



# Entry 1 School Information and Cover Page

Last updated: 07/31/2018

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 (**as of June 30, 2018**) or you may not be assigned the correct tasks.

**a. SCHOOL NAME** BEDFORD STUYVESANT NEW BEGINNINGS CS (NYC CHANCELLOR)  
(Select name from the drop down menu)

**b. CHARTER AUTHORIZER (As of June 30th, 2018)** NYCDOE-Authorized Charter School

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

**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 A Tishuk
Title	Executive Director
Emergency Phone Number (###-###-####)	<del>XXXXXXXXXX</del>

**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 and become responsible citizens of the global community.

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

**KEY DESIGN ELEMENTS** (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

### **Variable 1**

#### **Academic Response to Intervention**

BSNBCS invests in Response-to-Intervention coordinators who 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 plan small-group lessons or co-teach with core-subject instructors to differentiate the content and support student learning. We use IoEducation to analyze assess student's learning and instructional strategies effectiveness.

### **Variable 2**

#### **Behavioral/emotional Response to Intervention**

BSNBCS implements 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 use ClassDojo (lower school) or LiveSchool (middle school) to track and reward student progress. 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	<p>Common-core aligned curriculum          In grades K-4, our school uses Lucy Caulkins' Writers' workshop framework. For Reading, we use Reading Streets in grades K-2 and custom Interdisciplinary units in grade 3 &amp; 4. In K-4 math we use Envision with CGI as supplemental curriculum. BSNBCS uses Go Math as its core Math curriculum in grades 5-8 and Engage NY as a supplement. In 5-8 ELA, we use Engage NY as core curriculum. We also use iReady's online diagnostic and instruction program to identify and target student needs in grades 3-8.</p>
Variable 5	<p>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.</p>
Variable 6	<p>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).</p>
Variable 7	<p>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.</p>
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

**i. TOTAL ENROLLMENT ON JUNE 30, 2018** 668

**j. GRADES SERVED IN SCHOOL YEAR 2017-18**

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

**l1. FACILITIES**

Does the school maintain or operate multiple sites?

No, just one site.

**l2. 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 (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	82 Lewis Avenue, Brooklyn NY 11206	718-453-1001	NYC CSD 16	K-8	Yes	7-8
Site 2						
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Nicholas Tishuk	[REDACTED]		<a href="mailto:ntishuk@bsnbcs.org">ntishuk@bsnbcs.org</a>
Operational Leader	Nicholas Tishuk	[REDACTED]		<a href="mailto:ntishuk@bsnbcs.org">ntishuk@bsnbcs.org</a>
Compliance Contact	Nicholas Tishuk	[REDACTED]		<a href="mailto:ntishuk@bsnbcs.org">ntishuk@bsnbcs.org</a>
Complaint Contact	Nicholas Tishuk	[REDACTED]		<a href="mailto:ntishuk@bsnbcs.org">ntishuk@bsnbcs.org</a>
DASA Coordinator	Nicholas Tishuk	[REDACTED]		<a href="mailto:ntishuk@bsnbcs.org">ntishuk@bsnbcs.org</a>

**m1. Are any sites in co-located space? If yes, please proceed to the next question.** No

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

**m3. Upload a current Certificate of Occupancy (COO) for each school site that is located in private space in NYC or located outside of NYC. Except for schools in district space (co-location space), school must provide a copy of the annual fire inspection report.**

**Site 1 Certificate of Occupancy (COO)**

<https://nysed-cso-reports.fluidreview.com/resp/17940261/yFPTXS6fVy/>

**Site 1 Fire Inspection Report**

(No response)

**Site 2 Certificate of Occupancy**

(No response)

**Site 2 Fire Inspection Report**

(No response)

**Site 3 Certificate of Occupancy**

(No response)

**Site 3 Fire Inspection Report**

(No response)

**n1. Were there any revisions to the school's charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions).**

No

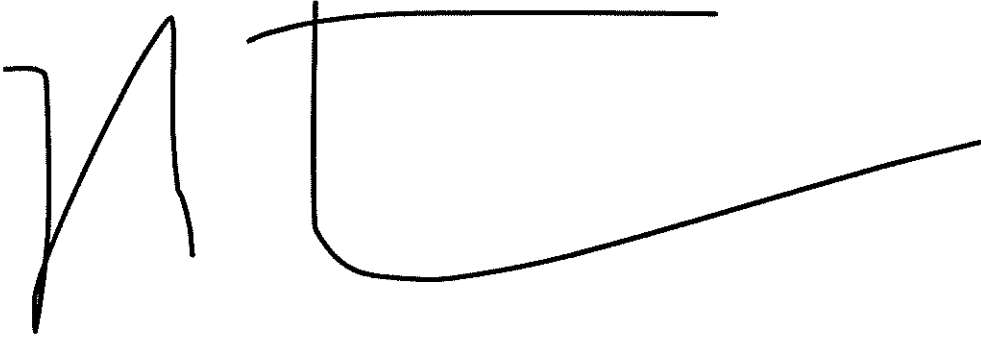
**o. Name and Position of Individual(s) Who Completed this Annual Report.**

Nichols Tishuk, Executive Director

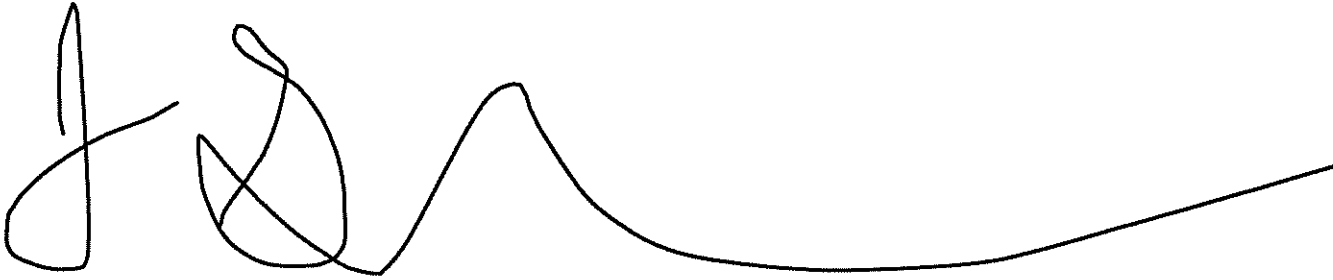
**p. Our signatures (Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We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

Yes

**Signature, Head of Charter School**

A handwritten signature consisting of a large, stylized 'M' followed by a long, sweeping horizontal line that curves upwards at the end.

**Signature, President of the Board of Trustees**

A handwritten signature starting with a large, looped 'J' or 'H' character, followed by a series of connected loops and a long, sweeping horizontal line that curves upwards at the end.

**Date**

2018/07/31

**Thank you.**

DUPLICATE

No. 59520

OFFICE OF THE PRESIDENT OF THE BOROUGH OF BROOKLYN  
BUREAU OF BUILDINGS

CERTIFICATE OF OCCUPANCY

(Issued Pursuant to Article 1, Section 5, Building Code)

BROOKLYN, N. Y.

Feb 7

1923

OWNER

St Johns College

ARCHITECT

Geo. E. Jones - J. Fred Cook

This is to certify that the NEW BUILDING

Located at # 80-86 Lewis in N.W. cor Hart St.  
has been COMPLETED substantially according to the approved plans and specifications and the requirements of the BUILDING CODE, and PERMISSION is hereby granted for the OCCUPANCY of said building for the following purposes:

This certificate supersedes all previously issued certificates.

STORY	LIVE LOADS LBS. PER SQ. FT.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	
Cellar					
Basement					
First Story	75				High School
Second "	75				
Third "	75				
Fourth "	75				
Fifth "	75				
Sixth "	75				
<del>Seventh</del> "	boarders 100				
<del>Eighth</del> "					
<del>Ninth</del> "					
<del>Tenth</del> "					
<del>th</del>					

Number of Buildings

one (1)

J. J. Flanagan

Permit No.

508626

Work Completed

1/17/30

Per

M. S. Greenwood  
Superintendent of Buildings





# Entry 2 NYS School Report Card Link

Last updated: 07/31/2018

## BEDFORD STUYVESANT NEW BEGINNINGS CS (NYC CHANCELLOR)

### 1. CHARTER AUTHORIZER (As of June 30th, 2018) NYCDOE-Authorized Charter School

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

### 2. 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/reportcard.php?instid=800000067232&year=2017&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&48SCI=1&lep=1&naep=1&rgents=1&nyseslat=1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1>



# Entry 3 Progress Toward Goals

Created: 10/25/2018 • Last updated: 10/31/2018

## PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

### 1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

#### 2017-18 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
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 examination."	NYS ELA Exam Scores  BSNBCS L3-L4: 46.6 CSD16 L3-L4: 34.1 NYS L3-L4: 45.0	Met	
Academic Goal 2 "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	NYS Mathematics Exam Scores  BSNBCS L3-L4: 33.5 CSD16 L3-L4: 29.6 NYS L3-L4: 45.0	Not Met	BSNBCS has outperformed its CSD of location but performed below NYS. However, the performance of BSNBCS students who are ELL (25%) outperformed NYS ELL students (16%). This year, we will begin Saturday Academy in October for middle schoolers

citywide percent proficient on the NYS math examination.”

specifically to remediate mathematical skills that have not been mastered in previous years.

### NYS ELA Exam Scores

#### 2017 vs CSD Gaps

Grade 3: 21.4%  
Grade 4: 17.6%  
Grade 5: -10.4%  
Grade 6: 14.5%  
Grade 7: 25.4%  
Grade 8: 10.4%

Compared to CSD 16, BSNBCS has reduced the only ELA grade-level cohort gap by 60% since last year. On average, grade-level cohorts outperformed district cohorts by 14.2 percentage points.

“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.”

#### 2018 vs CSD Gaps

Grade 3: 35.6%  
Grade 4: 13.2%  
Grade 5: -4.1%  
Grade 6: 6.5%  
Grade 7: 10.5%  
Grade 8: 23.5%

Not Met

Compared to NYC, BSNBCS has reduced the ELA 5th grade-level cohort gap by 40%. The gap for 6th grade increased, but the performance gaps for 7th and 8th grade were eliminated. On average, grade-level cohorts outperformed district cohorts by 3.9 percentage points.

