SUNY Charter Schools Institute
The State University of New York

PROPOSAL TRANSMITTAL AND SUMMARY FORM

Proposed School Information			
Charter School Name:	Bedford Stuyvesant New Beginnings Charter School 2		
Education Corp. Name:	Bedford Stuyvesant New Beginnings Charter School 2		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Propos
School District (or NYC CSD):	NYC CSD 16	Opening Date:	August 26 2024

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K-1	162
Year 2	K-2	243
Year 3	K-3	324
Year 4	K-4	405
Year 5	K-5	486

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	N/A
CMO Public Contact Info (Name, Phone):	N/A
Partner Organization:	N/A
Partner Public Contact Info (Name, Phone):	N/A

Lead Applicant Contact Information					
First Lead Applicant Name:	[redacted]				
Applicant is a:	☐ Parent ☐ Teacher ☑ School Administrator ☑ District Resident ☐ Education Corp./Charter School				
Organization Name:	[redacted]				
Applicant Mailing Address:	[redacted]				
Primary Phone #:	[redacted]	Secondary Phone #:	N/A	Email:	[redacted]
Second Lead Applicant Name:	[redacted]				
Applicant is a:	☑ Parent ☐ Teacher ☑ School Administrator ☐ District Resident ☐ Education Corp./Charter School				
Organization Name:	Bedford Stuyvesant New Beginnings Charter School				
Applicant Mailing Address:	[redacted]				
Primary Phone #:	[redacted]	Secondary Phone #:	N/A	Email:	[redacted]
List additional lead applicants in the "Other" section.	☑ Not Applicable ☐ Additional Applicants Listed in "Other"				

Media/Public Contact Information (required)					
Name:	[redacted]	Phone #:	[redacted]	Email:	[redacted]

Lead Applicant Signature			
Signature:	[redacted]	Date:	08/09/23

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Program Design

MISSION STATEMENT (IF DIFFERENT FROM INTENT TO APPLY FORM)

At BSNBCS2, families, educators and community members will join together to create a supportive and rigorous academic environment for all students. Through the pursuit of traditional coursework, project based, and experiential learning, students will be prepared to succeed in higher education, careers and become responsible citizens of the global community.

KEY DESIGN ELEMENTS (IF DIFFERENT FROM INTENT TO APPLY FORM)

Same as intent to apply form.

BRIEF OVERVIEW OF ACADEMIC PROGRAM (IF DIFFERENT FROM INTENT TO APPLY FORM)

Same as intent to apply form.

School Management

MANAGEMENT STRUCTURE (IF DIFFERENT FROM INTENT TO APPLY FORM)

Same as intent to apply form.

ROLE OF CMO OR PARTNER(S) (IF DIFFERENT FROM INTENT TO APPLY FORM)

Same as intent to apply form.

School Facility Plans (If different from Intent to Apply Form)

Same as intent to apply form.

Board Member Names and Biographical Summaries (If different from Intent to Apply Form)

Same as intent to apply form.

Other

N/A.

SCHOOL STATISTICAL OVERVIEW

SCHOOL NAME:

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment[1]					
Total Enrollment	697	709	714	714	722
Number of Students with Disabilities	125	138	151	164	140
Number of English language learners	99	94	141	183	193
Number of Economically Disadvantaged Students	632	667	688	680	696
Retention[2]					
Total Number of Students **Eligible** to Return from Previous Year[3]	613	628	635	630	641
Total Number of Eligible Students Who Returned from Previous Year	613	628	635	630	641
Number of Students with Disabilities Eligible to Return from Previous Year[4]	118	130	141	151	124
Number of Students with Disabilities Who Returned from Previous Year	118	130	141	151	124
Number of English language learners Eligible to Return from Previous Year[5]	85	79	121	158	168
Number of English language learners Who Returned from Previous Year	85	79	121	158	168
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	552	565	572	567	577
Number of Economically Disadvantaged Students Who Returned from Previous Year	552	565	572	567	577
Average Daily Attendance Rate	93.40%	93.80%	92.70%	89%	91%
Discipline					
Number of In-School Suspensions (Occurrences)	25	10	3	4	8
Number of Out of School Suspensions (Occurrences)	16	6	25	4	19
Number of In-School Suspensions (unique students)	16	10	3	4	8
Number of Out of School Suspensions (unique students)	16	6	13	4	16

SCHOOL STATISTICAL OVERVIEW

Number of Expulsions	0	0	0	0	0

R-00c - Replication Checklist

N/A school is not a replication of an existing SUNY charter school.

R-02ab - Addressing the need
a. Mission
Provide the mission statement for the proposed charter school.

Mission: At BSNBCS2, families, educators and community members will join together to create a supportive and rigorous academic environment for all students. Through the pursuit of traditional coursework, project based, and experiential learning, students will be prepared to succeed in higher education, careers and become responsible citizens of the global community.

b. Key Design Elements
Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. This should not exceed five pages in length.

(section 02B starts on next page)

Key Design Elements: BSNBCS2 has four key design elements that are incorporated into the school's model for grades K-12 and in its operational design: Data Driven Decision Making, Differentiated Instruction, Student Centered Learning and, lastly, Project Based and Experiential Learning Leading to a Self-selected Career Pathway.

Data Driven Decision Making: BSNBCS2 trustees, leadership and staff members will use data driven frameworks, tools and processes to inform our decision making. This approach will drive teaching and learning across our K-12 school as well as informing our approach to school wide operations, finance, and governance.

In the teaching and learning domain, data will inform everything we do academically starting with the development of assessments, individual tasks, lesson plans, unit plans, curriculum maps and other daily decisions regarding instruction. We are 'big tent' thinkers regarding data, we seek out information using standard approaches such as diagnostic assessments, formative assessments, and summative assessments as well as more qualitative information such as classroom observations, feedback from parents, attendance and student feedback. Our process is exemplified in our Data Action Protocol, a tool specifically designed to collate information regarding a specific student or class through a dedicated team of educators who are tasked with developing a specific plan to support their learning. This approach ensures that all BSNBCS2 teachers and administrators use data to guide their thinking and action.

In operations and finance, we will ensure the school remains fully enrolled by analyzing patterns of enrollment, student applications return rates, demographic shifts and attendance patterns. As a part of its normal business, BSNBCS2 will proactively increase family engagement, conduct home visits and utilize text messages and online platforms to engage families. As per-pupil funding is the key driver of the school's revenue, the school will track general and special education enrollment consistently to ensure that all budget decisions are made in context of revenues and to track expenditures on a regular basis, including a monthly review of expenditures by the Board's finance committee. Data will also enhance decision-making in governance, through tools available with our partners at Board on Track to quantify Board effectiveness. Using their nationwide framework, our Trustees will track metrics to enhance Board engagement, progress towards Board strategic goals, and to identify any new focus areas for governance.

Differentiated Instruction: Differentiated instruction will be a core practice in all K-12 classrooms and a key driver of instructional planning for educators and our academic leaders. We believe that the academic, social, emotional, and developmental needs of students can change significantly throughout each year, as well as between them, and that the school must consider itself and its staff as a learning organization. This means we avoid monolithic approaches and make adjustments to meet the needs of our heterogeneous population of students who require appropriate modifications and supports to succeed.

Accordingly, school leadership will be responsible to design a framework for teachers to develop differentiated lessons and materials, and to employ instructional strategies that reflect each student's needs within the context of an activity, lesson, unit or course on a daily basis.

BSNBCS2's approach towards differentiated instructions will employ a variety of scaffolds and supports such as small group instruction for struggling students, multiple avenues for students to demonstrate proficiency on a given task, developing rigorous activities for students who are mastering content & skills on an accelerated basis, and creating lessons that cater to the different types of learners in the classroom, including students with disabilities, English language learners and other at-risk students. The differentiation, based on the research and principles of Carol Ann Tomlinson, will come in the forms of content, process, and product. Our advanced students will have opportunities in core academic coursework and through experiential learning to succeed at an accelerated pace in elementary and middle school, eventually leading to advanced studies, Advanced Placement programming and College Now coursework in high school.

Student-Centered Learning: From our experiences operating Bedford Stuyvesant New Beginnings in the past five years, we have moved towards pedagogical practices that are increasingly more student-centered and teacher-facilitated. Our performance data has shown that not only is this philosophically consistent with our mission, but it also is more effective in promoting student learning and curiosity. BSNBCS2 will continue and expand this approach with teacher facilitated classes that encourage students to generate some of their own learning through an active inquiry process, not simply receive knowledge from their teachers.

BSNBCS2 will embrace this approach to make student centered learning a daily practice in its K-8 and high school instruction. We believe that students understand and retain more content while also developing and mastering skills more successfully when they are the focus of their own learning. Moving towards a student-centered instructional approach is a process, as direct instruction remains an important tool. However, whenever possible, we will utilize pedagogy and learning strategies that allows students to learn from multiple sources: from experiments, class discussion and debate, from classmates, and their own investigations and collaborative interdisciplinary projects, which would be teacher facilitated.

Student-centered instruction makes learning cooperative, collaborative, and community-oriented. It allows students to be self-confident, develop interpersonal skills, and be proactive in their learning as they evolve in an inquiry-based model for learning. Student-centered learning requires that teachers be responsive to student feedback, check for understanding in every class and closely monitor student performance using a variety of assessments. From the teacher perspective, student-centered planning places the student at the center of instructional preparation, as opposed to a modification or a secondary add-on.

In grades K-8, student-centered instruction takes many forms including the development of mathematical principles during Cognitively Guided Instruction (CGI) and Guided Math, independent reading in ELA, and cooperative learning and critical thinking activities in all subject areas. Student-centered instruction at BSNBCS2 will include learning centers, stations, jigsaws, paired or group work, independent tasks, group presentations, case studies, role playing, simulations, lab experiments, workshops, problem-based tasks, games, and competitions.

For high schoolers, we believe that effective learning for students must be combined with authentic adult relationships that play a crucial role in students development and meeting their goals towards graduation. This starts in the classroom, where students are expected more frequently to own their education individually and collectively, and to have opportunities to make choices and decisions on their learning, facilitated by their teachers and their grade level guidance counselors.

In addition to the pedagogical practices in the classroom, student-centered instruction at the high school level is central to developing self-agency and academic responsibility that are required for success in experiential learning settings and outside of our building. Having matured and accomplished progressively more self-directed projects, high schoolers will be empowered to shape the nature and focus of projects, develop the social skills to collaborate with peers, and carry out personally meaningful initiatives via experiential learning. These outside of the classroom projects allow students to develop a true sense of ownership over their own future, to select their own career pathway.

Project based and experiential learning leading to a self-selected career pathway: In high school, students will be empowered and informed through the academic program to pursue a college and career pathway of their own choosing. This pathway will begin in grades K-8 and continue into high school through opportunities including pre-internships, community based projects and campaigns with established community based organizations, nonprofits and businesses.

Students in all grades will engage in developmentally appropriate service learning projects that will connect across disciplines and curriculum. For example, in Kindergarten and first grade, students will be introduced to a local community garden, Tranquility Farms. These early elementary grades lessons to the life cycle becomes real when students see how eggs become chickens, how rainwater collects, and how plants grow from the seeds they plant. By middle school, students are given the opportunity to advocate with local elected leaders. Recently, our middle schoolers have engaged our elected officials on topics that are important to themselves, their families and their community. For instance, they have joined Brooklyn Borough President Adams at the March 14 2018 “March for our Lives” demanding better gun control. As high schoolers, BSNBCS2 students will have opportunities to participate in meaningful community projects through pre-internships, work placements and enrichment week programming that will push them to think critically and consider learning outside of the school building. High school teachers, working with the Director of experiential learning and cohort guidance counselors, will integrate service projects with classroom learning as a core strategy for student learning. Students will benefit and become engaged in the educational process by using what they learn in class to solve real-life problems.

Our career and college readiness model focuses on helping students identify their own interests, gain exposure to the field through coursework and out of classroom experiences, including internships, apprenticeships and paid-jobs during their high school experience, which is necessarily individualized.

Effectiveness of the Key Design Elements and adherence to the Mission: In order to ensure that the school is effectively executing its key design elements and its mission, we will periodically conduct a self-review of the school's effectiveness in these practices several times prior to the opening of the school in 2020 and on a quarterly basis following that. These 'Mission and Vision' sessions will include key members of the Board, school management team and other key stakeholders to review recent practices, processes and progress towards implementing the key design elements and mission with the objective of identifying areas of growth and to making modifications as needed to best accomplish these goals.

Mission and Vision sessions will be structured and facilitated around the Mission and key design elements, using Professional Learning Communities protocols designed by the National School Reform Faculty to develop a reflective and proactive review of our work, and to spur dialogue amongst key stakeholders. Following the sessions, an action plan will be identified and shared with Trustees, instructors, families and other members of our school community.

For day-to-day effectiveness of the key design elements, the teaching and learning team will continuously review lesson plans, conduct classroom observations, provide actionable feedback to teachers, use data to monitor student performance, and provide professional development to teachers. The principals will continuously use data to monitor student learning and growth as well as tracking the development of high students students towards completion of high quality internships that are aligned to college majors.

The Need for a Transformational School Model: A New Kind of Community School

The K-12 design of BSNBCS2 seeks to address the needs of a very specific community in Bedford-Stuyvesant through a comprehensive, integrated, and innovative approach. All founding board members were born and raised in Brooklyn, our founding principal was raised in Bedford-Stuyvesant, and our executive director is a NYC transplant who began his teaching career here and lives lives two blocks from the school. Our school design is informed by this deep experience and appreciation for the promise of Brooklyn through an unrelenting focus on how our students can be positive change agents in our City and society. While our primary goal is to advance our students' learning, an ancillary benefit of this innovative model of fostering students' talents and interests will be the establishment of new resources and new career opportunities in Bedford-Stuyvesant, a community harmed by redlining, disinvestment and institutional neglect. We believe that each seat in our program and each enrolled student can be a "New Beginning" for our community, one that will bring more access, equity, opportunities and successes for our students and their families. We, and our community, want to see our talented young students access the resources they need to grow and prosper in their own community after 12th grade.

When the BSNBCS2 high school opens in 2023, there will be no 'field trips', but rather practicum experiences that will allow students to apply their knowledge and engage others from an informed, critical perspective. With NYC as our extended classroom and backyard, students will acquire real-life experiences and knowledge from a diverse group of individuals, organizations, businesses and cultural coalitions.

The high school of BSNBCS2 directly addresses several core intractable needs of Bedford-Stuyvesant residents: a lack of high quality seats in open admission high schools, a lack of job opportunities for youth aged 16-21 and a dearth of resources that support the vital, practical needs of our community. Accordingly, our high school's primary aim is to graduate highly successful students with Regents and Advanced Regents diplomas, ready for college and for careers. We will do so through an integrated, skills-rich, experiential and project learning framework fueled by our dedicated staff and partners.

A School That Works, A Community That Builds

While elements of our school model can be found in other areas, cities and states, our K-8 design and high school planning has specifically been tailored to anticipate the needs of high school students from Brooklyn, coming of age in the 2020s, and entering the careers of the present and near future. We learn from others in the field, as elements of our high school student framework are in place at High Tech High in San Diego; our field placements for internships in jobs parallels an existing program from the Cristo Rey parochial school network and our experiential learning program and enrichment week program was pioneered at the Renaissance Charter School in NYC.

Graduates of Bedford Stuyvesant New Beginnings 2 will live up to the greater promise of New York City within the imagination in American society: the home of hard working, dedicated and engaged colleagues, students and families who work together with an entrepreneurial spirit where every person has a chance to be successful. With the backdrop of housing projects and construction cranes on previously long-abandoned lots, our development of this specific K-12 model prepares students for vast and diverse post-secondary opportunities to contribute to their neighborhood, city and country.

R-03a Applicant Information:
Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act or, if a board chair of an existing SUNY-authorized education corporation, indicate "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and education background. Provide a description of the applicant's knowledge of and relationship to the community in which the proposed charter school would be located.

R-03d Applicant Information Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers) Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:

- **The name of the proposed charter school(s) when previously submitted;**
- **The date(s) of the previous submission(s); and,**
- **A detailed summary of what has changed in the proposal since its previous submission(s) and the reasons therefore.**

Indicate whether the applicant and/or founding team has previously applied or is currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities in other states. If yes, provide:

- **The name of the charter entity;**
- **The state where the application was submitted (if not New York);**
- **The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;**
- **The status of the application(s);**
- **If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial.**
- **If the application was granted, but the charter school is no longer in existence, please provide an explanation; and,**
- **Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.**

R-03a: Our two lead applicants meet the requirements of the Act. [redacted] is a community resident and administrator. [redacted] is a parent and administrator.

[redacted] has been a New York City educator for the past twenty years. Originally hailing from central Florida, Nicholas has worked in public schools in Brooklyn, Manhattan and Queens in various instructional and leadership roles since 2002.

Nicholas started his career as a High School English teacher in Brooklyn at a NYCDOE school located less than a mile away from BSNBCS, as a participant in the New York City Teaching Fellows program. He joined to the charter world in 2004, where he taught and worked as a high school coordinator at Renaissance Charter School in Jackson Heights, Queens. His exposure to students of widely diverse backgrounds, immigrant students and ELLs inspired him to seek his

NYS School Building Leaders license and then become Renaissance's K-12 Director for Programs and Accountability, where he led the school's project based and experiential learning programs, student growth framework and compliance mandates.

Following his K-12 work in Queens, Nicholas was the lead applicant and founding Principal for Renaissance's second school, Innovation High School, a high school located in East Harlem which focused on serving students with disabilities, overage and undercredited students, and other at-risk youth. In 2014, he returned to work in his adopted home borough of Brooklyn, as the Executive Director of Bedford Stuyvesant New Beginnings Charter School. Throughout his career, Nicholas has been deeply invested in opportunities for children and youth who are traditionally not successful in public schools including students with disabilities, English language learners, students coming in to high school below grade level and students in poverty. He is a local homeowner, living three blocks aways from BSNBCS and is an active member of the Bedford Stuyvesant community.

[redacted] was raised in Bedford Stuyvesant and was introduced to the community as a part of her father's parish in the neighborhood. Patience began her career as a NYCDOE elementary school teacher in the Bronx in 2006, and has since expanded her impact on students as a curriculum coordinator, Assistant Principal, Lower School Director, Principal and Chief Academic Officer in Bronx and Brooklyn charter schools.

[redacted] is passionate about improving student learning through highly effective, engaged and responsive classrooms. Her experience serving students in need, as an academic leader at Mott Haven Academy Charter School, helped equip her with the knowledge and background to ensure all students can be academically successful.

[redacted]joined Bedford Stuyvesant New Beginnings Charter School in 2016 and has brought her warm and rigorous academic approach to the school. After her previous work as school Principal, she currently serves in role as Chief Academic Officer at BSNBCS. Her focus is on staff development and growth, excellent instruction, curriculum alignment, and intensive parent engagement and involvement are the foundation of her leadership work.

R-03d: This proposal to establish BSNBCS2 was previously submitted and approved to by the SUNY Board of Trustees Charter Schools Committee on March 4th, 2019.

Prior to that approval in 2019, this proposal was previously withdrawn from consideration, under the same name, Bedford Stuyvesant New Beginnings Charter School 2, which was submitted on June 26, 2018. The founding team has not previously applied for, or is currently applying for, a charter from an entity other than the SUNY Trustees.

Following the proposal's submission in June 2018, the founding team sought additional feedback in the summer, fall, and early winter of 2018 from a variety of key stakeholders including parents, staff members and school administrators, Trustees, Bedford Stuyvesant community members, middle school students and members of the NYC business community.

In addition to feedback received in the letter of justification in October 2018, the founding team received feedback on the application from staff members at the Charter Schools Institute, educational consultants, members of the business community and additional elected officials.

Following a review of this feedback, the found team conducted internal review process to determine whether we should move forward with a re-application and if so, how our process and approach would be improved to develop a stronger proposal. Over several months, we developed that process, brought in additional team members for the editing and expansion of the application The feedback from this variety of sources led to the implementation of the changes described below and the submission of the revised application in 2019.

R-03bc - Proposal History

b. Proposal History
Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors, for example, support organizations, or consultants (even if these outside advisors are not active members of the founding group).

The applicant team was formed by members of the Bedford Stuyvesant New Beginnings Charter School community. Based on the rapid changes in the neighborhood, including challenging economic circumstances for residents, the team was constantly wrestling with the question, "How can we could better serve the greater Bed-Stuy community?" While discussion of a high school dates back to the early planning days in 2009, our team of Trustees and school leaders seriously began to discuss plans for a high school in early 2018 after receiving feedback from parents and community partners, with additional work completed following the approval in 2019, including additional staff, parent and community meetings in 2023. Based on intensive feedback from our families, community members, elected officials and partners, the proposal for BSNBCS2 as a K-12 school, with a carefully designed high school preparing students for college and careers, was identified as the best way to serve the students of this community.

The application was primarily written by the lead applicants, a staff member at BSNBCS and two key consultants who have helped us further define and shape our vision, along with substantial feedback from our Trustees. Our proposed Executive Director, [redacted] drafted the majority of the application; [redacted] our proposed academic leader created the academic and assessments framework for the proposal. The 2019 version of the application was supported by [redacted] then the Chief Development Officer at New Beginnings, assisted in editing, writing and collating materials.

The team used the opportunity to write this K-12 proposal as a process to reflect deeply on the work that is been done and is currently done at our current school. We've done the following as a part of this process (i) identified the things that are working well and which we will continue at BSNBCS2; (ii) identified areas for improvement, done extensive research to make sure that all changes are aligned with the mission & vision of the school; and conducted extensive research on the high school design because we want to make sure that we are providing programming that is aligned with the vision & mission as well as the diverse needs of the students we plan to serve. This process has involved extensive community outreach to get feedback and comments about the proposed school design especially at the high school level. Additionally, as described below, we have taken the feedback on the first application seriously and have made every effort to implement the suggestions in this new version.

In addition to Trustees and staff members from Bedford Stuyvesant New Beginnings Charter school, two additional individuals provided significant contributions to the proposal: [redacted] founding Principal at University Prep Charter and former school leader at Central

Queens Academy, provided additional feedback, editing and curriculum support, especially in the middle school and high school sections. Aretha Miller, of the Venn Group, provided extensive support in editing and strategic engagement regarding of the overall framework of the proposal.

Additionally, while not active members of the founding group, several additional outside advisors supported various stages of the planning process and conversations with them contributed to development of the application:

- [redacted] BoardOnTrack: Governance
- [redacted] Barton Gilman LLP: Legal
- [redacted] Public Strategies LLC: Development
- [redacted] Marshall Memo LLC: Academic framework and teacher support
- [redacted] Assistant Chief of Staff and Mark Thomas, Senior Vice President of Partnerships, NYC Economic Development Corporation: internships and partnerships
- [redacted] Director of Land Use and Environmental Change Institute: project based and experiential learning
- [redacted] Co-founder of Biotech without Borders: High school science

c. List of Founding Team Members
Provide a brief biography (approximately one paragraph including education background) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school. Do <u>not</u> include proposed board members on this list (applicants will submit board member information as part of Request 14 – Governance).

[redacted] and [redacted] are proposed founding team members of BSNBCS2. Their biographical statements are included in Response 3a.

[redacted]

Brooklyn, NY

School Management and Administration

July 2014-present [redacted]

July 2007- Jun 2008 [redacted]

Feb 2007-June 2007 [redacted]

Charter Sector Experience

2009-present [redacted])

2011-2015 [redacted]),

2012)

2008-2010 [redacted]

Teaching

Sep 2004-July 2007 [redacted]

Sep 2002-Jun 2004 [redacted]

Fellowships

April 2007	Emerging Leaders Fellow at the NYC Charter Center
May 2002	NYC Teaching Fellow at the NYC Department of Education
May 2000	University Scholars Program Fellow at the University of Florida

Education

Fall 2007	Advanced Certificate in Education Administration, NYS School Building Leader Program: College of St. Rose
May 2004	Masters Degree in Education, Secondary English: Brooklyn College
Dec 2000	Bachelor of Arts in English, With Highest Honors: University of Florida

Professional Licenses

Sep 2012	New York State School Building Leader Professional Certificate
Sep 2005	New York State 7-12 English License Permanent Certificate
Various:	Expired Certificates: 7-12 English Transitional B (2002), SBL Initial (2007)

Panels and Committees on Public Education

Member, Charter School Leader Advisory Council for New York City DOE (2018-20)
Member, NY State Assemblyman Rodriguez's Education Task Force (2011-2014)
Executive Committee Member, Charter Schools Coalition of CEI-PEA (2009-2014)
Panelist, Education in East Harlem, CUNY Graduate Center at Hunter College's Social Work School (2013)

Member, NYC District-Charter Compact Executive Council (2012-13)
Panelist, NYC Department of Education New Schools Symposium (2011)

Guest Lectures and Talks

"Individual Professional Growth Plans", National Charter Schools Conference, Austin, TX (6/19/18)
"Charter Schools as Systemic Reform", Advanced Leadership Institute, Baruch College (11/7/13)
"Multiple Pathways Framework: Career and Technical Education", North East Charter Schools Network Annual Conference (10/18/13)
"Community Engagement Strategies", NYC Charter Center New School Development Program,
"School Leadership through Community Engagement", NYC Charter Center, Emerging Leaders Fellowship Program (multiple dates 2010-12)
"Charter Schools as Community Schools", Two Parks Democratic Club Education Forum (11/10/10)
"The Evolving Charter School: Charters and Urban School Reform", Manhattan Young Democrats Club Education Panel (9/22/10)
"Technology Pedagogies for English Education" New York University's College of Education (5/10/10)
"Collaborative Leadership Models in K-12 Schools" Bank Street College Graduate Program, (3/2/2009)
"Community Engagement Strategies for Charter Schools" "Co-Teaching Methodologies"
New York Charter Schools Association Annual Charter Schools Conference (various: 2010-12)
"Wikis: Collaborative Pedagogies for the Urban Classroom", Duke University, Information Science and Information Studies Research Center (4/2/07)

News Articles and Media (profiled or quoted)

"Principal of the Week" **DNAinfo.com, 12/12/2011**
"The Coolest School in East Harlem", **Tonic Magazine, 10/19/2010**
"Unique Philosophy Makes East Harlem Charter Stand Out", **DNAinfo.org, 9/17/2010**
"For East Harlem, A Start-Up Charter High School", **The Wall Street Journal, 6/1/2010**
New York Daily News (four part education series **(2010-2011)**
• "Disadvantaged Students Share Poetry and Intimate Details Of Their Lives" **4/3/11**
• "New East Harlem charter school Renaissance offers clean slate for its students" **9/12/10**
• "Newly minted principal undaunted by challenges of running East Harlem's first charter high school" **6/25/2010**
• "Go-getter [redacted] head of E. Harlem's 1st charter high school earns parental approval" **4/17/2010**

[redacted]

[redacted]

[redacted]

New Rochelle, NY 10804
Telephone: [redacted]
[redacted]

QUALIFICATIONS:

Manhattan College, Riverdale, New York
M.S Degree – December 2011
Major: School Building Leadership

Manhattan College, Riverdale, New York
M.S. Degree – Spring 2009
Major: Special Education

SUNY College at Old Westbury, Old Westbury, New York
B.A. Degree – August 2006
Major: Childhood Education (1-6)
Concentration: American Studies

CERTIFICATION:

NYS School Building Leaders Certificate
NYC DOE Principal Candidate Pool Member
New York State Professional Teacher Certification
NYS DASA Training Course Completion
Successfully Passed LAST, ATS-W, CST (Multi-Subject)
Safe Schools Against Violence Education Workshop
Identification and Child Abuse Prevention Course (CAP)
New York State Fingerprint Clearance

RELEVANT WORK EXPERIENCE:

[redacted]

[redacted]

[redacted]

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New Rochelle, NY 10804
Telephone: (917)-[redacted]

[redacted]

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New Rochelle, NY 10804
Telephone: (917)-[redacted]
[redacted]

[redacted]

References: Available Upon Request

R-03g: Probationary Status of Affiliated Charter School(s)

If any currently operating charter school within the proposed education corporation or associated with the proposed charter management organization has been in violation of the terms of their charter or been placed on probationary status or any other corrective action within the current charter term, please provide written confirmation from the existing authorizing entity that the conditions related to the violation or probationary status have been satisfied and lifted.

N/A: Applicant does not have an affiliated charter school on probationary status.

R-04abc - Community Outreach, Support, and Demand
a. Description and Analysis of Community Outreach Efforts
Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

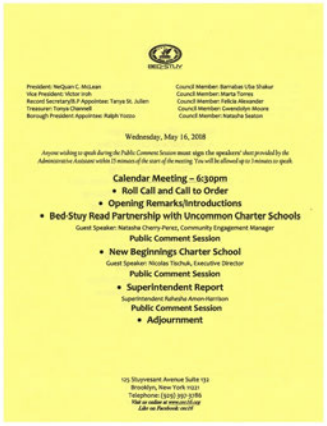
- **The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
- **The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,**
- **The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students. In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.**

NOTE: Community outreach is a minimum statutory requirement. For further information about this requirement, refer to the Guidance Handbook and to the Letter of Intent section of the RFP.

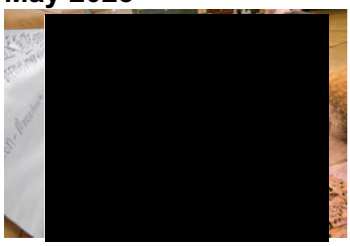
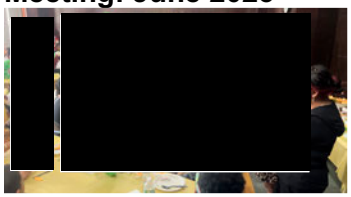
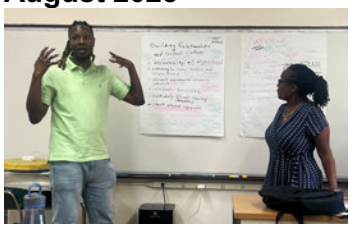
Our proposal for BSNBCS2 has been significantly improved and expanded based on community feedback, led by Bedford Stuyvesant New Beginnings Charter School families and other members of the Bedford Stuyvesant community. In this community outreach process, we utilized a multi-pronged approach towards community engagement, which always starts with families. Our families are our key drivers of community engagement; they are our best recruiters and our best promoters. The BSNBCS2 proposal and planning process maintains this high level of engagement through regular communications, meetings and ongoing dialogue. Since our first application, we have continued communicating with families and community stakeholders regarding the proposed school, particularly around our updated Key Design Elements.

Outreach and Input: Community Presentations for BSNBCS2 As a part of the community engagement process, we conducted multiple community engagement sessions in the initial design process in 2018 to solicit feedback, with the goal of improving our proposal, as well as additional sessions in 2023. One of the four sessions included the planning team's participation in Community School District 16's School Crawl, an annual event which introduces families to the various schools of the community. As the only charter school participating in the 2018 crawl, which focused on improving health options in Bedford Stuyvesant via a Community Health Fair, guests were able to learn about our school model and provide explicit feedback on the BSNCBS2 proposal. This feedback, and others, are summarized below. Groups included BSNBCS parents, pre-K parents, parents of CSD16 district schools, members of the Community Education Council 16, elected officials, business leaders and non-profit business leaders in Brooklyn.

Community Presentations Feedback and Input Summary: The table below summarizes the timeline and community feedback received regarding our proposed application for BSNBCS2.	
Community Presentation	**Specific Feedback Incorporated into BSNBCS2 Application**
Thursday, May 10th 2018: **Presentation to the CB3's Education and Youth Committee**	"We appreciate that your school loops us into its plans for the future." "Seeking private space and not being co-located in a DOE building is a strength for your school." "Get additional feedback from parents and families in your local zone." One of the participants of this Community Board meeting, CEC President, Ne'Quan McLean, invited our team to give a follow-up presentation at the CEC's May business meeting.
Saturday, May 12th 2018: CSD 16 School Crawl and BSNBCS2 Input Session 	<u>On academic development:</u> Both children and adults understand that learning needs to be supported in a variety of ways. We received requests for specific programs to be included in the BSNBCS2 school design to support high academic achievement: "After school program that will help with homework", "College-level classes", "Helping classes", "summer programing", "high school with advanced placement", and "free after school for all". <u>On family literacy programs:</u> Participants to the fair feedback booth were asked what programs and services were needed in Bedford-Stuyvesant. They highlighted numerous wraparound initiative to support: "getting ready for the future, learning to deal with currency", "learn about taxes", "career readiness", gain "access to shelter and food for families and children", and "more free activities to keep youth out of trouble." <u>On leadership:</u> Community members have asked for education that leads to "more activism from organizations that support better school advocacy", "a place for kids to learn social skills and responsible behavior", "build community through involvement", "teaching about nature, preservation, sustainability, recycling, composting, etc.", "intentions/self-focus esteem building for boys and girls." <u>On cultural programing:</u> Family members have shared with us what our community children are inspired by: "painting", "*baliarina de balet*", "music", "theatre", "DJing", "opera", "*cantar, leer, pintar*", "singing", "*dibujar*".

	<u>On health and wellness</u> Participants shared their needs for resources to support community health. Adults and children suggested we offer: “healthy cooking classes”, “dance class”, “baseball”, “basketball”, “football”, and “soccer”.
CEC 16 Wednesday, May 16th 2018, at P.S. 26.  Wednesday, May 16, 2008 Calendar Meeting – 6:30pm • Roll Call and Call to Order • Opening Remarks/Introductions • Bed-Stuy Read Partnership with Uncommon Charter Schools Public Comment Session • New Beginnings Charter School Public Comment Session • Superintendent Report Public Comment Session • Adjournment	The Community School District 16 Community Education Council is composed of elected parents, Brooklyn Borough president appointees, and the District Superintendent. Bedford Stuyvesant New Beginnings staff member had attended some of those business meetings over the past few years. The lead applicant, [redacted] presented the proposal to open a new school authorized by the Charter School Institute. We received feedback surrounding District-Charter partnerships and the desirability of using private space.
Thursday, May 24th 2018: Breakfast Consultation 	Based on the feedback we solicited in our initial meetings, we held a fourth session to gather more input from our community during a weekday. Over breakfast, families provided additional comments, feedback and questions about the BSNBCS2 proposal. <u>On desired programing for a pre-K program</u> For years, families have shared their desire for a Pre-K to be opened in our school “so that children can be ready for kindergarten”. The activities parents would like to see in such a program include: “*aprendizaje de lectura temprana*”, “reading, mathematics, recognition of basic collection of sight words, learning through songs, physical activities, strong social skills”, “parent involvement” and “volunteer trip parents”, “music program, arts” and “stem, books to take home”. <u>On desired programing for a high school</u> Families who have found that Bedford Stuyvesant New Beginnings Charter School struck the right balance between rigorous curriculum, arts, and physical health want to see a BSNBCS2 high school provide similar opportunities. Parents are asking for: a “strong arts program”, “physical activities for all, test preparations (state regents), career readiness programs, preparation for college, college classes, strong technology program, visual arts/music program”, “vocational training pre-disposed to job skills”, “foreign languages: French, Spanish”, “full bodied classes for advancement: technology, arts, books, library, music, physical education, better teachers, science, stem”, “college readiness and exposure for all

	kids", and "*mas communications entre los maestros y los padres*". <u>On other programing needed in our community</u> Numerous families want to see a free after school program. They are also asking to see programs such as "karate, yoga, sewing and cosmetology", "more field trips, community involvement, sports, health fairs and resources", "anti-gang violence, karate/zumba, health and fitness programs", "drug prevention", "remix arts", "design", and "cooking"
December 14, 2018: Meeting with Elected parent leaders [redacted]	In December 2018, we met with elected members of the Parent-Family Organization to inform them of the changes we had made to our application, specifically around the new Key Design Elements. We also had a conversation around what they envision as success for their children, and the role of a high quality high school in their children's development towards a successful life. Because of our constant engagement with families, we found that the new Key Design Elements were aligned to what parents desire in a K-12 school located in Bedford-Stuyvesant. Some excerpts of the feedback provided is below: <u>On family and community engagement:</u> "We want to see the school continue to partner with parents to share best practices on how to support their children's individual success. The high school orientation session for parents is very valuable, and more families need to attend to be informed and so they can make the best decision for their children." <u>On student-centered learning:</u> "Some students might be too scared to speak up when they don't understand something in class. The teachers should be responsible to facilitate participation and make all children feel important and that their questions matter." <u>On differentiated instruction:</u> "In the new school, there needs to be multiple ways for students to demonstrate their knowledge or ask questions. Teachers need to be highly effective to facilitate the learning interactions." <u>On self-selected career pathways:</u> "While some students may academically excel, if they do not know what to do with it they are not successful. Success comes when you know where you want to be and know how to get there, when you are willing to learn, and able to identify what it is you need to learn." "I don't want my child to just be "out there" [after high school], but have a plan to get where they want to go"
2023	Following the approval of the proposal in 2019 and subsequent change to the Charter Act allowing for new charters to be issued in 2023, the BSNBCS2 planning team re-engaged community

	stakeholders regarding the proposal, to provide additional feedback on the framework. These efforts are described below.
Student Townhall: In-person student meeting May 2023 	The applicant team solicited feedback from Brooklyn middle school students, including students at BSNBCS, regarding the middle and high school framework in a session in May 2023. Students provided verbal and written framework for their work, which reinforced the design process.
In-person Parent Meeting: June 2023 	The planning team convened parents from various grades to get feedback on the existing K-8 framework and its readiness for preparing students for high school grades. Parents gave strong feedback on the existing practices that they would like to see continued at BSNBCS2, as well as new practices they would like to see in the future high school grades.
Educator's Roundtable: August 2023 	The planning team sought out feedback on BSNBCS2's design from various NYC educators at an 'educator's roundtable' in August 2023. The team met, discussed what the 'ideal graduate' would look like following 13 years of education at BSNBCS2, as graduating seniors. This feedback reinforced our existing model and provided new pathways for research and study for the K-1 rollout in Fall 2024.
NYC Charter Center Presentation August 2023	As a part of the NYC Charter Center's Operations Bootcamp, BSNBCS2 planning team members shared the school's community engagement framework as a 'best practice' and received feedback from over 60+ NYC charter school educators regarding the model. As a share out of the proposed framework's best practices (taken from 13 years of engagement in Bedford Stuyvesant) this informational session provided strong positive framework to the model and reinforced the effective best practices that are included in the model, in the current post-2020/pandemic school environment.

Outreach and Input: Website We have solicited feedback from parents and community members through multiple strategies, including a webpage: http://bsnbcs.org/charter-feedback/ This webpage links to a google survey form, which allows families, community members and educators to provide feedback and input into the charter application. This website allows

community members who were not able to attend any of the five in person sessions to provide feedback.

Outreach and Input: Dialogue with Local Elected Officials In sharing plans for the expansion of this school model, including a high school, BSNBCS2 enjoys strong support from local elected officials based on Bedford Stuyvesant New Beginnings' role in the community for the past 13 years. We have consulted with our electeds to determine their level of interest and support in expanding this model. We were gratified by these conversations and we received letters of support from our State Assemblymember and State Senator (in office through 2018), as well as encouragement from the new elected officials now representing Bedford Stuyvesant in 2023. We have also communicated plans for our high school with the staff members of two City Councilmen who represent our families, [redacted] (Council district 36) Education Liaison and [redacted] Council district 37) Chief of Staff. In 2022 and 2023, the planning team has been in dialogue with [redacted] and [redacted]r [redacted] office through meetings and correspondence regarding our model, parent engagement framework and aims to serve additional students here in the community.

Outreach and Input: Local businesses and nonprofits: Partnering with community based organizations is an essential part the BSNBCS2 school model. By working with CBOs, we will expand the impact of our school programming, stay connected with the community and diversify the offerings to our scholars. As such, we have connected with several members of the Economic Development Corporation regarding partnerships for internships; have a call scheduled with a researcher at the Center for an Urban Future to discuss pre-pre internship frameworks in New York for high schools; and have connected with a nonprofit that provides hands-on lab training to underserved high school students interested in working in the growing field of biotechnology. These rich conversations have consistently underscored the need for a high school that puts students on a practical path towards careers and college.

Outreach and Input: NYCHA Daycares Our partnerships with local NYCHA tenants associations and related daycare programs located in NYCHA houses represent a crucial pipeline to connecting us to local families. Bedford Stuyvesant New Beginnings' rate of students receiving free or reduced lunch, 95%, is higher than the Community School District largely in part to this high level of collaboration and engagement. BSNBCS2 will continue and expand these relationships with the new school.

Integrating Feedback into BSNBCS2's Design: As public school educators, we understand the importance of balancing school design and community needs. Accordingly, we have approached the BSNCBS2 re-application as a fresh opportunity to re-engage families, electeds, CBOs and neighbors to solicit their feedback and ideas and identify what is needed from BSNBCS2. From our various engagement events, letters and conversations described above, we have integrated the following elements into the BSNBCS2 proposal.

Integrating Feedback: High school We have internally discussed opening a high school for several years, however we did not initially intend on incorporating this component into

BSNBCS2's application. Following a first round of feedback from stakeholders and our community engagement sessions, we received overwhelming support and interest in adding grades 9-12. Since our application was withdrawn in the summer of 2018, we have had more opportunities to integrate feedback from New York City businesses and nonprofits regarding valuable learning experiences for high schoolers. We have also solicited and received feedback from consultants and experts who have helped us refine our description of the vision for the BSNBCS2 high school. In 2023, we received additional feedback on the elementary framework from parents in Bedford Stuyvesant as a part of our outreach and recruiting efforts, including improvements and feedback on the existing framework, as well as the design of the high school model from middle school parents and students.

Integrating Feedback: Private Space Our conversation with community stakeholders confirmed that charter school/district school co-locations remain a contentious issue in CSD16. We were assured that locating in private space would be preferred and would remove a barrier for the school's acceptance and success in the community. We have been in deep dialogue and communication with developers, owners, and financing experts to develop viable scenarios for the siting of our high school for term two of the charter.

Integrating Feedback: Support for ELL families A small but growing population in Central Brooklyn is comprised of recently arrived, Spanish speaking families. Our bilingual presentations and engagement sessions have revealed strong interest from ELL families in BSNBCS2. This is a trend that has been seen at our current school, which has an ELL enrollment of 14% compared to less than 5% in Community School District 16. With this growing population, BSNBCS2 plans to expand ELL supports, as well as ensuring Spanish language materials and bilingual colleagues remain a core part of our recruiting efforts.

Integrating Feedback: Community Based Organizations The positive response we have received from community based organizations has led us to incorporate expanded partnerships and internships into this application. More than add-ons, we see BSNCBS2's design as including multiple pathways for students to be successful in their academic, social and professional lives, including new individualized, academic and civic opportunities

Integrating Feedback: Pre-K Electeds, families and other community partners gave universally positive feedback in the expansion to add Pre-K component to the school application. While space concerns necessitate that the timing of that option would coincide with the expansion of the high school grades, we have included that feedback to our planning process and will take that under advisement for expansion through the separate Pre-K planning process.

b. Description and Analysis of Community Support
Provide a narrative description of support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

In Response 4e - Evidence of support, we include letters of support the applicant team has received from community members, elected officials, and prospective partners. Below are excerpts from those letters.

[redacted] **New York City council member for District 37**
"The innovative high school model they propose is needed in Central Brooklyn; many high schoolers' feel that their schools are not competitive enough or have the needed resources to achieve their fullest potential. BSNBCS2's high school will help our young people be successful in personally meaningful careers, so that they are able to stay in our community and build its future."

[redacted]**, Assemblyman for NY State's 54th District**
"BSNBCS is the kind of independent, community-based, collaborative, community-invested charter school that any parent would be proud to have their child attend. They care about the future of this community and are committed to growing tomorrow's leaders. I applaud their proposal for an expanded school through the Charter School Institute, so they may effectively serve the children of my district."

[redacted] **former State Senator for NY State's 18th District**
"I can personally attest to New Beginnings' commitment to community partnership as my office frequently hears from the school about health fairs and other events. For the past eight years, New Beginnings has diligently worked to achieve the goals they set forth in their initial charter. New Beginnings has earned the trust of students, parents and the community at large. They are truly invested in our community and providing opportunities to at-risk students that may otherwise be left behind. I strongly believe New Beginnings will continue to set high standards for itself and work through this SUNY expansion."

[redacted]**, DMD, Director of Educational Partnerships, Smile New York Outreach**
"Since 2015, Smile New York Outreach has partnered with BSNBCS to provide in-school dental services to children who may otherwise not receive regular and high quality care. Through our partnership, we provide on-site dental care, with BSNBCS scholars receiving their semi-annual dental check-ups in the school's family suite by our licensed and highly trained staff."

[redacted] **Director Vision Development, Eye on Education**
"We are confident that, when awarded a new Charter, BSNBCS will continue to seek innovative ways to improve health and socio-economic outcomes for the children and families they serve. Institutions such as this one can be powerful agents of change in a community: we urge you to support their efforts to continue offering relevant, impactful and meaningful services and programs to their neighborhood."

[redacted], lawyer and founder of Brooklyn-to-Alaska

"I know that good schools like Bedford Stuyvesant New Beginnings can keep students out of trouble, give them strong educational opportunities and avoid the criminal justice system which is all too common for our young black and latino youth. I enthusiastically support the school's application to the SUNY Charter Institute and I know that their expansion will be a positive thing for the children of Bedford Stuyvesant. Brooklyn to Alaska would be proud to partner with their high school program in providing ongoing enrichment opportunities for these older students."

[redacted], University of Florida Professor and Director of the Land Use and Environmental Change Institute

"I am writing to express my support for the application of Bedford Stuyvesant New Beginnings Charter School 2 (BSNBCS2). I am a Professor of Geological Sciences at the University of Florida, Gainesville (UF) and Director of UF's Land Use and Environmental Change Institute (LUECI). I am excited to establish a partnership with this new school. My support for BSNBCS2 is based on my previous experience working with co-applicant [redacted] in building high school programs for NYC students. He and I co-designed and chaperoned two project-based learning experiences, one in Yucatan, Mexico, and one in Central Florida, where I guided and supported Mr. Tishuk's experiential learning programs."

[redacted], President and CEO, Hispanic Information Television Network

"In meetings with the applicant team, it is clear that they are focused on providing a broad portfolio of opportunities ffor primarily Africa/Caribbean American and Latino youth in Central Brooklyn. They are thinking strategically about the film and television industry as another way to provide opportunities for their students. This industry has grown exponentially in Brooklyn and the Greater New York City area in recent years, providing jobs based on the skills, both hard and soft, that are central to the BSNBCS2 program -- critical thinking, story-telling, collaborative creating, problem-solving and persistence."

[redacted], Educational Consultant

"On my visits to New Beginnings, I have been struck by the leadership's commitment to educator development and growth. The school has an ambitious model, and it is expanded in this K-12 proposal, One of the key elements is much more frequent classroom visits than is usually the case, with face-to-face coaching and written feedback after each visit. [...] If approved, I welcome the opportunity to support the rollout of this program with the new school, and assist with the staff professional growth model for the high school."

[redacted]

"Over the years, I have seen many of our neighborhood children proudly attend BSNBCS and learn citizenship and arts while developing literacy and numeracy. BSNBCS takes pride in making education programs accessible to all families. All field trips are free of charge, and they offer low-cost after school for K-5 families. BSNBCS also regularly participates in community events with us and invites us to their own events. This school encourages families who do not

speak English and the parents of children with disabilities to enroll and take advantage of the programs and services they offer."

[redacted] **Director, Our Children The Leaders of Tomorrow**
"BSNBCS has provided robust and well-rounded education in northern Bedford-Stuyvesant since 2010, and I am proud to support them in expanding the services and program they can offer to our community. BSNBCS has a longer school day that allows children to have more diverse experiences: visual arts, theatre, digital media, dance, photography, Spanish and sports are offered. [...] Our children deserve to have access to free, well-rounded, and local education. I support the school's application to the SUNY Charter Institute and know that Bedford Stuyvesant New Beginnings' growth will contribute to the success of our entire community."

[redacted] **Pastor of St. John the Baptist Church**
"I have been delighted to hear of the school's plans for expansion and how they intend to continue serving the community in the years to come. The school is creative in the ways they intend to address community needs through the education of youth and the provision of services to the children's families. I am particularly excited to see how their future High School program will equip young people to create positive change in their own community through meaningful partnerships with local organizations. I have seen their creativeness and their enthusiasm grow with each year. Their efforts for the children in the school and for the community are truly felt."

[redacted] **Program manager and Educational Director, Thomas A. DeStefano Head Start**
"We've had many of our students attend New Beginnings Charter School and our parents have told us how happy they are with the school. The parents have told us how the school goes the extra mile for the children. We are very pleased with New Beginnings Charter School and hope they will be able to expand more to help with this community."

Dialogue with Local Elected Officials BSNBCS2 enjoys strong support from local elected officials based on Bedford Stuyvesant New Beginnings' role in the community for the past 8 years. We have consulted with our electeds to determine their level of interest and support in expanding this model. We were gratified by these conversations and we received letters of support from City [redacted](District 37), our State Assemblymember, and our former State Senator. We have received enthusiastic feedback from these community leaders regarding our key design elements, particularly the experiential learning leading a self-chosen career or college pathway.

Dialogue with community based organizations: As described in section a, we have received enthusiastic feedback from local business and nonprofit leaders, who are eager to develop the potential of young people growing up in Bedford Stuyvesant and Central Brooklyn. We hear that the new labor market places great value on having hands-on experiences and acquiring in school the skills necessary to successfully complete internships.

Community Support and Opposition to BSNBCS2

BSNBCS2's team has reached out to local education leaders to solicit feedback regarding our application. Response from institutional leaders such as the Community Board 3's Education and Youth Community, CSD16's [redacted] and the Community Education Council was typically neutral. Stakeholders' primary concerns, in CSD16, is to limit co-located schools in DOE buildings. Bedford Stuyvesant New Beginnings is known in the district for its participation in the "Bed Stuy Beautiful School Crawl", in the District-Charter Collaborative, and the Learning Partners Program. As such, our team is generally seen as a transparent and collaborative one, but institutional leaders are not expressing support as enthusiastically as our families and grassroots community partners have. When given opportunities at public hearings and the written process for comment, no local leader has expressed opposition to the expansion of the BSNBCS school community.

c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

BSNBCS2 offers a quality educational option for Central Brooklyn families, particularly those living in Bedford-Stuyvesant. Our current school, Bedford Stuyvesant New Beginnings Charter School, has an enrollment 4.7% above its target, indicating that it has a healthy pipeline for recruitment and demonstrating our policy to offer seats to interested families as soon as they become available. The demand for for quality schools, particularly high schools, is great in this neighborhood, as few offer comprehensive services and programs that meet students' diverse needs.

District 16 high schools located in our community have struggled to consistently graduate students within 4 years or to prepare them for college and careers and have been consistently under-enrolled: at least 81% of youth aged 15-19 who lived in Bedford-Stuyvesant in 2016 chose to not attend a school in CSD 16 (see Response 1ac), either because they attend a school in a different community or because they not longer attend a school. Despite local schools' mitigated success at graduating students, many families would prefer for their children to be able to study close to home and to avoid the long commutes that would bring them home after dark in the winter months - many parents are concerned about local crime and gang activity. These concerns have been voiced by the families of Bedford Stuyvesant New Beginnings Charter School students, as they begin looking for high schools that will meet their aspirations for their children.

School[1]	Student Enrollment	Planned student enrollment	School utilization
Boys & Girls HS (K455)	396	2,571	15%
Research And Service HS (K669)	265	287	92%
Nelson Mandela School for Social Justice (K765)	265	436	61%
Brooklyn High School for Law And Technology (K498)	658	607	108%
CSD 16 High School buildings total.	1,984	4,711	42%

Based on this information, we are confident that many BSNBCS2 8th graders will choose to continue their high school education at BSNBCS2 during the second charter term. Our model has an 54 additional seats, beyond the 8th grade seats, per cohort beginning in 9th grade. This allows opportunities for students from other New York City schools to apply for a seat, whether they attended Bedford Stuyvesant New Beginnings' 8th grade or not.

We believe the BSNBCS2 High School will be particularly appealing to the families of students who will be graduating from local Elementary and Middle charter schools, as well as those in District schools who wish to stay in Bedford-Stuyvesant to experience culturally-relevant and challenging project-based education. As we continue to engage local businesses and nonprofits and build the college and career pathways through community-based learning projects, we are confident that our students' achievements will be the best tool to promote our school.

[1] Table information obtained from the 2016-17 Enrollment, Capacity & Utilization Report published by the NYC DOE, available online at: http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69

R-04d - Evidence of Outreach

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, meeting announcements, sign-in sheets, survey results, etc.).

As evidence of community outreach, you will find materials for each activity listed below:

1. Community Board 3 Education and Youth Committee Outreach
    a. School presentation agenda item and calendar invitation for the meeting
2. An email to CSD 16's Superintendent Amon
3. CSD 16 School Crawl and Health Fair Engagement
    a. BSNBCS flyer used for promotion
    b. CSD 16 School Crawl flyer lising Bed Stuy New Beginnings' event
    c. Sign in sheets
    d. Hand-outs distributed to community members
    e. Photos of the feedback provided
4. CEC 16 Presentation
    a. Communications with the CEC President
    b. School presentation agenda item
    c. Handout provided during the presentation
5. Family engagement session materials
    a. Flyers used for promotion
    b. Sign in sheets
    c. Handouts to participants
    d. Language used for the introduction
    e. Photos of the feedback provided
6. Meeting with elected Bedford Stuyvesant New Beginnings Charter School parent representatives
    a. December 14, 2018 Agenda
    b. Meeting notes

BSNBCS

Vicky D'Anjou-Pomerleau <[redacted]>

Updated invitation: Education and Youth Committee Meeting @ Thu May 10, 2018 6:30pm - 9pm (EDT) ([redacted])

1 message

Oma Holloway <[redacted]> Thu, May 10, 2018 at 8:21 AM

[redacted]

This event has been changed.

Education and Youth Committee Meeting

more details »

Changed: Greetings Committee Members,

Tonight, we will start 30 minutes early. From 6:30 - 7:30, we will have 2 presentations - UNCF Scholarship, Bedford Stuyvesant New Beginnings Charter School, and Bed Stuy Reads. At 7:30pm, we will go in a closed session to review the nominations and plan for the Awards Ceremony on June 7th.

Thanks. Oma

When **Changed:** Thu May 10, 2018 6:30pm – 9pm Eastern Time

Where CB 3 Office, 1360 Fulton Street, 2nd Floor. (map)

Calendar [redacted]

Who

- [redacted]

Going? **Yes** - **Maybe** - **No** more options »

Invitation from Google Calendar

You are receiving this email at the account [redacted] because you are subscribed for updated invitations on calendar [redacted]

To stop receiving these emails, please log in to https://www.google.com/calendar/ and change your notification settings for this calendar.

Forwarding this invitation could allow any recipient to modify your RSVP response. Learn More.

BSNBCS

[redacted] <[redacted]>

Update on BSNBCS Charter

2 messages

[redacted] <[redacted]> Fri, May 11, 2018 at 7:58 AM
To: [redacted] <[redacted]>

Good morning [redacted]

I hope you are doing well! I wanted to update you on BSNBCS's Charter and our plans to continue serving Bed Stuy and Central Brooklyn in the future.

Yesterday, [redacted] our Executive Director, presented to the Community Board's Education and Youth Committee our plan to add the State University of New York's Charter School's Institute (SUNY CSI) as the authorizer of our K-6 grades. This proposal will not negatively impact any K-8 programming, students or families. We also intend to continue collaborating and partnering with CSD 16 as we see it as part of our mission to improve outcomes for the all neighborhood children.

During the school crawl and our Health Fair tomorrow, we will have a booth to explain this project and gather feedback from our community. We would love to have you visit!

As always, feel free to email, call or text me anytime!

[redacted]
Chief Development Officer
Bedford Stuyvesant New Beginnings Charter School
[redacted]

[redacted] Sat, May 12, 2018 at 9:41 AM
To: [redacted]

Thank you Vicky for the update! Have a great crawl.

[redacted]

Community School District 16

[redacted]

[redacted]

[redacted]

[redacted] - Administrative Assistant

"On the road to extraordinary, an option for every child. Bed-Stuy achieves!"

I ♥ D16

Currently Reading:
Blind Spot - Hidden Biases of Good People, [redacted]

BSNBCS Health Fair
Saturday May 12th
10am-1pm
Free Fun for the Whole Family!
• DJ
• Yoga Class
• Basketball Clinic
• Face Painting & Crafts
• Healthy Food Demonstration and Gift Giveaways
• & Much More!
Stop by! [redacted]
BSNBCS is soliciting community feedback and comments regarding its proposed charter school application and to address comments received concerning the educational and programmatic needs of students.
You may submit feedback during the Health Fair.
This event is part of District 16's 2018 School Crawl

BED-STUY BEAUTIFUL

DISTRICT 16

SCHOOL CRAWL

Join us in the district-wide school open house event!

Students and their families will have the opportunity to see the outstanding options available in District 16 schools.

FRIDAY	SATURDAY
2:30 - 5	10 - 1

MAY 11

PS21 **Crispus Attucks**
MS35 **Stephen Decatur**
MS267 **Math, Science, & Tech.**

MAY 12

PS309 **George E. Wibecan**
PS243 **Weeksville**
Bed-Stuy New Beginnings

MAY 18

PS28 **Warren Prep.**
PS40 **George W. Carver**
PS81 **Thaddeus Stevens**
PS335 **Granville Woods**
PS628 **Brooklyn Brownstone**
HS688 **Global Finance**

MAY 19

PS5 **Ronald McNair**
PS26 **Jesse Owens**
MS57 **Whitelaw Reid**
MS/ PS308 **Clara Caldwell**
PS627 **Brighter Choice**

[redacted]

ON THE RO
EXTRAORD

Bed-Stuy Achieves:

An Option for Every Child

NYC Department of Education
Chancellor Richard A. Carranza

Response 4d-5

BSNBCS Health Fair & CSD 16 School Crawl Sign-in - May 12 2018

[redacted]

Who are you? (circle) *¿Quién eres?(cercar)*		
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Response 4d-6

BSNBCS Health Fair & CSD 16 School Crawl Sign-in - May 12 2018

[redacted]			Who are you? (circle) *¿Quién eres?(cercar)*		
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Response 4d-7

BSNBCS Health Fair & CSD 16 School Crawl Sign-in - May 12 2018

[redacted]

Who are you? (circle) ***¿Quién eres?(cercar)***		
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Response 4d-8

BSNBCS Health Fair & CSD 16 School Crawl Sign-in - May 12 2018

[redacted]

Who are you? (circle) ***¿Quién eres?(cercar)***		
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family

Response 4d-9

BSNBCS Health Fair & CSD 16 School Crawl Sign-in - May 12 2018

[redacted]

Who are you? (circle) ***¿Quién eres?(cercar)***		
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Response 4d-10

BSNBCS Health Fair & CSD 16 School Crawl Sign-in - May 12 2018

[redacted]

Who are you? (circle) *¿Quién eres?(cercar)*		
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Response 4d-11

BSNBCS is applying for a new Charter with SUNY

Charter schools in New York City are authorized by three different bodies: the New York State Education Department's Board of Regents, the State University of New York's Charter School Institute, and the New York City Department of Education. Bedford Stuyvesant New Beginnings Charter School (BSNBCS) intends to submit an application to the SUNY Charter School Institute to open Bedford Stuyvesant New Beginnings 2 (BSNBCS2) in August 2019, expanding to Grades K-6 over a number of years.

BSNBCS2 proposes to open with 150 students in kindergarten and first grade, in 2019. We intend to continue serving north-eastern Bedford-Stuyvesant and Central Brooklyn children. The academic program provided at BSNBCS would include visual and performing arts, digital literacy and physical health, reading and mathematics, social studies and science, character education and service learning. This programing will be provided by educators using an integrated, differentiated and Response-to-Intervention based framework to support all learners.

The mission of the school is "At BSNBCS2, 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."

We are actively soliciting feedback on the Charter proposal, the educational program, and student programmatic needs. You can submit feedback today or online at bsnbcs.org/charter-feedback. You may leave an email address to receive updates on our application. Thank you for your thoughts and input!!

BS

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BSNBCS
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diferenci
apoyar a

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un entor
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aprendiz
tradicion
escuelas
responsa

Estamos
la *Charte*
de los es
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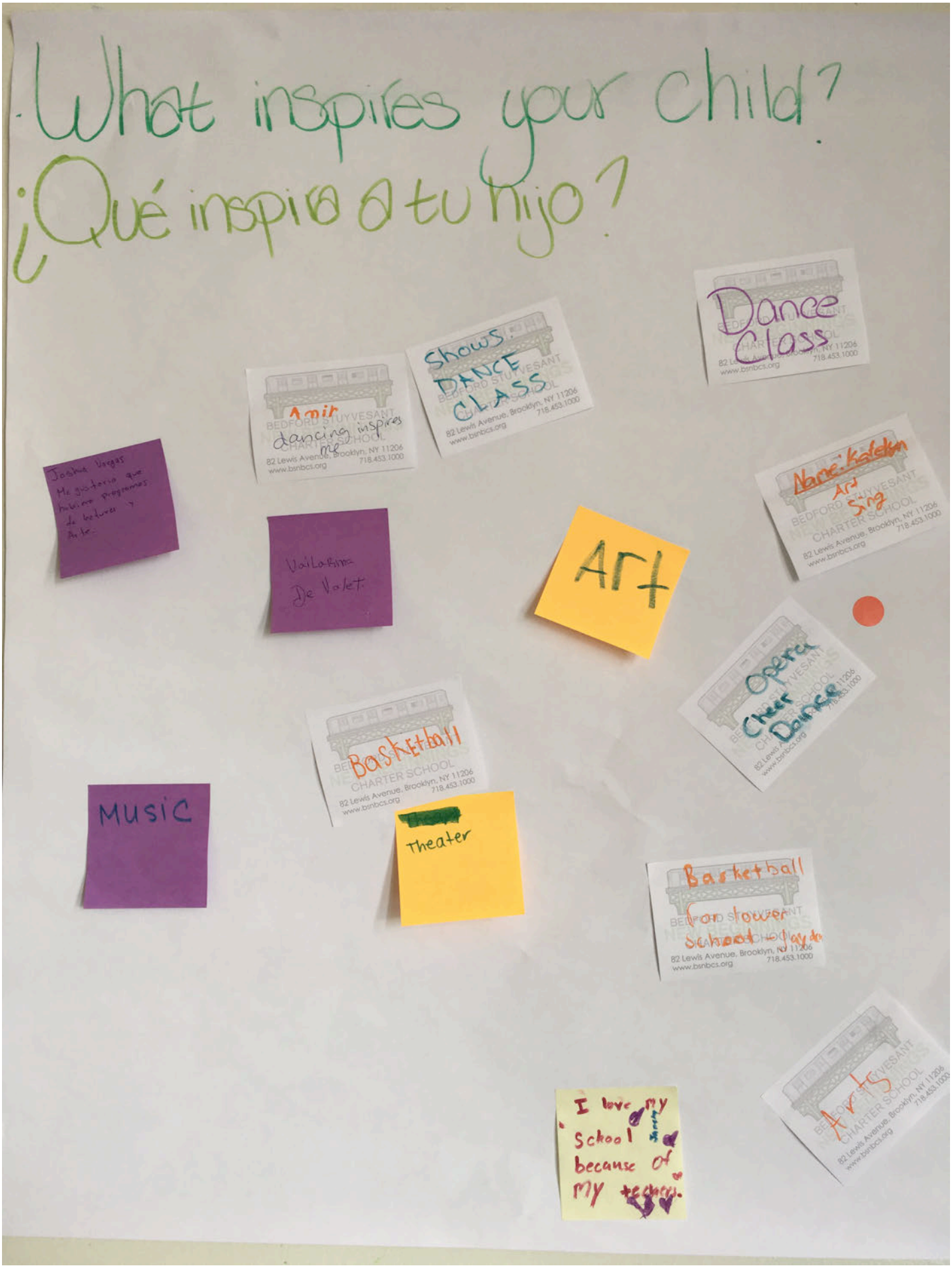
BSNBCS está solicitando un nuevo Charter con SUNY

Las escuelas chárter en la ciudad de Nueva York están autorizadas por tres cuerpos diferentes: la Junta de Regentes del Departamento de Educación del Estado de Nueva York, el Instituto de Escuelas Chárter de la Universidad Estatal de Nueva York y el Departamento de Educación de la Ciudad de Nueva York. Bedford Stuyvesant New Beginnings Charter School (BSNBCS) tiene la intención de presentar una solicitud al SUNY Charter School Institute para abrir Bedford Stuyvesant New Beginnings 2 (BSNBCS2) en agosto de 2019, expandiéndose a los grados K-6 durante varios años.

