



Entry 1 School Information

Created: 07/12/2017 • Last updated: 07/18/2017

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, 2017**) or you may not be assigned the correct tasks.

a. SCHOOL NAME AND BEDS# BEDFORD STUYVESANT NEW BEGINNINGS CS (NYC CHANCELLOR)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER 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 11213	718-453-1001	718-452-2090	contact@bsnbcs.org

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Nicholas Tishuk
Title	Executive Director
Emergency Phone Number (###-###-####)	

e. SCHOOL WEB ADDRESS (URL) www.bsnbcs.org

f. DATE OF INITIAL CHARTER 01/2010

g. DATE FIRST OPENED FOR INSTRUCTION 09/2010

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

MISSION STATEMENT

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

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

KEY DESIGN ELEMENTS (Brief description of Key design elements 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	<p>Academic response-to-intervention program : BSNBCS boasts two Response-to-intervention coordinators, one for K-4 and another one for 5-8th grade. Both coordinators work closely with grade-level Professional Learning Communities to evaluate student needs and identify students who are experiencing academic challenges. Depending on the needs identified, the coordinators will plan small- group lessons or will co-teach with core-subject instructors to differentiate the content and support student learning.</p> <p>This year, we are adopting IoEducation, a student information system that provides standards-based analysis and integrates with a variety of assessments designed in-house or by leading curriculum publishers. This system will allow for fast assessments of student’s learning and effectiveness of instructional strategies at the individual, small-group, or cohort level.</p>
Variable 2	<p>Behavioral/emotional response-to-intervention program: At BSNBCS, we implement a positive approach to emotional, behavioral, and interpersonal challenges. Scholars are taught that they can make amends if they cause a tort to the community. Students, teachers, school administrators and family members are involved in a conflict-resolution with a restorative justice approach. Scholars with specific behavioral or emotional challenges are given intervention plans that are implemented by several school personnel members for consistency. In grades K-4, we are adopting the Sanford Harmony curriculum which enables students to connect and collaborate at much deeper levels. The goal of</p>

	<p>implementation this year is for our children to feel more comfortable and connected in their classrooms, leading to more harmonious interactions and improved academic achievement. The program will improve student cooperation, collaboration, and problem solving; help to reduce teasing, bullying, and aggression; establish trust and encourages connection and empathy; promote harmonious peer-to-peer relationship; and include materials for parent communications.</p>
Variable 3	<p>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.</p>
Variable 4	<p>Common-core aligned curriculum and assessments: BSNBCS uses Engage NY as its core curriculum for English and Math. In grades K-4, our school uses Lucy Caulkins' Writers' workshop framework. We also use iReady's online diagnostic and instruction program to identify and target student needs in grades 3-8.</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	<p>(No response)</p>

Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2017 632

j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

11. FACILITIES

Does the school maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	82 Lewis Avenue, Brooklyn NY, 11206	718-453-1001	CSD 16	K-8	No	Rent/Lease
Site 2						
Site 3						

12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Nicholas Tishuk	[REDACTED]		ntishuk@bsnbcs.org
Operational Leader	Wanda Morales	[REDACTED]		wmorales@bsnbcs.org
Compliance Contact	Nicholas Tishuk	[REDACTED]		ntishuk@bsnbcs.org
Complaint Contact	Nicholas Tishuk	[REDACTED]		ntishuk@bsnbcs.org

m1. Is the school or are the school sites co-located? No

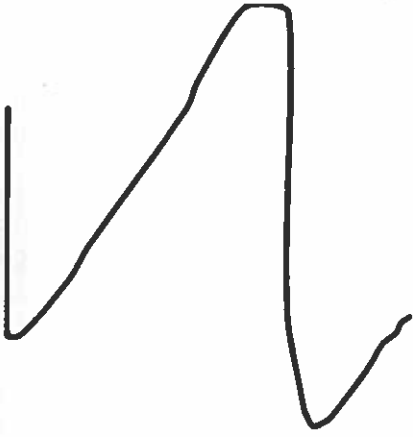
n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions). No

o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report. Nichols Tishuk, Executive Director

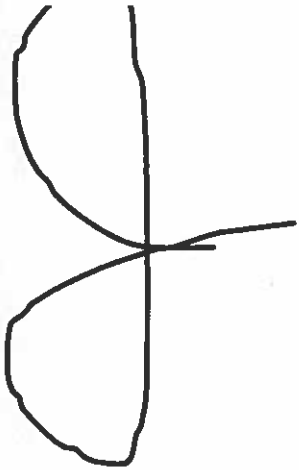
p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any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

Yes

Signature, Head of Charter School

A handwritten signature consisting of a vertical line on the left, followed by a diagonal stroke that curves upwards and then downwards, ending in a small hook.A handwritten signature that starts with a horizontal line, followed by a vertical line that drops down and then curves back to the right, ending in a horizontal tail.

Signature, President of the Board of Trustees

A handwritten signature consisting of two large, overlapping loops that cross each other in the middle, with a horizontal line extending to the right from the intersection.A handwritten signature that begins with a vertical line, curves to the left, then loops back to the right, crossing itself, and finally extends into a long, slightly wavy horizontal line.

Date

2017/07/18

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/12/2017

1. NEW YORK STATE REPORT CARD

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

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

<https://data.nysed.gov/reportcard.php?instid=800000067232&year=2016&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&hsnoncompleters=1&38ELA=1&38MATH=1&48SCI=1&lep=1&naep=1®ents=1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1>



Entry 3 Progress Toward Goals

Created: 07/18/2017 • Last updated: 11/01/2017

PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2017. If the goals are based on student performance data that the school will not have access to before August 1, 2017 (e.g., the NYS Assessment results), please state this in the last column. The information can be updated when available. Please complete and submit no later than November 1, 2017.

1. ACADEMIC STUDENT PERFORMANCE GOALS

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	<p>"The school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the CSD of location and also meet or exceeds the citywide percent proficient on the NYS ELA examination."</p>	<p>NYS Exam Scores</p> <p>BSNBCS L3-L4: 36.7 CSD16 L3-L4: 25.1 NYS L3-L4: 40.0</p>	Not Met	<p>BSNBCS has outperformed its CSD of location by more than 11 points; however it was 3.3 points lower than NYS performance. However, the performance of BSNBCS students who qualify for FRPL (37%) and who are ELL (16%) significantly outperformed that of NYS FRPL-eligible (29%) and ELL students (5%). This year, we will extend academic programming for students to the winter breaks and have added the Accelerated Reading program to help diagnose and target instruction of ELA skills.</p>