#### 2017 vs NYC Gaps

Grade 3: 10.2%  
Grade 4: 5.3%  
Grade 5: -21.6%  
Grade 6: -5.0%  
Grade 7: -1.8%  
Grade 8: -9%

#### 2018 vs NYC Gaps

Grade 3: 31.4%  
Grade 4: 11.7%  
Grade 5: -13.0%  
Grade 6: -18.9%  
Grade 7: 11.6%  
Grade 8: 0.3%

Compared to CSD 16, BSNBCS has increased the 5th and 6th Math grade-level cohort gaps since last year, but eliminated it in 8th grade. On average, grade-level cohorts outperformed district

### NYS Mathematics

Academic Goal 3

Exam Scores

2017 vs CSD Gaps

Grade 3: 22.4%  
Grade 4: 43.5%  
Grade 5: -11.5%  
Grade 6: 7.70%  
Grade 7: 0.3%  
Grade 8: -3.3%

2018 vs CSD Gaps

Grade 3: 29.7%  
Grade 4: 20.0%  
Grade 5: -14.9%  
Grade 6: -3.5%  
Grade 7: 1.7%  
Grade 8: 7.5%

2017 vs NYC Gaps

Grade 3: 10.3%  
Grade 4: 28.0%  
Grade 5: -30.0%  
Grade 6: -20.5%  
Grade 7: -26.1%  
Grade 8: -18.5%

2018 vs NYC Gaps

Grade 3: 24.8%  
Grade 4: 13.6%  
Grade 5: -24.7%  
Grade 6: -30.8%  
Grade 7: -25.8%  
Grade 8: -10.2%

NYS ELA Exam Scores

6th Grade  
BSNBCS L3-4: 30%  
CSD16 L3-4: 23.5%

7th Grade  
BSNBCS L3-4: 31%

cohorts by 6.8 percentage points.

Compared to NYC, BSNBCS has reduced the Math grade-level cohort gap by 20% in 5th grade, 7% in 7th grade, and 45% in 8th grade. The gap for 6th grade increased.

This year, we are addressing middle school math deficiencies by using data on a daily basis to inform classroom instruction, curricular strategies, and programing. Based on this data, we begun a Math Saturday Academy in October and will hold a math boot camp during school break. We have brought in a math instruction consultant and hired a Math Coach who both work directly with our Middle School Math team to provide coaching and support. We are also integrating vertically our Math program so that teaching is consistent across grades

Not Met

Met

"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."

"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

Academic Goal 4

Academic Goal 5

must meet or exceed the Community School District of location percent proficient for each grade respectively.

CSD16 L3-4: 20.5%

8th Grade  
BSNBCS L3-4: 51%  
CSD16 L3-4: 27.5%

“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 Mathematics Exam Scores

6th Grade  
BSNBCS L3-4: 9%  
CSD16 L3-4: 12.5%

7th Grade  
BSNBCS L3-4: 14%  
CSD16 L3-4: 12.3%

8th Grade  
BSNBCS L3-4: 23%  
CSD16 L3-4: 15.5%

BSNBCS students outperformed the district in two of three grade levels in proficiency on the Math state exam in 2018. This year, we are addressing middle school math deficiencies by starting a Math Saturday Academy in November and holding a math boot camp during school break. We have brought in a math instruction consultant and hired a Math Coach who both work directly with our Middle School Math team to provide coaching and support. We are also integrating vertically our Math program so that teaching is consistent across grades.

Academic Goal 6

Academic Goal 7

Academic Goal 8

**2. Do have more academic goals to add?** No

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2017-18 Progress Toward Attainment of Organizational Goals

Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
<p>Org Goal 1</p> <p>"Each year, the school will have an average daily student attendance rate of at least 95%"</p>	<p>Student Attendance Data</p> <p>93.1%</p>	<p>Not Met</p>	<p>Despite increasing our overall attendance rate by 1.5 percentage point since last year, our attendance rate is still substantially impacted by chronically absent students who attended school less than 85% of the time last year. Our school has a student homelessness rate that is 30% higher than the city average, and we know that housing instability makes it difficult for families to get their children in school, and stay healthy. As we continuously backfill to provide as many family as possible with the opportunity to enroll their child at BSNBCS, we enroll students from populations that are more transient and historically have lower attendance rates</p>

Org Goal 2

"Each year, 95% of all students enrolled on the last day of the school year will return the following school year."

Student Enrollment Data  
90.1%

Not Met

due to sickness, financial and housing instability and environmental stressors.

Excluding rising 8th graders, fewer than 95% of students enrolled on the last day of school returned the following school year. A 13% of our families experienced displacement from their housing over the course of 2017-18 year, and while not all the attrition can be accounted for loss of housing, our neighborhood's gentrification and rising cost of living has been pushing many families to move out of the borough and the city. We are employing every efforts to support student retention such as providing access to bus services and community resources.

As BSNBCS continues to make strong academic progress, we have continued to develop high expectations and supports for all of our instructional staff. This approach has led to a reduced

Org Goal 3

"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  
78%

Not Met

turnover rate for staff, with a retention rate below 90%. According to public reports, many schools, whether DOE or Charters, experience similar turnover rates. BSNBCS has launched multiple initiatives to spur teacher retention, including: reimbursement for tuition and exam fees, extensive professional development building upon Kim Marshall's Individual Professional Growth Plan, investments to minimize or eliminate health care insurance premium increases for our employees, and financial health benefits such as college loan reimbursement assistance.

Org Goal 4

"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

NYC DOE School Survey for parents.

-88% of families say that they get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child. (Q1b) (vs. 87% for city-wide parents)

Met



parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey."

-93% of families say that they have communicated with their child's teacher about their child's performance. (Q4b) (vs. 92% for city-wide parents)

NYC DOE School Survey for teachers.

"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."

- 91% of teachers say that they had opportunities to work productively with colleagues at their school on professional development. (Q10c) (vs. 85% for city-wide teachers)

- 94% of teachers of all subjects say that they had the resources to develop students' conceptual understanding, procedural fluency, and their ability to apply math in context. (Q18g) (vs. 93% for city-wide teachers)

Org Goal 5

Met

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

Yes

## 2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 6	<p>"Students 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 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>NYC DOE School Survey for students</p> <p>- 90% of students agreed or strongly agreed that they feel safe in their classes at their school. (Q7d) (vs City-wide: 90%)</p> <p>- 86% of students agreed or strongly agreed that they feel safe traveling between home and their school. (Q7b) (vs City-wide: 86%)</p>	Met	
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

## 2017-18 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	"Each year, the school will operate a balanced budget and maintain a stable cash flow."	Audited Financial Statements	Met	
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



# Entry 4 Expenditures per Child

Created: 07/31/2018 • Last updated: 08/01/2018

## BEDFORD STUYVESANT NEW BEGINNINGS CS (NYC CHANCELLOR)Section Heading

### 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 2017-18 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	3960788
Line 2: Year End FTE student enrollment	669
Line 3: Divide Line 1 by Line 2	5920

## 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 2017-18 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.**

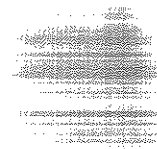
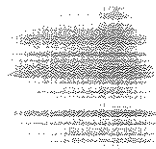
Line 1: Relevant Personnel Services Cost (Row)	330827
Line 2: Management and General Cost (Column)	261585
Line 3: Sum of Line 1 and Line 2	592412
Line 5: Divide Line 3 by the Year End FTE student enrollment	886

**Thank you.**

# Bedford Stuyvesant New Beginnings Charter School

## Financial Statements

June 30, 2018 and 2017



STATE OF NEW YORK  
COUNTY OF KINGS  
CITY OF BROOKLYN

STATE OF NEW YORK  
COUNTY OF KINGS  
CITY OF BROOKLYN



## Independent Auditors' Report

### Board of Trustees Bedford Stuyvesant New Beginnings Charter School

We have audited the accompanying financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School"), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the years then ended, and the statement of functional expenses for the year ended June 30, 2018, 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 audits. We conducted our audits 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 entity'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 entity'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.

PKF O'CONNOR DAVIES, LLP  
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PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

**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, 2018 and 2017, and the changes in its net assets and its cash flows for the years 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 2017 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 3, 2017. In our opinion, the summarized comparative statement of functional expenses presented herein for the year ended June 30, 2017 is consistent, in all material respects, with the audited financial statements from which it was derived.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 5, 2018, 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's 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.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 5, 2018



**Bedford Stuyvesant New Beginnings Charter School**

**Statements of Financial Position**

	June 30,	
	2018	2017
<b>ASSETS</b>		
Current Assets		
Cash and cash equivalents	\$ 1,464,026	\$ 1,443,534
Grants and contracts receivable	593,184	627,217
Prepaid expenses and other current assets	147,809	283,758
Total Current Assets	2,205,019	2,354,509
Property and equipment, net	1,766,568	1,813,909
Restricted cash	75,389	75,313
Security deposits	79,845	79,845
	<b>\$ 4,126,821</b>	<b>\$ 4,323,576</b>
 <b>LIABILITIES AND NET ASSETS</b>		
Current Liabilities		
Accounts payable and accrued expenses	\$ 182,545	\$ 45,801
Accrued payroll and payroll taxes	454,748	384,670
Refundable advances	-	17,416
Total Current Liabilities	637,293	447,887
Deferred rent	3,305,903	3,121,556
Total Liabilities	3,943,196	3,569,443
Net assets, unrestricted	183,625	754,133
	<b>\$ 4,126,821</b>	<b>\$ 4,323,576</b>

See notes to financial statements

**Bedford Stuyvesant New Beginnings Charter School**

**Statements of Activities**

	Year Ended June 30,	
	<u>2018</u>	<u>2017</u>
<b>REVENUE AND SUPPORT</b>		
State and local per pupil operating revenue	\$ 11,638,551	\$ 10,978,722
State and local per pupil facilities funding	613,185	298,775
Federal grants	554,978	518,020
State and city grants	204,041	323,914
Contributions and private grants	29,697	150
After school program	50,904	53,513
In-kind donation	5,880	-
Other income	5,574	19,240
<b>Total Revenue and Support</b>	<b><u>13,102,810</u></b>	<b><u>12,192,334</u></b>
<b>EXPENSES</b>		
Program Services		
Regular education	8,083,253	6,960,991
Special education	2,497,105	2,076,678
Supplementary education	438,213	167,557
<b>Total Program Services</b>	<b><u>11,018,571</u></b>	<b><u>9,205,226</u></b>
Supporting Services		
Management and general	2,422,196	2,446,260
Fundraising	232,551	296,756
<b>Total Expenses</b>	<b><u>13,673,318</u></b>	<b><u>11,948,242</u></b>
<b>Change in Net Assets</b>	<b>(570,508)</b>	<b>244,092</b>
<b>NET ASSETS, UNRESTRICTED</b>		
Beginning of year	<u>754,133</u>	<u>510,041</u>
End of year	<b><u>\$ 183,625</u></b>	<b><u>\$ 754,133</u></b>

