Goal 1	"Each year, 90% of all instructional staff employed during the prior school year will return and/or be asked to return the following year."	Staff Retention Data 69.5% of instructors employed on the last day of 2015-16 returned and/or were asked to return in 2016-17.	Not met.	BSNBCS continues to make new hires consistent with its mission, vision and academic goals. While high staff retention is a medium-term goal, we continue to hire staff consistent with the students' needs and our high professional expectations.
Org Goal 2	"Each year, the school will have an average daily student attendance rate of at least 95%"	Student Attendance Data 91.3%	Not met.	While the majority of our students had attendance rates over 95%, our attendance 2015-16 rate is negatively impacted by chronically absent students who attended school less than 85% of the time last year. Nearly 25% of our students had attendance rates below 85%, and they accounted for nearly 50% of absences in the school. For 2015-16, we hired additional school aides who dedicate a large portion of their day to reaching out to families to track attendance and reasons for absences. We are also asking teachers to follow up with parents more diligently and working more proactively with chronically absent

				families on this issue.
Org Goal 3	<p>"Each year, 95% of all students enrolled on the last day of the school year will return the following school year."</p>	<p>Student Enrollment Data 87.9% of students enrolled at BSNBCS on the last day of school returned the following year.</p>	Not met.	<p>Bedford Stuyvesant (and CSD16) is facing rapid gentrification (the average one-bedroom now costs 70% of the median income) and population turnover. Our student population is highly mobile, with one of the highest rates of temporary housing in the city. These demographic patterns have affected student mobility, leading to schools in the DOE merging to maintain sustainable enrollment fail to do so after the mergers. Despite this population turnaround, BSNBCS maintains a high enrollment percentage compared to its enrollment targets.</p>
Org Goal 4	<p>"Parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or</p>	<p>NYC DOE School Survey for parents.</p>	<p>Not Met.  Less than 50% of parents participated in the survey.</p>	<p>Many BSNBCS families do not utilize the survey, as it is a NYCDOE branded document. Families go through our normal parent engagement channels to give feedback. In 2016-17, BSNBCS will lead targeted efforts to</p>

	exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey."			encourage all parents to complete the survey.
Org Goal 5	"Staff will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participate in the survey."	NYC DOE School Survey for teachers.	Not Met.  Less than 50% of teachers participated in the survey	BSNBCS will require completion of the NYC DOE survey from teachers as part of their Professional Learning Communities weekly deliverables.

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

Yes

**2015-16 Progress Toward Attainment of Organizational Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
	"Students will express satisfaction with the school's	NYC DOE School Survey for students		BSNBCS has hired an Extended Learning Coordinator who oversees the implementation of rich afterschool offerings (including chess, music,

Org Goal 6	<p>program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of students that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more students participate in the survey." (for grades 6-12 only)</p>	<p>Questions:  1. My school offers a wide enough variety of programs, classes and activities to keep me interested in school. BSNBCS: 73% City-wide: 80%  2. I feel safe in my classes. BSNBCS: 88% City-wide: 91%  3. I feel safe in the hallways, bathrooms, locker rooms, and cafeteria of this school. BSNBCS: 78% City-wide: 83%</p>	Not met.	<p>robotics, dance, and sports), Service Learning, and Saturday school. We are also continuing our participation with Urban Advantage and will be doubling efforts to make use of every opportunities for students and their families to engage in Science enrichment activities, both on- and off-site. Additionally, we have joined CoolCulture and have a dedicated staff member who will be organizing families to take advantage of these learning opportunities.</p>
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

**6. FINANCIAL GOALS**

**2015-16 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to	Goal - Met, Partially	If Not Met, Describe
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		Evaluate Progress	Met, or Not Met	Efforts School Will Take
Financial Goal 1	"Each year, the school will operate a balanced budget and maintain a stable cash flow."	<p>Audited Financial Reports</p> <p>Independent Audit had no material finding, positive savings account balance after liabilities.</p>	Met.	The goal was met.
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



# Entry 4 Expenditures per Child

Created: 07/26/2016

Last updated: 08/01/2016

## Page 1

### 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 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	10035575
Line 2: Year End FTE student enrollment	608
Line 3: Divide Line 1 by Line 2	16506

#### 2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

**Notes:**

***The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:***

***<http://www.p12.nysed.gov/psc/AuditGuide.html>.***

**Employee benefit costs or expenditures should not be reported in the above calculations.**

Line 1: Relevant Personnel Services Cost (Row)	1048500
Line 2: Management and General Cost (Column)	794456
Line 3: Sum of Line 1 and Line 2	1843956
Line 5: Divide Line 3 by the Year End FTE student enrollment	3033

**Thank you.**



# Entry 6a Audited Statements

Created: 07/26/2016

Last updated: 10/31/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

## Page 1

### School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Lisa-Renée Brown	<a href="mailto:LRBrown@bsnbcs.org">LRBrown@bsnbcs.org</a>	718-453-1001

### Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Gus Saliba	<a href="mailto:gsaliba@frcpas.com">gsaliba@frcpas.com</a>	212-957-3600	6

### If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm
	Charter School Business Management (Laron Walker)	<a href="mailto:LWalker@csbm.org">LWalker@csbm.org</a>	<a href="mailto:LWalker@csbm.org">LWalker@csbm.org</a>	888-710-2726	6

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and
- b. reports on internal controls over financial reporting and compliance

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/6263982-F7wWrRhhE3/BSNBCS%206.30.2016%20and%202015FINAL.pdf>

**BEDFORD STUYVESANT  
NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)**

**FINANCIAL STATEMENTS**

**JUNE 30, 2016  
(with comparative financial information for June 30, 2015)**

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

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FRUCHTER ROSEN & COMPANY, P.C.  
CERTIFIED PUBLIC ACCOUNTANTS  
156 WEST 56<sup>TH</sup> STREET  
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600  
FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF  
BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL

*Report on the Financial Statements*

We have audited the accompanying financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2016, 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.

*Auditors' 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 from 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 auditors' 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 the School as of June 30, 2016, 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 the School's 2015 financial statements, and our report dated September 28, 2015, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015, 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 27, 2016 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 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.

  
FRUCHTER ROSEN & COMPANY, P.C.  
Certified Public Accountants

New York, New York  
October 27, 2016

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
STATEMENTS OF FINANCIAL POSITION  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

	2016	2015
<b>ASSETS</b>		
Current assets:		
Cash and cash equivalents	\$ 1,614,801	\$ 908,286
Grants and contracts receivable	412,560	198,234
Prepaid expenses and other current assets	8,225	97,535
Total current assets	2,035,586	1,204,055
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$1,292,573 and \$982,208, respectively	1,900,242	1,879,816
Security deposits	79,845	79,845
Restricted cash	75,238	75,163
Total other assets	2,055,325	2,034,824
<b>TOTAL ASSETS</b>	<b>\$ 4,090,911</b>	<b>\$ 3,238,879</b>
 <b>LIABILITIES AND UNRESTRICTED NET ASSETS</b>		
Current liabilities:		
Accounts payable and accrued expenses	\$ 265,657	\$ 228,339
Accrued payroll and payroll taxes	355,737	281,933
Refundable advances	22,265	13,642
Total current liabilities	643,659	523,914
Deferred rent	2,937,211	2,752,865
Total liabilities	3,580,870	3,276,779
Unrestricted net assets	510,041	(37,900)
<b>TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS</b>	<b>\$ 4,090,911</b>	<b>\$ 3,238,879</b>

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

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
STATEMENTS OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2016  
(with summarized comparative financial information for the year ended June 30, 2015)

	2016	2015
Revenue and support:		
State and local per pupil operating revenue	\$ 9,728,062	\$ 8,228,562
State and local per pupil facilities funding	273,416	147,103
Federal grants	338,505	307,797
State and city grants	296,144	247,747
Contributions and private grants	2,350	5,644
After school program	36,339	35,186
In-kind donation	19,665	-
Interest and other income	8,800	459
	<u>10,703,281</u>	<u>8,972,498</u>
Expenses:		
Program services:		
Regular education	6,036,314	5,162,241
Special education	1,658,745	1,344,315
Supplementary education	306,085	257,749
Total program services	<u>8,001,144</u>	<u>6,764,305</u>
Supporting services:		
Management and general	1,980,090	1,339,727
Fundraising	174,106	122,782
	<u>10,155,340</u>	<u>8,226,814</u>
Changes in unrestricted net assets	547,941	745,684
Unrestricted net assets - beginning of year	<u>(37,900)</u>	<u>(783,584)</u>
Unrestricted net assets - end of year	<u>\$ 510,041</u>	<u>\$ (37,900)</u>

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

**BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL**  
(A Not-For-Profit Corporation)  
**STATEMENTS OF FUNCTIONAL EXPENSES**  
**FOR THE YEAR ENDED JUNE 30, 2016**

(with summarized comparative financial information for the year ended June 30, 2015)