<p>Academic Goal 2</p>	<p>“The school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the CSD of location and also meet or exceeds the citywide percent proficient on the NYS math examination.”</p>	<p>NYS Exam Scores</p> <p>BSNBCS L3-L4: 29.7 CSD16 L3-L4: 19.5 NYS L3-L4: 40.0</p>	<p>Not Met</p>	<p>BSNBCS has outperformed its CSD of location by more than 10 points, but was 10.3 points lower than NYS performance. However, the performance of BSNBCS students who qualify for FRPL (30%) and who are ELL (28%) outperformed that of NYS FRPL-eligible (29%) and ELL students (13%). This year, we will begin Saturday Academy in December for middle schoolers specifically to remediate mathematical skills that have not been mastered in previous years.</p>
<p>Academic Goal 3</p>	<p>“Each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year’s NYS 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</p>	<p>NYS Exam Scores</p> <p>2016 vs CSD Gaps Grade 3: 11.9% Grade 4: -10.3% Grade 5: -8.8% Grade 6: 12.7% Grade 7: 8.9% Grade 8: 4.2%</p> <p>2016 vs NYC Gaps Grade 3: 3.8% Grade 4: -21.1% Grade 5: -16.7% Grade 6: -8.7% Grade 7: -11.6% Grade 8: -12.2</p> <p>2017 vs CSD Gaps Grade 3: 21.4% Grade 4: 17.6% Grade 5: -10.4%</p>	<p>Met</p>	

	<p>ELA exam.”</p>	<p>Grade 6: 14.5% Grade 7: 25.4% Grade 8: 10.4%</p> <p>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%</p>		
<p>Academic Goal 4</p>	<p>“Each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year’s NYS math exam and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year’s State math exam.”</p>	<p>NYS Exam Scores</p> <p>2016 vs CSD Gaps Grade 3: 11.3% Grade 4: -12.8% Grade 5: -12.5% Grade 6: 1.9% Grade 7: -6.7% Grade 8: 2.3</p> <p>2016 vs NYC Gaps Grade 3: -0.2% Grade 4: -29.4% Grade 5: -25.9% Grade 6: -24.9% Grade 7: -27.9% Grade 8: -5.4</p> <p>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%</p> <p>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%</p>	<p>Met</p>	
<p>Academ</p>	<p>“In each year of the charter term, in the middle school (grades six through eight), for each grade the percentage of students scoring at a Level 3 or above on</p>	<p>NYS Exam Scores</p> <p>6th Grade BSNBCS L3-4: 27.3% CSD16 L3-4: 12.8%</p>		

ic Goal 5	the New York State ELA assessment must meet or exceed the Community School District of location percent proficient for each grade respectively.	7th Grade BSNBCS L3-4: 45.1% CSD16 L3-4: 19.7% 8th Grade BSNBCS L3-4: 38.5% CSD16 L3-4: 28.1%	Met	
Academic Goal 6	"In each year of the charter term, in the middle school (grades six through eight), for each grade the percentage of students scoring at a Level 3 or above on the New York State math assessment must meet or exceed the Community School District of location percent proficient for each grade respectively.	NYS Exam Scores 6th Grade BSNBCS L3-4: 15.6% CSD16 L3-4: 7.9% 7th Grade BSNBCS L3-4: 9.8% CSD16 L3-4: 9.5% 8th Grade BSNBCS L3-4: 5.7% CSD16 L3-4: 9%	Not Met	We out-performed the district in two of three grade levels in proficiency on the Math state exam in 2017. This year, we are addressing middle school math deficiencies by starting a Math Saturday Academy in December and holding a math boot camp during school break. Additionally, we have brought in a math instruction consultant who works directly with our Middle School Math teams to provide coaching and support.
Academic Goal 7				
Academic Goal 8				

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

3. Do we have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2016-17 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 1	"Each year, the school will have an average daily student attendance rate of at least 95%"	Student Attendance Data : 91.63%	Not Met	While the majority of our students had attendance rates over 95%, our attendance 2016-17 rate is negatively impacted by chronically absent students who attended school less than 85% of the time last year. 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 due to sickness, financial and housing instability and environmental stressors.
	"Each year, 95% of all students			Excluding rising 8th graders, fewer than 95% of students enrolled on the last day of school returned the following school year. A high proportion of our families experience displacement from their housing over the course of the year, and while not

Org Goal 2	enrolled on the last day of the school year will return the following school year.”	Student Enrollment Data: 81.8%	Not Met	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.
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.”	Instructional Staff Retention Data: 68.7%	Not Met	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 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, Citi Bike membership reimbursement, as well as investments to minimize or eliminate health care insurance premium increases for our employees.
Org Goal 4	<p>"Parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey."</p>	<p>NYC DOE School Survey for parents. 84% of parents/guardians agreed or strongly agreed that teachers work closely with them to meet their child's needs. (Q1d) (vs. 92% for city-wide parents) 86% of parents/guardians agreed or strongly agreed that they feel well-informed by the communications they receive from their child's school. (Q1e) (vs. 93% for city-wide parents)</p>	Not Met	<p>This year, we will be implementing a new family communication system that will update families, in their home language, on their student's academic and socio-emotional progress. By removing barriers to communications between instructional, operational, and cultural staff and families, we hope to increase parent's understanding of the work accomplished by their scholars at school.</p>
	<p>"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</p>	<p>NYC DOE School Survey for teachers. 88% of teachers agreed or strongly agreed that the principal/school leader has confidence in the expertise of the teachers at their</p>		

Org Goal 5	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."	school. (Q5c) (vs. 84% for city-wide parents) 88% of teachers agreed or strongly agreed that at their school it is clear how all of the programs offered are connected to their school's instructional vision. (Q8f) vs. 84% for city-wide parents)	Met	
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5. Do you have more organizational goals to add?

Yes

2016-17 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 92% of students agreed or strongly agreed that they feel safe in their classes at their school. (Q7d) (vs City-wide: 91%) 85% of students agreed or strongly agreed that they feel safe traveling between home and their school. (Q7b) (vs City-wide: 85%)</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				

5. FINANCIAL GOALS

2016-17 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 Reports	Met	
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Bedford Stuyvesant New Beginnings Charter School

Financial Statements

June 30, 2017 and 2016

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 statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Prior Period Financial Statements

The summarized comparative financial statements as of June 30, 2016 and for the year then ended, were audited by other auditors who ceased operations. Those auditors expressed an unmodified opinion on those financial statements in their report dated October 27, 2016.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 3, 2017, 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 3, 2017

Bedford Stuyvesant New Beginnings Charter School

Statement of Financial Position
June 30, 2017
(with comparative amounts at June 30, 2016)

	<u>2017</u>	<u>2016</u>
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 1,443,534	\$ 1,614,801
Grants and contracts receivable	627,217	412,560
Prepaid expenses and other current assets	<u>283,758</u>	<u>8,225</u>
Total Current Assets	2,354,509	2,035,586
Property and equipment, net	1,813,909	1,900,242
Restricted cash	75,313	75,238
Security deposits	<u>79,845</u>	<u>79,845</u>
	<u>\$ 4,323,576</u>	<u>\$ 4,090,911</u>
 LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 45,801	\$ 265,657
Accrued payroll and payroll taxes	384,670	355,737
Refundable advances	<u>17,416</u>	<u>22,265</u>
Total Current Liabilities	447,887	643,659
Deferred rent	<u>3,121,556</u>	<u>2,937,211</u>
Total Liabilities	3,569,443	3,580,870
Net assets, unrestricted	<u>754,133</u>	<u>510,041</u>
	<u>\$ 4,323,576</u>	<u>\$ 4,090,911</u>