Bedford-Stuyvesant New Beginnings Charter School

Statement of Functional Expenses  
 Year Ended June 30, 2018  
 (with summarized totals for the year ended June 30, 2017)

	Program Services			Total	Management and			Total	Total
	Regular Education	Special Education	Supplementary Education		General	Fundraising			
Salaries and wages	\$ 4,942,150	\$ 1,524,401	\$ 118,839	\$ 6,585,390	\$ 1,274,379	\$ 27,760	\$ 7,887,529	\$ 6,785,419	
Employee benefits and payroll taxes	1,124,483	346,846	27,039	1,498,368	289,962	6,316	1,794,646	1,435,285	
Audit and accounting fees	-	-	-	-	22,250	-	22,250	22,250	
Legal fees	-	-	-	-	863	-	863	40,617	
Marketing and recruiting	45,272	22,476	-	67,748	34,911	3,491	106,150	90,072	
Financial management services	-	-	-	-	67,769	-	67,769	130,750	
Contractual services	-	-	-	-	-	-	-	1,264	
Consulting	12,757	3,935	266,852	283,544	160,687	150,055	594,286	484,286	
Leased equipment	-	-	-	-	44,621	451	45,072	23,597	
Student food services	1,818	548	-	2,366	468	-	2,834	15,206	
Staff lunches	44,888	13,521	-	58,409	11,560	-	69,959	47,985	
Insurance	49,205	14,821	-	64,026	12,699	-	76,685	75,802	
Utilities	100,028	30,854	2,405	133,287	26,395	-	159,642	84,574	
Rent	825,820	254,723	19,858	1,100,401	217,585	-	1,317,986	1,318,556	
Postage and shipping	-	-	-	-	9,017	475	9,492	6,594	
Classroom supplies	97,214	29,746	-	126,960	108	-	127,068	73,367	
Instructional materials	152,196	46,573	-	198,769	-	-	198,769	222,855	
Professional development	79,163	24,224	-	103,387	51,182	-	154,569	99,474	
Repairs and maintenance	160,443	49,296	3,220	212,959	42,112	-	255,071	214,670	
Office expense	3,555	1,071	-	4,626	55,756	43,350	103,732	89,475	
Telephone and internet services	23,346	7,032	-	30,378	5,880	128	36,386	45,451	
Information technology	95,785	28,851	-	124,636	24,119	525	149,280	152,153	
Student transportation	53,247	16,294	-	69,541	-	-	69,541	64,565	
Dues and subscriptions	54,562	16,434	-	70,996	14,039	-	85,035	52,133	
Depreciation and amortization	216,498	65,211	-	281,709	55,703	-	337,412	368,744	
Miscellaneous	823	248	-	1,071	221	-	1,292	3,098	
Total Expenses	\$ 8,083,253	\$ 2,497,105	\$ 438,213	\$ 11,018,571	\$ 2,422,196	\$ 232,551	\$ 13,673,318	\$ 11,948,242	

See notes to financial statements

**Bedford Stuyvesant New Beginnings Charter School**

**Statements of Cash Flows**

	<u>Year Ended June 30,</u>	
	<u>2018</u>	<u>2017</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in net assets	\$ (570,508)	\$ 244,092
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	337,412	368,744
Deferred rent	184,347	184,345
Changes in operating assets and liabilities		
Grants and contracts receivable	34,033	(214,657)
Prepaid expenses and other current assets	135,949	(275,533)
Accounts payable and accrued expenses	136,744	(219,856)
Accrued payroll and payroll taxes	70,078	28,933
Refundable advances	(17,416)	(4,849)
Net Cash from Operating Activities	<u>310,639</u>	<u>111,219</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchases of property and equipment	(290,071)	(282,411)
Restricted cash	(76)	(75)
Net Cash from Investing Activities	<u>(290,147)</u>	<u>(282,486)</u>
 Net Change in Cash and Cash Equivalents	 20,492	 (171,267)
<b>CASH AND CASH EQUIVALENTS</b>		
Beginning of year	<u>1,443,534</u>	<u>1,614,801</u>
End of year	<u>\$ 1,464,026</u>	<u>\$ 1,443,534</u>

## Bedford Stuyvesant New Beginnings Charter School

Notes to Financial Statements  
June 30, 2018 and 2017

### 1. Organization and Tax Status

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 five-year term expiring June 30, 2023. 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 669 students in kindergarten through eighth grade during the 2017-2018 academic year.

The New York City Department of Education provides transportation directly to some of the School's students. Such costs are not included in these financial statements. The School provides universal free lunch to all of the School's scholars.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

### 2. Summary of Significant Accounting Policies

#### ***Basis of Presentation and Use of Estimates***

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which 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 revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

#### ***Net Asset Presentation***

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

*Unrestricted* - consist of resources available for the general support of the School's operations. Unrestricted net assets may be used at the discretion of the School's management and Board of Trustees.

**Bedford Stuyvesant New Beginnings Charter School**

Notes to Financial Statements  
June 30, 2018 and 2017

**2. Summary of Significant Accounting Policies (continued)**

***Net Asset Presentation (continued)***

*Temporarily Restricted* - represent amounts restricted by donors for specific activities of the School or to be used at some future date. The School records contributions as temporarily restricted if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions. However, when restrictions on donor-restricted contributions are met in the same accounting period in which they are received, such amounts are reported as unrestricted net assets.

*Permanently Restricted* - consist of net assets that are subject to donor imposed restrictions that require the School to maintain them permanently, including funds that are subject to restrictions of gift instruments requiring that the principal be invested in perpetuity and the income be used for specific or general purposes. Income and gains earned on endowment fund investments are available to be used in the unrestricted or temporarily restricted net asset classes based upon stipulations by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2018 and 2017.

***Cash and Cash Equivalents***

Cash and cash equivalents include cash balances held in bank accounts and highly liquid debt instruments with maturities of three months or less at the time of purchase.

***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.

***Property and Equipment***

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of \$1,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case such assets are expensed as incurred.

**Bedford Stuyvesant New Beginnings Charter School**

Notes to Financial Statements  
June 30, 2018 and 2017

**2. Summary of Significant Accounting Policies (continued)**

***Property and Equipment (continued)***

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Computers and equipment	3 - 5 years
Furniture and fixtures	7 years
Software	3 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2018 and 2017.

***Refundable Advances***

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

***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, 2018 and 2017.

***Deferred Rent***

The School records its rent in accordance with U.S. GAAP whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis. 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 statement of financial position.

***Revenue and Support***

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.

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 at the date of donation.

## **Bedford Stuyvesant New Beginnings Charter School**

Notes to Financial Statements  
June 30, 2018 and 2017

### **2. Summary of Significant Accounting Policies (continued)**

#### ***In-Kind Donation***

Donated goods are recorded at their estimated fair value when received. For the year ended June 30, 2018, the School received a donation of computer tablets for students and mirrored wall decor valued at \$5,880.

#### ***Marketing and Recruitment***

Marketing and recruitment costs are expensed as incurred for staff and student recruitment. Marketing and recruitment expense for the years ended June 30, 2018 and 2017 was \$106,150 and \$90,072.

#### ***Functional Expense Allocation***

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

#### ***Accounting for Uncertainty in Income Taxes***

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2015.

#### ***Prior Year Summarized Comparative Financial Information***

The statement of functional expenses include prior-year summarized comparative information in total but not by function. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such information should be read in conjunction with the School's statement of functional expenses for the year ended June 30, 2017, from which the summarized information was derived.

#### ***Subsequent Events Evaluation by Management***

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 5, 2018.



## Bedford Stuyvesant New Beginnings Charter School

### Notes to Financial Statements June 30, 2018 and 2017

#### 3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year and has not provided an allowance for doubtful accounts.

#### 4. Property and Equipment

Property and equipment consists of the following at June 30:

	2018	2017
Computers and equipment	\$ 900,644	\$ 848,052
Furniture and fixtures	408,380	405,901
Leasehold improvements	2,374,337	2,139,337
Software	<u>81,936</u>	<u>81,936</u>
	3,765,297	3,475,226
Accumulated depreciation and amortization	<u>(1,998,729)</u>	<u>(1,661,317)</u>
	<u>\$ 1,766,568</u>	<u>\$ 1,813,909</u>

#### 5. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of the participant's annual compensation. Employee match for the years ended June 30, 2018 and 2017 amounted to \$143,793 and \$85,880.

#### 6. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2018 and 2017, approximately \$1,289,000 and \$1,268,000 of cash was maintained with an institution in excess of FDIC limits.

#### 7. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2018 and 2017, the School received approximately 94% and 93% of total revenue and support 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**

Notes to Financial Statements  
June 30, 2018 and 2017

**8. Commitment**

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 for the years ended June 30,:

2019	\$ 1,133,640
2020	1,133,640
2021	1,605,186
2022	1,605,186
2023	1,605,186
Thereafter	<u>12,038,895</u>
	<u>\$ 19,121,733</u>

Rent expense for the years ended June 30, 2018 and 2017 was \$1,317,986 and \$1,318,556.

**9. Contingency**

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. 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.

\*\*\*\*\*



**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**

**Independent Auditors' Report**

**Board of Trustees  
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"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 5, 2018.

**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 entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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

### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free 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*.

### 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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 5, 2018



# Entry 5c Additional Financial Docs

Last updated: 10/25/2018

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.

## Section Heading

### 1. Management Letter

<https://nysed-cso-reports.fluidreview.com/resp/20047053/8mMlunnVv3/>

**Explanation for not uploading the Management Letter.** (No response)

### 2. Form 990

(No response)

**Explanation for not uploading the Form 990.** The form 990 will be ready by November 15th, the IRS deadline date.

### 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.** BSNBCS did not receive federal monies in an amount that met the Federal Single Audit threshold.

### 4. CSP Agreed Upon Procedure Report

(No response)

**Explanation for not uploading the procedure report.** BSNBCS did not receive CSP funding.

## 5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/resp/20047053/pN6H0Nalce/>

**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)

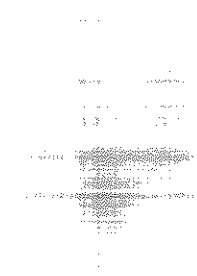
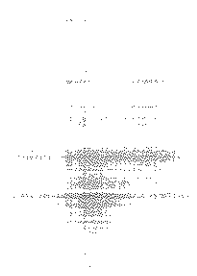
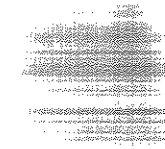
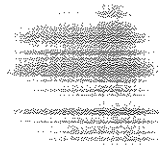
**Explanation for not uploading the Corrective Action Plan.**

BSNBCS did not receive a corrective action plan.