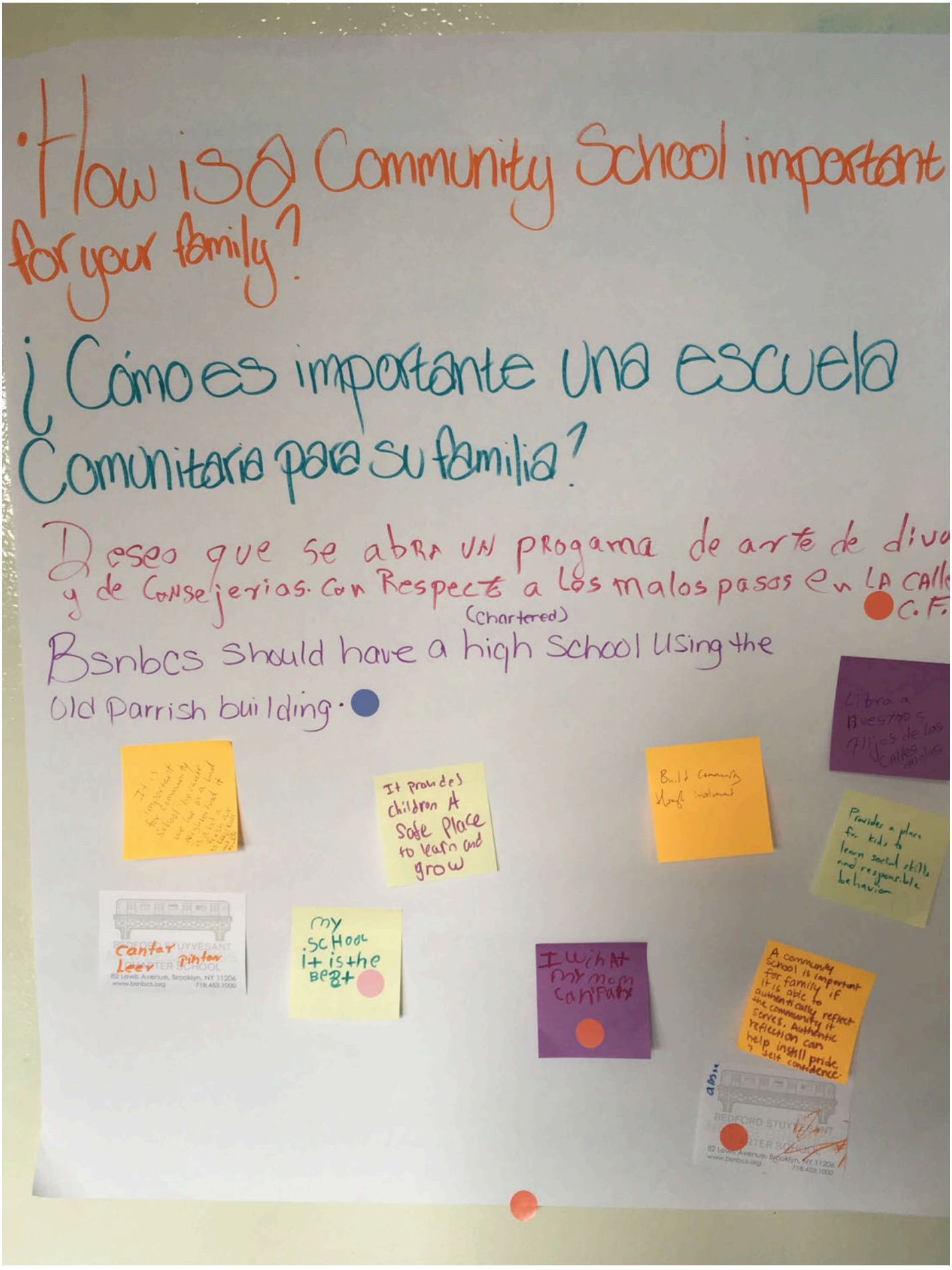
BSNBCS2 propone abrir con 150 estudiantes en jardín de infantes y primer grado, en 2019. Tenemos la intención de seguir prestando servicios a los niños del noreste de Bedford-Stuyvesant y del centro de Brooklyn. El programa académico proporcionado en BSNBCS incluiría artes visuales y escénicas, alfabetización digital y salud física, lectura y matemáticas, estudios sociales y ciencias, educación del carácter y aprendizaje de servicio. Esta programación será provista por educadores que utilizarán un marco integrado, diferenciado y basado en la Respuesta a la intervención para apoyar a todos los estudiantes.

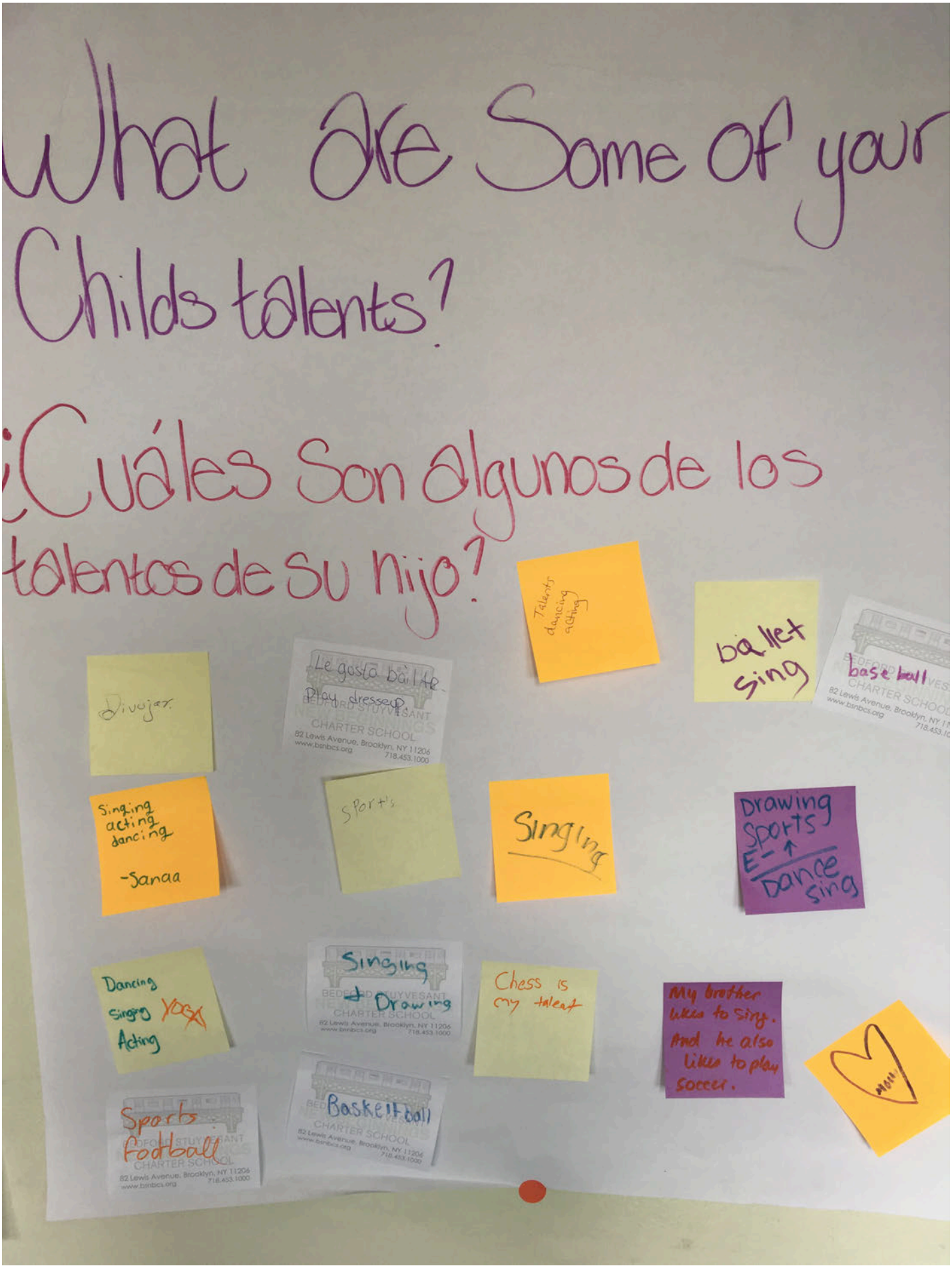
La misión de la escuela es "En BSNBCS2, las familias, los educadores y los miembros de la comunidad se unirán para crear un entorno académico riguroso y de apoyo para todos los estudiantes. A través de la búsqueda del aprendizaje del siglo 21, el aprendizaje basado en proyectos y servicios y los cursos tradicionales, los estudiantes estarán preparados para tener éxito en escuelas académicamente competitivas y convertirse en ciudadanos responsables de la comunidad global ".

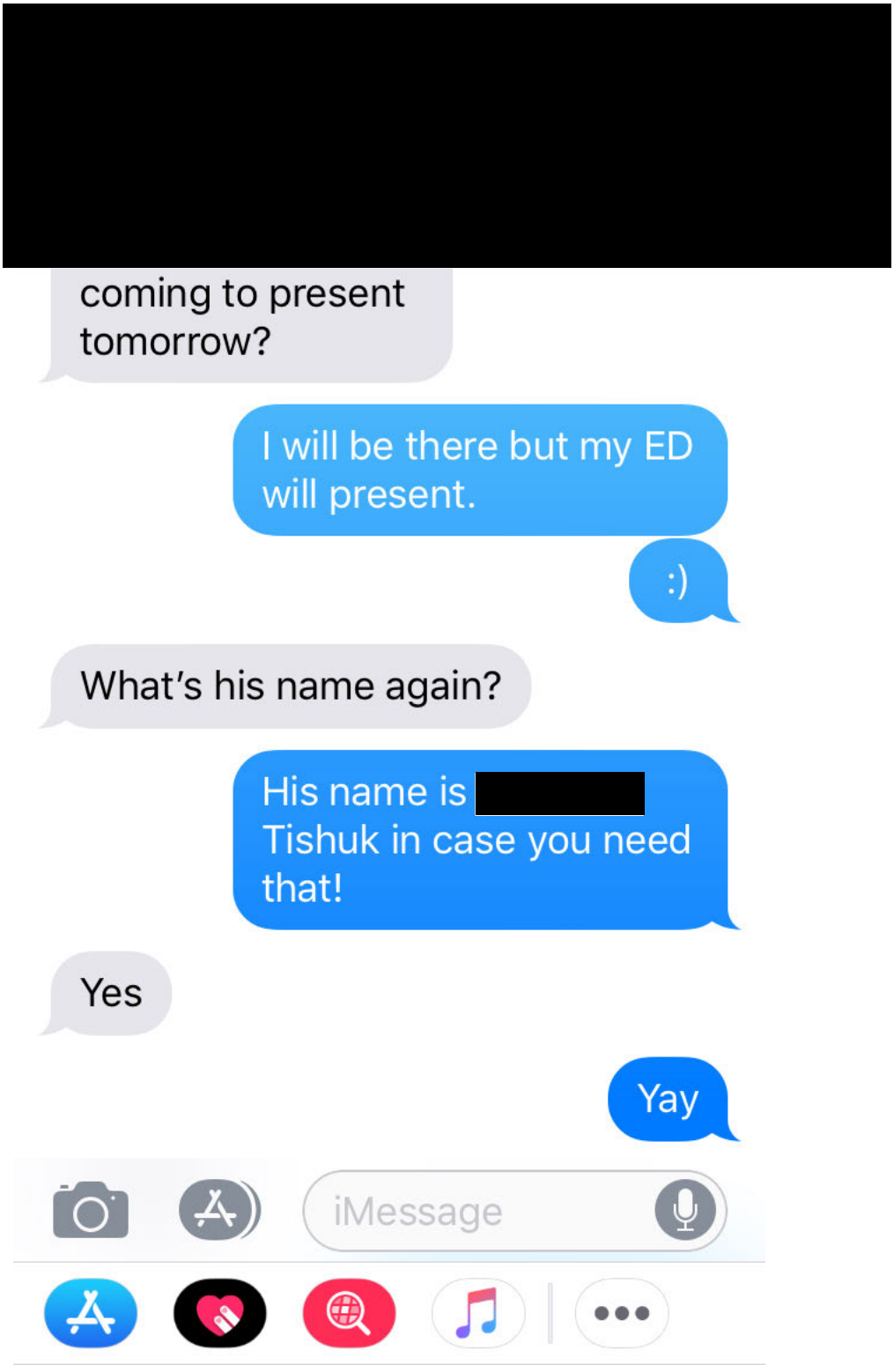
Estamos solicitando activamente comentarios sobre la propuesta de la *Charter*, el programa educativo y las necesidades programáticas de los estudiantes. Puede enviar comentarios utilizando el siguiente formulario. Puede dejar una dirección de correo electrónico para recibir actualizaciones sobre nuestra aplicación. ¡Gracias por tus pensamientos y aportes!


What inspires your child?
¿Qué inspira a tu hijo?
Dance Class
Shows DANCE CLASS
Amir dancing inspires me
Art
Basketball
Theater
MUSIC
Opera
Cheer Dance
Basketball
I love my School because of my teachers.
Arts

What services do you wish were more accessible in Bedford-Stuyvesant?
¿Qué servicios deseas que sean más accessible en Bed-Stuy?
To get a better future at the environment
More portions of lunch (and better pizza)
Free after school for all! Bigger lunch for hungry students
Career Readiness
Helping Classes -Sarah
Access to Shelter & Food for families & Children
Free After School for All
High Schools with Advanced Placements
Summer programming
learning about taxes and etc.
getting ready for the future learning to deal with currency


How is a Community School important for your family?
¿Cómo es importante una escuela Comunitaria para su familia?
Deseo que se abra un progama de arte de diva
y de Consejerias. Con Respecto a los malos pasos en la calle
C. F.
(Chartered)
Bsnbcs should have a high School Using the
Old Parrish building.
It provides children A Safe Place to learn and grow
Build Community Involvement
Provides a place for kids to learn social skills and responsible behavior
Cantar Leer Pintar
82 Lewis Avenue, Brooklyn, NY 11206
www.bsnbcs.org 718.453.1000
my School It is the Best
I wish my mom can't Paty
A community School is important for family if it is able to authentically reflect the community it serves. Authentic reflection can help instill pride, & self confidence.


What are Some of your Childs talents?
¿Cuáles Son algunos de los talentos de su hijo?
Talents dancing acting
ballet sing
Le gusta bailar
Play dress up
Dibujar
Singing acting dancing -Sanaa
Sports
Singing
Drawing Sports E-1 Dance Sing
Dancing Singing Yoga Acting
Singing + Drawing
Chess is my talent
My brother likes to sing. And he also likes to play soccer.
Sports Football
Basketball


coming to present tomorrow?
I will be there but my ED will present.
:)
What's his name again?
His name is [redacted] Tishuk in case you need that!
Yes
Yay
iMessage

BED-STUY

President: [redacted]
Vice President: [redacted]
Record Secretary/B.P Appointee: [redacted]
Treasurer: [redacted]
Borough President Appointee: [redacted]

Council Member: [redacted]
Council Member: [redacted]
Council Member: [redacted]
Council Member: [redacted]
Council Member: [redacted]

Wednesday, May 16, 2018

Anyone wishing to speak during the Public Comment Session **must sign the speakers'** *sheet provided by the Administrative Assistant within 15 minutes of the start of the meeting. You will be allowed up to 3 minutes to speak.*

Calendar Meeting – 6:30pm

- **Roll Call and Call to Order**
- **Opening Remarks/Introductions**
- **Bed-Stuy Read Partnership with Uncommon Charter Schools**

Guest Speaker: [redacted] Community Engagement Manager

Public Comment Session

- **New Beginnings Charter School**

Guest Speaker: [redacted] Executive Director

Public Comment Session

- **Superintendent Report**

Superintendent [redacted]

Public Comment Session

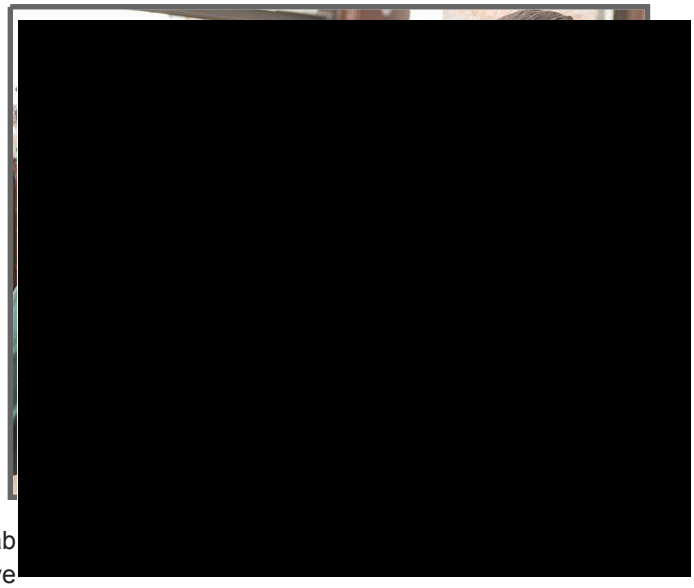
- **Adjournment**

[redacted]

Visit us online at www.cec16.org
Like on Facebook: cec16

BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOL

BSNBCS Mission and Vision



Bedford Stuyvesant New Beginnings Charter School (BSNBCS) was founded by community members in 2010 invested in the belief that children in Bedford Stuyvesant should have access to well-rounded education. Since then, BSNBCS families, educators and community have joined together to create a supportive and rigorous academic environment for all students through projects, service learning, and traditional coursework, students prepare to succeed in academically competitive schools and to become responsible citizens of the global community.

- **Grades:** We serve over 650 Central Brooklyn students in grades K-8, in our current school.
- **2017-18 Student Demographics:** African American: 56.6%; Latino: 41.5%; Students with Disab
  Homeless or in temporary housing during previous ye
- **Staff:** As a school located in historic Bedford Stuyvesant, we are proud of our staff's diversity and variety of nationalities: 76% of our staff is of Black, Latino, Asian or of mixed ethnic background.

Results

In March 2018, the New York State Board of Regents renewed BSNBCS for a full five year term. Our school distinguishes itself by its strong emphasis in recruiting at-risk students: ELLs, students in shelters, and students with disabilities. Under the leadership of Lower School Director [redacted] we implemented a new K-4 curriculum since 2016-17. In 2017, NYS ELA **proficiency rates increased by more than 51%** from the previous year in grades 3 and 4, to 53% in 3rd grade and 47% proficient in 4th grade. In **Mathematics**, **proficiency rate increased by 138%,** to 56% in 3rd grade and 68% proficient in 4th grade. This proficiency out-performs Community School District 16, which has 30.5% proficiency in ELA and 29.1% in Mathematics. This elementary model is being implemented and expanded to all grades at BSNBCS.

Our THRIVE values

BSNBCS lives by its THRIVE values, an acronym based on six latin words that echo the traditions of schools that have existed in our building since St. John's College opened in Bedford Stuyvesant in 1870.

Temperantia - Self-control and moderation
Humanitas - Showing kindness
Respectus - Being respectful
Industria - Hard work
Veritas - Honesty
Excelentia - Reaching for excellence

[redacted]

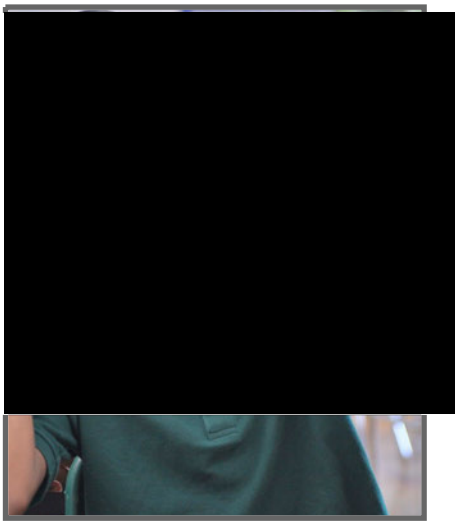
BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOL

Programing and Community Engagement

Our school develops students from K through 8 in a holistic manner. In addition to core subjects of Math, ELA, Science and Social Studies, we offer theatre and performing arts, visual arts, physical activity, yoga, digital media and photography. We also use Response-to-intervention and data to support students at all tiers reach their highest potential.

Students in all grades find ways to apply their learning to improve their community. In the Middle School, students have elected representatives who serve as activist leaders and liaison for the student body to have a formal voice within the school. All students go on free field trips to museums, parks, science labs, community gardens, and an 8th grade US History practicum Philadelphia - we believe educational experiences should be accessible to all children, regardless of their family's ability to pay. With such programing, educators and students use the arts and culture to connect scientific and social ideas to issues that matters to them.

BSNBCS opens at 7:30am daily for breakfast and we offer after school programing until 6pm. On many Saturdays, we offer academic and recreative programing, including during the long mid-winter and spring recess. We also open our building for intramural basketball games, community events, an Annual Health Fair, and NYCHA and NYC Parks Department public consultation meetings.



Partnerships

Whether it is to promote a healthy living, to acquire student technology or to broaden scientific and cultural programing, Bedford Stuyvesant New Beginnings Charter School is always eager to explore new partnerships. Since our opening in 2010, we have partnered with several organizations to provide opportunities for students, families and staff members. Some of our current partners include:

Disney Musicals in the Schools - American Ballet Theatre - Operation Smiles - Brooklyn to Alaska - Cool Culture - Eye on Education - Harlem DNA Learning Center - NYC Food Bank - The Brooklyn Museum - Tranquility Farm - Urban Advantage - Bent on Learning - Charter School Athletic Association

Soliciting feedback

Bedford Stuyvesant New Beginnings Charter School (BSNBCS) intends to submit an application to the SUNY Charter School Institute to open Bedford Stuyvesant New Beginnings 2 (BSNBCS2) in August 2019, expanding to Grades K-6 over a number of years.

BSNBCS 2 proposes to open with 150 students in kindergarten and first grade, in 2019. We intend to continue serving north-eastern Bedford-Stuyvesant and Central Brooklyn children. The academic programs and services provided at BSNBCS 2 would replicate those currently offered at BSNBCS.

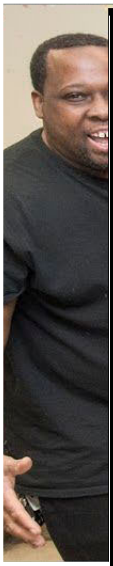
The mission of the school is "At BSNBCS 2, families, educators and community members will join together to create a supportive and rigorous academic environment for all students. Through the pursuit of 21st century learning, project based & service learning, and traditional coursework, students will be prepared to succeed in academically competitive schools as well as become responsible citizens of the global community."

We are actively soliciting feedback on this Charter proposal, the educational program, and student programmatic needs. You can submit feedback online at: bsnbcs.org/charter-feedback Thank you for your thoughts and input!!

BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOL

¿USTED O UNA PERSONA QUE CONOCE TIENE UN NIÑO QUE INICIARÁ LA ESCUELA EN 2019 O DESPUÉS?

BSNBCS quiere aprender sobre sus preferencias de aprendizaje para considerarlas al crear nuestro programa educativo



[redacted]

Al pensar en el futuro de nuestra escuela, queremos escuchar de nuestra comunidad qué programas y experiencias de aprendizaje son más importantes.

Ven a compartir tus ideas - ¡Proveeremos desayuno!

Jueves 24 de mayo a las 7:30am

[redacted]

[redacted]

BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOL

DO YOU OR A PERSON YOU KNOW HAVE A CHILD WHO WILL START SCHOOL IN 2019 OR LATER?

BSNBCS is soliciting feedback regarding future educational programing at the school

[redacted]

As we are thinking of our school's future, we want to hear from our community what programs and learning experiences matter to them most.

Come share your ideas - breakfast is on us!!!

Thursday May 24th at 7:30

[redacted]

www.bsnbcs.org/charter-feedback

Response 4d-23

SUNY Charter Application Consultation Meeting
Thursday, May 24th 2018

Name/Nombre	Student(s)/Estudiante(s)	Class(es)
[redacted]		2C
		2C
		1C
		2c
		2. A
		6B / 10
		1C
		KB
		1B
		3A
		1B
		1A
		4A
		5A

SUNY Charter Application Consultation Meeting
Thursday, May 24th 2018

Name/Nombre	Student(s)/Estudiante(s)	Class(es)
[redacted]		C
		B
		6B | 3B
		3B.
		3B.
		A
		B
		-R
		E-B.
		2C
		4-A
		4-B
		3C

Public Consultation Session
May 24, 2018

Charter schools in New York City are authorized by three different bodies: the New York State Education Department's Board of Regents, the State University of New York's Charter School Institute, and the New York City Department of Education. Bedford Stuyvesant New Beginnings Charter School (BSNBCS) intends to submit an application to the SUNY Charter School Institute to open Bedford Stuyvesant New Beginnings 2 (BSNBCS2) in August 2019, expanding to Grades K-12 over a number of years.

BSNBCS2 proposes to open with 150 students in kindergarten and first grade, in 2019. We intend to continue serving north-eastern Bedford-Stuyvesant and Central Brooklyn children. The academic program provided at BSNBCS would include visual and performing arts, digital literacy and physical health, reading and mathematics, social studies and science, character education and service learning. This programing will be provided by educators using an integrated, differentiated and Response-to-Intervention based framework to support all learners.

The mission of the school is "At BSNBCS2, 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."

We are actively soliciting feedback on the Charter proposal, the educational program, and student programmatic needs. You can submit feedback during today's session and online at: www.bsnbcs.org/charter-feedback

Thank you for your thoughts and input!!

Sesión de consulta pública
24 de mayo de 2018

Las escuelas chárter en la ciudad de Nueva York están autorizadas por tres cuerpos diferentes: la Junta de Regentes del Departamento de Educación del Estado de Nueva York, el Instituto de Escuelas Chárter de la Universidad Estatal de Nueva York y el Departamento de Educación de la Ciudad de Nueva York. Bedford Stuyvesant New Beginnings Charter School (BSNBCS) tiene la intención de presentar una solicitud al SUNY Charter School Institute para abrir Bedford Stuyvesant New Beginnings 2 (BSNBCS2) en agosto de 2019, expandiéndose a los grados K-12 a través del tiempo.

BSNBCS2 propone abrir con 150 estudiantes en jardín de infantes y primer grado, en 2019. Tenemos la intención de seguir prestando servicios a los niños del noreste de Bedford-Stuyvesant y del centro de Brooklyn. El programa académico proporcionado en BSNBCS incluiría artes visuales y escénicas, alfabetización digital y salud física, lectura y matemáticas, estudios sociales y ciencias, educación del carácter y aprendizaje de servicio. Esta programación será provista por educadores usando un marco integrado, diferenciado y basado en la Respuesta a la intervención para apoyar a todos los estudiantes.

La misión de la escuela es "En BSNBCS2, las familias, los educadores y los miembros de la comunidad se unirán para crear un entorno académico riguroso y de apoyo para todos los estudiantes. A través de la búsqueda del aprendizaje del siglo 21, el aprendizaje basado en proyectos y servicios y los cursos tradicionales, los estudiantes estarán preparados para tener éxito en escuelas académicamente competitivas y convertirse en ciudadanos responsables de la comunidad global ".

Estamos solicitando activamente comentarios sobre la propuesta de la Carta, el programa educativo y las necesidades programáticas de los estudiantes. Puede enviar comentarios durante la sesión de hoy y en línea en:
www.bsnbcs.org/charter-feedback

¡Gracias por tus pensamientos y aportes!

Introduction language:

Thank you for joining us today to help us learn more about how our school can continue providing your children and our community with services and programs that meet their needs and will help them be prepared to succeed in academically competitive schools as well as become responsible citizens of the global community.

As you might know, our school is applying for a new charter for grades K-12 with the State University of New York's Charter School Institute. This new charter would allow us to provide more services to your children and those of our community. The founders of our school have always had this particular community in mind when designing the school, and our Board wants to see Bed Stuy New Beginnings continue to be an anchor institution for this neighborhood in the decades to come. This is why we solicit your feedback and ideas today. Also, feel free to ask questions at anytime.

In a few minutes, you will be forming groups that will discuss topics such as what services and programs you'd like to see offered in the neighborhood, or the interests and talents of your child or the children in your lives. We want you to let us know what you feel youth in our community need to be successful in tomorrow's world. How should we connect them to opportunities? What matters most in preparing them for high school, careers and college?

For each group, we will need one note-taker, and one facilitator. The note-taker will take notes directly on the anchor charts around this room. The facilitator will help getting the conversation on-track. Each group will have 4 minutes at each anchor chart, and then we will move clockwise to the next one. If there are written ideas you agree with, you can put a sticker next to it. At the last chart, groups will share back the conversations they will have had.

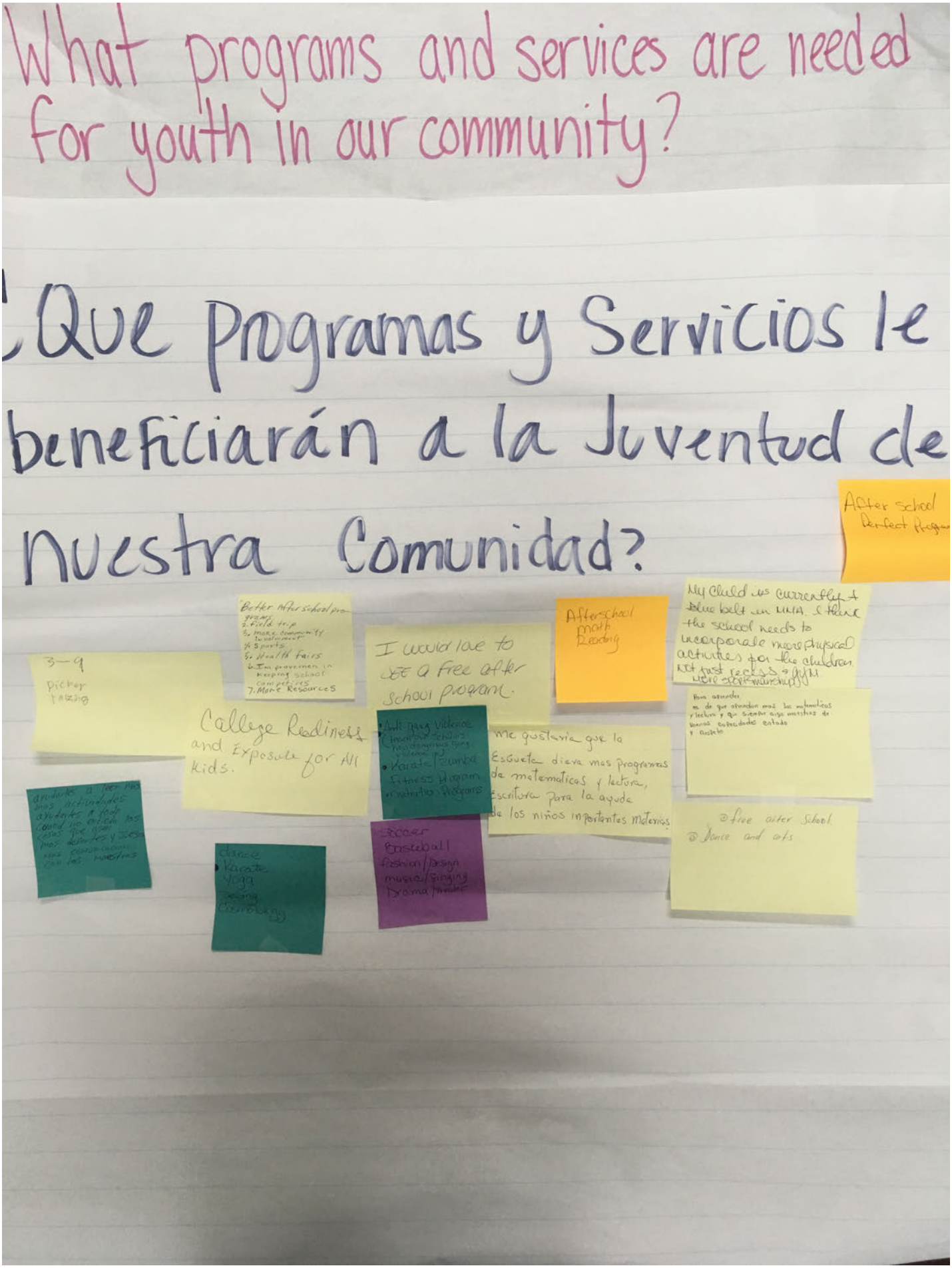
Lenguaje de introducción:

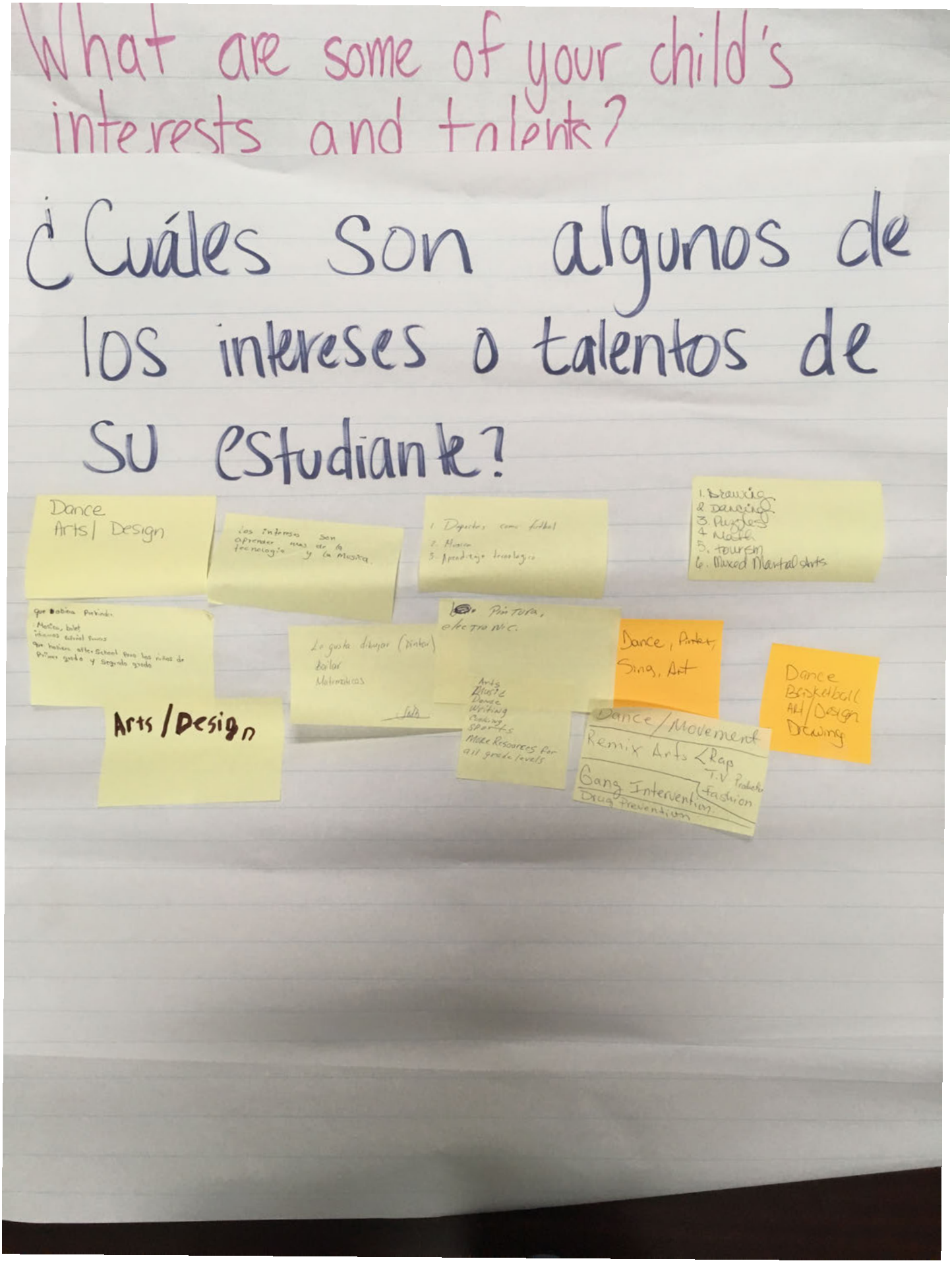
Gracias por acompañarnos hoy para ayudarnos a aprender más sobre cómo nuestra escuela puede continuar brindando a sus niños y nuestra comunidad servicios y programas que satisfagan sus necesidades y los ayudará a estar preparados para tener éxito en escuelas académicamente competitivas y convertirse en ciudadanos responsables de la comunidad global.

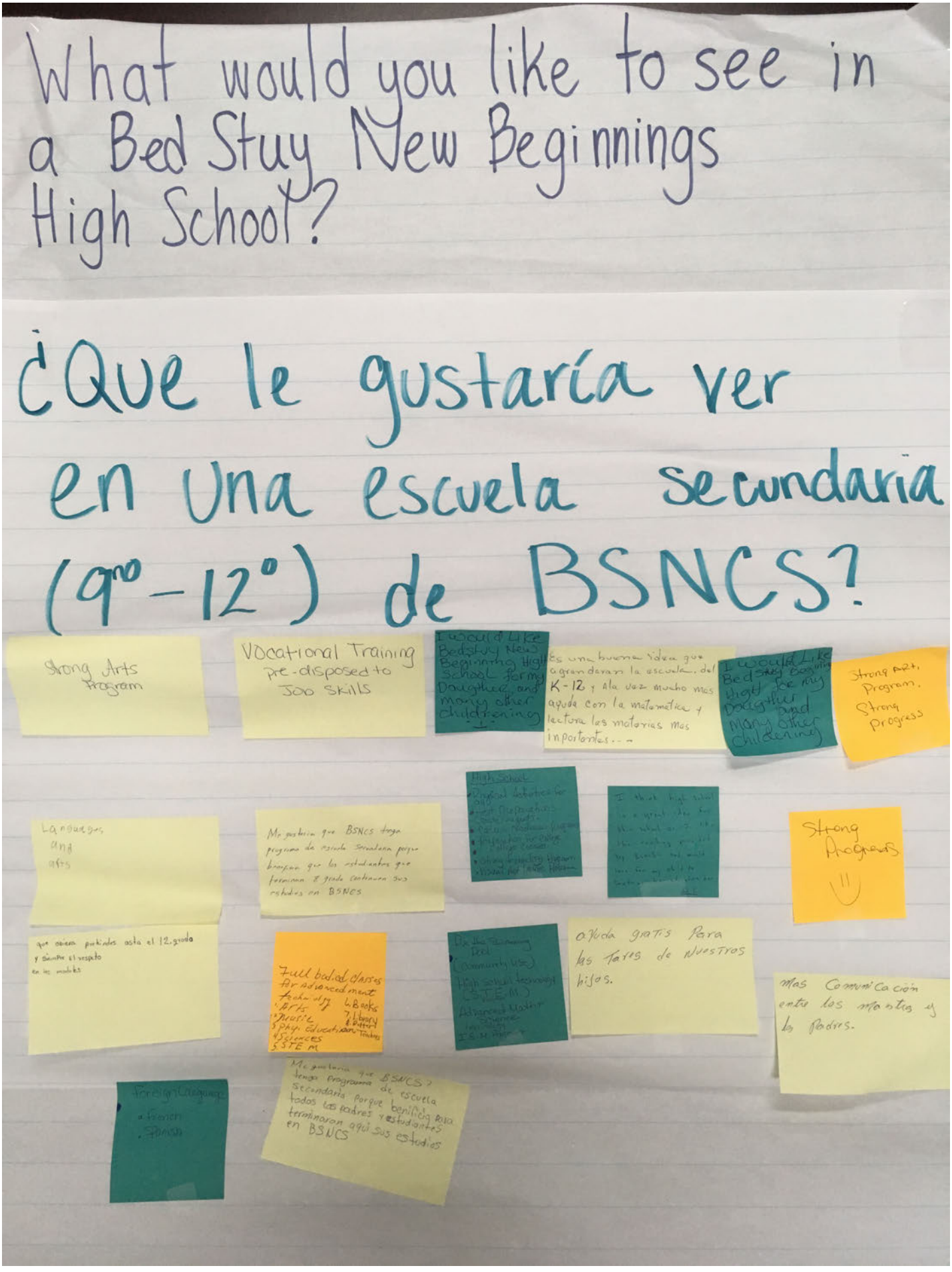
Como ya sabrá, nuestra escuela está solicitando un nuevo estatuto para los grados K-12 con el Charter School Institute de la Universidad Estatal de Nueva York. Esta nueva carta nos permitiría brindar más servicios a sus hijos y a los de nuestra comunidad. Los fundadores de nuestra escuela siempre han tenido en cuenta esta comunidad en particular al diseñar la escuela, y nuestra Junta desea que Bed Stuy New Beginnings continúe siendo una institución ancla para este vecindario en las próximas décadas. Es por eso que solicitamos sus comentarios e ideas hoy.

En unos minutos, formará grupos que discutirán temas como los servicios y programas que le gustaría que se ofrezcan en el vecindario, o los intereses y talentos de su hijo o los niños en sus vidas. Queremos que nos haga saber lo que siente que los jóvenes en nuestra comunidad necesitan para tener éxito en el mundo de mañana. ¿Cómo debemos conectarlos a las oportunidades? ¿Qué es lo más importante para prepararlos para la escuela secundaria, las carreras y la universidad?

Para cada grupo, necesitaremos un tomador de notas y un facilitador. El tomador de notas tomará notas directamente en las tablas de anclaje alrededor de esta sala. El facilitador ayudará a que la conversación avance. Cada grupo tendrá 4 minutos en cada tabla de anclaje, y luego nos moveremos en el sentido de las agujas del reloj hasta el siguiente. Si hay ideas escritas con las que está de acuerdo, puede poner una pegatina al lado. En la última tabla, los grupos compartirán las conversaciones que habrán tenido.

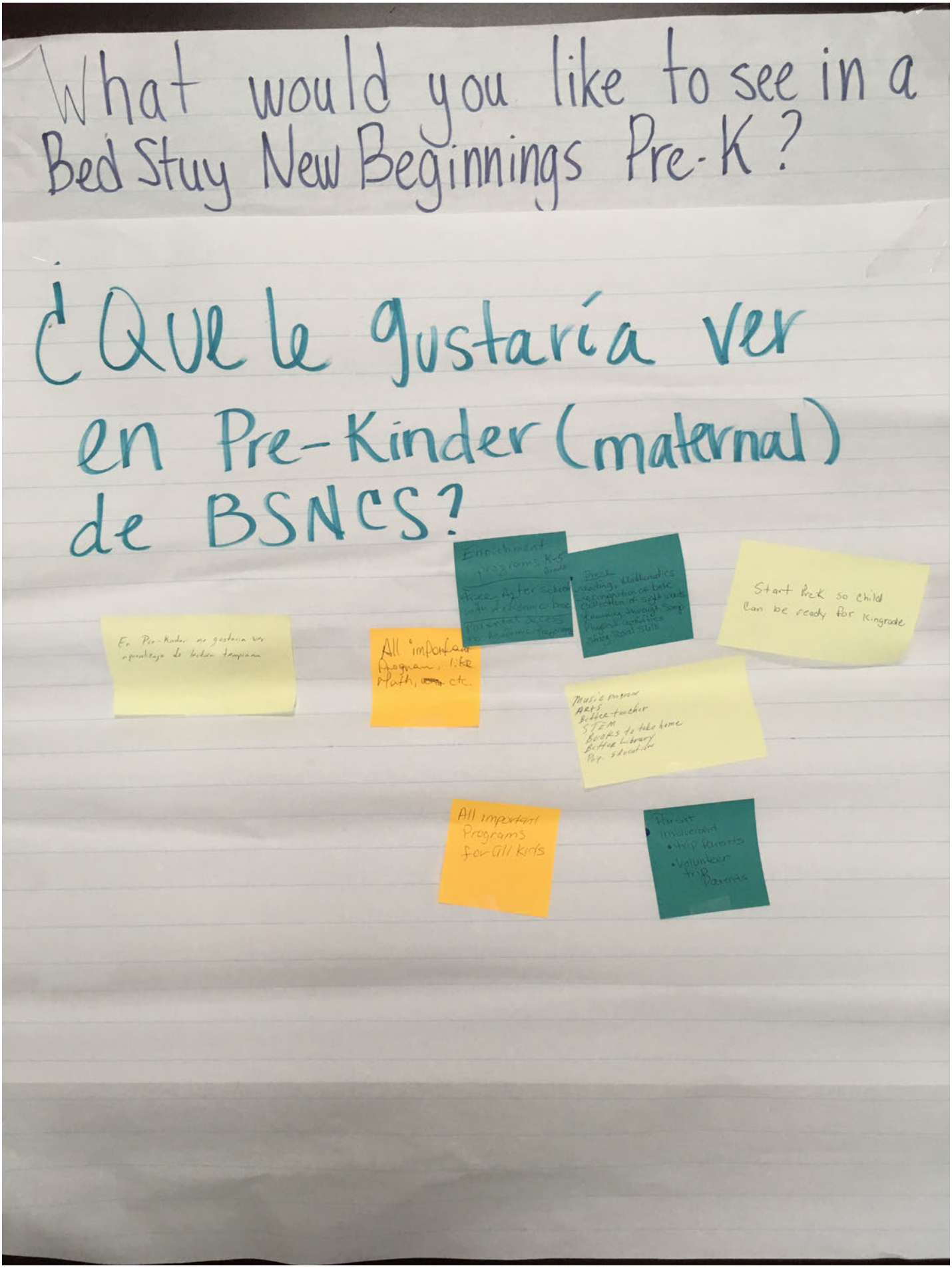

What programs and services are needed for youth in our community?
¿Que Programas y Servicios le beneficiarán a la Juventud de nuestra Comunidad?
After school Perfect Program
My child is currently a blue belt in MMA. I think the school needs to incorporate more physical activities for the children. It just rocks.
Afterschool math Reading
I would love to see a free after school program.
Better Afterschool programs
2. Field trip
3. more community involvement
4. Sports
5. Health Fairs
6. Improvement in keeping school campuses
7. More Resources
College Readiness and Exposure for All kids.
Anti gang Violence
Karate
Zumba
Fitness Program
Nutrition Programs
Me gustaría que la Escuela diera mas programas de matematicas y lectura, escritura para la ayuda de los niños importantes materias
Soccer
Basketball
Fashion/Design
music/Singing
Drama/theater
free after school
Dance and arts


What are some of your child's interests and talents?
¿Cuáles son algunos de los intereses o talentos de su estudiante?
Dance
Arts/ Design
Arts /Design
Dance, Pintar, Sing, Art
Dance
Basketball
Art/Design
Drawing
Dance/Movement
Remix Arts Rap
T.V Produc
Fashion
Gang Intervention
Drug Prevention
Arts
Music
Dance
Writing
Reading
Sports
Make Resources for all grade levels


What would you like to see in a Bed Stuy New Beginnings High School?
¿Que le gustaría ver en una escuela secundaria (9°-12°) de BSNCS?
Strong Arts Program
Vocational Training pre-disposed to Job Skills
I would Like Bed Stuy New Beginning High School for my Daughter and many other Childrening
Es una buena idea que agranderan la escuela... del K-12 y ala vez mucho mas ayuda con la matematica y lectura las materias mas importantes...
I would Like Bed Stuy Beginning High for my Daughter and Many other Childrening
Strong Art, Program. Strong Progress
Languages and arts
Me gustaria que BSNCS tenga programa de escuela Secundaria porque beneficia que los estudiantes que terminan 8 grado continuen sus estudios en BSNCS
Strong Progress
que siempre participes asta el 12. grado y siempre el respeto en los maestros
Full bodied classes for advancement Technology Arts Music Phys. Education Sciences STEM
Ayuda gratis para las tares de Nuestros hijos.
Mas Comunicacion entre los maestros y los padres.
Foreign Language
Me gustaria que BSNCS tenga programa de escuela secundaria porque beneficia para todos los padres y estudiantes terminaron aqui sus estudios en BSNCS

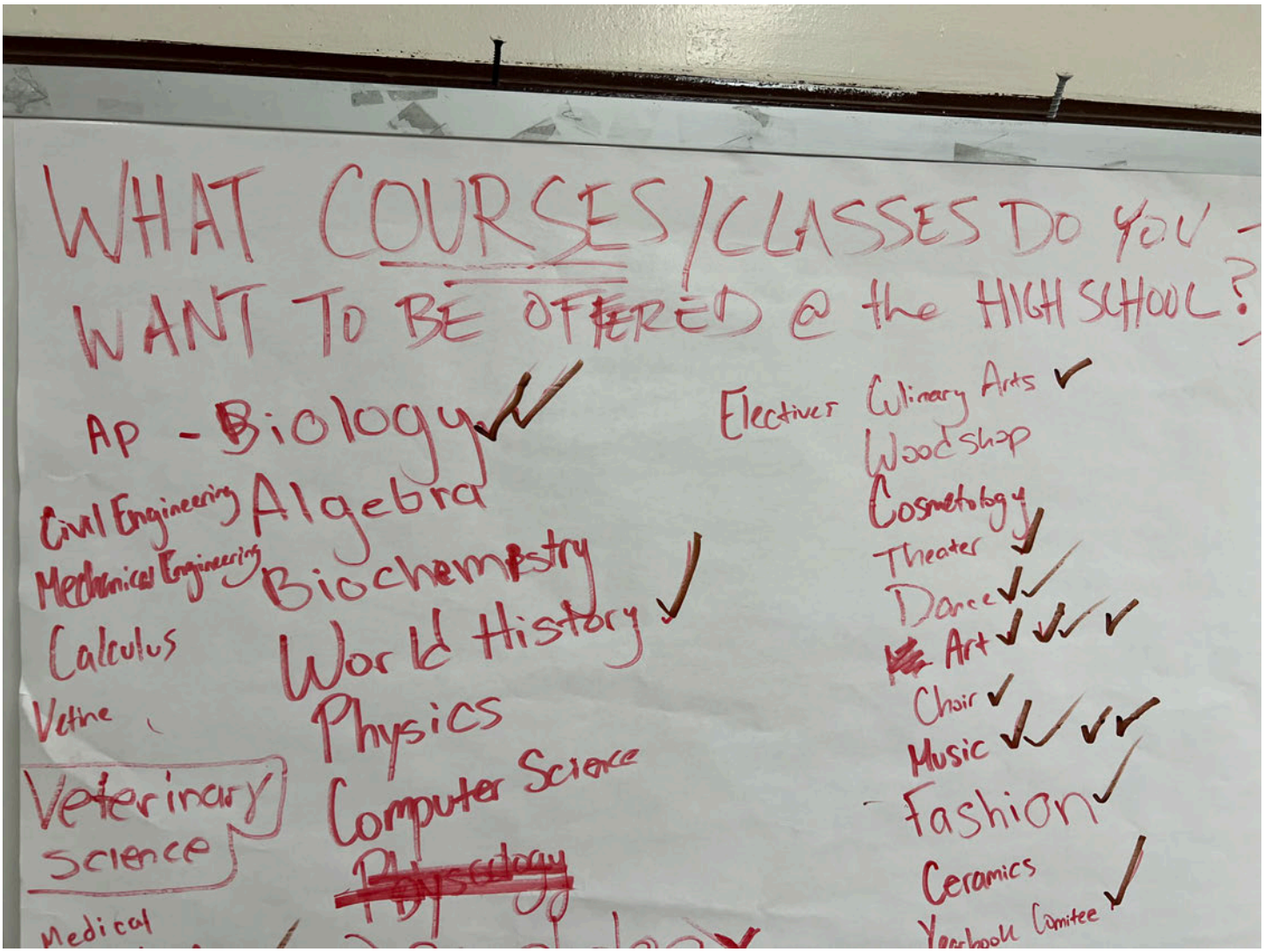
What would you like to see in a Bed Stuy New Beginnings Pre-K?

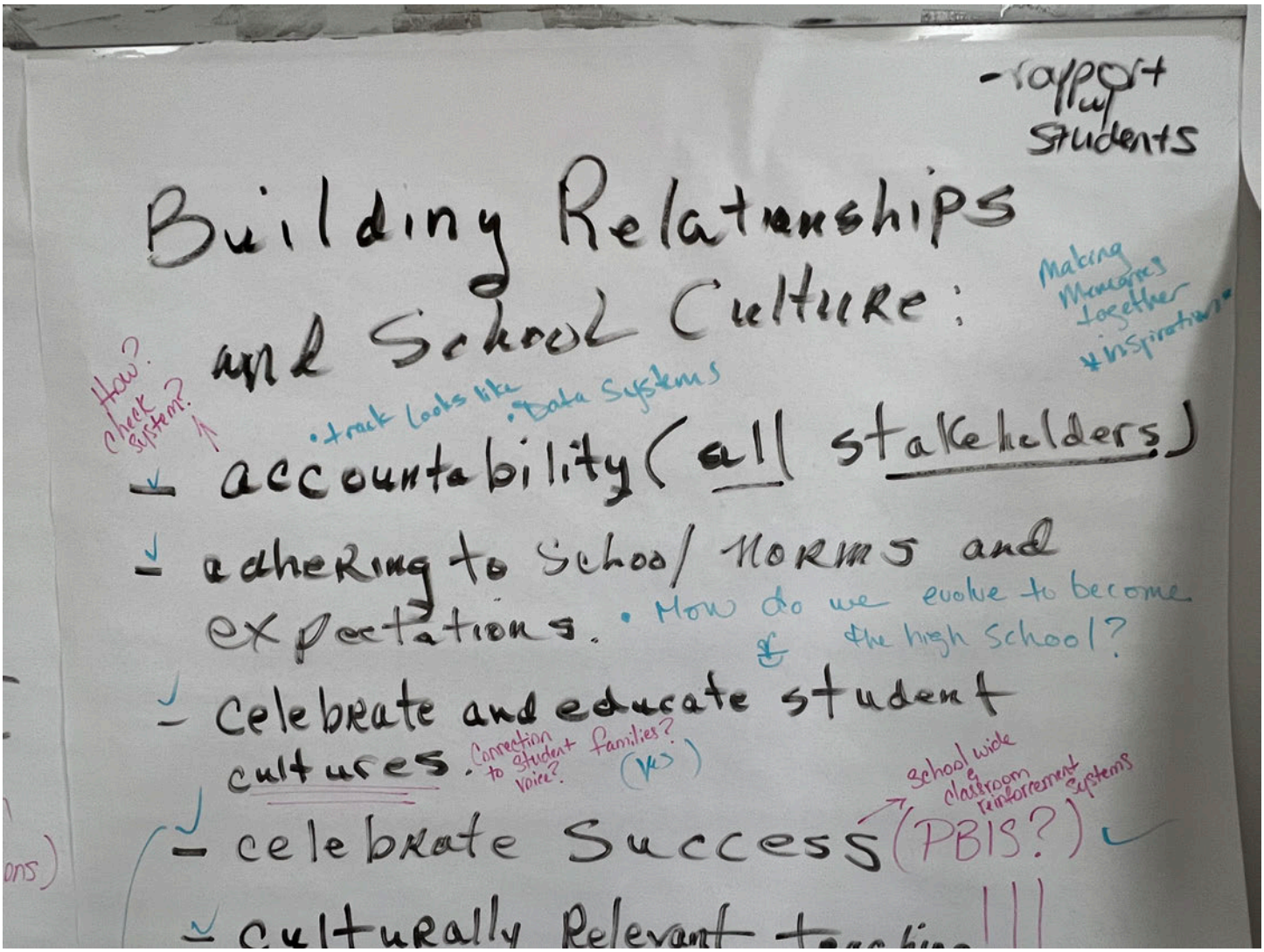
¿Que le gustaría ver en Pre-Kinder (maternal) de BSNCS?

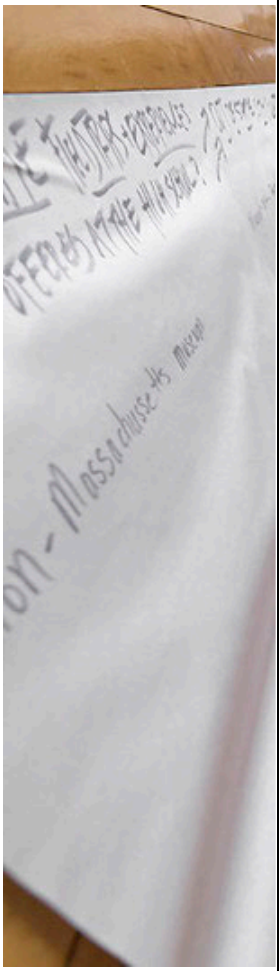


Bedford Stuyvesant New Beginnings Charter School
Parent-Family Organization Meeting
Discussing the proposed BSNBCS2 model
12/14/2018 - 10am
Family Resource Center

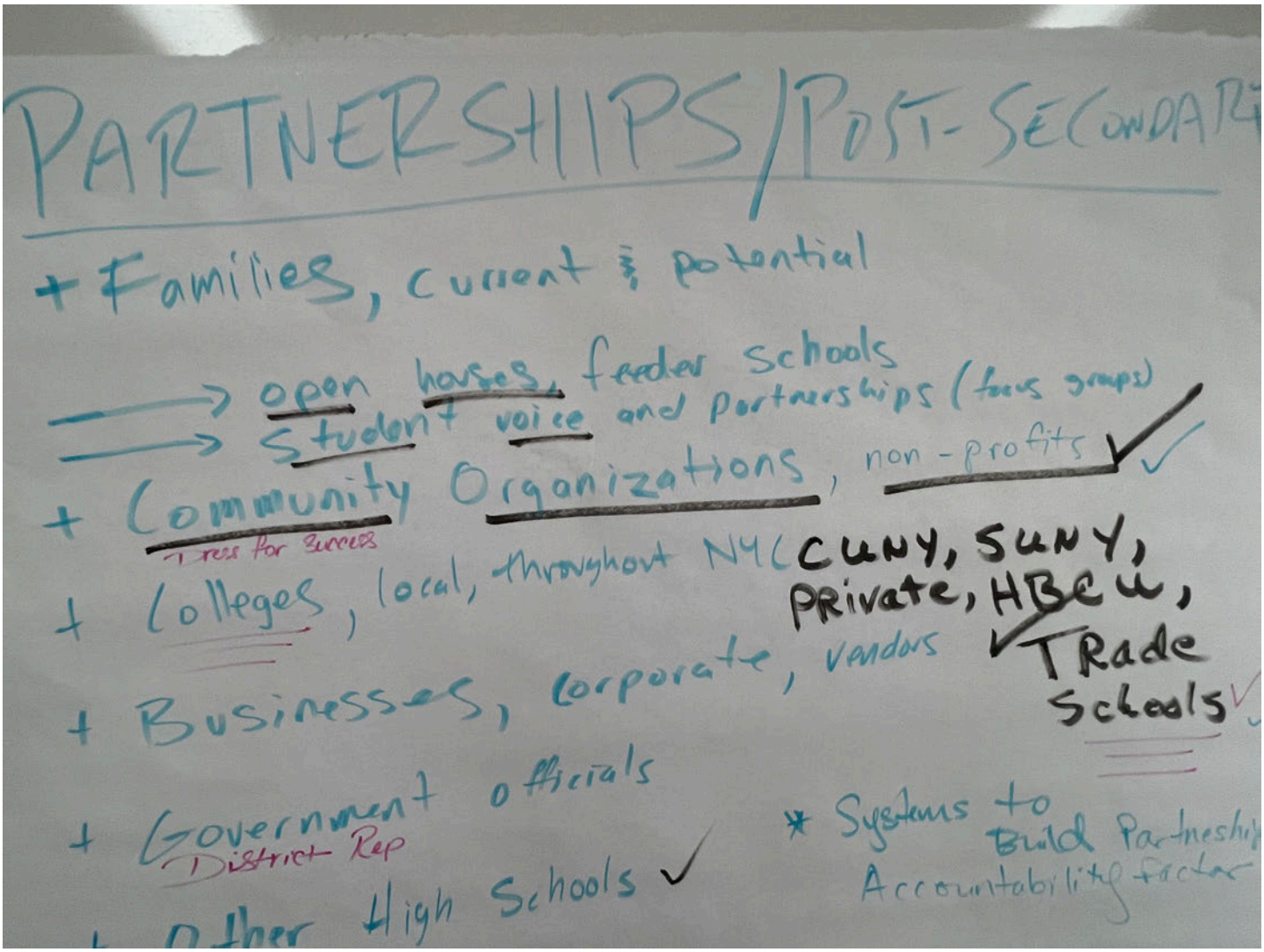
Approximate time:
10:00am: Presentation of the proposed school
10:10am: Answering questions from PFO
10:20am: Feedback from the PFO


WHAT COURSES/CLASSES DO YOU
WANT TO BE OFFERED @ the HIGH SCHOOL?
Ap - Biology
Civil Engineering
Mechanical Engineering
Algebra
Biochemistry
Calculus
World History
Vetine
Physics
Veterinary science
Computer Science
Medical
Electives
Culinary Arts
Woodshop
Cosmetology
Theater
Dance
Art
Choir
Music
Fashion
Ceramics
Yearbook Comitee


- rapport w/ students
Building Relationships and School Culture:
Making Memories Together *Inspiration*
How? Check system?
• track looks like
• Data systems
accountability (all stakeholders)
adhering to school norms and expectations.
• How do we evolve to become the high school?
celebrate and educate student cultures.
Connection to student voice?
families? (YES)
celebrate Success
School wide & classroom reinforcement systems
(PBIS?)
culturally Relevant teaching!!!



Coke


PARTNERSHIPS / POST-SECONDARY
+ Families, current & potential
→ open houses, feeder schools
→ Student voice and partnerships (focus groups)
+ Community Organizations, non-profits ✓
Fuse for Success
+ Colleges, local, throughout NYC CUNY, SUNY, Private, HBCU, ✓ Trade Schools ✓
+ Businesses, corporate, vendors
+ Government officials
District Rep
+ Other High Schools ✓
* Systems to Build Partnership
Accountability factor

Assessing values, needs, and aspirations of Bedford Stuyvesant New Beginnings families

What is the most important thing that you want in a high school for your children?	"In our neighborhood, people tend to blame others for their failures. You need to learn to be resilient and work hard for what you want. When you have that skin [black], you know you have to work nine times harder, it's just how it is. So that's what you have to do. You need to be resilient, success is falling many times & getting back up."
When you talk with other parents about high school options for their children, what are their concerns?	"Bed Stuy doesn't have a good high school." "The last thing this neighborhood needs is another disorganised high school - this new high school needs to be excellent." "We would want the students from Bedford Stuyvesant New Beginnings to be accepted in the BSNBCS2 high school before students coming in from other schools"
What do you and other parents see as needs for high school education in the neighborhood?	"We want our children to have an education that works for them, that gives them a plan on how to get where they want to be." "To be successful, students need to learn how to present themselves. It build up on the rest of their learning. Students need to understand the value of things, the cost of living, and the difference between what you want and what you need." "Often, I hear adults in this neighborhood talk in a certain way to children, but they don't listen to them. Parents don't mean harm by telling kids what to do, but if they don't listen they can't help their children."
What elements of BSNBCS would you and other parents like to see more of?	"We want to see the school continue to partner with parents to share best practices on how to support their children's individual success. The high school orientation session for parents is very valuable, and more families need to attend to be informed and so they can make the best decision for their children." "Some students might be too scared to speak up when they don't understand something in class. The teachers should be responsible to facilitate participation and make all children feel important and that their questions matter." "In the new school, there needs to be multiple ways for students to demonstrate their knowledge or ask questions. Teachers need to be highly effective to facilitiate the learning interactions."
What elements of BSNBCS would you like to see in a high school?	We like the uniform and a strong dress code. It is part of learning how to present yourself. It also addresses materialistic values. In our neighborhood, many families place a lot of value on the brands you wear, the phones you use, or the things you have - it's vanity. Having the uniform avoids that distraction.
What would success after high school look like for your children? For those of other parents you know?	"While some students may academically excel, if they do not know what to do with it they are not successful. Success comes when you know where you want to be and know how to get there, when you are willing to learn, and able to identify what it is you need to learn." "I don't want my child to just be "out there" [after high school], but have a plan to get where they want to go" "I want my daughter to be better than the neighborhood. I want her to go to college, becasue that is what she wants. BSNB is her home, as she takes what she has learned through life, I want her to be her own person, to not follow, and keep working hard. I don't want her to be a teen parent."

R-04e - Evidence of Community Support
Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, survey results, etc.).

The BSNBCS2 school model relies on building strong relationships and engaging in dialogue with community members, elected officials and local non-profit leaders. Accordingly, we are submitting several letters of support for BSNBCS2, representing our initial engagement with elected officials, community leaders and non-profit partners who we look forward to collaborating should BSNBCS2 be approved.

Elected Officials:

1) City Councilmember [redacted], NYC Council District 37
2) Assemblymember [redacted], NYS Assembly District 54
3) State Senator [redacted], NYS Senate District 18
4) Brooklyn Borough President [redacted]

Community Leaders

5) [redacted], Family Worker, Tompkins Children's Center
6) [redacted], Program Manager/Education Director, Thomas A. DeStefano Head Start
7) [redacted] Director, Our Children The Leaders of Tomorrow
8) [redacted] C.M., St. John the Baptist Parish

Partners:

9) [redacted], University of Florida Professor and Director of the Land Use and Environmental Change Institute
10) [redacted], Director Vision Development, Eye on Education
11) [redacted], Founder, Brooklyn to Alaska leadership program
12) [redacted], Educational Consultant
13) [redacted], DMD, Director of Educational Partnerships, Smile New York Outreach
14) [redacted], President and CEO, Hispanic Information Television Network

[redacted]

THE COUNCIL
OF
THE CITY OF NEW YORK

[redacted]

CHAIR
CONSUMER AFFAIRS AND BUSINESS LICENSING

COMMITTEES
ENVIRONMENTAL PROTECTION
HOUSING AND BUILDINGS
RULES, PRIVILEGES, AND ELECTIONS
SANITATION AND SOLID WASTE MANAGEMENT
STATE AND FEDERAL LEGISLATION
TRANSPORTATION

January 8, 2019

To [redacted]cern,

I am writing to express my support for The Bedford Stuyvesant New Beginnings Charter School. At a time when this neighborhood is undergoing rapid growth and change, it is imperative to create spaces for opportunity and diversity for the community. I believe the efforts by BSNBCS2 offer respite to the challenges of the neighborhood and alleviate the need of a new school.

BSNBCS2 has the potential to create a successful educational facility that will focus on high standards of achievement, personal growth, creative-thinking, and social responsibility. They are capable of providing an educational option for families in the Central Brooklyn area. BSNBCS2 has secured half a million dollars in their science and STEM programs in addition to sports career exploration initiative to foster middle schoolers' envisioning their future.

The innovated high school model they propose is needed in Central Brooklyn; many local high schoolers' feel that their schools are not competitive enough or have the needed resources to achieve their fullest potential. BSNBCS2's high school will help our young people be successful in meaningful careers, so that they are able to stay in our community and build its future.

On behalf of my constituents in Brooklyn's District 37, I am pleased to give my support to The Bedford Stuyvesant New Beginnings Charter School. I believe that BSNBCS2 shares a vision with the community and embraces the role of a community organization that identifies, understands, and responds to community needs.

Feel free to contact me with any questions or concerns.

Sincerely,

[redacted]

New York City Council Member
37th District

ERIK MARTIN DILAN
Member of Assembly
54th District
Kings County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Cities
Consumer Affairs and Protection
Corporations, Authorities and Commissions
Energy
Housing
Insurance
Chair, Subcommittee on Intergovernmental Consumer Affairs

May 29th 2018

[redacted]
Executive Director
SUNY Charter School Institute
42 State ST
Albany, NY 12207

Dear M[redacted]

I'm writing in support of the proposal of the Bedford-Stuyvesant New Beginnings Charter School (BSNBCS), which is located in my district, for a new school. Bed-Stuy New Beginnings, which currently serves over 650 CSD 16 students in grades K-8, opened in 2010 and since its inception, it has proven to be a tremendous asset to our community.