Bedford Stuyvesant New Beginnings Charter School

Statement of Activities

Year Ended June 30, 2017

(with comparative amounts for the year ended June 30, 2016)

	<u>2017</u>	<u>2016</u>
REVENUE AND SUPPORT		
State and local per pupil operating revenue	\$ 10,978,722	\$ 9,728,062
State and local per pupil facilities funding	298,775	273,416
Federal grants	518,020	338,505
State and city grants	323,914	296,144
Contributions and private grants	150	2,350
After school program	53,513	36,339
In-kind donation	-	19,665
Other income	19,240	8,800
Total Revenue and Support	<u>12,192,334</u>	<u>10,703,281</u>
 EXPENSES		
Program Services		
Regular education	6,960,991	6,036,314
Special education	2,076,678	1,658,745
Supplementary education	167,557	306,085
Total Program Services	9,205,226	8,001,144
Supporting Services		
Management and general	2,446,260	1,980,090
Fundraising	296,756	174,106
Total Expenses	<u>11,948,242</u>	<u>10,155,340</u>
 Change in Net Assets	244,092	547,941
 NET ASSETS, UNRESTRICTED		
Beginning of year	<u>510,041</u>	<u>(37,900)</u>
 End of year	<u>\$ 754,133</u>	<u>\$ 510,041</u>

Bedford Stuyvesant New Beginnings Charter School

Statement of Functional Expenses
 Year Ended June 30, 2017
 (with summarized totals for the year ended June 30, 2016)

	2017				2016			
	Program Services		Management and		Program Services		Management and	
	Regular Education	Special Education	Supplementary Education	Total	General	Fundraising	Total	Total
Salaries and wages	\$ 4,192,548	\$ 1,245,692	\$ 102,750	\$ 5,540,990	\$ 1,215,815	\$ 28,614	\$ 6,785,419	\$ 5,572,792
Employee benefits and payroll taxes	886,828	263,495	21,734	1,172,057	257,175	6,053	1,435,285	1,155,846
Audit and accounting fees	-	-	-	-	22,250	-	22,250	22,250
Legal fees	-	-	-	-	40,617	-	40,617	19,665
Marketing and recruiting	33,588	18,647	-	52,235	34,397	3,440	90,072	118,932
Financial management services	-	-	-	-	130,750	-	130,750	52,484
Contractual services	781	232	19	1,032	232	-	1,264	1,961
Consulting	17,603	8,230	19,181	45,014	186,738	252,534	484,286	422,623
Leased equipment	-	-	-	-	23,361	236	23,597	11,241
Student food services	9,626	2,792	-	12,418	2,788	-	15,206	12,549
Staff lunches	30,375	8,809	-	39,184	8,801	-	47,985	48,572
Insurance	47,984	13,916	-	61,900	13,902	-	75,802	59,797
Utilities	52,257	15,527	1,281	69,065	15,509	-	84,574	105,435
Rent	814,704	242,065	19,967	1,076,736	241,820	-	1,318,556	1,317,986
Postage and shipping	-	-	-	-	6,264	330	6,594	5,086
Classroom supplies	55,994	16,681	-	72,675	692	-	73,367	101,257
Instructional materials	171,658	51,197	-	222,855	-	-	222,855	180,788
Professional development	69,479	20,722	-	90,201	9,273	-	99,474	30,967
Repairs and maintenance	133,266	39,411	2,625	175,302	39,368	-	214,670	275,615
Office expense	1,099	318	-	1,417	83,343	4,715	89,475	110,144
Telephone and internet services	28,771	8,344	-	37,115	8,144	192	45,451	62,057
Information technology	96,316	27,933	-	124,249	27,262	642	152,153	97,536
Student transportation	49,732	14,833	-	64,565	-	-	64,565	37,939
Dues and subscriptions	33,001	9,571	-	42,572	9,561	-	52,133	20,144
Depreciation and amortization	233,422	67,695	-	301,117	67,627	-	368,744	310,365
Miscellaneous	1,959	568	-	2,527	571	-	3,098	1,309
Total Expenses	\$ 6,960,991	\$ 2,076,678	\$ 167,557	\$ 9,205,226	\$ 2,446,260	\$ 296,756	\$ 11,948,242	\$ 10,155,340

Bedford Stuyvesant New Beginnings Charter School

Statement of Cash Flows
Year Ended June 30, 2017

(with comparative amounts for the year ended June 30, 2016)

	<u>2017</u>	<u>2016</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 244,092	\$ 547,941
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	368,744	310,365
Deferred rent	184,345	184,346
Changes in operating assets and liabilities		
Grants and contracts receivable	(214,657)	(214,326)
Prepaid expenses and other current assets	(275,533)	89,310
Accounts payable and accrued expenses	(219,856)	37,318
Accrued payroll and payroll taxes	28,933	73,804
Refundable advances	(4,849)	8,623
Net Cash from Operating Activities	<u>111,219</u>	<u>1,037,381</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(282,411)	(330,791)
Restricted cash	<u>(75)</u>	<u>(75)</u>
Net Cash from Investing Activities	<u>(282,486)</u>	<u>(330,866)</u>
Net Change in Cash and Cash Equivalents	(171,267)	706,515
CASH AND CASH EQUIVALENTS		
Beginning of year	<u>1,614,801</u>	<u>908,286</u>
End of year	<u>\$ 1,443,534</u>	<u>\$ 1,614,801</u>

Bedford Stuyvesant New Beginnings Charter School

Notes to Financial Statements June 30, 2017 and 2016

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 three-year term expiring June 30, 2018. The School's mission is to provide an all-inclusive environment that promotes diverse learning for all students and promotes academic and civic achievements, ranging from the fundamentals of fine art, music, theatre, physical education, and technology. Classes commenced in Brooklyn, New York in September 2010 and the School provided education to approximately 649 students in kindergarten through eighth grade during the 2016-2017 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, 2017 and 2016

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 statement 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, 2017 and 2016.

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, whereby such assets are expensed as incurred.

Bedford Stuyvesant New Beginnings Charter School

Notes to Financial Statements
June 30, 2017 and 2016

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 the fair value. There were no asset impairments for the years ended June 30, 2017 and 2016.

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, 2017 and 2016.

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, 2017 and 2016

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

Donated Services

The School recognizes contributions of services if they (a) create or enhance nonfinancial assets or (b) require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by the School, and (c) are measurable. Donated services that do not meet the above criteria are not recognized. The School recognized \$0 and \$19,665 of donated services for the years ended June 30, 2017 and 2016.

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, 2017 and 2016 was \$90,072 and \$118,932.

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, 2014.

Prior Year Summarized Comparative Financial Information

The financial statements include prior-year summarized comparative information in total but not by natural and functional expense classification. 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 financial statements as of and for the year ended June 30, 2016, 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 3, 2017.

Bedford Stuyvesant New Beginnings Charter School

Notes to Financial Statements June 30, 2017 and 2016

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:

	<u>2017</u>	<u>2016</u>
Computers and equipment	\$ 848,052	\$ 729,150
Furniture and fixtures	405,901	386,306
Leasehold improvements	2,139,337	2,031,923
Software	<u>81,936</u>	<u>45,436</u>
	3,475,226	3,192,815
Accumulated depreciation and amortization	<u>(1,661,317)</u>	<u>(1,292,573)</u>
	<u>\$ 1,813,909</u>	<u>\$ 1,900,242</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, 2017 and 2016 amounted to \$85,880 and \$61,830.