	2016						2015	
	Program Services			Supporting Services			Total	Total
	Regular Education	Special Education	Supplementary Education	Management and General	Fundraising	Total		
Salaries and wages	\$ 3,497,914	\$ 954,365	\$ 165,618	\$ 4,617,897	\$ 927,001	\$ 27,894	\$ 5,572,792	\$ 4,333,967
Employee benefits and payroll taxes	725,498	197,944	34,351	957,793	192,267	5,786	1,155,846	810,391
Audit and accounting fees	-	-	-	-	22,250	-	22,250	20,250
Donated legal fees	-	-	-	-	19,665	-	19,665	-
Marketing and recruiting	32,128	23,732	-	55,860	57,338	5,734	118,932	66,949
Financial management services	-	-	-	-	52,484	-	52,484	73,162
Contractual services	1,231	336	58	1,625	336	-	1,961	49,488
Consulting	29,017	21,695	56,197	106,909	191,725	123,989	422,623	277,863
Leased equipment	7,056	1,925	334	9,315	1,870	56	11,241	12,762
Student food services	10,200	2,349	-	12,549	-	-	12,549	11,534
Staff lunches	31,931	8,318	-	40,249	8,323	-	48,572	19,048
Insurance	39,311	10,241	-	49,552	10,245	-	59,797	44,263
Utilities	67,800	18,498	3,211	89,509	18,508	-	108,017	201,923
Rent	827,270	225,711	39,169	1,092,150	225,836	-	1,317,986	1,317,935
Postage and shipping	3,192	871	151	4,214	847	25	5,086	4,869
Classroom supplies	84,754	19,522	-	104,276	-	-	104,276	72,407
Instructional materials	146,944	33,844	-	180,788	-	-	180,788	123,193
Professional development	3,397	782	-	4,179	26,788	-	30,967	26,456
Repairs and maintenance	172,496	46,758	6,996	226,250	46,783	-	273,033	208,825
Office expense	2,288	596	-	2,884	94,418	9,823	107,125	68,609
Telephone and internet services	40,796	10,628	-	51,424	10,322	311	62,057	21,440
Information technology	64,121	16,704	-	80,825	16,223	488	97,536	118,661
Student transportation	30,837	7,102	-	37,939	-	-	37,939	23,091
Dues and subscriptions	13,243	3,450	-	16,693	3,451	-	20,144	4,189
Depreciation and amortization	204,033	53,151	-	257,184	53,181	-	310,365	313,419
Miscellaneous	857	223	-	1,080	229	-	1,309	2,120
<b>Total expenses</b>	<b>\$ 6,036,314</b>	<b>\$ 1,658,745</b>	<b>\$ 306,085</b>	<b>\$ 8,001,144</b>	<b>\$ 1,980,090</b>	<b>\$ 174,106</b>	<b>\$ 10,155,340</b>	<b>\$ 8,226,814</b>

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

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
STATEMENTS OF CASH FLOWS  
FOR THE YEAR ENDED JUNE 30, 2016  
(with summarized comparative financial information for the year ended June 30, 2015)

	<u>2016</u>	<u>2015</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Changes in unrestricted net assets	\$ 547,941	\$ 745,684
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	310,365	313,419
Changes in assets and liabilities:		
(Increase) Decrease in grants and contracts receivable	(214,326)	104,771
Decrease (Increase) in prepaid expenses and other current assets	89,310	(40,119)
Increase (Decrease) in accounts payable and accrued expenses	37,318	(200,825)
Increase (Decrease) in accrued payroll and payroll taxes	73,804	(123,188)
Increase (Decrease) in refundable advances	8,623	(41,703)
(Decrease) in due to related party	-	(131,501)
Increase in deferred rent	<u>184,346</u>	<u>295,586</u>
<b>NET CASH PROVIDED BY OPERATING ACTIVITIES</b>	<u>1,037,381</u>	<u>922,124</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Purchases of property and equipment	(330,791)	(318,020)
(Increase) in restricted cash	<u>(75)</u>	<u>(75)</u>
<b>NET CASH (USED IN) INVESTING ACTIVITIES</b>	<u>(330,866)</u>	<u>(318,095)</u>
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	706,515	604,029
<b>CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR</b>	<u>908,286</u>	<u>304,257</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<u>\$ 1,614,801</u>	<u>\$ 908,286</u>

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

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of School

Bedford Stuyvesant New Beginnings Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on January 12, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School renewed its charter for an additional three-year term through 2018. The School's mission is to provide an all-inclusive environment that promotes diverse learning for all students and promotes academic and civic achievements, ranging from the fundamentals of fine art, music, theatre, physical education, and technology. Classes commenced in Brooklyn, New York in September 2010 and the School provided education to approximately 608 students in kindergarten through eighth grade in the 2015-2016 academic year.

Food and Transportation Services

The New York City Department of Education provides free lunches and transportation directly to a majority of the School's students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) 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) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2016 and 2015.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax position resulting in an accrual of tax expense or benefit.

IRS forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2012 and prior.

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES  
(Continued)

Basis of Presentation

The School's financial statements have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America. The financial statement presentation follows the requirements of the Financial Accounting Standards Board in its Accounting Standards Codification ("ASC") No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities, as net assets released from restrictions.

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School had no temporarily or permanently restricted net assets as of June 30, 2016 and 2015.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the 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 other state and local funds are recorded when expenditures are incurred and billable to the government agency.

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES  
(Continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the 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 revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

The School considers all highly liquid financial instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. As of June 30, 2016 account balances exceed insured levels by approximately \$1,440,000. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

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 incurred. No depreciation is recorded on construction-in-progress until property and equipment is placed into service. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Computers and equipment	3 and 5 years
Furniture and fixtures	7 years
Leasehold improvements	Useful life or related lease
Software	3 years

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Refundable Advances

The School records certain government grants and contracts as refundable advances until related services are performed, at which time it is recognized as revenue.



BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES  
(Continued)

Deferred Rent

The School records its rent in accordance with ASC No. 840-20 whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis as an offset to rent expense. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentives, is reflected in deferred rent in the accompanying statements of financial position.

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the statements of functional expenses. Accordingly, such information should be read in conjunction with the School's 2015 financial statements from which the summarized information was derived.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consists of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

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

	<u>2016</u>	<u>2015</u>
Computers and equipment	\$ 729,150	\$ 547,865
Furniture and fixtures	386,306	319,938
Leasehold improvements	2,031,923	1,974,618
Software	45,436	19,603
	<u>3,192,815</u>	<u>2,862,024</u>
Less: Accumulated depreciation and amortization	<u>(1,292,573)</u>	<u>(982,208)</u>
	<u>\$1,900,242</u>	<u>\$1,879,816</u>

Depreciation and amortization expense was \$310,365 and \$313,419 for the years ended June 30, 2016 and 2015, respectively.

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 4 - COMMITMENTS

Operating Lease

On September 1, 2010, the School entered into a non-cancelable operating lease for office and classroom space expiring on June 30, 2030, with an option to renew the lease for an additional ten years. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes, and other operating expenses. The School is receiving a partial rent credit for the first 10 years of the lease. The School outlined a detailed 10 year capital improvement plan of approximately \$4,900,000 for renovation projects to both the interior and exterior of the building.

Future minimum lease payments are as follows:

Year ending June 30, 2017	\$ 1,133,640
2018	1,133,640
2019	1,133,640
2020	1,133,640
2021	1,605,186
Thereafter	<u>15,249,267</u>
	<u>\$ 21,389,013</u>

Rent expense for the years ended June 30, 2016 and 2015 was \$1,317,986 and \$1,317,935, respectively.

NOTE 5 - CONTINGENCY

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.

NOTE 6 - REVENUE CONCENTRATION

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

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 7 - FUNCTIONAL ALLOCATION OF EXPENSE

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 periodic time and expense studies. 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.

NOTE 8 - RETIREMENT PLAN

The School maintains a retirement plan qualified under Internal Revenue Code 401(k), for the benefit of its eligible employees. Under the plan, the School will match employee contributions up to 5% of annual compensation. The amount charged for matching contributions to this plan was \$61,830 and \$45,465 for the years ended June 30, 2016 and 2015, respectively. In addition, the amount charged to operations for administrative fees under the plan amounted to \$2,905 and \$4,037 for the years ended June 30, 2016 and 2015, respectively.

NOTE 9 - IN-KIND DONATION

Donated services are recognized as contributions in accordance with FASB ASC No. 605, "Accounts for Contributions Received and Contributions Made," if the services (a) create or enhance nonfinancial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the School and (c) are measurable.

One entity has provided legal services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and is recorded at fair value. For the years ended June 30, 2016 and 2015, the value of such donated services amounted to \$19,665 and \$-0-, respectively.

NOTE 10 - LINE OF CREDIT

On April 23, 2012, the School entered into an unsecured \$50,000 line of credit agreement with Capital One Bank to provide working capital. The line has no expiration date and bears interest at the Wall Street Journal Prime Rate plus 5.75%. Interest is payable on a monthly basis. There were no outstanding balances under the line of credit as of June 30, 2016 and 2015.

NOTE 11 - SUBSEQUENT EVENTS

The School has evaluated its subsequent events through October 27, 2016, the date that the accompanying financial statements were available to be issued. The School has no material events requiring disclosure.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56<sup>TH</sup> STREET  
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

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INDEPENDENT AUDITORS' 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 OF  
BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 27, 2016.

***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.

TO THE BOARD OF TRUSTEES OF  
BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL

*Compliance and Other Matters*

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the 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 a certain matter that was reported to the management of the School in a separate letter dated October 27, 2016.

*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.

  
FRUCHTER ROSEN & COMPANY, P.C.  
Certified Public Accountants

New York, New York  
October 27, 2016



# Entry 6b Additional Financial Docs

Created: 10/21/2016

Last updated: 10/31/2016

The additional items listed below should be uploaded if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

## Page 1

### 1. Management Letter

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84010/6997356-8mMlunnVv3/BSNBCS%20Management%20Letter%20FYE6-30-2016.pdf>

#### Explanation for not uploading the Management Letter.

(No response)

### 2. Form 990

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84010/6997356-FINDqRIBTE/Form%20990%20FY2016.pdf>

#### Explanation for not uploading the Form 990.

We have been informed by our auditors, Fruchter and Rosen, that our 990 will be filed by November 15th 2016.

### 3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

**Explanation for not uploading the Federal Single Audit.**

This does not apply.

**4. CSP Agreed Upon Procedure Report**

(No response)

**Explanation for not uploading the procedure report.**

BSNBCS has not received a CSP Grant.