In many ways, BSNBCS is a model that other charter schools in New York City should emulate, as they:

- Have a large number of at-risk students, including English Language Learners (17%, well above the CSD 16 average), students with disabilities, (19%, just below the CSD 16 average), and students in poverty (93.5%, higher than the district and higher than all Brooklyn Charter Schools in 2016-17);
- Backfill students year round when seats become available, thus maximizing community access to the school;
- Recruit students from NYCHA houses and local homeless shelters, embracing a student cohort that some schools avoid;
- Have shown strong academic growth in both ELA and Math, outperforming schools in CSD 16 by approximately 50%;
- Operate in private space, thus avoiding the contentious conflicts that some charter schools have experienced due when co-locating with a traditional public school;
- Collaborate with colleagues in Community School District 16 and other local schools around family engagement with local schools;
- Have developed local partnerships with community-based organizations and community leaders such as Ena McPherson from Tranquility Farms, Nebco Food Pantry and Restoration Plaza's Partnership for a Healthier Brooklyn, Operation Smiles,
- Are active participant of the DOE's District-Charter Collaborative for Mathematics, working with several DOE/charter schools for inter-school visitations, best practices and collaboration.

BSNBCS is the kind of independent, community-based, collaborative, community-invested charter school that any parent would be proud to have their child attend. They care about the future of this community and are committed to grooming tomorrow's leaders.

[redacted]

I applaud their proposal for an expanded school through the Charter Schools Institute, so they may effectively serve the children of my district.

Sincerely,

[redacted]

Member of Assembly – 54th District

[redacted]

ASSISTANT DEMOCRATIC CONFERENCE LEADER
FOR POLICY AND ADMINISTRATION

MEMBER
LEGISLATIVE TASK FORCE ON DEMOGRAPHIC RESEARCH AND REAPPORTIONMENT

MEMBER
NEW YORK METROPOLITAN TRANSPORTATION AUTHORITY CAPITAL REVIEW BOARD

THE SENATE
STATE OF NEW YORK
ALBANY 12247

RANKING MINORITY MEMBER
TRANSPORTATION

COMMITTEES
ELECTIONS
ENERGY AND TELECOMMUNICATIONS
FINANCE
INFRASTRUCTURE AND CAPITAL INVESTMENT
JUDICIARY
LABOR
RULES
TECHNOLOGY AND INNOVATION
SELECT COMMITTEE

May 29, 2018

[redacted]
Executive Director
SUNY Charter School Institute
42 State ST
Albany, NY 12207

Dear Ms. [redacted]

I write today in support of Bed Stuy New Beginnings Charter School team's application to open a new school through the SUNY Charter Schools Institute.

Since 2010, New Beginnings has established rigorous educational standards for students and professional standards for their staff. New Beginnings set forth a plan to achieve educational success by establishing core values for students to apply both in and outside of the academic setting. The standards of self-control, kindness, respect, hard work, truth and excellence have led youngsters upon a path of personal and academic growth.

I believe that the New Beginnings team will continue to meet academic achievements should their new school application be granted. Beyond the school's efforts within the building, BSNBCS has worked to create partnerships with the local community in Bedford Stuyvesant. The school believes in service learning where students gather hands on experience with community based organizations and neighborhood gardens.

I can personally attest to New Beginnings' commitment to community partnership as my office frequently hears from the school about health fairs and other events. For the past eight years, New Beginnings has diligently worked to achieve the goals they set forth in their initial charter. New Beginnings has earned the trust of students, parents and the community at large. They are truly invested in our community and providing opportunities to at-risk students that may otherwise be left behind.

I strongly believe New Beginnings will continue to set high standards for itself and work through this SUNY expansion. Thank you for your attention to this matter and for your careful consideration of their application.

[redacted]

OFFICE OF THE BROOKLYN BOROUGH PRESIDENT

[redacted]
President

January 8, 2019

[redacted] Institute

Re: Letter from Borough President Adams in support of Bedford Stuyvesant New Beginnings Charter School 2

Dear Executive D[redacted]

As a strong supporter of expanding high-quality learning options for all families, among my top priorities as Brooklyn's borough president is empowering all of our young people by providing them with opportunities and tools that will help them succeed. That is why I am writing in support the application submitted by Bedford Stuyvesant New Beginnings Charter School 2 (BSNBCS), a proposed K-12 program that will provide Central Brooklyn's families with a first-rate public education.

In May 2018, BSNBCS student leaders joined me at Brooklyn Borough Hall to demand equal funding for security agents in charter schools that are not co-located. BSNBCS's students are articulate, empathetic, and thoughtful young people of color who are proud to advocate and stand up for their community. I was impressed by their intellect as well as their passion for and understanding of important causes. BSNBCS teachers also come from diverse backgrounds and are inspired to work hard in order to positively impact the young people they have been entrusted to educate.

Since 2013, BSNBCS has hosted an annual health fair and welcomed the public to experience healthy food, sports, and physical activities, while learning about important health topics from the school's students. Additionally, when students across the country walked out to demand gun control last March, BSNBCS student leaders rallied and shared the stage with me at Prospect Park to draw attention to this important public safety crisis.

Brooklyn's children are the next generation of leaders. I strongly believe that the BSNBCS school model will have transformational effects on our borough and will play a vital role in ensuring all students receive a high-quality education that puts them firmly on the path to college graduation. I hope you will join me in supporting their efforts.

Sincerely,

[redacted]

ELA/es

[redacted]

Tompkins Children's Center

Brooklyn Kindergarten Society

Dedicated to Early Childhood Education Since 1891

May 24th, 2018

[redacted]

My name is [redacted]nd I am writing in support of the BSNBCS team's proposal to expand under SUNY with a new charter school application. I have been working in early childhood education in Bedford Stuyvesant for several years and many of our young alumni have gone on to attend Bedford Stuyvesant New Beginnings after they graduate from Tompkins Children's Center.

Over the years, I have seen many of our neighborhood children proudly attend BSNBCS and learn citizenship and arts while developing literacy and numeracy. BSNBCS takes pride in making education programs accessible to all families. All field trips are free of charge, and they offer low-cost after school for K-5 families. BSNBCS also regularly participates in community events with us and invites us to their own events. This school encourages families who do not speak English and the parents of children with disabilities to enroll and take advantage of the programs and services they offer.

Our neighborhood and families need schools like BSNBCS to be able to grow and continue serving the needs of our community. I enthusiastically support the school's application to the SUNY Charter Institute and am looking forward to seeing our youth and families thrive through an excellent, well-rounded education.

Thank you.

[redacted]

Tompkins Children's Center

[redacted]

Catholic Charities Neighborhood Services, Inc.
Affiliate of Catholic Charities

[redacted]

Date: ***June 1, 2018***

To Whom It May Concern:

I [redacted] am writing this letter of recommendation for ***New Beginnings Chapter School***. New Beginning Chapter School has been involved with my program for a while, during which time I found this school to be a very reliable and responsible. The school has been working with our program and our families for a three of years and has introduce the families to the chapter school environment. We've had many of our students who attend New Beginning Chapter School and our parents have told us how happy there are with the school. The parents have told us how the school goes the extra mile for the children. We are very pleased with New Beginning Chapter School and hope they will be able to expand more to help this community.

If I can be of further assistance, please do not hesitate to contact me at [redacted] Monday thru Friday during our hours of operating 8:30am - 3:30pm

[redacted]
Program Manager / Ed. Dir.

[redacted]

Our Children The Leaders of Tomorrow

[redacted]

May 24th, 2018

Dear M[redacted]

My name is Valia Patterson and I am writing in support of the Bedford Stuyvesant New Beginnings' proposal to expand under SUNY with a new charter school application. BSNBCS has provided robust and well-rounded education in northern Bedford Stuyvesant since 2010, and I am proud to support them in expanding the services and program they can offer to our community.

BSNBCS has a longer school day that allows children to have more diverse experiences: visual arts, theatre, digital media, dance, photography, Spanish and sports are offered. The longer school day and after school program that goes until 6:00pm is also important for our working families who seek a safe place for their children to learn and grow. The school always encourages the families of children with disabilities to enroll, and their bilingual staff makes it easier for families who do not have English as a first language.

Our children deserve to have access to free, well-rounded, and local education. I support the school's application to the SUNY Charter Institute and know that Bedford Stuyvesant New Beginnings' growth will contribute to the success of our entire community.

Thank you for your attention.

Sincerely,

[redacted]

Our Children The Leaders of Tomorrow, Inc.

oclot recommendation bsnb letter 05 24 18

St John the Baptist Parish
Parroquia de San Juan Bautista

Serving the Churches of Our Lady of Good Counsel and St. John the Baptist
Sirviendo las Iglesias de Nuestra Señora de Buen Consejo y San Juan Bautista

May 30, 2018

May 28th, 2018

Dear M[redacted]

My name is [redacted] and I am the Pastor of St. John the Baptist Parish in Bedford-Stuyvesant, Brooklyn. I have been requested to write a letter of support on behalf of the parishioners of St. John the Baptist for the application for a new Charter for Bedford Stuyvesant New Beginnings Charter School (BSNBCS), a request I am most happy to fulfill.

BSNBCS is an asset to our community. In addition to providing quality education for our youth, they also encourage children to engage in community activities such as a recent drive for victims of hurricanes Maria and Irma and are also active in Christmas and Thanksgiving celebrations. The school maintains a positive relationship with parents which I believe is essential for a child's continued educational progress.

I have been delighted to hear of the school's plans for expansion and how they intend to continue serving the community in the years to come. The school is creative in the ways they intend to address community needs through the education of youth and the provision of services to the children's families. I am particularly excited to see how their future High School program will equip young people to create positive change in their own community through meaning partnerships with local organizations. I have seen their creativeness and their enthusiasm grow with each year. Their efforts for the children in the school and for the community are truly felt.

The school's consistent efforts in serving families living in shelters, families who do not have English as a primary language, and children with disabilities benefits our entire neighborhood. BSNBCS has been a bright spot in our community, working with the local police department to increase child safety in the neighborhood. This community -our children and families- depend on the presence of BSNBCS and wishes for it to continue growing and creating inclusive community development.

Sincerely in Christ & Saint Vincent de Paul,

[redacted]

[redacted]

UF UNIVERSITY of FLORIDA

College of Liberal Arts and Sciences
Land Use and Environmental Change Institute
[redacted]

[redacted]

7 January 2019

SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

To Whom It May Concern,

I am writing to express my support for the application of **Bedford Stuyvesant New Beginnings Charter School 2 (BSNBCS2)**. I am a Professor of Geological Sciences at the University of Florida, Gainesville (UF) and Director of UF's Land Use and Environmental Change Institute (LUECI). I am excited to establish a partnership with this new school. My support for BSNBCS2 is based on my previous experience working with co-applicant [redacted], in building high school programs for NYC students. He and I co-designed and chaperoned two project-based learning experiences, one in Yucatan, Mexico, and one in Central Florida, where I guided and supported [redacted] experiential learning programs.

For the Yucatan program, [redacted] and I developed a 10-day curriculum for high school students. The program was based on my experience with the "UF in Merida Overseas Study Program," for which I have served as Director for more than two decades. I run this program for UF each summer, in partnership with Universidad Autonoma de Yucatan (UADY), the local public Mexican university. We are based in the capital city Merida, and the program focuses on ecology and anthropology, combining formal classes with field excursions to ecosystems and Maya archaeological sites around the Yucatan Peninsula.

[redacted] (a UF alumnus and former participant in the "UF in Merida Program") modified UF's college-level program to meet the needs of NYC high school students, and took his students to Yucatan in 2010. We visited local *cenotes* (sinkholes) and Maya archaeological sites, explored local cuisine and culture, and took in lectures at UADY. I welcome the opportunity to support planning and implementation of another iteration of this interdisciplinary, international studies program for BSNBCS2's high school students.

In 2013, [redacted] and I collaborated on a second program, focused on a visit to Archbold Biological Station, a research station in south-central Florida. There, we led high school students on several field experiences in the scrublands and swamps, accompanied by resident and visiting scientists at the station. This program was combined with visits to the Brighton

Seminole Indian Reservation and Lake Okeechobee. Students flew down from NYC and I drove down from Gainesville. It was a pleasure to introduce these urban students to ecosystems typically visited only by college researchers. I enjoyed participating in the design and execution of both programs, which exposed high school students to higher-level thinking and experiences more typical of a university setting. I especially enjoyed working with the thoughtful and engaged students from [redacted] schools.

As a college professor at a large, public, land-grant university, I know that experiential learning and field work are essential parts of training the next generation of scientists and thinkers. My work in LUECI brings together an interdisciplinary community of researchers who appreciate both the anthropogenic influences on, and cultural consequences of, global environmental change. Gainesville, Florida is an ideal "laboratory" in which to study the changing environment of Florida as a sentinel of global change.

I am thrilled to hear that **Bedford Stuyvesant New Beginnings 2** will open a high school in Brooklyn that incorporates project-based and experiential components, including programs that focus on ecology and the environment. I look forward to working with [redacted] and others at BSNBCS2 in the future, to design and implement programs for students to visit the University of Florida, as well as cultural and environmental sites in Florida and the Yucatan Peninsula. I look forward to participating in BSNBCS2's experiential learning model.

Sincerely,

[redacted]

Department of Geological Sciences, and
Director, Land Use and Environmental
Change Institute (LUECI)

EYE ON EDUCATION

Bringing Professional
Eyecare & Eyewear to your School

May 24th, 2018

Dear M[redacted]

My name is [redacted]nd I am writing to you in support of Bedford Stuyvesant New Beginnings' application for a new Charter.

My organization Eye on Education has recently partnered with Bedford Stuyvesant New Beginnings Charter School to offer **comprehensive** vision exams and **free eyewear** to their students. We have been impressed with the quality and breadth of outreach the school has done to promote our services to their families. As much as 73% of children with vision problems will pass a regular vision screening administered by a school nurse or pediatrician yet fail when a comprehensive eye exam has been administered. By partnering with us, BSNBCS helps families address the fundamental challenges their children face when trying to succeed academically.

We are confident that, when awarded a new Charter, BSNBCS will continue to seek innovative ways to improve health and socio-economic outcomes for the children and families they serve. Institutions such as this one can be powerful agents of change in a community: we urge you to support their efforts to continue offering relevant, impactful and meaningful services and programs to their neighborhood.

Feel free to call me @[redacted]

Sincerely,

[redacted]

Eye on Education

info@e[redacted]

[redacted]

Admitted in NY and NJ

May 24th, 2018

Dear M[redacted]

My name is [redacted] and I am writing in support of the BSNBCS team's proposal to expand under SUNY with a new charter school application. I am a lawyer based in Brooklyn who has been in practice for over 30 years, starting with the Legal Aid Society in 1984 and in private practice since 1991, working on criminal defense cases and other litigation.

My relationship with Bedford Stuyvesant New Beginnings is based on a partnership we have with a non-profit I founded called Brooklyn to Alaska. Trekking 5,000 miles away, my team and I bring a group of Brooklyn teens each summer to the harsh terrain of the Alaskan wilderness where they learn valuable leadership, survival, endurance and teamwork skills. For our participants, this is a life changing experience as many have never been outside of the five boroughs and most have few experiences in nature and the wilderness.

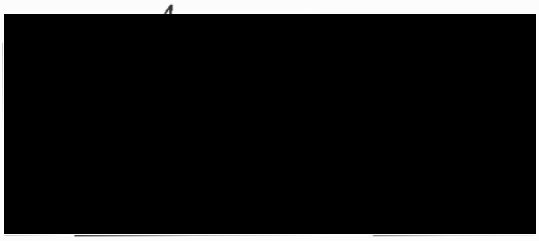
Bedford Stuyvesant New Beginnings has participated since 2016 and is one of our gear for girls tripstrong partner schools that we encourage to send students for the past two years, and they are sending students for our 2018 summer program. I have seen the character and curiosity of the students from Bedford Stuyvesant New Beginnings in our program and we are glad to have them as a part of the Brooklyn to Alaska family.

In addition to being a participant school, last year, Bedford Stuyvesant New Beginnings supported the creation of a second cohort, which focuses exclusively on young women. The young women's program, started last year with the support of two Bedford Stuyvesant New Beginnings staff members as founders, ensured that we could have additional opportunities for young women, especially young women of color who are breaking barriers and stereotypes through their participation in this program.

I have observed that students from Bedford Stuyvesant New Beginnings have a very special open mindedness about the Alaska adventure. Since 2016 the students from New Beginnings have been leaders who have helped others get through difficult times. I attribute these qualities to the outstanding teachers and staff at the school.

I know that good schools like Bedford Stuyvesant New Beginnings can keep students out of trouble, give them strong educational opportunities and avoid the criminal justice system which is all too common for our young black and latino youth. I enthusiastically support the school's application to the SUNY Charter Institute and I know that their expansion will be a positive thing for the children of Bedford Stuyvesant. Brooklyn to

Alaska would be proud to partner with their high school program in providing ongoing enrichment opportunities for these older students.



[redacted]nal Consultant

January 5, 2018

Dear M[redacted]

I am writing to support the application of Bedford Stuyvesant New Beginnings 2. I have coached and supported the two lead applicants, [redacted], for several years in Brooklyn as they have worked to build a strong model for professional growth for the instructors at their school, using several of the practices from my books and articles.

As a part of my work as an educator, writer, and consultant, I work with district, charter, and private schools across the U.S. and abroad. On my visits to New Beginnings, I have been struck by the leadership's commitment to educator development and growth. The school has an ambitious model, and it is expanded in this K-12 proposal. One of the key elements is much more frequent classroom visits than is usually the case, with face-to-face coaching and written feedback after each visit. The proposed Bedford Stuyvesant New Beginnings 2 will also use a revised edition of my teacher evaluation rubrics, a comprehensive description of teaching in six key domains. If approved, I welcome the opportunity to support the rollout of this program with the new school, and assist with the staff professional growth model for the high school.

In June of 2018, I had the opportunity to co-present a workshop with [redacted] at the National Charter Schools Conference in Austin, TX. That workshop, "Observe, Debrief, Collaborate, Repeat: Building a New Supervision Framework," focused on the practical implementation of the Marshall observation model, using Bedford Stuyvesant New Beginnings as a model school. We received a very positive response from the organizers and participants of this session, particularly for the manner in which New Beginnings supports timely and effective feedback for teachers. I am glad to see New Beginning's leadership team incorporating these aspects into the planning for Bedford Stuyvesant New Beginnings 2.

Please feel free to let me know if you would like more information regarding my work with New Beginnings.

[redacted]

May 25th, 2018

[redacted]
SUNY Charter School Institute
353 Broadway
Albany, New York 12246

[redacted]

I am writing to you in support of Bedford Stuyvesant New Beginnings Charter School's new Charter application.

Since 2015, Smile New York Outreach has partnered with BSNBCS to provide in-school dental services to children who may otherwise not receive regular and high quality care. Through our partnership, we provide on-site dental care, with BSNBCS scholars receiving their semi-annual dental check-ups in the school's family suite by our licensed and highly trained staff.

In September 2017, we awarded BSNBCS with a Certificate of Achievement at the Exceptional Leadership level. This level represents that 45% or more of their students have received dental care. This is our highest level, and their engagement has been truly exceptional.

I encourage you to grant Bedford Stuyvesant New Beginnings a new so that they may continue to serve the children of Central Brooklyn with additional opportunities for health, learning and growth.

[redacted]

HITN Educa y Entretiene

December 31, 2018

[redacted]
Charter School Institute
State University of New York
[redacted]

[redacted]

I am writing express my support for the application for the Bedford Stuyvesant New Beginnings Charter School 2 (BSNBS2), proposed to open as a K-12 school in 2020. As a member of the business community, a staunch advocate of community empowerment, an original founding Board Member of the first Bedford Stuyvesant New Beginnings Charter School I fully understand the need for all children to participate in high quality education to secure their rightful place in the community. The project-based and experiential model that lies at the core of BSNBCS2 will offer its students education that is excellent, meaningful and relevant.

As the president and CEO of Hispanic Information Television Network (HITN), the largest non-commercial, Spanish language television network in the United States, I am very active in the business community of New York City and with our partners across the United States. Based in the Brooklyn Navy Yard, HITN has always taken a particular interest in supporting the young people in the surrounding Central Brooklyn communities by providing shadowing experiences and paid internships that expose the youth to opportunities in the world of media and broadcasting. We have also worked with schools across New York City to develop school-based media and broadcasting studios that provide the hands-on experience so critical in promoting meaningful career choices, career skills, entrepreneurial opportunities and mentoring that make a difference in the lives of students. We are eager to partner in this work with BSNBCS2 by supporting pre-internships, internships, career skills and entrepreneurial opportunities.

In meetings with the applicant team, it is clear that they are focused on providing a broad portfolio of opportunities for primarily African/Caribbean American and Latino youth in Central Brooklyn. They are thinking strategically about the film and television industry as another way to provide opportunities for their students. This industry has grown exponentially in Brooklyn and the greater New York City area in recent years, providing jobs based on the skills, both hard and soft, that are central to the BSNBCS2 program -- critical thinking, story-telling, collaborative creation, problem-solving and persistence.

On a personal note, I am a firm believer that parents must have the opportunity to enroll their children in quality schools, such as BSNBCS2, that will promote the knowledge, skills and dispositions that are

[redacted]

key to success in our dynamic twenty-first century world. This is what prompted me, nearly ten years ago, to become part of the founding group for BSNBCS. We initially applied for a K-5 charter, but it always was our dream to serve grades K-12 and see children enter the school and graduate ready for college, for career and for life. While I left my role as Board Member due to demands related to my duties in my position at the time as the Deputy Chief of Staff for the New York City Council, I have never lost my interest in and fondness for the school.

The model the BSNBCS2 team envisions, nurturing and guiding youngsters from school entry through college and/or career in an environment framed by rigor and support, will prepare youngsters for success in school and in life. I look forward to partnering with the BSNBCS2 team, including my fellow colleagues who founded Bedford Stuyvesant New Beginnings, to help make this vision a reality.

R-05ac - School Enrollment

a. Enrollment plan

Provide a narrative description of the following aspects of the school's enrollment plan including:

- **The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;**
- **Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;**
- **The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;**
- **A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and**
- **A statement regarding whether the school might seek to apply for a full-day universal pre-K program.**

Note, pre-K applications are handled by the school district of location or NYSED and cannot be submitted until the charter is approved.

Grade configuration: BSNBCS2 will be organized administratively along two main divisions: a K-8 lower/middle school and a 9-12 high school, each led by a school Principal. The Lower School grades will begin with Kindergarten, Middle School grades with sixth grade and the High School with ninth grade (anticipated in a second charter term). This configuration is consistent with other schools in NYC DOE and in Community District 16.

During our first year of operation, BSNBCS2 will serve 162 students in Kindergarten (81) and first grade (81). Starting with two grades will enable us to provide all the necessary services and support (funding, staffing, programming, etc.) that our students will need to achieve success during the first year of operation. We will continue to expand our elementary grades until we are able to start the middle school in year six of the charter when we will serve our first cohort of sixth graders. We anticipate that the first cohort of sixth graders will be made up predominantly of our inaugural first grade class.

Age eligibility: Based on our experience operating a K-8 charter school in Bedford Stuyvesant for the past eight years as well as the frequent feedback that we receive from our current and former families as well as community members, we have been intentional about maintaining an age and grade structure that is very similar to that of NYC Department of Education We believe that maintaining such a structure will make it easier for us to successfully attract and recruit new students and families to our school. Furthermore, our growth and expansion will not cause negative impact on the surrounding NYC Department of Education's schools.

Pattern of growth: Historical student retention and attrition data from our flagship site BSNBCS has led us to believe that BSNBCS2 will have an annual attrition rate of about 8-10%. We have identified at least three (3) factors that will impact the student retention rate at Bedford Stuyvesant New Beginnings Charter School 2 and they are:

1. The rapid gentrification in Bedford-Stuyvesant in recent years has led many families who live in poverty to leave the community and their schools for other neighborhoods, boroughs and cities in New York State and beyond.
2. The increase in homelessness for many our families. In 2022-23, 20% of Bedford Stuyvesant New Beginnings' students experienced homelessness or lived in temporary housing. The increase in homelessness has resulted in us serving itinerant families who sometimes leave our school once they were able to secure housing in another part of the City.
3. Our increased enrollment of English Language Learners. At BSNBCS we serve a larger proportion of English Language Learners, 29% in 2022-23 than Community School District 16, which was approximately 6%. In our experience group of students and their families has a higher level of transience than our students who are non-ELLs.

As a reference, in 2022-23, 20% of students at Bedford Stuyvesant New Beginnings were homeless or in temporary housing according to the Federal definition. In 2022-23, more than 95% of students received free or reduced lunch at Bedford Stuyvesant New Beginnings. In this context, we anticipate that a majority of our families will live in poverty and that a significant number of our students will be homeless or in temporary housing. As to be expected, these demographic factors lead to high housing burden and insecurity which will contribute to transience and continuous mobility for many of our families.

Standalone Education Corporation

As a standalone education corporation, BSNBCS2 will recruit students from the surrounding community, including Community School Districts 16, 14, 13 and 32 (Bedford Stuyvesant, nearby Bushwick and Williamsburg) for Grades K and 1. As described above, we have a wide network of community partners who can assist in recruiting the inaugural classes of K and 1st grade students. To support 1st grade enrollment in particular, we will host Community Fairs, block-parties and parent engagement events on-site and at nearby parks and locations, to encourage families seeking a new 1st grade to apply. Our existing families have historically been a major source of referrals and new applications for grades, so the understanding that there are 162 new seats available to students will be a strong opportunity for families in our extended community.

Specific resources and recruiting strategies include:

- We will be extremely proactive about making sure that we are fully enrolled at all times throughout the school year. In order to make this happen, we plan to actively backfill, year-round, in all grades.
- Actively engage and maintain regular outreach with our current families throughout the school year to support backfilling and maintaining full enrollment;
- Consistently contact and engage with local daycare centers and pre-Kindergartens in the area as a way of informing them about our school as well as open slots that are available. We will hold Open House events for daycare/Pre-K directors to visit the facility, see classrooms in action, meet our team and ask questions about our school.

This engagement helps develop our student pipeline throughout the year as attrition occurs.
- Actively manage our waitlist by informing families of potential mid-year enrollment opportunities. By remaining engaged with families who have expressed interest in the school but who did not receive an offer following the lottery process, we allow families an additional opportunity to enroll once a seat is available.
- Communicate frequently with our local homeless and domestic violence shelters as a way of letting those families, especially those new to the Bedford Stuyvesant community, know that BSNBCS2 is a solid and reliable option for the education of their children.
- Actively engage migrant community organizations, making it clear we have additional capacity in Kindergarten and 1st grade for the 2024-25 school year.

Merged Education Corporation

In order to provide sufficient resources and staffing for students at BSNBCS2 during the first year, the school will open with 162 students in two grades—K and 1. Kindergarten students will be recruited from the community utilizing the best practices and network established by Bedford Stuyvesant New Beginnings as described above. For the inaugural first grade class, we will invite the rising first graders from our original site BSNBCS to apply for admissions to the new school.

It is important to note here that once BSNBCS2 is approved, we do not anticipate accepting additional applications for admissions to Kindergarten and grade 1 at Bedford Stuyvesant New Beginnings Charter school. This change reflects our plans to transition of our existing K-8 school into a high performing high school. As a new high school, Bedford Stuyvesant New Beginnings Charter School will fill a deep need in Central Brooklyn for quality high school options; more detail about this transition will be discussed later in this section of the application.

BSNBCS2 does not anticipate seeking to modify its grade configuration should it be approved to operate grades K-12 in Community School District 16. Our K-12 growth plan includes the opening of the elementary school in August 2024. The initial middle school class, 6th grade, will open in August 20229 during the BSNBCS2's second charter term.

In parallel with this application for BSNBCS2, and to provide the broadest possible benefit to our community in Central Brooklyn, we are anticipating a shift in the grade span for our current NYCDOE authorized school, Bedford Stuyvesant New Beginnings Charter School. This shift includes:

1. Co-locating BSNBCS2 and Bedford Stuyvesant New Beginnings in our private facility at 82 Lewis Avenue. Due to the philosophical and practical alignment of the two schools during the first charter term, we anticipate that BSNBCS2 and Bedford Stuyvesant New Beginnings Charter School will become legally merged to operate under a single Board of Trustees, with BSNBCS2 expanding each year and Bedford Stuyvesant New Beginnings reducing enrollment as it no longer serves grades served by BSNBCS2. The two schools will not operate as a CMO. Should such a merger not be approved,

BSNBCS2's growth as a K-12 school will continue as described in this application and we will further engage in dialogue regarding our plans for the existing Bedford Stuyvesant New Beginnings Charter School with our authorizer.

2. Bedford Stuyvesant New Beginnings Charter School will no longer accept Kindergarteners or 1st grade students in 2024-25, the year BSNBCS2 will begin serving those grades. Specifically, the existing Bedford Stuyvesant New Beginnings Charter School will serve students in grades 2-8 in 2024-25 and reduce its enrollment each successive year to reflect the growth and increase in enrollment at BSNBCS2. This approach allows us to focus on the early success of BSNBCS2 and to slowly transition the existing Bedford Stuyvesant New Beginnings Charter School from a K-8 school to become a high performing 9-12 high school.
3. The existing Bedford Stuyvesant New Beginnings Charter School will continue to serve its students effectively as it gets smaller, with an enhanced focus on its middle school grades and their readiness for high school. In BSNBCS2's second term, we anticipate that Bedford Stuyvesant New Beginnings, which following the 2030-31 school year would no longer serve its current grades K-8, can remain a valuable part of the community's educational options. Brooklyn is known to have a large number of elementary and middle charter schools (74), but very few high quality high schools (23) whether charter or traditional district (CSD16 has nine charter schools serving grades K-8 and only one serving grades 9-12, as a single sex girls high school, meaning there is no charter high school in CSD16 that is co-educational). Based on the demographic trend in the district and parent demand, we anticipate there will be a need for a new charter high school to serve additional students in grades 9-12 starting in August 2032. In its new configuration as a high school, Bedford Stuyvesant New Beginnings will be able to serve grades 9-12 students using the model established at BSNBCS2, or another model that best serves the needs of our community at that time. These two schools will serve the needs of our current families from Kindergarten to senior year, while allowing the reorganized Bedford Stuyvesant New Beginnings school to fill a major gap in the community's educational options.
4. The BSNBCS2 High School, opening in August 2031, will provide an enrollment preference for Bedford Stuyvesant New Beginnings Charter School matriculating 8th graders. The approach described above allows for many additional, innovative educational benefits for the students of BSNBCS2. We understand that many single-site charter schools struggle in the early stages due to lower staffing ratios and relative inexperience. BSNBCS2's enrollment design is intended to promote success immediately by creating a rich framework for our educators to be successful in the classroom, as described in our educational plan. In summary:
    a. While we will not be operating a CMO model, this collaborative arrangement allows BSNBCS2 to access the existing resources, staffing and back-office employees currently in place for Bedford Stuyvesant New Beginnings. More specifically, while BSNBCS2 adds grades which are simultaneously truncated from Bedford Stuyvesant New Beginnings, resources will be shared between the two schools so that our families continue to receive the services from the staff members they know, while gaining access to more resources from the new framework provided by BSNBCS2.

At the same time, BSNBCS2 instructional and operational staff will be able to maintain their professional community by being located in the same building as Bedford Stuyvesant New Beginnings, until June 2031 when the last cohort of Bedford Stuyvesant New Beginnings Charter School students graduate.

b. In 2024-25, highly effective teachers working at Bedford Stuyvesant New Beginnings' grades K-1 will be given the first opportunity to join the staff of BSNBCS2. This arrangement will allow BSNBSCS2 to have access to a highly functional organizational framework of back office and support personnel with experienced and knowledgeable instructional staff from day one. This arrangement, specifically access to experienced staff, will allow more focus on the academic needs of the students at BSNBCS2.
c. BSNBCS2 will be able to serve students at the high school level on an accelerated timeline, by accepting matriculating 8th graders from the existing Bedford Stuyvesant New Beginnings Charter School. This arrangement allows students from Bedford Stuyvesant New Beginnings and other matriculating 8th graders from other schools the opportunity to join our freshman class in 2023-24.

School Year	BSNBCS2 Charter Term	K-12 Grades served BSNBCS 2	K-12 Enrollment BSNBCS 2	K-12 Grades served existing school	K-8 Enrollment served existing school	Total Students served under both charters
2024-25	Term 1	K-1	162	2-		
[redacted]26	Term 1	K-2	243	3-10		
[redacted]27	Term 1	K-3	324	4-11		
2027-28	Term 1	K-4	405	5-12		
2028-29	Term 1	K-5	486	6-12		
2029-30	Term 2	K-6	567	7-12		
2030-31	Term 2	K-7	648	8-12		
2031-32	Term 2	K-8	729	9-12		
2032-33	Term 2	K-9	864	9-12		
2033-34	Term 2	K-10	999	9-12		

Intent to apply for a full-day universal pre-K program: We currently do not have plans to operate a full-day universal pre-K program. However, we will consider doing so only if there is evidence of strong parent demand for this service. We will then work closely with the Institute to make this modification to our charter to reflect this programmatic change.

b. Target Population Enrollment

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- **Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/operate/existing-schools/enrollment-retention/ ;**
- **Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);**
- **Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;**
- **Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup; Note that including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding. CSP grant funding in New York is currently in transition. The New York State Education Department ("NYSED") is expected to provide information about CSP grant changes in the future. See Appendix A and the Guidance Handbook for further information; and,**
- **Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why the targets are not being met, efforts made to meet the targets, and what new strategies will be employed to meet the targets.**

NOTE: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. For further information refer to the Guidance Handbook.

BSNBCS2 proposes to open in CSD 16, a district with the highest proportion of students with disabilities in (24.9%) in the city, but the 9th (of 32) highest poverty rate (84.4%), and the third lowest ELL enrollment in the city (4.8%)[1]. To meet the enrollment and retention targets set by NYS, the school proposes to use targeted recruitment that will promote the school's inclusive programs. Below is a table summarizing the enrollment and retention targets as determined through the enrollment and retention calculator

	Comparable District Percentages by Grade Level	School Enrollment Target
Enrollment targets		
Economically disadvantaged	90.2%	543.4
English Language Learners	4.9%	29.6
Students Disabilities	21.2%	127.9

[1] As of Academic Year 2017-18, numbers published in the DOE's Demographic Snapshot available at: http://schools.nyc.gov/Accountability/data/default.htm

Retention targets		
Economically disadvantaged	88.6%	481.2
English Language Learners	86.8%	25.7
Students Disabilities	89.2%	114.0

BSNBCS2 plans to meet enrollment and retention targets outreach and promotional activities:

- BSNBCS2 will make its application available on its website and via paper copies available in its main office, year round;
- BSNBCS2 will participate in the electronic citywide charter school Common Application hosted on the NYC Charter Center's website, which typically opens on or about December 1. This application is available in dozens of languages, facilitating additional access to the school's application process for English Language Learners families outside of our core Spanish speaking community;
- Visits and/or discussions with child-focused organizations including but not limited to, day cares, pre-schools and community based organizations, January through March (Focus on CSD 16, with secondary focus on CSD 14 and 32);
- Open House events from January through March each year;
- Outreach with local businesses, churches, stores and NYCHA buildings to display flyers and applications;
- Identify and attend student recruitment fairs, minimally from January through March;
- Send letters with applications home with current students to encourage families to recruit friends and family.

Communication plan (notifying the public of application process and lottery drawing):

- Information will be made available via our website, local community calendars, local NYCHA housing association calendars and via local businesses.
- Lottery engagement and applications made available at the Bedford Stuyvesant YMCA, Herbert Von King Park, Restoration Plaza, Bedford Stuyvesant libraries, and local businesses.

Specific outreach activities for English Language Learners (ELLs) and for students requiring Special Education Services (SPED):

- During all recruitment visits, BSNBCS2 makes it transparent that our staff is multilingual and encourages all students apply, regardless of disability or ELL status.
- We will continue our standing practice of making presentations to groups that service primarily ELL and SPED students. We work closely with staff to ensure that all of their students with IEPs. We will also attend school fairs in our neighbor district CSD 32 which has a high proportion of ELL students.
- All recruitment materials, including the application, are available in Spanish. If needed, our enrollment staff assists Spanish, French and Creole speakers in completing the application.

Application and admission periods and procedures: Throughout the school year, BSNBCS2 will advertise open registration. Families, if they choose, can meet with BSNBCS2 staff and review the expectations of BSNBCS2, ask questions and otherwise learn about our program.

BSNBCS2 will reiterate and explain its policy of equitable admissions access to students with disabilities and ELLs in every phase of its admissions process. Interested families will submit applications on an ongoing basis until April 1, at which point students' applications will enrolled in the school lottery. If the number of applicants to BSNBCS2 exceeds the number of seats made open by the school, a lottery will be conducted by BSNBCS2 . The lottery will be held on or about April 15 annually. The School will continue to accept applications throughout the year and add them to our waitlist, should additional seats become available.

Lottery preferences: BSNBCS2 will use a single at-risk student lottery preference, for Students with Disabilities. Based on our robust outreach framework for other enrollment and retention target groups, we believe that using the preference for students with disabilities will insure that the school meets the targets set by the ERT calculator. To run its lottery, BSNBCS2 will use the Weighted Lottery Generator created by the New York State Education Department's Charter School Office.

Outreach Plan: BSNBCS2 undertakes the measures below, among others, to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation. The application is available in English and Spanish, year round. For any parent that requests assistance in completing the application, the Parent Coordinator provides help. The following outreach strategies may be used:

- Mailings to local residents;
- Post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Open Houses conducted at BSNBCS2 for prospective parents.
- Visit local organizations in surrounding neighborhoods; and
- Canvass neighborhoods to further reach interested families.
- Other outreach via word of mouth, recruiting and other electronic resources.

BSNBCS2 will also implement these measures with consideration to parents of children with special needs and for ELLs.

Special Education: Approximately 20% students at Bedford Stuyvesant New Beginnings have disabilities in a given grade level. While our robust RTI program is designed to avoid the overclassification of struggling students, we intend on continuing continue increasing our relative enrollment of students with disabilities at BSNBCS2, by making efforts in the student recruitment process to ensure that the School will attract comparable enrollment of students with disabilities as compared to CSD 16, although a long pattern of over-identification in Community School District 16 has kept it at the top of the city's 32 school districts for percentage of students with disabilities (currently 24.9% in the latest demographic snapshot).

BSNBCS2's recruitment efforts towards this special population of students and their families may include:

- Print advertisements that include specific information about BSNBCS2's Special Education program and that, where appropriate, describe the qualifications of BSNBCS2's Special Education teachers;
- Special open-house information sessions held in the community geared towards parents of Special Education students; and
- One-on-one meetings between BSNBCS2's Academic Leadership and/or BSNBCS2's Special Education staff with any parents of Special Education students who express interest in learning more about how BSNBCS can meet the particular needs of their child.

Retention of specific student populations: BSNBCS2 will use an array of strategies to retain students who are English Language Learners, have a Disability or are eligible for Free and Reduced-Price lunch.

English Language Learners: We anticipate that most ELLs students will come from Spanish-speaking households. We will provide all home communications in both English and Spanish, and offer translation for family events and during parent-teacher conferences. This will allow ELL students and their families to fully participate in the school's academic life.

Students with Disabilities: BSNBCS2 will engage the families of SwD throughout the year to ensure that their needs are met and that their child meets their targets academically, socially, and emotionally. We will build relationships with service providers to secure related services during the very first week of school for our students.

Students in Poverty: BSNBCS2 is aware of the economic challenges local families experience, including loss of housing and access to quality after school programing. BSNBCS2 will offer free or affordable after school programing to all students, provide uniforms, purchase other clothes and accessories for families who lose their housing, and will connect families to local nonprofits and advocacy organizations to help them gain access to resources they are eligible for. Moreover, all educational and cultural activities at BSNBCS2 will always be free of charge for all students. No family will ever have to pay for their child to participate in a school-sponsored activity.

c. Complete the student enrollment table provided in the budget template and include a copy of it here.

CHARTER ENROLLMENT BY GRADE

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	81	81	81	81	81	4-5
1st Grade	Elementary School	81	81	81	81	81	5-6
2nd Grade	Elementary School	0	81	81	81	81	6-7
3rd Grade	Elementary School	0	0	81	81	81	7-8
4th Grade	Elementary School	0	0	0	81	81	8-9
5th Grade	*Elementary School*	0	0	0	0	81	9-10
6th Grade	Middle School	0	0	0	0	0	10-11
7th Grade	Middle School	0	0	0	0	0	11-12
8th Grade	Middle School	0	0	0	0	0	12-13
9th Grade	High School	0	0	0	0	0	13-14
10th Grade	High School	0	0	0	0	0	14-15
11th Grade	High School	0	0	0	0	0	15-16
12th Grade	High School	0	0	0	0	0	16-17
Ungraded		0	0	0	0	0	17-18
TOTAL		162	243	324	405	486	

R-04f - Evidence of Student Demand
Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).
NOTE: If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

Evidence of Student Demand overlaps in the documents in the preceding sections, including:

4d - Evidence of Community Outreach provides evidence of student demand for the proposed K-12 school. Specifically, the following documents demonstrate interest of families for the model we are proposing, particularly for the high school:

1. CSD 16 School Crawl and Health Fair Engagement sign in sheets and photos of the feedback received;
2. Family engagement session materials sign in sheets and photos of the feedback received;
3. Notes from the meeting with elected Bedford Stuyvesant New Beginnings Charter School parent representatives.

In Response 4c – Description and Analysis of Student Demand, we demonstrate demand for grades K-8 at BSNBCS through lottery application numbers. BSNBCS is operated by the applicant team and serves the same population targeted by Bedford Stuyvesant New Beginnings Charter School 2. Our continued best practices described in that section, maintained over 13 years and over 720 students at the existing school, demonstrates a evidence of demand for this school model.

R-05d - Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Further Institute guidance relating to school admissions, including a new employee and CMO employee preference, is available at: http://www.newyorkcharters.org/applications-admissions-materials/.

As a public school, BSNBCS2 will not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, intellectual ability or aptitude, measures of achievement, athletic ability, disability, religion, or on any other basis that would be unlawful for a public school.

BSNBCS2 will welcome any child eligible under the New York State laws for admission to public schools, and will be in compliance with all anti-discrimination laws governing public schools including, Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law. Only children residing in New York City are entitled to apply for, enroll in, or attend the School.

During its first year, BSNBCS2 anticipates enrolling approximately 75 kindergarten and 75 first grade students. Thereafter, BSNBCS2 seeks to enroll 75 kindergarten students each year, and 125 in 9th Grade students beginning in 2023. Students in the 9th grade will be drawn according to the preferences described below. We believe that every family that wishes to enroll their child at BSNBCS2 should be able to do so as soon as a seat becomes available. As such, we will backfill in all grades, year round, with students from our waiting list.

Procedures if student applications for admissions exceed available space
BSNBCS2 will admit each eligible student who submits a timely application, unless the number of applications exceeds the number of open seats determined by the school for each grade level. BSNBCS2 will accept applications for admission to the Kindergarten and first Grade in 2020-21. Students will be accepted for three sections averaging roughly 25 students each in grades K-8, and 5 sections averaging roughly 25 students in grades 9-12. BSNBCS2 will backfill seats throughout the year to maintain its enrollment targets and accomplish its mission of making its programs available to as many families as possible. The table below shows which grades will be open for enrollment over the course of the first Charter term.

Enrollment plan for the first Charter Term

Year	Elementary Grades	Enrollment	High School Grades	Enrollment	Total Enrollment
2020-21	K-1	150	-	-	[redacted]
[redacted]**22**	K-2	225	-	-	[redacted]
[redacted]**23**	K-3	300	-	-	[redacted]
[redacted]**24**	K-4	375	[redacted]	[redacted]	[redacted]
[redacted]**25**	K-5	450	10	250	**700**

To ensure fairness in admissions, we will run a lottery to offer seats and create a waitlist in the event that the number of applicants to BSNBCS2 in any given grade exceeds capacity, as per the New York State Charter Act. If a lottery is required, all the applications submitted to BSNBCS2 for the particular grades with open seats will be entered into the lottery. The BSNBCS2 lottery is a system of random selection of applications that identifies students for enrollment, using an electronic system. During the lottery process, all completed and accepted applications submitted during the enrollment period will be publicly drawn at the school using the NYSED Weighted Lottery Generator and procedure, on a date which will be announced in advance, according to applicable regulations.

After all available spaces have been filled in each grade, a waiting list will created with the remaining applications. As seats become available at BSNBCS2, they will be offered to the waiting list applicants. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

Admission preference shall be granted to applicants in the following manner:

1. First preference will be given to returning students from BSNBCS2 or returning students attending the same education corporation.
2. Second preference will be given to siblings of students already enrolled in BSNBCS2 or students attending the same education corporation. For definition purposes, "siblings" are two or more children that are related either by birth by means of the same father or mother or by legal adoption. If a parent submits applications for siblings within the enrollment period and one of the siblings is chosen in the lottery, the other siblings may be enrolled as long as a slot is available in the sibling's grade levels.
3. Third preference will be for students with disabilities.

4. Fourth preference will be students who are children of BSNBCS2 staff members or children of staff members employed by the same education corporation, not to exceed 15% of total population, consistent with the law.
5. Fifth preference will be for students residing in Brooklyn's Community School District 16.
6. Sixth Preference is for NYC residents.

BSNBCS2 assures that it will not require parents to attend meetings or other information workshop, or to sign agreements or contracts regarding parental responsibilities as a condition of enrolling a child in the School. The school shall maintain a total enrollment annually within 20% of its authorized limit, according to the school charter.

Student transfer and/or withdrawal procedures
BSNBCS2 is a public school of choice, both for application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from BSNBCS2 will be asked to complete a formal request for student withdrawal form. BSNBCS2 personnel will offer to meet with the family to discuss their reasons for withdrawing from BSNBCS2, as well as to seek solutions to any problems that may arise via these discussions.

If the parents or guardians still wish to transfer their child to another school, the BSNBCS2 staff will provide information regarding the Brooklyn Borough Enrollment Office and other charter school options. BSNBCS2 will ensure the timely transfer of any necessary school records to the student's new school. Former students will not have any special preference in admissions, should they later seek enrollment in the school.

R-06af - Curriculum and Instructional Design
a. Curriculum Selection and Processes
Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- **Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;**
- **Discussion of how the school's curriculum is aligned to New York State standards;**
- **An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission and unique themes, if applicable;**
- **How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources; and,**
- **The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.**

BSNBCS2'S EDUCATIONAL PHILOSOPHY: At BSNBCS2, we believe that students should be challenged to become critical thinkers through participation in a rigorous and engaging curriculum. As such, we will work diligently to create learning opportunities that will require our students to carry the cognitive load necessary to successfully complete their assignments, starting in Kindergarten and continuing to their senior projects. In addition to providing ongoing trainings and workshops to help our teachers become more effective in their roles, we will use the curricula that we have developed in-house as the roadmap for teaching and learning at BSNBCS2.

For the past four years, members of the leadership team under the guidance of our principal [redacted] have developed in-house curriculum for each core content area in an effort to have curricular resources that are more aligned to our students' needs. Our decision to have in-house curricular resources instead of ones that are commercially-based was grounded in feedback that we received from our teachers as well as trends and patterns we observed in student performance. In the past, our teachers frequently expressed concerns that our commercially-based curricula at the time were not meeting our students' diverse learning needs nor were they completely aligned to the New York State Learning Standards. As a result, our faculty and members of the instructional leadership team worked together to develop curriculum maps, unit and lesson plans, scope and sequences, etc. to resolve these significant gaps in our academic program, thereby strengthening teaching and learning across BSNBCS. We intend to use these resources to drive teaching and learning at BSNBCS2 while leveraging the lessons learned from our experiences at BSNBCS to continue to refine and improve them.

The following principles inform the curricular decisions that we make at each grade level:

Data driven academics: In alignment with our key design element of data-driven decision making, our staff will use data to inform everything we do academically whether it is the creation or modification of individual tasks, assessments, lesson plans, unit plans, curriculum maps, or simply daily decisions that all educators at BSNBCS2 will make. We will use a variety of data, both quantitative and qualitative, to:

- Analyze student performance on formative, interim and summative assessments to make critical adjustments to schoolwide curricula and classroom instruction;
- Review student and staff demographic data to not only inform instructional strategies but also student classroom assignments; and,
- Assess schoolwide systems and processes to ensure that we have everything in place to support the rigorous academic experience we envision for both our students and teachers.

From programming to planning to the delivery of instruction, we know that educators make numerous decisions everyday about that directly relate to the quality of instruction. As a cultural norm, teachers and administrators will punctuate their discussions and work processes with use of data that is relevant for informing the work at hand. Our professional development model, summer training sessions and professional learning communities will incorporate training on ensuring that the data driven academics are implemented effectively so that educators have the tools to make these analyses and decisions regarding student learning.

Adaptive Planning: Consistent with the key-design elements of differentiated instruction and student-centered-learning, we believe curriculum should be aligned with as well as adapt to the evolving needs of students. This requires an adaptive approach to decisions regarding how material is taught and the selection of strategies needed to effectively implement that material, meaning an approach where educators are flexible to modify the approach based on the changing needs of the students and the data available to the educators. As members of a learning organization, defined as a group of colleagues who learn together, grow as professionals and utilize a reflective practice to improve our effectiveness, BSNBCS2 staff members will seek to avoid rigid thinking about what strategies are abstractly best for students. Statements such as “This is how I have taught writing for years. I’m not open to changing my lesson, because I know this works.” will be avoided as teachers move towards the approach of” “Based on my review of student exit tickets, I will continue to teach writing in this manner for the 60% of students who demonstrated proficiency. For our ELLs and students in level 1, I am open to modifying our approach to writing, based on the evidence of our upcoming formative assessment that showed many students did not gain proficiency with that approach.”

The framework for adaptive planning will reflect and respond to assessment data, teacher observations and other measures of student learning. Adaptive planning will lead BSNBCS2 to regularly modify any purchased curriculum, open source materials, resources, and other learning tools as well as to develop our own units and materials, in-house, to support student learning and growth. Indeed, this practice of reviewing and modifying instructional planning is at the center of our daily push to improve the quality of teaching and learning to help meet the needs of all our students. Below are three ways in which our teachers will utilize adaptive

planning, a curriculum process to combine with the pedagogical strategies in their daily instruction:

1. **Differentiated Instruction:** Understanding that the academic, social, emotional, and developmental needs of students change significantly between Kindergarten and 12th grade as well as appreciating that the needs of students can easily vary within the same class, it is imperative that we incorporate differentiation in every lesson of every course in every grade level, every day. This includes scaffolds and supports such as small group instruction for struggling students, a variety of standards-based assignments on the same topic for students to demonstrate proficiency, increasingly rigorous activities for students who are mastering content & skills, and lessons that cater to the different types of learners in the classroom.
2. **Guided Mathematics:** For all grades, we believe that students can develop strategies for an initial understanding of mathematical concepts on a concrete level without the overuse of abstract symbolic representation, starting in early elementary grades. This philosophy is consistent with the Next Generation Learning Standards and is reflected in the two core elements of our mathematics curriculum in grades K-12: Cognitively Guided Instruction (CGI) and Guided Math. In high school, mathematics courses will focus on commencement level understanding, personalized learning and guided instruction. Guided math is an exemplar approach to student-centered instruction.
3. **Independent Reading:** Our curriculum framework is designed to ensure that students become skilled and passionate independent readers. In grades K-2, students will learn to read so that in grades 3-12, they can read to learn. Guided reading will be a core component of small-group differentiation in our literacy and English Language Arts classes. As students move through the elementary, middle, and high school grades we will use individual independent reading, whole class writing instruction, individual independent writing, and novel-based instruction as additional literacy strategies that are differentiated. These strategies will compliment other literacy strategies like reciprocal teaching, role playing, the incorporation of drama, graphic organizers, and word playing.

These principles of our educational philosophy, data driven academics, adaptive planning serve as the core instructional values for curriculum and instruction BSNBCS2. Curriculum and instruction will be an iterative process for BSNBCS2; we will use the existing elementary content area curricula that we have developed in the past several years at Bedford Stuyvesant New Beginnings as the foundation for BSNBCS2's curriculum.

As we grow as an organization, we anticipate in making changes to the curriculum, especially in middle school during the second term, consistent with student needs and the information provided by our assessments process. This approach has allowed us to create and modify our school-developed English Language Arts and mathematics scopes & sequences for Kindergarten through eighth grade (Appendix A, beginning on page 71 of this response, contains these) at Bedford Stuyvesant New Beginnings in the last several years. Later in this section, we discuss high school curriculum development, while Appendix B (page 89) provides sample scope and sequence for 9th and 10th grade. To better explain our Kindergarten through 8th grade mathematics and English Language Arts curricula, there are specific features of

content, skills, and instruction that we wish to highlight beyond the scope and sequence documents.

BSNBCS Process for Development of 'in-house' curriculum: We utilize a process at Bedford Stuyvesant New Beginnings to develop and align our curricula to the New York State Standards, to ensure that any new materials are developed with the same or greater rigor than an 'off the shelf' resource. This process is consistently a collaborative, data-driven decision approach that includes the principal, instructional coaches and teachers. This process will be implemented at BSNBCS2 to develop, refine and adapt our curricula each year. To ensure our instructional resources and materials are appropriately aligned to meet the needs of our students, we will do the following:

- Evaluate our school-developed curricula to determine whether they continue to be aligned to the Next Generation Learning Standards and the other New York State Learning Standards.
- Use student performance data to conduct in-depth analysis of commercially purchased curricular materials to identify gaps and/or misalignment to the New York State Standards. We will work closely with the vendors to address the gaps and misalignments that we have identified in the materials. We will also facilitate all discussions discussion with our vendors about updates and the most current and accurate versions of the curricula that we purchase for instruction.
- Review the in-house developed unit plans prior to the start of each unit to ensure that they accurately reflect grade level expectations as outlined in the state standards. The assessment tools provided by Educational Visitas, in particular allow for strong data collection through their library of questions, prompts and standardized assessments.
- Conduct rigorous and timely professional development with teachers to ensure that curricula, as designed, is taught in a way that is consistent with New York State Standards.

Sources used in the development of K-8 in-house curriculum

Grade	Reading	Phonics	Writing	Mathematics	Math Supplemental Resources to curriculum	Science	Social Studies
K	F&P Guided Reading	Fundations	[redacted] TC Writing Workshop Units of Study	Pearson Envision /EngageNY/	Contexts for Learning (from Math in the City and the Freudanthal Inst.) CGI (Cognitively Guided Instruction)	Pearson Investigations	Pearson MyWorld
1	F&P Guided Reading	Fundations	[redacted] TC Writing Workshop Units of Study	Pearson Envision/EngageNY/ Contexts for Learning (from	Contexts for Learning (from Math in the City and the Freudanthal Inst.) CGI (Cognitively Guided	Pearson Investigations	Pearson MyWorld

				Math in the City and the Freudanthal Inst.)	Instruction)		
2	Independent Reading: Accelerated Reading F&P Guided Reading	Fundations	[redacted] TC Writing Workshop Units of Study; Grammar/Vocabulary Instruction (Sadlier)	Pearson Envision/EngageNY/ Contexts for Learning (from Math in the City and the Freudanthal Inst.)	Contexts for Learning (from Math in the City and the Freudanthal Inst.) CGI (Cognitively Guided Instruction)	Pearson Investigations	Pearson MyWorld
3	EngageNY/Achievement First Independent Reading: Accelerated Reading F&P Guided Reading Success Academy Close Reading	Fundations	EngageNY/ Achievement First; Lucy Calkins TC Writing Workshop Units of Study; Grammar/Vocabulary Instruction (Sadlier)	Pearson Envision/EngageNY/ Contexts for Learning (from Math in the City and the Freudanthal Inst.)	Contexts for Learning (from Math in the City and the Freudanthal Inst.) CGI (Cognitively Guided Instruction)	Pearson Investigations	Pearson MyWorld
4	EngageNY/Achievement First Independent Reading: Accelerated Reading F&P Guided Reading Success Academy Close Reading	Just Words - RTI	EngageNY/ Achievement First; Lucy Calkins TC Writing Workshop Units of Study; Grammar/Vocabulary Instruction (Sadlier)	Pearson Envision/EngageNY/ Contexts for Learning (from Math in the City and the Freudanthal Inst.)	Contexts for Learning (from Math in the City and the Freudanthal Inst.) CGI (Cognitively Guided Instruction)	Pearson Investigations	Pearson MyWorld
5	EngageNY/Achievement First Independent Reading: Accelerated Reading	Just Words - RTI	EngageNY/ Achievement First; Lucy Calkins TC Writing Workshop Units of Study; Grammar/Vocabulary Instruction (Sadlier)	Go Math; Achievement First/EngageNY; Contexts for Learning (from Math in the City and the Freudanthal Inst.)	Contexts for Learning (from Math in the City and the Freudanthal Inst.) CGI (Cognitively Guided Instruction)	Houghton-Mifflin iScience (integrated Science)	TCI; Passport to Social Studies (DOE published curriculum)

6	EngageNY/Achievement First	Just Words - RTI	EngageNY/ Achievement First; Lucy Calkins TC Writing Workshop Units of Study; Grammar/Vocabulary Instruction (Sadlier)	Go Math	Contexts for Learning (from Math in the City and the Freudanthal Inst.) CGI (Cognitively Guided Instruction)	Houghton-Mifflin iScience (integrated Science)	TCI
7	EngageNY/Achievement First	Just Words - RTI	EngageNY/ Achievement First; Lucy Calkins TC Writing Workshop Units of Study; Grammar/Vocabulary Instruction (Sadlier)	Go Math	Contexts for Learning (from Math in the City and the Freudanthal Inst.) CGI (Cognitively Guided Instruction)	Houghton-Mifflin iScience (integrated Science)	TCI
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Kindergarten as a strong foundation for learning: In Kindergarten, BSNBCS2 students will learn using a play-based, inquiry model for learning developed at the Bank Street College of Education. This approach is student-centered and actively engages children in their learning in a way that is developmentally appropriate. Using this model at Bedford Stuyvesant New Beginnings Charter School, we have found that this approach makes children excited to learn because they know they are free to explore new questions as they arise and their curiosity guides their learning. This model is a true partnership with families, which begins with Kindergarten orientation in the weeks before the beginning of school year and continues with the regular updates parents receive on their child's progress. We use parent-teacher conferences, Class Dojo, emails and text messages to regularly engage families in their children's learning. Kindergarten teachers will get training specific to this approach to ensure consistency in this early childhood approach.

K-8 Mathematics: Our philosophy of K-8 mathematics is guided by backwards planning from commencement level mathematics required for graduation from high school with a Regents or Advanced Regents diploma. We have designed our mathematics program knowing that students must be prepared to succeed, at minimum, on the Algebra Regents Exam and, at the most advanced levels, the AP Calculus Exam and College Now mathematics coursework.

Accordingly, our lower grades math instruction includes a specific sequence of skills and strategies designed to prepare them for these commencement level standards:

- Guided Math/Skills (45 min; 2 days a week)
- Core Math Workshop (45 min; 5 days a week)
- Cognitively Guided Instruction (CGI) (45 min; 5 days a week)
- CFL Investigations (Context for Learning Units; 2-3 times a year)
- Math routines/Number Talks (counting around the room, quick images, math drills, etc.) (15-20 min 4-5 times a week)

Mathematics instruction in the middle grades (which will be implemented in the second term of the charter starting with year 6), builds on the K-5 framework above. In addition to the guided math, CGI, FL and Math routines/number talks, middle school students will receive additional access to content through a Middle School Math Skills course, which focuses on content acquisition and conceptual skills. Middle schools will also benefit from interdisciplinary math units in the science and technology classes, which contextualize a mathematics practices in experimental and coding application units.

Guided Mathematics: BSNBCS2 will employ the Guided Mathematics strategy, which involves students learning in small groups, while students visit centered based on specific standards of the same mathematical topic. We have used this approach at Bedford Stuyvesant New Beginnings and a large degree of our success in mathematics has come from this student centered approach. The academic literature on Guided Mathematics provides robust research on its effectiveness in helping students develop and deepen their conceptual understanding of math. In “How the Brain Learns Mathematics” (Sousa 2008)**,** David Sousa defines critical steps for guiding practice. The following techniques are specifically used with the Guided Math framework:

- Limit the amount of new material to practice to 1 or 2 skills per week;
- Limit practice to short, intense periods of learning;
- Determine the frequency of practice for each skill (e.g., new skills with more frequency & within varied contexts);
- Assess the accuracy of practice with feedback;
- Include time on reasoning and deep understanding so students grasp both the “Why” and “How”;
- Constantly review and connect math concepts.

During the Guided Math/Skills Block, teachers use interim data to remediate and re-teach standards-based content/skills. This allows students who are struggling to have designated time for repeated application and practice of skills that are foundational to learning. For our upper elementary grades (3-5), this time allows for the application of skills that are necessary to be successful on standardized exams. Students learn test-taking skills (i.e. annotation, close reading, process of elimination, analyzing word problems, etc.) while simultaneously getting extra practice in content-specific skills (i.e. main idea, multiplying 3-digit by 2-digit numbers,

etc). This affords our students the time to practice for standardized exams without giving up instructional time for our core units.

In the article, "The Effect of Flexible Small Groups on Math Achievement in First Grade,"[1] David Benders reviewed Guided Math Strategies as a part of how struggling students learned to tell time in first grade. He writes: "Below level students were extracted during instruction time and grouped to provide small group instruction in cooperation and individual work.

The smaller group instruction was guided by the teachers to address deficiency areas identified within the pre-test assessment for each topic. The analysis in this First Grade study revealed one hundred percent proficiency in the instructional lesson used for this study. The finding support the potential benefits and continuous need to explore the benefits of Guided math approach for student achievement in math." (Networks: An Online Journal for Teacher Research, 2016) This approach ensure that flexible groupings, determined by the pre-test assessments, help the teacher ensure that each student's learning is appropriated differentiated and that students can progress.

Core Math Workshop: During Core Math workshops teachers will a curriculum developed by our T&L team. These units start with the New York State standards, built out with rigorous scope and sequence and curriculum mapping for skills and content. we utilize Envision 2.0 math curriculum (Pearson), along with adaptations of academically rigorous units such as Achievement First and Success. Using these combinations of resources, teachers directly instruct math strategies and concepts. Teachers use the gradual release framework for the workshop, with modifications being made as needed.

Cognitively Guided Instruction (CGI): The CGI approach rests in the belief that students can develop strategies to aid in their initial understanding of mathematical concepts on a concrete level. Using these 'real world' examples, which include word problems, images and examples allow students to engage mathematical concepts outside abstract symbolic representation or algorithm based math instruction. This student-centered learning approach allows students to drive instruction through their own learning styles, the questions they bring to group conversations and the choices they make. Teachers can modify mathematics instruction based on this process, through the identification of the ways students learn best or challenges they face in implementing various mathematical concepts. As described by Heinemann Publishing, "Rather than a math program or curriculum, CGI is a way of listening to students, asking smart questions, and engaging with their thinking—all with the goal of uncovering and expanding every student's mathematical understanding."[2]

CFL Units: In our selection process for mathematics units, we have determined over the years that students needed additional opportunities to learn and demonstrate conceptual understanding of mathematical concepts. We found the best solution for teaching these

[1] Available for download online at: https://newprairiepress.org/networks/vol18/iss1/5/
[2] Heinemann publishes CGI professional books. This quote is from their website at: https://www.heinemann.com/cgimath/

concepts in the ***Contexts for Learning Mathematics*** series, by Catherine Fosnot and colleagues, which uses carefully crafted math situations to foster a deep conceptual understanding of essential mathematical ideas, strategies, and models. Building on the ideals of a math workshop, each unit provides a two-week sequence of investigations, mini-lessons, games, and other contexts for learning.

Math Routines/Number Talks: At the beginning of each core math block, teachers engage students in mathematical discourse. This allows teachers to model, practice and apply the language and concepts of mathematics. As students talk and share math ideas and strategies, they take ownership of their understanding as well as navigate deeper connections between mathematical ideas and models. This supports fact fluency, automaticity, and math conceptual understanding that is directly used and applied during the mini-lesson.

High School Math Curricula: We reviewed effective practices in Mathematics education for high schools and determined the best selection process for curriculum was best matched by looking at existing, effective models existing in New York City. In the charter context, we reached out to and worked with Mr. Ashish Kapadia, the founding Principal of University Prep Charter School, located in the Bronx. From this discussion and engagement in that school, we understood that many of the challenges that we anticipate for high school were shared at this school and that their approach towards curriculum development was a helpful model for the mathematics scope and sequence of BSNBCS2.

To ensure that we have a rigorous curriculum that is consistent with statewide standards, we worked with Mr. Kapadia to modify the scope and sequences utilized Byram Hills High School in Westchester county. The curriculum selection process, which is reflected in the curriculum maps for 9th grade Algebra and 10th grade Geometry, utilizes this approach to the development of in house resources, which incorporates Engage NY, staff-developed unit plans and other available materials utilized at highly effective New York state high schools.

For high school grades 9-12, students' core instruction will be in Regents aligned courses that support their mathematical progress. Students will be required to pass the Common Core Algebra Regents exam, and are encouraged to take and pass the Geometry Regents Exam. Additional work in Trigonometry, Pre-Calculus and advanced work for the AP Calculus exam will allow students to be fully prepared for college mathematics. High School students who struggle in Mathematics will receive access to Math Skills courses, iReady supports at their grade level, Saturday school and summer school supports.

K-8 English Language Arts: BSNBCS2's English Language Arts strategy is informed by our eight years of operation in Bedford Stuyvesant and the lessons learned from serving our population. Our flexible planning framework, informed by data and anchored by independent reading has created a solid basis for students to learn, utilizing the strategies of guided literacy, core reading workshop, early grade phonics, literacy core workshop, skill block, guided reading and independent reading centers.

As we developed, selected and chose units at Bedford Stuyvesant New Beginnings Charter School, we utilized units and sequences from a variety of NYC charter schools, including Success Academy's writing units, units adapted from Haven Academy in addition to newly created units and sequences written by Bedford Stuyvesant New Beginnings' T&L team. These K-8 curriculum development strategies will be replicated at BSNBCS2.