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, 2017, approximately \$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, 2017 and 2016, the School received approximately 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, 2017 and 2016**

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:

Year ending June 30,	
2018	\$ 1,133,640
2019	1,133,640
2020	1,133,640
2021	1,605,186
2022	1,605,186
Thereafter	<u>13,644,081</u>
	<u>\$ 20,255,373</u>

Rent expense for the years ended June 30, 2017 and 2016 was \$1,318,556 and \$1,317,986.

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 reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

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 Auditor's 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, 2017, 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 3, 2017.

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*.

We noted a certain matter that was reported to the management of the School in a separate letter dated October 3, 2017.

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 3, 2017



Entry 6d Additional Financial Docs

Created: 10/25/2017 • Last updated: 11/01/2017

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.

1. Management Letter

<https://nysed-cso-reports.fluidreview.com/resp/11918935/8mMlunhVv3/>

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/11918935/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.



Entry 5d Financial Services Contact Information

Created: 10/25/2017 • Last updated: 10/30/2017

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.

1. School Based Fiscal Contact Information

School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
Lisa-Renée Brown	LRBrown@bsnbcs.org	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	gsaliba@pkfod.com	914-381-8900	1

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	NA@na.com	123-333-1234	0

New York State Education Department

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

2017-18 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 https://stateaid.nysed.gov/charter/ . 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 2017-2018

July 1, 2017 to June 30, 2018

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 105. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	10,149,454	2,301,949	347,600	200	200	12,799,403
Total Expenses	8,538,320	2,431,626	903,916	109,372	768,611	12,742,045
Net Income	1,611,134	(129,677)	(556,316)	(109,172)	(768,611)	57,358
Actual Student Enrollment	563	102				
Total Paid Student Enrollment						

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

REVENUE FROM STATE SOURCES

Per Pupil Revenue	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
District of Location	9,858,455	-	-	-	-	9,858,455
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	9,858,455	1,520,000	49,600	-	-	11,428,055

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	174,189	60,000	-	-	-	234,189
Title I	10,900	174,199	-	-	-	184,398
Title Funding - Other	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-
Grants	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other Federal Revenue	185,059	543,750	-	-	-	728,809
TOTAL REVENUE FROM FEDERAL SOURCES	185,059	777,949	-	-	-	963,008

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising	15,600	4,000	-	200	-	20,000
Estate Reimbursement	84,300	-	-	-	-	84,300
Interest Income, Earnings on Investments	6,000	-	-	-	-	6,000
NYC-DYCD (Department of Youth and Community Development)	-	-	260,000	-	-	260,000
Food Services (Income from meals)	-	-	-	-	-	-
Text Book	-	-	-	-	-	-
Other Local Revenue	-	-	38,000	-	-	38,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	105,900	4,000	298,000	200	200	408,300

TOTAL REVENUE

	10,149,454	2,301,949	347,600	200	200	12,799,403
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions
Executive Management	1.00
Instructional Management	2.00
Deans, Directors & Coordinators	5.00
CFO / Director of Finance	-

Executive Management	170,086	26,167	-	13,064	52,334	261,671
Instructional Management	309,548	48,693	-	-	-	358,240
Deans, Directors & Coordinators	439,027	173,952	-	4,646	9,296	626,921
CFO / Director of Finance	-	-	-	-	-	-

TOTAL REVENUE	10,149,454	2,301,949	347,600	200	200	12,799,403
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Bedford Stuyvesant New Beginnings Charter School
PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 165. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	10,149,454	2,301,949	347,600	200	200	12,799,403
Total Expenses	8,538,320	2,431,626	803,916	109,372	758,811	12,742,045
Net Income	1,611,134	(129,677)	(556,316)	(109,172)	(758,611)	57,358
Actual Student Enrollment	563	102				
Total Paid Student Enrollment						

	PROGRAM SERVICES				SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		TOTAL
Special Ed Supplies & Materials	26,123	4,109	-	-	-	-	30,232
Textbooks / Workbooks	57,470	9,041	-	-	-	-	66,511
Supplies & Materials other	10,448	1,643	-	-	-	-	12,093
Equipment / Furniture	-	-	-	-	18,139	-	18,139
Telephone	5,285	1,385	-	19	558	-	7,256
Technology	61,778	16,152	-	227	8,493	-	84,650
Student Testing & Assessment	38,572	5,753	-	-	-	-	42,325
Field Trips	5,200	847	-	-	-	-	6,046
Transportation (student)	41,797	6,575	-	-	-	-	48,372
Student Services - other	-	-	-	-	-	-	-
Office Expense	21,025	5,497	-	77	27,818	-	54,418
Staff Development	66,414	12,285	-	65	17,978	-	96,743
Staff Recruitment	52,952	13,845	-	195	5,595	-	72,557
Student Recruitment / Marketing	18,011	4,467	-	58	1,649	-	24,186
School Meals / Lunch	18,286	2,877	-	-	-	-	21,163
Travel (Staff)	8,825	2,307	-	33	928	-	12,093
Fundraising	-	-	-	30,232	-	-	30,232
Other	6,820	1,730	-	24	685	-	9,070
TOTAL SCHOOL OPERATIONS	642,499	120,856	-	30,931	92,520	-	886,737

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
FACILITY OPERATION & MAINTENANCE	60,201	15,740	-	222	8,328	-	82,489
Insurance	46,308	12,108	-	171	4,866	-	63,453
Janitorial	895,412	274,525	64,524	3,869	110,331	-	1,438,662
Building and Land Rent / Lease	104,653	29,059	6,466	422	11,879	-	152,300
Repairs & Maintenance	18,038	9,518	-	-	9,518	-	38,072
Equipment / Furniture	-	-	1,289	-	-	-	1,289
Security	73,898	20,564	4,838	290	8,273	-	107,870
Utilities	1,289,495	361,535	77,118	4,975	150,990	-	1,884,116
TOTAL FACILITY OPERATION & MAINTENANCE	8,538,320	2,431,626	903,916	109,372	758,811	-	12,742,045
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	1,611,134	(129,677)	(556,316)	(109,172)	(758,611)	-	57,358

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
NET INCOME	8,538,320	2,431,626	903,916	109,372	758,811	-	12,742,045
	1,611,134	(129,677)	(556,316)	(109,172)	(758,611)	-	57,358

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	563	102	665
School District 2 (Enter Name)	-	-	-
School District 3 (Enter Name)	-	-	-
School District 4 (Enter Name)	-	-	-
School District 5 (Enter Name)	-	-	-
TOTAL ENROLLMENT	563	102	665
REVENUE PER PUPIL	18,027	22,668	523