# Bedford Stuyvesant New Beginnings Charter School

## Independent Auditors' Report on Communication of Internal Control Matters

June 30, 2018





**Independent Auditors' Communication on  
Internal Control Matters**

**The Board of Trustees  
Bedford Stuyvesant New Beginnings Charter School**

In planning and performing our audit of the financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School") as of and for the year ended June 30, 2018, 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 entity'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 deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, audit committee, Board of Trustees, The 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 would like to take this opportunity to acknowledge the courtesy and assistance extended to us by School personnel during the course of our audit.

*PKF O'Connor Davies, LLP*  
October 5, 2018



**BEDFORD STUYVESANT NEW BEGINNINGS  
CHARTER SCHOOL**

**BEDFORD STUYVESANT NEW  
BEGINNINGS**

**Business Money Market** [REDACTED]

Previous Balance 07/31/18	\$75,395.00
0 Deposits/Credits	\$0.00
Interest Paid	\$6.40
0 Checks/Debits	\$0.00
Service Charges	\$0.00
Ending Balance 08/31/18	\$75,401.40

Number of Days In Cycle	31
Minimum Balance This Cycle	\$75,395.00
Average Collected Balance	\$75,395.00
Interest Earned During this Cycle	\$8.40
Interest Paid Year-To-Date	\$50.18
Annual Percentage Yield (This Statement Period)	0.10%

**BEDFORD STUYVESANT NEW  
BEGINNINGS**

**Business Money Market** [REDACTED]

Date	Description	Deposits/Credits	Withdrawals/Debits	Resulting Balance
08/31	Interest paid	\$6.40		\$75,401.40
<b>Total</b>		\$6.40	\$0.00	



# Entry 5d Financial Services Contact Information

Last updated: 10/25/2018

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.

## BEDFORD STUYVESANT NEW BEGINNINGS CS (NYC CHANCELLOR)Section Heading

### 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

### 2. 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@pkfod.com">gsaliba@pkfod.com</a>	914-381-8900	2

### 3. If applicable, please provide contact information for the school's outsourced financial services firm.

Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
NA	NA	NA	<a href="mailto:NA@na.com">NA@na.com</a>	123-333-1234	0

# New York State Education Department

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

## 2018-19 Budget & Cash Flow Template

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

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

Bedford Stuyvesant New Beginnings Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

	REGULAR EDUCATION		SPECIAL EDUCATION		OTHER		FUNDRAISING		MANAGEMENT & GENERAL		TOTAL
	REGULAR	SPECIAL	REGULAR	SPECIAL	REGULAR	SPECIAL	REGULAR	SPECIAL	REGULAR	SPECIAL	
Total Revenue	11,112,276	2,049,134	1,048,880	240,637	92,947	544,218	14,212,570				
Total Expenses	10,512,168	2,719,785	240,637	92,947	544,218	14,149,660					
Net Income	600,108	(670,651)	608,243	92,947	(544,218)	662,910					
Actual Student Enrollment	549	134	134	134	134	62,920					
Total Paid Student Enrollment	556	134	134	134	134	630					

	PROGRAM SERVICES		SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	
10,562,520	2,049,134	1,048,880	240,637	92,947	10,962,520
230,736	60,434	56,000	56,000	56,000	56,000
10,812,276	1,790,434	56,000	56,000	56,000	12,659,710
10,562,520					10,562,520

CY Per Pupil Rate

10,812,276	19,876.27
10,562,520	19,400.00

REVENUE	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUES FROM STATE SOURCES						
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)						
Special Education Revenue						
Grants						
Stipends						
Other						
Other State Revenue						
TOTAL REVENUE FROM STATE SOURCES	10,812,276	1,790,434	56,000	56,000	56,000	12,659,710

REVENUE FROM FEDERAL FUNDING	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
IDEA Special Needs	169,500	169,500				339,000
Title I	81,000	27,000				108,000
Title Funding - Other						
School Food Service (Free Lunch)						
Grants						
Charter School Program (CSP) Planning & Implementation						
Other						
Other Federal Revenue						
TOTAL REVENUE FROM FEDERAL SOURCES	249,500	196,500				446,000

LOCAL and OTHER REVENUE	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Contributions and Donations, Fundraising	22,100	7,900				30,000
Excess Reimbursement	16,000					16,000
Internal Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Development), Food Service (Income from meals)	22,000		267,000			289,000
Text Book						
Other Local Revenue			36,000			36,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	63,100	7,900	267,000			338,000

EXPENSES	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ADMINISTRATIVE STAFF PERSONNEL COSTS	1,412,448	36,272			5,000	1,453,720
Executive Management	342,464	82,536				425,000
Instructional Management	1,237,076	292,965			20,000	1,550,041
Deans, Directors & Coordinators						
CFO / Director of Finance						
No. of Positions	1,001					
	3,001					
	18,001					
	1,001					
TOTAL REVENUE	11,112,276	2,049,134	1,048,880	240,637	92,947	14,212,570

Bedford Stuyvesant New Beginnings Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
11,112,876	2,049,834	1,048,860	-	-	14,211,570
10,512,156	2,719,795	240,837	92,947	644,215	14,148,680
900,720	(669,961)	809,123	(92,947)	(644,215)	62,520
558	134	-	-	-	692
558	134	-	-	-	692
Total Paid Student Enrollment					890

OPERATION / BUSINESS MANAGER	ADMINISTRATIVE STAFF	TOTAL ADMINISTRATIVE STAFF
20,000	232,654	252,654
5,000	-	5,000
29	-	29

INSTRUCTIONAL PERSONNEL COSTS	TEACHERS - REGULAR	TEACHERS - SPED	SUBSTITUTE TEACHERS	TEACHING ASSISTANTS	SPECIALTY TEACHERS	ADDS	THERAPISTS & COUNSELORS	OTHER	TOTAL INSTRUCTIONAL
2,477,688	743,125	-	952,932	285,625	181,159	662,205	4,507,610	1,677,884	5,675,494

NON-INSTRUCTIONAL PERSONNEL COSTS	NAURSE	LIBRARIAN	CLOCKER	SECURITY	OTHER	TOTAL NON-INSTRUCTIONAL
125	2,000	2,000	45,000	45,000	15,000	109,000

PAYROLL TAXES AND BENEFITS	PAYROLL TAXES	FRINGE / EMPLOYEE BENEFIT	RETIREMENT / PENSION	TOTAL PAYROLL TAXES AND BENEFITS
6,622,729	1,631,033	201,706	35,059	8,530,527

CONTRACTED SERVICES	ACCOUNTING / AUDIT	LEGAL	MANAGEMENT COMPANY FEE	NAME SERVICES	FOOD SERVICES / SCHOOL LUNCH	PAYROLL SERVICES	SPECIAL ED SERVICES	OTHER PURCHASED / PROFESSIONAL / CONSULTING	TOTAL CONTRACTED SERVICES
2,092,123	235,673	68,813	51,443	17,370	66,406	186,672	265,873	2,907,880	

SCHOOL OPERATIONS	BOARD EXPENSES	CLASSROOM / TEACHING SUPPLIES & MATERIALS	TOTAL
29,113	-	20,000	49,113

Bedford Stuyvesant New Beginnings Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	11,112,978	2,049,834	1,048,880	-	-	14,211,692
Total Expenses	10,512,155	2,719,785	240,537	82,947	584,215	14,149,639
Net Income	600,823	(669,951)	608,343	(82,947)	(584,215)	62,893
Actual Student Enrollment	643	134	-	-	-	777
Total Paid Student Enrollment	777	134	-	-	-	911

	PROGRAM SERVICES			SUPPORT SERVICES			TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Special Ed Supplies & Materials	26,354	6,351	-	-	-	32,705	
Textbooks / Workbooks	57,979	13,973	-	-	-	71,952	
Supplies & Materials other	10,542	2,541	-	-	-	13,083	
Equipment / Furniture	14,319	3,746	-	-	-	18,065	
Telephones	9,944	2,602	-	-	-	12,546	
Technology	116,011	30,350	-	-	-	146,361	
Student Teaching & Assessment	36,895	8,892	-	-	-	45,787	
Field Trips	32,232	7,768	-	-	-	40,000	
Transportation (student)	42,167	10,162	-	-	-	52,329	
Student Services - other	-	-	-	-	-	-	
Office Expense	48,353	12,650	-	-	-	61,003	
Staff Development	120,401	31,499	-	-	-	151,900	
Staff Recruitment	84,827	22,192	-	-	-	107,019	
Student Recruitment / Marketing	28,276	7,397	-	-	-	35,673	
School Meals / Lunch	10,946	2,884	-	-	-	13,830	
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	45,000	-	45,000	
Other	8,036	2,102	-	29	846	11,013	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>769,090</b>	<b>194,202</b>	<b>-</b>	<b>45,529</b>	<b>66,476</b>	<b>1,075,278</b>	

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Facility Operation & Maintenance	68,027	17,786	-	251	7,148	93,212
Insurance	1,049,951	274,607	-	3,767	110,433	1,438,758
Landlord	146,229	38,249	-	525	16,382	191,385
Building and Land Rent / Lease	21,511	10,755	-	-	10,755	43,021
Repairs & Maintenance	83,491	23,260	-	328	9,348	116,427
Equipment / Furniture	1,369,108	384,657	-	5,457	4,871	1,759,093
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>18,512,156</b>	<b>2,719,795</b>	<b>-</b>	<b>82,947</b>	<b>584,215</b>	<b>24,055,073</b>

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>18,512,156</b>	<b>2,719,795</b>	<b>-</b>	<b>82,947</b>	<b>584,215</b>	<b>24,055,073</b>
<b>NET INCOME</b>	<b>600,823</b>	<b>(669,951)</b>	<b>608,343</b>	<b>(82,947)</b>	<b>(584,215)</b>	<b>62,893</b>

ENROLLMENT - \*School Districts Are Linked To Above Entries\*

District of Location	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
School District 2 (Enter Name)	559	134	693
School District 3 (Enter Name)	-	-	-
School District 4 (Enter Name)	-	-	-
School District 5 (Enter Name)	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>559</b>	<b>134</b>	<b>693</b>

REVENUE PER PUPIL

Bedford Suvvesant New Beginnings Charter School

**PROJECTED BUDGET FOR 2018-2019**

July 1, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 106. This will populate the data in row 10.