**5. Evidence of Required Escrow Account**

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84010/6997356-pN6H0Nalce/Escrow%20AC%20Proof%209-30-2016.pdf>

**Explanation for not uploading the Escrow evidence.**

(No response)

**6. Corrective Action Plan**

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

**Explanation for not uploading the Corrective Action Plan.**

We do not have a Corrective Action Plan.

**BEDFORD STUYVESANT  
NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)**

**INDEPENDENT AUDITORS' REPORT ON COMMUNICATION  
OF INTERNAL CONTROL MATTERS**

**JUNE 30, 2016**



FRUCHTER ROSEN & COMPANY, P.C.  
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156 WEST 56<sup>TH</sup> STREET  
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TEL: (212) 957-3600  
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October 27, 2016

To the Board of Trustees and Management  
Bedford Stuyvesant New Beginnings Charter School  
82 Lewis Avenue  
Brooklyn, NY 11206

In planning and performing our audit of the financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School") (a not-for-profit corporation) as of and for the year ended June 30, 2016, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. 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.

Exhibit I accompanying this letter summarizes observations for the year ended June 30, 2016 that we determined did not constitute significant deficiencies or material weaknesses. Exhibit II summarizes corrective action taken on prior year observations. Management's responses to the observations have not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on them.

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School and is not intended to be, and should not be, used by anyone other than these specified parties.

We appreciate your cooperation and the assistance we received during the course of our audit.

  
FRUCHTER ROSEN & COMPANY, P.C.  
Certified Public Accountants

New York, New York  
October 27, 2016

**BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL**  
**(A Not-For-Profit Corporation)**  
**MANAGEMENT LETTER**  
**JUNE 30, 2016**

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BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
MANAGEMENT LETTER  
JUNE 30, 2016

EXHIBIT I – CURRENT YEAR OBSERVATIONS

A. VOIDED CHECKS

Observation

During our 2016 audit, we noted that 17 of 41 voided checks were not kept and defaced. This could create a potential for someone to gain access to the checks and misappropriate cash by completing the data on the checks for fraudulent purposes.

Recommendation

To reduce this risk, we recommend that all voided checks be properly defaced to insure that they could not be improperly completed and cashed. All voided checks should be kept and filed in a separate folder in a secured place.

Management's Response

Management hired a new Chief Financial Officer in the latter part of the fiscal year to ensure a more strict adherence to all BSNBCS Financial Policies and Procedures. All voided checks are defaced and kept in a binder.

B. GENERAL LEDGER MAINTENANCE AND ACCOUNT ANALYSIS

Observation

Although schedules were prepared in full, these schedules and reconciliations were not prepared and updated at the onset of the fiscal year ended June 30, 2016. This resulted in adjustments to the general ledger during the year end closing and preparation of the audit package, which delayed the start of the audit.

Recommendation

Management should be analyzing accounts and reconciling with the general ledger on a monthly or quarterly basis. Additional in-depth account analysis will help the School detect and correct errors on a more timely basis.

Management's Response

Management hired a new Chief Financial Officer to ensure a more strict adherence to BSNBCS Financial Policies and Procedures. Accounts and reconciliations are now being reviewed and analyzed on a quarterly basis.

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
MANAGEMENT LETTER  
JUNE 30, 2016

EXHIBIT II – CORRECTIVE ACTION TAKEN ON PRIOR YEAR OBSERVATIONS

A. PURCHASES NOT SUPPORTED BY COMPETITIVE BIDS

Observation

During our tests of transactions, we noted that several significant purchases were not supported by competitive bids. In June 2015, the School's Board of Trustees amended the fiscal policies and procedures manual to comply with the OMNI regulations, including provisions regarding competitive bids, for recipients of federal funding and this policy is currently in place, as of July 1, 2015. Previous to this, the fiscal policies and procedures manual effective during the year ended June 30, 2015 did not call for competitive bids.

Recommendation

As outlined in the June 2015 amendment to the fiscal policies and procedures manual, the School should follow its OMNI procurement policy requiring School personnel to obtain competitive bids from general vendors for significant purchases.

Corrective Action Taken

Management fully implemented the recommendation.

B. INCOMPLETE STUDENT FILES

Observation

During our test of 24 student files, we noted 5 student files had inadequate proof of residence not acceptable by the New York City Department of Education.

Recommendation

In an effort to ensure that student records are complete, we recommend that the School's checklist should be utilized periodically to insure that information is complete and updated for each student file.

Corrective Action Taken

During our 2016 audit, we noted that the maintenance of student files improved and only a few files were missing one form of documentation.

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
MANAGEMENT LETTER  
JUNE 30, 2016

C. CAPITAL ASSETS

Observation

We noted that the School's inventory listing of property and equipment has not been updated to agree to the fixed assets ledger provided during our 2015 audit.

Recommendation

As indicated in the School's policies and procedures, fixed asset acquisitions should be identified, tagged and entered into a detailed fixed asset ledger. Tags should be placed in a visible area and there should be a clear trail of tracing the capital asset to the fixed asset ledger maintained by the School. On an annual basis, the School should take a physical inventory of all capital assets to ensure the completeness and accuracy of the School's records.

Corrective Action Taken

Management fully implemented the recommendation.

D. INSURANCE COVERAGE - PERSONAL PROPERTY

Observation

During our 2014 and 2015 audits, we noted insurance coverage under personal property was low based on the replacement cost maintained in the School's fixed asset register throughout both fiscal years.

Recommendation

We recommend an increase of coverage for personal property to cover, at minimum, the cost maintained in the School's fixed asset register. In addition, the School should periodically review insurance coverage to ensure proper and adequate means by which to preserve School assets.

Corrective Action Taken

Management fully implemented the recommendation and the School is currently insured up to \$4,000,000.

We have been informed by our auditors, Fruchter and Rosen, that our 990 will be filed by November 15<sup>th</sup>.

If you have any question, please contact them at:

School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone
Gus Saliba	<a href="mailto:gsaliba@frcpas.com">gsaliba@frcpas.com</a>	212 957-3600 ext. 202

RECEIVED

Date 10/13/16

[Signature]

BEDFORD STUYVESANT NEW BEGINNINGS  
CHARTER SCHOOL  
82 LEWIS AVE  
BROOKLYN NY 11206

F118  
85689

Speak to a dedicated business solutions expert  
at 1-888-755-2172 — a one-stop number for  
both your business and personal needs.



ACCOUNT SUMMARY FOR PERIOD SEPTEMBER 01, 2016 - SEPTEMBER 30, 2016

DEPOSIT ACCOUNTS SUMMARY

Deposit Accounts

Account	Account Number	Balance
[Redacted]	[Redacted]	[Redacted]
Business Money Market	00007047507930	\$75,256.98

402 4205 9509 84487103

AT 108

# New York State Education Department

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

### 2015-16 Budget & Cash Flow Template

#### General Instructions and Notes for New Application Budgets and Cash Flow

<b>1</b>	Complete ALL SIX columns in BLUE
<b>2</b>	Enter information into the GRAY cells
<b>3</b>	Cells containing RED triangles in the upper right corner in columns B through F indicate that particular item
<b>4</b>	Funding by School District information for all NYS School district is located on the website at <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . Refer to this website for per-pupil tuition information for all school districts. Rows may be inserted in the worksheet to accommodate additional districts.
<b>5</b>	The Assumptions column should be completed for all revenue and expense items. Each item should be self-explanatory. Where applicable, please reference the page number or section of the application narrative that indicates the assumption being made. For instance, student enrollment should be referenced to the applicable page number in Section I, C of the application narrative.



# ment

ized by the Board

e

## Flows Templates

G contain guidance on
1 the State Aid website 1 funding for all school stricts if necessary.
tems unless the item is :tion in the application rollment would reference

**Bedford Stuyvesant New Begin**

**PROJECTED BUDGET F**

**July 1, 2016 to June**

Please Note: The student enrollment data is entered below in the Enrollment

		REGULAR EDUCATION
Total Revenue		9,229,879
Total Expenses		
Net Income		
Actual Student Enrollment		
Total Paid Student Enrollment		
<p>CSI: This line should school intends t</p> <p>For Example: If school plans CSI: Enter in the Per Year (CY).</p> <p>For Example: If this application for a school open 2009-10 PPR for a higher PPR is increase in the Refer to the Sta rates. <a href="https://sta">https://sta</a></p>		
<b>REVENUE</b>		
<b>REVENUES FROM STATE SOURCES</b>		
Per Pupil Revenue		
District of Location		
School District 2 (Enter Name)		
School District 3 (Enter Name)		
School District 4 (Enter Name)		
School District 5 (Enter Name)		
	CY Per Pupil Rate	
	\$14,027.00	
Special Education Revenue		
Grants		
Stimulus		
Other		
Other State Revenue		
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>9,035,625</b>
<b>REVENUE FROM FEDERAL FUNDING</b>		
IDEA Special Needs		
Title I		151,849
Title Funding - Other		10,827
School Food Service (Free Lunch)		
Grants		
Charter School Program (CSP) Planning & Implementation		
Other		
Other Federal Revenue		
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>162,675</b>
<b>LOCAL and OTHER REVENUE</b>		
Contributions and Donations, Fundraising		7,920
Erate Reimbursement		18,159
Interest Income, Earnings on Investments,		5,500
NYC-DYCD (Department of Youth and Community Developmt.)		
Food Service (Income from meals)		
Text Book		
Other Local Revenue		
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>31,579</b>
<b>TOTAL REVENUE</b>		<b>9,229,879</b>

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

- Executive Management
- Instructional Management
- Deans, Directors & Coordinators
- CFO / Director of Finance
- Operation / Business Manager
- Administrative Staff