Guided Literacy: Guided literacy develops student independent reading skills by providing students texts and supports via small, flexible groupings. Students are provided guidance and tools to understand, discuss and interpret texts, providing a strong basis for dealing with additional, unfamiliar texts. Students continue to read texts that are generally at increasingly higher reading levels, which requires that they access tools, strategies and coaching from teachers on how to understand the new material. In reviewing the value of high success rates in guided literacy, Barak Rosenshine's article "Principles of Instruction: Research-based Strategies that all teachers should know" wrote "In two of the major studies on the impact of teachers, the investigators found that students in classrooms with more effective teachers had a higher success rate, as judged by the quality of their oral responses during guided practice and their individual work. In a study of fourth-grade mathematics, it was found that 82 percent of students' answers were correct in the classrooms of the most successful teachers, but the least successful teachers had a success rate of only 73 percent. A high success rate during guided practice also leads to a higher success rate when students are working on problems on their own. (American Educator, Spring 2012)

Core Workshop: Our K-8 core workshops have been developed over a three year period to fit the needs of our students. We selected resources that use the gradual release framework for the workshop, which allows students to access materials at multiple points of the instruction, whether they a focus lesson, guided instruction, collaborative or independent reading. During Reading Workshop teachers use the Reading Street curriculum (Pearson) to directly instruct reading strategies and skills. During Writing Workshop, teachers use Lucy Calkins' Units of Study as the primary resource, with appropriate modifications.

Phonics: During phonics lessons, teachers instruct students on core foundational decoding and fluency skills necessary to master accuracy in reading and writing. We use the Wilson Language Program as our core curriculum, but may use supplemental resources from Reading Street, as well.

Elementary ELA instruction includes a specific sequence of skills and strategies.
Guided Reading(45 min; 4-5 days a week)
Core Reading Workshop (50 min; 5 days a week)
Core Writing Workshop (35-45 min; 3-4 days a week)
Phonics in Grades K-2 (45 min; 5 days a week)
Grammar Study (15 min; 5 days a week)
Interdisciplinary Units with Science/Social Studies (4 days a week)

Literacy Core Workshop: During Reading and Writing workshop, teachers use interdisciplinary units to teach students to read and write with purpose of expressing meaning. They engage in thematic units that focus on genre and/or topic. These units are grounded in the use of read aloud classic literature and class novels.

Skills Block: For our testing grades this time provides the application of skills that are necessary to be successful on standardized exams. Students learn test-taking skills (i.e. annotation, close reading, process of elimination, analyzing word problems, etc.) while simultaneously getting extra practice in content-specific skills (i.e. main idea, setting, etc). This affords our students the time to practice for standardized exams without giving up instructional time from our core units.

Grammar: Teachers use resources to teach direct, explicit lessons in the structure of writing. This supplements the writing program, so that our students are given time to practice the mechanics of writing while also engaging in authentic craft and structural lessons of writing pieces.

Guided Reading: During Guided Reading teachers use interim data to remediate and re-teach standards-based content/skills. This differentiation allows students who are struggling to have an individualized time for repeated application and practice for skills that are foundational to learning while advanced students are given adequately challenging materials and mastery objectives.

Independent Reading/Centers: Consistent with our student-centered learning key design element, teachers will structure time to give students multiple ways of applying and practicing the skills that are necessary to master grade level skills/standards. Research supports the idea that students learn best when they are given tasks and time to construct their own understanding. In order for our students to become successful reader and critical thinkers, they are given structured time to apply these practices. Libraries and centers are student-centered and differentiated to suit not only academic needs, but also student interests.

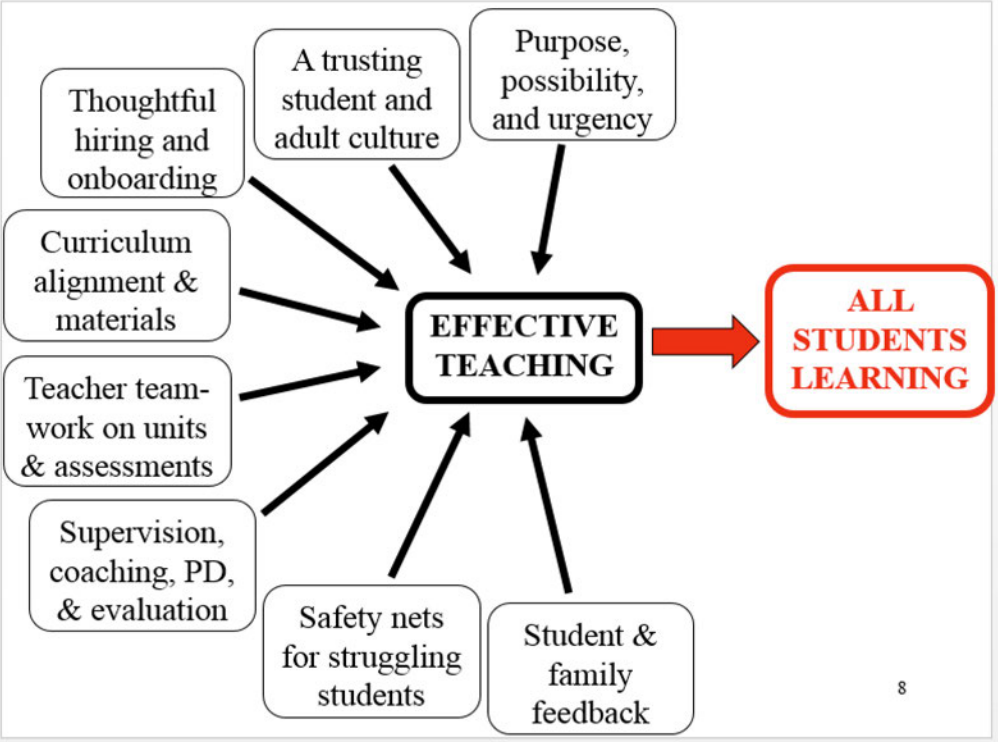
High School ELA: High School students need access to a variety of novels, texts, short stories, poems and technical writing to improve their literacy and writing skills. Our curriculum accordingly includes access to these kinds of materials, which are the basis for rich discussions in English classes. As needed, the high school team will add or remove books, as new approaches become more effective.

HIGH SCHOOL CURRICULUM DESIGN: While the Kindergarten through 8th Grade curricula will be based on existing Bedford Stuyvesant New Beginnings' existing program, the development of the high school curricula be written anew, using a parallel process to the one described above. The high school planning team, which consists of the high school principal, high school assistant principal and the director of experiential learning, will be hired in Year 3 of the charter, one year prior to the first freshman class in Year 4. These key colleagues will fully map out the curriculum framework for the high school. In parallel with the full development of

these materials, the talent manager will be hired in Year 3 to recruit, identify and hire the teachers who will be the founding 9th grade team; the actual group of instructors who will teach and implement these materials.

With this designed planning year for the high school in Year 3, we have developed a general scope and sequences for the main courses to be offered during 9th and 10th grades as they will fall within the initial charter term, are found in Appendix B starting at page 89 of this current response. These scopes and sequences have been taken and already modified from high performing high schools in New York State like University Prep Charter High School in the Bronx and Byram Hills High School in Westchester. They serve as the foundation from which the high school Principal and T&L team will begin the cyclical curriculum process outlined above.

We will continue to maintain the five tenets of our educational philosophy as the guiding force behind the adoption of curricula at the high school level. While we will incorporate many of the features of ELA and mathematics curricula explained above, our high school will be responsive to the academic, social, and emotional needs of our high school students which will be different from those of our middle school students. Also, since we will be enrolling students who have graduated from other middle schools in the City, we will put systems and processes in place to help them to buy-in quickly to our school-wide culture and expectations for their academic performance, including our 8th grade summer bridge program that will acclimate new students to the New Beginnings culture and academics.



Working with our colleague Kim Marshall, we identified effectiveness of teaching as the key for all students learning. The image above describes the various inputs to effective teaching, which contribute to our overall instructional design.

b. Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- **Describe each assessment purpose, design, format, and rationale for its selection;**
- **Describe key considerations in the selection or creation of any assessments not yet identified;**
- **Describe how the school will collect and analyze assessment results;**
- **Explain how the school will ensure assessment results are valid and reliable;**
- **Describe who will be responsible for administering assessments and collecting and analyzing the results; and,**
- **Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;**
- **Explain how the following stakeholders will have access to and be able to use assessment results: Teachers; school leaders; the education corporation's board of trustees; and, students and parents; and,**
- **Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the feedback.**

BSNBCS2 will use an integrated, data-driven approach to monitor and support student learning based on the model that is currently being used at Bedford Stuyvesant New Beginnings. Because we have come to know the needs of the children in this community, our assessments model is aligned with the creation of our instructional framework, learning objectives and staffing needs. These assessments were selected carefully, in conjunction with our curriculum framework, to provide timely and accurate feedback to our teachers, students and families about students' progress towards grade level expectations. BSNBCS2 will also use student performance on local assessments to evaluate the curricular and instructional impact that we would be having on students throughout the year. Equally important, we will use this information to adjust our instructional strategies as needed.

The diagnostic, formative and summative assessments described below will be utilized in conjunction with other qualitative parts of our assessment toolkit and practice, such as classroom mini-observations, coaching of teachers (as a part of their Individual Professional Growth Plans), to inform professional development workshops as well as the agendas for our PLC meetings. , and discussions that follow the Data Action Protocols (See Appendix C beginning on page 166 of this application). We believe that these interconnected practices work together to create a rich, data-driven framework for student performance. Below is a summary chart of our key assessments, as well as a narrative for each describing each assessment approach and how they will be used.

SUMMARY CHART OF KEY BSNBCS2 ASSESSMENTS, K-12

Type and Grade	Assessment	Frequency	Design	Format	Purpose and Rationale
Diagnostic - K-1, 2 if needed.	Early STAR Assessments	Kindergarten: January and May 1st Grade: September, January and May	Designed by Renaissance Learning, Inc.	Online, computer-based.	Assesses and measures student skills in phonics, phonemic awareness, vocabulary, and sight words. Early STAR gives teachers a foundational blueprint of where students are at using a grade-level equivalency score. Early STAR monitors student achievement and growth and tracks understanding of literacy concepts aligned to New York state learning standards. It helps in placing students in the correct remedial or advanced program. Used along F&P as F&P can be somewhat subjective.
Diagnostic - 2-5.	Star Assessment	Grades 2-5: three times a year, along benchmark calendar	Designed by Renaissance Learning, Inc.	Online, computer-based.	STAR is aligned to NYS standards and predicts students' performance on the NYS ELA and Math tests. As a diagnostic assessment, it creates a blueprint for teachers by assessing language and numeracy skills with online assessments that adapt to each student's level.
Diagnostic and summative - K-8	iReady ELA & Math Diagnostic	K-12: used along the benchmark calendar for summative.	Designed by Curriculum Associates, Inc.	iReady is an online platform for students to take computer based diagnostic assessments in mathematics and English Language Arts (ELA).	Allows teachers at each grade to review students knowledge and skill levels and use this data to understand student gaps and needs for a particular unit. Students can take remedial lessons along standards or enrichment lessons that adapts to their levels. Allows analysis of student learning by subgroup, by standard, and by question. Monitors student growth and progress overtime and allows for lesson cycle planning. Data is used for parent-teacher conferences to show where the students are individually along common-core standards, and compared to their grade at the school and across the nation.

Diagnostic - K-12	NYSITELL http://www.p12.nysed.gov/assessment/nysitell/nysitellguidereview.pdf	Upon enrollment of new students, or at the beginning of the school year.	Designed by Questar Assessment, Inc., a testing vendor selected by NYSED.	The NYSITELL includes multiple choice, short written response, long written response, and oral response questions in listening, speaking, reading, and writing.	NYS Mandated The purpose of the NYSITELL is to assess the English language proficiency of new entrants whose home language is a language other than English, as indicated on their Home Language Questionnaire. It is used to determine if the student is in need of bilingual and/or English as a Second Language (ESL) services. The NYSITELL is a mandatory assessment for all new students who use a language other than English at home, as indicated on the Home Language Questionnaire.
Diagnostic - K-12	NYSESLAT	At the end of the school year.	Designed by Questar Assessment, Inc., a testing vendor selected by NYSED.	The NYSESLAT includes multiple choice, short written response questions, long written response questions, and oral response questions in listening, speaking, reading, and writing in English.	NYS Mandated To annually assess the English language proficiency level of ELLs/MLLs
Formative K-8	Exit Tickets	During or at the end of a lesson	Exit tickets calendared during DAP planning sessions and coaching. Teachers work with curriculum coordinators leaders to identify or create exit tickets that will most accurately	Generally, these are written and handed in immediately, though some exit tickets can be verbal, especially in the younger grades. Examples of various formats are provided in Response 05-b.	To determine whether students have learned the contents of a lesson or mini-lesson. By shortening the time between when a concept is taught and when a teacher knows whether the material was learned by the students, instruction can be adjusted appropriately in a timely fashion. All exit tickets are grounded in unit plans to make sure they are aligned to standards.

			represent learning of lesson objectives.		
Summative - K-4	Fountas & Pinnell Benchmark Assessment Systems	September, January, May. More often for students that are levels 1's, 2s and receiving Response to Intervention Services.	Designed by Fountas & Pinnell Literacy.	Students are assessed one-on-one, by their homeroom teachers, using the appropriately leveled books.	To provide appropriate literacy benchmarks to guide instruction and reading materials for each class. The assessment allows to identify highly proficient readers as well as readers with low levels of comprehension. It also differentiates between reading accuracy and text understanding. The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools used to identify the instructional and independent reading levels of all students and document student progress.
Summative - K-8	Edvistas Unit Assessments	End of units	EdVistas Unit Assessments are designed during DAP planning sessions. Teachers work with curriculum coordinators to select or create questions that will most accurately represent mastery of unit learning objectives.	These are paper based, multiple choice responses. In K-1, student responses are recorded with workbooks rather than bubble sheets.	The Edvistas online program provides a database that allows staff to develop interim and summative assessments in ELA and Math in grades K-8, using a common core-aligned framework. EdVistas assessments can be designed to accurately reflect the learning objectives of a specific unit, and to include questions that assesses mastery of specific standards and concepts, across the various curricular resources used to develop this unit.

Summative - 3-8	Elementary and Middle School New York State ELA and Mathematics Exams	Once a year, in April or May (NYSED sets administration dates)	Questar Assessment, Inc. has been selected by NYSED to design this assessment.	Multiple choice, short and long answers. The tests are not timed and given over the course of two consecutive days for each subject.	These exams demonstrate student progress annually. The school monitors progress for individual student, sub-group, and grade level cohort performance and growth. The data provides valuable comparative information for all student subgroups, between peer schools, and across geographical areas.
Summative - 4 and 8	New York State Science Exams	Once a year, typically in May (NYSED sets administration dates)	The NYS Science assessment are designed by NYSED.	The 75 minute performance portion of the test is given over the course of several days so that each child can individually perform the tasks. The 60 minute written portion of the test demands multiple choice, short and long answers responses and is not timed.	These exams demonstrate student progress annually. The school monitors progress for individual student, sub-group, and grade level cohort performance and growth. The data provides valuable comparative information for all student subgroups, between peer schools, and across geographical areas.
Diagnostic and Formative - 9-12	Practice Regents Exams	At the beginning of Units	Portions of subject Regents will be used at the beginning of units. The Regents Exams are designed by NYSED, and the selection of exam excerpts will be based on unit contents.	Paper-based.	Mock Regents identify a students' prior knowledge or skill, allowing teachers to spend additional time on topics, or accelerate the curriculum according to an analysis of class by class readiness They also familiarize students with the structure, content and framework for their commencement level exams.
Summative - 9-12	Regents Exams	At the end of a Regents course	The Regents Exams are designed by NYSED	Paper-based.	NYS mandated for a HS Regents degree. Passing a Regents exams demonstrates that students have met the commencement level standard for that subject.
Diagnostic and formative - 9-11	Pre SATs	Once a year as Diagnostic, excerpts	The SAT was designed by The College Board.	Nationally normed, paper-based	Helps students become familiar with the SAT format, assesses progress towards success on the SAT exam.

		used as interims during units.			
Diagnostic-11	Mock SATs	Once in Junior year	The SAT was designed by The College Board.	Nationally normed, paper-based	Gives students additional information on their readiness for the SAT. Used to determine what to reteach, how to group students, and how to differentiate instruction, including what interventions to provide, such as in small group instruction.
Summative - 9-12	Unit and Final exams and projects	At the end of units or courses.	Aligned to Next Generation Learning Standards	Multiple sections to them and may have similar structures to New York State Regents Exams. Projects may include: extensive writing tasks like research papers or plays; and media presentations.	Assessed the content and skills taught in the unit of study

Assessments in the Elementary Grades (K-5)

Elementary Diagnostic Assessments: At BSNBCS2 we believe that the use of diagnostic assessments is absolutely essential to our school design. The diagnostic assessments that we plan to administer to our students will serve as important tools that provide will us with information about students' individual strengths, weaknesses, knowledge, and skills prior to instruction. With this information, our teachers will be able to make necessary adjustments to the curriculum, differentiate instruction, efficiently assess instructional and curricular strategies in the classroom and in our related programs.

During the RTI cycle lasting 6-10 weeks, data-points are collected as artifacts which are used, when appropriate, for Child Study Team referrals. This data collection allows us to provide struggling students with timely access to the services they need. Independent of the RTI cycles, at BSNBCS2 we will administer various diagnostic assessments at least times during the school year, i.e., at the beginning, middle and end of the year to determine students' baseline knowledge, prior to instruction of a given unit. The diagnostic assessments we have selected are particularly valuable to identify and correct misunderstandings and to help our teaching teams decide how to introduce a new concept, skill or unit to students.

Early STAR Assessments (K-2): In grades K-2 students learn to read so that, by third grade, they are able to read to learn. To insure students are on-track to meet this expectation, we will use the diagnostic tools in the STAR Early Literacy Enterprise. This criterion-referenced

assessment is given in pre-Kindergarten through second grade, and may be utilized three times per year (typically in September, January and May) to measure students' vocabulary, phonics, and language skills. It also monitors student achievement and growth and tracks understanding of literacy concepts aligned to New York state learning standards.

STAR Assessment (2-5): As an expansion of the early STAR framework, the STAR assessment is a computer-based set of multiple-choice questions where students must select the correct answer in 90 seconds before moving on to the next question. Starting in May of the second grade year, this test assesses up to 41 skill sets in nine literacy domains which are: alphabetic principle, the concept of word, visual discrimination, phonemic awareness, phonics, structural analysis, vocabulary, sentence level comprehension, and paragraph-level comprehension. Each year, the data provided by the STAR Early Literacy Enterprise includes student reading levels, literacy growth over time from previous STAR assessments, students in need of intervention or remediation, and recommended skills to be re-taught. Our elementary grade teachers will use the data provided by STAR Early Literacy Enterprise to identify students' reading development and monitor their growth to guide future lesson planning and instruction.

iReady ELA & Math Diagnostic (K-8): iReady is an online platform for students to take computer based diagnostic assessments in mathematics and English Language Arts (ELA). At elementary and middle school level, students are given standards-based tests that are targeted to the strands that will be taught in the upcoming unit. Therefore, the iReady assessments are typically given in as a diagnostic for the targeted strands in 6-10 week interverals. Each student's iReady account tracks their performance and their growth on mathematics and ELA at each grade-level and longitudinally. Teachers at each grade can review the student's knowledge and skill levels and use this data to understand student gaps and needs for a particular unit.

For our advanced students, the iReady program is an important tool for providing enrichment opportunities. If a third grade student is exceeding peers in literacy development, the assessment adapts to their reading level so that they are adequately challenged and that their true proficiency can be known. Teachers can calibrate lesson plans and differentiation strategies based on students' iReady scored on various strands and skills, giving them additional opportunities to excel and grow at BSNBCS2.

NYSITELL: As mandated by NYS Laws, this assessment is administered in grades K-12 upon enrollment or at the beginning of the school year to determine a student's eligibility for English Language Learners services. In combination with the Spring NYSESLAT, BSNBCS2 will use this measure to assess the effectiveness of its English as Second Language programing.

Elementary Formative Assessments: BSNBCS2 will use formative assessments to monitor student progress and depth of knowledge of grade level benchmarks. Teachers will use this information to adjust their instructional strategies as needed between lessons and units in a timely and efficient way. Effective formative assessments provide frequent, immediate feedback on which students need additional support, remediation, and enrichment. We will also use

information from our formative assessments to get our students to become more reflective about themselves as learners and to take on the habits of mind that will be critical to their personal and academic success.

The use of formative assessments is intimately tied to our curriculum framework by informing changes in strategies, pacing, or curriculum. For example, we want our Kindergartners to be able to read and write numbers, but we also know they need to be sophisticated counters. Formative assessment data will help us determine in which domains students need additional support to become sophisticated counters once they become proficient. In order to ensure students can reach their learning target, we will provide a scaffolding for multiple methods of demonstrating the ability to count. This emerging critical thinking approach will allow students to grow in mathematics each year, aligned with our Cognitively Guided Instruction program for mathematics.

Another example of how formative assessments are leveraged is of our teachers using classwork assignments (e.g., turn and talks, KWL activities, 3-2-1 tasks, graphic organizers, mid-class checks, writing prompts, do-nows) to check for understanding as well as exit tickets to get feedback on student comprehension and mastery. Based on this information, gathered in class, teachers receive consistent information on what concepts and skills need to be re-taught to the entire class or to a group of students within it. The Teaching and learning team will coordinate grade level modifications to the curriculum based on this data, at the grade level professional learning communities sessions.

Modifications for individual classes, for example 4A may need a different set of strategies than 4B or 4C based on these in-class formative tools, in the teacher coaching sessions. These strategies are the closely linked to individual teachers and their practices. To provide maximum support, teachers will receive access to grade-level appropriate question banks at different depth of knowledge levels, which can be used for Exit Tickets, Do Nows and individual segments of lesson planning.

Usage of Exit Tickets as daily formative assessments: BSNBCS2 will use exit tickets specifically in grades K-8 to identify whether students have learned content following a lesson or mini-lesson. Exit tickets are used to minimize the time between when a concept is taught and when a teacher knows whether the material was learned by the students, so that instruction can be adjusted appropriately. Generally, these are written and handed in immediately, though some exit tickets can be verbal, especially in the younger grades. Because design and format of an exit ticket will vary between grade and subject area, below are some examples:

Following a first grade math lesson on equivalent addition equations, a teacher may ask students to determine what number satisfies the equation 3 + 7 = 7 + \ as well as whether 2 + 6 equals 7 + 0.

After a second grade ELA lesson on reading comprehension in nonfiction texts, students may be asked to identify the writer's main idea and provide two pieces of evidence that show pollution is increasing in some cities and decreasing in other cities.

Following a third grade ELA lesson on understanding vocabulary in nonfiction texts, a teacher may ask students to read a paragraph from a newspaper article on election results and determine what the words "represent" and "victorious" mean.

Following a fourth grade science lesson on Animal Adaptations, students are asked to provide an example of animal adaptation beyond the examples given in class (skunk's smell, butterfly's coloration and bird's beak), to provide a novel example. This allows the teacher to evaluate whether students not only understand the lesson itself, but can connect it to prior knowledge.

At the end of a fifth grade social studies lesson on the U.S. Constitution, a teacher may ask students to identify three examples of checks & balances listed in the Constitution and explain how each one limits the power of a branch of government.

Mid-unit assessments used as formative tools: These mid-unit assessments are designed to give teachers information on the depth of students' understanding of the skills and concepts being taught. The teachers will then use this information to adjust instruction—either to accelerate a lesson or modify instructional strategies to ensure that all students are making appropriate progress towards the goals and objectives of the unit.

Mid-unit assessments are not held regularly throughout the year, and this is why they are used as interims. If individual or groups of students have not done well on mid-unit assessments we will create opportunities for the students to practice the skills that are being taught, create bridge lessons, or build in extra time to reteach a skill or concept that students have not been mastered. These interim assessments allow us to correct mistakes in planning and identify areas that require additional strategies. For example, following a mid-unit assessment, Kindergarten teachers at our flagship site advocated for a new literary resource because the one that they had been using was not developmentally appropriate for their group of students. With this feedback, our coaching team realigned our goals for that strand with a different set of resources to scaffold the learning for the students. If our curriculum toolkit is found to be inadequate, we will develop a new tool to effectively address gaps in student learning.

Elementary Summative Assessments: Summative assessments provide key rationales for tweaking curriculum maps for teachers, starting in the elementary school and remaining a relevant planning strategy for upper grades. In May & June of each year, BSNBCS2 will hold Scope and Sequence Year-long ("SASY") meetings with teachers, led by our instructional coaches. These summative assessments allow teachers to talk about units of study that worked well or not. SASY meetings allow us to assess the effectiveness of our school's curriculum. If a unit bombed, we sit together and assess the root causes, then coaches draft bridge lessons and adjustments for future units and mapping.

Fountas & Pinnell Benchmark Assessment Systems (K-4): The Fountas & Pinnell (F&P) Benchmark Assessment Systems are accurate and reliable tools used to identify the instructional and independent reading levels of all students, and to document student progress through one-on-one summative assessments, administered directly by their classroom teacher using the appropriately leveled books. When use as a guided reading, these benchmarks are provided three times a year and more often for students that are at levels 1 or 2, and/or who are receiving Response to Intervention Services. F&P provides appropriate literacy benchmarks to guide instruction and reading materials for each class.

Edvistas Unit Assessments (K-8): The Edvistas online program provides a database that allows staff to develop interim assessments as well as summative assessments in ELA and Math in grades K-8, using a common core aligned framework. These assessments are paper based, multiple-choice responses, and students work independently. Edvistas offers item analysis of classes, subgroups and individual students for each NYS standards aligned content strand.

Elementary and Middle School New York State ELA (3-5), Mathematics (3-5) Exams: These exams demonstrate student progress annually (along with Science exams in fourth and eighth grades), allowing the school to monitor its progress for individual student growth, year to year, grade level cohort performance and comparisons to peers in the district, city and state. Performance on these exams provide external validation to school-based assessments.

NYSESLAT: For all grades K-12, this exam assesses the progress of ELL students' English skills, at the end of each school year. It determines whether students should be categorized as Entering, Emerging, Transitioning, Expanding, and Commanding ELL status, which provides information on the appropriate instructional ELL services provided to them in the upcoming school year.

Assessments in the Middle Grades (6-8)

Middle School Diagnostic Assessments

iReady ELA & Math Diagnostic (extended from lower school, to grades 6-8) Our middle school students enjoy the online format of iReady, which uses graphics, multi-choice questions and a generally lighthearted approach to student growth. As an online platform for students to take computer-based diagnostic assessments in Mathematics and ELA, iReady is particularly helpful in engaging students. At the middle school level, students are given standards-based tests that are targeted to the strands that will be taught in the upcoming unit. This adaptive resource seamlessly differentiates materials to each student's aptitude while collecting data used in several data-driven decision processes.

BSNBCS2 will continue the implementation of these assessments in middle school because each student's iReady account tracks their performance and their growth on Mathematics and ELA at each grade-level and longitudinally throughout towards high school. Teachers at each

grade will continue to review the student's knowledge and skill levels and use this data to understand student deficiencies, proficiencies and needs for a specific unit of instruction. When appropriate, it can be used through 12th grade, and for enrichment at all grade levels. As a nationally normed exam, we can also receive data on our students' performance vis-à-vis peers in the same grades, providing additional enrichment resources for our advanced students.

NYSITELL: As mandated by NYS Laws, this assessment is administered in grades K-12, upon enrollment or at the beginning of the school year (if currently enrolled), to determine student eligibility for English Language Learners services.

Middle School Formative Assessments: BSNBCS2 will adapt the formative assessment strategies, described above in the Elementary Grades section, for middle school students. We have found that middle school is where early challenges for individual students must be addressed vigorously to avoid long-term gaps. In this approach, Turn and Talks will be used not only for content, but also to improve student verbal acuity and cohesiveness, KWL activities will allow students to self-assess their understanding, 3-2-1 tasks will support students expository writing skills and checks for understandings and exit tickets will rely on higher order thinking questions, in addition to knowledge checks.

Below are additional examples of formative assessments used in grades 6-8.

After a lesson introducing the concept of ratios in sixth grade math, students may be asked to determine the correct ratio of apples to oranges at a fruit stand, the correct ratio of apples to total fruit, and how ratios are similar to fractions in a complete sentence.

During a seventh grade social studies lesson on the causes of sectionalism in the first half of the 19th Century, the teacher may ask students to fill in a Venn Diagram showing the perspective of northerners and that of southerners on the rise of tension in the U.S. After this formative assessment, the teacher may review and reteach some of the causes of sectionalism, and then ask students to write a short response paragraph where the students must evaluate which perspective families on the western frontier would more likely support and justify their responses. This paragraph serves as another formative assessment.

Following the completion of the first chapter of the book Animal Farm, seventh grade students are asked to identify, using three explicit examples, the importance of authoritarianism in the 20th century to the novel's first chapter characters and plot. After collecting the exit tickets, the teacher can then determine how deeply the students have understood the novel's conceptual framework and what needs to re-taught from their world history background to provide effective understanding of the themes of the novel.

In an eighth grade math lesson introducing the Pythagorean Theorem, the teacher may ask students to apply the theorem to a right triangle to determine the hypotenuse, then apply it to another right triangle to determine the length of one particular side, and then show why it does not work on obtuse or acute triangles.

In grades sixth through eighth, research projects provide an opportunity for students to gather information and demonstrate depth of knowledge on a specific topic, whether it leads to a speech, a social studies fair, or an expository essay. In concert with in-class formative assessments, research projects allow students to stretch their ability to express what they have learned and receive peer and adult feedback, as they are learning a new topic.

Middle School Interim Assessments: Similar to the interim assessments used in grades 3 through 5 in the elementary school, math and English teachers will give quarterly interim assessments that are aligned to the Next Generation Learning Standards and are similar to the state exams in content, skills, language, and rigor. These would continue to be formative assessments where the data is used by teachers to guide future instruction.

Middle School Summative Assessments

Edvistas Unit Assessments (K-8, expanded from lower school): The Edvistas online program provides a database that allows staff to develop interim assessments as well as summative assessments in ELA and Math in grades K-8, using a common core aligned framework. These assessments are paper based, multiple-choice responses, and students work independently. Edvistas offers item analysis of classes, subgroups and individual students for each content strand.

Elementary and Middle School New York State ELA (6-8), Mathematics (6-8) Exams: These exams demonstrate student progress annually (along with Science exams in fourth and eighth grades), allowing the school to monitor its progress for individual student growth, year to year, grade level cohort performance and comparisons to peers in the district, city and state. Performance on these exams provide external validation to school-based assessments.

NYSESLAT: For all grades K-12, this exam assesses the progress of ELL students' English skills, at the end of each school year. It determines whether students should be categorized as Entering, Emerging, Transitioning, Expanding, and Commanding ELL status, which provides information on the appropriate instructional ELL services provided to them in the upcoming school year.

Culminating performance tasks: Performance tasks are given to students at the end of units or courses that incorporate real life scenarios, such as choosing the best bank account based on a fact pattern in Math, writing lab reports in science, database questions in social studies. Performance tasks allow for the building or designing of something, biographical research project with written or oral report in Spanish. Performance tasks are consistently our most popular assessments for middle school students as they enjoy the opportunity to show off their knowledge and share back with their peers.

Assessments in High School (9-12)

High School Diagnostic Assessments

Practice Regents Exams: High school students will take mock Regents exams in order to familiarize themselves with the structure, content and framework for their commencement level exams in English, Global History, US History and Government, Algebra I, Living Environment and any other Regents course. These are paper based and students work independently. Segments of actual or practice exams, will be given at the beginning of a unit. For example, a student may be asked to respond to section 3 of the English Language Arts Regents exam, and be given several examples of the Text-Analysis question at the beginning of a sophomore year ELA semester. Both the student's ability to identify the passage's central idea and their writing strategy will be assessed prior to a new unit. Each of these assessments are designed to identify a student's prior knowledge or skill, allowing a teacher to spend additional time on topics, or accelerate the curriculum according to an analysis of class by class readiness.

Additionally, students will take a series of nationally normed assessments in high school to determine their readiness to apply to colleges and universities:

PSATs: Since the SAT is not aligned to the Next Generation Learning Standards and serves as a separate assessment on our students' path to college, it is important for BSNBCS2 to track the comparable academic performance data to best prepare our students for the SAT and college readiness. Therefore, we view the PSAT as one of the most important diagnostic assessments in high school. Given our commitment to helping our students gain college readiness skills we will administer the PSATs to our ninth, tenth and eleventh grade students.

Early introduction to the PSAT exams will help our students become familiar with the SAT format, thus making it possible for them to understand and monitor their progress towards success of the SATs. As a nationally administered and normed exam, students will be assessed on their progress towards their ability to succeed on the SAT exam, a requirement for most colleges. Students who struggle on this exam will be eligible for additional support and remediation in math and English courses in grades 9, 10, and 11 as well as in eleventh grade SAT Prep class.

Mock SATs: In the eleventh grade, students take mock SATs, internally, at the school to provide additional readiness towards the SAT exams. While these are conducted in-house, they give students additional information on their readiness, using identical question formats and types of questions. These assessments and their corresponding data will be used by the SAT Prep teacher as this is a course offered during junior year to determine what to reteach, how to group students, and how to differentiate instruction, including what interventions to provide, such as in small group instruction.

NYSITELL: As mandated by NYS Laws, this assessment is administered in grades K-12, upon enrollment or at the beginning of the school year (if currently enrolled), to determine student eligibility for English Language Learners services.

High School Formative Assessments

Practice Regents Exams. Beyond their use as a diagnostic, practice regents exams have value for formative usage. Utilizing the published Regents exams from previous year, students take a full, timed regents exam, under identical circumstances as an actual exam. For instance, a student who is familiar with the Global History exam format must learn to split their time between the multiple choice questions, the Document-based Questions and the Thematic Essay. This prepares students both on the content and format of a Regents exam, but also the pacing needed to successfully demonstrate their skills and knowledge. This approach allows teachers to identify knowledge gaps, writing and reading gaps, as well as effective practices in pacing, pre-reading and pre-writing. As such, mock Regents exams are utilized as formative assessments.

Additional high school formative assessments that will be utilized regularly include exit tickets, checks for understanding, turn and talks, think-pair-shares for conceptual math, and other formative strategies utilized in grades K-8 will be continued in high school at a grade appropriate level. These strategies gauge true student mastery as they are learning material, demonstrating higher order thinking and the ability to communicate knowledge in cogent, personally meaningful ways. BSNBCS2's ability to ensure a high level of rigor for each performance task, lesson and project will be fueled by the effective use of regular formative assessments.

Additional examples of formative assessments used in grades 9-12: In a ninth grade English Language Arts class, a teacher may give a character analysis chart for students to use to analyze Tybalt when reading Act 3, Scene 1 from Romeo and Juliet. In this example, the teacher can then determine how to create groups to evaluate the student response to a prompt on character traits, followed by a writing prompt that requires a paragraph response. In this case, the character analysis chart, class discussion, and paragraph may all serve as formative assessments to help the teacher determine what to reteach in the next lesson and who needs extra help.

In a Living Environment course, the teacher may ask students to label and explain the six stages of mitosis based upon drawings A-F that show the visual steps of cell reproduction. While the teacher may certainly have confidence in the students who are able to correctly complete this classwork task to move onto meiosis, it is likely the teacher would also be able to quickly determine which students need to review the six stages of mitosis before even hearing or reading about meiosis.

Following a Geometry lesson on the volume of pyramids, students may be given an example of a pyramid of a particular height and length of a square base. Students will be asked to explain in a short written response their thinking process on how they would identify the volume of this

specific pyramid and their answer. The teacher will be able to both identify whether students could get the correct solution, as well as their thinking process in getting it. The teacher can do a short re-teach on the following lesson based on the different strategies that students took, with the various ways that students attempted the solve the problem in mind.

In eleventh grade United States History and Government, the teacher may assign students to write a tweet from the perspective of a factory worker during the Industrial Revolution in order to determine if the class understood the challenging working conditions of the urban working class in the late 19th Century. Serving as a quick check for understanding, this formative assessment can help the teacher determine which students need small group instruction before tackling document-based questions about whether the leaders of big business should be regarded as captains of industry or robber-barons, which would likely be a summative assessment at the end of the unit on the Gilded Age.

HS Interim Assessments
Mock or Practice Regents Exams serve as interim assessments in almost all core courses as described above in the diagnostic section.

High School Summative Assessments

Unit and Final exams and projects: For the vast majority of courses at the high school level, students will be expected to take and succeed at unit exams or projects that assess the content and skills taught in the unit of study. These assessments are aligned closely to the Next Generation Learning Standards. These exams likely have multiple sections to them and often may have similar structures to New York State Regents Exams. In lieu of exams, some teachers may assign summative projects at the end of units of instruction or perhaps even at the end of a course. Projects may include extensive writing tasks like research papers or plays; artistic displays of content like posters or photo essays; multimedia presentations using PowerPoint, Movie Maker, or Prezi; etc.

SAT exams: In eleventh and twelfth grades, students take the SATs as a part of their college application process. As a nationally normed exam, students have an opportunity to demonstrate their college readiness as a part of their college applications. The previous practice SATs and Mock SATs will prepare students for this important part of the college application process.

NYSESLAT: For all grades K-12, this exam assesses the progress of ELL students' English skills, at the end of each school year. It determines whether students should be categorized as Entering, Emerging, Transitioning, Expanding, and Commanding ELL status, which provides information on the appropriate instructional ELL services provided to them in the upcoming school year.

High School Regents Exams: Students take Regents exams as summative assessment of the knowledge learned in each Regents course. Passing a Regents exams demonstrates that

students have met the commencement level standard for that subject. Regents exams are paper-based and students work independently.

The various types of assessments at the high school level work together to provide continuous data for educators to make adjustments to instruction to best meet the needs of students so they may master the content and skills to meet the Next Generation standards.

For example, it is very likely that a ninth grade Global History and Geography course would begin with a diagnostic assessment that measures students' understanding of key skills and concepts. These may include the ability to: read a map; analyze a political cartoon; interpret charts and graphs; determine how geographic features affect ancient civilizations; analyze primary source readings from ancient empires; and have acquired prior background knowledge on cultural diffusion, global trade, and historical movements up to about the year 1750. From there, formative assessments would take place throughout each lesson and each unit via Do Nows, classwork assignments, checks for understanding, and exit tickets while summative assessments would take place at the end of each unit in multiple forms that would include document-based essays, thematic essays, multiple-choice questions, and projects. In addition, interim assessments that are given quarterly and created as mock Regents exams based on the content and skills taught up to that point in the curriculum serve as formative assessments to drive future instruction through the process of data analysis.

The data from these diagnostic, formative (including interim), and summative assessments is analyzed by administrators, coaches, and teachers to create action plans via Data Action Protocol (See Appendix C beginning on page 166 of this application) meetings for how to re-teach content, skills, lessons, and standards; create appropriate groupings of students; and implement interventions to support struggling students within the context of the school's Response to Intervention plan.

c. Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- **The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;**
- **Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6a; and,**
- **An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements and unique themes.**

The BSNBCS2 model of instruction is designed with needs the students of Bedford Stuyvesant in mind and with an awareness of the challenges that come with the majority of students in

poverty and significant populations of students with disabilities and English Language Learners. Accordingly, we have developed an instructional framework that is rigorous towards learning Next Generation Standards yet responsive to the needs of students who require additional support. These are generally filed in two divisions, K-8 and 9-12, which are led by our two school principals.

Grades 9-12: In addition to the Marshall instructional framework described below for grades K-8, the following instructional strategies will be emphasized in the high school grades

1) Instruction of the core curriculum utilizes rigorous discussions and debates, guided readings, small group research, interactive social media, lectures, small group team work and independent work to develop a rich tapestry of learning opportunities for students. These instructional methods scaffold student learning to allow basic skills to be complemented by critical thinking skills and the acquisition of new techniques.

2) Students receiving individual attention and support from each grade level's assigned Guidance Counselor towards the development of their college and careers portfolio work. Students are given small group and individual instruction to support the development of their portfolio, which holistically encompasses their studies, experiences outside of the classroom and their personal interest. Subject area teachers will contribute to and utilize the portfolio model to encourage interdisciplinary study, student goal setting, thinking about text-to-world connections, and an active engagement, in the context of their respective courses. A student who is interested in digital photography, for example, will have opportunities in social studies to document their artistic work within world and US historical contexts and contribute to group and individual projects published on the web.

3) Experiential learning stems from exposure to a variety of educational studies. Led by the Director of Experiential Learning, practicum experiences, expeditions, internships, collaborations with outside groups and engagement with the community will facilitated by teachers in their coursework and through enrichment week programming. These aspects overlay the curriculum and allow teachers flexibility in meeting student needs based on the data they collect.

Co-Teaching Instructional Framework: For Grades K-8, teaching strategies are designed as either 'solo' teach or co-teaching according to our staffing model which includes a learning associate in each K-8 class, as described below. For Grades 9-12, courses are typically solo-taught, with the Collaborative Team Teaching models used as a primary support for students with disabilities, or push-in supports for students receiving ELL or RTI services.

Type	Structure	Purpose	Design	Planning
RTI	Small group targeted instruction	Remediation to target Tier 2 and	**Small Group Direct Instruction** Associate Teacher: leads small group in intervention based on data	Each teacher plans lesson/materi

		Tier 3 students	Lead Teacher: leads small group in intervention based on data Rest of the class: center rotations for extra application/reinforcement Some students are pulled out for enrichment (PBL) Project Based Learning. Some students may be pulled out for intensive interventions.	als for group Teachers co-prep centers for rest of class
Math Workshop **Reading Workshop** **Writing Workshop**	Direct Instruction on skill or strategy -Model -Guided -Independent Practice OR Inquiry Based Instruction on skill/strategy -Guided -Facilitation -Independent Practice	Teach students skills and strategies necessary for grade level mastery of standards (Reading: focus on comprehension) (Math: focus on conceptual understanding) (Writing: focus on elaboration of original idea)	**Partner Teach:** Mini Lesson: Teacher does model Associate does guided **<u>OR</u>** one teacher leads discussion/questioning while the other leads the modeling and acts as a clarifier Independent Practice: teacher circulates and confers while Associate does small group reteach **Parallel Teach:** Mini Lesson: ***Both teachers*** teach same lesson but split the class into 2 similar sized groups (might use differentiated materials/level of scaffolding) Indpendent Practice: Both teachers circulate and confer **<u>OR</u>** one teacher circulates while the other pulls a small reteach group	**Teacher:** -Flushes out lesson format/flow -Co-develop reteach lesson/materials **Instructional Associater:** - Co preps resources for lesson - Plans lessons for reteach **Both:** -Assign groups based on data -Tracks/collects data from students in the form of conferences, formative assessments, etc.
CGI	Inquiry Based Instruction on skill/strategy -Introduction: Read the question, 3 students retell context, comprehension question -Independent Practice -	Deepen students conceptual understandings and connections about big ideas in math Strengthen students problem	**One Teach, One Assist** One teacher leads the “launch”, confers and monitors understanding during independent work, and guides the discourse One teacher monitors understanding, confers, and may pull a small group, or work 1:1 to assist with scaffolds and/or use of manipulatives/models. - During discourse the second teacher assists in facilitating	Teachers co-plan the “flow” of the lesson and discourse Associate teacher plans who they will confer/assist during indp practice

	Discussion/Share	solving abilities and use of models/strategies in math	discourse	
Guided Math	Direct Instruction on Reading skill or strategy -Model -Guided -Independent Practice	Targeted direct instruction on strategies for test preparation and/or reteaching	**Small Group Direct Instruction:** **-Parallel Teach** **-Station Teach** Based on data, teachers create groupings and reteach standards-based skills/concepts Students rotate to get guided practice with teachers and independent centers/practice	Lead teacher plans/prepares lesson Associate teacher co-plans lesson

Instructional Framework K-12: The basis of BSNBCS2's instructional schoolwide instructional model of Kim Marshall's framework for effective teaching. Our adaptation of this utilizes six domains: with four being focused on the planning and classroom areas and with two domains outside of the classroom related to family engagement and professionalism

A. Planning and Preparation for Learning
B. Classroom Management
C. Delivery of Instruction
D. Monitoring, Assessment, and Follow-Up
E. Family and Community Outreach
F. Professional Responsibilities

A. Planning and Preparation for Learning

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Knowledge	Is expert in the subject area and has a intuitive grasp of child development and how they learn.	Knows the subject matter well and has a good grasp of child development and how they learn.	Is somewhat familiar with the subject and has a some ideas of ways scholars develop and learn.	Has limited familiarity with the subject matter and few ideas on how to teach it and how scholars learn.
b. Standards	Has a well-honed game plan for the year that is tightly aligned with common core standards, NYS and other Assessments.	Plans the year so scholars will meet common core standards and be ready for NYS Assessments.	Has done some thinking about how to cover high standards and NY State requirements this year.	Plans lesson by lesson and has little familiarity with common core standards and NYS Assessments.
c. Units	Plans almost all units with well-thought-out big ideas, essential questions, knowledge and skill goals covering multiple levels of learning.	Plans some units backwards with big ideas, essential questions, knowledge, and skill goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor learning.	Plans on-the-spot and regular assessments to measure learning.	Uses assessments as instruction proceeds, has a partial assessment strategy.	Writes final tests or other assesments, but lacks a coherent assessment strategy.
e. Anticipation	Anticipates scholars' misconceptions and challenges and develops multiple strategies to overcome them.	Anticipates misconceptions that scholars might have and plans to address them.	Has a hunch about one or two ways that scholars might become confused with the content.	Proceeds without considering misconceptions that scholars might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and student needs.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining scholars or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all scholars and sweep them up in active learning.	Designs lessons that are relevant, motivating, and likely to engage scholars in active learning.	Plans lessons that will catch some scholars interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving scholars.
h. Materials	Designs lessons involving an appropriate mix of top-notch, differentiated, multicultural learning materials.	Designs lessons that use an effective, multicultural mix of materials.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate scholars with special needs.	Plans lessons with no differentiation.
j. Environment	Artfully uses room arrangement, materials, and displays to maximize learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson.	No clear organization of the environment to support learning.

Comments:

B. Classroom Management

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing our THRIVE expectations.	Clearly communicates and consistently enforces high standards for scholars behavior, referencing THRIVE regularly.	Announces and posts classroom rules and punishments, makes some reference to THRIVE expectations.	Comes up with ad hoc rules and punishments as events unfold during the year. Does not regularly incorporate THRIVE expectations into the daily classroom.
b. Relationships	Shows warmth, caring, respect, and fairness for all scholars and builds strong relationships.	Is fair and respectful toward scholars and builds positive relationships.	Is fair and respectful toward most scholars and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all scholars respect and discipline problems are few and far between.	Wins the respect of some scholars but there are regular disruptions in the classroom.	Is not respected by scholars and the classroom is frequently chaotic, dangerous or in a state of disorder.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among scholars and teaches useful social skills.	Often lectures scholars on the need for good behavior, and makes an example of "bad" scholars.	Publicly berates "bad" scholars, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that scholars maintain them throughout the year.	Teaches routines and has scholars maintain them all year.	Tries to train scholars in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing scholars.
f. Responsibility	Successfully develops scholars self-discipline, self-efficacy, and sense of responsibility.	Develops scholars self-discipline and teaches them to take responsibility for their own actions.	Tries to get scholars to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in scholars; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold scholars attention any time.	Has a repertoire of discipline "moves" and can capture and maintain scholars attention.	Has a limited disciplinary repertoire and scholars are frequently not paying attention.	Has few discipline "moves" and constantly struggles to get scholars attention.
h. Efficiency	Uses coherence, lesson momentum, and effective transitions to get the most out of every minute of class time.	Maximizes academic learning time through coherence, lesson momentum, and use of transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Is a confident, dynamic "presence" and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets scholars to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce scholars cooperation.	Uses extrinsic rewards in an attempt to get scholars to cooperate and comply.	Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior.

Comments:

C. Delivery of Instruction

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Exudes high expectations, urgency and determination that all scholars will master the material.	Conveys to scholars urgency, belief in their abilities and confidence that they can succeed.	Tells scholars that the subject matter is important and they need to work hard.	Gives up on some scholars as hopeless; subtly accepts low expectations.
b. Mindset	"Actively inculcates a ""growth"" mindset: take risks, learns from mistakes, and believes that through effective effort you can and will achieve at high levels."	Tells scholars that effective effort, not innate ability, is the key.	Doesn't counteract scholars misconceptions about their innate ability.	"Communicates a ""fixed"" mindset about ability: some scholars have it, some don't."
c. Goals	Shows scholars exactly what"s expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives scholars a clear sense of purpose by posting the unit"s essential questions and the lesson"s goals.	Tells scholars the main learning objectives of each lesson.	Begins lessons without giving scholars a sense of where instruction is headed.
d. Connections	Always maintains scholars interest and makes connections to prior knowledge, experience, and reading.	Activates scholars" prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things scholars already know.	Occasionally hooks scholars interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate scholars.	Orchestrates effective strategies, materials, and classroom groupings to foster learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only a handful teaching strategies and types of materials and fails to reach most scholars.
g. Engagement	Gets all scholars highly involved in focused work in which they are active learners and problem-solvers.	Has scholars actively think about, discuss, and use the ideas and skills being taught.	Attempts to get scholars actively involved but some scholars are disengaged.	Mostly lectures to passive scholars or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all scholars by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most scholars learning needs.	Attempts to accommodate scholars with multiple learning needs, but with mixed success.	Teaches only at one level and fails to differentiate instruction for scholars with multiple learning needs.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has scholars summarize and internalize what they learn and apply it to real-life situations.	Has scholars sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks scholars to think about applications.	Moves on at the end of each lesson without closure or application.

Comments:

D. Monitoring, Assessment, and Follow-Up

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Criteria	Posts and reviews the criteria for proficient work, including rubrics and exemplars, and scholars internalize them.	Posts clear criteria for proficiency, including rubrics and exemplars of work performance.	Tells scholars some of the qualities that their finished work should exhibit.	Expects scholars to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives scholars a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses scholars knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing scholars skills and prior knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives scholars helpful information if they seem confused.	Uses some methods to check for understanding during instruction, but is not consistent in these checks.	"Uses mostly ineffective methods (""Is everyone with me""") to check for understanding, without further checks."
d. Self-Assessment	Has scholars set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has scholars set goals, self-assess, and know where they stand academically at all times.	Urges scholars to look over their work, see where they had trouble, and aim to improve those areas.	Allows scholars to move on without assessing and improving problems in their work.
e. Recognition	Frequently recognizes scholars work formally through commentary and uses it to motivate and direct effort.	Regularly recoginizes the work scholars complete, makes it visible and celebrate their progress with respect to standards.	Posts some "A" work as an example to other scholars.	Posts only a few samples of examplar work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling scholars.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing scholars.	Looks over scholars tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up.
g. Tenacity	Relentlessly follows up with struggling scholars with personal attention to reach proficiency.	Takes responsibility for scholars who are not succeeding and gives them extra help.	Offers scholars who fail tests some additional time to study and do re-takes.	Tells scholars that if they fail a test, that"s it; the class has to move on to cover the curriculum.
h. Support	Makes sure that scholars who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers scholars for specialized diagnosis and extra help.	Sometimes doesn"t refer scholars promptly for special help, and/or refers those who don"t need it.	Often fails to refer scholars for special services and/or refers those who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and share them with others through data dives.	Analyzes data, draws conclusions, and shares them appropriately through data dives.	Records grades and notes some general patterns for future reference.	Records grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Comments:

E. Family and Community Outreach

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with families and is sensitive to different families" culture and values.	Tries to be sensitive to the culture and beliefs of our families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of our families.
b. Belief	Shows each family an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows families a genuine interest and belief in each child"s ability to reach standards.	Tells families that he or she cares about their children and wants the best for them.	Does not communicate to families knowledge of individual children or concern about their future.
c. Expectations	Gives families clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives families clear, succinct expectations for their child's learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform families about learning and behavior expectations.
d. Communication	Makes sure families hear positive news about their children first, and immediately flags any problems.	Promptly informs families of behavior and learning problems, and also updates them on good news.	Lets families know about problems their children are having but rarely mentions positive news.	Seldom informs families of concerns or positive news about their children.
e. Involving	Frequently involves families in supporting and enriching their child's learning, encouraging use of the Parent Portal.	Updates families on the unfolding class expectations and suggests ways to support learning at home.	Sends home occasional suggestions on how families can help their children with schoolwork.	Rarely if ever communicates with families on ways to help their children in their learning.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback.	Assigns appropriate homework, holds scholars accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many scholars won"t turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with family concerns and makes them feel welcome any time.	Responds promptly to family concerns and makes them feel welcome in the school.	Is slow to respond to some families concerns and gives off an unwelcoming vibe.	Does not respond to families concerns and makes them feel unwelcome in the classroom.
h. Reporting	Uses scholar-led conferences, the Parent Portal, report cards, and informal talks, gives families detailed and helpful feedback on children"s progress.	Uses conferences and report cards to give families feedback on their children"s progress.	Uses report card conferences to tell families the areas in which their children can improve.	Gives out report cards and expects families to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all families, including those who are hard to reach, through phone calls, emails, the Parent Portal and our Family Engagement Center	Tries to contact all families and is tenacious in contacting hard-to-reach families. Utilizes school resources to engage families.	Tries to contact all families, but ends up talking mainly to the families of high-achieving scholars.	Makes little or no effort to contact families. Does not follow up if the intial attempts at contact are not successful.
j. Resources	Successfully enlists extra resources from homes, personal contacts and the community.	Reaches out to families and community members to bring in volunteers and additional resources.	Asks families and community extra resources, with some success.	Does not reach out for extra support from families or the community.

Comments:

F. Professional Responsibilities

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance including no or very few latnesses.	Has very good attendance including no or very few latnesses.	Has a handful of non-emegency absences with no or very few latnesses. Or, has very good attendance but has multiple latenesses.	Has multiple non-emergency absences, or more than five latenesses.
b. Language	In professional contexts, speaks and writes correctly and eloquently.	Uses appropriate and professional language in emails, letters and discussions.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors or uses inappropriate professional language; does not edit or check writing for clarity.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late with required work/materials.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts in an unprofessional manner and violates boundaries.	Frequently acts in an unprofessional manner and violates boundaries.
e. Judgement	Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with scholars' records.	Generally uses good judgement, though has occasional lapses in decision making.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses scholars information.
f. Above-and-beyond	Is an important member of school teams and committees and frequently volunteers for community activities.	Shares responsibility for grade-level and schoolwide activities and takes part in after-school activities.	When asked, will serve on a committee and attend after-school activies or additional school needs.	Declines invitations to serve on committees and attend after-school activities or other school needs.
g. Leadership	Frequently contributes valuable ideas and expertise and instils in others a desire to improve scholars achievement.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing professional practice.
i. Collaboration	Collaborates daily with colleagues to improve learning, share ideas, and improve student learning in the school.	Collaborates regularly with colleagues to improve learning, share teaching ideas, and support student learning.	Meets occassionally with colleagues to improve student learning, but does not show initiative in collaboration.	Meets only with cluster members, or in required group settings, with conversations lacking professional substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective professional ideas from colleagues, workshops, and other sources and implements them well.	Is open to new professional practices, but must be coaxed to develop new strategies.	Is only occasionally receptive to new ideas for professional responsibilities.

Comments:

Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices

Our schoolwide instructional strategies for all grades K-12 are grounded in the research based framework for teacher support and evaluation developed by Kim Marshall. Mr. Marshall's approach, which is outlined in his book "Rethinking Teacher Support and Evaluation" has been adapted to specifically meet the needs of our students (and staff) in Bedford Stuyvesant. Since 2015, Mr. Marshall has provided additional feedback and guidance at Bedford Stuyvesant New Beginnings on our adaptation of his model.

Co-teaching: Co-teaching is one approach to delivering high quality, differentiated support to students, with the Marshall Framework providing the quality indicators that school leaders use to determine instructional effectiveness. While this approach is generally well acknowledged in K-12 education within the special education context, we apply it schoolwide in general education, special education, english language learners and gifted education. Research contained in the State of Utah's handbook for Co-teaching (2011) is a fundamental part of our framework. The Utah handbook explains:

Several Attributes of Co-Teaching: Students, teachers and schools can receive many overarching benefits when there is a well- constructed co-teaching model(s) in place which is supported by strong, ongoing professional development and a supportive administrator. Listed below are possible benefits for students, teachers, and schools.

Students receive the following benefits from a well-constructed and supported co-teaching model:

- Enrichment opportunities
- Tiered levels of instruction within the classroom
- Access to a variety of instructional strategies supported by two highly qualified instructors
- A supportive system for educators that addresses students' needs
- Opportunities for peer interactions
- Accommodations for students
- Reduced stigma for students with disabilities
- Exposure to positive academic and social role models

Teachers receive the following benefits from a well-constructed and supported co-teaching model:

- Shared responsibility, which lightens the workload
- Combined ownership of the instructional environment
- Experts to collect and analyze data to inform instruction
- Increased collaboration in lesson development and delivery of instruction
- Mutual goals
- Less teacher isolation

- Greater teacher efficacy
- Shared responsibility for outcomes
- Classrooms with a potential for fewer behavior referrals

Schools receive the following benefits from a well-constructed and supported co-teaching model(s):

- Establishment of a school-based culture of collaboration
- Establishment of a supportive system for all educators
- Decreased student-to-teacher ratio

Co-teaching **IS**	Co-teaching is **NOT**
Joint responsibility for planning, instruction delivery and classroom management	One teacher maintaining all planning and instruction
A component of a continuum of services for students with disabilities	Having a "smaller" class in a large classroom
Carefully matched professionals to ensure success for ALL students	Two professionals providing instruction to a homogenous group of students
Both professionals present in class every day	An extra set of hands in the classroom
Both professionals planning lessons to meet the needs of ALL learners	One paraprofessional and one professional instructing
Both professionals being responsible for ALL students	A special educator working only with students with disabilities

BSNBCS2 utilizes this approach towards co-teaching and adapts it to the needs of our students. This co-teaching model, embedded in a strong multi-tiered services framework, allows instructors to clearly identify and address instructional gaps in students.

College Coursework: At the high school level, advanced students may be ready to work at the highest levels through enrollment of College Now courses. These courses, typically in conjunction with the City University of New York colleges, allow high school students from across NYC to learn directly from college professors in areas of their interest. Success in these courses can provide up to 3 college credits that are transferable when attending university. Along with advanced placement courses whose final exit exams may translate to college credits or the ability to skip introductory coursework in college, BSNBCS2's offering of College Now coursework is a key part of our commitment to families of our advanced students.

How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.

In addition to the effective classroom experiences that are facilitated by the models described in the sections above such as the workshop model, CGI, co-teaching, guided mathematics and guided literacy, BSNBCS2 will be defined by its effectiveness in supporting students in the development of their own, self-selected pathway towards college and careers in the high school. Our main pedagogical framework towards this goal is the promotion and implementation of two interconnected instructional approaches: project based learning and experiential learning. Project based learning works exists the context of students learning and working towards the development of an end product that contributes to the community: a portfolio, an artistic work, a website or digital asset, a physical object or an interactive product.

Experiential learning, which in this model goes hand and hand with project based learning, holds that the classroom should be the basis of getting out into the community, city and world, to learn the material and skills taught in each course. In this context, students do not go on field trips where they consume content, as a tourist might, but rather they engage their experiences as the key linkage to what was taught into the classroom.

Summary of K-12 Experiential Learning and Project Based Learning Activities

Grades	Type of Activity	Description	Staff Involved	Examples (either planned for future or existing example from Bedford Stuyvesant New Beginnings)
K-5	Experiential Learning	Students will participate in community based initiatives out of the building to compliment their grade level learning opportunities.	K-8 Assistant Principal, classroom teachers	Every year: K-1 students learn about the life-cycle first hand by visiting Tranquility Farms, a large community garden that features chickens, honeybees, gardens and a rain collect station. Reinforces our healthy living curriculum and early grades science program.
K-5	Project Based Learning	Students will develop empathy and understanding of others through annual service learning projects on their grade level.	Family coordinator, classroom teachers	In 2017, following the devastating Caribbean hurricanes, students campaigned to send supplies and materials to students in Puerto Rico. With support from the NYC Charter Center and several NYC city council members, BSNBCS became a drop off point for central Brooklyn. Students in the 5th grade took the lead on this and this was their gradewide initiative, including an information campaign in the school. We were told our drop off point was one of the strongest in the city we received confirmation that the supplies were sent to several elementary schools. A newer campaign has been students joining and campaigning to join the Annual Breast Cancer Walk in Coney Island.
6-8	Project Based Learning	Middle School student government	MS student government coordinator	Every year: Middle School students will support positive initiatives in the K-8 such as recycling in building, anti-bullying awareness campaigns and social media safety practices for students. Students meet with school leadership periodically quarterly in a formal setting to share their goals as a student group.

K-8	Project Based Learning	Arts Programming and Performances	K-8 Theater teacher	In 2017, BSNBCS established a partnership with Disney in Schools to study, practice and perform plays with support of broadway staff working under the Disney umbrella. 3rd grade students have studied these plays as an extended project based learning experience, with the Lion King and Jungle Book as two notable plays. The plays are performed both in Bed Stuy at the school and on a Broadway stage at the citywide final showcase. This was followed by 'Page to the Stage' where 4th grade students wrote personal narratives and performed them as monologues as a joint performance.
9-12	Experiential Learning	HS Enrichment Week	HS Director of Experiential Learning, teachers 9-12	Students will take one week topic based seminars in an area of their choice. See descriptions below of the Ecology, Civil Rights and Project Maya practicum experiences.
9-12	Project Based Learning	Annual Health Action Day	HS Director of Experiential Learning, Grade level Counselors	Students will help organize, promote and staff an Annual Health Action day each Spring. BSNBCS students have been participants since 2014 in this event which brings together community based organizations, city agencies and local community members to celebrate and promote healthy living. With the BSNBCS2 HS, students will take over the established framework and organize this important tradition.
9-12	Experiential Learning	Pre-Internships, internships and site placements	HS Director of Experiential Learning, Grade level Counselors	Students will be provided access to a variety of business, non-profit and community based pre-internships starting in the 11th grade. For example, the Hispanic Information and Telecommunications Network is a large national broadcaster based out of the nearby Navy Yards complex in Brooklyn. We have met with their CEO to establish a school based digital video program, with their guidance, that will lead to pre-internships for our upperclassmen in HS. Students will learn skills that will support a college pathway in journalism and communications, as well as real world experience in a large company. We are working with the NYC Economic Development Council to identify other companies that are seeking a partnership with a local NYC high school and we have been invited to join several upcoming roundtables and meetings on this topic.
6-12	Experiential Learning	Youth Activism Projects: Students will identify policy areas for study and action. They will write letters, meet	HS Director of Experiential Learning, social studies and ELA	In 2018, following the Parkland HS shooting, students joined Brooklyn Borough President Adams' rally against gun violence at Prospect Park. In addition to studying the topic through the lens of the national media, students discussed the specific experiences and

		with community organizers, elected officials and participate in campaigns in topics that matter to them.	teachers 6-12	context of living in Bedford Stuyvesant and the persistent effects of guns in our community and city. Our students were invited to speak at the rally and were subsequently interviewed by local media. Previous projects included policy advocacy for funding safety agents in charter schools with the NY City Council and participation in a rally to save NYC community gardens from being sold to developers.
6-12	Project Based Learning	BSNBCS2 Middle School and High School Students will support the school's involvement in the NY City Council's Participatory Budgeting process, encouraging our school community and other neighbors to join in this important initiative.	HS Director of Experiential Learning, social studies and ELA teachers 6-12	In 2016, BSNBCS students campaigned for 'Science for Bed Stuy'. Our students encouraged community residents aged 14 and up to vote on the various initiatives through the City Council program. A successful campaign by our families and students resulted in Bedford Stuyvesant New Beginnings being awarded $250,000 in 'Resolution A' funding for technology, mobile STEM carts and interactive whiteboards, which are currently in use at the school.

HS Enrichment Weeks: A vital portion of our high school program will involve project based and experiential learning being tied together in ‘Enrichment Weeks.’ First pioneered at the Renaissance Charter School, in Jackson Heights, Queens in the 1990s, enrichment weeks allow the full high school student body to have at least one, deep learning experiential learning opportunity, in addition to those offered in class. Our executive director was previously the Director in charge of the full school implementation at that school, which typically had 15-20 practicum experiences being held during each Enrichment week. In the BSNBCS2 model, these courses can be offered between the 1st/2nd and 2/3rd trimesters, as well as occasional, selected courses during midwinter recess or Spring Break, typically reserved for overnight programs that leave New York State. Below is are three examples of enrichment coursework, facilitated by our executive director at previous NYC high schools, that will be continued at BSNBCS2 or will parallel new programming offered at BSNBCS2.

Central Florida Practicum: One planned practicum experience for students will occur in year Year 5 of the charter. Consisting of freshman and sophomores, students will study environmental science as a part of a project based and experiential learning program called “From Jamaica Bay to the Everglades.” Based on a successful program designed and supervised by Mr. Tishuk, which included 15 high school students from East Harlem in 2013, students will engage in a course in comparative ecology using urban and wilderness sites as their two practicum experiences. Developed in partnership with the Land Use and Environmental Change Institute at the University of Florida, this opportunity can expand learning opportunities for a variety of learners, at multiple levels.

In the program, BSNBCS2 students will study ecology through an applied experiential learning process, which starts with a classroom program based in the fundamentals of animal life cycles and migrations, including several hand-on labs. The first practicum site will be the Jamaica Bay Wildlife Refuge[3], in Far Rockaway, Queens, to be scheduled on a Saturday during the Fall term. After sufficient grounding and study of the animals and plants that they can expect to observe, the students will learn the basic concepts of an ecology practicum with a focus on bird habitats and migration patterns. Jamaica Bay has hundreds of bird species, which is a major bird sanctuary in the Northeast. Just a subway ride away, students will learn to document, photograph and engage in safe practices of fieldwork, with the support of their teachers.