	REGULAR EDUCATION		SPECIAL EDUCATION		OTHER		FUNDRAISING		MANAGEMENT & GENERAL		TOTAL
Total Revenue	11,112,576		2,049,134		1,049,890		-		-	-	14,212,570
Total Expenses	10,612,166		2,719,795		240,637		92,947		544,216		14,149,660
Net Income	500,410		(670,661)		809,253		(92,947)		(544,216)		62,920
Actual Student Enrollment	669		124								890
Total Paid Student Enrollment	669		124								890

	PROGRAM SERVICES		SUPPORT SERVICES		MANAGEMENT & GENERAL		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		TOTAL
EXPENSES PER PUPIL							







**Assumptions**  
**DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable**

[Redacted]

No expense due to 2017 City Council rule

Miscellaneous costs not captured by this template

Janitorial services captured under "maintenance"

Security costs captured under "personnel security" and "technology"

[Empty rows]



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

Trustee Name:

Patricia Braswell

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). Vice Chair

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
<u>None</u>	<u>None</u>	<u>None</u>	<u>None</u>

--	--	--	--

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

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: \_\_\_\_\_

*None*

Business Address: \_\_\_\_\_

*retiree*

E-mail Address: \_\_\_\_\_

*[Redacted] @gmail.com*

Home Telephone: \_\_\_\_\_

*[Redacted]*

Home Address: \_\_\_\_\_

*[Redacted] 11233*

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

Trustee Name:

NANCY E. CAVALUZZI

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

BALFOUR STURGESANT NEW BEGINNINGS CHARTER SCHOOL

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

BOARD MEMBER

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
Please write "None" if applicable. Do not leave this space blank. <u>N O N E</u>			



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

Trustee Name:

Doris F. Givialis

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

Bulford Shoykust New Learning Charter School

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

Board member, Committee member (Finance)

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

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

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

Yes  No

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

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

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



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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>				

Signature *James F. [Redacted]*

Date *6-16-2018*

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

Business Telephone [Redacted]

Business Address: *James Howell*

E-mail Address: [Redacted]@earthlink.net

Home Telephone: [Redacted]

Home Address: [Redacted] Albany, NY 11238

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

**Trustee Name:**

Tyler McConnell

**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).

*Not applicable*

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

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

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

Signature: *[Handwritten Signature]*

Date: 13 - April - 2018

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

Business Telephone: [Redacted]

Business Address: [Redacted] New York, NY 10022

E-mail Address: [Redacted] @gmail.com

Home Telephone: [Redacted]

Home Address: [Redacted] NJ 07040

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

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). Parent representative, secretary

2. Is the trustee an employee of any school operated by the Education Corporation?  
     Yes      ~~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      ~~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

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

*[Signature]* 7/31/2018  
 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: [REDACTED]  
 Business Address: [REDACTED] @ bsnbc bsnbcs.org  
 E-mail Address: [REDACTED] @ gmail.com  
 Home Telephone: [REDACTED]  
 Home Address: [REDACTED] 7 Bklyn NY 11221

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

Trustee Name:

Kevin A. Nesbitt

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

BSNBC

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

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
None	None	None	None

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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>None</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>

*Kern A. Kraft*  
Signature

*6/18/18*  
Date

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

Business Telephone: *[Redacted]*

Business Address: *[Redacted] Suite 203*

E-mail Address: *[Redacted]@hunter.cuny.edu*

Home Telephone: *[Redacted]*

Home Address: *[Redacted] Bklyn, NY 11233*

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

Trustee Name:

Delia Oberlander

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

Belford Street at New Beginnings Charter School

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

2. Is the trustee an employee of any school operated by the Education Corporation?  
Recently Appointed Development Chair  
 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.

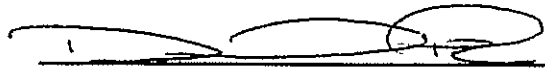
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.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



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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>				



Signature

*June 28, 2018*

Date

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

Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_ *@me.com*

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_ *NY NY 10018*

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

Trustee Name:

Victor Rivera Jr.

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).

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.

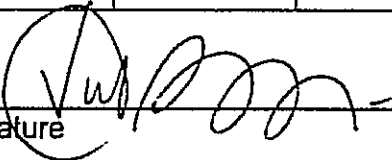
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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>			

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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 "N/A" applicable. Do not leave this space blank.</i>				

Signature  Date 21 June 13

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

Business Telephone: [REDACTED]

Business Address: Grete Fitzpatrick LLP  
1 Penn Plaza, Suite 3100, NY, NY

E-mail Address: [REDACTED]@gmail.com

Home Telephone: [REDACTED]

Home Address: [REDACTED], NY 10543



*Crabtree*

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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>				

*Cecilia M. Russo*  
Signature

*4/24/08*  
Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED] *Queens NY 11439*

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED] *N.Y. 11366*



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Bedford Stuyvesant New Beginnings Charter School 2
- Trustee's name (print): Joseph Sciame
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc): Chair
- Home address: [REDACTED]
- Business Address: [REDACTED] Queens, NY 11439
- Daytime phone: [REDACTED]
- E-mail: [REDACTED]
- Is Trustee an employee of the education corporation? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE	NONE	NONE	NONE
Please write "None" if applicable. Do not leave this space blank.			

10. 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

education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE	NONE	NONE	NONE	NONE
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

*Joseph Sciamme*  
 \_\_\_\_\_  
 Signature

*6-18-18*  
 \_\_\_\_\_  
 Date

**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

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

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.

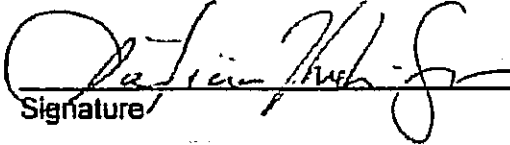
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			








--	--	--	--

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
Please write "None" if applicable. Do not leave this space blank. <div style="font-size: 2em; font-family: cursive;">NONE</div>				


7/31/2018  
 Signature Date

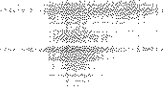
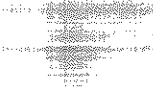
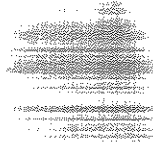
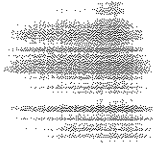
*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone:   
 Business Address:  11203  
 E-mail Address:  @gmail.com  
 Home Telephone:   
 Home Address:  Brooklyn, NY 11233



# Entry 8 BOT Table

Last updated: 07/31/2018



## 1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Joseph Sciame	Chair	Executive, ex-officio all others	Yes	4	07/01/2017	06/30/2020	10
2	Patricia Bramwell	Vice Chair	Executive, Family Life, Finance	Yes	4	07/01/2018	06/30/2021	12
3	Victor Rivera	Treasurer	Executive, Grievance, Governance, Finance	Yes	4	07/01/2018	06/30/2021	11
4	Marlena Mondesir	Secretary	Executive, Family life, Education	Yes	6	07/01/2016	06/30/2019	9
5	Cecelia Russo	Trustee/Member	Education, Executive	Yes	4	07/01/2017	06/30/2020	12
6	Kevin Nesbitt	Trustee/Member	Family Life, Grievance,	Yes	3	07/01/2016	06/30/2019	11
7	Leticia Theodore-Greene	Trustee/Member	Governance	Yes	3	07/01/2016	06/30/2019	10
8	Dalia Oberlander	Trustee/Member	Development	Yes	2	07/01/2018	06/30/2021	9
9	Doris Givens	Trustee/Member	Governance, Finance	Yes	1	11/29/2016	06/30/2019	10

**1a. Are there more that 9 members of the Board of Trustees?** Yes

**1b. Current Board Member Information**

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
10	Nancy Cavaluzzi	Trustee/Member	Development	Yes	1	11/29/2016	06/30/2019	11
11	Tyler McConnell	Trustee/Member	Development	Yes	1	03/27/2018	06/30/2019	5 or less
12								
13								
14								
15								

**1c. Are there more that 15 members of the Board of Trustees?** No

**2. Total number of members on June 30, 2018** 11

**3. Total number of members joining the Board during the 2017-18 school year** 1

**4. Total number of members departing the Board during the 2017-18 school year** 0

**5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes** 11

**6. Number of Board meetings conducted during the 2017-18 School Year** 12

**7. Number of Board meetings scheduled for the coming 2018-19 school year** 12

**Thank you.**



# Entry 9 - Board Meeting Minutes

Last updated: 07/31/2018

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2017--June 2018, which should match the number of meetings held during the 2017-18 school year.

## BEDFORD STUYVESANT NEW BEGINNINGS CS (NYC CHANCELLOR)

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2017-18 school year, on the charter school's website?

the charter school's website.

Yes

A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2017-18 school year.

<https://app2.boardontrack.com/public/p4b2x0/home>



# Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/31/2018

## Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2017-18 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2018-19.

## BEDFORD STUYVESANT NEW BEGINNINGS CS (NYC CHANCELLOR)Section Heading

### Recruitment/Attraction Efforts Toward Meeting Targets

Describe Recruitment Efforts in 2017-18

In 2017-18, we continued building relations with local institutions, such as NYCHA resident associations, daycares that accept vouchers, barbershops, and churches. Because of the socio-economic composition of our neighborhood, these institutions serve a large number of economically disadvantaged families. We also used bus shelter advertising to recruit families. In addition to this, we use canvassers to reach out to local residents close to their homes. Each year, we also participate in the NYC Charter Center's Common Application, which is widely advertised across New York City, to extend the reach of our recruitment efforts.

Economically Disadvantaged

All recruitment and advertising materials include language in Spanish. Our website uses a Google plugin to translate to most languages, and our enrollment forms are available in Spanish. We also have staff members who speak Spanish, French, Russian, Polish, and Creole and who can assist families during enrollment. Finally, we use a service provided by the NYC DOE where a translator can be called in to simultaneously translate in a language for

English Language Learners

Describe Recruitment Plans in 2018-19)

We found that the bus stop advertising had a negligible impact on enrollment overall. We do not plan on using this method of recruitment for the coming year. However, the other strategies used in 2017-18 (relationship building with local institutions, canvassers, Charter Center's Common Application) were highly effective and we intend to continue using them to recruit economically disadvantaged students.

Our efforts to recruit English Language learners have been successful over the year, and we intend to continue using the same strategies:

All recruitment and advertising materials include language in Spanish. Our website uses a Google plugin to translate to most languages, and our enrollment forms are available in Spanish. We also have staff members who speak Spanish, French, Russian, Polish, and Creole and who can assist families during enrollment. Finally, we use a service provided by the NYC DOE

which we do not have native speakers on staff.

where a translator can be called in to simultaneously translate in a language for which we do not have native speakers on staff.

In the prospectus and flyers distributed to local residences, daycares, churches, barbershops, and groceries, we highlight the Special Education services provided by our school. All staff involved with recruitment and with discussing with prospective families can explain the types of academic, behavioral, and emotional support our school provides for students with disabilities.