Bedford Stuyvesant New Beginnings Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 163. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	10,149,454	2,301,949	347,600	200	200	12,799,403
Total Expenses	8,538,320	2,431,626	903,916	109,372	768,811	12,742,046
Net Income	1,611,134	(129,677)	(556,316)	(109,172)	(768,811)	57,358
Actual Student Enrollment	563	102				
Total Paid Student Enrollment						

	PROGRAM SERVICES	SUPPORT SERVICES	TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER
EXPENSES PER PUPIL	15,166	23,839	1,359

Assumptions DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

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

Assumptions DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Assumptions DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

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

Trustee Name:

Patricia Anamwell

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 President*

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

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

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

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

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

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

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

Patricia Bramwell
 Signature

7/17/2017
 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: 

Home Telephone: 

Home Address: 

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):

Balford Sturgesast 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 of engaging in transaction and relationship to yourself
<p align="center">Please write "None" if applicable. Do not leave this space blank.</p> <p align="center">N O N E</p>			

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

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

Tacey E. Pavaluzzi
Signature

July 28, 2017
Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

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

Trustee Name:

ANGEL L. CHARRIEZ

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

BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL

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

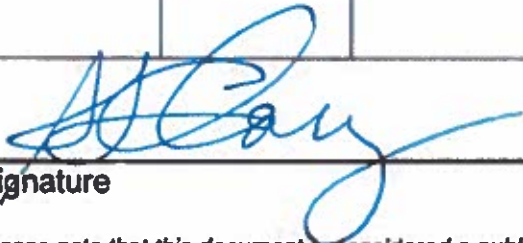
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the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

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


 Signature

7/11/2017
 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: 

Home Telephone: 

Home Address: 

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

Trustee Name:

Doris F. Givens

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

Bed Stuy New Beginnings Charter School

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

Board of Trustees Member - Fundraising & Development

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

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

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


Signature

Wesley F. Johnson

Date

7/28/2017

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: 

Home Telephone: 

Home Address: 

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

TRUSTEE NAME:

Martena Mondesic

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

Bed Stuy New Beginnings

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

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

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 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>NONE</i>		

Please write your answer in this space. 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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; font-weight: bold;">NONE</p>				

Signature

[Handwritten Signature]

Date

7/28/17

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

Business Telephone:

~~917 680 1736~~

Business Address:

~~90 Hudson Street Jersey City NJ 07302~~

E-mail Address:

~~mes117@gmail.com~~

Home Telephone:

~~917-680-1736~~

Home Address:

~~674A Lexington Ave Wd 11
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):

Bedford Stuyvesant New Beginnings

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

Chair of Family Life Committee

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

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

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

Yes No

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

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

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

Kevin A. [Signature]

7/19/2017

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]

E-mail Address: [Redacted]

Home Telephone: [Redacted]

Home Address: [Redacted]

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

Trustee Name:

DALIA OBERLANDER

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

BEDFORD SILVERMANT DELW BEGINNINGS CHARTER SCHOOL

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

- 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.

- 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>

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

NONE NONE NONE NONE

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

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


 Signature _____ Date July 27, 2017

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: 

Home Telephone: 

Home Address: 

**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; CHAIR, FINANCE COMMITTEE; CHAIR, GRIEVANCE COMMITTEE

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

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

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

Yes No

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

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

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

Signature  Date 26 July 17

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: 

Home Telephone: 

Home Address: 

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

Trustee Name:

Cecelia M. Russo

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

BSNBCS

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

Secretary, Chair of Education Committee, *Executive Committee 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
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
NONE				


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:  St. John's University
NY 11439

E-mail Address: 

Home Telephone: 

Home Address: 

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

Trustee Name:

JOSEPH SCIAME

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

BERKSHIRE STUDY/JESUIT NEW BEGINNINGS

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

CHAIR, BOARD OF TRUSTEES

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

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

Signature Josephine Date 7/28/17

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

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

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

- 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.

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

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

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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> <div style="font-size: 2em; font-weight: bold; text-align: center;">NONE</div>				

[Handwritten Signature]
 Signature

7/21/2017
 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: 

Home Telephone: 

Home Address: 



Entry 9 BOT Table

Created: 07/12/2017 • Last updated: 07/13/2017

(tab across or use scroll bar at bottom of table)

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Joseph Sciamone	jsciamone@bsnbc.org	Chair/ Board President		Yes	Higher Education	1 1-year term starting January 2010. Followed by 3 3-year terms ending in 2020.	12
2	Patricia Bramwell	pbramwell@snbc.org	Vice Chair/ Vice President		Yes	Social Work	1 2-year term starting January 2010. Followed by	12

							2 3-year terms ending 2018.	
3	Marlena Mondesir	mmondesir@bsnbcs.org	Secretary	Yes	Former Parent		6 1-year terms starting March 2012 and one 3-year term ending in 2020.	11
4	Victor Rivera	vriviera@bsnbcs.org	Treasurer	Yes	Law		1 2-year term starting January 2010. Followed by 2 3-year terms ending 2018.	11
5	Cecelia Russo	crusso@bsnbcs.org	Trustee/Member	Yes	Higher Education		1 1-year term starting January 2010. Followed by 3 3-year terms ending in 2020.	11

6	Leticia Theodore-Greene	lgreen@bsnbc.org	Trustee/Member	Yes	Lobbying	3 3-year terms starting in March 2010, ending in 2019.	8
7	Kevin Nesbitt	knesbitt@bsnbc.org	Trustee/Member	Yes	Higher Education	3 3-year terms starting in January 2010, ending in 2019.	10
8	Dalia Oberlander	doberlander@bsnbcs.org	Trustee/Member	Yes	Entrepreneurship, arts	1 3-year term starting in January 2016 and ending in 2019.	7
9	Nancy Cavalluzzi	ncavalluzzi@bsnbcs.org	Trustee/Member	Yes	Social work, legal aid	1 3-year term starting in December 2016 and ending in 2019.	7
		dgiven				1 3-year term starting in	

10	Doris Givens	s@bsn.bcs.org	Trustee/Member		Yes	Finance	December 2016 and ending in 2019.	7
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

2. Total Number of Members on June 30, 2016 11

3. Total Number of Members Joining the Board 2016-17 School Year 2

4. Total Number of Members Departing the Board during the 2016-17 School Year 1

5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes 11

6. Number of Board Meetings 12
Conducted in the 2016-17 School
Year

7. Number of Board Meetings 12
Scheduled for the 2017-18
School Year

Thank you.



Entry 10 - Board Meeting Minutes

Last updated: 07/18/2017

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 2016--June 2017.

A. Provide a URL link to the (No response)

**Monthly Board Meeting Minutes
which are posted on the School's
web page.**

OR

B. Upload All Monthly Board Meeting Minutes

Combine into one .PDF file

<https://nysed-cso-reports.fluidreview.com/resp/10913333/wNFCVDEEIA/>



Entry 11 Enrollment and Retention of Special Populations

Created: 07/12/2017 • Last updated: 07/19/2017

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 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 2017-2018.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	During Academic Year 2016-17, we developed relationships with tenant associations in several neighboring NYCHA building to gain access to their meetings and announce open seats, to place promotional materials in their buildings' lobbies, and to distribute flyers door-to-door. We also continued our partnership with daycares, canvassed the neighborhood, and leveraged our families to recruit by word-of-mouth.	Throughout the past year, we build 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. This coming year, we are also using 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.
English Language Learners	In every printed material used for distribution, the contents is translated in Spanish, the language most commonly spoken in our community besides English. We also highlight in these documents the services provided to ELL students. Half of our recruitment and enrollment staff speaks Spanish fluently.	As in 2016-17, 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 which we do not have native speakers on staff.