Following a trimester long program, in March 2024, the comparison site will be the subject of a full enrichment week program, in the Spring. While the majority of students' enrichment programs take place primarily in NYC or local areas, a few include plane travel to other states. For the "From Jamaica Bay to the Everglades" program, students will take a flight to Central Florida, to visit Archbold Biological Station[4], at the headwaters of the Everglades and near Lake Okeechobee. The program, as it was in 2013, will be in partnership with the University of Florida's department of Geological Studies. There students will be able to study birds in a separate habitat, as well as flora and exotic fauna such as alligators and native Florida reptiles, snakes and mammals. As a college and careers focused school, BSNBCS2 students will have the opportunity to visit at least two Florida universities (based on scheduling, including the labs at University of Florida) during the enrichment week.

As a design element, these programs are explicitly not framed as or conceived as 'trips', but rather real-life extensions of classroom learning where questions posed in class are answered during the practicum, where theories can be tested and projects can be conducted. To ensure full access to this, and similar programs, there will be no academic/GPA requirement for participation. Instead, students will apply to join and explain how this project is related to their personal and academic interests. ELLs, special education students and other at-risk students will receive assistance in joining the program and accommodations will be made to ensure their full participation, whether it be in the classroom component, the Jamaica Bay practicum, or the Florida practicum.

Throughout this process, students will document their work with writing, photography and video, as one of the requirements of the model is that students must share back their work with the school community and general public. Some gifted and talented students will benefit from these opportunities to share their high level communication skills. Because multiple forms of learning are favored, these practicum experiences utilize universal design for learning. This approach will include classroom presentations, as well as a public presentations where their work will be shared in an evening event, with families, community members, business leaders, school Trustees and elected officials invited. This ensures that experiential learning is not an elite program, but one that is suitable for all students. Consistent with our commitment to partnering

[3] http://www.nycaudubon.org/queens-birding/jamaica-bay-wildlife-refuge
[4] http://www.archbold-station.org/html/aboutus/about.html

with the District, students from other local district and charter schools will be invited to these presentations, to learn from our budding scientists, artists and leaders in the BSNBCS2 high school.

Project Maya: Understanding other societies will be a core component of our experiential and project based program. One planned program will be called 'Project Maya', based on a course developed and implemented by Mr. Tishuk. That program, in 2010, took 15 high school students on a 10-day practicum to the Yucatán in Mexico, will be BSNBCS2's first international studies program.

Project Maya focuses on the culture, food, architecture, art and history of the Maya peoples of Southeast Mexico. The course in Brooklyn will gather online resources, materials and books about the Maya to answer the question, "What does it mean to be Maya today?" Research into the ancient and modern history of the Maya people will be in parallel with interviews (in person or via teleconferencing) of people of Mayan heritage.

The program adapts and condenses an existing curriculum that has been developed by the faculty at the University of Florida, over 25 years, via their overseas study program "UF in Merida." Mr. Tishuk worked closely with the University of Florida's program director, Professor Mark Brenner, to create a grade level appropriate, condensed version of that 6 week overseas program, providing highlights and experiences with local inhabitants, artists and academics. For the 2010 iteration, Professor Brenner joined Mr. Tishuk and the high school students, using the same infrastructure and connections enjoyed by the University of Florida. Based on his schedule and availability, we will invite him to join us again in this project for BSNBCS2.

Based out of the capital city of Merida, our high school students will take will visit the ruins of the Mayan cities of Chichen Itza, Mayapan and Uzmal, as well as visit the Flamingo Reserve in Celestun, cenotes including Cenote Ik Kil and Cenote San Lorenzo Oxman, near the colonial city of Valladolid. Students will sit in on a class at the local university, Universidad Autonoma de Yucatan (UADY), sample local foods and be exposed to the rudiments Mayan language, mathematics and astronomy. As a part of our experiential learning model, students will contribute to the community's knowledge by providing a report back and presentation on their studies, including multi-media, photos, video and written documentations of their studies.

Civil Rights Practicum: Another example of the type of experience students will have access to is described in the section R-15 - District Relations, which was a Civil Rights practicum that took students to multiple southern states in the study of the Freedom Riders movement in the early 1960s. What began as a guest lecture with Lewis Zuchman, a NYC resident and former freedom rider and a visit by the photographer and author Eric Ethridge, author of Breach of Peace[5], a photojournalism publication that documented the lives of Freedom Riders over 50 years, led to students engaging in civil rights enrichment program and visiting sites in North Carolina, Georgia, Tennessee, Alabama and Mississippi.

[5] https://breachofpeace.com/

That program led to a dialogue, led by students in East Harlem, around the contemporary civil rights questions facing teenagers in New York. Discussions focused on stop-and-frisk, severe bail requirements and the engagement of the New York Police Department in predominately African American and Latino communities. As young leaders, these students engaged peers at other NYC high schools and took these lessons from elder activists into their college experiences. At BSNBC2, students will continue this pathway through their participation in conversations and action with local elected officials, community based organizations and individuals via new high school practicum experiences around Civil Rights.

Weeklong HS Enrichment Programs: The majority of enrichment programs remain in New York City, using the resources of the five boroughs to provide an expanded classroom for learning. For context for the variety of learning experiences that students will have available via this weeklong model, below is a list of previously developed programs, led by our co-applicant Mr. Tishuk, in his roles as a school leader at two NYC charter high schools that implement this weeklong model enrichment week program:

Social Studies	**Social Studies**	**ELA**	**ELA**	**Sciences**	**Arts**	**Mathematics**	**College and Careers**
Dictators, Tyrants and the Axis Powers	Spies, Walls and Containment : The Cold War Seminar	Heroes and Villains: Art of the Graphic Novel	English Through Community Service	NYC Geology Practicum	Introduction to Fashion	Real World Mathematics	Colleges of the Five Boroughs
Science of Hollywood Special Effects	Themes of World History	Playwriting Spring	Graphic Novels and Comics	Urban Ecology Biology Practicum	Latin Culinary Arts	Algebra Regents Practicum	The College Road Trip Experience
Beehive Collective: El Barrio	NYC and World War II	Baseball, The Anatomy of our National Pastime	Freshman Writing Intensive	Frost Valley Science Practicum	Ladies Get Loud	Math is Everywhere!	Intermediate Software Engineering Program
Global History Practicum Spring	The Freedom Riders and the Civil Rights Movement	Power Writers Practicum	English as a Global Language	Science in Popular Culture	Introduction to Fashion Project	Math Walks in NYC	College Bound: Upstate New York
Global Poverty Project	Latinos in US	Creation and History of Comic Books	Young Men's Group	Living Environment through Hiking	Mosaic Internship with Manny Vega	Consumer Mathematics	Photography and Videography

US History Practicum	Cultures of the World Writing Seminar	Sophomore Humanities	Cultural Studies: Video Games as Storytelling	Human Impact on the Environment	History of Salsa and Its Pioneers	The Business of Sports	Turning Pro(fessional !): Landing your dream summer job or Internship
The History of Hip Hop	Global New York: The Multicultural Experience	We are the 99%	Art of the Graphic Novel	Urban Ecology Biology Practicum: Jamaica Bay	Introduction to 3D Printing	Introduction to Software Engineering	TLC: Amazing Race
East Harlem Cares Practicum	X-Men and the Civil Rights Movement	Student Guide to NYC Museums	World of Journalism: Write NYC	Ecology of Central Florida	Origins of Drama	Geometry Practicum	Leadership and Team Sports

d. Course or Subject Overview

Provide course descriptions by subject for each grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas. This should include, at minimum:

- **A general description of the content and skills that would be addressed in the course; if known;**
- **The curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course;**
- **Essential course specific assessments (e.g., the state's 3-8 assessments/Regents exams, end of course portfolios or performances, etc.); and,**
- **If serving students in 12th grade, provide an outline of course sequences leading to graduation.**

With the goal of preparing all of our scholars for independent success in careers and college, the BSNBCS2 curriculum will be aligned to mastery of the state standards in all courses and vertically aligned to increase the content skills and overall academic capability of our scholars. Our focus on culturally-relevant literacy and numeracy is rooted in the belief that students will be intrinsically motivated to become proficient in language arts, mathematics, science, social studies, technology and the arts as they discover how these skills and knowledge empower them to transform their world. In grades K-5, we will dedicate extended time to Reading, Writing, and Math to build the foundation for successful understanding of complex text in the middle and high school grades. All students will participate in service learning activities that will be embedded in across curricula: we believe that leveraging knowledge to positively impact one's community can happen meaningfully as early as Kindergarten.

Our mission is to provide the academic skills that will allow college success and a life of opportunity for central Brooklyn students, and that mission will not be fulfilled unless our scholars have the skills to succeed in any course of study in college, and the social and professional skills necessary to work in a small business or non-profit. Our courses and experiential learning opportunities will be built to provide experiences and knowledge for our

students to build upon as they tackle issues of greater complexity when they reach careers and college. We expect our graduates to become lifelong learners and community leaders.

Elementary School Course Outline (Years 1 through 5)

Subject	K	1	2	3	4	5
English Language Arts	Reading	Reading	Reading	Reading	Reading	Reading
	Writing	Writing	Writing	Writing	Writing	Writing
Mathematics	Math	Math	Math	Math	Math	Math
Science	Science	Science	Science	Science	Science	Science
Social Studies (includes service learning)	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Arts	Visual Arts	Visual Arts	Visual Arts	Theatre	Theatre	Theatre
				Visual Arts	Visual Arts	Visual Arts
Digital literacy	N/A	N/A	N/A	Digital photography	Digital photography	Digital photography
Physical Education	Physical Education and Health	Physical Education and Health	Physical Education and Health	Physical Education and Health	Physical Education and Health	Physical Education and Health

Middle School Grades will be offered in a prospective second term, years 6-8:

Middle School

MS Subject	6	7	8
English Language Arts	ELA	ELA	ELA
	ELA Skills	ELA Skills	ELA Skills
Mathematics	Math and Math Skills	Math and Math Skills	Math (includes Algebra Regents course)
Science	Science	Science	Science (includes Living Environment Regents course)
Social Studies	Social Studies and service learning	Social Studies and service learning	Social Studies and student government

Arts	Visual Arts	Visual Arts	Visual Arts
Digital literacy	Digital Media	Digital Media	Digital Media
Physical Education	Physical Education and Health	Physical Education and Health	Physical Education and Health

High School Course Outline: The following courses will be offered in the high school are below. While only the 9th and 10th grade courses will be offered during Term 1, the 11th and 12th grade courses are provided for reference, as they would be offered in Term 2 in Years 4 through 7.

Subject	9	10	11	12
English Language Arts	English 1	English 2	English 3	English 4 or AP Literature
Mathematics	Algebra 1	Geometry	Algebra 2 / Trigonometry	Pre-Calculus, Statistics or AP Calculus
Science	Living Environment	Earth Science	Chemistry	Physics, Environmental Science or AP Biology
Social Studies	Global History	Global History 2	US History	Participation in Government and Economics
Foreign Language	Spanish I	Spanish II	Spanish III	Advanced Placement Spanish
Arts & Digital literacy	Technology	Art, Music or Technology 2	Technology 2 or Technology 3	Technology or Arts Elective
College and Careers	Freshman Seminar	Sophomore Seminar	Junior Seminar	Senior Seminar
Physical Education	Physical Education & Health	Physical Education	Physical Education	Physical Education

Course Descriptions

The tables below provide a general description of the courses offered in K-5 and 9-10, the grades which will be offered during the school's first charter years.

Sample curriculum maps for courses offered during the first charter term can be found in Appendix A of this response, after R-6f, on page 72.

Kindergarten
Reading
During Reading Workshop teachers use the Reading Street curriculum (Pearson) to directly instruct reading strategies and skills. During Writing Workshop, teachers use Lucy Calkins' Units of Study as the primary resource, but with modifications. Teachers use the gradual release framework for the workshop.
Phonics
During phonics, teachers instruct students on core foundational decoding and fluency skills necessary to master accuracy in reading and writing. We use the Wilson Language Program as our core curriculum, but may use supplemental resources from Reading Street, as well.
Writing
During Writing workshop, teachers use interdisciplinary units to teach students to write with purpose of expressing meaning. They engage in thematic units that focus on genre and/or topic.
Math
Math teachers use the Envision 2.0 math curriculum (Pearson) to directly instruct math strategies and concepts. Teachers use the gradual release framework for the workshop. At the beginning of each math block, teachers engage students in mathematical discourse. This allows teachers to model, practice and apply the language and concepts of mathematics. As students talk and share math ideas and strategies, they take ownership of their understanding as well as navigate deeper connections between mathematical ideas and models. This supports fact fluency, automaticity, and conceptual understanding that is directly used and applied during the mini-lesson. The CGI approach rests in the belief that students can develop strategies to initial understanding of mathematical concepts on a concrete level without the overuse of abstract symbolic representation. This more constructivist approach to learning allows students to drive instruction. The Contexts for Learning Mathematics series by Catherine Fosnot and colleagues uses carefully crafted math situations to foster a deep conceptual understanding of essential mathematical ideas, strategies, and models. Building on the ideals of a math workshop, each

unit provides a two-week sequence of investigations, mini-lessons, games, and other contexts for learning.
Science
Science is infused in units of study using interdisciplinary approaches. Pearson Interactive Science curriculum is utilized on explicit “lab” days so students can learn and explore content in isolation 2-3 times a week. When possible, technology is also used in instruction. Literacy and math skills are infused with a particular emphasis on writing skills.
Social Studies
Social studies is infused in units of study using interdisciplinary approaches. Pearson MyWorld curriculum is used as the instructional resource 3-4 times a week. During this block literacy skills are reinforced as well as a strong emphasis on discourse and project-based service learning.
Theatre
Theatre and performing arts will help student analyze text and understand character’s motivations. When creating a play from sets-to-show, children experience the power of teamwork, discover each other’s strengths, and feel the excitement and pride of art creation. Theatre will help children ages 4 to 11 learn how to express themselves, communicate emotions, use props to support their ideas, and delve deep into stories. BSNBCS2 will use the Disney Musicals in the Schools toolkit to produce high quality performances in the elementary grades.
Visual Arts
Visual arts at BSNBCS2 will provide extensive hand-on experiences and the instruction of multiple techniques through the exploration of art history and focus on specific artists and currents. Some techniques used in this course will include modeling and sculpture, sketching, watercolor, printmaking, and perspective. The projects will help students discover who they are as artists while connecting directly with school-wide events and cross-curricular initiatives such as plays, assemblies, and end-of-year performances. Student art will be displayed throughout the school for students to see and contemplate.
Physical Education and Health
Scholars will learn fundamentals of healthy living, including multiple modes of activity and principles of healthy eating and self-care, including the importance of sleep. They will also develop skills in teamwork and sportsmanship. In exercise and games designed by the physical education teachers, scholars will learn various methods for physical activity, as well as the ability to measure their own health using tracking of activities and measurements of strength and endurance.

First Grade
Reading

During Reading Workshop teachers use the Reading Street curriculum (Pearson) to directly instruct reading strategies and skills. During Writing Workshop, teachers use Lucy Calkins' Units of Study as the primary resource, but with modifications. Teachers use the gradual release framework for the workshop.
Phonics
During phonics, teachers instruct students on core foundational decoding and fluency skills necessary to master accuracy in reading and writing. We use the Wilson Language Program as our core curriculum, but may use supplemental resources from Reading Street, as well.
Writing
During Writing workshop, teachers use interdisciplinary units to teach students to write with purpose of expressing meaning. They engage in thematic units that focus on genre and/or topic.
Math
Math teachers use the Envision 2.0 math curriculum (Pearson) to directly instruct math strategies and concepts. Teachers use the gradual release framework for the workshop. At the beginning of each math block, teachers engage students in mathematical discourse. This allows teachers to model, practice and apply the language and concepts of mathematics. As students talk and share math ideas and strategies, they take ownership of their understanding as well as navigate deeper connections between mathematical ideas and models. This supports fact fluency, automaticity, and conceptual understanding that is directly used and applied during the mini-lesson. The CGI approach rests in the belief that students can develop strategies to initial understanding of mathematical concepts on a concrete level without the overuse of abstract symbolic representation. This more constructivist approach to learning allows students to drive instruction. The Contexts for Learning Mathematics series by Catherine Fosnot and colleagues uses carefully crafted math situations to foster a deep conceptual understanding of essential mathematical ideas, strategies, and models. Building on the ideals of a math workshop, each unit provides a two-week sequence of investigations, mini-lessons, games, and other contexts for learning.
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Physical Education and Health
Scholars will learn fundamentals of healthy living, including multiple modes of activity and principles of healthy eating and self-care, including the importance of sleep. They will also develop skills in teamwork and sportsmanship. In exercise and games designed by the physical education teachers, scholars will learn various methods for physical activity, as well as the ability to measure their own health using tracking of activities and measurements of strength and endurance.

Second Grade
Reading
During Reading Workshop teachers use the Reading Street curriculum (Pearson) to directly instruct reading strategies and skills. During Writing Workshop, teachers use Lucy Calkins' Units of Study as the primary resource, but with modifications. Teachers use the gradual release framework for the workshop.
Phonics
During phonics, teachers instruct students on core foundational decoding and fluency skills necessary to master accuracy in reading and writing. We use the Wilson Language Program as our core curriculum, but may use supplemental resources from Reading Street, as well.
Writing

During Writing workshop, teachers use interdisciplinary units to teach students to write with purpose of expressing meaning. They engage in thematic units that focus on genre and/or topic.

Math

Math teachers use the Envision 2.0 math curriculum (Pearson) to directly instruct math strategies and concepts. Teachers use the gradual release framework for the workshop.

At the beginning of each math block, teachers engage students in mathematical discourse. This allows teachers to model, practice and apply the language and concepts of mathematics. As students talk and share math ideas and strategies, they take ownership of their understanding as well as navigate deeper connections between mathematical ideas and models. This supports fact fluency, automaticity, and conceptual understanding that is directly used and applied during the mini-lesson.

The CGI approach rests in the belief that students can develop strategies to initial understanding of mathematical concepts on a concrete level without the overuse of abstract symbolic representation. This more constructivist approach to learning allows students to drive instruction.

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Science

Science is infused in units of study using interdisciplinary approaches. Pearson Interactive Science curriculum is utilized on explicit “lab” days so students can learn and explore content in isolation 2-3 times a week. When possible, technology is also used in instruction. Literacy and math skills are infused with a particular emphasis on writing skills.

Social Studies

Social studies is infused in units of study using interdisciplinary approaches. Pearson MyWorld curriculum is used as the instructional resource 3-4 times a week.
During this block literacy skills are reinforced as well as a strong emphasis on discourse and project-based service learning.

Theatre

Theatre and performing arts will help student analyze text and understand character’s motivations. When creating a play from sets-to-show, children experience the power of teamwork, discover each other’s strengths, and feel the excitement and pride of art creation. Theatre will help children ages 4 to 11 learn how to express themselves, communicate emotions, use props to support their ideas, and delve deep into stories.
BSNBCS2 will use the Disney Musicals in the Schools toolkit to produce high quality

performances in the elementary grades.
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Scholars will learn fundamentals of healthy living, including multiple modes of activity and principles of healthy eating and self-care, including the importance of sleep. They will also develop skills in teamwork and sportsmanship. In exercise and games designed by the physical education teachers, scholars will learn various methods for physical activity, as well as the ability to measure their own health using tracking of activities and measurements of strength and endurance.

Third Grade
Reading
During Guided Reading teachers use interim data to remediate and re-teach standards-based content/skills. This allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to learning, even as the core instructional program progresses. Students learn test-taking skills (i.e. annotation, close reading, process of elimination, analyzing word problems, etc.) while simultaneously getting extra practice in content-specific skills (i.e. main idea, multiplying 3 digit by 2 digit, etc). Classroom teachers structure time to confer and allow students multiple ways of applying and practicing the skills that are necessary to master grade level skills/standards. Research has always supported the idea that students learn best when they are given tasks and time to construct their own understanding. In order for our students to become successful reader and critical thinkers, they are given structured time to apply these practices. Libraries and centers are student-centered and differentiated to suit not only academic needs, but also student interests.
Writing

Teachers use resources to teach direct, explicit lessons in the structure of writing. This supplements the writing program, so that our students are given time to practice the mechanics of writing while also engaging in authentic craft and structural lessons of writing pieces.

During Writing workshop, teachers use interdisciplinary units to teach students to write with purpose of expressing meaning. They engage in thematic units that focus on genre and/or topic.

Math

Math teachers use the Envision 2.0 math curriculum (Pearson) to directly instruct math strategies and concepts. Teachers use the gradual release framework for the workshop.

At the beginning of each math block, teachers engage students in mathematical discourse. This allows teachers to model, practice and apply the language and concepts of mathematics. As students talk and share math ideas and strategies, they take ownership of their understanding as well as navigate deeper connections between mathematical ideas and models. This supports fact fluency, automaticity, and conceptual understanding that is directly used and applied during the mini-lesson.

The CGI approach rests in the belief that students can develop strategies to initial understanding of mathematical concepts on a concrete level without the overuse of abstract symbolic representation. This more constructivist approach to learning allows students to drive instruction.

During Guided Math/Skills teachers use interim data to remediate and re-teach standards-based content/skills. This allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to learning.

For our testing grades (3-5) this time will provide the application of skills that are necessary to be successful on standardized exams. Students learn test-taking skills (i.e. annotation, close reading, process of elimination, analyzing word problems, etc.) while simultaneously getting extra practice in content-specific skills (i.e. main idea, multiplying 3 digit by 2 digit, etc).

Science

Science is infused in units of study using interdisciplinary approaches. Pearson Interactive Science curriculum is utilized on explicit “lab” days so students can learn and explore content in isolation 2-3 times a week. When possible, technology is also used in instruction. Literacy and math skills are infused with a particular emphasis on writing skills.

Social Studies

Social studies is infused in units of study using interdisciplinary approaches. Pearson MyWorld curriculum is used as the instructional resource 3-4 times a week. During this block literacy skills are reinforced as well as a strong emphasis on discourse and project-based service learning.
Theatre
Theatre and performing arts will help student analyze text and understand character's motivations. When creating a play from sets-to-show, children experience the power of teamwork, discover each other's strengths, and feel the excitement and pride of art creation. Theatre will help children ages 4 to 11 learn how to express themselves, communicate emotions, use props to support their ideas, and delve deep into stories. BSNBCS2 will use the Disney Musicals in the Schools toolkit to produce high quality performances in the elementary grades.
Visual Arts
Visual arts at BSNBCS2 will provide extensive hand-on experiences and the instruction of multiple techniques through the exploration of art history and focus on specific artists and currents. Some techniques used in this course will include modeling and sculpture, sketching, watercolor, printmaking, and perspective. The projects will help students discover who they are as artists while connecting directly with school-wide events and cross-curricular initiatives such as plays, assemblies, and end-of-year performances. Student art will be displayed throughout the school for students to see and contemplate.
Digital photography
In this course, students will use digital photography for story telling while learning mathematical composition concepts such as the rule of thirds and developing digital literacy and assets management skills. Students will use cameras to capture images and computers to edit the images for color, light, crop, image size, etc. They will use the images as the anchors for narrative storytelling and to express ideas and their personal perspectives on issues that matter to them.
Physical Education and Health
Scholars will learn fundamentals of healthy living, including multiple modes of activity and principles of healthy eating and self-care, including the importance of sleep. They will also develop skills in teamwork and sportsmanship. In exercise and games designed by the physical education teachers, scholars will learn various methods for physical activity, as well as the ability to measure their own health using tracking of activities and measurements of strength and endurance.

Fourth Grade
4th Reading

During Guided Reading teachers use interim data to remediate and re-teach standards-based content/skills. This allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to learning, even as the core instructional program progresses. Students learn test-taking skills (i.e. annotation, close reading, process of elimination, analyzing word problems, etc.) while simultaneously getting extra practice in content-specific skills (i.e. main idea, multiplying 3 digit by 2 digit, etc). Classroom teachers structure time to confer and allow students multiple ways of applying and practicing the skills that are necessary to master grade level skills/standards. Research has always supported the idea that students learn best when they are given tasks and time to construct their own understanding. In order for our students to become successful reader and critical thinkers, they are given structured time to apply these practices. Libraries and centers are student-centered and differentiated to suit not only academic needs, but also student interests.
4th Writing
Teachers use resources to teach direct, explicit lessons in the structure of writing. This supplements the writing program, so that our students are given time to practice the mechanics of writing while also engaging in authentic craft and structural lessons of writing pieces. During Writing workshop, teachers use interdisciplinary units to teach students to write with purpose of expressing meaning. They engage in thematic units that focus on genre and/or topic.
4th Math

Math teachers use the Envision 2.0 math curriculum (Pearson) to directly instruct math strategies and concepts. Teachers use the gradual release framework for the workshop.

At the beginning of each math block, teachers engage students in mathematical discourse. This allows teachers to model, practice and apply the language and concepts of mathematics. As students talk and share math ideas and strategies, they take ownership of their understanding as well as navigate deeper connections between mathematical ideas and models. This supports fact fluency, automaticity, and conceptual understanding that is directly used and applied during the mini-lesson.

The CGI approach rests in the belief that students can develop strategies to initial understanding of mathematical concepts on a concrete level without the overuse of abstract symbolic representation. This more constructivist approach to learning allows students to drive instruction.

During Guided Math/Skills teachers use interim data to remediate and re-teach standards-based content/skills. This allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to learning.

For our testing grades (3-5) this time will provide the application of skills that are necessary to be successful on standardized exams. Students learn test-taking skills (i.e. annotation, close reading, process of elimination, analyzing word problems, etc.) while simultaneously getting extra practice in content-specific skills (i.e. main idea, multiplying 3 digit by 2 digit, etc).

4th Science

Science is infused in units of study using interdisciplinary approaches. Pearson Interactive Science curriculum is utilized on explicit “lab” days so students can learn and explore content in isolation 2-3 times a week. When possible, technology is also used in instruction. Literacy and math skills are infused with a particular emphasis on writing skills.

4th Social Studies

Social studies is infused in units of study using interdisciplinary approaches. Pearson MyWorld curriculum is used as the instructional resource 3-4 times a week.
During this block literacy skills are reinforced as well as a strong emphasis on discourse and project-based service learning.

4th Theatre

Theatre and performing arts will help student analyze text and understand character’s motivations. When creating a play from sets-to-show, children experience the power of teamwork, discover each other’s strengths, and feel the excitement and pride of art creation. Theatre will help children ages 4 to 11 learn how to express themselves, communicate emotions, use props to support their ideas, and delve deep into stories.
BSNBCS2 will use the Disney Musicals in the Schools toolkit to produce high quality performances in the elementary grades.

4th Visual Arts
Visual arts at BSNBCS2 will provide extensive hand-on experiences and the instruction of multiple techniques through the exploration of art history and focus on specific artists and currents. Some techniques used in this course will include modeling and sculpture, sketching, watercolor, printmaking, and perspective. The projects will help students discover who they are as artists while connecting directly with school-wide events and cross-curricular initiatives such as plays, assemblies, and end-of-year performances. Student art will be displayed throughout the school for students to see and contemplate.
4th Digital photography
In this course, students will use digital photography for story telling while learning mathematical composition concepts such as the rule of thirds and developing digital literacy and assets management skills. Students will use cameras to capture images and computers to edit the images for color, light, crop, image size, etc. They will use the images as the anchors for narrative storytelling and to express ideas and their personal perspectives on issues that matter to them.
4th Physical Education and Health
Scholars will learn fundamentals of healthy living, including multiple modes of activity and principles of healthy eating and self-care, including the importance of sleep. They will also develop skills in teamwork and sportsmanship. In exercise and games designed by the physical education teachers, scholars will learn various methods for physical activity, as well as the ability to measure their own health using tracking of activities and measurements of strength and endurance.

Fifth Grade
5th Reading
During Guided Reading teachers use interim data to remediate and re-teach standards-based content/skills. This allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to learning, even as the core instructional program progresses. Students learn test-taking skills (i.e. annotation, close reading, process of elimination, analyzing word problems, etc.) while simultaneously getting extra practice in content-specific skills (i.e. main idea, multiplying 3 digit by 2 digit, etc). Classroom teachers structure time to confer and allow students multiple ways of applying and practicing the skills that are necessary to master grade level skills/standards. Research has always supported the idea that students learn best when they are given tasks and time to construct their own understanding. In order for our students to become successful reader and critical thinkers, they are given structured time to apply these practices. Libraries and centers are student-centered and differentiated to suit not only academic needs, but also student interests.
5th Writing

Teachers use resources to teach direct, explicit lessons in the structure of writing. This supplements the writing program, so that our students are given time to practice the mechanics of writing while also engaging in authentic craft and structural lessons of writing pieces.

During Writing workshop, teachers use interdisciplinary units to teach students to write with purpose of expressing meaning. They engage in thematic units that focus on genre and/or topic.

5th Math

Math teachers use the Envision 2.0 math curriculum (Pearson) to directly instruct math strategies and concepts. Teachers use the gradual release framework for the workshop.

At the beginning of each math block, teachers engage students in mathematical discourse. This allows teachers to model, practice and apply the language and concepts of mathematics. As students talk and share math ideas and strategies, they take ownership of their understanding as well as navigate deeper connections between mathematical ideas and models. This supports fact fluency, automaticity, and conceptual understanding that is directly used and applied during the mini-lesson.

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During Guided Math/Skills teachers use interim data to remediate and re-teach standards-based content/skills. This allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to learning.

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5th Science

Science is infused in units of study using interdisciplinary approaches. Pearson Interactive Science curriculum is utilized on explicit “lab” days so students can learn and explore content in isolation 2-3 times a week. When possible, technology is also used in instruction. Literacy and math skills are infused with a particular emphasis on writing skills.

5th Social Studies

Social studies is infused in units of study using interdisciplinary approaches. Pearson MyWorld curriculum is used as the instructional resource 3-4 times a week. During this block literacy skills are reinforced as well as a strong emphasis on discourse and project-based service learning.
5th Theatre
Theatre and performing arts will help student analyze text and understand character's motivations. When creating a play from sets-to-show, children experience the power of teamwork, discover each other's strengths, and feel the excitement and pride of art creation. Theatre will help children ages 4 to 11 learn how to express themselves, communicate emotions, use props to support their ideas, and delve deep into stories. BSNBCS2 will use the Disney Musicals in the Schools toolkit to produce high quality performances in the elementary grades.
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In this course, students will use digital photography for story telling while learning mathematical composition concepts such as the rule of thirds and developing digital literacy and assets management skills. Students will use cameras to capture images and computers to edit the images for color, light, crop, image size, etc. They will use the images as the anchors for narrative storytelling and to express ideas and their personal perspectives on issues that matter to them.
5th Physical Education and Health
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These are the high school course descriptions for grades 9 and 10. The high school curriculum maps start on page 91.

Ninth Grade
9th English 1
Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy. Assessments will include regular reading comprehension and spelling tests as well as writing prompts and tasks.
9th Algebra 1
At the end of this Integrated Algebra curriculum, students will be able to apply concepts involving simplifying expressions and solving equations. They will also be able to make connections among topics within these various units. For example, they will be able to develop a logical argument regarding the relationship between multiplying and factoring expressions. Students will be able make connections to topics from the first half of the course: simplifying expressions and solving equations. They will extend their knowledge in order to manipulate equations and represent them graphically. In addition, students will also learn to analyze data and outcomes in order to make predictions. The culmination of this class is students taking the Integrated Algebra Regents.
9th Living Environment
The course focuses on conceptual understanding that emphasizes relationships, processes, mechanisms, and application of biological concepts. The Regents exam assesses students' ability to explain, analyze, and interpret biological processes and phenomena more than students' ability to recall specific facts. Students explore the diverse world of living organisms. Some of the topics studied throughout the year include: Molecules and Cells, Heredity and Evolution, and Ecology and Human Body Systems.
9th Global History
This course will cover world civilizations, historical themes and global developments from the beginnings to about 1750 of issues of gender and ethnic identity; effects of geography on human development; interrelationships and exchanges among various civilizations; and the ability to compare different historical eras and societies. One of the purposes of this class is to develop skills that will help students understand the broad sweep of history and interpret a range of resources representing various historical periods. These skills include construction and evaluation of claims; analysis of documents, data and primary material; assessment of continuity and change over time; analysis of differing interpretations, biases, and perspectives; and a sensitivity to the differences that unite and divide human communities, as well as an awareness of the historical context of various ideas, beliefs, and values. In learning about the history of our world, we are able to better understand the events occurring in our contemporary world. Thus, the cause-and-effect aspects of history and the relationship of the past to the present are emphasized in this course. Successful completion of Global

History and passing of the Global History Regents are graduation requirements.
9th Spanish I
Students will be able to learn the fundamentals of Spanish vocabulary and grammar for communication, and develop cross-cultural skills and understandings. Using units of study that connect the language to everyday life, students will learn how to read, write, and speak sentences and paragraphs in Spanish.
9th Technology
Students will learn digital media skills using common applications on the computer like Microsoft Word, Excel, PowerPoint, and Publisher as well as the Google platform. Students will also learn to use the internet responsibly and safely in order to do academic research.
9th Physical education and Health
BSNBCS2 will create its own physical education (PE) and Health curriculum based on the experience and expertise of hired instructors and student interests. We will provide every student with a wide variety of physical activities and challenges that contribute to the development and maintenance of their physical, cognitive, and social emotional health. The PE and Health curriculum will be aligned to the NYS Physical Education Learning standards and address the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health; the knowledge and ability necessary to create and maintain a safe and healthy environment; the knowledge and skills to be able to manage their personal and community resources. PE and Health will be assessed with performance tasks, self-reflection, and written quizzes and tests.

Tenth Grade
10th English 2

Students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy. Assessments will include regular reading comprehension and spelling tests as well as writing prompts and tasks.
10th Geometry
This course we focus on plane Euclidean geometry, both synthetically (without coordinates) and analytically (with coordinates). Throughout the year, students will begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. The concepts of congruence, similarity, and symmetry will be taught from the perspective of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving.
10th Earth Science
Earth Science is a year-long course that seeks to answer questions on the origin of the universe, the earth, and the phenomena that shape and affect it. Specifically, students master topics in geology, astronomy, and meteorology in preparation for the Earth Science Regents test in June. Students are expected to engage with texts and author constructed responses and extended writing assignments that synthesize and analyze non- fiction scientific texts to create well-substantiated arguments. These writing exercises will count for labs and summative assessments. In addition, students will complete over 1200 minutes of lab time in accordance with Regents standards in preparation for the Earth Science Regents test. During these activities, students will use the factual information they have mastered throughout the unit to answer a question and explain phenomena with scientific explanations.
10th Global History 2
The global history and geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. The content is world history from about 1750 to the present. Each unit lists the content, concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. This curriculum provides students with the opportunity to explore what is happening in various regions and cultural groups at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.
10th Spanish II

Students will be able to use Spanish for communication, and develop cross-cultural skills and understandings. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.
10th Technology 2
Students will learn digital media skills such as photography, image creation, video-editing, word processing and spreadsheet data management, website-building, silk-printing, 3D printing, and sound recording to effectively communicate ideas and facts about issues and topics of importance to them. This course topics and projects will connect with other academic and personal goals each students will have and will provide an opportunity for students to work in groups to develop work products that can be published, produced, and distributed in their community and online.
10th Physical Education 2
BSNBCS2 will create its own physical education curriculum based on the experience and expertise of hired instructors and student interests. We will provide every student with a wide variety of physical activities and challenges that contribute to the development and maintenance of their physical, cognitive, and social emotional health. The PE curriculum will be aligned to the NYS Physical Education Learning standards and address the necessary knowledge and skills to establish and maintain physical fitness and participate in physical activity. PE will be assessed with performance tasks, self-reflection, and written quizzes and tests.

e. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school will offer high school grades within the proposed charter term:

- **Describe the types of diplomas the school will offer along with the credit and other requirements for each;**
- **Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,**
- **Include any additional specific graduation requirements and the rationale for their selection.**

K-8 Promotional Criteria

- BSNBCS2 students in grades K-8 should have a minimum average of 70% or above in the core subjects (ELA, Math and Writing) in order to continue onto the next grade level. With assessments aligned to the Next Generation Learning Standards, promotional criteria are based on the student's academic work over an entire year, not just how students perform by the end of the school year. In the case of significant excused absences, emergencies, or any extenuating circumstances which impact a student's ability to meet this criteria, the Principal reserves the right to make final determinations of promotion and retention.
- Meetings are held throughout the year to review students' grades, attendance records, and strategies to help students succeed. Parents are an important part of these conversations, and they are given early notification through our Promotion in Doubt sessions, which are held in January, in parallel with our normal communications about academic performance and support.
- BSNBCS2 has a formal retention process, which includes a review of the student's progress at the Promotion in Doubt and end of year meetings. During an end of year retention meeting in June, an analysis of students' academic performance will be facilitated by the Assistant Principal, including their homeroom teacher, and any other key teachers such as an ENL, SPED or RTI teacher, to provide additional context. Their discussion will focus on identifying evidence on whether a student will academically and socially benefit from retention or promotion.
- Middle School students must complete the NYS required course time in second language, technology and physical education, in addition to their core courses for promotion to 9th grade. Students who do not complete the required course time due to extended absence may be subject to the Promotion In Doubt and retention process.

High School Promotion Criteria

With 70% as the minimum passing grade for any assignment and any course in the high school, BSNBCS2 will use a number of criteria to determine the ability of students to pass their courses, including, but not limited to:

- Attendance/tardiness
- Assessments (state, local and other school instruments)
- Class work, homework and project based work
- Classroom engagement and participation

Grades for high school students shall be given following the completion of every trimester course in the high school, and credits shall be assigned for the appropriate Regents diploma requirement, per the New York State Education Department's regulations for graduation available at http://www.p12.nysed.gov/ciai/gradreq/CurrentDiplomaRequirements.pdf.

Per NYSED regulations, all high school classes are on a credit basis. Per these regulations, a course resulting in a high school unit credit towards a Regents Diploma must be a minimum of 108 hours for a unit (or 54 hours .5 unit).

In order for a student to be in good standing to be considered part of the next grade, the student must earn a minimum of 5.5 units by the end of 9th grade, at least 11 units after 10th grade, and at least 16.5 after 11th grade and 22 units for graduation. For the purposes of graduation, BSNBCS2 students must pass the five required Regents exam subjects; additional exams can be taken in other areas to contribute to an Advanced Regents Diploma. BSNBCS2 shall grant local diplomas and Advanced Regents Diplomas consistent with Part 100.5 and 100.6 of the Regulations of the Commissioner of Education. Alternative Assessments approved by the commissioner pursuant to section 100.2(f) of Part 100 may be used in place of the required State assessments, when applicable for students with disabilities.

High school students at BSNBCS2 must earn the appropriate number of credits and pass required courses, for a total of 22 units of credit to graduate, as follows:

NEW YORK STATE DIPLOMA REQUIREMENTS
APPLICABLE TO ALL STUDENTS ENROLLED IN GRADES 9-12

CREDIT REQUIREMENTS

	Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation
	MINIMUM NUMBER OF CREDITS
English	4
Social Studies *Distributed as Follows:* *U.S. History (1)* *Global History and Geography (2)* *Participation in Government (1/2)* *Economics (1/2)*	4
Science *Distributed as Follows:* *Life Science (1)* *Physical Science (1)* *Life Science or Physical Science (1)*	3
Mathematics	3
Languages Other than English (LOTE)	1(*)
Visual Art, Music, Dance, and/or Theater	1
Physical Education (participation each semester)	2
Health	0.5
Electives	3.5
Total	22

(*)Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate

Also taken into account for graduation are the requirements for the New York State Regents examinations. Students must not simply gain 22 units to graduate, they must pass the specific

courses delineated by NYSED below.

BSNBCS2 Regents Diploma Requirements Required Total: 22 units[6]

- English Language Arts - 4 units
- Social Studies - 4 units - (including 1 unit of American history, 1/2 unit of Participation In
- Government, and 1/2 unit of Economics)
- Mathematics -3 units (may include Algebra I , Geometry, and Algebra 2)
- Science - 3 units /6 credits- (including at least one course in life science, one in physical setting (Physics, Chemistry, Earth Science) and third in either life sciences or physical setting)
- Health – 1/2 unit
- The Arts - 1 unit - (including dance, music, theatre, and/or visual arts)
- Languages Other Than English - 1 unit
- Physical Education - 2 units
- Sequence Courses, Electives or Other Courses -3 1/2 units
- Mathematics, Science, and Technology (MST)

A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both. Also, students may meet the learning standards in technology either in a technology education course or through an integrated course combining technology with mathematics and/or science.

Total Required Examinations: 5

Students must pass Regents examinations as follows for Graduation:

• English Language Arts
• Global History and Geography
• United States History and Government
• One (1) in Mathematics (Common Core Algebra, Geometry, Algebra 2); and
• One (1) in Science (Living Environment, Earth Science, Physics or Chemistry).

f. Programmatic Audits

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- **Purpose and objectives;**
- **Areas to be audited;**
- **Schedule of events;**
- **Responsible persons, which may include outside consultants;**
- **Description of written end product;**
- **How and to whom such written end product will be disseminated; and,**
- **Any plans to hire outside consultants to perform such audits.**

[6] Source: http://www.p12.nysed.gov/ciai/gradreq/Documents/DiplomaandCredentialSummary1.18.pdf

BSNBCS2 will evaluate the implementation and effectiveness of its programs through a series of reflective, structured protocols including programmatic audits and data analysis. These include:

- **Annual Report:** In accordance with Education Law § 2857(2), BSNCBS2 will submit an Annual Report to the New York State Board of Regents each Fall. Per the regulations of 8 NYCRR 119.3, BSNCBS2 this Annual Report includes the School Report Card. The annual report is the key document which indicates whether the school is on-track programmatically, as it includes school goals and objectives. This document, published on the school's website as well as submitted to the Institute, includes academic, governance and operations metrics.
- **School survey:** BSNBCS2 will participate in the NYCDOE's annual School Survey for families, staff members, and students every Spring. This survey will provide the school vital feedback on its climate, rigor, and stakeholder satisfaction, with a link to the report made available via our school website. Each year, once published in the Fall, we will review the responses given by our community to identify priorities for community engagement, instructional or climate improvement the following year.
- **Financial Audit:** In parallel with our annual fiscal audit, BSNBCS2 will receive an audit of our operations from PKF O'Connor Davies, LLP, or another accredited accounting firm. This audit includes a review of our student records, employee record keeping, documents on file and our general school operations. This work is begins in May/June of each year and is presented to the Board of Trustees in November, at a public meeting open to all members of the community. The final document is disseminated on the school's website.
- **Governance Review:** Our Board will conduct an annual review of its governance performance, using tools from the company BoardOnTrack. BoardOnTrack utilizes surveys and self-assessments to create a picture of the Board's progress towards its internal Board goals. This work is led by the Board's Executive Committee and completed in June and shared internally with the Board of Trustees.
    - Following the completion of the BoardOnTrack assessments, the Board conducts an annual retreat, typically in June or July, which identifies areas of growth and strategic goals for the upcoming school year. Areas that are identified as needed additional support may receive additional programmatic reviews or audits to determine the best course of action.
    - Each year, the school's School Management team identifies and engages in internal reflection and self-assessment of the effectiveness of our academic programs. Audits and reviews of our attendance, staff reviews, mini-observations, student interim assessment data, disciplinary data and parent engagement information inform the effective growth of the school.
- **Academic performance:** BSNBCS2 will use digital assessment monitoring tools such as EdVistas and iReady to monitor student progress using interim and formal assessments throughout the year. Student growth and performance, by group and individually, will be monitored by school administrators and by educators during their

regular Professional Learning Communities sessions. Monitoring student academic progress will be part of our teacher's practice so that they can constantly evaluate the effectiveness of their practice. School administrators will also evaluate school performance to assess the effectiveness of professional development, curriculum, instruction and programs. Such documents will be disseminated to the grade level teachers and administrators who work with these various students via our Data Action Protocol (See Appendix C beginning on page 166 of this application) process on a periodic basis.

- **Year 3 External Review and annual Learning Partners visit:** In Year 3, BSNBCS2 will invite an external team of colleagues to visit the school for a two-day external review. The external review team, including at least a NYC charter school leader, the CEO of the Venn Group and other invited academic experts will visit the school, visit classes and provide feedback. The Year 3 team will also review policies and interview T&L members, making recommendations for modifications of our existing program, via a written report by June of 2023, which will be shared with our leadership team and staff.
- **Other Audits:** In addition, BSNBCS2 understands it may be subject to programmatic audits conducted by NYSED related to any federal entitlement grants and competitive public grants it receives, including but not limited to Consolidated Title and CSP funds.

Appendix A: K-5 scope and sequences and high school curriculum maps

K-5 Curriculum (Years 1 through 5)

<table>
<tr><th colspan="8">Sample Reading scope and sequence</th></tr>
<tr><th>Month</th><th>Days</th><th>Kindergarten</th><th>1st</th><th>2nd</th><th>3rd</th><th>4th</th><th>5th</th></tr>
<tr><td rowspan="5">Aug/Sept.
24 days</td><td>8/27-8/31
5 days</td><td>Kindergarten Routines</td><td rowspan="2">Building a Community of Readers & Writers</td><td rowspan="2">Building a Reading Community</td><td rowspan="5">Launching Reading Workshop: Stories Julian Tells</td><td rowspan="5">Launching Reading Workshop: Fourth Grade Rats</td><td rowspan="4">Launching Reading Workshop: Seedfolks</td></tr>
<tr><td>09/04-09/07
4 days</td><td rowspan="3">Building a Community of Learning</td></tr>
<tr><td>09/10-09/14
5 days</td></tr>
<tr><td>09/17-09/21
5 days</td><td rowspan="3">Unit 1: Fables & Stories</td><td rowspan="3">Keena Ford and the Second Grade Mix-Up</td></tr>
<tr><td>09/24-09/28
5 days</td><td rowspan="3">Unit 1: My 5 Senses</td></tr>
<tr><td rowspan="5">Oct/Nov.
23 days</td><td>10/01-10/05
5 days</td><td rowspan="4">Reading to Discover</td><td rowspan="4">Amazing World of Adapting Animals</td><td rowspan="5">Conservation and the Kakapo</td></tr>
<tr><td>10/10-10/12
3 days</td><td rowspan="2">Geography of the Western Hemisphere:Early American Civilizations</td></tr>
<tr><td>10/15-10/19
5 days</td><td rowspan="2">Mo Willems: Family & Friendships</td><td rowspan="3">Different Lands, Similar Stories</td></tr>
<tr><td>10/22-10/26
5 days</td></tr>
<tr><td>10/29-11/02
5 days</td><td rowspan="4">Holidays & Traditions</td></tr>
<tr><td rowspan="3">Nov.
14 days</td><td>11/05-11/09
5 days</td><td rowspan="3">Reading for Central Idea</td><td rowspan="4">Cycles of Nature</td><td rowspan="4">Clues to A Culture: Ancient Greece & Mythology</td><td rowspan="4">Tale of Despereaux</td><td rowspan="3">The Most Beautiful Roof in the World</td></tr>
<tr><td>11/13-11/16
4 days</td></tr>
<tr><td>11/26-11/30
5 days</td></tr>
<tr><td rowspan="2">Dec.
15 days</td><td>12/03-12/07
5 days</td><td rowspan="2">Becoming a Storyteller: Traditional Literature</td></tr>
<tr><td>12/10-12/14
5 days</td><td>Early World Civilizations</td><td>Wonder</td></tr>
</table>

<table>
<tr><td></td><td>12/17-12/21
5 days</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3">Fairy Tales: Exploring Perspectives</td><td rowspan="3"></td><td></td><td rowspan="3"></td></tr>
<tr><td rowspan="5">Jan./Feb.
21 days</td><td>01/02-01/04
3 days</td><td></td><td rowspan="4"></td></tr>
<tr><td>01/07-01/11
5 days</td><td rowspan="8">Perspective of Freedom</td></tr>
<tr><td>01/14-01/17
4 days</td><td rowspan="7">Seasons & Weather</td><td rowspan="8">Eastern Woodland Native Americans</td></tr>
<tr><td>01/22-01/25
4 days</td><td rowspan="4">Animals & Habitats</td><td rowspan="3">Westward Expansion</td><td rowspan="8">TEST PREP</td></tr>
<tr><td>01/28-02/01
5 days</td></tr>
<tr><td rowspan="3">Feb./Mar.
14 days</td><td>02/04-02/08
5 days</td></tr>
<tr><td>02/11-02/14
4 days</td></tr>
<tr><td>02/25-03/01
5 days</td><td rowspan="5">Equity for All: Women Who've Changed the World</td><td rowspan="5">Guided Research Simple Machines</td></tr>
<tr><td rowspan="5">Mar./Apr.
19 days</td><td>03/04-03/08
5 days</td><td rowspan="5">Native Americans</td><td rowspan="5">Fairy Tales</td></tr>
<tr><td>03/12-03/15
4 days</td><td rowspan="5">Peter Pan</td></tr>
<tr><td>03/18-03/22
5 days</td></tr>
<tr><td>03/25-03/29
5 days</td></tr>
<tr><td rowspan="4">Apr./May
19 days</td><td>04/01-04/05
5 days</td><td rowspan="4">Bulbs & Plants</td><td rowspan="4">Astronomy</td><td rowspan="3">Author Study: Patricia Polacco</td><td rowspan="4">UDHR/ Esperanza Rising</td></tr>
<tr><td>04/08-04/12
5 days</td><td rowspan="3">American Revolution</td></tr>
<tr><td>04/15-04/18
4 days</td><td rowspan="2">The Hundred Dresses</td></tr>
<tr><td>04/29-05/03
5 days</td><td>Immigration Study</td></tr>
</table>

<table>
<tr><td rowspan="4">May
19 days</td><td>05/06-05/10
5 days</td><td rowspan="6">Rainforest/
Taking Care of the Earth</td><td>The History of the Earth</td><td rowspan="3"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="3">Promises to Keep: Jackie Robinson</td></tr>
<tr><td>05/13-05/17
5 days</td></tr>
<tr><td>05/20-05/24
5 days</td></tr>
<tr><td>05/28-05/31
4 days</td><td rowspan="3">Colonial Towns & Townspeople American Independence</td><td rowspan="3">Roald Dahl Book Clubs</td><td rowspan="3">Historical Fiction: The Hope Chest/Bud, Not Buddy</td></tr>
<tr><td rowspan="3">June
14 days</td><td>06/03-06/05; 06/07
4 days</td><td>Charlotte's Web</td><td rowspan="3">A Story of Haiti</td></tr>
<tr><td>06/10-06/14
5 days</td></tr>
<tr><td>06/17-06/21
5 days</td></tr>
</table>

<table>
<tr><th colspan="8">Sample writing scope and sequence</th></tr>
<tr><th>Month</th><th>Days</th><th>Kindergarten</th><th>1st</th><th>2nd</th><th>3rd</th><th>4th</th><th>5th</th></tr>
<tr><td rowspan="4">Aug/Sept.
24 days</td><td>8/27-8/31
5 days</td><td>Kindergarten Routines</td><td rowspan="5">Launching Writing Workshop: Small Moments (narrative)</td><td>Launching Writing Workshop</td><td rowspan="4">Launching Writing Workshop (narrative)</td><td>Launching Writing Workshop</td><td>Launching Writing Workshop</td></tr>
<tr><td>09/04-09/07
4 days</td><td rowspan="3">Launching Writing Workshop: Using pictures and words to tell stories</td><td rowspan="4">Personal Narrative</td><td rowspan="5">Personal Narrative</td><td rowspan="4">Personal Essay (opinion/narrative)</td></tr>
<tr><td>09/10-09/14
5 days</td></tr>
<tr><td>09/17-09/21
5 days</td></tr>
<tr><td>09/24-09/28
5 days</td><td rowspan="5">Narrative Writing: Using Pictures & Words to tell stories</td></tr>
<tr><td rowspan="5">October/Nov.
23 days</td><td>10/01-10/05
5 days</td><td rowspan="4">All About Me (informational)</td><td rowspan="4">Animal Survival (narrative/informational)</td></tr>
<tr><td>10/10-10/12
3 days</td></tr>
<tr><td>10/15-10/19
5 days</td><td rowspan="3">Informational Writing: Intro to Info writing (Science)</td><td rowspan="3">Guided Research (informational)</td></tr>
<tr><td>10/22-10/26
5 days</td><td rowspan="3">Informational Writing: How-To Book</td><td rowspan="3">Conservation (informational)</td></tr>
<tr><td>10/29-11/02
5 days</td></tr>
<tr><td rowspan="3">November
14 days</td><td>11/05-11/09
5 days</td><td rowspan="3">What I Like (opinion)</td><td rowspan="3">Annotating & Responding to Literature (opinion)</td><td rowspan="3">The Most Beautiful Roof in the World (argumentative)</td></tr>
<tr><td>11/13-11/16
4 days</td></tr>
<tr><td>11/26-11/30
5 days</td><td rowspan="3">Informational Writing: All About Book</td></tr>
<tr><td rowspan="3">December
15 days</td><td>12/03-12/07
5 days</td><td rowspan="3">Writing Reviews (opinion)</td><td rowspan="3">Fairytales (narrative)</td><td rowspan="3">Guided Research</td><td rowspan="3">Writing Fiction</td></tr>
<tr><td>12/10-12/14
5 days</td><td rowspan="2">Wonder (narrative/argumentative)</td></tr>
<tr><td>12/17-12/21
5 days</td><td>Narrative:</td></tr>
</table>

<table>
<tr><td rowspan="5">January/Feb.
21 days</td><td>01/02-01/04
3 days</td><td rowspan="2"></td><td></td><td rowspan="5"></td><td rowspan="5"></td><td rowspan="5"></td><td rowspan="5"></td></tr>
<tr><td>01/07-01/11
5 days</td><td rowspan="6">Animals & Habitats (informational)</td></tr>
<tr><td>01/14-01/17
4 days</td><td rowspan="4">Informational Writing: How-To Books</td></tr>
<tr><td>01/22-01/25
4 days</td></tr>
<tr><td>01/28-02/01
5 days</td></tr>
<tr><td rowspan="3">February/March
14 days</td><td>02/04-02/08
5 days</td><td rowspan="5">Persuasive Writing: Writing Letters</td><td rowspan="5">Compelling Characters (narrative)</td><td rowspan="11">Short & Extended Responses: Building essays (opinion/informational)</td><td rowspan="4">Short & Extended Responses: Building essays (opinion/informational)</td><td rowspan="5">TEST PREP</td></tr>
<tr><td>02/11-02/14
4 days</td><td rowspan="4">Notable People: Biographies (informational/opinion)</td></tr>
<tr><td>02/25-03/01
5 days</td></tr>
<tr><td rowspan="3">March/April
19 days</td><td>03/04-03/08
5 days</td></tr>
<tr><td>03/12-03/15
4 days</td><td rowspan="4">Persuasive Writing: Writing Speeches</td><td rowspan="4">Solving Problems (narrative)</td><td rowspan="4">People of Influence</td></tr>
<tr><td>03/18-03/22
5 days</td><td rowspan="4">Harlem Renaissance</td></tr>
<tr><td>03/25-03/29
5 days</td></tr>
<tr><td rowspan="4">April/May
19 days</td><td>04/01-04/05
5 days
ELA NYS TEST</td><td rowspan="4">Danish Resistance: Number the Stars</td></tr>
<tr><td>04/08-04/12
5 days</td><td rowspan="3">Responding to Literature:</td><td rowspan="3">Creating Characters (narrative)</td><td rowspan="3">Research: Our Traditions</td><td rowspan="3">Fighting for Rights</td></tr>
<tr><td>04/15-04/18
4 days</td></tr>
<tr><td>04/29-05/03
5 days
MATH NYS TEST</td><td>Guided Research Simple Machines</td></tr>
</table>

<table>
<tr><td rowspan="4">May
19 days</td><td>05/06-05/10
5 days</td><td rowspan="2"></td><td rowspan="4">Shared Research</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="4">Promises to Keep</td></tr>
<tr><td>05/13-05/17
5 days</td></tr>
<tr><td>05/20-05/24
5 days</td><td rowspan="5">Getting Ready for 1st Grade!</td><td rowspan="5">Writing Book Reviews: Response to Lit</td><td rowspan="4">Creative Writing Project</td><td rowspan="4">Social Justice Project</td></tr>
<tr><td>05/28-05/31
4 days</td></tr>
<tr><td rowspan="3">June
14 days</td><td>06/03-06/05; 06/07
4 days
SCI NYS TEST</td><td rowspan="3">Narrative</td><td rowspan="3">Social Justice Project</td></tr>
<tr><td>06/10-06/14
5 days</td></tr>
<tr><td>06/17-06/21
5 days</td></tr>
</table>

Sample Phonics/Grammar Scope & Sequence							
Month	**Days**	**Kindergarten**	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**
Aug/Sept. 24 days	8/27-8/31 5 days	**Unit 1**	**Unit 1**	**Nouns -singular -plural -collective possessive**	Unit 1: Lesson 4-Subjects Lesson 5-Predicates Lesson 1-Sentences	Unit 1: Lesson 2-Subject Predicates Lesson 3-Simple Subjects Lesson 4-Simple Predicates	Unit 1: Lesson 2-Subjects & Predicates Lesson 3-Simple Subjects & Predicates Lesson 1-Kinds of Sentences

	09/04-09/07 4 days				Lesson 2- Statements & Questions Lesson 3- Commands & Explanations Lesson 6- Compound Sentences	Lesson 1- Kinds of Sentences Lesson 5- Compound Sentences Lesson 6- Complex Sentences	Lesson 4- Subjects in Imperative Sentences Lesson 5- Compound Subjects Lesson 6- Compound Predicates
	09/10-09/14 5 days				Lesson 7- Complex Sentences Lesson 8-Run on Sentences Unit 1 Review	Lesson 7- Correcting Frag/Run On Unit 1 Review (2 days)	Lesson 7- Simple and Compound Sentences Lesson 8- Complex Sentences Lesson 9- Correcting Sentences
	09/17-09/21 5 days		**Unit 2**	**Pronouns** **-personal** **-possessive** **-reflexive** **-emphatic** **-demostrative**	Unit 1 Test 2 days of remediation	Unit 1 Test 2 days of remediation	Unit 1 Review Unit 1 Test 1 day of remediation
	09/24-09/28 5 days				Unit 2: Lesson 9- Nouns Lesson 10- Common and Proper Nouns Lesson 11- Nouns as Subject	Unit 2: Lesson 8- Common and Proper Nouns Lesson 9- Singular/Plural Nouns Lesson 10- Irregular Plural Nouns	Unit 2: Lesson 10- Common and Proper Nouns Lesson 11- Singular and Plural Nouns Lesson 12- Irregular Plural Nouns
October/Nov. 23 days	10/01-10/05 5 days			**Adjectives**	Lesson 12- Singular & Plural Nouns Lesson 13- Irregular Plural Nouns Lesson 14- Possessive Nouns	Lesson 11- Possessive Nouns (2 days) Unit 2 Review	Lesson 13- Possessive Nouns Lesson 14 - Appositives Unit 2 Review

	10/10-10/12 3 days				Unit 2 Review Unit 2 Test 1 day of remediation	Unit 2 Test 2 days of remediation	Unit 2 Test 2 days of remediation
	10/15-10/19 5 days				Unit 3: Lesson 15- Action Verbs Lesson 16- Present Tense Verbs Lesson 17- Present Tense Verbs	Unit 3: Lesson 12- Action Verbs Lesson 13- Present Tense Verbs Lesson 14- Present Tense Verbs	Unit 3: Lesson 15- Action Verbs Lesson 16- Direct Objects Lesson 20- Linking Verbs
	10/22-10/26 5 days		**Unit 3**	**Review**	Lesson 18- Past Tense Verbs Lesson 20- Linking Verbs Lesson 21- Main & Helping Verbs	Lesson 15- Past Tense Verbs Lesson 17- Linking Verbs Lesson 18- Main & Helping Verbs	Lesson 17- Simple Tense: Present Lesson 18- Simple Tense: Past Lesson 19- Simple Tense: Future
	10/29-11/02 5 days			**Introduce Adverbs and continue Adjectives**	Lesson 19- Future Tense Verbs Lesson 22- Has, Have, Had Lesson 23- Irregular Verbs	Lesson 19- Using Helping Verbs Lesson 16- Future Tense Verbs Lesson 20- Progressive Forms of Verbs	Lesson 21- Verb Phrases Lesson 22- Progressive Forms of Verbs Lesson Lesson 23- Perfect Tense
November 14 days	11/05-11/09 5 days		**Unit 4**		Lesson 24- Irregular Verbs Lesson 25- Contractions with Not Unit 3 Review	Lesson 21- Irregular Verbs Lesson 22- Irregular Verbs Lesson 23- Contractions with Not	Lesson 24- Inappropriate Shifts Lesson 25/26 -Irregular Verbs (2 lessons in 1) Lesson 27- Contractions with Not

	11/13-11/16 4 days				Unit 3 Test 2 days of remediation	Unit 3 Review Unit 3 Test 1 day of remediation	Unit 3 Review Unit 3 Test 1 day of remediation
	11/26-11/30 5 days	**Unit 2**		**Introduce can, could, should, may and would**	Unit 4: Lesson 26-Adjectives Lesson 28-Comparing w/Adj Lesson 29-Comparing w/Adj	Unit 4: Lesson 24-Adjectives Lesson 26-Demonstrative Adj Lesson 27-Comparing Adj	Unit 4: Lesson 29-Adjectives Lesson 30 - Articles/Demonstrative Adj Lesson 31-Comparing Adj
December 15 days	12/03-12/07 5 days		**Unit 5**		Lesson 30-Comparing More/Most Lesson 31-Adverbs Lesson 32-Comparing w/Adv	Lesson 28-Comparing More/Most Lesson 29-Comparing Good/Bad Lesson 30-Adverbs	Lesson 33-Adverbs Lesson 34-Comparing w/Adv Lesson 35-Good/Well & Real/Very
	12/10-12/14 5 days			**Tenses and Agreement**	Lesson 27-A, An, The Lesson 33-Negatives Unit 4 Review	Lesson 31-Comparing Adv Lesson 32-Using Good/Well Lesson 33-Negatives	Lesson 36-Negatives Lesson 37-Conjunctions Lesson 38-Prepositions
	12/17-12/21 5 days				Unit 4 Test 2 days of remediation	Lesson 34-Prepositions/Phrases Unit 4 Review Unit 4 Test	Lesson 39-Prepositional Phrases Unit 4 Review Unit 4 Test
January/Feb. 21 days	01/02-01/04 3 days	**Unit 3**	**Unit 6**		Unit 5: Lesson 34-Subject Pronouns Lesson 35-Pronoun-Verb Agreement Lesson 36-Object Pronouns	**1 day of remediation Unit 4** _____ _____ _ Unit 5: Lesson 35-Subject Pronoun	**1 day of remediation Unit 4** _____ _____ _ Unit 5: Lesson 40-Subject Pronoun

						Lesson 36- Pronoun Verb Agreement	Lesson 41- Object Pronouns
	01/07-01/11 5 days				Lesson 37- Using I and Me Lesson 38- Possessive Pronouns Lesson 39- Pronoun Antecedent	Lesson 37- Object Pronoun Lesson 39- Possessive Pronoun Lesson 40- Relative Pronoun/Adv	Lesson 42- I/Me/We/Us Lesson 43- Possessive and Demonstrative Pronouns Lesson 44- Relative Pronouns/Adv
	01/14-01/17 4 days				Lesson 40- Contractions w/ Pronouns Unit 5 Review Unit 5 Test	Lesson 41- Contractions w/Pronouns Unit 5 Review Unit 5 Test	Lesson 45- Contractions w/Pronouns Unit 5 Review Unit 5 Test
	01/22-01/25 4 days		**Unit 7**	**Prepositions**	TEST PREP	TEST PREP	TEST PREP
	01/28-02/01 5 days						
February/March 14 days	02/04-02/08 5 days						
	02/11-02/14 4 days	**Unit 4**	**Unit 8**				
	02/25-03/01 5 days			**Using and, or, but and because**			
March/April 19 days	03/04-03/08 5 days						

	03/12-03/15 4 days		**Unit 9**				
	03/18-03/22 5 days	**Unit 5**		**Mid Year Review**			
	03/25-03/29 5 days						
April/May 19 days	04/01-04/05 5 days		**Unit 10**		TESTING SEASON	TESTING SEASON	TESTING SEASON
	04/08-04/12 5 days						
	04/15-04/18 4 days		**Unit 11**				
	04/29-05/03 5 days						
May 19 days	05/06-05/10 5 days			**Final Review (lessons 80-100)**	Unit 6: Lesson 41- Writing Sentences Lesson 42 - Capitalizing Proper Nouns Lesson 43 - Abbreviations	Unit 6: Lesson 42- Writing Sentences Lesson 43 - Capitalizing Proper Nouns Lesson 44 - Abbreviations	Unit 6: Lesson 46- Writing Sentences Lesson 47- Capitalizing Pronouns/Adj Lesson 48- Abbreviations
	05/13-05/17 5 days		**Unit 12**		Lesson 44- Book Titles Lesson 45- Commas in a Series Lesson 46- Parts of a Letter	Lesson 45- Titles Lesson 46- Commas in a Series Lesson 47- More Commas	Lesson 49- Titles Lesson 50- Commas in a Series Lesson 51- More Commas

	05/20-05/24 5 days	**Mixed Review**			Lesson 47- Quotations Lesson 48- Spelling Rules Lesson 49- Misspelled Words	Lesson 48- Parts of a Letter Lesson 49- Quotations Lesson 50- Mispelled Words Lesson	Lesson 52- Parts of a Letter Lesson 53- Quotations Lesson 52- Misspelled Words
	05/28-05/31 4 days		**Unit 13**		Lesson 50- Confused Words Unit 6 Review Unit 6 Test	Lesson 51- Confused Words Unit 6 Review Unit 6 Test	Lesson 55- Confused Words Unit 6 Review Unit 6 Test
June 14 days	06/03-06/05; 06/07 4 days			**EOY Review**	EOY Review	EOY Review	EOY Review
	06/10-06/14 5 days		**Unit 14**				
	06/17-06/21 5 days						