**TOTAL ADMINISTRATIVE STAFF**

**INSTRUCTIONAL PERSONNEL COSTS**

- Teachers - Regular
- Teachers - SPED
- Substitute Teachers
- Teaching Assistants
- Specialty Teachers
- Aides
- Therapists & Counselors
- Other

**TOTAL INSTRUCTIONAL**

**NON-INSTRUCTIONAL PERSONNEL COSTS**

- Nurse
- Librarian
- Custodian
- Security
- Other

**TOTAL NON-INSTRUCTIONAL**

**SUBTOTAL PERSONNEL SERVICE COSTS**

**PAYROLL TAXES AND BENEFITS**

- Payroll Taxes
- Fringe / Employee Benefits
- Retirement / Pension

**TOTAL PAYROLL TAXES AND BENEFITS**

**TOTAL PERSONNEL SERVICE COSTS**

**CONTRACTED SERVICES**

- Accounting / Audit
- Legal
- Management Company Fee
- Nurse Services
- Food Service / School Lunch
- Payroll Services
- Special Ed Services
- Titlement Services (i.e. Title I)
- Other Purchased / Professional / Consulting

**TOTAL CONTRACTED SERVICES**

**SCHOOL OPERATIONS**

- Board Expenses
- Classroom / Teaching Supplies & Materials
- Special Ed Supplies & Materials
- Textbooks / Workbooks
- Supplies & Materials other
- Equipment / Furniture
- Telephone
- Technology

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

CSI:  
Sample titles that fall under this line:

CSI:  
Sample titles that fall under this line:  
CSI:  
Sample titles that fall under this line:  
- ESL  
- Reading

CSI:  
Sample titles that fall under this line:  
- Speech Therapists  
- Social Workers

- Ceramics

CSI:  
Cafeteria  
Other

CSI:  
Health and Dental  
Social Security  
Medicare  
Unemployment  
Other

CSI:  
Janitorial  
Consultants  
- Assessment  
- Technology  
- Other  
Security

CSI:  
Development

CSI:  
Instructional  
Non-Instructional

CSI:  
Hardware



**Charter School**

**OR 2016-2017**  
**30, 2017**

Section beginning in row 155. This will populate the data in row 10.

SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
2,000,853	521,550	110	770	11,753,162
		117,610	714,660	11,619,761
		(117,500)	(713,890)	133,401
				-
<b>SUPPORT SERVICES</b>				
		FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
				9,035,625
				-
				-
				-
				-
				9,035,625
				-
				1,262,265
				-
	48,550			48,550
	200,000			200,000
1,262,265	246,550			10,544,440
59,000				59,000
151,848				303,696
				10,827
				-
				-
525,540				525,540
736,388				899,063
2,200		110	770	11,000
				18,159
				5,500
	240,000			240,000
				-
				-
	35,000			35,000
2,200	275,000	110	770	309,659
2,000,853	521,550	110	770	11,753,162

show how many students a  
to be paid for.

an enrollment of 100 students

Pupil Rate (PPR) for the Current

in is being submitted in 2009-10  
ening in 2011-12, enter in the  
or that district in the cells below. If  
assumed indicate that %  
ASSUMPTION column.  
ite Aid website for the tuition  
ateaid.nysed.gov/charter/

23,001	-	11,500	48,001	230,007
42,800	-	-	-	314,890
152,902	-	4,084	8,171	551,057
-	-	-	-	-
37,650	37,650	-	37,650	150,599
-	-	-	190,303	190,303
256,353	37,650	15,584	282,125	1,436,856

-	-	-	-	2,291,158
806,823	-	-	-	806,823
-	-	-	-	-
119,111	-	-	-	878,330
68,483	-	-	-	503,851
-	-	-	-	-
79,407	-	-	-	79,407
39,174	684,854	-	-	952,884
1,112,997	664,654	-	-	5,510,452

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
1,369,351	702,304	15,584	282,125	6,947,308

132,589	24,993	1,969	53,287	694,837
125,475	-	1,769	50,428	657,553
40,138	-	568	18,131	210,335
298,199	24,993	4,204	119,847	1,562,725
1,667,550	727,297	19,788	401,971	8,510,033

-	-	-	38,034	38,034
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
18,502	-	252	8,632	88,488
28,827	-	-	-	28,827
-	-	-	-	-
29,127	-	63,570	33,582	259,448
74,457	-	63,822	76,228	410,794

-	-	-	11,935	11,935
30,400	-	-	-	223,660
3,882	-	-	-	28,418
8,498	-	-	-	62,518
1,545	-	-	-	11,368
-	-	-	17,050	17,050
1,301	-	18	523	8,820
15,182	-	214	8,103	79,565

	5,407	-	-	-	39,783
	798	-	-	-	5,683
	6,180	-	-	-	45,468
	-	-	-	-	-
	5,167	-	73	26,147	51,149
	11,547	-	81	18,899	90,932
	13,013	-	183	5,231	68,199
	4,199	-	55	1,550	22,733
	2,704	-	-	-	19,891
	2,169	-	31	872	11,368
	-	-	28,416	-	28,418
	1,827	-	23	654	8,525
	113,597	-	29,073	86,963	633,472
	15,584	-	220	6,264	81,672
	11,988	-	170	4,817	62,825
	271,807	63,885	3,831	109,239	1,424,418
	28,771	8,422	418	11,563	150,792
	9,424	-	-	9,424	37,695
	-	1,258	-	-	1,258
	20,380	4,790	287	8,191	106,802
	357,955	76,354	4,926	149,498	1,865,462
	-	-	-	-	-
	-	-	-	-	-
ut	2,213,558	803,651	117,610	714,660	11,619,761
	(212,705)	(282,161)	(117,509)	(713,850)	133,401

SPECIAL EDUCATION	TOTAL ENROLLED
102	625
	-
	-
	-
102	625
19,616	834
21,702	1,459





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

**Trustee Name:**

Kevin Nesbitt

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

Bedford Stuyvesant New Beginnings Charter School

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

Trustee, Chair of Family Life Committee

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

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

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

<i>Please write "None" if applicable. Do not leave this space blank.</i>			
None	None	None	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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None	None	None	None	None

*Kevin Nesbitt*

7/15/2016

Signature

Date

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

Business Telephone: 917-609-1189

Business Address: 695 Park Avenue, New York NY 10065

E-mail Address: [REDACTED]

Home Telephone: 917-609-1189

Home Address: [REDACTED]

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

**Trustee Name:**

Leticia Theodore-Greene

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

Bedford Stuyvesant New Beginnings Charter School

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

Trustee, Chair of Development Committee

2. Is the trustee an employee of any school operated by the Education Corporation?  
     Yes   X   No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

     Yes   X   No

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

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

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

<i>Please write "None" if applicable. Do not leave this space blank.</i>	<i>Please write "None" if applicable. Do not leave this space blank.</i>	<i>Please write "None" if applicable. Do not leave this space blank.</i>	<i>Please write "None" if applicable. Do not leave this space blank.</i>
None	None	None	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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>	<i>Please write "None" if applicable. Do not leave this space blank.</i>	<i>Please write "None" if applicable. Do not leave this space blank.</i>	<i>Please write "None" if applicable. Do not leave this space blank.</i>	<i>Please write "None" if applicable. Do not leave this space blank.</i>
None	None	None	None	None

*Leticia Theodore-Greene*

7/15/2016

Signature

Date

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

Business Telephone: 347-623-4561

Business Address: 222 Broadway 19th Floor, New York NY 10038

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

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

**Trustee Name:**

Dalia Oberlander

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

Bedford Stuyvesant New Beginnings Charter School

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

Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

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

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

<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>
---	---	---	---

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
<b>None</b>	<b>None</b>	<b>None</b>	<b>None</b>	<b>None</b>

*Dalia Oberlander*

8/1/2016

Signature

Date

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

Business Telephone: 212-737-0834

Business Address: 170 East End Avenue Apt 5C, New York NY 10128

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

<b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b>
---

**Trustee Name:**

Victor Rivera

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

Bedford Stuyvesant New Beginnings Charter School

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

Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?  
 \_\_\_ Yes X No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

\_\_\_ Yes X No

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

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

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

<i>Please write "None" if applicable. Do not leave this space blank.</i>			
None	None	None	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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None	None	None	None	None

*Victor Rivera*

7/27/2016

Signature

Date

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

Business Telephone: 212-684-0300

Business Address: 915 Broadway, Suite 900, New York NY, 10010

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]



<b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b>
---

**Trustee Name:**

Angel Charriez

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

Bedford Stuyvesant New Beginnings Charter School

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

Trustee, Treasurer

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

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

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

<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>
---	---	---	---

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>

*Angel Charriez*

7/27/2016

Signature

Date

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

Business Telephone: 516-456-5659

Business Address: 525 NY-111, Hauppauge NY 11788

E-mail Address: ~~angelcharriez@aol.com~~

Home Telephone: ~~516-563-5659~~

Home Address: ~~11851 S. Ozark Park NY 11787~~

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

**Trustee Name:**

Patricia Bramwell

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

Bedford Stuyvesant New Beginnings Charter School

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

Trustee, Vice-Chair of the Board

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

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

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

<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>
---	---	---	---

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>

*Patricia Bramwell*

7/15/2016

Signature

Date

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

Business Telephone: Retired

Business Address: Retired

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

<b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b>
---

**Trustee Name:**

Marlena Mondesir

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

Bedford Stuyvesant New Beginnings Charter School

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

Trustee, Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

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

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

<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>	<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>None</b>

*Marlena Mondesir*

7/15/2016

Signature

Date

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

Business Telephone: 917-680-1736

Business Address: 90 Hudson St., Jersey City, NJ 07302

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

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

**Trustee Name:**

Joseph Sciame

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

Bedford Stuyvesant New Beginnings Charter School

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

Trustee, Chairman of the Board

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

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

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

<i>Please write "None" if applicable. Do not leave this space blank.</i>			
None	None	None	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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None	None	None	None	None