Students with Disabilities

In the prospectus and flyers distributed to local residences, daycares, churches, barbershops, and groceries, we always 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.

In our recruitment efforts for this coming year, we are maintaining the practices established in prior years. 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.

Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
Economically Disadvantaged	<p>In 2016-17, we began offering universal free lunch to all students, regardless of their ability to pay. We also 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.</p>	<p>This year, we continue offering universal free lunch to all students, providing uniforms to families who request them, and all necessary supplies for learning in the classroom. All educational trips are still paid for by the school, as are cultural and celebratory trips.</p>
English Language Learners	<p>We provide services specifically targeted towards ELL students. We have two ELL specialists who work with non-native English speakers in small groups and who administer testing and accommodations. We also hired a bilingual (English and Spanish) family and community engagement manager who engages families around their student's academic life. Half of our front-line staff, who engage families on operational issues, and 40% of our school's Directors, speak Spanish fluently.</p>	<p>This coming year, we will maintain academic and engagement services as we have established in prior years. We continue to send home communications home in both English and Spanish, hold open houses in English and Spanish, and have translators available during parent-school conferences.</p>
Students with Disabilities	<p>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 created differentiated lesson plans, and all students receive the related services they are eligible to beginning in September.</p>	<p>In 2017-18 we will maintain the best practices previously established: Our School Management Team member in charge of Special Education Services makes herself available to families who wish to better understand services and process 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 created differentiated lesson plans, and all students receive the related services they are eligible to beginning in September.</p>



Entry 12 Classroom Teacher and Administrator Attrition

Created: 07/12/2017 • Last updated: 07/31/2017

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

Classroom Teacher Attrition Table

FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
58	3.3	30.6	3.6	74

Administrator Position Attrition Table

FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
15	0.6	3	3	15

Thank you



Entry 13 Uncertified Teachers

Created: 07/14/2017 • Last updated: 07/20/2017

FTE Count of All Teachers (Certified and Uncertified) as of June 30, 2017 66

FTE Count of All Certified Teachers as of June 30, 2017 34

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 June 30, 2017, and each uncertified teacher should be counted only once.

1. Total FTE count of uncertified teachers (6-30-17)	32
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	26
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	2
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	4

Thank you.

Board of Trustees

Education Cmte.

Family Life Cmte.

Finance Cmte.

Exec. Cmte.

Development Cmte.

ED Eval. Cmte.

Executive Director

School Management Team

Director of Operations

Lower School Director of Instruction

Middle School Director of Instruction

Chief Financial Officer

Chief Development Officer

Operations Team

Lower School

Middle School

Finance Office

- Office Manager
- Operations Associates
- Program Aides
- Facilities Associates

- Teachers
- Instructional Associates
- Academic Deans
- Curriculum & Instruction Coordinator
- Family & Community Engagement Manager

- Teachers
- Instructional Associate
- Special Education Teachers
- ELL Teachers
- RTI Coordinator
- Academic Deans
- Curriculum & Instruction Coordinator
- Extended Learning coordinator

- Finance and Human Resources Associate

NYSed 2017-18 BSNBCS Calendar

Month	Day	Day of Week	Status	BSNBCS Student Days	Description
July	1	Saturday	Weekend	0	
July	2	Sunday	Weekend	0	
July	3	Monday	Federal Holiday: School Closed, No Students or Staff	0	Independence Day
July	4	Tuesday	Federal Holiday: School Closed, No Students or Staff	0	Independence Day
July	5	Wednesday	Building Closed: Facilities, Office and Admin Only	0	
July	6	Thursday	Building Closed: Facilities, Office and Admin Only	0	
July	7	Friday	Building Closed: Facilities, Office and Admin Only	0	
July	8	Saturday	Weekend	0	
July	9	Sunday	Weekend	0	
July	10	Monday	Building Closed: Facilities, Office and Admin Only	0	
July	11	Tuesday	Building Closed: Facilities, Office and Admin Only	0	
July	12	Wednesday	Building Closed: Facilities, Office and Admin Only	0	
July	13	Thursday	Building Closed: Facilities, Office and Admin Only	0	
July	14	Friday	Building Closed: Facilities, Office and Admin Only	0	
July	15	Saturday	Weekend	0	
July	16	Sunday	Weekend	0	
July	17	Monday	Building Closed: Facilities, Office and Admin Only	0	
July	18	Tuesday	Building Closed: Facilities, Office and Admin Only	0	
July	19	Wednesday	Building Closed: Facilities, Office and Admin Only	0	
July	20	Thursday	Building Closed: Facilities, Office and Admin Only	0	
July	21	Friday	Building Closed: Facilities, Office and Admin Only	0	
July	22	Saturday	Weekend	0	
July	23	Sunday	Weekend	0	
July	24	Monday	Building Closed: Facilities, Office and Admin Only	0	
July	25	Tuesday	Building Closed: Facilities, Office and Admin Only	0	
July	26	Wednesday	Building Closed: Facilities, Office and Admin Only	0	
July	27	Thursday	Building Closed: Facilities, Office and Admin Only	0	
July	28	Friday	Building Closed: Facilities, Office and Admin Only	0	
July	29	Saturday	Weekend	0	
July	30	Sunday	Weekend	0	
July	31	Monday	Building Closed: Facilities, Office and Admin Only	0	
August	1	Tuesday	Building Closed: Facilities, Office and Admin Only	0	
August	2	Wednesday	Building Closed: Facilities, Office and Admin Only	0	
August	3	Thursday	Building Closed: Facilities, Office and Admin Only	0	
August	4	Friday	Building Closed: Facilities, Office and Admin Only	0	
August	5	Saturday	Weekend	0	
August	6	Sunday	Weekend	0	
August	7	Monday	Staff Training Day, No students in session	0	
August	8	Tuesday	Staff Training Day, No students in session	0	
August	9	Wednesday	Staff Training Day, No students in session	0	
August	10	Thursday	Staff Training Day, No students in session	0	
August	11	Friday	Staff Training Day, No students in session	0	