Sample Math Scope & Sequence							
Month	Days	Kindergarten	1st	2nd	3rd	4th	5th
Aug/Sept. 24 days	8/27-8/31 5 days	Expectations	Launch Math Workshop	Launching Math Workshop	Launching Math Workshop	Launching Math Workshop	Launching Math Workshop
	09/04-09/07 4 days		Understanding Place Value & Adding w/in 10	Properties of Numbers & Place Value			
	09/10-09/14 5 days	Reading, Counting and Writing numbers 0-5			Place Value	Place Value	Operations with Whole Numbers/Place Value
	09/17-09/21 5 days		Adding and Subtracting				

	09/24-09/28 5 days		Strategies Within 20 (Visual Models and Manipulatives)			Place Value w/ Addition & Subtraction Strategies	Place Value w/Decimals
October/Nov. 23 days	10/01-10/05 5 days	CFL: Bunk Beds & Apple Boxes		Addition & Subtraction w/in 20	Addition & Subtraction Strategies w/in 1000		
	10/10-10/12 3 days						
	10/15-10/19 5 days			Addition Strategies to 100	Properties of Multiplication: CFL Muffles Truffles	Properties of Mulitplication	Extending Multiplication Strategies: Whole Numbers
	10/22-10/26 5 days	Reading, Counting and Writing numbers 6-10	Double Decker Bus				
	10/29-11/02 5 days						Operations with Decimals: Multiplication
November 14 days	11/05-11/09 5 days			Subtraction Strategies to 100	Introducting Area	CFL: The Teacher's Lounge	Volume
	11/13-11/16 4 days	Measurement/ Data: Interdisciplinary	Organizing & Representing data				
	11/26-11/30 5 days			Addition & Subtraction Word Problems	CFL: The Big Dinner	Multiplication & Division Strategies	Extending Division Strategies: Whole Numbers
December 15 days	12/03-12/07 5 days			Math Games/Centers			
	12/10-12/14 5 days						Operations with Decimals: Division
	12/17-12/21 5 days	Counting: numbers to 20	Place Value concepts to	Money & Extending	Division (relationship		Units of Measure:

<table>
<tr><td rowspan="8">January/Feb.
21 days</td><td>01/02-01/04
3 days</td><td rowspan="3"></td><td rowspan="5">100</td><td rowspan="8">Place Value</td><td>with Multiplication)</td><td rowspan="2"></td><td rowspan="2">Conversion & Exponents</td></tr>
<tr><td>01/07-01/11
5 days</td><td rowspan="4">Measurement & Data</td></tr>
<tr><td>01/14-01/17
4 days</td><td rowspan="3">CFL: Field Trips & Fundraisers</td><td rowspan="4">CFL: Best Buy Ratio & Rates</td></tr>
<tr><td>01/22-01/25
4 days</td><td rowspan="5">Geometry Unit</td></tr>
<tr><td>01/28-02/01
5 days</td><td rowspan="4">Money</td><td rowspan="4">Addition & Subtraction w/in 1000 (CFL: T-Shirt Factory)</td><td rowspan="4">Introduction to Fractions</td><td rowspan="6">Fractions</td></tr>
<tr><td rowspan="3">February/
March
14 days</td><td>02/04-02/08
5 days</td><td rowspan="3">Addition & Subtraction of Fractions & Decimals</td></tr>
<tr><td>02/11-02/14
4 days</td></tr>
<tr><td>02/25-03/01
5 days</td><td rowspan="4">Counting to 100</td><td rowspan="4">Adding and Subtraction Strategies (Place Value strategies and the number line/)</td></tr>
<tr><td rowspan="3">March/April
19 days</td><td>03/04-03/08
5 days</td><td rowspan="3">Measurement & Data</td><td rowspan="2">Geometry</td><td rowspan="3">Multiplication of Fractions & Decimals</td></tr>
<tr><td>03/12-03/15
4 days</td></tr>
<tr><td>03/18-03/22
5 days</td><td>Area & Perimeter</td><td>Geometry</td></tr>
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<tr><td></td><td>03/25-03/29
5 days</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="5">April/May
19 days</td><td>04/01-04/05
5 days</td><td rowspan="4">Addition
to 20</td><td rowspan="3">Measurement/Math Games</td><td rowspan="3">Addition & Subtraction w/regrouping to 100</td><td rowspan="3">Mixed Review</td><td rowspan="2"></td><td rowspan="2">Geometry: 2d Shapes</td></tr>
<tr><td>04/08-04/12
5 days</td><td rowspan="3">Fractions and Decimals</td></tr>
<tr><td>04/15-04/18
4 days</td><td rowspan="4">Geometry and the Coordinate Plane</td></tr>
<tr><td>04/29-05/03
5 day</td><td>Math Games/Centers</td><td>Mixed Review</td></tr>
<tr><td rowspan="5">May
19 days</td><td>05/06-05/10
5 days</td><td rowspan="4">Time</td><td rowspan="3">Geometry & Fractions</td><td rowspan="4">Attacking Multi-Step Word ProblemsCFL: The Bake Sale (BSNBCS)</td><td rowspan="4">Extending Place Value: Decimals</td></tr>
<tr><td>05/13-05/17
5 days</td><td rowspan="4">Intro to Subtraction (w/in20)</td></tr>
<tr><td>05/20-05/24
5 days</td><td rowspan="4">Operations with Fractions & Decimals: Georgia Tasks</td></tr>
<tr><td>05/28-05/31
4 days</td><td rowspan="3">Geometry</td><td rowspan="3">Time</td></tr>
<tr><td rowspan="3">June
14 days</td><td>06/03-06/05;
06/07
4 days</td><td rowspan="3">Extending Place Value</td><td rowspan="3">Attacking Multi-Step Word Problems/ Intro to Order of Operations</td></tr>
<tr><td>06/10-06/14
5 days</td><td rowspan="2">Introducing Money (10s and 1s)</td><td rowspan="2">Mixed Review</td><td rowspan="2">Early Multiplication Concepts</td><td rowspan="2">Exploring Ratio</td></tr>
<tr><td>06/17-06/21
5 days</td></tr>
</table>

Sample Science and Social Studies K-5 Scope and Sequence 2018-2019								
Month	Days	Kindergarten	1st	2nd	3rd	4th	5th Grade Social studies	5th Grade Science
Aug/Sept. 24 days	8/27-8/31 5 days						Building Routines in Social Studies	Building Routines in Science
	09/04-09/07 4 days	The Nature of Science					Geography of the Western Hemisphere	
	09/10-09/14 5 days							Structure & Properties of Matter
	09/17-09/21 5 days	Exploring Properties of Matter	Map Skills & Geography	Matter		Plants & Animals		
	09/24-09/28 5 days				Plants			
October/ Nov. 23 days	10/01-10/05 5 days		My School, My Community				American Indians	
	10/10-10/12 3 days	My Family, My School		Plants & Animals				Physical & Chemical Changes
	10/15-10/19 5 days				Living Things			
	10/22-10/26 5 days					Ecosystems	Europe & The Age of Exploration	
	10/29-11/02 5 days		Looking At Our World					
November 14 days	11/05-11/09 5 days	Everybody Works						
	11/13-11/16 4 days							
	11/26-11/30 5 days	Where We Live			Introduction to World Communitie	Earth's Resources: Water Cycle,		Plant & Animal Needs

December 15 days	12/03-12/07 5 days			Earth's Materials	s (DOE unit)/ Clues to a Culture	Weathering, Erosion & Deposition		
	12/10-12/14 5 days	Our Traditions	Living Environment				Slavery in the Americas	
	12/17-12/21 5 days							
January/Feb. 21 days	01/02-01/04 3 days				Communities Build a Nation/EWI			Matter in Ecosystems
	01/07-01/11 5 days			The World Around Us			The American Revolution	
	01/14-01/17 4 days	Earth and Sky: Weather						
	01/22-01/25 4 days						A New Nation	
	01/28-02/01 5 days							
February/ March 14 days	02/04-02/08 5 days						US Civics	
	02/11-02/14 4 days							
	02/25-03/01 5 days			My World, My Community				
March/April 19 days	03/04-03/08 5 days	Life Then & Now	Weather and Seasons (Patterns in Space)		TEST PREP	Science Test Prep	US Economics	
	03/12-03/15 4 days							
	03/18-03/22 5 days						Westward Expansion	
	03/25-03/29 5 days			Celebrating Our Traditions				
April/May 19 days	04/01-04/05 5 days	Living Things	CKLA: Astronomy Cross-				Civil War	

	04/08-04/12 5 days		Curricular Unit					
	04/15-04/18 4 days			Our Nations Past & Present				
	04/19-04/26 Spring Break							
	04/29-05/03 5 days		Our Past, Our Present		Energy & Motion	Colonial New York	The Industrial Revolution	Earth's Major Systems
May 19 days	05/06-05/10 5 days							
	05/13-05/17 5 days							
	05/20-05/24 5 days					The Revolutionary War & NY State		
	05/28-05/31 4 days			Engineering & Design			Modern US/ EOY Project	The Solar System & Beyond
June 14 days	06/03-06/05; 06/07 4 days							
	06/10-06/14 5 days		Sci/SS based projects			A New Nation		
	06/17-06/21 5 days							

Appendix B - High School Curriculum Maps
(Years 4 and 5 of the charter)

9th Grade ELA

Unit 1	**Content**	**Concepts/Themes**	**Time Frame**
Grade 9 Skills	Introduction to vocabulary Introduction to grammar	1. How to study vocabulary: various techniques 2. Context clues/diction 3. Standard English usage 4. Importance of editing	3 weeks
Common Core Standards or Skills	Students will be able to: - recognize synonyms and antonyms - match definitions and applications of words - construct sentences using vocabulary - identify grammar and usage errors		
Unit 2	**Content**	**Concepts/Themes**	**Time Frame**
Literary Essay	Teachers will introduce the literary essay during the story unit. However, over the course of the year, each aspect of the literary essay will be addressed and refined. By the end of the year, all 9th grade students should be capable of composing a polished, sophisticated literary analysis in writing.	1. Creating a well-developed, sophisticated, critical literary essay. 2. Close reading as reflected in written literary analysis. 3. Creating a metatext	2 weeks
Common Core Standards or Skills	Students will be able to: - brainstorm multiple ideas for a thesis statement - formulate a strong, clear thesis statement - select textual evidence to support the thesis - compose topic sentences that express the main idea of the paragraph and support the thesis - develop paragraphs with textual support in a logical and convincing manner - integrate quotations using the "sandwich" - cite quotations using proper MLA format - create an analytical (rather than summary) conclusion - evaluate a peer's essay using the criteria established in class - use various revision strategies: checking for clarity of ideas, coherence of argument, support in alignment with thesis -use editing strategies: keeping verbs in present tense, using the edit notes to detect surface errors - reflect on the writing process, identifying current strengths and setting goals for improvement		
Unit 3	**Content**	**Concepts/Themes**	**Time**

			Frame
The Short Story	"The Chaser" by John Collier "The Blue Jar" by Isak Dinesen "Sredni Vashtar" by Saki (H.H. Munro) "Just Lather" by Hernando Telez "A White Heron" by Sarah Orne Jewett "Cask of Amontillado" by Edgar Allan Poe "An Occurrence at Owl Creek Bridge" by Ambrose Bierce "Marigolds" by Eugenia Collier "Sunday in the Park" by Bel Kaufman "The Case for the Defense" by Graham Greene "Manhood" by John Wain	1. Conflict: man vs. man, man vs. nature, man vs. society, man vs. himself 2. The unreliable narrator: How does point of view shape our understanding of the events that unfold in a story? 3. The development of common themes: family, love, good vs. evil, racism/prejudice	3 weeks
Common Core Standards or Skills	Close reading Students will be able to identify and analyze the author's use of literary elements: - plot structure - setting - point of view - characterization - theme - foreshadowing - sensory details - symbolism		
Unit 4	**Content**	**Concepts/Themes**	**Time Frame**
The House on Mango Street	The House on Mango Street by Sandra Cisneros	1. Conflicts between an individual's desires and the community's desires 2. The rift that can exist between expectations versus reality 3. Exploration of "The American Dream"	4 weeks
Common Core Standards or Skills	Students will be able to... -Develop close reading skills and analysis. -Continue to develop close reading skills of literary devices, specifically allusions, foreshadowing, characterization, setting, and theme -Build upon the thematic concept of the "self in society" -Develop analytical writing skills -Write a comparative essay		
Unit 5	**Content**	**Concepts/Themes**	**Time Frame**
A Raisin in the Sun	A Raisin in the Sun by Lorraine Hansberry Historical Documents and Artifacts Relating to The Great Migration, Jim Crow Laws, and the Civil Rights Movement. (FHO)	1. Internalized racism 2. Internal and external conflict 3. Familial relationships 4. Injustice (FHO) 5. Individual goals vs. the demands of society/family	4 weeks

Common Core Standards or Skills	Students will be able to: -identify with a speaker foreign to their experience -relate how socio-historical factors affect an audience's response to a work (FHO) -relate to how socio-historical factors affect an author's motivation to write (FHO) -explain why plays are intended to be seen, not read		
Unit 6	**Content**	**Concepts/Themes**	**Time Frame**
Poetry	A variety of poems, including, but not limited to: "My Papa's Waltz" by Theodore Roethke "About Fathers - Today Ernie's" by Anonymous "Ballad of Birmingham" by Dudley Randall "Jabberwocky" by Lewis Carroll "Phenomenal Woman" by Maya Angelou "Lord, Why Did You Make Me Black?" by Anonymous "Hell" by Anonymous "Out, Out!" by Robert Frost Found Poem Definitions of poetic devices	1. Loss of innocence 2. Internalized racism 3. Connotation and denotation 4. The process of supporting an interpretation with text 5. The importance and purpose of word choice 6. What impacts/inspires writing 7. Understanding structural elements of poetry (i.e. sonnet)	3 weeks
Common Core Standards or Skills	Students will be able to: -analyze poetry for style and content -identify and explain the difference between figurative and literal language -further develop the concepts of: imagery, point-of-view, internal and external conflict, and symbolism -recognize and define onomatopoeia, hyperbole, metaphor, simile, personification, allusion, and rhyme scheme -identify and define the three types of poems: dramatic, narrative, and lyric		
Unit 7	**Content**	**Concepts/Themes**	**Time Frame**
Lord of the Flies	Lord of the Flies by William Golding Essay - "The In Crowd" Excerpts from Thomas Hobbes and Rousseau Articles on "group think," which may include but are not limited to the following: "Madness of the Crowds" and "Violent Victory"	1. The defects of society are traceable to the flaws inherent in each individual. 2. For a society to be free and civil, we must obey the rule of law. 3. Individuals feel empowered to behave in groups in a manner that they do not feel empowered to behave when alone. This phenomenon of "group think" has both positive and negative effects. 4. The interplay between	3 weeks

		civility and chaos in society.	
Common Core Standards or Skills	Students will be able to: - read closely for literary analysis and interpretation (characterization, irony, theme, setting, symbolism) - develop critical thinking skills - write analytically - write reflectively - write creatively - link their lives to the themes in the novel		
Unit 8	**Content**	**Concepts/Themes**	**Time Frame**
Macbeth	Shakespeare's Macbeth "Out, Out!" by [redacted] Elizabethan drama Tragedy	The tragic hero The five-act play Ambition theatrical conventions: blocking, staging, costumes, delivery, etc. symbolism/imagery	4 weeks
Common Core Standards or Skills	Students will be able to: - recognize literary terms: metaphor, simile, personification, imagery, dramatic irony - use staging techniques: blocking, delivery (volume, pacing, emphasis) - identify and analyze quotations - paraphrase textual passages - develop a familiarity with Shakespearean language and style		
Unit 9	**Content**	**Concepts/Themes**	**Time Frame**
Opposite Argument Essay	The Opposite Argument Essay (A research paper)	1. Methods of Research 2. Writing Process 3. MLA format	2 weeks

Common Core Standards or Skills	Students will be able to: - select a debatable topic - use various databases to find a minimum a four articles on the topic - evaluate source reliability by completing cover sheets for each source - learn and utilize the MLA format for a research paper - take and submit notes on each source - create a detailed essay outline - integrate paraphrasing and quotations from sources - cite quotations parenthetically using proper MLA format - write an analytical conclusion - create a works cited page		
Unit 10	**Content**	**Concepts/Themes**	**Time Frame**
"1984"	Political Speech	1. The importance of historical context: The Russian Revolution 2. Analyzing the tools of oppression in a dictatorship 3. Symbolism and allegory	3 weeks
Common Core Standards or Skills	Students will be able to: - analyze the structure and rhetorical tools of two political speeches - make connections between the political speeches and Old Major's speech in Chapter 1 - demonstrate close reading of Animal Farm with attention to literary concepts such as characterization, foreshadowing, and symbolism - brainstorm a topic for a political speech - research and write a political speech, using a minimum of two rhetorical tools - deliver a political speech - complete a literary essay on the tools of oppression in Animal Farm		
Unit 11	**Content**	**Concepts/Themes**	**Time Frame**
The Catcher in the Rye	The Catcher in the Rye, by J.D. Salinger Point of view Symbolism	1. The "Coming of Age" story: What is Holden's universal appeal? 2. Innocence vs. experience: Coming to terms with corruption in the adult world 3. The unreliable narrator: How does the point of view of Catcher in the Rye shape our understanding of the events that unfold?	4 weeks
Common Core Standards or Skills	Students will be able to: - demonstrate their understanding of close reading skills - trace the development of a symbol in literary work - identify the central themes of Catcher in the Rye		

	- discuss the concept of the unreliable narrator		
Unit 12	**Content**	**Concepts/Themes**	**Time Frame**
Electronic Portfolio	Student selected essay from their freshman year	1. Writing Process 2. Self-reflection	2 weeks
Common Core Standards or Skills	Students will be able to: - Identify and analyze strengths and weaknesses in their own writing; - Create a hyper-linked electronic document		
Unit 13	**Content**	**Concepts/Themes**	**Time Frame**
Preparation for Final Exam	Preparation for Final Exam	1. Vocabulary 2. Grammar/editing 3. Literature review	1 week
Common Core Standards or Skills	Students will be able to: - use vocabulary words in context - find grammar/punctuation errors in sentences - review literary elements for each work		
Unit 14	**Content**	**Concepts/Themes**	**Time Frame**
Independent Reading	In keeping with the Next Generation Standards and the importance of choice in developing a reading life, students will select books from the following genres: Literature: • Classics • Stories (includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels) • Dramas (includes one act and multi-act plays) • Poetry (includes narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics) Informational Texts: • Nonfiction and historical, scientific and technical text (includes exposition, argument, personal essays, speeches, opinion pieces, biographies, memoirs, journalism, essays about art or literature, and historical, scientific or economic	• the existence of literary genres • an appreciation of the writer's craft • the ability of literature to entertain, inform and broaden one's perspective	One text each quarter

	accounts written for a broad audience) Students will read one text per quarter.		
Common Core Standards or Skills	Students will be able to: • read with attentiveness to the major literary elements: plot, characterization, setting, tone, theme, symbolism, style and genre. • design and produce a project that appropriately exhibits understanding of and engagement with the book. • reflect on skill development throughout the reading/writing process.		

9th Grade Algebra

Unit 1	Topics	Vocabulary	Time Frame
Real Numbers, Algebraic Expressions	· Lesson 1.1-PEMDAS with grouping symbols, exponents and absolute value. · Real number systems (rational versus irrational and imaginary numbers) · Properties of real numbers- commutative, associative, distributive property, multiplicative identity and inverse properties, additive identity ,inverse properties, and CLOSURE · Entering basic operations on the graphing calculator - adding and multiplying fractions, adding and subtracting integers, evaluating a power (a base with an exponent). · Evaluating Numerical expressions · Evaluating algebraic expressions in one variable. · Introduction to function notation and evaluating functions · Combining like terms by adding and subtracting · Translating English phrases into an algebraic expression and vice versa · Applying the distributive property to algebraic expressions.	· numerical expression, · grouping symbols, · commutative property, · associative property, · distributive property · additive identity element · multiplicative identity element · product, sum, quotient, difference, · less than, subtracted from, twice, squared, cubed	10 lessons

Common Core Standards or Skills	**Seeing Structure in Expressions SSE.A.1 and SSE.A.1a** **1. interpret expressions that represent a quantity in terms of its context.** **1a. Interpret parts of an expression, such as terms, factors and coefficients.** **Arithmetic with Polynomials and Rational Expressions APR.A.1** **1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.**		
Unit 2	**Topics**	**Vocabulary**	**Time Frame**
Solving simple linear equations	· Solving equations: § One-step § Two-step § Combine like terms § Distributive property § Variables on both sides § Equations with fractions/decimals · Identifying and solving equations with no solution, infinite solutions or no solution. · Rewriting equations such as proportions in equivalent ways using algebraic manipulation · Properties of Equality: symmetric, reflexive, transitive, addition, subtraction, multiplication and division **(identifying the property being applied in a given algebraic step when solving equations). · Modeling words problems and creating equations(fixed cost charge per minute problems, budget and cost constraints) · Consecutive integer word problems -consecutive odd and consecutive even word problems · Setting up and solving age and number word problems (Ex: one brother is five years older than twice his sister's age. If the sum of their ages…., find the ages of the siblings) · Solving complex integer word problems by setting up a legend and creating a linear equation · Coin-value word problems (simple), relating one variable in terms of another * (multiple-choice questions and identifying the right equation from a word problem). · Solving literal equations*-include Physics formulas** MORE IN DEPTH (will be reviewed again after the factoring unit to incorporate that skill) · Converting between different units of measure · Perimeter word problems, solving perimeter word problems where a ratio comparing the sides of the figure is given.	· Equation, · equivalency, · solve, · evaluate, · input, output, check, · ratio, proportion, cross-product, · fixed cost versus variable cost · integer, consecutive integer, consecutive odd and even integers, · perimeter, · Coefficient, Constant, exponent, · identity, "no solution" · coin-value · quantity · denomination · "in terms of" · literal equation · Ratio · Symmetric, reflexive, transitive, addition, subtraction, and multiplication property of equality.	12 lessons

Common Core Standards or Skills	**Seeing Structure in Expressions SSE.A.1 and SSE.A.1a** **1. interpret expressions that represent a quantity in terms of its context.** **Arithmetic with Polynomials and Rational Expressions APR.A.1** **Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.** **Creating Equations CED.A.1, CED.A.2, CED.A.3, CED.A.4** **Create equations that describe numbers or relationships** **1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. (CED.A.1)** **2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. . (CED.A.2)** **3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. . (CED.A.3)** **4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R. . (CED.A.4)** **Reasoning with Equations and Inequalities REI.A.1 & REI.A.3** **Understand solving equations as a process of reasoning and explain the reasoning** **1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.** **Solve equations and inequalities in one variable** **3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.**		
Unit 3	**Topics**	**Vocabulary**	**Time Frame**
Functions input/output, Graphing and Modeling Linear Equations	· Plotting points on the coordinate plane · Graphing linear equations in two variables · Defining and identifying the origin, axes, scale, quadrants, and coordinates on the coordinate plane. · Identifying the slope/ rate of change of a line graphically (more in depth) · Detemining the rate of change and/or equation from a table · Determining the type of function (linear, absolute, quadratic, exponential or none of the above) · Solving verbal problems involving object moving (D= RT) · Objects moving at different rates, moving in opposite directions or moving towards each other · Finding the slope given two coordinates · Identifying the types of slope (zero, undefined, positive and negative) and how the slope affects the graph	· Origin · Scale · Axis · Quadrant · Coordinate · Ordered pair · Slope/ rate of change · Undefined · Y-intercept · Parallel · Intersects · Function · Input · output · Relation · Domain	18 lessons

	(steepness) · Graphing linear equations by using the slope and the y-intercept to plot additional points on the graph. · Writing the equation of a line given the slope and point OR the y-intercept and a point. · Writing the equation of a line given two points using an algebraic approach. · Analyzing data/table to apply linear regression. Writing an equation by creating two lists under L1 and L2 with the graphing calculator and using the Linear Regression option. Determining and interpreting the correlation coefficient using the Linear Regression option. · Identify the relationship between the independent and dependent variables from a scatter plot (positive, negative, or none) · Graph scatter plots · Drawing a line of best fit from a scatter plot and using interpolation and extrapolation · Comparing and contrasting graphs with the same slope or the same y-intercept by graphing several linear equations on the same coordinate plane. · Graph vertical and horizontal lines and determine their respective slope and y-intercept by inspection · Analyzing if a relation is a function by looking at the set of ordered pairs. · Finding the domain and range of a linear function · Applying the vertical line test to determine if a graph is a function · Evaluating functions and simple operations with functions (Ex: 3f(-5)) · Solving a linear equation for “y”; writing equations in slope-intercept form. · Identifying the type of function (absolute, exponential, linear, and quadratic) by inspection of graph or equation. · Creating a table of values for each type of function, plotting and connecting the points on the coordinate plane. · Interim assessment of Units 1-3	· Range · Function rule · Function notation · Correlation (positive, negative or none) · Line of Best Fit · Correlation coefficient	

Common Core Standards or Skills	**Interpreting functions IF.F.1, IF.F.2, IF.F.3** **1.For the functions that models a relationship between two quantities, interpret key features of graphs and tables in terms of quantities and sketch graphs showing key features given a verbal description of the relationship.** **2. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes** **3. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.** **Reasoning with Equations and Inequalities REI.A.5** **Represent and solve equations and inequalities graphically** **5. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).** **Seeing Structure in Expressions SSE.A.1 and SSE.A.1a** **1. interpret expressions that represent a quantity in terms of its context.** **Creating Equations CED.A.1, CED.A.2, CED.A.3, CED.A.4** **Create equations that describe numbers or relationships** **1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. (CED.A.1)** **2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. . (CED.A.2)** **3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. . (CED.A.3)** **4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R. . (CED.A.4)** **Interpreting Categorical and Quantitative Data ID.S.6, ID.S.6a, ID.S.6c, ID.S.7 and ID.S.8** **Summarize, represent, and interpret data on two categorical and quantitative variables** **6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.** **a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.** **c. Fit a linear function for a scatter plot that suggests a linear association.** **Interpret linear models** **7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.** **8. Compute (using technology) and interpret the correlation coefficient of a linear fit.**		
Unit 4	**Topics**	**Vocabulary**	**Time Frame**

Inequalities and their Systems, and Systems of linear equations (lin-lin, Quad-lin absolute value-linear)	· Solving systems of equations algebraically by substitution and elimination. · Solving Systems of equations using matrix form; solving manually and with technology, finding the inverse of a matrix · Solving linear inequalities (1-step, 2-step and multi-step inequalities) in one variable (2x+ 3? 12) · Graphing the solution set of a linear inequality (x > 3) · Graphing inequalities in two variables on the coordinate plane (y > 2x + 3) · Graphing inequalities in one variable (x > 3 or y <= 5) on the coordinate plane. Inequalities whose boundary lines are vertical or horizontal · Graphing a system of linear inequalities using dotted lines, solid lines, and shading above or below the boundary line and determining the solution set. · Determining if an ordered pair is a solution to a system of linear inequalities by substitution and inspection. Listing ordered pairs that satisfy one of the inequalities but NOT both · Graphing absolute value and quadratic functions by creating a table of values and plotting set of ordered pairs. · Graphing Linear-Quadratic Systems and finding solution by inspecting graph and table of values. · Graphing Linear-Absolute value Systems and finding solution by inspecting graph and table of values.	· Solution set · True statement · Inequality · Satisfies the inequality · Boundary Line · Linear Function · Quadratic Function · Absolute value function · Function notation	10 lessons
Common Core Standards or Skills	**Interpreting functions IF.F.4, IF.F.5 and IF.F.6** **4. For the functions that models a relationship between two quantities, interpret key features of graphs and tables in terms of quantities and sketch graphs showing key features given a verbal description of the relationship.** **5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes** **6.Calculator and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.** **Reasoning with Equations and Inequalities REI.A.5 , REI.A.6, REI.A.10, REI.A.11 and REI.A.12** **Solve systems of equations** **5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.** **6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.** **Represent and solve equations and inequalities graphically** **10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).**		

	11. Explain why the x-coordinates of the points where the graphs of the equations y = f (x) and y = g (x) intersect are the solutions of the equation f (x) = g (x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f (x) and/or g (x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. **12. Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes**		
Unit 5	**Topics**	**Vocabulary**	**Time Frame**
Perimeter, Area, and Volume Part 1	· Convert between different units of measurement in the context of area/volume/perimeter problems. · Find the area, circumference and perimeter of simple figures (circles, quarter-circles, semi-circles, trapezoids, rectangles and parallelograms) · Find the area, circumference and perimeter of compound figures, those that have more than one type of shape bounded together. · Finding the volume and surface area of a rectangular prism and deriving the respective formulas. · Deriving formula for the volume of the cylinder and working backwards to finding missing radius or height. · Calculating Relative Error using linear measurements. · calculate the relative error in measuring square and cubic units	· Circumference · Perimeter · Area · radius · Diameter · Semi-circle · Quarter-circles · Volume · Cylinder · Surface area · Lateral area · Face · Edge · Cube · Rectangular prism · Base · Height	6 lessons
Common Core Standards or Skills	**Create equations that describe numbers or relationships CED.A.4** **4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as solving equations.** **Write expressions in equivalent forms to solve problems SSE.B.3** **3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.**		
Unit 6	**Topics**	**Vocabulary**	
Operations on Monomials and Polynomials	· Naming polynomials by the number of terms, identifying the degree of a polynomial, and naming a polynomial based on the degree. · Adding and subtracting polynomials, using function notation · Multiplying monomials by monomials and monomials by polynomials. · Simplifying monomials expressed as a power. · Dividing monomials by monomials and polynomials by monomials.	· monomial · binomial · trinomial · polynomial · degree · linear · constant · quadratic · cubic · quartic	**8 lessons**

	· **Using function notation to perform a combination of operations (For example; let f(x)= x2- 4, g(x)= x + 2 and h(x)= 3x-1,, write f(x)/g(x) + h(x) as a polynomial in simplest form). · Finding the product of two binomials using FOIL and the Squares Method · Finding the product of binomial with a trinomial using repeated multiplication	· FOIL/ Squares Method · Function notation	
Common Core Standards or Skills	**Arithmetic with polynomials and Rational Expressions APR.A.1 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add , subtract and multiply polynomials Interpreting functions IF.F.4, IF.F.5 and IF.F.6 4. For the functions that models a relationship between two quantities, interpret key features of graphs and tables in terms of quantities and sketch graphs showing key features given a verbal description of the relationship. 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes 6. Calculator and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. Seeing structure in Expressions SSE.A.1, SSE.A.2 and SSE.A.3 1. Interpret expressions that represent a quantity in terms of its context a. Interpret parts of an expression, such as terms, Factors and coefficients. 2. Use the structure of an expression to identify ways to rewrite it. 3.Choose and produce an equivalent form of an expression to reveal and explain properties of quantity represented by the expression**		
Unit 7	**Topics**	**Vocabulary**	**Time Frame**

Factoring Polynomials and Operations of Rational Expressions	· Finding the Greatest Common Factor of two and three numbers, two and three algebraic expressions · Applying GCF to factor a monomial. · Factoring Quadratic trinomials when a=1 and c is positive · Factoring Quadratic trinomials when a=1 and c is negative · Factoring special cases. - Difference of Two Squares (generalizing for exponents larger than 2) - Perfect Square trinomial · Factoring completely · Factoring by Grouping · Review of literal equations applying factoring where the variable being solved appears twice in the equation (example: solve for y: ay + by = C). · Simplifying algebraic fractions (rational expressions) involving polynomials · Multiplying and dividing fractions containing monomial and polynomial expressions. · Adding and subtracting fractions with like and unlike denominators (monomials, binomials and trinomials as the denominator). Ex: Simple: (5/6) a + (2/4)a · Solving rational equations using the greatest common denominator. · Simplifying algebraic fractions (rational expressions) involving polynomials · Multiplying and dividing fractions containing monomial and polynomial expressions.	· Factor · Difference of Two Squares · Perfect Square · Perfect Square Trinomial · Factoring by grouping · Greatest Common Factor (GCF) · Quadratic Trinomials · Rational /algebraic expression · Lowest Common Denominator (LCD) · Greatest Common Denominator · Literal equation (review)	15 -18 lessons
Common Core Standards or Skills	**Seeing structure in Expressions SSE.A.1, SSE.A.2 and SSE.A.3** **1. Interpret expressions that represent a quantity in terms of its context** **a. Interpret parts of an expression, such as terms, Factors and coefficients.** **2. Use the structure of an expression to identify ways to rewrite it.** **3.Choose and produce an equivalent form of an expression to reveal and explain properties of quantity represented by the expression** **a. Factor a quadratic expression to reveal the zeros of the function it defines.** **Arithmetic with polynomials and Rational Expressions APR.A.1** **1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add , subtract and multiply polynomials** **Write expressions in equivalent forms to solve problems SSE.B.3** **3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.**		
Unit 8	**Topics**	**Vocabulary**	**Time Frame**

Solving Quadratic Equations, Vertex-Form,.	· Review of Graphing Quadratic functions using function notation* · Determining the domain and range of a quadratic function. · Determining the equation of a quadratic from a table by inspection and using quadratic regression calculator feature. · Solving a quadratic equation by factoring and using the Zero-product property. · Know and apply the Remainder theorem (use the roots to derive quadratic equation) · Solving quadratic equations by using the Quadratic Formula · Identifying parts of a parabola (axis of symmetry, vertex, x and y-intercepts) by inspection. · IF TIME PERMITS : creating a rough sketch of a quadratic equation by finding the x and y-intercepts and vertex of the parabola. · Finding the vertex/turning point/minimum/maximum using the formula x=-b/2a · Identifying parts of the quadratic by analyzing the vertex form y= a(x-h)2 + k . Graphing a quadratic in vertex form. · Writing an equation from standard form y= ax2+ bx+ c to vertex form y= a(x-h)2 + k by using the method "Completing the Square" · Determining the vertex, and x and y-intercepts of a parabola by analyzing a table of values. · Setting up and solving word problems that lead to a quadratic equation (consecutive integer word problems, proportions, area problems - If x2 +5x-24 is the area of a rectangle and x-8 represents the width, write an expression to represent the length.	· Zero-Product property · Zeroes, x-intercepts, solution, roots, etc. · Vertex · Vertex-form of a quadratic · Completing the Square · Maximum value/Minimum value/turning point · Y-intercept · Axis of symmetry · Domain and range of quadratics	7 lessons
Common Core Standards or Skills	**Arithmetic with polynomials and Rational Expressions** **Perform arithmetic operations on polynomials APR.A.1** **1.Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract and multiply polynomials** **Understand the relationship between zeros and factors of polynomials. APR.B.2, APR.B.3** **2. Know and apply the Remainder Theorem. For a polynomial p(x) and a number a, the remainder on division by x- a is p(a), so p(a)=0 if and only if (x – a) is a factor of p(x).** **3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.** **Write expressions in equivalent forms to solve problems SSE.B.3** **3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.**		

Unit 9	Topics	Vocabulary	Time Frame
Irrational numbers, radicals, Pythagorean theorem and Trigonometric Ratios	· Determine the perfect square factors of a whole number · Simplify a radical and perform operations of radicals · Identify proper notation for angle, line segment and triangle. · find the missing side of a right triangle, given two of the sides using the Pythagorean Theorem (both with and without a given diagram). Real-world applications of this topic. · To find the sine, cosine, and tangent ratios of an angle of a right triangle, given the lengths of the sides. · Determine the measure of an angle of a right triangle, given the length of any two sides of the triangle. · Find the measure of a side of a right triangle, given an acute angle and the length of another side	· Leg · Hypotenuse · Isosceles · Scalene · Equilateral · Acute · Obtuse · Included angle · Right angle	5-6 lessons
Common Core Standards or Skills	**Similarity, Right Triangles and Trigonometry G-SRT** **6.Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric rations for acute angles.** **7.Explain and use the relationship between the sine and cosine of complementary angles** **8.Use trigonometric ratios and the Pythagoreans theorem to solve triangles in applied problems**		
Unit 10	**Topics**	**Vocabulary**	**Time Frame**

Probability and Statistics	· Determine the number of possible events, using counting techniques or the Fundamental Principle of Counting · Determine the number of possible arrangements (permutations) of a list of items · Determine the number of elements in a sample space and the number of favorable events · Calculate the probability of an event and its complement · Analyze Venn diagrams. Use Venn Diagram as a way to organize data from a word problem. · Determine, based on calculated probability of a set of events, if: o Some or all are equally likely to occur o One is more likely to occur than another o Whether or not an event is certain to happen or not to happen · Calculate the probability of: A series of independent events, A series of dependent events · Categorize data as qualitative or quantitative (brief intro) · Determine whether the data to be analyzed is univariate or bivariate (brief intro) · Determine difference between correlation and causation using real-life context. (Brief) · Determine when collected data or display of data may be biased (Brief intro) · Calculate the measures of central tendency and recognize how linear transformations of one-variable data affect the data's mean, median, mode, and range ** · Construct a histogram, cumulative frequency histogram, and a box-and-whisker plot, given a set of data · Create a scatter plot of bivariate data · Analyze and interpret a frequency distribution table or histogram, a cumulative frequency distribution table or histogram, or a box-and-whisker plot. · Determine the Interquartile range and possible outliers from the box-and-whisker plot. · Compound interest to analyze real-world scenarios	· Multiplication principle of counting · Complement · Subset · Union · Intersection · Independent event · Biased/unbiased · Quantitative/qualitative · Uni-variate/bivariate · Correlation versus causation · Interquartile range · Outlier · Lower/Upper Quartile · Mean, median, mode, range · Principal · Compound interest · Rate	10-12 lessons
Common Core Standards or Skills	**Conditional Probability and the Rules of Probability CP.S.1, CP.S.2, CP.S.3, CP.S.5, CP.S.6, CP.S.7** **Understand independence and conditional probability and use them to interpret data** **1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").** **2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.** **3. Understand the conditional probability of A given B as P (A and B)/P (B), and interpret independence of A and B as saying that the conditional probability of A**		

	given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. **5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.** **Use the rules of probability to compute probabilities of compound events in a uniform probability model** **6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.** **7. Apply the Addition Rule, P (A or B) = P (A) + P (B) – P (A and B), and interpret the answer in terms of the model.** **Interpreting Categorical and Quantitative Data ID.S.1, ID.S.2, ID.S.6, ID.S.7, ID.S.8, ID.S.9** **Summarize, represent, and interpret data on a single count or measurement variable** **1. Represent data with plots on the real number line (dot plots, histograms, and box plots).** **2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.** **Summarize, represent, and interpret data on two categorical and quantitative variables** **6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.** **b. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.** **c. Fit a linear function for a scatter plot that suggests a linear association.** **Interpret linear models** **7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.** **8. Compute (using technology) and interpret the correlation coefficient of a linear fit.** **9. Distinguish between correlation and causation.** **Making Inferences and Justifying Conclusions IC.S.1, IC.S.2, IC.S.3, IC.S.6** **Understand and evaluate random processes underlying statistical experiments** **1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.** **2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?** **Make inferences and justify conclusions from sample surveys, experiments, and observational studies** **3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.** **6. Evaluate reports based on data.**

9th Grade History

Unit 1	Topics	Concepts/Themes	Time Frame
Introduction to Geography and Early Man	The Five Themes of Geography Human Origins in Africa Pages Paleolithic Age Fossils vs. Artifacts Human Evolution Humans Try to Control Nature The Neolithic Revolution Turning Points	Life during Paleolithic and Neolithic time periods, Causes and effects of Neolithic Revolution, Human Origins in Africa, Humans control their environment Impact of Geography on World History. Impact of "Turning Points" on the direction of World History	3 weeks
Common Core Standards or Skills	Getting Information: A5. Identify maps, globes, atlases and vocabulary E2. Use of sub-questions and/or predicted consequences Using Information: A2: distinguishing between relevant and irrelevant information and events placing ideas in order, chronological and other C1 Identifying relationships among the parts C2. detecting inconsistencies • RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science		
Unit 2	**Topics**	**Concepts/Themes**	**Time Frame**
Early River Valley Civilizations	The Five Themes of Geography: Location, Place, Interaction, Movement and Region Mesopotamia Fertile Crescent Sumer Polytheism Hammurabi's Code Egypt-- Nile River Valley Rule of Pharaohs Egyptian Culture Egypt & Nubia First Female Pharaoh: Queen Hatshepsut Golden Age Geography of S. Asia Planned Cities Mohenjo-Daro River Dynasties in China Pages Geography of China Early Dynasties	Themes: Earliest Civilizations developed in River Valleys of Tigris, Euphrates, Nile, Indus, and Huang He Rivers. Each were called civilizations because they had elements of the 5 characteristics of civilization. Concepts: Silt, Irrigation, Cultural Diffusion, Empire, Polytheism, Hammurabi, Hieroglyphics, Rosetta Stone, Delta, Pharaoh, Theocracy, Pyramid, Mummification, Papyrus, Monsoon, Subcontinent, Planned Cities, Shang, Zhou Chinese Culture:	4 weeks

	Empire Unifies China The Great Wall of China Chart on Ethical Systems Schools of Thought: Confucianism, Daoism, Legalism	Dynastic Cycle Mandate of Heaven, Calligraphy Silk Making, Oracle Bones, Dynastic Cycle, Dynasty, Pictographs, Terrace Farming, Five Key Relationships Yin & Yang Great Wall of China, Confucius, Lao Tzu, Filial Piety, Daoism, Bureaucracy, Legalism, Autocracy, Shi Huangdi	
Common Core Standards or Skills	III. Presenting Information A2. Talking in complete sentences A3. Using appropriate visuals B4. Constructing and using appropriate tables, charts, graphs and cartoons, etc. • RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		
Unit 3	**Topics**	**Concepts/Themes**	**Time Frame**

Belief Systems	Roots of Hinduism Migration Hittites Impact of Iron Technology Aryan Culture Caste System Early Hindu Texts Hinduism & Society Roots of Buddhism Life of Buddha Buddhist Beliefs Roots of Judaism History of Judaism Roots of Confucianism Roots of Christianity Early History of Christianity Roots of Islam Life of Mohammed Islamic Beliefs Spread of Islam Reasons for Success Religious Tolerance Muslim Trade Network Split after Mohammed Global Belief Systems Comparison Chart	Themes: Development and characteristics of major world religions, Islam, Hinduism, Buddhism, Christianity and Judaism	5 weeks
Common Core Standards or Skills	IV. Participating in Interpersonal and Group Relations A1. Recognizing that others may have a different point of view A7. Objectively assessing the reactions of other people to one's own behavior B2. Initiating Ideas B6. Anticipating consequences of group action • RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		
Unit 4	**Topics**	**Concepts/Themes**	**Time Frame**

Ancient Greece	Seafaring traders, Minoans from Crete Phoenicians impact on Trade, Phoenician Alphabet Minoans, Knossos, Excavation, Mediterranean Cultures of the Mountains & the Sea, Land & Climate, Myceneans, Trojan War, Epics of Homer, Myths, Aegean Sea, City-State, Athens vs. Sparta, Systems of Government, Spartan Military State, Athenian Culture, Persian Wars, Marathon, Athens-Sparta Debate, Polis, Acropolis, Monarchy, Aristocracy, Oligarchy, Tyrant, Limited Democracy, Direct Democracy, Persian Wars, Golden Age of Greece Pericles Greek Art & Drama Tragedy Comedy Philosophers Socrates Plato Aristotle Origin of the Olympics Science & Technology Euclid Archimedes Pythagoras Hippocrates Parthenon. Alexander-Empire Builder Alexander's Background Extension of the Greek Empire Alexander's Legacy, Phillip II, Hellenism, Hellenistic Culture	Systems of Government-development of democracy - our role in the political system Reasons for the Development of Art and Architecture Characteristics of Greek Art and Architecture Cultural Diffusion, warfare, and trade Geographical influence on development of Ancient Greece	4 weeks
Common Core Standards or Skills	I. Getting Information A2 - Varying approaches, viewpoints, interpretations. A3 - Reference works, newspapers, magazines, primary and secondary sources. III. Presenting Information A1 - Spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc. • RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		
Unit 5	**Topics**	**Concepts/Themes**	**Time Frame**

Rome	Roman Geography, Early Roman Republic, Twelve Tables, Hannibal & Carthage, Patrician, Plebeian, Consul, Senate, Dictator, Citizen, Dictator, Slaves, Hannibal, Collapse of the Republic Julius Caesar “Et Tu, Brute”, Roman Empire Octavian (Augustus), Pax Romana Gladiator, Julian Calendar, Absolute Ruler, Civil War, Decline of Roman Empire, Fall of Western Roman Empire, Constantine, Christianity Acceptance, Constantinople, Causes of the Fall of Rome 476 A.D.-End of Ancient Era? Attila the Hun, Conquest, Greco-Roman Culture, Roman Achievements Latin Language Architecture Columns Colosseum Arches & Aqueducts Legacy of Law System, Aqueduct, Latin	Roman Republic vs. Roman Empire, Lasting Achievements of Rome, Political Systems, Culture & Intellectual Life, Turning Points, Change.	3 weeks
Common Core Standards or Skills	I. Getting Information F1 - Orderly, precise, summarized notes II. Using Information E1 - Applying previously learned concepts and generalizations to the data or situation E3 - Creating a broad statement which encompasses findings • RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		
Unit 6	**Topics**	**Concepts/Themes**	**Time Frame**
Byzantine and Early Russia	Byzantium Becomes New Rome--Plague, Schism, Icons, Excommunication, Cyrillic Alphabet, Patriarch, Justinian's Code--Comparison to Hammurabi and Twelve Tables Russians adapt Byzantine Culture-Invasions of the Mongols, Czar, Eastern Orthodox Church - Schism Age of Sultans and the Ottomans	Preserving Roman Civilization in the Byzantine Empire The Development of Early Russia Qualities of a good system of Justice Early Russian History Law and Organization	3 weeks

Common Core Standards or Skills	II.C1-Identify relationships among the parts II. E1-- Applying previously learned concepts to the data or situation • RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		
Unit 7	**Topics**	**Concepts/Themes**	**Time Frame**
Empires in Eastern Asia	The Tang and the Song Dynasty, Cultural Achievements and Inventions (Silk, Gunpowder and Movable Type) Mongol Conquests--Nomadic Culture, Khanates, Pax Mongolia, Genghis and Kublai. Empire of the Khan--Marco Polo, Silk Road, Decline of the Mongolian Empire, Attack on Japan, Yuan dynasty Japanese Feudalism--Bushido, Archipelago, Daimyo, Tsunami, Samurai	Government--Feudalism, Khanates etc. Movement-- Movements of nomadic groups and their impact Cultural Bridge with Korea Religion--Impact of Buddhism, Shintoism	3 weeks
Common Core Standards or Skills	III. C1. Think Logically C2. Communicate ideas coherently C6. Following an acceptable format that includes an introductory element, a body containing the basis of an exposition A2. Talking in complete sentences • RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		
Unit 8	**Topics**	**Concepts/Themes**	**Time Frame**

African Civilizations	Diverse Societies in Africa--African Geography, Adaptations to Environment, Desertification, Topography, Sahel, Extended Family, Savanna, Animism, Sahara Desert African Society--Hunter Gatherers, Stateless Societies, Muslim States, West African Empires: Ghana, Mali, Songhai, Mansa Musa, Muhammed, Sunni Ali, Timbuktu, Mali, Benin, Songhai, Mali River, Sahara, Desertification	African Cultures and Civilizations Before the Arrival of Europeans - Kingdoms of Aksum, Ghana, Mali, and Songhai Diversity & Interdependence, Movement of the People and Goods, i.e. Gold-Salt Trade, Geography and its impact, Global Issues.	1 week
Common Core Standards or Skills	**II.** **B1. Evaluate Data by: Differentiating fact form Opinion** **B2: Evaluate Data by: Identifying frames of reference** **B3: identifying value-laden words** **• RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.** **• RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.**		
Unit 9	**Topics**	**Concepts/Themes**	**Time Frame**
Early American Civilizations	Hunters and Farmers in Americas--Earliest Americas, Land Bridge, Ice Age, Maize. Early Meso-American Civilizations--Mother Culture (Olmecs), Trade and Commerce. Mayan in Central Mexico--Teotihuacan, Chichen Itza, Calendars and the Essence of Time, Mysterious disappearance. Aztecs in Central Mexico-- Montezuma, Conquistadores, Tribute, Human Sacrifice. Incas in the Andes--Road System, Machu Picchu, Terrace Farming.	Movement of People and Goods, Impact of Geography on human development, Turning points, Justice and Human Rights.	1 week
Common Core Standards or Skills	IV. NEWSCAST & BROCHURES A1. Recognizing that others may have a different point of view A2. Observing the action of others A3. Being attentive to situational as well as personal causes of conflict C1. Assume responsibility for carrying out tasks for the group and individual III. B2. Prepare appropriate commentary B3. Using a variety of media forms • RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.		

	• RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		
Unit 10	**Topics**	**Concepts/Themes**	**Time Frame**
European Middle Ages	Causes of the Dark Ages Charlemagne's Rule: Impact of Invasions, Germanic Invasions, Clovis, Charlemagne, Middle Ages, Franks, Monasteries. Feudalism: Impact of the Vikings, Feudalism: Economic and Political System, Feudal Pyramid, Manorialism, Lord, Fief, Serf, Vassal, Knight, Peasant, Hierarchy. Chivalry, Age of the Knights, Jousting. Church Wields Power: Unifying Force, Organization of the Church, Church Architecture, Gothic vs. Romanasque, Saladin, Reconquista, Inquisition, Flying Buttresses, Ribbed Vaults. Crusades: Rise of Monasteries, Cathedral, Romanesque, Reconquista. Trade and the rise of towns. Agricultural Changes. Case Study: England-- Magna Carta, Limited Monarchy, Parliament. Turmoil of the Black Plague--Joan of Arc, Great Schism, Hundred Years War.	Conflicts: Hundred Years War, Crusades Culture and Intellectual Life- Vernacular and Rise of University Economic Systems: Manorialism Political Systems Belief Systems Faith, Feudalism, and Intellectual Life in the European Middle Ages The Social Classes of The Middle Ages	3 weeks
Common Core Standards or Skills	Debate on Faith: II. Using Information F. Scrutinize possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals. • RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		

	• RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. • RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.		
Unit 11	**Topics**	**Concepts/Themes**	**Time Frame**
Renaissance and Reformation	Seven -Isms of the Renaissance 1. Humanism 2. Individualism 3. Naturalism 4. Rationalism 5. Secularism 6. Classicism 7. Skepticism Why Italy? Medici Rule Art Techniques. Comparison to Medieval Art. The Great Renaissance Painters: Donatello, Michelangelo, Da Vinci, Raphael. Machiavelli's The Prince Spread of Renaissance Ideas Northern Humanism Utopia, Printing Press, Shakespeare, Sir Thomas More, Gutenberg Bible. Dante Aligheri. Protestant Reformation-Luther, 95 Theses, English Reformation, Henry VIII, Sale of Indulgences, Lutheran, Annul, Anglican, Excommunication, Elizabeth I, Spanish Armada. Calvinism--Theocracy, Predestination, Huguenots, Catholic Reformation, Ignatius of Loyola, Jesuits, Council of Trent. The Counter Reformation.	The Renaissance and Reformation: An Era of Change in Western Europe Cultural and Intellectual Life Turning Points in History--Modern Emergence in Europe Science and Technology	4 weeks

Common Core Standards or Skills	IV. Students shall be able to participate in group planning and discussion by: B1: Following democratic principles B3. giving constructive criticism D1. be alert to incongruities and recognize problems • RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		
Unit 12	**Topics**	**Concepts/Themes**	**Time Frame**
Japan and China Isolationism	Chinese Outreach Program: Ming Dynasty, Zheng He, Qing dynasty, Policy of Isolation, Chinese Cultural Developments, Role of Women, Manchus: Impact on Korea. Japan Limits Western Contact: Daimyo, Haiku, Kabuki, Emperor, Zen Buddhism, Tokugawa Shoguns, European Contact, Closed Country Policy, Matthew Perry.	Isolationism in Asia During the European Age of Exploration Cultural and Intellectual Science and Technology Change Movement of People and Migration	1 week
Common Core Standards or Skills	I. Getting Information A1. Multiple sources of same types of information A2. Varying approaches, viewpoints, interpretations A8. Observing D2. Use of subquestions and/or predicted consequences		
Unit 13	**Topics**	**Concepts/Themes**	**Time Frame**
European Exploration	Europeans Explore the East: Portugal Leads the Way Dias, DeGama, Prince Henry the Navigator, Treaty of Tordesillas, Line of Demarcation, East India Company Columbus' Voyages and Colonizing the Americas Explorers: Pizarro, Cortes, Montezuma, Las Casas, Vespucci, Balboa, Magellan, Colony, Encomienda System. Impact of Mercantilism Impact of Disease Atlantic Slave Trade: African Slavery, Atlantic Slave Trade, Middle Passage, Consequences of Slave Trade, Triangular Trade, West Indies, Plantation and Agriculture Global Exchange of Goods--Columbian Exchange, Commercial Revolution, Rise of	The Impact of the Columbian Exchange The Slave Trade in the New World and Africa The Interaction between European and Native Americans Changes in Culture and Intellectual Life Economic Systems Imperialism Movements of Peoples and Migration Global Issues	2 weeks

	Capitalism, Mercantilism, Joint-Stock Company, Favorable Balance of Trade, Capitalism.		
Common Core Standards or Skills	Using Information: Classify and/or categorize data: A1. selecting appropriate headings for data distinguishing between relevant and irrelevant information and events placing ideas G1. revise generalizations in the light of new data III. Write an expository way by C1. thinking logically C2. Communicating ideas coherently		
Unit 14	**Topics**	**Concepts/Themes**	**Time Frame**
Age of Absolute Monarchs	Absolute Monarchs --Divine Right --Achievements and Weaknesses Case Study #1--Spanish Absolutism King Ferdinand & Isabella to Philip II Defeat of the Spanish Armada Case Study #2--French Absolutism Louis XIV (Versailles) Mercantilist Policy Case Study #3--England (De-evolution of Absolutism) Henry VIII to Elizabeth I Petition of Right English Civil War Bill of Rights and the Glorious Revolution Case Study #4--Russian State Peter the Great & Romanov Dynasty	Absolutism and its impact on nation-states' development Concepts: Monarch, "L'état c'est moi," English Civil War, Restoration, William and Mary, Constitutional Monarchy, Cabinet, Parliament	1 week

Common Core Standards or Skills	Getting Information: A5. Identify maps, globes, atlases and vocabulary E2. Use of subquestions and/or predicted consequences Using Information: A2: distinguishing between relevant and irrelevant information and events placing ideas in order, chronological and other C1 Identifying relationships among the parts (Westernization in Russia vs. its Traditional History) Speaking on The End Justifies the Means and its application to the Media		
Unit 15	**Topics**	**Concepts/Themes**	**Time Frame**
Enlightenment & Scientific Revolution	Scientific Revolution --Copernicus, Kepler & Newton --Galileo Introduction to the Enlightenment --Relation to the Renaissance --Early Philosophers --Hobbes, Locke, Voltaire, Montesquieu, Rousseau --Impact of the Encyclopedia --Laissez Faire and Adam Smith Enlightened Despotism	Enlightened Thinkers and their influences on political/economic systems Scientific Revolution Concepts: Heliocentrism, Scientific Method, Descartes, Gravitational Laws, Social Contract, Leviathan, Popular Soveriegnty, Checks and Balances, Separation of Powers. The Five Concepts of Enlightened Philosophy. Despotism, Catherine the Great	2 weeks
Common Core Standards or Skills	Key Ideas and Details·RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ·RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. · Craft and Structure·RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Key Ideas and Details< >RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.>Craft and Structure< >RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		

9th Grade Living Environment

Unit 1	**Topics**	**Time Frame**
Unity Among Living Things	A) Scientific Method B)Life Functions C)Compound Microscope D)Other tools of Biologist 1)Binocular Mic 2)Electron Mic 3)Ultracenton 4)microlissection Instrument 5) Stains E)Cell theory & Early scientists F)Animal Cell structure G)Plant Cell structure	September
Common Core Standards or Skills	-Develop skils using lab safety methods and equipment while developing lab techniques. -Use scientific method as a problem solving tool -Identify parts of the compound in microscope and give their functions -prepare wetmounts of animal and plant cells and learn how to use various staining techniques	
Unit 2	**Topics**	**Time Frame**
Biochemistry of Nutrients	A)Organic VS Inorganic cmpds B)Functions of Inorganic cmpds 1)Water 2)Salt C)Organic Compds 1)Carbohydrates a)Composition b)Function c)Building Blocks d)Dehydration e)Hydrolysis 2)Lipids 3)Protein 4)Nucleic Acids D)Enzymes 1)Define 2)Induced Fitus	Early October

Common Core Standards or Skills	Recognize & identify mayor organic & inorganic compounds -Compare and contrast dehydration synthesis and hydrolysis in each organic cmpd. -Describe ENZYME substrat mo of enzyme actions -Compare & Contrast autotrophic & heterotrophic nutrition. -Describe general structure of plan leaves -Describe structure of chloroplasts -Prepare wet mound slides of leaves -Understand and describe process of –Describe & observe plants roots	
Unit 3	**Topics**	**Time Frame**
Autotrophic Nutrition	a)Define b)General Summary Equation for Phototsynthesis c)Chloroplant structure in leaves d)Chlorophyll e)Light f)Process of photosynthesis 1.H20 Split 2.O2 released 3.CO2 & H2 ombine 4.Gluclose formed 5. ATP g)General structure of leaf h)General structure of stems	Late October
Common Core Standards or Skills	Recognize & identify mayor organic & inorganic compounds -Compare and contrast dehydration synthesis and hydrolysis in each organic cmpd. -Describe ENZYME substrat mo of enzyme actions -Compare & Contrast autotrophic & heterotrophic nutrition. -Describe general structure of plan leaves -Describe structure of chloroplasts -Prepare wet mound slides of leaves -Understand and describe process of –Describe & observe plants roots	
Unit 4	**Topics**	**Time Frame**

Human Nutrition	a)Define heterotrophic nutrition b)Interval vs External digestion c)Mechanical vs Chemical digestion d)Nutrition in Ameba e)Nutrition in Paramedium f)Human Nutrition (alimentary canal) 1.Mouth-structure enzymes 2.Pharynx 3.Esophagus 4.Stomach (structure, HCL & enzymes) 5.Small Intestine (structure & enzymes, Liver & pancreas) 6.Large Intestine 7.Disorders of Human Digestive System	Early November
Common Core Standards or Skills	Compare & Contrast internal & external digestion -Compare & contrast mechanical & chemical digestion -Observe & describe nutrition in protists -Identify major organs & functions in human digestive system -Correlate biochemical reactions with physiological functions -Explain how disorders affect physiology of digestive organs -Dissect & observe digestive system of frog -Compare & contrast digestive system of humans & frogs -Describe structure of cell membrane -Compare & contrast diffusion & osmosis -Explain importance of cell membrane's role in transport -Compare & contrast passive & active transport -Observe transport mechanisms in protists -Identify major tissues and organs of the membrane transport system -Describe function of each 4 blood cells -Compare & contrast three types of vessels -Trace path of blood through heart & body of human -Compare & contrast passive & active immunity -Explain how disorders affect human transport physiology -Dissect & observe structure of sheep's heart	
Unit 5	**Topics**	**Time Frame**

Transport	a)Define b)Structure & Function of cell membrane c)Passive Transport 1)Diffusion 2)Osmosis 3)Role of cell membrane d)Active Transport 1)Pinocytosis 2)Phagocytosis e)Transport in Protists f)Human Transport a) Blood 1)Plasma 2)RBC's 3)WBC's 4)Platelets b)Vessels 1)Arteries 2)Veins 3)Capillaries c)Heart -Structure -Function d)Immune System -Active -Passive e)Lymph System f)Disorders of Human Transport System	Late November
Common Core Standards or Skills	Compare & Contrast internal & external digestion -Compare & contrast mechanical & chemical digestion -Observe & describe nutrition in protists -Identify major organs & functions in human digestive system -Correlate biochemical reactions with physiological functions -Explain how disorders affect physiology of digestive organs -Dissect & observe digestive system of frog -Compare & contrast digestive system of humans & frogs -Describe structure of cell membrane -Compare & contrast diffusion & osmosis -Explain importance of cell membrane's role in transport -Compare & contrast passive & active transport -Observe transport mechanisms in protists -Identify major tissues and organs of the membrane transport system -Describe function of each 4 blood cells -Compare & contrast three types of vessels -Trace path of blood through heart & body of human -Compare & contrast passive & active immunity -Explain how disorders affect human transport physiology	

	-Dissect & observe structure of sheep's heart	
Unit 6	**Topics**	**Time Frame**
Respiration	a)Anaerobic Respiration 1)Define 2)Role of ATP 3)Process of Anaerobic respiration b)Aerobic Respiration 1)Define 2)Process of aerobic respiration c)Human Respiration 1)Nose 2)Larynx 3)Trachea 4)Bronchi 5)Bronchioles 6)Alveoli 7)Lungs 8)Disorders of Human respiratorya)Anaerobic Respiration 1)Define 2)Role of ATP 3)Process of Anaerobic respiration b)Aerobic Respiration 1)Define 2)Process of aerobic respiration c)Human Respiration 1)Nose 2)Larynx 3)Trachea 4)Bronchi 5)Bronchioles 6)Alveoli 7)Lungs 8)Disorders of Human respiratory	December and January
Common Core Standards or Skills	-Compare & contrast anaerobic & aerobic processes of respiration -Understand & discuss the role of ATP in respiration process -Identify major tissues and organs of human respiratory -Demonstrate & explain process of breathing -Describe how O2 & CO2 are exchanged in lungs -Explain how disorders affect anatomy & physiology of human respiratory organs	
Unit 7	**Topics**	**Time Frame**

Excretion	1)Four excretory wastes 2)Deamination 3)Unicellular organisms 4)Human Excretions -Lungs -Urinary tract -Liver -Skin 5)Disorders of Human excretory system	Early February
Common Core Standards or Skills	Compare & contrast source of excretory wastes -Describe the process of deamination in human liver -Identify major tissues & organs of human excretion & how they function to maintain homeostasis -Explain how disorders effect the anatomy & physiology of the human excretory organs -Trace the path of an impulse through the body -Compare & contrast structure & function of three parts of brain -Compare & contrast sympathetic & autonomic system -Describe function of plant auxins -Compare & contrast all endocrine glands & their effect on homeostasis within the body -Explain how disorders affect the anatomy & physiology of homeostasis	
Unit 8	**Topics**	**Time Frame**
Regulation	A)Nervous system in animals 1)Neurons 2Reflex Arc 3)Transmission of nerve impulse B)Human nervous system 1)Brain 2)Spinal Cord 3)Autonomic vs sympathetic system 4)Behaviors C)Auxins in Plants D)Human Endocrine System 1)Hormones 2)Pituitary Gland 3)Thyroid Gland 4)Adrenal Gland 5)Parathyroid Gland 6)Ovaries 7)Testes E)Disorders Associated w/Hormones &Glands	Late February

Common Core Standards or Skills	Compare & contrast source of excretory wastes -Describe the process of deamination in human liver -Identify major tissues & organs of human excretion & how they function to maintain homeostasis -Explain how disorders effect the anatomy & physiology of the human excretory organs -Trace the path of an impulse through the body -Compare & contrast structure & function of three parts of brain -Compare & contrast sympathetic & autonomic system -Describe function of plant auxins -Compare & contrast all endocrine glands & their effect on homeostasis within the body -Explain how disorders affect the anatomy & physiology of homeostasis	
Unit 9	**Topics**	**Time Frame**
Locomotion	A) Skeletal System 1)Bones 2)Cartilage 3)Joints B)Muscular System 1)Striated 2)Smooth 3)Cardiac	Early March
Common Core Standards or Skills	Identify parts of a bone -Identify different types of muscles using the microscope -Identify cells undergoing stages of plant and animal mitosis -Describe & identify various examples of asexual reproduction	
Unit 10	**Topics**	**Time Frame**
Reproduction & Development	(Asexual & Sexual Reproduction) A)Describe mitosis, meiosis &fertilization B)Sexual vs. Asexual reproduction C)External vs Internal fertilization & development D)Role of Hormones	Late March
Common Core Standards or Skills	Identify parts of a bone -Identify different types of muscles using the microscope -Identify cells undergoing stages of plant and animal mitosis -Describe & identify various examples of asexual reproduction	
Unit 11	**Topics**	**Time Frame**
Genetics	A)Mendel's Law of inheritance B)One gene-one enzyme theory C)Human Inheritence	Early April

Common Core Standards or Skills	Evaluate then own inherited traits as set forth in a lab -Perform, analyze & evaluate genetic problems involving traits in pea plants, animals and human genetics (Cita) -Interpret pedigree charts -Evaluate karyotype -Describe types of mutations -Explain DNA replication -Explain Protein S & N thesis -Evaluate various methods & results of Genetic engineering	
Unit 12	**Topics**	**Time Frame**
Modern Genetics	A)The role of DNA & RNA in Modern Genetics B)Mutations C)Protein synthesis D)Genetic Engineering	Late April
Common Core Standards or Skills	Evaluate then own inherited traits as set forth in a lab -Perform, analyze & evaluate genetic problems involving traits in pea plants, animals and human genetics (Cita) -Interpret pedigree charts -Evaluate karyotype -Describe types of mutations -Explain DNA replication -Explain Protein S & N thesis -Evaluate various methods & results of Genetic engineering	
Unit 13	**Topics**	**Time Frame**
Evolution	A)Concept of Evolution B)Scientific proofs of Evolution C)Compare & contrast LaMent's & Darwin's theory of evolution	May
Common Core Standards or Skills	Identify types of fossils and how they form -Compare & Contrast comparative studies in evolution (ex. Embryology, biochemistry, etc.) -Use Darwin's Theory of Evolution to describe evolution of a giraffe -Describe the Heterotroph sypothesis	
Unit 14	**Topics**	**Time Frame**
Ecology	A)Describe the interdependency between abiotic and biotic factors. B)Describe energy flow, good chain, food webs, and pyramids C)Materials cycles and symbiotic relationships D)Human ecology -The effects of human activities –The environment on maintaining homeostasis	June

Common Core Standards or Skills	Interpretation of graphs, charts, and pictoral representations of ecological relationships and cycles -Analyze the ecological succession of a vacant lot in their own neighborhood