Joseph Sciame 7/15/2016  
 Signature Date

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

Business Telephone: 718-990-1941

Business Address: 8000 Utopia Parkway, Jamaica NY 11439

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: 6 Jones Street, New Hyde Park NY 11040



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

**Trustee Name:**

Cecelia Russo

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

Bedford Stuyvesant New Beginnings Charter School

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

Trustee, Chair of Education Committee

2. Is the trustee an employee of any school operated by the Education Corporation?  
     Yes   X   No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

     Yes   X   No

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

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

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

<i>Please write "None" if applicable. Do not leave this space blank.</i>			
None	None	None	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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None	None	None	None	None

*Cecelia Russo*

7/15/2016

Signature

Date

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

Business Telephone: 718-990-6667

Business Address: 8000 Utopia Parkway, Queens NY 11439

E-mail Address: [REDACTED]

Home Telephone: 718-990-6667

Home Address: [REDACTED]



# Entry 9 BOT Table

Created: 07/26/2016

Last updated: 07/27/2016

## Page 1

### 1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Joseph Sciame	<a href="mailto:jsciame@bsnbc.org">jsciame@bsnbc.org</a>	Chair/Board President	Executive, ED Evaluation	Yes	Higher Education	1 1-year term starting January 2010. Followed by 2 3-year terms ending in 2017.
2	Patricia Bramwell	<a href="mailto:pbramwell@bsnbc.org">pbramwell@bsnbc.org</a>	Vice Chair/Vice President	Executive, Family Life,	Yes	Social Work	1 2-year term starting January 2010. Followed by 2 3-year terms ending 2018.
3	Angel Charriez	<a href="mailto:acharriez@bsnbc.org">acharriez@bsnbc.org</a>	Treasurer	Executive, Finance	Yes	Finance	1 1-year term starting January 2010. Followed by 2 3-year terms

							ending in 2017.
4	Marlena Mondesir	<a href="mailto:mmondesir@bsnbc.org">mmondesir@bsnbc.org</a>	Secretary	Executive, Education, Development, Family Life, ED evaluation	Yes	Parent	5 1-year terms starting March 2012 and ending in 2017.
5	Victor Rivera	<a href="mailto:vriviera@bsnbc.org">vriviera@bsnbc.org</a>	Trustee/Member	Finance, Development, Grievance	Yes	Law	1 2-year term starting January 2010. Followed by 2 3-year terms ending 2018.
6	Leticia Theodore-Greene	<a href="mailto:lgreene@bsnbc.org">lgreene@bsnbc.org</a>	Trustee/Member	Development, Finance	Yes	Lobbying	3 3-year terms starting in March 2010, ending in 2019.
7	Kevin Nesbitt	<a href="mailto:knesbitt@bsnbc.org">knesbitt@bsnbc.org</a>	Trustee/Member	Family Life, Education, Grievance, ED Evaluation	Yes	Higher Education	3 3-year terms starting in January 2010, ending in 2019.
8	Dalia Oberlander	<a href="mailto:doberlander@bsnbc.org">doberlander@bsnbc.org</a>	Trustee/Member	Education	Yes	Entrepreneurship, arts	1 3-year term starting in January 2016 and ending in 2019.
9	Cecelia Russo	<a href="mailto:crusso@bsnbc.org">crusso@bsnbc.org</a>	Trustee/Member	Education, Family Life, Grievance, ED Evaluation	Yes	Higher Education	1 1-year term starting January 2010. Followed by 2 3-year terms ending in

10							
11							
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20							

**2. Total Number of Members on June 30, 2015**

9

**3. Total Number of Members Joining the Board 2015-16 School Year**

1

**4. Total Number of Members Departing the Board during the 2015-16 School Year**

0

**5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes**

9

**6. Number of Board Meetings Conducted in the 2015-16 School Year**

10

## **7. Number of Board Meetings Scheduled for the 2016-17 School Year**

10

**Thank you.**

All BSNBCS Board of Trustees meeting minutes for Fiscal Year 2016 can be found at the following address:

<http://bsnbcs.org/results-accountability/bot-meetings/>

## **Enrollment and Retention Efforts**

### **2015-16 Enrollment Effort**

During Academic Year 2015-16, we developed relationships with tenant associations in several neighboring NYCHA building to gain access to their meetings and announce open seats, to place promotional materials in their buildings' lobbies, and to distribute flyers door-to-door. A bilingual Vanguard mailing targeting 5th and 7th graders was sent in zip code 11206 and the neighboring zip codes was sent in October. Information about the school was provided in English and Spanish on our website and an online form was created to facilitate the application process.

In December and January, professional canvassers were hired to table in front of neighboring NYCHA buildings and knock on doors of households with children in grades K-8. The canvassers were bilingual and trained to speak about the school's programming, invite families for tours, and help families fill out applications. The canvassers had printed materials in English and Spanish and wore shirts with the school's logo.

Prior to the lottery application deadline of April 1st, materials were distributed to thousands of households within a half-mile radius by door-to-door flyer distribution. Promotional materials were also distributed to churches, daycare centers, grocery stores, and barbershops. Daycare center leaders were contacted to invite their senior classes to visit our Kindergarten classes. Various staff members attended recruitment fairs in Brooklyn and in Manhattan, some of them being targeted at students with special needs. We also participated in the NYC Charter Center's Common Application, which is widely advertised across New York City, to extend the reach of our recruitment efforts.

### **Plan for 2016-17**

#### **Admission Policies**

BSNBCS's admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to BSNBCS will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under NYS law for admission to a public school is qualified for admission to BSNBCS. BSNBCS shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. For admission to BSNBCS, a child/student must be five years old by December 31 of the year he or she is in Kindergarten, under 21 years of age, and must not possess a high school diploma. Admission to BSNBCS will be limited to pupils within the grade levels to be served by BSNBCS. As required in the new legislative provisions of the revised Charter Schools Act, BSNBCS will maintain an explicit policy regarding the preferred enrollment of children from CSD 16 where the school is located.

In its admission policies and procedures, BSNBCS will refrain from the following:

- Requiring parents to attend meetings or information workshops as a condition of enrolling students in BSNBCS;
- Having an unduly narrow enrollment period (e.g.: fewer than 30 days);
- Limiting outreach or advertising to obscure media or community outlets;
- Giving enrollment preference to children of members of the BSNBCS Board or founders group;



- Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to BSNBCS, regardless of their virtue, as a condition of enrolling their children (correcting a child's homework, volunteering, etc.);
- Mandating that students or parents agree with BSNBCS's mission or philosophy; and
- Giving preference to students interested or talented in a particular BSNBCS program.

#### **Application and admission periods and procedures**

Before and after January 1st of each school year, BSNBCS will advertise open registration. Families, if they choose, can meet with BSNBCS staff and review the expectations of BSNBCS. BSNBCS will recognize its policy of equitable admissions access to students with disabilities and ELLs in every phase of its admissions process. Interested families will submit applications beginning January 1st 2017, on an ongoing basis until April 1 at 5pm, at which point students' applications will be accepted for the post-lottery wait-list. If the number of applicants to BSNBCS exceeds the number of seats made open by the school, a lottery will be conducted by BSNBCS. The lottery will be held on or about April 15 annually.

#### **Outreach Plan**

BSNBCS undertakes the measures below, among others, to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation. The application is available on our website in English and Spanish, year round. For any parent that requests assistance in completing the application, bilingual operations staff provides help. If translation services are required and bilingual staff are unavailable, we will hire translators during the admission period. The following outreach strategies may be used:

- Direct mailings to local residents; of District 16. Materials will include specific references to the school's accessibility for all students, including ELLs and Students with Disabilities. Information will be provided in Spanish, the primary language for the majority of the district's ELLs.
- Post flyers and notices in Brooklyn, including supermarkets, churches, community centers, and apartment complexes, to expand the likelihood that the families of ELLs or SPED students will learn about the school. ;
- Open Houses conducted at BSNBCS for prospective parents;
- Attend general and thematic recruitment fairs;
- Visit local organizations in surrounding neighborhoods; as a part of our presentations, BSNBCS staff will make clear the school's accessibility for all students, including ELLs and Students with Disabilities.
- Canvass neighborhoods to further reach interested families.
- Other outreach via word of mouth, recruiting and other electronic resources.

The school will attract comparable or greater enrollment of students with disabilities and ELLs as compared to Brooklyn's CSD 16. BSNBCS's recruitment efforts towards this special population of students and their families may include:

- (1) print and/or web advertisements that include specific information about BSNBCS's Special Education program and that, where appropriate, describe the qualifications of BSNBCS's Special Education teachers,
- (2) open-house information sessions held in the community will include additional mentions and access for parents of Special Education students, and
- (3) personal meetings between BSNBCS's Special Education and/or BSNBCS's Special Education staff with any parents of Special Education students who express interest in learning more about how BSNBCS can meet the particular needs of their child.



# Entry 12 Teacher and Administrator Attrition

Created: 07/27/2016

Last updated: 08/01/2016

Report changes in teacher and administrator staffing.