NYS ED 2017-18 BSNBCS Calendar

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

NYS ED 2017-18 BSNBCS Calendar

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

NYSED 2017-18 BSNBCS Calendar

Month	Day	Day of Week	Status	BSNBCS Student Days	Description
November	4	Saturday	Weekend	0	
November	5	Sunday	Weekend	0	
November	6	Monday	Regular School Day: Students and Staff in Session	1	
November	7	Tuesday	Regular School Day: Students and Staff in Session	1	
November	8	Wednesday	Regular School Day: Students and Staff in Session	1	
November	9	Thursday	Regular School Day: Students and Staff in Session	1	
November	10	Friday	Regular School Day: Students and Staff in Session	1	
November	11	Saturday	Weekend	0	
November	12	Sunday	Weekend	0	
November	13	Monday	Regular School Day: Students and Staff in Session	1	
November	14	Tuesday	Regular School Day: Students and Staff in Session	1	
November	15	Wednesday	Regular School Day: Students and Staff in Session	1	
November	16	Thursday	Regular School Day: Students and Staff in Session	1	
November	17	Friday	Regular School Day: Students and Staff in Session	1	
November	18	Saturday	Weekend	0	
November	19	Sunday	Weekend	0	
November	20	Monday	Staff Training Day. No students in session	0	
November	21	Tuesday	Staff Training Day. No students in session	0	
November	22	Wednesday	Vacation: No Students or Staff	0	Thanksgiving
November	23	Thursday	Vacation: No Students or Staff	0	Thanksgiving
November	24	Friday	Vacation: No Students or Staff	0	Thanksgiving
November	25	Saturday	Vacation: No Students or Staff	0	Thanksgiving
November	26	Sunday	Vacation: No Students or Staff	0	Thanksgiving
November	27	Monday	Regular School Day: Students and Staff in Session	1	
November	28	Tuesday	Regular School Day: Students and Staff in Session	1	
November	29	Wednesday	Regular School Day: Students and Staff in Session	1	
November	30	Thursday	Regular School Day: Students and Staff in Session	1	
December	1	Friday	Regular School Day: Students and Staff in Session	1	
December	2	Saturday	Weekend	0	
December	3	Sunday	Weekend	0	
December	4	Monday	Regular School Day: Students and Staff in Session	1	
December	5	Tuesday	Regular School Day: Students and Staff in Session	1	
December	6	Wednesday	Regular School Day: Students and Staff in Session	1	
December	7	Thursday	Regular School Day: Students and Staff in Session	1	
December	8	Friday	Regular School Day: Students and Staff in Session	1	
December	9	Saturday	Weekend	0	
December	10	Sunday	Weekend	0	
December	11	Monday	Regular School Day: Students and Staff in Session	1	
December	12	Tuesday	Regular School Day: Students and Staff in Session	1	
December	13	Wednesday	Regular School Day: Students and Staff in Session	1	
December	14	Thursday	Regular School Day: Students and Staff in Session	1	
December	15	Friday	Regular School Day: Students and Staff in Session	1	

NYSED 2017-18 BSNBCS Calendar

Month	Day	Day of Week	Status	BSNBCS Student Days	Description
December	16	Saturday	Weekend	0	
December	17	Sunday	Weekend	0	
December	18	Monday	Regular School Day: Students and Staff in Session	1	
December	19	Tuesday	Regular School Day: Students and Staff in Session	1	
December	20	Wednesday	Regular School Day: Students and Staff in Session	1	
December	21	Thursday	Regular School Day: Students and Staff in Session	1	
December	22	Friday	Vacation: No Students or Staff	0	Winter Recess
December	23	Saturday	Vacation: No Students or Staff	0	Winter Recess
December	24	Sunday	Vacation: No Students or Staff	0	Winter Recess
December	25	Monday	Vacation: No Students or Staff	0	Winter Recess
December	26	Tuesday	Vacation: No Students or Staff	0	Winter Recess
December	27	Wednesday	Vacation: No Students or Staff	0	Winter Recess
December	28	Thursday	Vacation: No Students or Staff	0	Winter Recess
December	29	Friday	Vacation: No Students or Staff	0	Winter Recess
December	30	Saturday	Vacation: No Students or Staff	0	Winter Recess
December	31	Sunday	Vacation: No Students or Staff	0	Winter Recess
January	1	Monday	Federal Holiday: School Closed, No Students or Staff	0	Winter Recess
January	2	Tuesday	Regular School Day: Students and Staff in Session	1	
January	3	Wednesday	Regular School Day: Students and Staff in Session	1	
January	4	Thursday	Regular School Day: Students and Staff in Session	1	
January	5	Friday	Regular School Day: Students and Staff in Session	1	
January	6	Saturday	Weekend	0	
January	7	Sunday	Weekend	0	
January	8	Monday	Regular School Day: Students and Staff in Session	1	
January	9	Tuesday	Regular School Day: Students and Staff in Session	1	
January	10	Wednesday	Regular School Day: Students and Staff in Session	1	
January	11	Thursday	Regular School Day: Students and Staff in Session	1	
January	12	Friday	Staff Training Day, No students in session	0	
January	13	Saturday	Weekend	0	
January	14	Sunday	Weekend	0	
January	15	Monday	Federal Holiday: School Closed, No Students or Staff	0	MLK Day
January	16	Tuesday	Regular School Day: Students and Staff in Session	1	
January	17	Wednesday	Regular School Day: Students and Staff in Session	1	
January	18	Thursday	Regular School Day: Students and Staff in Session	1	
January	19	Friday	Regular School Day: Students and Staff in Session	1	
January	20	Saturday	Weekend	0	
January	21	Sunday	Weekend	0	
January	22	Monday	Regular School Day: Students and Staff in Session	1	
January	23	Tuesday	Regular School Day: Students and Staff in Session	1	
January	24	Wednesday	Regular School Day: Students and Staff in Session	1	
January	25	Thursday	Regular School Day: Students and Staff in Session	1	
January	26	Friday	Regular School Day: Students and Staff in Session	1	

NYSED 2017-18 BSNBCS Calendar

Month	Day	Day of Week	Status	BSNBCS Student Days	Description
January	27	Saturday	Weekend	0	
January	28	Sunday	Weekend	0	
January	29	Monday	Regular School Day: Students and Staff in Session	1	
January	30	Tuesday	Regular School Day: Students and Staff in Session	1	
January	31	Wednesday	Regular School Day: Students and Staff in Session	1	
February	1	Thursday	Regular School Day: Students and Staff in Session	1	
February	2	Friday	Regular School Day: Students and Staff in Session	1	
February	3	Saturday	Weekend	0	
February	4	Sunday	Weekend	0	
February	5	Monday	Regular School Day: Students and Staff in Session	1	
February	6	Tuesday	Regular School Day: Students and Staff in Session	1	
February	7	Wednesday	Regular School Day: Students and Staff in Session	1	
February	8	Thursday	Regular School Day: Students and Staff in Session	1	
February	9	Friday	Regular School Day: Students and Staff in Session	1	
February	10	Saturday	Weekend	0	
February	11	Sunday	Weekend	0	
February	12	Monday	Regular School Day: Students and Staff in Session	1	
February	13	Tuesday	Regular School Day: Students and Staff in Session	1	
February	14	Wednesday	Regular School Day: Students and Staff in Session	1	
February	15	Thursday	Regular School Day: Students and Staff in Session	1	
February	16	Friday	Vacation: No Students or Staff	0	Mid Winter Recess
February	17	Saturday	Vacation: No Students or Staff	0	Mid Winter Recess
February	18	Sunday	Vacation: No Students or Staff	0	Mid Winter Recess
February	19	Monday	Vacation: No Students or Staff	0	Mid Winter Recess
February	20	Tuesday	Vacation: No Students or Staff	0	Mid Winter Recess
February	21	Wednesday	Vacation: No Students or Staff	0	Mid Winter Recess
February	22	Thursday	Vacation: No Students or Staff	0	Mid Winter Recess
February	23	Friday	Vacation: No Students or Staff	0	Mid Winter Recess
February	24	Saturday	Vacation: No Students or Staff	0	Mid Winter Recess
February	25	Sunday	Vacation: No Students or Staff	0	Mid Winter Recess
February	26	Monday	Staff Training Day: No students in session	0	
February	27	Tuesday	Regular School Day: Students and Staff in Session	1	
February	28	Wednesday	Regular School Day: Students and Staff in Session	1	
March	1	Thursday	Regular School Day: Students and Staff in Session	1	
March	2	Friday	Regular School Day: Students and Staff in Session	1	
March	3	Saturday	Weekend	0	
March	4	Sunday	Weekend	0	
March	5	Monday	Regular School Day: Students and Staff in Session	1	
March	6	Tuesday	Regular School Day: Students and Staff in Session	1	
March	7	Wednesday	Regular School Day: Students and Staff in Session	1	
March	8	Thursday	Regular School Day: Students and Staff in Session	1	
March	9	Friday	Regular School Day: Students and Staff in Session	1	