Last year, BSNBCS modified its admission preferences to include Students with Disabilities. 2018-19 will be the first full academic year during which this policy will be in place. We will continue implementing the strategies used in prior years to recruit students with disabilities.

In the prospectus and flyers distributed to local residences, daycares, churches, barbershops, and groceries, we highlight the Special Education services provided by our school. All staff involved with recruitment and with discussing with prospective families can explain the types of academic, behavioral, and emotional support our school provides for students with disabilities.

Additionally, 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 is not 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.

Additionally, 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 is not 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.

BSNBCS has included SwD as a lottery preference for admission to Academic Year 2018-19. Our recruitment and admission staff inform applicants of this preference and encourage applicants to indicate on their application whether they have an IEP.

BSNBCS has included SwD as a lottery preference for admission to Academic Year 2018-19. Our recruitment and admission staff inform applicants of this preference and encourage applicants to indicate on their application whether they have an IEP.

Students with Disabilities

## Retention Efforts Toward Meeting Targets

Describe Retention Efforts in 2017-18

Describe Retention Plans in 2018-19)



Economically Disadvantaged

We provide uniforms to families who request them, and all necessary supplies for their learning in the classroom. All educational trips are paid for by the school, so that no child ever misses out on an opportunity to learn outside of the classroom. Cultural and celebratory trips are also organized at no charge to students who earn participation through their pro-social behaviors. We also offered full scholarships for the K-5 after school program for families who requested them and for all McKinney-Vento eligible students. All students in grades 6-8 are eligible to enroll in a free after school program funded through DYCD.

English Language Learners

In 2017-18, we provided services specifically targeted towards ELL students. We had two ELL specialists who worked with non-native English speakers in small groups and who administer testing and accommodations. We also had a bilingual (English and Spanish) family and community engagement manager who engages families around their student's academic life. Three-quarter of our main office staff is fluent in Spanish and so is one of our two co-principals.

In addition, we sent home communications home in both English and Spanish, held open houses in English and Spanish, and had translators available during parent-school conferences.

Students with Disabilities

Our School Management Team member in charge of Special Education Services makes herself available to families who wish to better understand services and processes related to their children's IEP. We also have a Special Education Services Coordinator who works with service providers, families, and the CSE to schedule and coordinate evaluations, annual reviews, and the tri-annual reevaluations. Our teachers also receive support and training in creating differentiated lesson plans, and all students receive the related services they are eligible to beginning in September.

We will continue our on-going efforts by providing uniforms to families who request them, and all necessary supplies for their learning in the classroom. All educational trips will be paid for by the school, so that no child ever misses out on an opportunity to learn outside of the classroom. Cultural and celebratory trips will also be organized at no charge to students who earn participation through their pro-social behaviors. We will also offer full scholarships for the K-5 after school program for families who request them and for all McKinney-Vento eligible students. All students in grades 6-8 will be eligible to enroll in a free after school program funded through DYCD.

In 2018-19, we will continue last year's efforts by having a bilingual family-facing staff and several educational leaders who are able to communicate with families in their home language. We will also continue offering translation during public events and parent conferences as well as producing all communications to families in both English and Spanish.

In 2018-19, our Co-Principal in charge of Special Education Services will continue making herself available to families who wish to better understand services and processes related to their children's IEP. Our Special Education Services Coordinator who works with service providers, families, and the CSE to schedule and coordinate evaluations, annual reviews, and the tri-annual reevaluations will continue her pro-active work to engage families and obtain related services for students in a timely fashion. Our teachers will also receive support and training in creating differentiated lesson plans, and all students will receive the related services they are eligible to beginning in September.



# Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/31/2018 • Last updated: 08/01/2018

Report changes in teacher and administrator staffing.

**Instructions for completing the Classroom Teacher and Administrator Attrition Tables**  
**Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.**

## 1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
68	6	20	0	68

## 2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
16	3	0	3	16

### **3. Tell your school's story**

**Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.**

BSNBCS has a robust professional development and growth framework which allows us to internally promote educators and develop their skills as administrators, coaches and instructional leaders. Some positions may become vacant on July 1st of a given year because of departures, non-renewals, and promotions. Our year-round hiring framework means that we sometimes have staff members hired late in the year in anticipation of upcoming vacancies, which can skew the number of classroom teachers on the last day of school. We also typically have the vast majority of our staff for July 1st receive offer letters prior to that date.

**4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.**

**Have all employees have been cleared through the NYSED TEACH system?**

Yes

**5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?**

Yes

**Thank you**



# Entry 12 Uncertified Teachers

Last updated: 07/31/2018

**FTE Count of All Teachers 67.9  
(Certified and Uncertified) as of  
6/30/18**

**FTE Count of All Certified 55.1  
Teachers as of 6/30/18**

### Instructions for Reporting Percent of Uncertified Teachers

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. Please do not include paraprofessionals, such as teacher assistants.

**FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.**

	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	12.9
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	11.9
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	1

**Thank you.**

**Bedford Stuyvesant New Beginnings  
Board of Trustees**

<b>Executive Director</b>				
<b>School Management Team</b>				
<b>Lower School Director of Instruction</b>	<b>Middle School Director of Instruction</b>	<b>Director of Operations</b>	<b>Chief Finance Officer</b>	<b>Chief Development Officer</b>
Academic Dean (3)	Academic Affairs Specialist (1)	Custodian (1)	Bookkeeper and HR Associate (1)	Afterschool Program Manager (1)
Family and Community Engagement Manager (1)	Academic Dean (2)	Facilities Manager (1)		
Hearing Officer (1)	ELL Instructor (2)	Family Engagement and Community Recruitment Manager (1)		
Instructional Associate (15)	Guidance Counselor (1)	Logistics Manager (1)		
Lead Teacher (5)	Instructional Associate (4)	Operations Associate (3)		
Lower School RTI Coordinator (1)	Instructional Support Coordinator (1)			
LS Curriculum and Instruction Coordinator (1)	MS Curriculum and Instruction Coordinator (1)			
LS ELA Coordinator (1)	MS Testing and ELL Coordinator (1)			
Program Aide (1)	RTI Teacher (2)			
RTI + IEP Specialist (1)	Safety Associate (2)			
RTI Teacher (3)	SETTS Teacher (1)			
School Aide (1)	SPED Manager (1)			
SETTS Teacher (1)	Special Education Teacher (3)			
Special Education Teacher (5)	Teacher (15)			
Teacher (13)				

<b>Executive Director</b>
<b>School Management Team (5)</b>
<b>Manager (1)</b>

BSNBCS 2018-19 Calendar

Month	Day	Day of Week	Status	Description	Count of Student Days	Running Sum of student days
July	1	Sunday	Weekend			
July	2	Monday	Summer Staff and Clean-Up			
July	3	Tuesday	Summer Staff and Clean-Up			
July	4	Wednesday	Federal Holiday: School Closed, No Students or Staff	Independence Day		
July	5	Thursday	Summer Staff and Clean-Up			
July	6	Friday	Summer Staff and Clean-Up			
July	7	Saturday	Weekend			
July	8	Sunday	Weekend			
July	9	Monday	Summer Staff and Clean-Up			
July	10	Tuesday	Summer Staff and Clean-Up			
July	11	Wednesday	Summer Staff and Clean-Up			
July	12	Thursday	Summer Staff and Clean-Up			
July	13	Friday	Summer Staff and Clean-Up			
July	14	Saturday	Weekend			
July	15	Sunday	Weekend			
July	16	Monday	Summer Staff and Clean-Up			
July	17	Tuesday	Summer Staff and Clean-Up			
July	18	Wednesday	Summer Staff and Clean-Up			
July	19	Thursday	Summer Staff and Clean-Up			
July	20	Friday	Summer Staff and Clean-Up			
July	21	Saturday	Weekend			
July	22	Sunday	Weekend			
July	23	Monday	Summer Staff and Clean-Up			
July	24	Tuesday	Summer Staff and Clean-Up			
July	25	Wednesday	Summer Staff and Clean-Up			
July	26	Thursday	Summer Staff and Clean-Up			
July	27	Friday	Summer Staff and Clean-Up			
July	28	Saturday	Weekend			
July	29	Sunday	Weekend			
July	30	Monday	Summer Staff and Clean-Up			
July	31	Tuesday	Summer Staff and Clean-Up			
August	1	Wednesday	New Staff Training Day, No students in session	Staff PD		
August	2	Thursday	New Staff Training Day, No students in session	Staff PD		
August	3	Friday	New Staff Training Day, No students in session	Staff PD		
August	4	Saturday	Weekend			
August	5	Sunday	Weekend			
August	6	Monday	New Staff Training Day, No students in session	Staff PD		
August	7	Tuesday	New Staff Training Day, No students in session	Staff PD		
August	8	Wednesday	New Staff Training Day, No students in session	Staff PD		
August	9	Thursday	New Staff Training Day, No students in session	Staff PD		
August	10	Friday	New Staff Human Resources, No students in session	Staff PD		
August	11	Saturday	Weekend			
August	12	Sunday	Weekend			
August	13	Monday	Full Staff Training Day, No students in session	Staff PD		
August	14	Tuesday	Full Staff Training Day, No students in session	Staff PD		
August	15	Wednesday	Full Staff Training Day, No students in session	Staff PD		