9th Grade Technology

Unit 1	**Topics**	**Time Frame**
Typing and intro to word processing	Mavis Beacon typing program Microsoft Word	September
Common Core Standards or Skills	Typing using both hands; Typing using ten fingers; Speed typing; Increasing speed through the use of typing games; Typing without spelling mistakes; Typing in a document; Use of Spell Check; Use of Grammar Check	
Unit 2	**Topics**	**Time Frame**
Word processing	Microsoft Word	October
Common Core Standards or Skills	Draft personal business letters and modified block business letters; Align text and tabs; Insert and edit text; Work with copy and paste; Work with fonts and font sizes; Apply font and text effects; Work with tables	
Unit 3	**Topics**	**Time Frame**
Advanced word processing, intro to spreadsheets	Microsoft Word Microsoft Excel	November
Common Core Standards or Skills	Enhance a document with symbols; Work with bulleted and numbered lists; Align line and paragraph spacing; Create a new workbook; Work with labels; Use AutoComplete; Change label alignment; Use AutoFit; Integrate an Excel document into a Word document	
Unit 4	**Topics**	**Time Frame**
Using spreadsheets to analyze and visualize information	Microsoft Excel	December
Common Core Standards or Skills	Apply formula basics; Work with ranges; Enhance data with different formats, fonts and font sizes; Copy and paste formulas; Create a series; Insert headers and footers; Insert page breaks; Creation of charts; Designing and customizing charts	
Unit 5	**Topics**	**Time Frame**
Introduction to PowerPoint	Microsoft Excel Microsoft PowerPoint	January
Common Core Standards or Skills	**Use the blank presentation option, AutoLayout; Add slides to a presentation; Work with slide views; Apply different layouts and templates; Insert objects; Move, copy, duplicate, and delete slides; Work in outline view; Creating summary slides**	
Unit 6	**Topics**	**Time Frame**

Storytelling using PowerPoint	Microsoft PowerPoint	February
Common Core Standards or Skills	**Use data created in other programs; Select and align text in a presentation; Enhance text appearance; Apply slide color schemes and backgrounds; Utilize organizational chart basics; Use charts and tables in presentations; Add slide transitions, sound and timing; Creation of 10 min presentations**	
Unit 7	**Topics**	**Time Frame**
Storytelling using printed materials	Microsoft Publisher	March
Common Core Standards or Skills	**Writing text; Inserting graphics and images; Using templates; Creating pamphlets and brochures; Creating other documents**	
Unit 8	**Topics**	**Time Frame**
Collaborative word editing	Google docs	April
Common Core Standards or Skills	Creating Google docs; Editing Google docs; Formatting within Google docs; Live work on Google docs; Comparing and contrasting Google docs to MS Word	
Unit 9	**Topics**	**Time Frame**
Collaborative spreadsheet editing	Google sheets	May
Common Core Standards or Skills	Creating Google sheets; Editing Google sheets; Formatting within Google sheets; Live work on Google sheets; Comparing and contrasting Google sheets to MS Excel	
Unit 10	**Topics**	**Time Frame**
Using a graphic calculator	TI-84 Calculator	June
Common Core Standards or Skills	Review of graphing linear and quadratic equations by hand; Using the graphing calculator to duplicate graphs; Creation of statistical graphs (Histograms, Scatter plots, etc.); Review of basic trigonometry by hand; Solving trigonometry problems using the TI-84; Review of Regents based questions that can be solved by calculator	

9th Grade Spanish

Unit 1	**Topics**	**Time Frame**
Why Study Spanish?	What do I know? What are the beginning essentials?	2 weeks
Common Core Standards or Skills	Vocabulary; Preliminary information Standard 2: Students will develop cross-cultural skills and understandings	
Unit 2	**Topics**	**Time Frame**
¿Qué te gusta hacer?	"Mis amigos y yo"	2 weeks
Common Core Standards or Skills	Vocabulary; infinitives; expressing agreement or disagreement Standard 1: Students will be able to use a language other than English for communication.	
Unit 3	**Topics**	**Time Frame**
Y tú, ¿cómo eres?	"Mis amigos y yo" Project: “¿Quién soy yo?”	3 weeks
Common Core Standards or Skills	Vocabulary; adjectives; definite and indefinite articles; word order; placement of adjectives Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	
Unit 4	**Topics**	**Time Frame**
Tu día en la escuela	"La escuela" Project: "El Día de los Muertos"	2 weeks
Common Core Standards or Skills	Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	
Unit 5	**Topics**	**Time Frame**
Tu sala de clases	"La escuela" Vocabulary; plural forms of nouns and articles; the verb estar	2 weeks
Common Core Standards or Skills	Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	
Unit 6	**Topics**	**Time Frame**
¿Desayuno o almuerzo?	"La comida" Project: "El menu"	2 weeks
Common Core Standards or Skills	Vocabulary; present-tense of –er, -ir verbs; me gustan/ ; me encantan. Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	

Unit 7	Topics	Time Frame
Para mantener la salud	"La comida" Film Study (Como Agua Para Chocolate) Project: Las Recetas- Cookbook	3 weeks
Common Core Standards or Skills	Vocabulary; plural of adjectives; the verb ser. Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	
Unit 8	**Topics**	**Time Frame**
¿Adónde vas?	"Los pasatiempos"	2 weeks
Common Core Standards or Skills	Vocabulary; the verb ir; asking questions . Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	
Unit 9	**Topics**	**Time Frame**
¿Quieres ir conmigo?	"Los pasatiempos"	2 weeks
Common Core Standards or Skills	Vocabulary ; ir + a + infinitive; the verb jugar . Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	
Unit 10	**Topics**	**Time Frame**
Una fiesta de cumpleaños	"Fiesta en familia" Project: El Dia del Amor	2 weeks
Common Core Standards or Skills	Vocabulary; the verb tener ; possessive adjectives . Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	
Unit 11	**Topics**	**Time Frame**
¡Vamos a un restaurante!	Fiesta en familia""	2.5 weeks
Common Core Standards or Skills	Vocabulary; the verb venir ; the verbs ser and estar. Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	
Unit 12	**Topics**	**Time Frame**
En mi dormitorio	"La casa" Project: Mi dormitorio ideal	4 weeks

Common Core Standards or Skills	Vocabulary; making comparisons; the superlative; present -tense o/ue verbs . Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	
Unit 13	**Topics**	**Time Frame**
¿Cómo es tu casa	"La casa"	2 weeks
Common Core Standards or Skills	Vocabulary; affirmative tú commands; the present progressive. Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings.	
Unit 14	**Topics**	**Time Frame**
¿Cuánto cuesta?	"De Compras" Project: El Centro Comercial - The Mall	3 weeks
Common Core Standards or Skills	Vocabulary ; present -tense e>ie verbs; present -tense e>i verbs; demonstrative adjectives; direct object pronouns; indirect object pronouns (8b) Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	
Unit 15	**Topics**	**Time Frame**
Essential pieces of: ¡Qué regalo!; De vacaciones ; Ayudando en la comunidad ; El cine y la television ; La tecnología	Various	3 weeks
Common Core Standards or Skills	Vocabulary ; the personal “a” ; acabar de+ the infinitive ; gustar and similar verbs; saber vs. conocer. Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings	

10th Grade ELA

Unit 1	**Topics**	**Time Frame**
What can we expect from this school year?	General Introduction to course; Classroom Routines; Syllabus; Begin Persuasive writing; Regents readings (#’s 26-27)	August
Common Core Standards or Skills	Regents selections; Persuasive writing; Controlling idea; Literary term application	
Unit 2	**Topics**	**Time Frame**

Approaching Fiction: How does one analyze and comprehend literature?	Short Stories; Short Fiction: “Hearts and Hands” / “The Open Window” / “Harrison Bergeron” / “The Interlopers”; Assorted Regents task readings Informational texts regarding fiction writing	September
Common Core Standards or Skills	Irony; Plot; Foreshadowing; Conflict and resolution; Author’s purpose Using prior knowledge; Asking questions; Making predictions and inferences; Comprehension strategies; Reflecting on key detail rereading; Plot diagrams; Understanding exposition, conflict, climax, and resolution Literary analysis ; Creative short fiction ; Creative R.A.F.T. assignments ; Irony Process Piece	
Unit 3	**Topics**	**Time Frame**
What responsibility do we have toward others?	Of Mice and Men by Steinbeck Supplemental informational texts: Stock market intro Background / context informational texts	October - November
Common Core Standards or Skills	Character; Characterization; Setting; Points of View; Narration; Theme; Symbolism; Comparing Tone; Foreshadowing. Making Inferences; Drawing conclusions; recognizing key detail and identifying patterns Characterization sheets ; Small research; Project on dust bowl and depression; Process piece foreshadow.	
Unit 4	**Topics**	**Time Frame**
How are humans capable of violent acts?	"Night" by Elie Wiesel. Supplemental informational texts: Holocaust survivor stories Background / context informational texts	December - January
Common Core Standards or Skills	Character; Characterization; Setting; Points of View; Narration; Theme; Symbolism; Comparing Tone; Foreshadowing. Sequencing; Using graphic organizers to visually present information Letter writing; Answering guiding questions; Process Piece on Point of view	
Unit 5	**Topics**	**Time Frame**
What is the role of a “good” friend?	Drama – "The Tragedy of Julius Caesar" by William Shakespeare Selections from Plato and Aristotle	February - March
Common Core Standards or Skills	Protagonist- Antagonist ; Tragic structure; Blank verse; Dramatic speeches ; External Conflict- Internal Conflict ; Tragic; Heroes; Climax; Elements of Drama Summarize – retell and take notes; Text aids; Paraphrase ; Imagery ; Interpreting ; Compare / contrast; Synthesize; Evaluate Complex text explication ; Vocabulary in context ; R.A.F.T. writing ; Regents free responses	
Unit 6	**Topics**	**Time**

		Frame
Can anyone be a hero? What responsibilities do we have to the community?	Drama – "Inherit the Wind" by Robert E. Lee and Jerome Lawrence	April - June
Common Core Standards or Skills	Epistemology ; Symbolism; Dialogue; Monologue Generating Questions; Background knowledge ; Identifying detail; Drawing conclusion ; Critique generalizations ; Evidence Complex text explication; Vocabulary in context; Regents free responses	

10th Grade Geometry

Unit 1	Topics	Time Frame
Logic	A. Algebra Readiness B. Intro to Logic C. Compound Statements in Logic D. Truth Tables E. Laws of Inference	3 weeks
Common Core Standards or Skills	A. Algebra Readiness Students will be able to: -use proper vocabulary and notation to describe subsets of the Real Number system. -identify relative locations of rational and irrational numbers on a number line. -perform arithmetic operations with both rational and irrational numbers. -solve linear equations including those with fractional coefficients B. Intro to Logic Students will be able to: - translate simple statements into symbolic form - write the negation of a simple statement C. Compound Statements in Logic Students will be able to: - translate compound statements into symbolic form including conjunction, disjunction, conditional, biconditional - write the converse, inverse and contrapositive of a conditional statement - determine whether two conditional statements are logically equivalent. D. Truth Tables Students will be able to - construct truth tables for conjunction, disjunction, conditional, biconditional - determine whether an argument is valid - build truth tables for complicated statements E. Laws of Inference Students will be able to:	

	- apply the laws of inference (including: detachment, contrapositive, Modus Tollens, syllogism, DeMorgan's laws, disjunctive inference, simplification) to recognize and build logical arguments - identify invalid arguments - build directed arguments using two-column proof format - perform indirect two-column proofs using the laws of inference	
Unit 2	**Topics**	**Time Frame**
Thinking in 2 and 3-dimensions	A. Algebra Readiness B. Undefined Terms C. Vocabulary and Basic Definitions relating to the Undefined Terms D. Basic Definitions Relating to Angles E. Basic Definitions Relating to Polygons and Prisms F. Basic Postulates G. Basic Theorems for Euclidean Proofs	5 weeks
Common Core Standards or Skills	A. Algebra Readiness Students will be able to: · Simplify expressions ie: polynomial subtraction (distributing a negative), squaring binomials, laws of exponents, factoring (including ac method), reducing rational expressions. · Solving quadratic equations: by factoring and by extracting square roots B. Undefined Terms Students will be able to: · understand what mathematicians mean when they talk about a point, a line and a plane in regard to both the geometric and the Cartesian applications. C. Vocabulary and Basic Definitions Relating to the Undefined Terms Students will be able to: · Use proper vocabulary and notation to describe points, lines, planes, quadrants, axes, slope, etc. · Use proper vocabulary and notation to define terms such as: segment, ray, midpoint, bisector, congruent, perpendicular, parallel, etc. · Find the slope of a segment/line: given two points or the equation of the line. · Use slopes to determine if two segments are parallel, perpendicular or neither · Find the midpoint of a segment given its endpoints. · Find the endpoint of a segment given one endpoint and the midpoint. · Write the equation of the perpendicular bisector of a segment. · Use midpoint and slope formulas in simple coordinate proofs D. Basic Definitions Relating to Angles Students will be able to: · Use proper vocabulary and notation to define terms such as: angle, angle bisector, adjacent angles, vertical angles, congruent angles, complementary angles, supplementary angles, linear pairs. · Solve problems involving angle relationships using algebraic techniques such as	

	solving linear systems and quadratic equations. E. Basic Definitions Relating to Polygons and Prisms Students will be able to: · use proper vocabulary and notation to define terms such as: convex, concave, equilateral, equiangular, regular polygons, diagonal & vertices · classify polygons by number of sides. · classify triangles by angle measure · classify triangles by side length · use proper vocabulary and notation to define associated triangle vocabulary such as median, altitude, and angle bisector. · use proper vocabulary and notation to define prisms · area of regular and irregular figures in the coordinate plane · measurement of polygons and prisms F. Basic Postulates Students will be able to: • Identify and utilize the basic postulates relating points, lines and planes. • Identify and utilize the basic postulates of equality: reflexive, symmetric, and transitive. • Identify and utilize the addition, subtraction, multiplication, and division (halves of equals are equal) postulates. G. Basic Theorems for Proofs Students will be able to: • State and apply theorems about vertical angles, right angles, complementary angles and supplementary angles (linear pair) to build two column and coordinate proofs.	
Unit 3	**Topics**	**Time Frame**
Parallels, Perpendiculars, & Triangle Basics	A. Angles and Intersecting Line Relationships B. Polygons	3 weeks

Common Core Standards or Skills	A. Angles and Intersecting Line Relationships Students will be able to: • recognize alternate interior angles, corresponding angles, and same side interior angles when 2 lines are cut by a transversal. • Use proper vocabulary and notation to define parallel lines, transversal, skew lines, parallel planes and perpendicular planes. • use parallel lines to prove pairs of angles congruent or supplementary • use these angle pairs to prove that a pair of lines is parallel. • Solve problems involving these angle relationships using a variety of algebraic techniques B. Polygons Students will be able to: · calculate interior and exterior angle measures of a triangle · apply exterior angle of a triangle theorem · develop and use the Triangle Inequality Theorem. · order sides of a triangle in regard to their relative length. · calculate the sum of the interior angles and exterior angles of polygons · calculate each interior and exterior angle of a regular polygon	
Unit 4	**Topics**	**Time Frame**
Congruent Triangles	A. Congruent Triangles B. Distance Formula and More Coordinate Proof	6 weeks
Common Core Standards or Skills	A. Congruent Triangles Students will be able to: • define congruent polygons • prove a pair of triangles congruent: SAS, SSS, ASA, AAS • use the Pythagorean Theorem and its converse • prove triangles congruent using HL • prove and apply the Isosceles Triangle theorem and its converse • prove corresponding parts of congruent triangles congruent • prove overlapping triangles congruent • prove more than one pair of triangles congruent B. Distance Formula and More Coordinate Proof Students will be able to: • use the distance formula to find the distance between two points in the Cartesian plane. • use distance, midpoint and slope formulas in coordinate proofs such as proving triangles congruent, isosceles, right, etc.	
Unit 5	**Topics**	**Time Frame**
Quadrilaterals	A. Quadrilaterals	4 weeks

Common Core Standards or Skills	A. Quadrilaterals Students will be able to: · identify the properties of quadrilaterals: parallelogram, rectangle, rhombus, square, trapezoid, isosceles trapezoid, and kite ("family tree") · use algebraic techniques to solve problems involving the properties of quadrilaterals · use properties of special parallelograms in Euclidian and coordinate proof · prove that a quadrilateral is a parallelogram, rectangle, rhombus, square, trapezoid, isosceles trapezoid, or kite in Euclidian and coordinate proof	
Unit 6	**Topics**	**Time Frame**
Similarity	A. Algebra Readiness B. Similarity C. Right Triangles	4 weeks
Common Core Standards or Skills	A. Algebra Readiness Students will be able to: · Simplify radical expressions · Rationalize monomial and binomial* denominators B. Similarity Students will be able to: • Use proper vocabulary and notation to define similar polygons, ratio, scale factor, ratio of similitude, proportion, terms of a proportion (means, extremes), geometric mean • Identify similar polygons • Use proportions to solve for missing measurements of similar figures • Use proportions to find perimeters, areas and volumes of similar figures • Use triangle proportionality theorems (midsegment, side-splitter) • Prove triangles similar (AA, SAS & SSS) • Prove corresponding sides of similar triangles proportional C. Right Triangles Students will be able to: • Use dilations of Pythagorean triples to generate similar right triangles. • Find missing sides or angles of right triangles using trigonometry. • Use special right triangle relationships (30-60-90 and 45-45-90) to find missing sides or angles. • Use right triangle proportionality theorems	
Unit 7	**Topics**	**Time Frame**
Geometry of the Circle	A. Theorems Involving Circles	3 weeks

Common Core Standards or Skills	A. Theorems Involving Circles Students will be able to: · use proper vocabulary and notation to define terminology associated with circles: tangents, chords, secants, arcs, central angles, and inscribed angles, etc. · Investigate, justify, and apply theorems regarding chords of a circle: o perpendicular bisectors of chords o the relative lengths of chords as compared to their distance from the center of the circle · Investigate, justify, and apply theorems about tangent lines to a circle: o a perpendicular to the tangent at the point of tangency o two tangents to a circle from the same external point o common tangents of two non-intersecting or tangent circles · Investigate, justify, and apply theorems about the arcs determined by the rays of angles formed by two lines intersecting a circle when the vertex is: o inside the circle (two chords) o on the circle (tangent and chord) o outside the circle (two tangents, two secants, or tangent and secant) · Investigate, justify, and apply theorems about arcs of a circle cut by two parallel lines · Investigate, justify, and apply theorems regarding segments intersected by a circle: o along two tangents from the same external point o along two secants from the same external point o along a tangent and a secant from the same external point o along two intersecting chords of a given circle · Construct proofs involving circle theorems	
Unit 8	**Topics**	**Time Frame**
Loci	A. Circles and Systems B. Basic Loci	3 weeks
Common Core Standards or Skills	A. Circles and Systems Students will be able to: · distinguish between an equation of a circle an an equation of a parabola · find the center and radius of a circle from its graph or equation · graph the circle with a given equation in (x-h)2+(y-k)2=r2 form · write the equation of a circle from its graph · solve problems involving circles using algebraic techniques · solve linear/quadratic systems by graphing · solve linear/quadratic systems algebraically B. Basic Loci Students will be able to: · draw and describe a locus given a particular situation · find the equation of a locus in the coordinate plane · identify and describe the intersection of loci · identify and describe the intersection of loci in the Cartesian plane	
Unit 9	**Topics**	**Time**

		Frame
Constructions	A. Constructions B. Concurrence of Segments	2 weeks
Common Core Standards or Skills	A. Constructions Students will be able to: · use a compass to show all points a set distance from a fixed point · use a straight edge and compass to copy a segment or an angle · use a straight edge and compass to construct all points equidistant from two endpoints of a given segment (perpendicular bisector of a segment) · use a compass and straight edge to construct a perpendicular to a given segment through a point on or off of the segment · use a compass and straight edge to construct a parallel to a segment · use a compass and straight edge to construct specified types of triangles: right, isosceles, etc. · use a compass and straight edge to bisect an angle · use a compass and straight edge to draw the medians, altitudes, angle bisectors in a triangle B. Concurrence of Segments Students will be able to: • define, identify, and construct the centroid, incenter, circumcenter, and orthocenter of a triangle solve problems involving the centroid ratio	
Unit 10	**Topics**	**Time Frame**
Transformations	A. Definition of a Transformation B. Types of Transformations C. Line, Point and Rotational Symmetry D. Composition of Transformations	2 weeks

Common Core Standards or Skills	A. Definition of a Transformation Students will be able to: · Use proper vocabulary and function notation to define transformations B. Types of Transformations Students will be able to: · define and use proper notation for line reflections, point reflections, translations, dilations and rotations · identify and perform transformations in the plane including: line reflections, point reflections, translations, dilations and rotations · identify transformations in the coordinate plane by using coordinate rules including: line reflections, point reflections, translations, dilations and rotations C. Line, Point and Rotational Symmetry Students will be able to: • identify and distinguish between line, point and rotational symmetry use proper notation regarding composition D. Composition of Transformations Students will be able to: • use proper notation in composing transformations • compose transformations such as glide reflection recognize direct/opposite isometry	
Unit 11	**Topics**	**Time Frame**
Measurement in Two & Three Dimensions	A. Measuring Circles B. Solid Basics C. Measurement of Solids	2 weeks
Common Core Standards or Skills	A. Measuring Circles Students will be able to: • Find the circumference and area of a circle given varied information • Find the length of an arc of a circle • Find the area of a sector of a circle B. Solid Basics Students will be able to: · identify and define types of solids (prism, pyramid, cylinder, cone, sphere) · identify and define lateral edge, base, altitude, lateral face, slant height, volume, lateral area, surface area, circumference C. Measurement of Solids Students will be able to: • find the lateral area of solids • find the surface area of solids • find the volume of solids	

10th Grade Global History

Unit 1	Content	Concepts/Themes	Time Frame
Enlightenment, Revolution and Nationalism	The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. 10.2a Enlightenment thinkers developed political philosophies based on natural laws which included the concepts of social contract, consent of the governed, and the rights of citizens. Ø Students will examine at least three Enlightenment thinkers including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau and key ideas from their written works. 10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements such as women's rights and abolition; some leaders may be considered enlightened despots. Ø Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce. Ø Students will examine enlightened despots including Catherine the Great. 10.2c Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas. Ø Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre and Napoleon Bonaparte. Ø Students will examine the evidence related to the impact of the French Revolution on resistance and revolutionary movements, noting the roles of Toussaint L'Ouverture and Simon Bolivar. 10.2d Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to	Natural Law; Philosophes; Human reason; Social Contract; enlightened despot; abolition; bourgeoisie; popular sovereignty; republic; Estates General; estates; Jacobins; sans-culottes; émigrés; guillotine; radical; reactionary; abdicate; peninsulares; creoles; mestizos; mulattoes; nationalism; citizen; realpolitik; unification; monarchy; regime; identity; multi-national.	2 weeks

	multinational states. Ø Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and Austrian Empires.		
Common Core Standards or Skills	CCRS1 - 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCWS1 - 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. SSP - Identify, analyze, & evaluate the relationship between multiple causes & effects		
Unit 2	**Content**	**Concepts/Themes**	**Time Frame**
French Revolution & Napoleon	French Revolution --Impact of the Enlightenment --Causes of the Revolution --Failure of Louis XVI --Estates General --Forces of Change (National Assembly) --Bastille Day 7/14/89 --Reign of Terror Rise of Napoleon --Coup D'Etat --Domestic Achievements --The English Obsession --Invasion of Russia --Nationalism and Impact on Latin America	Economic Disparity - Political Inequality - and the French Revolution International impact of French Revolution Napoleonic Era - Positive and Negative Impacts Tennis Court Oath, Bastille Day, Radicals, Moderates, Conservatives, Assembly, Sans-culottes, Emigres, Great Fear, Declaration of Rights of Man, Liberte' Egalite' and Fraternite', Committee of Public Safety, Jacobins, Marie Antoinette Plebecite, Coup d' Etat, Concordat of 1801, Napoleonic Code, Treaty of Vienna, continental System, Peninsular War, Guerilla Warfare, Scorched Earth, Waterloo, Elba Napoleon's Legacy: 1) Feudal Relics Destroyed 2) Code Napoleon	2 weeks

		3) Nationalist Feelings Grow 4) Centralization of Local Governments 5) Furtherance of Public Education 6) Settled Religious Matters 7) Ended Old Regime 8) Legacy of War 9) Map Changes	
Common Core Standards or Skills	B2. Initiating Ideas: Are the causes of the Revolution an extension of Enlightenment beliefs? Analyzing the difference between the Enlightenment and the Revolution Recognizing Documents		
Unit 3	**Content**	**Concepts/Themes**	**Time Frame**
Congress of Vienna	Congress of Vienna --Age of Metternich --Concert of Europe --Containment, Compensation and Legitimacy	Outcomes of the Congress of Vienna Age or Metternich	1 week
Common Core Standards or Skills	Critical Thinking: Analysis of the Age of Metternich Analyzing Documents: Concert of Europe Play Reading on Conservatism Critical Writing and Reading Comprehension Quotation Analysis		
Unit 4	**Content**	**Concepts/Themes**	**Time Frame**
Revolutions Latin America, Germany, Italy	Nationalist Revolutions --Impact of Napoleon --Columbus Legacy --Revolutionaries (Hidalgo, Overture, Bolivar) --Haiti: Slave Movement Case Study: Italy & Germany --Mazzini, Cavour and Garibaldi --Rise of Otto Van Bismarck --Greece and the Ottomans	Causes and effects of the Nationalist Revolutions European Nation States and Nationalism Concepts: Realpolitik Blood and Iron Conservatives and Liberal Nationalism Balkans	2 weeks
Common Core Standards or Skills	Critical Thinking: Analysis of the Age of Napoleon Critical Synthesis: Compare and Contrast the Rule of Toussaint L'Ouverture to Napoleon Analyzing Documents: Italian and German Unification Oral Presentation: Comparison of Unification movements Critical Writing and Reading Comprehension Quotation Analysis		
Unit 5	**Content**	**Concepts/Themes**	**Time**

			Frame
Industrial Revolution	Industrial Revolution --Why Britain? 1) Lack of Other Revolutions 2) Natural Ports 3) Great Natural Resources 4) Rivers for Inland Transportation 5) Highly developed banking system 6) Capital for investment 7) Population Explosion 8) Highly developed banking system --Enclosure Movement --Problems of the Industrial Revolution --Philosophies of Industrialization --Essence of Capitalism --Socialism & Communism --Inventions of the 18th & 19th Century	Themes: Great Britain's Industrial Revolution; Global Economic Evolution Concepts: Agricultural Revolution, Enclosure, Crop Rotation, Factors of Production, Urbanization, Factory System, Corporation, Age of Steam, Laissez Faire, Capitalism, Utilitarianism, Socialism, Utopian Socialism, Factory Act of 1833, Unions, Karl Marx, Strike, Free-Enterprise, Invisible Hand, Supply and Demand, Proletariat, Bourgeoisie People to Know... Adam Smith, Malthus, Ricardo, Owen, Marx, Bentham, Whitney, Marx, Watt, Fulton, Edison, Darwinist Theory	3 weeks
Common Core Standards or Skills	Integration of Knowledge and Ideas • RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. • RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. • RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources. Craft and Structure • RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. • RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. • RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.		
Unit 6	**Content**	**Concepts/Themes**	**Time Frame**

Age of Imperialism	Age of Imperialism --Road of Imperialism (Capitalism, Communism, Socialism) --Reasons for Imperialism 1) Search for New Markets 2) National Prestige 3) Competition vs. Other Rivals 4) Social Darwinism 5) Religious & Humanitarian Reasons 6) Enlighten the Benefits of Western Democracy 7) Adventure of the Seas 8) Technological Progress 9) Military Strategy 10) European Travel can now reach inland --Berlin Conference of 1884-85 --Indirect vs. Direct Control --Forms of Imperialism 1) Colony 2) Protectorate 3) Sphere of Influence 4) Economic Imperialism --British in Africa --British Impact in India (Sepoys, Amritsar)	Themes: Imperialism, Economics, Nationalism, Social Movements, Technology, Interdependence, Concepts: New Imperialism, Berlin Conference, White Man's Burden, Racism, Social Darwinism, Shaka Zula, BEIC, Boer, Assimilation, Suez Canal, Sepoy Rebellion, Jewel in the Crown	3 weeks
Common Core Standards or Skills	Critical Thinking: Analysis of the Age of Imperialism Analyzing Documents: Causes for Imperialism; Effects on African Society Reading Comprehension: Excepts of King Leopold's Ghost Quotation Analysis Critical Writing and Reading Comprehension Synthesizing Material Leading a Class: Effects of an Invention		
Unit 7	**Content**	**Concepts/Themes**	**Time Frame**
Effects of Imperialism on Asia	Imperialism In China vs. Japan --Failure of the Manchus --China's failure to respond to Global Needs --Sense of Ethnocentrism --Tea-Opium Connection --Treaty of Nanjing --Taiping Rebellion --"Death to the Foreign Devils" --Rise of Japanese Modernization --Revisit Japanese Feudalism --Tokugawa Shogunate --Meiji Restoration --Japanese Imperialism	Themes: Imperialism, Nationalism Concepts: Opium War, Extraterritoriality, Century of Shame, Taiping Rebellion, Sphere of Influence, Open Door Policy, Matthew Perry, Archipelago, Treaty of Kanagawa, Russo-Japanese War, Sino-Japanese War, Annexation	2 weeks

Common Core Standards or Skills	Critical Thinking: Analysis of the Age of the Asian World Brainstorming: Ethnocentrism vs. Xenophobia Issues Debate: Positives vs. Negatives of Imperialism in Asian World Analyzing Documents: Letter of Queen Victoria Critical Writing and Reading Comprehension Essay Responses by China vs. Japan		
Unit 8	**Content**	**Concepts/Themes**	**Time Frame**
The Great War-- World War I	World War I --Scramble for Africa --Alliance System --Impact of the Congress of Vienna --Imperialism, Militarism, Nationalism --Chain Reaction to War --New Machines of War --US Involvement in War --Global Changes --Treaty of Versailles "A Flawed Peace" 1) Self-Determination 2) A Fair Peace 3) Disarmament 4) Fair treatment of Colonies 5) League of Nations	Themes: Imperialism, Nationalism, International Diplomacy, Militarism, Technology, Alliances Concepts: Total War, Legacy of Otto Van Bismarck, Franz Ferdinand, Black Hand, Ultimatum, Powder Keg, Propaganda, Censorship, Trench Warfare, Mobilization, The Lusitania, Zimmerman Note, All Quiet on the Western Front, Faceless War, Surrealism, Balfour Declaration, War-Guilt Clause, Self-Determination, Triple Alliance, Triple Entente, Paris Peace Conference	3 weeks
Common Core Standards or Skills	Critical Thinking: Analysis of the Age of the Great War Primary Source Research Map Identification: Understand the Alliance System Analyzing Documents: Causes of World War I; Schlieffen Plan Reading on the Causes of World War I Critical Writing and Reading Comprehension: All Quiet on the Western Front		
Unit 9	**Content**	**Concepts/Themes**	**Time Frame**

Russian Revolution	Revolutions -- Russian Revolution 1) Absolutism of the Czar 2) Beginnings of Industrialization 3) Nationalization 4) Peasant Conditions 5) Major Losses in War (Crimean War, Russo-Japanese War, World War I) --Review Russian Geography (Size, Resources, Transportation Facilities, Population Numbers --Comparison to the French Revolution --Romanov Dynasty --Sunday Bloody Sunday --October Manifesto --Creation of the Duma --Impact of World War I --Rise of Lenin 1) War Communism 2) NEP --Rise of Josef Stalin 1) Collectivization 2) Five Year Plans 3) Command Economy 4) Gulags 5) Great Purge--"Crimes against the state"	Themes: Political Instability, Economics, Industrialism Concepts: Pogrom, Trans-Siberian Railroad, Bolsheviks, Marxism, Lenin, Duma, Rasputin, Provisional Government, Soviet, Totalitarianism, Command Economy, Collective Farming, Gulag, Great Purge, Totalitarianism	3 weeks
Common Core Standards or Skills	Critical Thinking: Analysis of the Russian Revolution Analyzing Documents: Romanov Dynasty Analysis of Secondary Sources: Animal Farm DBQ Standards: Causes of the Russian Revolution Visual Presentations: Propaganda Slogans Critical Writing and Reading Comprehension Conversation & Listening Skills		
Unit 10	**Content**	**Concepts/Themes**	**Time Frame**

Interwar Period	Interwar Period --Freud and Einstein (Surrealism) --Global Depression 1) Cost Of World War I 2) Dynasties were unstable 3) Failure of the Weimar Republic --Rise of Fascism 1) Against Democracies 2) For Dictatorships 3) Stressed Nationalism 4) Against Marxism 5) Use of Terror and Propaganda --Rise of the Nazi Party --Allied Answer to the Rise of Hitler (Appeasement) --Rise of Mussolini --Rise of Franco	Themes: Social Movements, Economics, Revolution Concepts: Depressions, Weimar, Fascism, Hitler, Mein Kampf, Gestapo, Appeasement, Francisco Franco, Fuhrer, Isolationism, Third Reich, Munich Conference, Swastika, Anchscluss, NAZI, Non-Aggression Pact	1 week
Common Core Standards or Skills	Critical Thinking: Analysis of the Age of Interwar Period Art Analysis: Dali and Surrealism vs. Impressionism Analyzing Documents: Weimar Republic; Nuremberg Speeches Critical Writing and Reading Comprehension Quotation Analysis Speech Writing and Brainstorming Activity		
Unit 11	**Content**	**Concepts/Themes**	**Time Frame**

World War II	World War II --Causes of the World War II 1) Rise of Hitler and Mussolini 2) Militarism 3) Weakness of the Treaty of Versailles 4) Failure of Collective Security 5) Dictatorships 6) British Appeasements 7) American Neutrality --Hitler's Lightning War --Japanese Expansion --Pearl Harbor --"Hitler First" Theory --Nazi Advancements in Russia (Stalingrad) --The Holocaust & Rape of Nanjing (Genocide) --Island Hopping Tour --Dropping of the Atomic Bombs --Effects of the War & Costs --Beginnings of the Cold War	Themes: Wartime diplomacy, Technology, Appeasement Concepts: European Appeasement and its Consequences Atrocities committed - WWII Relationship between WWII results and the initiation of the Cold War Concepts: Hitler's Futuristic Outlook for Germany, Japanese Path to War, Appeasement, Blitzkrieg, Charles DeGaulle, Free French, Battle of Britain, RAF, Non-Aggression Pact, American Neutrality, "A Day that will live in Infamy" D-Day, Unconditional Surrender, Island Hopping, Hiroshima, Nagasaki, Kristallnacht, "Final Solution," Ghettos, Effects of the War, Nuremburg Trials, Genocide, Potsdam, Demilitarism, Kamikaze, Rape of Nanjing, VE Day, Operation Barbarossa People to Know: Hitler, Rommel, Eisenhower, MacArthur, Tojo, Roosevelt, Chamberlain, Stalin, Churchill, Truman, Yamamoto, Rommel	3 weeks
Common Core Standards or Skills	Critical Thinking: Analysis of the World War II Analyzing Documents: Rise of Nazism and Fascism Critical Writing and Reading Comprehension Quotation Analysis: American Neutrality Debate: Americans Entry into War; Dropping of the Second Atomic Bomb		

Unit 12	Content	Concepts/Themes	Time Frame
Rise of Gandhi & Zedong	Rise of Mustafa Kamal Ataturk Rise of Gandhi --Review Indian History & Geography --BEIC to the Sepoy Mutiny --Indian Nationalism --"The Great Soul" --Salt March --Policy of Non-Violence --Civil Disobedience --Muslims vs. Hindus --Partition of India and Pakistan --Kashmir Today --Post India Problems --Essence of the Green Revolution Chinese Revolution --Impact of Confucius and Past Isolationism --Review the Boxer Rebellion --Rise of Mao Zedong --Great Leap Forward --Communes --Stalin Similarity --Cultural Revolution --Little Red Book --One child policy --Rise of Deng Xiaoping --Tiananmen Square	Themes: Social Movements, Independence Movements, Nationalism, Economics, Revolutions Concepts: Passive Resistance, Civil Disobedience, Amritsar Massacre, Salt March, Indian National Congress, Muslim League, Little Red Book, Cultural Revolution, Red Guards, Great Leap Forward, Five Year Plans, Long March, Taiwan, Communes, Tiananmen Square, Four Modernizations People: Nehru, Gandhi, Jinnah, Zemin, Xiaoping, Mao, Indira Gandi	2 weeks
Common Core Standards or Skills	Critical Thinking: Analysis of the Rise of New Leaders Brainstorming: Qualities of a Moral Leader Analyzing Documents: Rise of Gandhi Cartoon Analysis: Indian Revolution Art and Music Interpretation: Music of the Chinese Revolution Play Reading on Conservatism Critical Writing and Reading Comprehension Quotation Analysis		
Unit 13	**Content**	**Concepts/Themes**	**Time Frame**

The Cold War	COLD WAR --How to fight Cold War without Fighting? 1) Propaganda 2) Alliances 3) Scientific Research 4) Espionage 5) Economics --Reasons for Tension between US & USSR --Impact of the Yalta Conference --United Nations and other Worldwide Organizations --Establishment of the Iron Curtain --NATO vs. Warsaw Pact Early Tension Cases --Berlin Airlift --Nonalignment --Space Race --U-2 Incident --Bay of Pigs Invasion --Cuban Missile Crisis --Rise of Castro --Arms Race Elements of War --Korean Conflict --Vietnam Conflict Relevant Effects: --Arab-Israeli Conflict --Panama Canal Zone --SALT and other Arms Treaties --Invasion of --Iran Contra Affair Conclusion of the Cold War: --Rise of Gorbachev --Perestroika and Glasnost --Collapse of the Soviet Union --Yugoslavia and Czechoslovakia --Ethnic Cleansing	Themes: United States and Soviet Union actions create global effects. "Hot spots" scattered though out the Cold War. (Vietnam War and Korean War) Impact of diplomacy on the Cold War MAD, Yuri Gagarin, Sputnik, brinkmanship, Dien Bien Phu, Vietnamization, Khmer Rouge, Killing Fields, PLO, OPEC, detente, Arms Race, Olympic Boycotts, Domino Theory, Vietcong, Satellite, Marshall Plan, Truman Doctrine, Star Wars, Berlin Airlift, Six Day War, Balfour Declaration, Islamic Fundamentalism, Boat People, Sandinistas, Contras, Camp David Accords People: Castro, Kennedy, Khrushchev, Ho Chi Minh, Kim Il Song, Pol Pot, Ortega, Pahlavi, Khomeini, Meir, Nasser, Milosevic, Sadat, Carter, Putin	4 weeks
Common Core Standards or Skills	Critical Thinking: Analysis of the Cold War Reading Comprehension: United Nations and Declaration of Human rights Analyzing Documents: Concert of Europe Critical Writing and Reading Comprehension Charting and Graphing Success of the Worldwide conferences Understanding the Impact of War upon society Quotation Analysis		

	Debate of Vietnam/Cambodia		
Unit 14	**Content**	**Concepts/Themes**	**Time Frame**
Totalitarian Projects	Totalitarian Projects Task: Each student will be assigned one of the following totalitarian regimes: Ayatollah Khomeni in Iran Ferdinand Marcos in the Philippines Fidel Castro in Cuba Kim Il Sung in North Korea Ho Chi Minh in Vietnam Idi Amin in Uganda Manuel Noreiga in Panama Mao Zedong in China Marshal Tito in Yugoslavia Medellin Drug Cartel in Columbia Muammar Gaddafi in Libya Nicolae Ceausescu in Romania Pol Pot in Cambodia Saddam Hussein in Iraq Slobodan Milosevic in Serbia South African Govt. in South Africa Taliban in Afghanistan Tojo in Japan	1. Each student will be responsible for a written presentation: Students will serve as prosecutors and defense attorneys in placing their regime on trial. Each student will prepare a case to convince the international war crimes tribunal that their regime is guilty AND not guilty of the crimes committed and should be condemned as the most inhumane leader of the 20th century. The student will write the argument as the prosecution attorney AND defense attorney. The student will need to create a list of crimes committed by their regime. The defense attorney will create a defense position and will have to demonstrate to their audience that their leader was justified in how they ruled their respective area.	2 weeks
Common Core Standards or Skills	Speech Writing Skills Oral Presentations Critical Analysis Project-based learning Students will be able to understand how totalitarian regimes ruled during the 20th century. By researching their chosen regime, students will explore how that regime ruled, how they maintained power and how they compare with others within the century.		
Unit 15	**Content**	**Concepts/Themes**	**Time Frame**

Arab-Israeli Conflict	Arab Israeli Conflict --Middle Eastern Geography 1) Vital Waterways 2) Valuable Oil Resources 3) Strategic Location 4) Historical Religious Events --Roots of Arab Nationalism --Creation of OPEC --Balfour Declaration and British Declaration --Rise of Zionism --Creation of Israel --Wars and Conflicts --Arab Terrorism --Camp David Accords --PLO and Arafat --Intifada	Role geography plays in the Conflict Ethnic, historical and cultural issues that lead to the current conflict Role of terrorism as a way to achieve goals in the region. Impact of this movement. Role of the "Western World" in bringing peace to the region Intifada, Suez Crisis, Six Day War, Anwar Sadat, Camp David, PLO, Intifada, Refugees, Creation of Israel, UN Partition Plan of 1947, Gaza Strip, West Bank, Arafat, Jerusalem, Ariel Sharon, Ben-Gurion, Nasser, Munich Games	1 week
Common Core Standards or Skills	Critical Thinking: Analysis of the Conflict in the Arab World Primary Source Readings: Up to date technologies Analyzing Documents: Middle Eastern Analysis and Balfour Declaration Map Analysis Quotation Analysis Debate: Who is right and who is wrong within the Arab Israeli Conflict Conflict Resolution: How do we solve the crisis?		
Unit 16	**Topics**	**Concepts/Themes**	**Time Frame**
Post 1945 Africa	Post 1945 Africa --Early Impact of the Dutch Settlers --Explorers Impact --Boer War --Scramble for Africa --Ghana and Kenya (Pan-Africanism) --Policy of Apartheid --Sharpeville Massacre & Soweto Demonstrations --International Protests & Sanctions --ANC and Mandela --Election of DeKlerk --Open Elections --Africa's inability to technologically advance --Tribalism Issues --Modern Day Economic Failure	Themes: Impact of European Imperialism on the development of Africa Role of Europe on the independence movement in Africa Problems and issues facing a newly independent Africa Passbooks, Sanctions, Universal Declaration of Human Rights, Apartheid, Tutu, DeKlerk, Mandela, Afrikaner, Nkrumah, Kenyatta	1 week

Common Core Standards or Skills	Critical Thinking: Analysis of the Post 1945 Africa Analyzing Documents: Apartheid Cartoon Analysis: Mandela and Depictions around the world Play Reading on Apartheid Secondary Source Analyzation: Roots and Mandela Critical Writing and Reading Comprehension		
Unit 17	**Topics**	**Concepts/Themes**	**Time Frame**
Global Interdependence	Global Interdependence --Global Issues (Desertification & Deforestation) --Human Rights --Ethnic Conflicts (Bosnia & Yugoslavia) --Kashmir --Japanese Economic Miracle --Green Revolution --Rise of Free-Trade Agreements --Environmental Issues --Nuclear Nonproliferation --Islamic Fundamentalism --Globalized Terrorism --Impact of 9/11	Themes: Impact of globalization on the developing world Regional conflicts impacting the global scene Growth of non-state terrorist groups, and their destabilizing effect on the world NAFTA, Pacific Rim, Asian Tigers, Fundamentalism, Amnesty International, Interdependence, Developing Nations, Sweatshops, Multinational Corporations, Capital Investment, Ozone Layer, Global Warming, Acid Rain, Terrorism, 9/11	2 weeks
Common Core Standards or Skills	Critical Thinking: Analysis of the Global Age Regents Review questions Test-Taking Skills: Multiple Choice Segments Writing/Expository Skills: How to break down an essay? Critical Writing and Reading Comprehension Quotation Analysis		
Unit 18	**Topics**	**Concepts/Themes**	**Time Frame**
S. REGENTS REVIEW	Regents Review Questions	Regents Review Questions	4 weeks
Common Core Standards or Skills	Regents Review Test --Practice Examination --Simplifying Information --Summarizing and Synthesizing		

10th Grade Earth Science

Unit 1	Content	Concepts/Themes	Time Frame
Describing and Measuring Earth	1. Density 2. Roundness and smoothness of the earth (Shape of the Earth) 3. Spheres of the earth 4. Rate of change 5. Dynamic equilibrium 6. Locating positions on the earth's surface 7. Earth as a clock 8. Earth's dimensions 9. Latitude and longitude 10. Time zones	1. Patterns in nature 2. Interconnectedness of systems.	4 weeks
Common Core Standards or Skills	1. Distinguishing between inferences and observations 2. Measuring density 3. Determining Volume of an object (Geometric vs. Displacement method). 4. Graphical analysis. 5. Calculating and determining the percentage of error. 6. Calculating rate of change problems. 7. Defining Latitude and Longitude. 8. Locating positions on the earth using latitude and longitude. 9. Deriving time zones from longitude.		
Unit 2	**Content**	**Concepts/Themes**	**Time Frame**
Field Mapping	1. Mapping Earth's surface. 2. Constructing topographic maps. 3. Interpreting cartographic symbols. 4. Representing three dimensional objects on two dimensional surfaces.	Analyzing observations	2 weeks
Common Core Standards or Skills	1. Constructing isolines. 2. Drawing contour maps. 3. Determining gradient. 4. Constructing profile views of topographic features.		
Unit 3	**Content**	**Concepts/Themes**	**Time Frame**

Rocks and Minerals	1. Matter and atomic structure 2. Phases of matter 3. Earth's materials: minerals, rocks and mineral resources (renewable vs. nonrenewable) rock types; igneous, metamorphic, and sedimentary formation and characteristics of rock types 4. Physical properties of mineral 5. The rock cycle	1. Describe the particles within atoms and the structure of atoms. 2. Understand and define the different phase changes. How atoms interact to form different forms of matter. 3. Understanding the limited quantities and uneve geographical distribution of mineral resources worldwide. 4. Rock types as key to local events in geologic history. 5. The re-creation of the earth's crust as described by the rock cycle model.	5 weeks
Common Core Standards or Skills	Modeling atomic structure Model the differences in thermal energy between the different phases of matter Reading and interpreting the ESRT Mineral identification Rock classification Rock identification		
Unit 4	**Content**	**Concepts/Themes**	**Time Frame**
The Earth's Dynamic Crust	1. The lithosphere 2. Crustal changes 3. Continental drift 4. The relationship between layers of Earth's interior 5. Plate tectonics 6. Earthquakes/ volcanoes 7. James Hutton and Uniformatarianism	1. Patterns of change 2. System interrelationships 3. Uniformitarianism	3 weeks
Common Core Standards or Skills	1. Identifying plate boundaries 2. Using P and S waves to determine earthquake epicenters 3. Finding origin time of an earthquake 4. Using the Richter and Mercalli scales 5. Determining the densities of Earth's spheres		
Unit 5	**Content**	**Concepts/Themes**	**Time Frame**

Weathering, Erosion & Deposition	Weathering Soil development Erosion and Agents Deposition and Agents Landscape Development and Characteristics	Differences between physical and chemical weathering Factors affecting rates of weathering, erosion and deposition Stream model of erosion-deposition system deposition by streams, glaciers, wind and ocean waves factors affecting the carrying power of a stream	3 weeks
Common Core Standards or Skills	Drawing stream bottom profiles Interpreting soil profiles Using sediment characteristics to determine erosional agent Identifying physical and chemical changes		
Unit 6	**Content**	**Concepts/Themes**	**Time Frame**
Earth's History	1. Relative dating 2. Correlating geologic history from the rock record 3. Absolute dating 4. Interpreting geologic history 5. Evolution of life as it relates to events in geologic history 6. James Hutton	1. Uniformatarianism	4 weeks
Common Core Standards or Skills	1. Interpreting a geologic sequence of events 2. Correlating rock layers using similarities among exposed rock layers, index fossils, unconformities and key beds 3. Calculating half-life based on radioisotopes 4. Mapping a time line of earth's history		
Unit 7	**Content**	**Concepts/Themes**	**Time Frame**
Energy In Earth Processes	1. Electromagnetic energy 2. Law of Conservation of Energy 3. Transfer of energy 4. Energy transformation 5. Temperature and heat 6. Calories 7. Changes of state 8. Earth's energy supply 9. Specific Heat	1. Patterns of change. 2. Energy can neither be created nor destroyed.	2 weeks
Common Core Standards or Skills	1. Using the electromagnetic (EM) energy diagram (ESRT) 2. Ranking relative resistance to a change in temperature of common earth materials by using specific heat constants (ESRT)		

Unit 8	Content	Concepts/Themes	Time Frame
Weather and Climate	1. Air pressure and winds 2. Global wind patterns 3. Air masses and fronts 4. Storms and severe weather 5. Weather forecasting 6. Weather Models 7. Water cycle and climate patterns	1. Interrelatedness of systems. 2. Cyclical patterns.	4 weeks
Common Core Standards or Skills	1. Creating and retrieving weather information from a station model. 2. Predicting the path of a hurricane. 3. Measuring weather variables. 4. Creating a water cycle model.		
Unit 9	**Content**	**Concepts/Themes**	**Time Frame**
Insolation and the Seasons	1. Solar radiation and insolation 2. Factors affecting absorption and reflection of insolation 3. Effects of uneven heating of earth's surface 4. Reasons for the Seasons 5. Heat budget and climate change 6. Climate is based primarily on latitude	1. Patterns exist in nature. 2. Systems are interrelated.	2 weeks
Common Core Standards or Skills	1. Plotting the path of the sun, 2. Identifying latitudes of noon vertical rays at solstices and equinoxes 3. Creating the Earth's Heat Budget 4. Determining the Tropic of Cancer and Tropic of Capricorn.		
Unit 10	**Content**	**Concepts/Themes**	**Time Frame**
Earth in the Universe	1. Origin and age of the Universe 2. Structure of the Universe 3. Star origin and evolution 4. Big Bang and Steady State theory	1. The interconnectedness of events throughout time; the cause and effect of events. 2. The universe from various perspectives. 3. Dynamic Equilibrium.	2 weeks
Common Core Standards or Skills	1. Interpreting the H-R diagram. 2. Determining the age of a star. 3. distinguishing between brightness and luminosity reading the H-R diagram		
Unit 11	**Content**	**Concepts/Themes**	**Time Frame**

Motions of the Earth, Moon, and Sun	1. Apparent motion vs. real motion of celestial objects. 2. The causes of seasons on Earth. 3. Evidence of earth's rotation and revolution. 4. The geocentric vs. heliocentric models of the universe. 5. Using parallax.	1. The dynamic equilibrium of systems. 2. Observations and its analysis.	2 weeks
Common Core Standards or Skills	1. Reading celestial maps. 2. Differentiating between star and planetary motion. 3. Plotting the apparent path of the sun across the sky. 4. Determining the angle of insolation. 5. Determining the duration of insolation.		
Unit 12	**Content**	**Concepts/Themes**	**Time Frame**
Parts, Evolution and Motion of the Solar System	1. Evolution of the solar system 2. Parts and structure of the solar system 3. Kepler's Laws/Orbital Mechanics 4. Universal gravitational force 5. Inertia 6. Eccentricity of orbits 7. Differentiating between revolution and rotation 8. Planet characteristics	1. Observation and its analysis. 2. Patterns in the universe.	1 week
Common Core Standards or Skills	1. Develop a scale model to represent size and distance of planets. 2. Determining the eccentricity of ellipses. 3. Comparing eccentricities. 4. Using the reference table to compare and contrast the characteristics of the planets.		
Unit 13	**Content**	**Concepts/Themes**	**Time Frame**
Earth's Moon	1. Lunar motions 2. Causes of tides 3. Phases of the Moon 4. Eclipses	The interrelationship of systems. The cyclical nature of systems	3 weeks
Common Core Standards or Skills	1. Predicting tides 2. Predicting lunar phases 3. Describing the orientation of the earth, moon, and sun at various phases. 4. Constructing a lunar calendar.		
Unit 14	**Content**	**Concepts/Themes**	**Time Frame**

Environmental Awareness	1. Types of pollution 2. Equilibrium of systems 3. Greenhouse gases and effect 4. Ozone 5. Carbon cycle 6. Environmental disasters 7. Population explosion 8. Critical mass 9. Land use	1. Interconnectedness 2. Patterns of change 3. Stability of systems	1 week
Common Core Standards or Skills	1. Interpreting pollution diagrams and flow charts 2. Classifying types of pollution 3. Creating visual presentations on various types of pollution 4. Analyzing sources of pollution 5. Creating Land Use models		
Unit 15	**Content**	**Concepts/Themes**	**Time Frame**
Regents Review	1. The Regents Exam has two parts, a written and practical section. 2. Students should understand testing strategies to improve their score on the exam. 3. The written section of the exam generally consists of 50 multiple choice questions and 30 open response, short answer questions. 4. The lab practical portion of the exam consists of six stations where students must demonstrate their understanding of ES concepts. 5. Students need to understand how to navigate through their ESRT to maximize their time on each question during the exam.	1. Standardized assessments vs. knowledge	1 week
Common Core Standards or Skills	1. Practice interpreting Regents style questions and the using various strategies during the exam. 2. Focusing on deficient areas.		

10th Grade Spanish 2

Unit 1	**Topics/Themes**	**Vocabulary and grammar**	**Time Frame**
Tu día escolar **1A: ¿Qué haces en la escuela?** **1B: ¿Qué haces después de las clases?**	Themes: 1. Global challenges • Economic issues • Population and demographics • Social welfare 2. Science and technology • Access to technology • Effects of technology on Self and Society • Innovations 3. Families and Communities • Education communities • Social Networking • Customs and values	• Review of stem-changing verbs • Affirmative and negative words • Use of para • Class activities and school objects • Classroom rules • Activities before and after school • Making comparisons • Hacer + time expressions • Verbs saber and conocer	6 weeks
Common Core Standards or Skills	Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings		
Unit 2	**Topics/Themes**	**Vocabulary and grammar**	**Time Frame**
Un evento especial **2A: ¿Cómo te preparas?** **2B: ¿Qué ropa compraste?**	1. Families and Communities • Family structure (Newspaper articles) • Customs and values (miscositas.com) • Human geography • Education communities • Social Networking	• Direct object pronouns • Preterite of regular verbs • Irregular preterite verbs • Places in the community • Running errands	4 weeks
Common Core Standards or Skills	Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings		
Unit 3	**Topics/Themes**	**Vocabulary and grammar**	**Time Frame**

Tú y tu comunidad **3A: ¿Qué hiciste ayer?** **3B: ¿Cómo se va…?**	1. Beauty and Aesthetics • Defining Beauty (Newspaper articles) • Fashion and Design (Uvideos.com) 2. Families and communities • Customs and values 3. Personal and Public Identities • Alienation and Assimilation • Heroes and Historical figures (Videos and history about Frida Kahlo) • Personal beliefs • Personal interests (Videohistoria) • Self-image 4. Contemporary Life • Social customs and values • Lifestyles	• Clothing vocabulary • Talk about prices • Preterite tense • Review of present tense pensar, preferir, querer • Preterite of regular verbs • Demonstrative adjectives • Shopping vocabulary • Clothes vocabulary • Purchases	4 weeks
Common Core Standards or Skills	Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings		
Unit 4	**Topics/Themes**	**Vocabulary and grammar**	**Time Frame**
Recuerdos del pasado **4A: Cuando éramos niños** **4B: Celebrando los días festivos**	1. Families and Communities • Education communities	• Direct object pronouns • Irregular preterite verbs • Places in the community • Running errands • Review of ser vs. Ir	4 weeks
Common Core Standards or Skills	Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings		
Unit 5	**Topics/Themes**	**Vocabulary and grammar**	**Time Frame**
En las noticias **5A: Un acto heroico** **5B: Un accidente**	1. Science and Technology • Effects of Technology on Self and Society • Health care and medicine • Innovations 2. Contemporary life • Travel and leisure • Lifestyles • Social customs	• Modes of transportation • Irregualar affirmative tú commands • Present progressive irregular forms • Directions • Words related to driving	4 weeks
Common Core Standards or	Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings		

Skills			
Unit 6	**Topics/Themes**	**Vocabulary and grammar**	**Time Frame**
La televisión y el cine **6A: ¿Viste el partido** **6B: ¿Qué película has visto?** **en la televisión?**	1. Personal and Public Identities • Alienation and assimilation • Personal beliefs • Personal interests • Self-image 2. Families and Communities • Customs and values • Education communities • Family structure 3. Contemporary Life • Lifestyles • Social customs • Relationships	• Prterite of –ir stem changing verbs • Other reflexive verbs	4 weeks
Common Core Standards or Skills	Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings		
Unit 7	**Topics/Themes**	**Vocabulary and grammar**	**Time Frame**
Buen provecho **7A: ¿Cómo se hace la paella?** **7B: ¿Te gusta comer al aire libre?**	1. Science and Technology • Health care and medicine 2. Contemporary life • Education and career • Entertainment • Social customs 3. Families and communities • Customs and values • Education communities • Global citizenship	• Negative tu commands • Impersonal se	4 weeks
Common Core Standards or Skills	Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings		
Unit 8	**Topics/Themes**	**Vocabulary and grammar**	**Time Frame**

Cómo ser un buen turista **8A: Un viaje en avión** **8B: Quiero que disfrutes de tu viaje.**	1. Global Challenges • Economic issues • Environmental issues • Population and demographics • Social conscience 2. Contemporary life • Education and career • Entertainment • Social customs 3. Personal and Public Identities • National and Ethnic identities • Personal interests	• Vocabulary on sporting events, contests, emotions • Preterite of –ir stem-changing verbs • Reflexive verbs • ocabulary for movies and movie production • Indirect object pronouns	4 weeks
Common Core Standards or Skills	Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings		
Unit 9	**Topics/Themes**	**Vocabulary and grammar**	**Time Frame**
¿Cómo será el futuro? **9A: ¿Qué profesión tendrás?** **9B: ¿Qué haremos para mejorar el mundo?**	1. Families and Communities • Customs and values • Family structure 2. Global challenges • Economic issues • Environmental issues • Social welfare • Social conscience 3. Science and technology • Health care and medicine • Science and ethics	• Professions, making plans for the future; earning a living • The future tense, the future tense of irregular verbs	4 weeks
Common Core Standards or Skills	Standard 1: Students will be able to use a language other than English for communication. Standard 2: Students will develop cross-cultural skills and understandings		

Appendix C: Data Action Protocol
Data Action Protocol (DAP) 2.0

Pre-DAP:

- Look over the data from the assessment
- Complete the table with your student performance levels
- Complete the DAP form

During DAP

- Highlight any standards that were low performing (less than 65%)
- Highlight any surprises (students, standards, questions, etc)
- Review question stems/standards and discuss:
    - Why is it low performing?
    - How will the instruction be modified to help students show mastery of the standard?
    - Next steps
        - How will it be remediated/retaught
        - What materials/resources will be used?
        - What re-assessment will be given?

Follow up (post DAP)

- Submit Action Plan with complete detail (standard; how it will be retaught; grouping; differentiation/modification)
- Revise and update guided/small groups to reflect remediation
- Keep binder with guided/small group plans as well as assessment pieces (exit tickets, quizzes, teacher conference notes, etc)

SAMPLE Data Action Protocol (DAP)

November 17, 2017
4th Grade: 4B
1:05 - 2:05

Purpose of today's DAP: We will review our mid-unit assessment and consider what concepts of multiplication our students are understanding. From this we will:
(1) make unit revisions/adjustments and (2) plan our groupings for math instruction.

Date of End of Unit Interim: Dec 7-8th

1. Look over the grade-wide data and analyze trends:
    a. What standards are students showing proficiency?
    b. What standards are growth areas?

Notes	Proficiency	Growth Areas
Reinforce the language of multiplication (triple, double, halving, properties)	4.NBT.1, 4.NBT.4, 4.NBT.5 ● Recognizing that in a multi digit number represents 10 times what it represents in the place to the right. ● Fluency in addition and subtraction ● Multiply a whole number up to four digits by a one digit number.	● 4.OA.1- Language embedded in multiplication ● 4.OA.1- Exposure to the multiplicative properties (i.e commutative property)

What will our next 2 weeks look like?

- Core Math
- CGI
- Guided Math
- NYReady Math Skills

Core Math	CGI/GUIDED MATH	Math Skills
-DR. QVOSAC embedded in lessons	Guided math will take place during the RTI block	Lesson 7: Factors and Multiples (2-3 days) Naming and identifying Multiplication properties (1-2 days) Lesson 9- Model Multi-Step Word Problems (include DR. QVOSAC as a strategy)

NOW, let's think about our classroom instruction:

Look over your:

- Score Reports
- Standards Analysis
- Booklets

What are our current instructional groupings, and do adjustments needs to be made?

- Procedures
- Process and deep understanding of big ideas

Classroom Small Group Instruction		
Intervention/Possible RTI supports (0-55%)	*Pushable/Slippables (56-75%)*	*At/Above Grade Level (76-100%)*
Names: (STUDENT NAMES REDACTED) Goals for the group: Organizing word problem information within an organizer.	Names: (STUDENT NAMES REDACTED) Goals for the group: Attending to multi-step word problems.	Names: (STUDENT NAMES REDACTED) Goals for the group: Attending to multi-step word problem and doing more math vocabulary work

Deadlines & Follow-up Paperwork:

What: Action Plan Document

When: November 27th @ 4:30

Action Plan	Standards & Skill/Concept	Who will receive reteaching?	When will they receive instruction? (name block and frequency)	What resources will be used?
	4.NBT.5 4.OA.3 4.OA.3	(STUDENT NAMES REDACTED)	Math Skill 3-4 times a week	Word Problems Worksheets with Graphic Organizer - single and two step
	4.NBT.5 4.OA.3 4.OA.3	(STUDENT NAMES REDACTED)	Math Skills 3-4 times a week	Word Problems Worksheet - two step word problems
	4.NBT.5 4.OA.3 4.OA.3	(STUDENT NAMES REDACTED)	Math Skills 3-4 times a week	Word Problems Worksheet - two or more step word problems
	NOTES on Individual Students:			

R-06g– Draft Accountability Plan

Complete the Accountability Plan template available on the Institute's website at: http://www.newyorkcharters.org/reporting-requirements/accountability-plan-draft/. The web page includes additional detail to assist the applicant in drafting the required SUNY academic Accountability Plan. This Response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

Bedford Stuyvesant New Beginnings Charter School 2

Draft Accountability Plan
for the Accountability Period 2020-2021 to 2024-2025

GOAL 1: HIGH SCHOOL GRADUATION

Students at Bedford Stuyvesant New Beginnings Charter School 2 will graduate high school.

Goal 1: Leading Indicator
• Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Goal 1: Leading Indicator
• Each year, 75 percent of students in the second-year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

Goal 1: Absolute Measures
• Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Goal 1: Comparative Measure
• Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Goal 1: Absolute Measure

- Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

GOAL 2: POST-SECONDARY READINESS

Graduates of Bedford Stuyvesant New Beginnings Charter School 2 will be prepared for college and/or careers.

Goal 2: Absolute Measure

- Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:
  - Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
  - Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
  - Passing a College Level Examination Program ("CLEP") exam;
  - Passing a college level course offered at a college or university or through a school partnership with a college or university;
  - Achieving the college and career readiness benchmark on the SAT; or,
  - Earning a Regents diploma with advanced designation; or,
  - Successful completion of a school-structured experiential learning program that is aligned to a college major

Goal 2: Absolute Measure

- Each year, 75% of high school graduates will complete a rigorous career-readiness portfolio. Such a portfolio will be evaluated by their guidance counselor as measured by a career-based rubric assessing the quality of their personal resume, a sample cover letter, a personal statement, a description of their pre-internship and experiential learning experiences that relate to college and career readiness.

Goal 2: Absolute Measure

- Each year, 75% of high school students will successfully complete a rigorous project based learning experience prior to the end of their senior year, including a pre-internship or internship with a partner organization, a site-based project or campaign, or a field work placement with an employer consistent with the school's mission. The Director of Experiential Learning will evaluate the student's success based on a rubric developed in collaboration with our partner organizations.

Goal 2: Absolute Measure

- Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Goal 2: Absolute Measure

- Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Goal 2: Comparative Measure

- Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

GOAL 3: ENGLISH LANGUAGE ARTS

Students are Bedford Stuyvesant New Beginnings Charter School 2 will be proficient readers and writers of English.

Goal 3: Absolute Measure

- Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

Goal 3: Absolute Measure

- Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Goal 3: Comparative Measure

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

Goal 3: Comparative Measure

- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Goal 3: Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Goal 3: Absolute Measure

- Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Goal 3: Absolute Measure

- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Goal 3: Absolute Measure

- Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Goal 3: Comparative Measure

- Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Goal 3: Comparative Measure

- Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Goal 3: Comparative Measure

- Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Goal 3: Growth Measure

- Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Goal 3: Growth Measure

- Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

GOAL 4: MATHEMATICS

Students at Bedford Stuyvesant New Beginnings Charter School 2 will be proficient in mathematics.

Goal 4: Absolute Measure

- Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Goal 4: Absolute Measure

- Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Goal 4: Comparative Measure

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

Goal 4: Comparative Measure

- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Goal 4: Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Goal 4: Absolute Measure

- Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Goal 4: Absolute Measure

- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Goal 4: Absolute Measure

- Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Goal 4: Comparative Measure

- Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Goal 4: Comparative Measure

- Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Goal 4: Comparative Measure

- Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Goal 4: Growth Measure

- Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Goal 4: Growth Measure

- Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

GOAL 5: SCIENCE

Students at Bedford Stuyvesant New Beginnings Charter School 2 will be proficient in applying scientific principles.

Goal 5: Absolute Measure

- Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

Goal 5: Comparative Measure

- Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

Goal 5: Absolute Measure

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Goal 5: Comparative Measure

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

GOAL 6: SOCIAL STUDIES

Students at Bedford Stuyvesant New Beginnings Charter School 2 will be proficient in applying social studies concepts.

Goal 6: Absolute Measure
• Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Goal 6: Comparative Measure
• Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Goal 6: Absolute Measure
• Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Goal 6: Comparative Measure
• Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

GOAL 7: ESSA

Bedford Stuyvesant New Beginnings Charter School 2 will be in good standing.