## Page 1

### Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

#### 2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	47	9	19	13	58

#### 2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	13	5	6	3	15

Thank you



# Entry 13 Uncertified Teachers

Created: 07/30/2016

Last updated: 08/01/2016

## Page 1

**The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count.**

### **Staff Qualifications (June 30, 2016)**

**Note: Columns should sum to the FTE count of Teachers on June 30, 2016, and each teacher should be in only one column.**

1. Total FTE Count of Uncertified Teachers (6-30-16)	20
2. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (6-30-16)	15
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-16)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-16)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-16)	5
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-16)	0

**Thank you.**

Org Chart 2015-16

**BSNBCS Board of Trustees**

**Executive Director**

**School Management Team (Director of School Culture, Director of Lower School Instruction, Director of Middle School Instruction, Director of Operations, Chief Development Officer, Chief Financial Officer)**

Director of Operations	Director of School Culture	Lower School Director of Instruction	Middle School Director of Instruction	Chief Development Officer	Chief Finance Officer
Facilities Manager (1)	Safety Associate (2)	LS Curriculum and Instruction Coordinator (1)	MS Curriculum and Instruction Coordinator (1)		
Projects Manager (1)	Academic Dean (3)	RTI Specialist (1)	RTI Coordinator (1)		
Operations Manager (1)	Program Aide (1)	Literacy Learning Coach (1)	SpEd Manager (1)		
Logistics Manager (1)	School Aide (1)	Learning Coach (15)	SpEd Learning Coach (7)		
School Registrar (1)		Instructional Associate (13)	ELL Learning Coach (1)		
Operations Associate (1)		Electives Learning Coach (3)	Learning Coach (9)		
Facilities Associate (3)			Instructional Support Coordinator (1)		
			Instructional Associate (1)		
			Guidance Counselor (1)		
			Electives Learning Coach (4)		

**BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL CALENDAR FOR 2016-17**

Month	Day	Day of Week	Status	Count of Student Days	Description	Notes
August	1	Monday	Staff Training	x	Staff Training Day. No students in session	
August	2	Tuesday	Staff Training	x	Staff Training Day. No students in session	
August	3	Wednesday	Staff Training	x	Staff Training Day. No students in session	
August	4	Thursday	Staff Training	x	Staff Training Day. No students in session	
August	5	Friday	Staff Training	x	Staff Training Day. No students in session	
August	6	Saturday	Weekend	x	Weekend: No Students or Staff	
August	7	Sunday	Weekend	x	Weekend: No Students or Staff	
August	8	Monday	Staff Training	x	Staff Training Day. No students in session	
August	9	Tuesday	Staff Training	x	Staff Training Day. No students in session	
August	10	Wednesday	Staff Training	x	Staff Training Day. No students in session	
August	11	Thursday	Staff Training	x	Staff Training Day. No students in session	
August	12	Friday	Staff Training	x	Staff Training Day. No students in session	
August	13	Saturday	Weekend	x	Weekend: No Students or Staff	
August	14	Sunday	Weekend	x	Weekend: No Students or Staff	
August	15	Monday	Staff Training	x	Staff Training Day. No students in session	
August	16	Tuesday	Staff Training	x	Staff Training Day. No students in session	
August	17	Wednesday	Staff Training	x	Staff Training Day. No students in session	
August	18	Thursday	Staff Training	x	Staff Training Day. No students in session	
August	19	Friday	Staff Training	x	Staff Training Day. No students in session	
August	20	Saturday	Weekend	x	Weekend: No Students or Staff	
August	21	Sunday	Weekend	x	Weekend: No Students or Staff	
August	22	Monday	Staff Training	x	Staff Training Day. No students in session	
August	23	Tuesday	Staff Training	x	Staff Training Day. No students in session	
August	24	Wednesday	Staff Training	x	Staff Training Day. No students in session	
August	25	Thursday	Staff Training	x	Staff Training Day. No students in session	
August	26	Friday	Staff Training	x	Staff Training Day. No students in session	
August	27	Saturday	Weekend	x	Weekend: No Students or Staff	
August	28	Sunday	Weekend	x	Weekend: No Students or Staff	
August	29	Monday	School Day	1	Regular School Day. Students and Staff in Session	First Day of School for all Students
August	30	Tuesday	School Day	2	Regular School Day. Students and Staff in Session	
August	31	Wednesday	School Day	3	Regular School Day. Students and Staff in Session	
September	1	Thursday	School Day	4	Regular School Day. Students and Staff in Session	
September	2	Friday	School Day	5	Regular School Day. Students and Staff in Session	
September	3	Saturday	Vacation	x	Weekend: No Students or Staff	
September	4	Sunday	Vacation	x	Weekend: No Students or Staff	
September	5	Monday	Vacation	x	Federal Holiday. School Closed. No Students or Staff	Labor Day
September	6	Tuesday	School Day	6	Regular School Day. Students and Staff in Session	

**BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL CALENDAR FOR 2016-17**

Month	Day	Day of Week	Status	Count of Student Days	Description	Notes
September	7	Wednesday	School Day	7	Regular School Day: Students and Staff in Session	
September	8	Thursday	School Day	8	Regular School Day: Students and Staff in Session	
September	9	Friday	School Day	9	Regular School Day: Students and Staff in Session	
September	10	Saturday	Weekend	x	Weekend: No Students or Staff	
September	11	Sunday	Weekend	x	Weekend: No Students or Staff	
September	12	Monday	School Day	10	Regular School Day: Students and Staff in Session	
September	13	Tuesday	School Day	11	Regular School Day: Students and Staff in Session	
September	14	Wednesday	School Day	12	Regular School Day: Students and Staff in Session	
September	15	Thursday	School Day	13	Regular School Day: Students and Staff in Session	
September	16	Friday	School Day	14	Regular School Day: Students and Staff in Session	
September	17	Saturday	Weekend	x	Weekend: No Students or Staff	
September	18	Sunday	Weekend	x	Weekend: No Students or Staff	
September	19	Monday	School Day	15	Regular School Day: Students and Staff in Session	
September	20	Tuesday	School Day	16	Regular School Day: Students and Staff in Session	
September	21	Wednesday	School Day	17	Regular School Day: Students and Staff in Session	
September	22	Thursday	School Day	18	Regular School Day: Students and Staff in Session	
September	23	Friday	School Day	19	Regular School Day: Students and Staff in Session	
September	24	Saturday	Weekend	x	Weekend: No Students or Staff	
September	25	Sunday	Weekend	x	Weekend: No Students or Staff	
September	26	Monday	School Day	20	Regular School Day: Students and Staff in Session	
September	27	Tuesday	School Day	21	Regular School Day: Students and Staff in Session	
September	28	Wednesday	School Day	22	Regular School Day: Students and Staff in Session	
September	29	Thursday	School Day	23	Regular School Day: Students and Staff in Session	
September	30	Friday	School Day	24	Regular School Day: Students and Staff in Session	
October	1	Saturday	Weekend	x	Weekend: No Students or Staff	
October	2	Sunday	Weekend	x	Weekend: No Students or Staff	
October	3	Monday	School Day	25	Regular School Day: Students and Staff in Session	
October	4	Tuesday	School Day	26	Regular School Day: Students and Staff in Session	
October	5	Wednesday	School Day	27	Regular School Day: Students and Staff in Session	
October	6	Thursday	School Day	28	Regular School Day: Students and Staff in Session	
October	7	Friday	School Day	29	Regular School Day: Students and Staff in Session	
October	8	Saturday	Vacation	x	Weekend: No Students or Staff	
October	9	Sunday	Vacation	x	Weekend: No Students or Staff	
October	10	Monday	Vacation	x	Federal Holiday: School Closed. No Students or Staff	Columbus Day
October	11	Tuesday	School Day	30	Regular School Day: Students and Staff in Session	
October	12	Wednesday	School Day	31	Regular School Day: Students and Staff in Session	
October	13	Thursday	School Day	32	Regular School Day: Students and Staff in Session	

**BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL CALENDAR FOR 2016-17**

Month	Day	Day of Week	Status	Count of Student Days	Description	Notes
October	14	Friday	School Day	33	Regular School Day: Students and Staff in Session	
October	15	Saturday	Weekend	x	Weekend: No Students or Staff	
October	16	Sunday	Weekend	x	Weekend: No Students or Staff	
October	17	Monday	School Day	34	Regular School Day: Students and Staff in Session	
October	18	Tuesday	School Day	35	Regular School Day: Students and Staff in Session	
October	19	Wednesday	School Day	36	Regular School Day: Students and Staff in Session	
October	20	Thursday	School Day	37	Regular School Day: Students and Staff in Session	
October	21	Friday	School Day	38	Regular School Day: Students and Staff in Session	
October	22	Saturday	Weekend	x	Weekend: No Students or Staff	
October	23	Sunday	Weekend	x	Weekend: No Students or Staff	
October	24	Monday	School Day	39	Regular School Day: Students and Staff in Session	
October	25	Tuesday	School Day	40	Regular School Day: Students and Staff in Session	
October	26	Wednesday	School Day	41	Regular School Day: Students and Staff in Session	
October	27	Thursday	School Day	42	Regular School Day: Students and Staff in Session	
October	28	Friday	School Day	43	Regular School Day: Students and Staff in Session	Term 1 ENDS (43 days)
October	29	Saturday	Weekend	x	Weekend: No Students or Staff	
October	30	Sunday	Weekend	x	Weekend: No Students or Staff	
October	31	Monday	School Day	44	Regular School Day: Students and Staff in Session	
November	1	Tuesday	School Day	45	Regular School Day: Students and Staff in Session	
November	2	Wednesday	School Day	46	Regular School Day: Students and Staff in Session	
November	3	Thursday	School Day	47	Regular School Day: Students and Staff in Session	1st Quarter Parent Conferences 5:00pm-7:00pm; no afterschool
November	4	Friday	School Day	48	Regular School Day: Students and Staff in Session	
November	5	Saturday	Weekend	x	Weekend: No Students or Staff	
November	6	Sunday	Weekend	x	Weekend: No Students or Staff	
November	7	Monday	School Day	49	Regular School Day: Students and Staff in Session	
November	8	Tuesday	Holiday	x	Election Day: School Closed, No Students or Staff	Presidential Election; no staff or students
November	9	Wednesday	School Day	50	Regular School Day: Students and Staff in Session	
November	10	Thursday	School Day	51	Regular School Day: Students and Staff in Session	
November	11	Friday	Holiday	x	Federal Holiday: School Closed, No Students or Staff	Veterans Day
November	12	Saturday	Holiday	x	Weekend: No Students or Staff	
November	13	Sunday	Holiday	x	Weekend: No Students or Staff	
November	14	Monday	School Day	52	Regular School Day: Students and Staff in Session	
November	15	Tuesday	School Day	53	Regular School Day: Students and Staff in Session	
November	16	Wednesday	School Day	54	Regular School Day: Students and Staff in Session	
November	17	Thursday	School Day	55	Regular School Day: Students and Staff in Session	
November	18	Friday	School Day	56	Regular School Day: Students and Staff in Session	
November	19	Saturday	Weekend	x	Weekend: No Students or Staff	

**BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL CALENDAR FOR 2016-17**

Month	Day	Day of Week	Status	Count of Student Days	Description	Notes
November	20	Sunday	Weekend	x	Weekend: No Students or Staff	
November	21	Monday	Staff Training	x	Staff Training Day, No students in session	TRAINING DAY
November	22	Tuesday	Staff Training	x	Staff Training Day, No students in session	TRAINING DAY
November	23	Wednesday	Vacation	x	Vacation: No Students or Staff	Thanksgiving Recess
November	24	Thursday	Vacation	x	Vacation: No Students or Staff	Thanksgiving Recess
November	25	Friday	Vacation	x	Vacation: No Students or Staff	Thanksgiving Recess
November	26	Saturday	Weekend	x	Vacation: No Students or Staff	Thanksgiving Recess
November	27	Sunday	Weekend	x	Vacation: No Students or Staff	Thanksgiving Recess
November	28	Monday	School Day	57	Regular School Day: Students and Staff in Session	
November	29	Tuesday	School Day	58	Regular School Day: Students and Staff in Session	
November	30	Wednesday	School Day	59	Regular School Day: Students and Staff in Session	
December	1	Thursday	School Day	60	Regular School Day: Students and Staff in Session	
December	2	Friday	School Day	61	Regular School Day: Students and Staff in Session	
December	3	Saturday	Weekend	x	Weekend: No Students or Staff	
December	4	Sunday	Weekend	x	Weekend: No Students or Staff	
December	5	Monday	School Day	62	Regular School Day: Students and Staff in Session	
December	6	Tuesday	School Day	63	Regular School Day: Students and Staff in Session	
December	7	Wednesday	School Day	64	Regular School Day: Students and Staff in Session	
December	8	Thursday	School Day	65	Regular School Day: Students and Staff in Session	
December	9	Friday	School Day	66	Regular School Day: Students and Staff in Session	
December	10	Saturday	Weekend	x	Weekend: No Students or Staff	
December	11	Sunday	Weekend	x	Weekend: No Students or Staff	
December	12	Monday	School Day	67	Regular School Day: Students and Staff in Session	
December	13	Tuesday	School Day	68	Regular School Day: Students and Staff in Session	
December	14	Wednesday	School Day	69	Regular School Day: Students and Staff in Session	
December	15	Thursday	School Day	70	Regular School Day: Students and Staff in Session	
December	16	Friday	School Day	71	Regular School Day: Students and Staff in Session	
December	17	Saturday	Weekend	x	Weekend: No Students or Staff	
December	18	Sunday	Weekend	x	Weekend: No Students or Staff	
December	19	Monday	School Day	72	Regular School Day: Students and Staff in Session	
December	20	Tuesday	School Day	73	Regular School Day: Students and Staff in Session	
December	21	Wednesday	School Day	74	Regular School Day: Students and Staff in Session	
December	22	Thursday	School Day	75	Regular School Day: Students and Staff in Session	
December	23	Friday	School Day	76	Regular School Day: Students and Staff in Session	
December	24	Saturday	Vacation	x	Vacation: No Students or Staff	Winter Recess
December	25	Sunday	Vacation	x	Vacation: No Students or Staff	Winter Recess
December	26	Monday	Vacation	x	Vacation: No Students or Staff	Winter Recess
December	27	Tuesday	Vacation	x	Vacation: No Students or Staff	Winter Recess



**BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL CALENDAR FOR 2016-17**

Month	Day	Day of Week	Status	Count of Student Days	Description	Notes
December	28	Wednesday	Vacation	x	Vacation: No Students or Staff	Winter Recess
December	29	Thursday	Vacation	x	Vacation: No Students or Staff	Winter Recess
December	30	Friday	Vacation	x	Vacation: No Students or Staff	Winter Recess
December	31	Saturday	Vacation	x	Vacation: No Students or Staff	Winter Recess
January	1	Sunday	Vacation	x	Vacation: No Students or Staff	Winter Recess
January	2	Monday	Vacation	x	Vacation: No Students or Staff	Winter Recess
January	3	Tuesday	School Day	77	Regular School Day: Students and Staff in Session	
January	4	Wednesday	School Day	78	Regular School Day: Students and Staff in Session	
January	5	Thursday	School Day	79	Regular School Day: Students and Staff in Session	
January	6	Friday	School Day	80	Regular School Day: Students and Staff in Session	End of Term 2 (38 days)
January	7	Saturday	Weekend	x	Saturday Program TBD	
January	8	Sunday	Weekend	x	Weekend: No Students or Staff	
January	9	Monday	School Day	81	Regular School Day: Students and Staff in Session	Interim Assessments Week
January	10	Tuesday	School Day	82	Regular School Day: Students and Staff in Session	Interim Assessments Week
January	11	Wednesday	School Day	83	Regular School Day: Students and Staff in Session	Interim Assessments Week
January	12	Thursday	School Day	84	Regular School Day: Students and Staff in Session	Interim Assessments Week
January	13	Friday	School Day	85	Regular School Day: Students and Staff in Session	Interim Assessments Week
January	14	Saturday	Vacation	x	Weekend: No Students or Staff	
January	15	Sunday	Vacation	x	Weekend: No Students or Staff	
January	16	Monday	Vacation	x	Federal Holiday: School Closed, No Students or Staff	Dr Martin Luther King Jr Day
January	17	Tuesday	School Day	x	Staff Training Day: No students in session	DATA DAY: In Early Evening, Term 2 Parent Conferences (4pm-6pm)
January	18	Wednesday	School Day	86	Regular School Day: Students and Staff in Session	
January	19	Thursday	School Day	87	Regular School Day: Students and Staff in Session	
January	20	Friday	School Day	88	Regular School Day: Students and Staff in Session	
January	21	Saturday	Weekend	x	Saturday Program TBD	
January	22	Sunday	Weekend	x	Weekend: No Students or Staff	
January	23	Monday	School Day	89	Regular School Day: Students and Staff in Session	
January	24	Tuesday	School Day	90	Regular School Day: Students and Staff in Session	
January	25	Wednesday	School Day	91	Regular School Day: Students and Staff in Session	
January	26	Thursday	School Day	92	Regular School Day: Students and Staff in Session	
January	27	Friday	School Day	93	Regular School Day: Students and Staff in Session	
January	28	Saturday	Weekend	x	Saturday Program TBD	
January	29	Sunday	Weekend	x	Weekend: No Students or Staff	
January	30	Monday	School Day	94	Regular School Day: Students and Staff in Session	
January	31	Tuesday	School Day	95	Regular School Day: Students and Staff in Session	
February	1	Wednesday	School Day	96	Regular School Day: Students and Staff in Session	
February	2	Thursday	School Day	97	Regular School Day: Students and Staff in Session	

**BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL CALENDAR FOR 2016-17**

Month	Day	Day of Week	Status	Count of Student Days	Description	Notes
February	3	Friday	School Day	98	Regular School Day: Students and Staff in Session	
February	4	Saturday	Weekend	x	Saturday Program TBD	
February	5	Sunday	Weekend	x	Weekend: No Students or Staff	
February	6	Monday	School Day	99	Regular School Day: Students and Staff in Session	
February	7	Tuesday	School Day	100	Regular School Day: Students and Staff in Session	
February	8	Wednesday	School Day	101	Regular School Day: Students and Staff in Session	
February	9	Thursday	School Day	102	Regular School Day: Students and Staff in Session	
February	10	Friday	School Day	103	Regular School Day: Students and Staff in Session	
February	11	Saturday	Weekend	x	Saturday Program TBD	
February	12	Sunday	Weekend	x	Weekend: No Students or Staff	
February	13	Monday	School Day	104	Regular School Day: Students and Staff in Session	
February	14	Tuesday	School Day	105	Regular School Day: Students and Staff in Session	
February	15	Wednesday	School Day	106	Regular School Day: Students and Staff in Session	
February	16	Thursday	School Day	107	Regular School Day: Students and Staff in Session	
February	17	Friday	School Day	108	Regular School Day: Students and Staff in Session	
February	18	Saturday	Vacation	x	Vacation: No Students or Staff	MidWinter Recess
February	19	Sunday	Vacation	x	Vacation: No Students or Staff	MidWinter Recess
February	20	Monday	Vacation	x	Vacation: No Students or Staff	MidWinter Recess
February	21	Tuesday	Vacation	x	Vacation: No Students or Staff	MidWinter Recess
February	22	Wednesday	Vacation	x	Vacation: No Students or Staff	MidWinter Recess
February	23	Thursday	Vacation	x	Vacation: No Students or Staff	MidWinter Recess
February	24	Friday	Vacation	x	Vacation: No Students or Staff	MidWinter Recess
February	25	Saturday	Vacation	x	Vacation: No Students or Staff	MidWinter Recess
February	26	Sunday	Vacation	x	Vacation: No Students or Staff	MidWinter Recess
February	27	Monday	School Day	x	Staff Training Day: No students in session	TRAINING DAY
February	28	Tuesday	School Day	109	Regular School Day: Students and Staff in Session	
March	1	Wednesday	School Day	110	Regular School Day: Students and Staff in Session	
March	2	Thursday	School Day	111	Regular School Day: Students and Staff in Session	
March	3	Friday	School Day	112	Regular School Day: Students and Staff in Session	
March	4	Saturday	Weekend	x	Saturday Program TBD	
March	5	Sunday	Weekend	x	Weekend: No Students or Staff	
March	6	Monday	School Day	113	Regular School Day: Students and Staff in Session	
March	7	Tuesday	School Day	114	Regular School Day: Students and Staff in Session	
March	8	Wednesday	School Day	115	Regular School Day: Students and Staff in Session	
March	9	Thursday	School Day	116	Regular School Day: Students and Staff in Session	
March	10	Friday	School Day	117	Regular School Day: Students and Staff in Session	
March	11	Saturday	Weekend	x	Saturday Program TBD	
March	12	Sunday	Weekend	x	Weekend: No Students or Staff	

**BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL CALENDAR FOR 2016-17**

Month	Day	Day of Week	Status	Count of Student Days	Description	Notes
March	13	Monday	School Day	118	Regular School Day: Students and Staff in Session	
March	14	Tuesday	School Day	119	Regular School Day: Students and Staff in Session	
March	15	Wednesday	School Day	120	Regular School Day: Students and Staff in Session	
March	16	Thursday	School Day	121	Regular School Day: Students and Staff in Session	
March	17	Friday	School Day	122	Regular School Day: Students and Staff in Session	
March	18	Saturday	Weekend	x	Saturday Program TBD	
March	19	Sunday	Weekend	x	Weekend: No Students or Staff	
March	20	Monday	School Day	123	Regular School Day: Students and Staff in Session	
March	21	Tuesday	School Day	124	Regular School Day: Students and Staff in Session	
March	22	Wednesday	School Day	125	Regular School Day: Students and Staff in Session	
March	23	Thursday	School Day	126	Regular School Day: Students and Staff in Session	
March	24	Friday	School Day	127	Regular School Day: Students and Staff in Session	
March	25	Saturday	Weekend	x	Saturday Program TBD	
March	26	Sunday	Weekend	x	Weekend: No Students or Staff	
March	27	Monday	School Day	128	Regular School Day: Students and Staff in Session	
March	28	Tuesday	School Day	129	Regular School Day: Students and Staff in Session	ELA 3-8 Exams
March	29	Wednesday	School Day	130	Regular School Day: Students and Staff in Session	ELA 3-8 Exams
March	30	Thursday	School Day	131	Regular School Day: Students and Staff in Session	ELA 3-8 Exams
March	31	Friday	School Day	132	Regular School Day: Students and Staff in Session	
April	1	Saturday	Weekend	x	Saturday Program TBD	
April	2	Sunday	Weekend	x	Weekend: No Students or Staff	
April	3	Monday	School Day	133	Regular School Day: Students and Staff in Session	
April	4	Tuesday	School Day	134	Regular School Day: Students and Staff in Session	
April	5	Wednesday	School Day	135	Regular School Day: Students and Staff in Session	
April	6	Thursday	School Day	136	Regular School Day: Students and Staff in Session	
April	7	Friday	School Day	137	Regular School Day: Students and Staff in Session	Term 3 ENDS (57 days)
April	8	Saturday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	9	Sunday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	10	Monday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	11	Tuesday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	12	Wednesday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	13	Thursday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	14	Friday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	15	Saturday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	16	Sunday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	17	Monday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	18	Tuesday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	19	Wednesday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	20	Thursday	Vacation	x	Vacation: No Students or Staff	Spring Recess

**BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL CALENDAR FOR 2016-17**

Month	Day	Day of Week	Status	Count of Student Days	Description	Notes
April	21	Friday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	22	Saturday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	23	Sunday	Vacation	x	Vacation: No Students or Staff	Spring Recess
April	24	Monday	School Day	138	Regular School Day: Students and Staff in Session	
April	25	Tuesday	School Day	139	Regular School Day: Students and Staff in Session	
April	26	Wednesday	School Day	140	Regular School Day: Students and Staff in Session	
April	27	Thursday	School Day	141	Regular School Day: Students and Staff in Session	Parent Teacher Conferences (5-7pm); no afterschool
April	28	Friday	School Day	142	Regular School Day: Students and Staff in Session	
April	29	Saturday	Weekend	x	Saturday Program TBD	
April	30	Sunday	Weekend	x	Weekend: No Students or Staff	
May	1	Monday	School Day	143	Regular School Day: Students and Staff in Session	
May	2	Tuesday	School Day	144	Regular School Day: Students and Staff in Session	3-8 Math Exams
May	3	Wednesday	School Day	145	Regular School Day: Students and Staff in Session	3-8 Math Exams
May	4	Thursday	School Day	146	Regular School Day: Students and Staff in Session	3-8 Math Exams
May	5	Friday	School Day	147	Regular School Day: Students and Staff in Session	
May	6	Saturday	Weekend	x	Weekend: No Students or Staff	
May	7	Sunday	Weekend	x	Weekend: No Students or Staff	
May	8	Monday	School Day	148	Regular School Day: Students and Staff in Session	
May	9	Tuesday	School Day	149	Regular School Day: Students and Staff in Session	
May	10	Wednesday	School Day	150	Regular School Day: Students and Staff in Session	
May	11	Thursday	School Day	151	Regular School Day: Students and Staff in Session	
May	12	Friday	School Day	152	Regular School Day: Students and Staff in Session	
May	13	Saturday	Weekend	x	Weekend: No Students or Staff	
May	14	Sunday	Weekend	x	Weekend: No Students or Staff	
May	15	Monday	School Day	153	Regular School Day: Students and Staff in Session	
May	16	Tuesday	School Day	154	Regular School Day: Students and Staff in Session	
May	17	Wednesday	School Day	155	Regular School Day: Students and Staff in Session	
May	18	Thursday	School Day	156	Regular School Day: Students and Staff in Session	
May	19	Friday	School Day	157	Regular School Day: Students and Staff in Session	
May	20	Saturday	Weekend	x	Weekend: No Students or Staff	
May	21	Sunday	Weekend	x	Weekend: No Students or Staff	
May	22	Monday	School Day	158	Regular School Day: Students and Staff in Session	
May	23	Tuesday	School Day	159	Regular School Day: Students and Staff in Session	
May	24	Wednesday	School Day	160	Regular School Day: Students and Staff in Session	Science 4, 8
May	25	Thursday	School Day	161	Regular School Day: Students and Staff in Session	Science 4, 8
May	26	Friday	School Day	162	Regular School Day: Students and Staff in Session	Science 4, 8
May	27	Saturday	Vacation	x	Weekend: No Students or Staff	

**BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL CALENDAR FOR 2016-17**

Month	Day	Day of Week	Status	Count of Student Days	Description	Notes
May	28	Sunday	Vacation	x	Weekend: No Students or Staff	
May	29	Monday	Vacation	x	Federal Holiday: School Closed, No Students or Staff	Memorial Day
May	30	Tuesday	School Day	163	Regular School Day: Students and Staff in Session	Science 4, 8
May	31	Wednesday	School Day	164	Regular School Day: Students and Staff in Session	Science 4, 8
June	1	Thursday	School Day	165	Regular School Day: Students and Staff in Session	Science 4, 8
June	2	Friday	School Day	166	Regular School Day: Students and Staff in Session	Science 4, 8
June	3	Saturday	Weekend	x	Weekend: No Students or Staff	
June	4	Sunday	Weekend	x	Weekend: No Students or Staff	
June	5	Monday	School Day	167	Regular School Day: Students and Staff in Session	Science Written 4, 8
June	6	Tuesday	School Day	168	Regular School Day: Students and Staff in Session	
June	7	Wednesday	School Day	169	Regular School Day: Students and Staff in Session	
June	8	Thursday	Staff Training	x	Staff Training Day: No students in session	TRAINING DAY, Brooklyn/Queens Day
June	9	Friday	School Day	170	Regular School Day: Students and Staff in Session	
June	10	Saturday	Weekend	x	Weekend: No Students or Staff	
June	11	Sunday	Weekend	x	Weekend: No Students or Staff	
June	12	Monday	School Day	171	Regular School Day: Students and Staff in Session	
June	13	Tuesday	School Day	172	Regular School Day: Students and Staff in Session	
June	14	Wednesday	School Day	173	Regular School Day: Students and Staff in Session	
June	15	Thursday	School Day	174	Regular School Day: Students and Staff in Session	
June	16	Friday	School Day	175	Regular School Day: Students and Staff in Session	
June	17	Saturday	Weekend	x	Weekend: No Students or Staff	
June	18	Sunday	Weekend	x	Weekend: No Students or Staff	
June	19	Monday	School Day	176	Regular School Day: Students and Staff in Session	
June	20	Tuesday	School Day	177	Regular School Day: Students and Staff in Session	
June	21	Wednesday	School Day	178	Regular School Day: Students and Staff in Session	
June	22	Thursday	School Day	179	Regular School Day: Students and Staff in Session	
June	23	Friday	School Day	180	Regular School Day: Students and Staff in Session	Last day for students
June	24	Saturday	Weekend	x	Weekend: No Students or Staff	
June	25	Sunday	Weekend	x	Weekend: No Students or Staff	
June	26	Monday	School Day	x	Staff Training Day: No students in session	
June	27	Tuesday	School Day	x	Staff Training Day: No students in session	
June	28	Wednesday	School Day	x	Staff Training Day: No students in session	
June	29	Thursday	Staff Training	x	Staff Training Day: No students in session	
June	30	Friday	Staff Training	x	Staff Training Day: No students in session	

August 1-June 30 Day Count	
Training Days	30
Instructional Days	180