BSNBCS 2018-19 Calendar

Month	Day	Day of Week	Status	Description	Count of Student Days	Running Sum of student days
August	16	Thursday	Full Staff Training Day, No students in session	Staff PD		
August	17	Friday	Full Staff Training Day, No students in session	Staff PD		
August	18	Saturday	Weekend			
August	19	Sunday	Weekend			
August	20	Monday	Full Staff Training Day, No students in session	Staff PD		
August	21	Tuesday	Full Staff Training Day, No students in session	Staff PD		
August	22	Wednesday	Full Staff Training Day, No students in session	Staff PD		
August	23	Thursday	Full Staff Training Day, No students in session	Staff PD		
August	24	Friday	Full Staff Training Day, No students in session	Staff PD		
August	25	Saturday	Weekend			
August	26	Sunday	Weekend			
August	27	Monday	First Day of School: Students and Staff in Session	First Day of School	1	1
August	28	Tuesday	Regular School Day: Students and Staff in Session		1	2
August	29	Wednesday	Regular School Day: Students and Staff in Session		1	3
August	30	Thursday	Regular School Day: Students and Staff in Session		1	4
August	31	Friday	Regular School Day: Students and Staff in Session		1	5
September	1	Saturday	Weekend		0	5
September	2	Sunday	Weekend		0	5
September	3	Monday	Federal Holiday: School Closed, No Students or Staff	Labor Day	0	5
September	4	Tuesday	Regular School Day: Students and Staff in Session		1	6
September	5	Wednesday	Regular School Day: Students and Staff in Session		1	7
September	6	Thursday	Regular School Day: Students and Staff in Session		1	8
September	7	Friday	Regular School Day: Students and Staff in Session		1	9
September	8	Saturday	Weekend		0	9
September	9	Sunday	Weekend		0	9
September	10	Monday	Regular School Day: Students and Staff in Session		1	10
September	11	Tuesday	Regular School Day: Students and Staff in Session		1	11
September	12	Wednesday	Regular School Day: Students and Staff in Session		1	12
September	13	Thursday	Regular School Day: Students and Staff in Session		1	13
September	14	Friday	Regular School Day: Students and Staff in Session		1	14
September	15	Saturday	Weekend		0	14
September	16	Sunday	Weekend		0	14
September	17	Monday	Regular School Day: Students and Staff in Session		1	15
September	18	Tuesday	Regular School Day: Students and Staff in Session		1	16
September	19	Wednesday	Regular School Day: Students and Staff in Session		1	17
September	20	Thursday	Regular School Day: Students and Staff in Session		1	18
September	21	Friday	Regular School Day: Students and Staff in Session		1	19
September	22	Saturday	Weekend		0	19
September	23	Sunday	Weekend		0	19
September	24	Monday	Regular School Day: Students and Staff in Session		1	20
September	25	Tuesday	Regular School Day: Students and Staff in Session		1	21
September	26	Wednesday	Regular School Day: Students and Staff in Session		1	22
September	27	Thursday	Regular School Day: Students and Staff in Session		1	23
September	28	Friday	Regular School Day: Students and Staff in Session		1	24
September	29	Saturday	Weekend		0	24
September	30	Sunday	Weekend		0	24

BSNBCS 2018-19 Calendar

Month	Day	Day of Week	Status	Description	Count of Student Days	Running Sum of student days
October	1	Monday	Regular School Day: Students and Staff in Session		1	25
October	2	Tuesday	Regular School Day: Students and Staff in Session		1	26
October	3	Wednesday	Regular School Day: Students and Staff in Session		1	27
October	4	Thursday	Regular School Day: Students and Staff in Session		1	28
October	5	Friday	Regular School Day: Students and Staff in Session		1	29
October	6	Saturday	Weekend		0	29
October	7	Sunday	Weekend		0	29
October	8	Monday	Federal Holiday: School Closed, No Students or Staff	Columbus Day	0	29
October	9	Tuesday	Staff Training Day, No students in session	Staff PD	0	29
October	10	Wednesday	Regular School Day: Students and Staff in Session		1	30
October	11	Thursday	Regular School Day: Students and Staff in Session		1	31
October	12	Friday	Regular School Day: Students and Staff in Session		1	32
October	13	Saturday	Weekend		0	32
October	14	Sunday	Weekend		0	32
October	15	Monday	Regular School Day: Students and Staff in Session		1	33
October	16	Tuesday	Regular School Day: Students and Staff in Session		1	34
October	17	Wednesday	Regular School Day: Students and Staff in Session		1	35
October	18	Thursday	Regular School Day: Students and Staff in Session		1	36
October	19	Friday	Regular School Day: Students and Staff in Session		1	37
October	20	Saturday	Weekend		0	37
October	21	Sunday	Weekend		0	37
October	22	Monday	Regular School Day: Students and Staff in Session		1	38
October	23	Tuesday	Regular School Day: Students and Staff in Session		1	39
October	24	Wednesday	Regular School Day: Students and Staff in Session		1	40
October	25	Thursday	Regular School Day: Students and Staff in Session		1	41
October	26	Friday	Regular School Day: Students and Staff in Session		1	42
October	27	Saturday	Weekend		0	42
October	28	Sunday	Weekend		0	42
October	29	Monday	Regular School Day: Students and Staff in Session		1	43
October	30	Tuesday	Regular School Day: Students and Staff in Session		1	44
October	31	Wednesday	Regular School Day: Students and Staff in Session		1	45
November	1	Thursday	Regular School Day: Students and Staff in Session		1	46
November	2	Friday	Regular School Day: Students and Staff in Session		1	47
November	3	Saturday	Weekend		0	47
November	4	Sunday	Weekend		0	47
November	5	Monday	Regular School Day: Students and Staff in Session		1	48
November	6	Tuesday	Regular School Day: Students and Staff in Session		1	49
November	7	Wednesday	Regular School Day: Students and Staff in Session		1	50
November	8	Thursday	Regular School Day: Students and Staff in Session		1	51
November	9	Friday	Regular School Day: Students and Staff in Session		1	52
November	10	Saturday	Weekend		0	52
November	11	Sunday	Weekend		0	52
November	12	Monday	Federal Holiday: School Closed, No Students or Staff	Veterans Day	0	52
November	13	Tuesday	Regular School Day: Students and Staff in Session		1	53
November	14	Wednesday	Regular School Day: Students and Staff in Session		1	54
November	15	Thursday	Regular School Day: Students and Staff in Session		1	55



BSNBCS 2018-19 Calendar

Month	Day	Day of Week	Status	Description	Count of Student Days	Running Sum of student days
November	16	Friday	Regular School Day: Students and Staff in Session		1	56
November	17	Saturday	Weekend		0	56
November	18	Sunday	Weekend		0	56
November	19	Monday	Staff Training Day: No students in session	Staff PD	0	56
November	20	Tuesday	Staff Training Day: No students in session	Staff PD	0	56
November	21	Wednesday	Vacation: No Students or Staff	Thanksgiving Break	0	56
November	22	Thursday	Vacation: No Students or Staff	Thanksgiving Break	0	56
November	23	Friday	Vacation: No Students or Staff	Thanksgiving Break	0	56
November	24	Saturday	Vacation: No Students or Staff	Thanksgiving Break	0	56
November	25	Sunday	Vacation: No Students or Staff	Thanksgiving Break	0	56
November	26	Monday	Regular School Day: Students and Staff in Session		1	57
November	27	Tuesday	Regular School Day: Students and Staff in Session		1	58
November	28	Wednesday	Regular School Day: Students and Staff in Session		1	59
November	29	Thursday	Regular School Day: Students and Staff in Session		1	60
November	30	Friday	Regular School Day: Students and Staff in Session		1	61
December	1	Saturday	Weekend		0	61
December	2	Sunday	Weekend		0	61
December	3	Monday	Regular School Day: Students and Staff in Session		1	62
December	4	Tuesday	Regular School Day: Students and Staff in Session		1	63
December	5	Wednesday	Regular School Day: Students and Staff in Session		1	64
December	6	Thursday	Regular School Day: Students and Staff in Session		1	65
December	7	Friday	Regular School Day: Students and Staff in Session		1	66
December	8	Saturday	Weekend		0	66
December	9	Sunday	Weekend		0	66
December	10	Monday	Regular School Day: Students and Staff in Session		1	67
December	11	Tuesday	Regular School Day: Students and Staff in Session		1	68
December	12	Wednesday	Regular School Day: Students and Staff in Session		1	69
December	13	Thursday	Regular School Day: Students and Staff in Session		1	70
December	14	Friday	Regular School Day: Students and Staff in Session		1	71
December	15	Saturday	Weekend		0	71
December	16	Sunday	Weekend		0	71
December	17	Monday	Regular School Day: Students and Staff in Session		1	72
December	18	Tuesday	Regular School Day: Students and Staff in Session		1	73
December	19	Wednesday	Regular School Day: Students and Staff in Session		1	74
December	20	Thursday	Regular School Day: Students and Staff in Session		1	75
December	21	Friday	Regular School Day: Students and Staff in Session		1	76
December	22	Saturday	Vacation: No Students or Staff	Winter Break	0	76
December	23	Sunday	Vacation: No Students or Staff	Winter Break	0	76
December	24	Monday	Vacation: No Students or Staff	Winter Break	0	76
December	25	Tuesday	Vacation: No Students or Staff	Winter Break	0	76
December	26	Wednesday	Vacation: No Students or Staff	Winter Break	0	76
December	27	Thursday	Vacation: No Students or Staff	Winter Break	0	76
December	28	Friday	Vacation: No Students or Staff	Winter Break	0	76
December	29	Saturday	Vacation: No Students or Staff	Winter Break	0	76
December	30	Sunday	Vacation: No Students or Staff	Winter Break	0	76
December	31	Monday	Vacation: No Students or Staff	Winter Break	0	76

BSNBCS 2018-19 Calendar

Month	Day	Day of Week	Status	Description	Count of Student Days	Running Sum of student days
January	1	Tuesday	Vacation: No Students or Staff	Winter Break	0	76
January	2	Wednesday	Regular School Day: Students and Staff in Session		1	77
January	3	Thursday	Regular School Day: Students and Staff in Session		1	78
January	4	Friday	Regular School Day: Students and Staff in Session		1	79
January	5	Saturday	Weekend		0	79
January	6	Sunday	Weekend		0	79
January	7	Monday	Regular School Day: Students and Staff in Session		1	80
January	8	Tuesday	Regular School Day: Students and Staff in Session		1	81
January	9	Wednesday	Regular School Day: Students and Staff in Session		1	82
January	10	Thursday	Regular School Day: Students and Staff in Session		1	83
January	11	Friday	Regular School Day: Students and Staff in Session		1	84
January	12	Saturday	Weekend		0	84
January	13	Sunday	Weekend		0	84
January	14	Monday	Regular School Day: Students and Staff in Session		1	85
January	15	Tuesday	Regular School Day: Students and Staff in Session		1	86
January	16	Wednesday	Regular School Day: Students and Staff in Session		1	87
January	17	Thursday	Regular School Day: Students and Staff in Session		1	88
January	18	Friday	Staff Training Day: No students in session	Staff PD	0	88
January	19	Saturday	Weekend		0	88
January	20	Sunday	Weekend		0	88
January	21	Monday	Federal Holiday: School Closed, No Students or Staff	MLK Day	0	88
January	22	Tuesday	Regular School Day: Students and Staff in Session		1	89
January	23	Wednesday	Regular School Day: Students and Staff in Session		1	90
January	24	Thursday	Regular School Day: Students and Staff in Session		1	91
January	25	Friday	Regular School Day: Students and Staff in Session		1	92
January	26	Saturday	Weekend		0	92
January	27	Sunday	Weekend		0	92
January	28	Monday	Regular School Day: Students and Staff in Session		1	93
January	29	Tuesday	Regular School Day: Students and Staff in Session		1	94
January	30	Wednesday	Regular School Day: Students and Staff in Session		1	95
January	31	Thursday	Regular School Day: Students and Staff in Session		1	96
February	1	Friday	Regular School Day: Students and Staff in Session		1	97
February	2	Saturday	Weekend		0	97
February	3	Sunday	Weekend		0	97
February	4	Monday	Regular School Day: Students and Staff in Session		1	98
February	5	Tuesday	Regular School Day: Students and Staff in Session		1	99
February	6	Wednesday	Regular School Day: Students and Staff in Session		1	100
February	7	Thursday	Regular School Day: Students and Staff in Session		1	101
February	8	Friday	Regular School Day: Students and Staff in Session		1	102
February	9	Saturday	Weekend		0	102
February	10	Sunday	Weekend		0	102
February	11	Monday	Regular School Day: Students and Staff in Session		1	103
February	12	Tuesday	Regular School Day: Students and Staff in Session		1	104
February	13	Wednesday	Regular School Day: Students and Staff in Session		1	105
February	14	Thursday	Regular School Day: Students and Staff in Session		1	106
February	15	Friday	Staff Training Day: No students in session	Staff PD	0	106