NYSED 2017-18 BSNBCS Calendar

Month	Day	Day of Week	Status	BSNBCS Student Days	Description
March	10	Saturday	Weekend	0	
March	11	Sunday	Weekend	0	
March	12	Monday	Regular School Day: Students and Staff in Session	1	
March	13	Tuesday	Regular School Day: Students and Staff in Session	1	
March	14	Wednesday	Regular School Day: Students and Staff in Session	1	
March	15	Thursday	Regular School Day: Students and Staff in Session	1	
March	16	Friday	Regular School Day: Students and Staff in Session	1	
March	17	Saturday	Weekend	0	
March	18	Sunday	Weekend	0	
March	19	Monday	Regular School Day: Students and Staff in Session	1	
March	20	Tuesday	Regular School Day: Students and Staff in Session	1	
March	21	Wednesday	Regular School Day: Students and Staff in Session	1	
March	22	Thursday	Regular School Day: Students and Staff in Session	1	
March	23	Friday	Regular School Day: Students and Staff in Session	1	
March	24	Saturday	Weekend	0	
March	25	Sunday	Weekend	0	
March	26	Monday	Regular School Day: Students and Staff in Session	1	
March	27	Tuesday	Regular School Day: Students and Staff in Session	1	
March	28	Wednesday	Regular School Day: Students and Staff in Session	1	
March	29	Thursday	Regular School Day: Students and Staff in Session	1	
March	30	Friday	Vacation: No Students or Staff	0	Spring Break
March	31	Saturday	Vacation: No Students or Staff	0	Spring Break
April	1	Sunday	Vacation: No Students or Staff	0	Spring Break
April	2	Monday	Vacation: No Students or Staff	0	Spring Break
April	3	Tuesday	Vacation: No Students or Staff	0	Spring Break
April	4	Wednesday	Vacation: No Students or Staff	0	Spring Break
April	5	Thursday	Vacation: No Students or Staff	0	Spring Break
April	6	Friday	Vacation: No Students or Staff	0	Spring Break
April	7	Saturday	Vacation: No Students or Staff	0	Spring Break
April	8	Sunday	Vacation: No Students or Staff	0	Spring Break
April	9	Monday	Regular School Day: Students and Staff in Session	1	
April	10	Tuesday	Regular School Day: Students and Staff in Session	1	
April	11	Wednesday	Regular School Day: Students and Staff in Session	1	NYS ELA Assessment
April	12	Thursday	Regular School Day: Students and Staff in Session	1	NYS ELA Assessment
April	13	Friday	Regular School Day: Students and Staff in Session	1	NYS ELA Assessment
April	14	Saturday	Weekend	0	
April	15	Sunday	Weekend	0	
April	16	Monday	Regular School Day: Students and Staff in Session	1	
April	17	Tuesday	Regular School Day: Students and Staff in Session	1	
April	18	Wednesday	Regular School Day: Students and Staff in Session	1	
April	19	Thursday	Regular School Day: Students and Staff in Session	1	
April	20	Friday	Regular School Day: Students and Staff in Session	1	

NYSSED 2017-18 BSNBCS Calendar

Month	Day	Day of Week	Status	BSNBCS Student Days	Description
April	21	Saturday	Weekend	0	
April	22	Sunday	Weekend	0	
April	23	Monday	Regular School Day: Students and Staff in Session	1	
April	24	Tuesday	Regular School Day: Students and Staff in Session	1	
April	25	Wednesday	Regular School Day: Students and Staff in Session	1	
April	26	Thursday	Regular School Day: Students and Staff in Session	1	
April	27	Friday	Regular School Day: Students and Staff in Session	1	
April	28	Saturday	Weekend	0	
April	29	Sunday	Weekend	0	
April	30	Monday	Regular School Day: Students and Staff in Session	1	
May	1	Tuesday	Regular School Day: Students and Staff in Session	1	NYS Math Assessment
May	2	Wednesday	Regular School Day: Students and Staff in Session	1	NYS Math Assessment
May	3	Thursday	Regular School Day: Students and Staff in Session	1	NYS Math Assessment
May	4	Friday	Regular School Day: Students and Staff in Session	1	
May	5	Saturday	Weekend	0	
May	6	Sunday	Weekend	0	
May	7	Monday	Regular School Day: Students and Staff in Session	1	
May	8	Tuesday	Regular School Day: Students and Staff in Session	1	
May	9	Wednesday	Regular School Day: Students and Staff in Session	1	
May	10	Thursday	Regular School Day: Students and Staff in Session	1	
May	11	Friday	Regular School Day: Students and Staff in Session	1	
May	12	Saturday	Weekend	0	
May	13	Sunday	Weekend	0	
May	14	Monday	Regular School Day: Students and Staff in Session	1	
May	15	Tuesday	Regular School Day: Students and Staff in Session	1	
May	16	Wednesday	Regular School Day: Students and Staff in Session	1	
May	17	Thursday	Regular School Day: Students and Staff in Session	1	
May	18	Friday	Regular School Day: Students and Staff in Session	1	
May	19	Saturday	Weekend	0	
May	20	Sunday	Weekend	0	
May	21	Monday	Regular School Day: Students and Staff in Session	1	
May	22	Tuesday	Regular School Day: Students and Staff in Session	1	
May	23	Wednesday	Regular School Day: Students and Staff in Session	1	
May	24	Thursday	Regular School Day: Students and Staff in Session	1	
May	25	Friday	Regular School Day: Students and Staff in Session	1	
May	26	Saturday	Weekend	0	
May	27	Sunday	Weekend	0	
May	28	Monday	Federal Holiday: School Closed. No Students or Staff	0	Memorial Day
May	29	Tuesday	Regular School Day: Students and Staff in Session	1	
May	30	Wednesday	Regular School Day: Students and Staff in Session	1	
May	31	Thursday	Regular School Day: Students and Staff in Session	1	
June	1	Friday	Regular School Day: Students and Staff in Session	1	