BSNBCS 2018-19 Calendar

Month	Day	Day of Week	Status	Description	Count of Student Days	Running Sum of student days
February	16	Saturday	Vacation: No Students or Staff	Midwinter Recess	0	106
February	17	Sunday	Vacation: No Students or Staff	Midwinter Recess	0	106
February	18	Monday	Vacation: No Students or Staff	Midwinter Recess	0	106
February	19	Tuesday	Vacation: No Students or Staff	Midwinter Recess	0	106
February	20	Wednesday	Vacation: No Students or Staff	Midwinter Recess	0	106
February	21	Thursday	Vacation: No Students or Staff	Midwinter Recess	0	106
February	22	Friday	Vacation: No Students or Staff	Midwinter Recess	0	106
February	23	Saturday	Vacation: No Students or Staff	Midwinter Recess	0	106
February	24	Sunday	Vacation: No Students or Staff	Midwinter Recess	0	106
February	25	Monday	Regular School Day: Students and Staff in Session		1	107
February	26	Tuesday	Regular School Day: Students and Staff in Session		1	108
February	27	Wednesday	Regular School Day: Students and Staff in Session		1	109
February	28	Thursday	Regular School Day: Students and Staff in Session		1	110
March	1	Friday	Regular School Day: Students and Staff in Session		1	111
March	2	Saturday	Weekend		0	111
March	3	Sunday	Weekend		0	111
March	4	Monday	Regular School Day: Students and Staff in Session		1	112
March	5	Tuesday	Regular School Day: Students and Staff in Session		1	113
March	6	Wednesday	Regular School Day: Students and Staff in Session		1	114
March	7	Thursday	Regular School Day: Students and Staff in Session		1	115
March	8	Friday	Regular School Day: Students and Staff in Session		1	116
March	9	Saturday	Weekend		0	116
March	10	Sunday	Weekend		0	116
March	11	Monday	Staff Training Day: No students in session	Staff PD	0	116
March	12	Tuesday	Regular School Day: Students and Staff in Session		1	117
March	13	Wednesday	Regular School Day: Students and Staff in Session		1	118
March	14	Thursday	Regular School Day: Students and Staff in Session		1	119
March	15	Friday	Regular School Day: Students and Staff in Session		1	120
March	16	Saturday	Weekend		0	120
March	17	Sunday	Weekend		0	120
March	18	Monday	Regular School Day: Students and Staff in Session		1	121
March	19	Tuesday	Regular School Day: Students and Staff in Session		1	122
March	20	Wednesday	Regular School Day: Students and Staff in Session		1	123
March	21	Thursday	Regular School Day: Students and Staff in Session		1	124
March	22	Friday	Regular School Day: Students and Staff in Session		1	125
March	23	Saturday	Weekend		0	125
March	24	Sunday	Weekend		0	125
March	25	Monday	Regular School Day: Students and Staff in Session		1	126
March	26	Tuesday	Regular School Day: Students and Staff in Session		1	127
March	27	Wednesday	Regular School Day: Students and Staff in Session		1	128
March	28	Thursday	Regular School Day: Students and Staff in Session		1	129
March	29	Friday	Regular School Day: Students and Staff in Session		1	130
March	30	Saturday	Weekend		0	130
March	31	Sunday	Weekend		0	130
April	1	Monday	Regular School Day: Students and Staff in Session		1	131
April	2	Tuesday	Regular School Day: Students and Staff in Session		1	132

BSNBCS 2018-19 Calendar

Month	Day	Day of Week	Status	Description	Count of Student Days	Running Sum of student days
April	3	Wednesday	Regular School Day: Students and Staff in Session		1	133
April	4	Thursday	Regular School Day: Students and Staff in Session		1	134
April	5	Friday	Regular School Day: Students and Staff in Session		1	135
April	6	Saturday	Weekend		0	135
April	7	Sunday	Weekend		0	135
April	8	Monday	Regular School Day: Students and Staff in Session		1	136
April	9	Tuesday	Regular School Day: Students and Staff in Session		1	137
April	10	Wednesday	Regular School Day: Students and Staff in Session		1	138
April	11	Thursday	Regular School Day: Students and Staff in Session		1	139
April	12	Friday	Regular School Day: Students and Staff in Session		1	140
April	13	Saturday	Weekend		0	140
April	14	Sunday	Weekend		0	140
April	15	Monday	Regular School Day: Students and Staff in Session		1	141
April	16	Tuesday	Regular School Day: Students and Staff in Session		1	142
April	17	Wednesday	Regular School Day: Students and Staff in Session		1	143
April	18	Thursday	Regular School Day: Students and Staff in Session		1	144
April	19	Friday	Vacation: No Students or Staff	Spring Break	0	144
April	20	Saturday	Vacation: No Students or Staff	Spring Break	0	144
April	21	Sunday	Vacation: No Students or Staff	Spring Break	0	144
April	22	Monday	Vacation: No Students or Staff	Spring Break	0	144
April	23	Tuesday	Vacation: No Students or Staff	Spring Break	0	144
April	24	Wednesday	Vacation: No Students or Staff	Spring Break	0	144
April	25	Thursday	Vacation: No Students or Staff	Spring Break	0	144
April	26	Friday	Vacation: No Students or Staff	Spring Break	0	144
April	27	Saturday	Vacation: No Students or Staff	Spring Break	0	144
April	28	Sunday	Vacation: No Students or Staff	Spring Break	0	144
April	29	Monday	Regular School Day: Students and Staff in Session		1	145
April	30	Tuesday	Regular School Day: Students and Staff in Session		1	146
May	1	Wednesday	Regular School Day: Students and Staff in Session		1	147
May	2	Thursday	Regular School Day: Students and Staff in Session		1	148
May	3	Friday	Regular School Day: Students and Staff in Session		1	149
May	4	Saturday	Weekend		0	149
May	5	Sunday	Weekend		0	149
May	6	Monday	Regular School Day: Students and Staff in Session		1	150
May	7	Tuesday	Regular School Day: Students and Staff in Session		1	151
May	8	Wednesday	Regular School Day: Students and Staff in Session		1	152
May	9	Thursday	Regular School Day: Students and Staff in Session		1	153
May	10	Friday	Regular School Day: Students and Staff in Session		1	154
May	11	Saturday	Weekend		0	154
May	12	Sunday	Weekend		0	154
May	13	Monday	Regular School Day: Students and Staff in Session		1	155
May	14	Tuesday	Regular School Day: Students and Staff in Session		1	156
May	15	Wednesday	Regular School Day: Students and Staff in Session		1	157
May	16	Thursday	Regular School Day: Students and Staff in Session		1	158
May	17	Friday	Regular School Day: Students and Staff in Session		1	159
May	18	Saturday	Weekend		0	159

BSNBCS 2018-19 Calendar

Month	Day	Day of Week	Status	Description	Count of Student Days	Running Sum of student days
May	19	Sunday	Weekend		0	159
May	20	Monday	Regular School Day: Students and Staff in Session		1	160
May	21	Tuesday	Regular School Day: Students and Staff in Session		1	161
May	22	Wednesday	Regular School Day: Students and Staff in Session		1	162
May	23	Thursday	Regular School Day: Students and Staff in Session		1	163
May	24	Friday	Regular School Day: Students and Staff in Session		1	164
May	25	Saturday	Weekend		0	164
May	26	Sunday	Weekend		0	164
May	27	Monday	Federal Holiday: School Closed, No Students or Staff	Memorial Day	0	164
May	28	Tuesday	Regular School Day: Students and Staff in Session		1	165
May	29	Wednesday	Regular School Day: Students and Staff in Session		1	166
May	30	Thursday	Regular School Day: Students and Staff in Session		1	167
May	31	Friday	Regular School Day: Students and Staff in Session		1	168
June	1	Saturday	Weekend		0	168
June	2	Sunday	Weekend		0	168
June	3	Monday	Regular School Day: Students and Staff in Session		1	169
June	4	Tuesday	Regular School Day: Students and Staff in Session		1	170
June	5	Wednesday	Regular School Day: Students and Staff in Session		1	171
June	6	Thursday	Staff Training Day: No students in session	Staff PD	0	171
June	7	Friday	Regular School Day: Students and Staff in Session		1	172
June	8	Saturday	Weekend		0	172
June	9	Sunday	Weekend		0	172
June	10	Monday	Regular School Day: Students and Staff in Session		1	173
June	11	Tuesday	Regular School Day: Students and Staff in Session		1	174
June	12	Wednesday	Regular School Day: Students and Staff in Session		1	175
June	13	Thursday	Regular School Day: Students and Staff in Session		1	176
June	14	Friday	Regular School Day: Students and Staff in Session		1	177
June	15	Saturday	Weekend		0	177
June	16	Sunday	Weekend		0	177
June	17	Monday	Regular School Day: Students and Staff in Session		1	178
June	18	Tuesday	Regular School Day: Students and Staff in Session		1	179
June	19	Wednesday	Regular School Day: Students and Staff in Session		1	180
June	20	Thursday	Regular School Day: Students and Staff in Session		1	181
June	21	Friday	Regular School Day: Students and Staff in Session	Last Day for Students	1	182
June	22	Saturday	Weekend			
June	23	Sunday	Weekend			
June	24	Monday	Staff Training Day: No students in session		0	
June	25	Tuesday	Staff Training Day: No students in session		0	
June	26	Wednesday	Office, Facilities and Admin Staff		0	
June	27	Thursday	Office, Facilities and Admin Staff		0	
June	28	Friday	Office, Facilities and Admin Staff		0	
June	29	Saturday	Weekend			
June	30	Sunday	Weekend			
					<b>182</b>	
Regular School Day: Students and Staff in Session					182	
Staff Training Day: No students in session					26	