Goal 7: Absolute Measure
• Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

GOAL 8: ADVOCACY SKILLS

Bedford Stuyvesant New Beginnings Charter School 2 graduates will be ready to meaningfully improve their community by exhibiting empathy for others and by advocating for an equitable and inclusive society.

Goal 8: Absolute Measure
• Each year, all elementary and middle school students will complete one or more project-based learning project in collaboration with their peers and teachers.

Goal 8: Absolute Measure
• Each year, all high school students will collaborate with their peers and with community-based organizations to identify a community need development project and to creatively apply their skills in improving outcomes for the community.

7. Calendar and Schedules

A. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:

- **Total number of days of instruction for the school year including whole and half days;**
- **Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;**
- **First and last day of classes;**
- **Organization of the school year (i.e., semesters, trimesters, quarters, etc.);**
- **All planned holidays and other days off, as well as planned half days; and,**
- **Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.**

Provide a narrative to explain any aspects of the calendar that are not evident on the first-year calendar or where further explanation is necessary.

The calendar includes 181 instructional days and 180 aidable days (five instructional days occur in August, four aidable days in August are included for staff development) . There are no half-days, Students start August 26th, 2024 and their last day of school is June 20th, 2025, organized in two semesters. Employee trainings begin August 1st, 2024 with a combination of remote and in-person staff development; non-school days for student holidays are indicated in pink for all federal holidays and school breaks.

Day	Month	Day	2024-25 Calendar
Monday	July	1	Summer Staff and Clean Up
Tuesday	July	2	Summer Staff and Clean Up
Wednesday	July	3	Summer Staff and Clean Up
Thursday	July	4	Federal Holiday: School Closed, No Students or Staff
Friday	July	5	Summer Staff and Clean Up
Saturday	July	6	Weekend
Sunday	July	7	Weekend
Monday	July	8	Summer Staff and Clean Up
Tuesday	July	9	Summer Staff and Clean Up
Wednesday	July	10	Summer Staff and Clean Up
Thursday	July	11	Summer Staff and Clean Up
Friday	July	12	Summer Staff and Clean Up

Saturday	July	13	Weekend
Sunday	July	14	Weekend
Monday	July	15	Summer Staff and Clean Up
Tuesday	July	16	Summer Staff and Clean Up
Wednesday	July	17	Summer Staff and Clean Up
Thursday	July	18	Summer Staff and Clean Up
Friday	July	19	Summer Staff and Clean Up
Saturday	July	20	Weekend
Sunday	July	21	Weekend
Monday	July	22	Summer Staff and Clean Up
Tuesday	July	23	Summer Staff and Clean Up
Wednesday	July	24	Summer Staff and Clean Up
Thursday	July	25	Summer Staff and Clean Up
Friday	July	26	Summer Staff and Clean Up
Saturday	July	27	Weekend
Sunday	July	28	Weekend
Monday	July	29	Summer Staff and Clean Up
Tuesday	July	30	Summer Staff and Clean Up
Wednesday	July	31	Summer Staff and Clean Up
Thursday	August	1	New Staff Trainings
Friday	August	2	New Staff Trainings
Saturday	August	3	Weekend
Sunday	August	4	Weekend
Monday	August	5	Full Staff Training Day (no students) - remote
Tuesday	August	6	Full Staff Training Day (no students) - remote
Wednesday	August	7	Full Staff Training Day (no students) - remote
Thursday	August	8	Full Staff Training Day (no students) - remote
Friday	August	9	Full Staff Training Day (no students) - remote
Saturday	August	10	Weekend
Sunday	August	11	Weekend
Monday	August	12	Full Staff Training Day (no students) -in person
Tuesday	August	13	Full Staff Training Day (no students) -in person
Wednesday	August	14	Full Staff Training Day (no students) -in person

Thursday	August	15	Full Staff Training Day (no students) -in person
Friday	August	16	Full Staff Training Day (no students) -in person
Saturday	August	17	Weekend
Sunday	August	18	Weekend
Monday	August	19	Full Staff Training Day (no students) -in person
Tuesday	August	20	Full Staff Training Day (no students) -in person
Wednesday	August	21	Full Staff Training Day (no students) -in person
Thursday	August	22	Full Staff Training Day (no students) -in person
Friday	August	23	Full Staff Training Day (no students) -in person
Saturday	August	24	Weekend
Sunday	August	25	Weekend
Monday	August	26	Regular School Day: Students and Staff in Session
Tuesday	August	27	Regular School Day: Students and Staff in Session
Wednesday	August	28	Regular School Day: Students and Staff in Session
Thursday	August	29	Regular School Day: Students and Staff in Session
Friday	August	30	Regular School Day: Students and Staff in Session
Saturday	August	31	Weekend
Sunday	September	1	Weekend
Monday	September	2	Federal Holiday: School Closed, No Students or Staff
Tuesday	September	3	Regular School Day: Students and Staff in Session
Wednesday	September	4	Regular School Day: Students and Staff in Session
Thursday	September	5	Regular School Day: Students and Staff in Session
Friday	September	6	Regular School Day: Students and Staff in Session
Saturday	September	7	Weekend
Sunday	September	8	Weekend
Monday	September	9	Regular School Day: Students and Staff in Session
Tuesday	September	10	Regular School Day: Students and Staff in Session
Wednesday	September	11	Regular School Day: Students and Staff in Session
Thursday	September	12	Regular School Day: Students and Staff in Session
Friday	September	13	Regular School Day: Students and Staff in Session
Saturday	September	14	Weekend
Sunday	September	15	Weekend
Monday	September	16	Regular School Day: Students and Staff in Session

Tuesday	September	17	Regular School Day: Students and Staff in Session
Wednesday	September	18	Regular School Day: Students and Staff in Session
Thursday	September	19	Regular School Day: Students and Staff in Session
Friday	September	20	Regular School Day: Students and Staff in Session
Saturday	September	21	Weekend
Sunday	September	22	Weekend
Monday	September	23	Regular School Day: Students and Staff in Session
Tuesday	September	24	Regular School Day: Students and Staff in Session
Wednesday	September	25	Regular School Day: Students and Staff in Session
Thursday	September	26	Regular School Day: Students and Staff in Session
Friday	September	27	Regular School Day: Students and Staff in Session
Saturday	September	28	Weekend
Sunday	September	29	Weekend
Monday	September	30	Regular School Day: Students and Staff in Session
Tuesday	October	1	Regular School Day: Students and Staff in Session
Wednesday	October	2	Regular School Day: Students and Staff in Session
Thursday	October	3	Regular School Day: Students and Staff in Session
Friday	October	4	Regular School Day: Students and Staff in Session
Saturday	October	5	Weekend
Sunday	October	6	Weekend
Monday	October	7	Regular School Day: Students and Staff in Session
Tuesday	October	8	Regular School Day: Students and Staff in Session
Wednesday	October	9	Regular School Day: Students and Staff in Session
Thursday	October	10	Regular School Day: Students and Staff in Session
Friday	October	11	Regular School Day: Students and Staff in Session
Saturday	October	12	Weekend
Sunday	October	13	Weekend
Monday	October	14	Federal Holiday: School Closed, No Students or Staff
Tuesday	October	15	Regular School Day: Students and Staff in Session
Wednesday	October	16	Regular School Day: Students and Staff in Session
Thursday	October	17	Regular School Day: Students and Staff in Session
Friday	October	18	Regular School Day: Students and Staff in Session
Saturday	October	19	Weekend

Sunday	October	20	Weekend
Monday	October	21	Regular School Day: Students and Staff in Session
Tuesday	October	22	Regular School Day: Students and Staff in Session
Wednesday	October	23	Regular School Day: Students and Staff in Session
Thursday	October	24	Regular School Day: Students and Staff in Session
Friday	October	25	Regular School Day: Students and Staff in Session
Saturday	October	26	Weekend
Sunday	October	27	Weekend
Monday	October	28	Regular School Day: Students and Staff in Session
Tuesday	October	29	Regular School Day: Students and Staff in Session
Wednesday	October	30	Regular School Day: Students and Staff in Session
Thursday	October	31	Regular School Day: Students and Staff in Session
Friday	November	1	Regular School Day: Students and Staff in Session
Saturday	November	2	Weekend
Sunday	November	3	Weekend
Monday	November	4	Regular School Day: Students and Staff in Session
Tuesday	November	5	Full Staff Training Day (no students)
Wednesday	November	6	Regular School Day: Students and Staff in Session
Thursday	November	7	Regular School Day: Students and Staff in Session
Friday	November	8	Regular School Day: Students and Staff in Session
Saturday	November	9	Weekend
Sunday	November	10	Weekend
Monday	November	11	Federal Holiday: School Closed, No Students or Staff
Tuesday	November	12	Regular School Day: Students and Staff in Session
Wednesday	November	13	Regular School Day: Students and Staff in Session
Thursday	November	14	Regular School Day: Students and Staff in Session
Friday	November	15	Regular School Day: Students and Staff in Session
Saturday	November	16	Weekend
Sunday	November	17	Weekend
Monday	November	18	Regular School Day: Students and Staff in Session
Tuesday	November	19	Regular School Day: Students and Staff in Session
Wednesday	November	20	Regular School Day: Students and Staff in Session
Thursday	November	21	Regular School Day: Students and Staff in Session

Friday	November	22	Regular School Day: Students and Staff in Session
Saturday	November	23	School Vacation: No Students or Staff
Sunday	November	24	School Vacation: No Students or Staff
Monday	November	25	Full Staff Training Day (no students)
Tuesday	November	26	Full Staff Training Day (no students)
Wednesday	November	27	School Vacation: No Students or Staff
Thursday	November	28	School Vacation: No Students or Staff
Friday	November	29	School Vacation: No Students or Staff
Saturday	November	30	School Vacation: No Students or Staff
Sunday	December	1	School Vacation: No Students or Staff
Monday	December	2	Regular School Day: Students and Staff in Session
Tuesday	December	3	Regular School Day: Students and Staff in Session
Wednesday	December	4	Regular School Day: Students and Staff in Session
Thursday	December	5	Regular School Day: Students and Staff in Session
Friday	December	6	Regular School Day: Students and Staff in Session
Saturday	December	7	Weekend
Sunday	December	8	Weekend
Monday	December	9	Regular School Day: Students and Staff in Session
Tuesday	December	10	Regular School Day: Students and Staff in Session
Wednesday	December	11	Regular School Day: Students and Staff in Session
Thursday	December	12	Regular School Day: Students and Staff in Session
Friday	December	13	Regular School Day: Students and Staff in Session
Saturday	December	14	Weekend
Sunday	December	15	Weekend
Monday	December	16	Regular School Day: Students and Staff in Session
Tuesday	December	17	Regular School Day: Students and Staff in Session
Wednesday	December	18	Regular School Day: Students and Staff in Session
Thursday	December	19	Regular School Day: Students and Staff in Session
Friday	December	20	Regular School Day: Students and Staff in Session
Saturday	December	21	School Vacation: No Students or Staff
Sunday	December	22	School Vacation: No Students or Staff
Monday	December	23	School Vacation: No Students or Staff
Tuesday	December	24	School Vacation: No Students or Staff

Wednesday	December	25	School Vacation: No Students or Staff
Thursday	December	26	School Vacation: No Students or Staff
Friday	December	27	School Vacation: No Students or Staff
Saturday	December	28	School Vacation: No Students or Staff
Sunday	December	29	School Vacation: No Students or Staff
Monday	December	30	School Vacation: No Students or Staff
Tuesday	December	31	School Vacation: No Students or Staff
Wednesday	January	1	School Vacation: No Students or Staff
Thursday	January	2	School Vacation: No Students or Staff
Friday	January	3	School Vacation: No Students or Staff
Saturday	January	4	School Vacation: No Students or Staff
Sunday	January	5	School Vacation: No Students or Staff
Monday	January	6	Regular School Day: Students and Staff in Session
Tuesday	January	7	Regular School Day: Students and Staff in Session
Wednesday	January	8	Regular School Day: Students and Staff in Session
Thursday	January	9	Regular School Day: Students and Staff in Session
Friday	January	10	Regular School Day: Students and Staff in Session
Saturday	January	11	Weekend
Sunday	January	12	Weekend
Monday	January	13	Regular School Day: Students and Staff in Session
Tuesday	January	14	Regular School Day: Students and Staff in Session
Wednesday	January	15	Regular School Day: Students and Staff in Session
Thursday	January	16	Regular School Day: Students and Staff in Session
Friday	January	17	Regular School Day: Students and Staff in Session
Saturday	January	18	Weekend
Sunday	January	19	Weekend
Monday	January	20	Federal Holiday: School Closed, No Students or Staff
Tuesday	January	21	Full Staff Training Day (no students)
Wednesday	January	22	Regular School Day: Students and Staff in Session
Thursday	January	23	Regular School Day: Students and Staff in Session
Friday	January	24	Regular School Day: Students and Staff in Session
Saturday	January	25	Weekend
Sunday	January	26	Weekend

Monday	January	27	Regular School Day: Students and Staff in Session
Tuesday	January	28	Regular School Day: Students and Staff in Session
Wednesday	January	29	Regular School Day: Students and Staff in Session
Thursday	January	30	Regular School Day: Students and Staff in Session
Friday	January	31	Regular School Day: Students and Staff in Session
Saturday	February	1	Weekend
Sunday	February	2	Weekend
Monday	February	3	Regular School Day: Students and Staff in Session
Tuesday	February	4	Regular School Day: Students and Staff in Session
Wednesday	February	5	Regular School Day: Students and Staff in Session
Thursday	February	6	Regular School Day: Students and Staff in Session
Friday	February	7	Regular School Day: Students and Staff in Session
Saturday	February	8	Weekend
Sunday	February	9	Weekend
Monday	February	10	Regular School Day: Students and Staff in Session
Tuesday	February	11	Regular School Day: Students and Staff in Session
Wednesday	February	12	Regular School Day: Students and Staff in Session
Thursday	February	13	Regular School Day: Students and Staff in Session
Friday	February	14	Regular School Day: Students and Staff in Session
Saturday	February	15	School Vacation: No Students or Staff
Sunday	February	16	School Vacation: No Students or Staff
Monday	February	17	School Vacation: No Students or Staff
Tuesday	February	18	School Vacation: No Students or Staff
Wednesday	February	19	School Vacation: No Students or Staff
Thursday	February	20	School Vacation: No Students or Staff
Friday	February	21	School Vacation: No Students or Staff
Saturday	February	22	School Vacation: No Students or Staff
Sunday	February	23	School Vacation: No Students or Staff
Monday	February	24	Regular School Day: Students and Staff in Session
Tuesday	February	25	Regular School Day: Students and Staff in Session
Wednesday	February	26	Regular School Day: Students and Staff in Session
Thursday	February	27	Regular School Day: Students and Staff in Session
Friday	February	28	Regular School Day: Students and Staff in Session

Saturday	February	1	Weekend
Sunday	March	2	Weekend
Monday	March	3	Regular School Day: Students and Staff in Session
Tuesday	March	4	Regular School Day: Students and Staff in Session
Wednesday	March	5	Regular School Day: Students and Staff in Session
Thursday	March	6	Regular School Day: Students and Staff in Session
Friday	March	7	Regular School Day: Students and Staff in Session
Saturday	March	8	Weekend
Sunday	March	9	Weekend
Monday	March	10	Regular School Day: Students and Staff in Session
Tuesday	March	11	Regular School Day: Students and Staff in Session
Wednesday	March	12	Regular School Day: Students and Staff in Session
Thursday	March	13	Regular School Day: Students and Staff in Session
Friday	March	14	Regular School Day: Students and Staff in Session
Saturday	March	15	Weekend
Sunday	March	16	Weekend
Monday	March	17	Regular School Day: Students and Staff in Session
Tuesday	March	18	Regular School Day: Students and Staff in Session
Wednesday	March	19	Regular School Day: Students and Staff in Session
Thursday	March	20	Regular School Day: Students and Staff in Session
Friday	March	21	Regular School Day: Students and Staff in Session
Saturday	March	22	Weekend
Sunday	March	23	Weekend
Monday	March	24	Regular School Day: Students and Staff in Session
Tuesday	March	25	Regular School Day: Students and Staff in Session
Wednesday	March	26	Regular School Day: Students and Staff in Session
Thursday	March	27	Regular School Day: Students and Staff in Session
Friday	March	28	Regular School Day: Students and Staff in Session
Saturday	March	29	Weekend
Sunday	March	30	Weekend
Monday	March	31	Regular School Day: Students and Staff in Session
Tuesday	March	1	Regular School Day: Students and Staff in Session
Wednesday	April	2	Regular School Day: Students and Staff in Session

Thursday	April	3	Regular School Day: Students and Staff in Session
Friday	April	4	Regular School Day: Students and Staff in Session
Saturday	April	5	Weekend
Sunday	April	6	Weekend
Monday	April	7	Regular School Day: Students and Staff in Session
Tuesday	April	8	Regular School Day: Students and Staff in Session
Wednesday	April	9	Regular School Day: Students and Staff in Session
Thursday	April	10	Regular School Day: Students and Staff in Session
Friday	April	11	Regular School Day: Students and Staff in Session
Saturday	April	12	Weekend
Sunday	April	13	Weekend
Monday	April	14	School Vacation: No Students or Staff
Tuesday	April	15	School Vacation: No Students or Staff
Wednesday	April	16	School Vacation: No Students or Staff
Thursday	April	17	School Vacation: No Students or Staff
Friday	April	18	School Vacation: No Students or Staff
Saturday	April	19	School Vacation: No Students or Staff
Sunday	April	20	School Vacation: No Students or Staff
Monday	April	21	Regular School Day: Students and Staff in Session
Tuesday	April	22	Regular School Day: Students and Staff in Session
Wednesday	April	23	Regular School Day: Students and Staff in Session
Thursday	April	24	Regular School Day: Students and Staff in Session
Friday	April	25	Regular School Day: Students and Staff in Session
Saturday	April	26	Weekend
Sunday	April	27	Weekend
Monday	April	28	Regular School Day: Students and Staff in Session
Tuesday	April	29	Regular School Day: Students and Staff in Session
Wednesday	April	30	Regular School Day: Students and Staff in Session
Thursday	April	1	Regular School Day: Students and Staff in Session
Friday	May	2	Regular School Day: Students and Staff in Session
Saturday	May	3	Weekend
Sunday	May	4	Weekend
Monday	May	5	Regular School Day: Students and Staff in Session

Tuesday	May	6	Regular School Day: Students and Staff in Session
Wednesday	May	7	Regular School Day: Students and Staff in Session
Thursday	May	8	Regular School Day: Students and Staff in Session
Friday	May	9	Regular School Day: Students and Staff in Session
Saturday	May	10	Weekend
Sunday	May	11	Weekend
Monday	May	12	Regular School Day: Students and Staff in Session
Tuesday	May	13	Regular School Day: Students and Staff in Session
Wednesday	May	14	Regular School Day: Students and Staff in Session
Thursday	May	15	Regular School Day: Students and Staff in Session
Friday	May	16	Regular School Day: Students and Staff in Session
Saturday	May	17	Weekend
Sunday	May	18	Weekend
Monday	May	19	Regular School Day: Students and Staff in Session
Tuesday	May	20	Regular School Day: Students and Staff in Session
Wednesday	May	21	Regular School Day: Students and Staff in Session
Thursday	May	22	Regular School Day: Students and Staff in Session
Friday	May	23	Regular School Day: Students and Staff in Session
Saturday	May	24	Weekend
Sunday	May	25	Weekend
Monday	May	26	Federal Holiday: School Closed, No Students or Staff
Tuesday	May	27	Regular School Day: Students and Staff in Session
Wednesday	May	28	Regular School Day: Students and Staff in Session
Thursday	May	29	Regular School Day: Students and Staff in Session
Friday	May	30	Regular School Day: Students and Staff in Session
Saturday	May	31	Weekend
Sunday	May	1	Weekend
Monday	June	2	Regular School Day: Students and Staff in Session
Tuesday	June	3	Regular School Day: Students and Staff in Session
Wednesday	June	4	Regular School Day: Students and Staff in Session
Thursday	June	5	Regular School Day: Students and Staff in Session
Friday	June	6	School Closed: Clefrical Day
Saturday	June	7	Weekend

Sunday	June	8	Weekend
Monday	June	9	Regular School Day: Students and Staff in Session
Tuesday	June	10	Regular School Day: Students and Staff in Session
Wednesday	June	11	Regular School Day: Students and Staff in Session
Thursday	June	12	Regular School Day: Students and Staff in Session
Friday	June	13	Regular School Day: Students and Staff in Session
Saturday	June	14	Weekend
Sunday	June	15	Weekend
Monday	June	16	Regular School Day: Students and Staff in Session
Tuesday	June	17	Regular School Day: Students and Staff in Session
Wednesday	June	18	Regular School Day: Students and Staff in Session
Thursday	June	19	Federal Holiday: School Closed, No Students or Staff
Friday	June	20	Regular School Day: Students and Staff in Session
Saturday	June	21	Weekend
Sunday	June	22	Weekend
Monday	June	23	School Vacation: No Students or Staff
Tuesday	June	24	School Vacation: No Students or Staff
Wednesday	June	25	School Vacation: No Students or Staff
Thursday	June	26	School Vacation: No Students or Staff
Friday	June	27	School Vacation: No Students or Staff
Saturday	June	28	Weekend
Sunday	June	29	Weekend

R-08ad - Specific Populations
a. Struggling Students
Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- **How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;**
- **The strategies, programs, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;**
- **Any research or evidence that supports the appropriateness of the proposed approach; and,**
- **The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.**

Through our operation of Bedford Stuyvesant New Beginnings for the past several years, we are confident that we understand the needs of anticipated student population for BSNBCS2. We have identified this population based on demographic trends, the level of parent demand for our school model and the existing educational options in the community. We project that BSNBCS2 will have a demographic composition of students who reside primarily in Bedford Stuyvesant, with some students from the nearby central Brooklyn neighborhoods of Bushwick, Williamsburg, Crown Heights, Brownsville and East New York.

We project that Community School District 16 will provide the largest population of enrolled students at BSNBCS2, though we anticipate also receiving students from other high-poverty Community School Districts such as 13, 14, 17 and 32. This range of districts is due to our anticipated facility being located near the border of Bedford Stuyvesant, Bushwick and South Williamsburg, meaning that students who geographically live very near to the school may happen to reside in a CSD other than CSD16, where the facility is located. Additionally, due to gentrification, many students who apply to BSNCBS2 may initially live in CSD16 and subsequently move to these other neighborhoods over a period of years, as they seek more affordable housing while remaining enrolled at the school.

Demographically, we anticipate primarily serving African-American and Hispanic-American students, the vast majority of whom qualify for free or reduced-price lunch, based on Bedford Stuyvesant New Beginnings' enrollment of 49% African American students and 49% Latino students, with the remaining students being multiracial students. We anticipate that a significant portion of our students will be eligible for free and reduced lunch based on the fact that 91% of our students at Bedford Stuyvesant New Beginnings are designated as such. A growing number of our students will be immigrants or children of immigrants, primarily from Mexico, Dominican Republic, Latin America and other Caribbean islands. A number of our ELLs are American citizens from Puerto Rico, who primarily speak Spanish at home and speak English as a second language.

From our experience, we anticipate that many incoming students will had exposure to high quality pre-Kindergarten instruction. While recent enrollment patterns since the development of universal pre-K in New York City means that our incoming students may have had some pre-K schooling, the quality of these programs vary widely; accordingly, we anticipate approximately one third to one half of students requiring academic remediation starting in Kindergarten. From our experience, we anticipate that some of our students may lack stable home environments due to issues associated with extreme poverty—homelessness, food insecurity, joblessness, and family incarceration. These challenges require supports that are outlined in this proposal and we have developed the BSNBCS2 proposal with this community in mind.

We anticipate that several of our incoming students will likely have special needs such as learning disabilities, speech and language impairments, social-emotional challenges and or other health impairments. Based on our consistent percentage of students with disabilities attending Bedford Stuyvesant New Beginnings, we anticipate 18-20% of students in a given year will receive special education services. Accordingly, our plan includes a Collaborative Team Teaching class per grade level (one of three sections) in the K-8 as our prepared method of providing special education services. Two special education teachers will assigned to each high school grade, which has five sections of students, ensuring that our high school students with disabilities continue to strong progress towards graduation. Additional SPED services will be provided by our SETTS and related services programs..

Experience tells us that many of our English Language Learners will initially struggle with literacy in English. In this community, Spanish (or French-Creole in a few cases) is their primary language spoken at home for ELL students. Based on demographic trends in recent years, we anticipate 13-15% of students will require these services, which is reflected in our staffing plan for ENL teachers.

For many students representing these specific populations, attaining grade level success will be take several years to develop proficiency in English Language Arts and mathematics. We embrace the challenge and journey that these students will go on to success in high school, through a K-12 program. Accordingly, our school design incorporates effective teaching practices which supports these needs such as student-centered learning, differentiated instruction, scaffolded questions, and small-group instruction. These strategies for specific populations rely on the use academic and observational data to guide future instruction and our response to intervention practices to better meet the needs of these students. These practices are part of how our existing school has become increasingly more successful over the last few years and part of how BSNBCS2 will ensure growth and success for those students who require academic remediation.

We are also aware that in a large and academically heterogeneous elementary and middle school, there will be some students who have fully-developed literacy and mathematics knowledge and skills. These students must not be forgotten, as we have expect to enroll students who excel academically and those who will need additional opportunities to learn in their pathway towards college and careers. Our highest achievers will consistently score at level 4 on the grade 3-8 state exams or demonstrate their gifted and talented status in other domains, such as the arts. For these high performers, we recognize the importance of

increasing academic rigor through differentiation of content and product so these top students can continue to be challenged. In high school, advanced students will have several opportunities to deepen and broaden their knowledge and skills through experiential learning projects, such as those described in Response 6af.

At Risk Students: At BSNBCS2 we will define students who are at-risk of academic failure as those who have a learning disability, have a primary language other than English, or otherwise have a higher likelihood of struggling academically due to a number of factors that could include poverty, homelessness, poor health, truancy, lack of family support, etc.

For grades K-8, each year, to determine whether a student is indeed at-risk (outside of the SPED or ELL frameworks) BSNBCS2 will measure student performance and progress using its diagnostic, formative and summative assessments. The at-risk designation is not determined by a single measure, but rather through our Response to Intervention framework which utilizes multiple indicators. At the elementary and middle school levels, these include the STAR assessments, i-Ready assessments, Fountas and Pinnell reading assessments, Edvistas unit assessments, exit tickets, unit exams, and state assessments. Our teachers and administrators will monitor these sources of data, consistent with that key design element, to determine which students are eligible for Response to Intervention and other at-risk services.

For our high school students, starting in our 8th grade bridge program prior to freshman year, we will administer a series of diagnostic assessments to assess their readiness to complete, demanding high school level work. In addition to these start of the year assessments, we will utilize exit tickets, mid-unit quizzes, unit exams, practice Regents exams and other standardized tools to evaluate whether our students, are acquiring all the skills and knowledge that are essential for success in college and work. We will establish rigorous grade-level criteria that we will use to gauge whether a student is truly ready for the challenge of an academically rigorous high school.

Sample inventory of assessments and data used and interventions used to determine student needs and assess growth.

At-risk factor	**Sample Indicators**	**Sample Interventions**
Student with Disability	Psychological assessments as part of the IEP process; i-Ready Assessments; Fountas and Pinnell; etc.	IEP implementation; Co-teaching; Small group teaching; Testing accommodations; etc.
Primary language other than English	NYSITELL; NYSESLAT; Grades in writing and reading (Elementary school); ELA GPA; etc.	ELL supports, push-in and pull out; Translation by staff members or by using a phone translation service; Provision of Math and Science State test in primary language (grades 3-8)

Homelessness	Attendance; Tardiness; Fluctuation in grades; etc.	[redacted] services including: Free after school access; Free transportation; Free uniforms and school supplies; etc.
Truancy	Number of instructional minutes lost; Frequency of tardiness; Grades; etc.	RTI: Attendance services Family conferences; Positive reinforcements for attendance improvements.
Behavioral challenges	Qualitative and quantitative anecdotals; Number of Dean referrals; etc.	PBIS; Behavior trackers; Family conferences; Personalized interventions with cohort's guidance counselor.

As described in our instructional leadership model, our Teaching and Learning (T&L) team monitors student learning and growth on standardized assessments and in-house data collection tools. The T&L team, with input from teachers, will work to identify which students should be considered at-risk and receive additional assistance. Following that identification, they will devise the appropriate Response to Intervention strategies to help those students, according to the framework below.

Response to Intervention: At BSNBCS2 we will work diligently to meet the needs of all learners through our implementation of a highly organized effective Response to Intervention (RTI) framework, that has been established in the past several years at Bedford Stuyvesant New Beginnings.

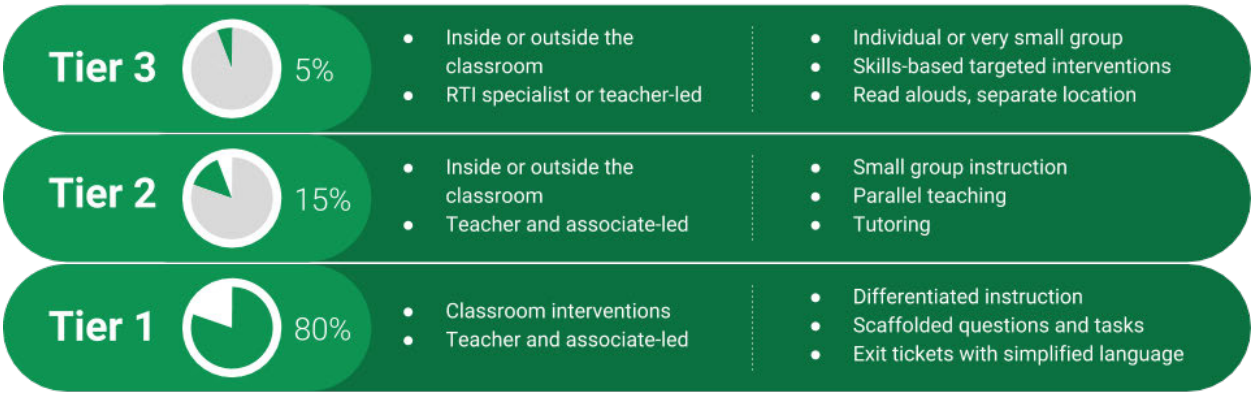
Led by the Assistant Principals for K-8 and the high school, this approach towards RTI puts the focus on providing high quality instruction and interventions matched to student need, by frequently monitoring progress to make decisions about changes in instruction or goals and applying child response data to important instructional decisions (Batsche et al., 2005). The Assistant Principals will supervise Child Study Teams made up of administrators and teachers who are most familiar with the student to gather and utilize the RTI data collection framework to inform all aspects of teaching and learning for that student. These tools will inform our morning tutoring sessions, morning academies and Saturday academies, as well as the classroom based interventions by homeroom teachers in K-8 and core subject areas in high school and our ongoing efforts to enhance and strengthen of the schoolwide curricula.

The RTI process at BSNBCS2 will be implemented to support and monitor struggling students through a multi-tiered system initiated by the Child Study Team, based on the indicators established for those grade levels. Examples of these indicators that may initiatite a Child Study Team referral, in K-8 may include a Fountas and Pinnell level K for a 3rd grade student, scoring

on the 5th grade band on the STAR assessment in the middle of 7th grade, or consistently scoring in the 60% range on math exit tickets for an extended period of time. For high school, a 9th grade student scoring 42% on a practice Common Core Algebra Regents Exam, or a student who has missed a substantial amount of time due to incarceration or family issues, would be clear indicators that should be reviewed by the Child Study Team as a possible at-risk student, through the RTI framework.

Throughout Kindergarten through 12th grade, at-risk students often fall behind in grade level proficiency or mastery of the appropriate grade level standards in each of the core subject areas. Please see the attached document “BSNCBS2 CST/RTI Referral Form” in the Supplemental Materials which describes the full intake process for referral to Tier 1 or the change from one tier to another.

Tiered System for RTI



Tier 1: For these struggling students which will likely be about 80% of the student body, the Tier 1 interventions take place inside the classroom for an extended period of time like 6-10 weeks. Tier 1 interventions include instructional modifications to support students including scaffolded questions, tasks like lower level questions and chunked texts to read, modified assignments, tiered learning that builds off of lower level skill development, and exit tickets with simplified language.

Tier 2: For students in this group who do not make academic progress with Tier 1 supports within the initial 6-10 week cycle, the RTI team may move onto Tier 2 interventions based on benchmarking and grade level review of student progress. These additional Tier 2 interventions are usually done with groups of students, inside and outside of the classroom, for an additional 6 to 10 week cycle. Tier 2 interventions may include small-group instruction by the classroom teacher while others are working independently, in separate groups, or as part of parallel teaching. Tier 2 interventions may also include additional instruction outside of the core classroom during specials or other non-instructional time, as appropriate for each student and grade level.

Tier 3: For students in this group who continue to struggle despite receiving Tier 2 interventions, students may receive Tier 3 interventions for a cycle of 6-10 weeks. Tier 3 interventions are typically done with greater intensity, either individually or in small groups of 2-3 students. RTI instructors provide these interventions, based on the age of the students and the challenges they face, inside or outside of the classroom where the teacher is using a variety of targeted interventions for a rather small percentage of students. This may include read alouds of text, directions, and questions in a separate location.

High school students, who may wish to avoid being separated from their peers for Tier 3 supports due to concerns around stigma, will receive these academic interventions in a manner that is most appropriate for their development, including breakfast sessions, separate programming during electives and afterschool time, or through push-ins to core courses. While the K-12 model has the strength of consistency schoolwide, we will make appropriate modifications based on student need.

The school's RTI team will meet at the end of every RTI cycle. Students who demonstrate academic growth based on exposure to these services may be lowered in their tier, removed altogether, or advanced in the tier to receive additional services. For the students who continue to struggle academically despite Tier 3 interventions, the team, with parent support and buy-in, may refer these students for testing with the Committee on Special Education to determine if the student has a learning disability, requires an Individualized Education Program, or otherwise qualifies for special education services, according to the process in described in the special education section below. Should students be determined not to need IEP services, Tier 3 interventions will continue and, with parent support, the school will individualize their program with all additional interventions, strategies and academic supports.

Our Core Principles of RTI: Leaders and teachers at BSNBCS2 will constantly develop their capacity to implement the core principles of RTI. This will include but not limited to:

- Reinforcing our **belief** that all students can learn and achieve as a result of effective teaching and collaborative, systemic interactions.
- Establishing and supporting a **culture and climate** that clearly defines, models, and teaches behavioral expectations while providing systematic positive reinforcement for students as they grow and attain skills and knowledge.
- Providing universal access to rigorous, standards-based **curriculum** and research-based **instruction** to each and every child coupled with targeted and intensive **interventions** for those who have additional needs as evidenced through data.
- Implementing a comprehensive **assessment** system that allows us to intervene at the early stages of need, inform instruction, and monitor the ongoing progress of student learning.
- Engaging in collaborative **problem-solving** that uses real time data to determine and select evidence-based interventions that accelerate student progress toward targeted goals.

- Promoting a process that involves **parents and families** early, consistently, and in meaningful ways to ensure student success.
- Providing strong building **leadership** that visualizes, plans, implements, and refines systemic practices that lead to continuous improvement and increased student learning.

During the first charter term, the Assistant Principals in K-8 and high school will lead the development and implementation of the RTI framework allowing BSNBCS2 to build the infrastructure and systems that will foster a seamless flow of the information, feedback, and resources needed to practice RTI effectively. We will also train our leaders and staff to understand and implement RTI strategies with efficacy.

We will pay particular attention to:

- Refining the capacity of knowledge management and assessment systems that provide universal screening as well as progress monitoring information;
- Developing a clearly defined and tiered array of increasingly intensive interventions;
- Developing and articulating further our Common Core standards-based curriculum as well as implementing research-based instructional strategies with fidelity; and,
- Implementing a problem-solving mechanism to monitor and address student needs.

Differentiation of Instruction

- Guided Literacy and Guided Mathematics strategies, small group work that occurs after whole group work;
- Learning Centers that work on specific skills for practice or remediation;
- Use of supplemental materials, which personalize learning and specifically meet the instructional needs of individual students;
- Lunchtime and after-school tutoring which works with specific students on necessary skills.
- Co-teaching strategies such as team teaching, parallel teaching, station teaching, and alternative teaching, and one teach-one assist, as outlined in the Utah Handbook, which support multiple levels of instruction in the classroom, for both advanced and developing learners.
- Enrichment for advanced students, to get their highest level of achievement. Students with accelerated learning will be encouraged to complete the Advanced Regents Diploma pathway and seek college credits in high school through partnership programs such as College Now.

The school's co-teaching framework is outlined in depth in Section R-05c. The key component for special populations is differentiated instruction, modeled after the Utah Handbook[1]. This research based approach was developed by the Utah State Office of Education to clearly identify, label and codify the effective practices of co-teachers. This provides a straightforward

[1] https://higherlogicdownload.s3.amazonaws.com/SPED/451652b7-dbe4-4baa-bf9c-596eea73b546/UploadedImages/CoTeachingHandbook201519MT.pdf

description of several effective co-teaching approaches that can be adapted to support students with special needs, ELLs and struggling students.

The effective implementation of these strategies, including Parallel Teaching, Station Teaching, Teaming, Alternative Teaching, One Teach One Observe and One Teach One Assist, can benefit greatly students by allowing them, additional time to think, rephrasing of questions, prompts and engagement that are inherent in co-taught classrooms. In our experience, students receive the following benefits from a well-constructed and supported co-teaching model(s) :

- Enrichment opportunities Tiered levels of instruction within the classroom
- Access to a variety of instructional strategies supported by two highly qualified Instructors
- A supportive system for educators that addresses students' needs
- Opportunities for peer interactions
- Accommodations for students
- Reduced stigma for students with disabilities
- Exposure to positive academic and social role models

Additional resources for students at risk of academic failure:

Homelessness: In addition to families having to leave for other neighborhoods due to gentrification and displacement, in the past several years, Bedford Stuyvesant New Beginnings has seen a consistently high proportion of its families experience homelessness, temporary housing and displacement. In this model, BSNBCS2 will implement a strong McKinney-Vento framework and our student recruiting team is specifically trained to identify any families that are doubled up, in temporary housing or otherwise eligible for additional supports. According to SIRS, the following rates were recorded at our existing school.

Bedford Stuyvesant New Beginnings Charter Schools students experiencing temporary housing, according to the SEDDAS L2RPT.

	2014-15	2015-16	2016-17	2017-18
Count	48	67	64	89
Percent	9.2%	11.3%	9.7%	13.2%

To ensure that students' housing status does not negatively impact their ability to learn or continue their enrollment at BSNBCS2, we will take multiple measures to support these scholars:

1. We have established relationships with local homeless shelters in the community. We have received special permission to make calls, give flyers and provide applications to the Horizon domestic violence shelter, the Coalition of Hispanic Family Services shelter, the New York Foundling foster care agency and the Bedcourt Family Residence. These

organizations will be made aware that BSNBCS2 will backfill students and can accommodate new families that utilize their services at any point of the year.
2. We waive any afterschool program fees for any McKinney-Vento eligible family, as childcare is often one of the biggest gaps for working homeless families.
3. We let families know that free school uniforms available, and make a specific effort to let homeless or displaced students receive these clothes without stigma. We also provide school supplies, backpacks and other items as needed.
4. We provide information for eligible families to access free medical care and get access to immunizations. Our students also can receive free dental hygiene services multiple times a year through our on-site partnership with Operation SMILE, which sends dental technicians and EYE on Education, for vision screenings and free glasses, to care for children at our school in our family engagement suite. These organizations have formalized this practice by providing letters of support for BSNBCS2.
5. Bilingual staff in our main office (and classrooms) support our homeless students from Spanish speaking households, whether the students themselves are classified as ELLs or not. We provide translation services for families working with shelters or other providers, to assist them in their access to services. ELL families will know they can bring an English document from an agency to the school and receive translation support. For those who require support in other languages, the school will identify effective translators and resources to ensure these families have equal access to resources and materials to further their child's education.
6. Overall, BSNBCS2 commits to providing regular one on one attention to ensure that they can be successful as parents to their children, regardless of their circumstances, with the goal of leveling the field for students experiencing homelessness. These approaches, in addition to our academic resources and frameworks through RTI, provide a robust support service for students and families facing these challenges.

b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- **A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances.**
- **The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;**
- **The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);**

- **The services or settings that will be provided by the school district of the student's residency or through a third party contract (pursuant to the Act);**
- **Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;**
- **The process for coordination between general education teachers and special education teachers or service providers;**
- **The process that will be used to monitor the achievement and progress of students with disabilities;**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,**
- **Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.**

BSNBCS2 agrees to abide by all of the assurances found in Appendix B: Special Education Assurances.

Special Education across the K-12 Grade Span: As practitioners, we have taught and supported students with a wide variety of disabilities in our professional practice and we embrace all learners regardless of their challenge or disability. Accordingly, we believe that there is no one size fits all approach to students with disabilities when there is such diversity within and between the various categories covered in IDEA. One student's identification as Learning Disabled will look different than another with the same classification, or with another who is deemed Other Health Impaired. We avoid the 'othering' approach by including specific training and discussions for our staff on effective practices, avoiding judgement or stereotypes about students with disabilities and moving away from a deficit-based outlook for our students. At BSNBCS2 we will take our duties seriously to identify students, provide appropriate supports and modifications based on their age and academic needs.

SPED Identification in the Early Grades: Our experience at Bedford Stuyvesant New Beginnings has taught us the importance of having a rigorous special education identification process for our students in the early elementary grades. In our area of Brooklyn, we have noted a steady increase in the number of incoming Kindergartners who have pre-K IEPs. For Kindergarteners who will be entering BSNBCS2 with an IEP or 504 plan, we will review their special education plans with care, interview the family members once they have enrolled the child into our school and seek to under their experiences regarding the factors impacting the students' success in school. As needed, we will contact the local CSE to learn more about the students, and if necessary, communicate directly with the pre-school or pre-K if we have any outstanding and pressing questions and concerns. Information is power in determining the plan for our students and we will take appropriate, actionable steps to understand their needs.

In addition to the reliance on any documents that accompany students as they enter Kindergarten, we will administer our beginning of year diagnostic assessments to gain insight into the students' acquisition of age and grade appropriate skills and knowledge. Once we have

developed a profile of the student, our Assistant Principal for that student's grade level and the schoolwide Special Education Manager develop the instructional accommodations and modifications necessary to facilitate these students' academic and personal success at BSNBCS2 and train our teachers on these models of support.

We will institute a similarly rigorous process for students who transfer from another district, charter or private school into BSNBCS2 in grades 1 through 12. In Central Brooklyn, we have noted that students with disabilities are often more likely to transfer mid-year or be counseled out based on viewpoints, policies or practices at other local schools. For all newly enrolled students, we will review carefully all student records related to a student's disability, primarily the IEP or 504 plan, recognizing that sometimes we will have to track down relevant documents, interview the parents/guardians, contact the CSE, and administer our beginning of year diagnostic assessments to begin to develop comprehensive profile of these incoming students. We know that another school's 'poorly behaved student with a disability' can be successful with us, with the proper planning, knowledge and engagement with the family.

Process of Identification, RTI and Referral to the CSE: Consistent with NYS Regulations of the Commissioner of Education, it will be the policy of BSNBCS2 that all reasonable efforts be made to provide appropriate interventions to maintain students in general education through the Response to Intervention process described in the section above. It is further mandated that should an initial referral become necessary, the referral must include a description of the interventions attempted. Therefore, it is essential that careful consideration be given to all possible alternatives and that opportunities be provided for appropriate implementation.

The Initial Evaluation Team (IET) for an initial referral for special education services will consist of the Special Education manager, classroom teachers, and a special education teacher to monitor the progress of a child who is referred for an evaluation of a suspected disability. For students who were previously in the RTI process, this team functions as an extension of the Child Study Team process. For students who were never in our RTI process (typically transferred students who have an initial already open, or students whose parents initiate the initial process independent of the school), the Initial Evaluation team will do this work in parallel with the initial referral process.

Because the majority of students receiving an initial evaluation have previously received RTI services, the Initial Evaluation Team will monitor the handoff between RTI services and and the initial referral process. The IET will always have a member of the student's Child Study Team involved to provide context and information that will lead to a student's transition to receiving SPED services, should the CSE determine a SPED placement is appropriate.

Self advocacy: For younger, elementary aged students, this initial process typically involves working very closely with the parents/guardians to provide information on a student's needs. However, as students become more sophisticated into upper elementary school, middle school and certainly high school, they become an important member of the IET, themselves. Students will be encouraged to advocate for themselves, express their preferences in educational

interventions and provide effective communication regarding their own experience, as a part of their own education. This empowering principle, which we have seen in grades as young as 3rd and 4th grade, will continue as students in middle and high school will receive better special education services and be more successful when they are empowered, engaged agents for their own education.

Special Education and Student Centered Learning: We accept all students for who they are and where they are academically, consistent with our key design element of student-centered learning. Accordingly, a referral to the CSE will only be considered through a structured Response to Intervention process when it clearly demonstrates and documents that interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs.

Prior to an initial referral to the CSE for any suspected disability that manifests itself through behavioral issues, consideration will be given to appropriate interventions, such as: (1) having the IET review the student's needs and offer recommendations and strategies for interventions and services; (2) providing opportunities for the student to meet with a social worker or educationally related support services provider; (3) consulting with members of the Initial Evaluation Team for recommended strategies, interventions, and community resources; (4) offering opportunities for the student to participate in a supplemental program within the School; and (5) if environmental changes may support their learning, with the parents' consent, changing the student's classroom to another section.

We will make every effort to connect families to community resources and outside agencies relevant to their challenges, including counseling and medical services, should they experience challenges related to a disability or suspected disability. We will do this because we think that stable families are critical to our students' short and long term success. If our monitoring and ongoing support to struggling students do not produce significant improvement, after following the multi-step protocol above, we will then take the appropriate steps for work with the CSE to request to have the students formally evaluated for special education services. The referral is made in writing to the Chairperson of the CSE using the Initial Referral Form to the CSE of the NYCDOE for an individual evaluation and determination of eligibility for special education programs and services.

The team will be child-centered and will facilitate the process that will result in the implementation of accommodations, modifications, services, and interventions that will enable the child to be successful in school. The special education services that may be provided through the Initial IEP process exist along a wide continuum of support, ranging from less restrictive accommodations such as preferential seating, or related services, to extensive interventions such as CTT placement or the provision of a one-on-one paraprofessional. The IET has the responsibility to review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school; identify possible solutions; make recommendations to meet the child's needs; and monitor/review the quality of the implementation of the recommendations.

Members of the IET will collaboratively with the instructional coaches to ensure that quality instructional support is happening in real time. Accordingly, the IET will review the student's behavior and academic performance, interview the student's teacher(s), and consult with the student's parents and offer recommendations on an ongoing basis prior to any possible referral to the Committee on Special Education (CSE). For academic challenges, our six week RTI cycles provide a robust framework for identifying potential challenges to the IET. For behavioral challenges that may be the result of an intellectual disability, emotional disturbance or other health impairment, each student's timeline will be individually determined, in close communication with the parents and any historical context for these behaviors.

Regulations of the NYS Commissioner of Education outline procedures for initiating a referral for a student suspected of having a disability and further identify responsibilities for school personnel with respect to such a referral. In accordance with Part 200.4 of the Regulations: "A student suspected of having a disability shall be referred in writing to the chairperson of the district's CSE or to the building administrator of the school which the student attends or is eligible to attend for an individual evaluation and determination of eligibility for special education programs and services...If a referral is received by the building administrator, it shall be forwarded to the committee chair immediately upon its receipt by the building administrator."

In rare cases, it may be appropriate for the school to encourage parents to initiate the Initial review process, as this provides an expedited timeline, according to IDEA's 60-day window for evaluation, under 34 CFR §300.300(a). When a parent is fully supportive of an initial evaluation, in our experience working with the CSE and their limited bandwidth for reviews, a parent initiated referral can often expedite the provision of services. In this scenario, a referral may also be made by a student's parent or person in parental relationship, a physician, a judicial officer, a representative of a public agency, or a student over 18 years of age. The Regulation identifies specific requirements for referrals initiated by professional staff members, directing that such a referral must: (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based; (2) describe attempts to remediate the student's performance prior to referral, including any supplementary aids or support services or the reasons why no such attempts were made; and (3) describe the extent of parental contact or involvement prior to the referral.

Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the local educational agency—the school district of a student's residence (see 34 CFR §§300.22, 300.312 and 300.340 et al). BSNBCS2 will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student.

BSNBCS2 will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is,

or may be, participating in the regular education environment. Drawing on its experiences at BSNBCS of successfully referring over 100 students to the CSE for testing and IEP creation as well as subsequent teacher training at the school on how to support that student, BSNBCS2 will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the CSE of the student's district of residence.

Because timely evaluation is key for supporting students, BSNBCS2 will serve as an advocate for the parents to ensure that the CSE, which on occasion can be overwhelmed with requests, moves the evaluation process forward in an expeditious manner. While it is the responsibility of the CSE of the student's district of residence to provide the mandated procedural safeguards notice to parents, we will coordinate closely with each family to ensure communication is effective and timely.

Once a student has received their initial IEP, every BSNBCS2 teacher of a student with a disability will be briefed on the contents and provided access to the student's IEP. Training will be provided by the special education staff of BSNBCS2 for teachers, as needed, to ensure that teachers fully understand the IEP of each special education student and its instructional implications. With support from the special education staff, general education teachers will be able to establish modifications in the general education classrooms based on the students' IEPs.

Vision and Hearing: BSNBCS2 will require that specific information regarding vision and hearing screenings must be attached to a referral made to the CSE, including: (1) a copy of the student's health record, which should include the results of a primary vision and hearing screening conducted within the last year and/or (2) a copy of the results of secondary vision and hearing screening for all students who failed a primary screening.

An initial referral for evaluation will include the student's hearing and vision screenings in addition to his or her physical examination report. BSNBCS2 will attach a copy of the student's health record that includes primary vision/hearing screenings; possible secondary vision/hearing screenings for students who failed the primary screening; and/or physical examinations obtained.

Access to physical IEPs and progress monitoring: The school will take every step to safeguard the students' privacy and that IEP will be locked and only those who need the information will have access. Keys to the locked file cabinet will be held by the special education manager and require a signature for every review of these documents. Ensuring that only the appropriate staff have access to these protected documents and that this information is tracked will ensure student privacy is maintained appropriately, separate from other school records.

Progress reports of each student and his or her IEP goals, as well as copies of all report cards, will be provided to the parents of each special education student and to his/her district of residence. The BSNBCS2 special education staff will interact with the students' district(s) of

residence in a number of ways, including seeing that referrals are made for students suspected of having a disability; fulfilling reporting requirements of the resident district; ensuring that all appropriate school staff participate in meetings of the resident district CSE; and establishing a reporting structure in accordance with applicable law whereby the district of the student's residence is provided progress on the degree to which the services on the IEP are being provided. The Special Education Manager or his/her designee will communicate directly with the chairperson of the district's CSE.

This approach has been successful for the past several years at Bedford Stuyvesant New Beginnings, as we have established positive and highly productive relationships with NYC's CSE8. Despite turnover and changes in personnel at the CSE, they understand our approach to special education, the efforts we go to include parents in their child's education and their supports and our fidelity to the process. We do not over-identify students who do not need services and when we bring them an initial referral or recommended modification of an IEP, it is with good reason following a lengthy and meaningful RTI process. We plan to replicate this process at BSNBCS2.

Resources and Personnel to create the Least Restrictive Environment: BSNBCS2 is committed to educating our students with disabilities in the least restrictive environment, alongside their non-disabled peers to the extent appropriate and allowed by each student's IEP. We will not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. In fact, BSNBCS2 has an enrollment preference for students with a disabilities to ensure that students with disabilities in our area have a strong educational option. BSNBCS2's academic program, staffing, budgeting, and resources are designed knowing with the known range of disabilities characteristics of our community and the appropriate academic supports in mind: with collaborative team teaching classes being reflected in the organizational structure and budget for every grade K-12.

All special education programs and services at BSNBCS2 shall be provided in accordance with Education Law § 2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students' school district of residence.

Universal Design for Learning and Special Education Resources: Where possible, BSNBCS2 will seek to incorporate academic, social, and emotional resources support students with disabilities. In addition to special education services and related service providers, examples of this may include stress balls, headphones, chair modifications, tablets, and simple language dictionaries, texts, leveled libraries and textbooks.

Because Special Education resources and strategies can be helpful for general education students as well, our aim increase usage of these instructional resources designed for special education students being for all students who require support. This approach is best exemplified in the research of Professor Thomas Hehir's research at Harvard on Universal Design for Learning: "Universal Design for Learning is an approach to teaching that consists of proactive design and the use of inclusive instructional strategies that benefit a broad range of

learners, including students with disabilities. In other words, the principles of Universal Design benefit all students and prevent the need for “retro-fitting” teaching methods when a student in class discloses a disability. These approaches include: Provide options for: perception; language, mathematical expressions, and symbols; comprehension; physical action; expression and communication; executive functions; recruiting interest; sustaining effort and persistence and for self-regulation.” (New Directions in Special Education, 2005) We consider this approach as an aspirational framework that all schools, including ourselves, should review for implementation as a best practice.

Related Services: When appropriate or mandated by a student’s IEP, BSNBCS2 will contract with appropriately certified or licensed individuals to provide services under its direction. The services to be provided may include but are not limited to: speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; diagnostic and/or evaluative medical services and student and/or parent counseling.

BSNBCS2 is committed to educating each student including those students with IEPs and 504 plans, to the maximum extent appropriate, in the classroom s/he would otherwise attend.

The school will maintain a full range of programming to educate special education students. For example, BSNBCS2 will seek to incorporate speech instruction by a provider pushing into the classroom to the extent possible, or when appropriate, include adapted motor activities into appropriate learning opportunities to support students with physical therapy needs. This approach involves bringing the necessary support services and accommodations to the student regardless of handicapping condition or severity. Special education students will remain in the regular classroom unless it is recognized that these students would benefit from having services separate from their regular classroom setting, as required in a Special Education Teacher Support Services (SETSS) model.

Achievement and Progress: As it currently practiced at Bedford Stuyvesant New Beginnings, BSNBCS2 will monitor IEP student achievement and progress using a variety of formative and summative assessments. These include exit tickets, quizzes, unit exams, STAR assessments, i-Ready assessments, Edvistas unit assessments, Fountas and Pinnell reading assessments, practice Regents exams, and state assessments like the NYSESLAT, grades 3-8 ELA and math state exams, and Regents Exams. By collecting and analyzing this data for each student, the T&L team as well as classroom teachers and the special education team will use the data from these assessments to determine whether special education students are making appropriate progress towards standards mastery and proficiency, towards graduation.

Staffing: BSNBCS2’s special education program will be led by our special education manager, a dedicated administrator who will be supervised by the principal. The special education manager will work to ensure the school’s compliance with all IEP requirements and regulations, manages the review and referral process and ensure provision of services as mandated on student IEPs. BSNBCS2 will work collaboratively with the regional CSE to ensure that our

students receive all support services in a timely manner. Based on our experiences at BSNBCS, we understand that the CSE is not always able to respond to our students' needs in a timely manner. We will therefore work with them to maintain a list of approved vendors for related services that we can easily access to support the provision of related services.

In year 4, the special education manager will work closely with the high school principal once grade 9 has been added, to ensure student needs are effectively managed in the high school years. In addition to the K-12 Special Education manager, we anticipate that additional special education coordinators will be added servicing the high school specifically, in year 6 during the second charter term, to ensure the caseload for this position remains at a reasonable level. Knowing that timely support is quite important to the success of our special education students, BSNBCS has often been proactive in securing related service providers for its students when the CSE has not responded in a timely manner.

Provision of Services by the District: While it is always our goal to provide all services for students in-house to support their continued emotional, personal and educational growth, on occasion this may not be feasible while meeting all of the student's needs. According to Education Law § 2853(4)(a), BSNBCS2 has the option of providing the special education programs directly or by contract, or arranging to have such services provided by the school district of residence. BSNBCS2 will work closely with the local CSE to identify service providers, in or out of district, that are better equipped to meet the needs of some of our students with special needs. For example, we will work with the CSE to identify hospital settings, deaf or hard of hearing service, self-contained classrooms, etc., for our students who need them.

Committee on Special Education: BSNBCS2 is serviced by the NYCDOE CSE of Region 8. Services provided to BSNBCS2 include annual reviews, processing of referral submissions from the School; observations and evaluations of students referred to the CSE, assistance with providers of specialized services that are not available at BSNBCS2 and manifestation hearings. BSNBCS2 maintains close communication with its regional CSE and can request appropriate placement through the CSE for a student whose needs cannot be met at BSNBCS2.

Students with disabilities are expected to participate in, and receive credit for, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP prepared by the CSE of the students' district of residence. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services.

Collaboration and Special Development : BSNBCS2 ensures that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. The BSNBCS2 special education staff will provide consultation and support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services and serve as special education consultants to the overall school community.

As we do with Bedford Stuyvesant New Beginnings, BSNBCS2 will participate in the New York City Charter School Center's Special Education Collaborative in order to provide its special education team and school leaders receive the most recent professional development related to supporting special education students. In addition to recruiting researchers and leaders in the field of special education, the Collaborative provides its own professional development workshops and feedback to schools on their special education programs. The highest level, or platinum, membership is reflected in our budget plan, which allows a higher number of participants to access this diverse programming, in addition to our in-house trainings.

BSNBCS2 general education teachers will be knowledgeable about the needs of students with disabilities; informed of their responsibilities for particular students; receive the support they require to implement a student's program; and implement any modifications or accommodations in their classes in accordance with the students' IEPs, with the support of the special education manager and the collaboration of our CTT special education teachers. Teachers will receive ongoing training regarding the education of special needs students including during the pre-opening professional development prior to the opening of school each year.

Assessment of Efficacy of the Program: The goal of special education programs is to provide students the services and education that allow them to learn at a comparable level with their non-disabled peers. With New York Statewide proficiency rates in 2017 for students with disabilities at 11% for ELA and 9% and mathematics respectively for all students in New York State, clearly there is a statewide gap in student learning for these scholars. BSNBCS2 will monitor the efficacy of the program by identifying and shrinking the gap, between general education students and special education students by including disaggregated measures for subgroups including special education as a part of our data and assessment process. We always will keep in mind that each student's IEP goals should be considered a floor, not a ceiling on their achievement and that students with disabilities can and should achieve their commencement level, college and career goals with these academic supports.

With this recognized, it is possible that some BSNBCS2 student IEPs may not allow for NYS ELA and Mathematics assessments to be their primarily barometer for success, and alternate assessments are utilized in their stead. Though we believe the number of students who will take alternative assessments will be quite small, it will be a possibility for a handful students over the charter term.

New York State Alternate Assessment (NYSAA): For students with severe cognitive disabilities, BSNBCS2 will utilize the New York State Alternate Assessment, which provides an appropriate framework other than the 3-8 NYS Exams and Regents Exams to measure student progress. Our special education teachers and administrators will work within the framework of each child's IEP to ensure they are able to progress towards their individualized goals. Via the administration of the NYSAA, NYSED has aligned alternate grade level indicators (AGLIs) with the core curriculum in English language arts (ELA), mathematics, and science. While the content is reduced in scope and complexity, students with severe cognitive disabilities are held to high expectations in order to achieve the NYS Learning Standards, as assessed by the

NYSAA. Alternate Grade Level Indicators (AGLI) afford students the opportunity to experience a richer learning experience.

Students with severe cognitive disabilities, when given the appropriate instruction and access to the general education curriculum, can demonstrate progress in their knowledge, skills and understanding in academic content areas in ways that are not often initially anticipated by school personnel or parents. To ensure these higher expectations, students with severe cognitive disabilities must have access to the general education curriculum and be provided with specialized instruction, and participate in national, state, and local assessment programs. The general sequence of events for administering NYSAA follows:

Summary of NYSAA Events: Each student's CSE determines how a student:

1. Participates in the New York State Testing Program. The CSE uses SED guidelines regarding eligibility and participation criteria to guide their decision-making. These assessments are currently developed by Dynamic Learning Maps, a company that provides computer based assessments for eligible students.
2. For each content area assessed, the student's instructional team, headed by Special Education Teacher trained in NYSAA assessments, provides academic instruction. The goal of this instruction is each student's achievement of proficiency in each content area assessed. Five AGLI's are assessed in both math and ELA for each grades 3 – 8 and 2 AGLI's for science grades 4 and 8. There is no test for social studies.
3. The secondary-level NY State Alternate Assessment for high school students is administered only once, once the student has reached at least 17 years of age. These assessments, given in English, mathematics, and science, replace the Regents Exams and represent the commencement level exams for eligible students.

c. English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- **The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;**
- **The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);**
- **The research and evidence that supports the appropriateness of this approach;**
- **The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;**
- **The process that will be used to monitor the achievement and progress of ELLs including exit criteria;**

- **The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;**
- **How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,**
- **How the school will make after school and other extra-curricular programming accessible to ELLs.**

BSNBCS2 will serve Limited English Proficiency students/ English Language Learners by providing supportive instruction so that they achieve proficiency in the English language as quickly as possible. BSNBCS2 shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974. BSNBCS2's process for identifying LEP/ELL students and the method by which BSNBCS2 will determine which of its students may need assistance is as follows:

1. All students new to the school will be required to complete a Home Language Questionnaire regardless of which language(s) is spoken at home;
2. If it is determined that English is the only language spoken in the home as indicated on the Home Language Questionnaire (HLQ), then the screening process need not continue. Our bilingual staff members will work closely with parents during intake process to ensure that the questions provided are understood and that the information filled out on the home language survey is accurate;
3. If there is indication that there is a home language is other than English or that the student's native language is other than English, then appropriate school staff, our Student Recruitment Manager, a bilingual employee fluent in Spanish (our most common language for ELL families), will informally interview the student and the parent/guardian in English, or when necessary in their native language. For families whose home language is neither Spanish or English, we will provide a translator to assist in providing this information.
4. If the student speaks a language other than English and speaks little or no English, then the school will administer the New York State Identification Test for English Language Learners (NYSITELL). A student who scores below the designated proficient level is deemed Limited English Proficient (LEP), thus eligible for ENL services. The NYSITELL is administered only once to each incoming student;
5. In addition to instituting a variety of strategies for supporting ELLs, classroom teachers will work closely with ENL teachers as well as present their ELL students for RTI support.
6. After placement into ELL services, student achievement or progress in the English language is measured annually (usually in April and May) with the New York State English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ENL services.

Plan for Educating English Language Learners: BSNBCS2 believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. While instruction will primarily be provided in English, when possible teachers should use the student's native language as a bridge to English.

While we have occasionally enrolled students at Bedford Stuyvesant New Beginnings who speak other languages at home (primarily French from West African Students and French Creole from students from Caribbean countries), the vast majority of our ELLs have Spanish as their home language, with over 95% of ELLs in the past three years speaking Spanish at home. Anticipating this demographic trend to continue, we encourage the recruitment of staff members who are fluent Spanish speakers, which supports communications especially with Entering and Emerging ELL students, along with our staffers who speak French Creole. Whenever needed, instruction will be customized to reflect the student's English language proficiency. Data from diagnostic assessments, described in **Section R-05b**, will inform instruction for ELLs, both in classroom and during ENL support services.

Schoolwide, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. All teachers will receive professional development on communicating, teaching content and teaching skills to students designated as ELL and for detecting whether a student has English language challenges. Within the BSNBCS2's extended day schedule, there is ample time that can be used for additional intensive English language instruction. In K-8, this is facilitated because all elementary and middle school students have more than one period of English. In Kindergarten through 2nd grade, students receive a period of phonics and a period of guided reading. During these times, ELLs can receive push-in support from an ENL teacher. In grades 3 and 4, students receive a period of guided reading and they have time devoted to grammar. They, along with students in grades 5-8, also have an English skills period 2-3 times per week for 45 minutes each. Therefore, ELLs can receive push-in support from an ENL teacher during these times in addition to during social studies and science instruction.

At the high school level, due to the expansion in the number of sections, we anticipate receiving new ELL students in 9th grade, who were not previously enrolled at the school and previously may have had limited access to ENL coursework. Immersion will continue to be implemented but ELLs will be supported by an ENL teacher pushing into science, social studies, and ELA classes because these courses end in Regents exams and are so heavily reliant on complex, academic texts. This strategy will support ELLs in their acquisition of English without requiring them them to miss coursework and the second ENL position is reflected in our budget for the opening year of the high school, in year 4.

BSNBCS2 will provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students in the school. The school directly provides or makes referrals to appropriate language support

services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance.

Such services include individual and group counseling, home visits, and parental counseling. BSNBCS2 is prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment to a certified aide, teacher or qualified consultant under contract who speaks that child's non-English language. BSNBCS2 will have at least one full-time teacher on all grade levels who speaks Spanish, the most common foreign language spoken by our parents, along with main office and administrative support for other languages. Parents of ELL students will be kept abreast of their child's progress in English language acquisition, preferably in the language that the parents best understand.

Research on immersion: Research has shown that immersion is increasingly considered more effective at teaching English to students, compared to bilingual education, as indicated by the following:

- The New York City Board of Education documented the success of its immersion programs versus traditional bilingual education classes. Its own research shows that immersion works best for young students: "Nearly 44% of Kindergarteners in immersion classes move into the mainstream after one year, nearly 61% do so within two years and a whopping 84% do so within three. In contrast, traditional bilingual programs have a far lower success rate." (New York Daily News, September 24, 2000).
- John Hood, President of the John Locke Foundation, a North Carolina based think tank, wrote in the Business Journal of Raleigh/Durham in an article entitled *Immersion v. Bilingual Education* (December 26, 1997), "A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83 percent comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse."
- Bill Honig, the former California State Superintendent of Public Instruction and Director of the Center for Systemic Social School Reform at San Francisco State University advocates this systematic, explicit instruction in an organized comprehensive English reading program in his book, *Teaching Our Children to Read* (Corwin Press, Inc., 2014): "For teachers, students and their families, the results of many past bilingual programs have been disappointing. Often in these programs, the English literacy component was weak, and many students failed even to become proficient readers in their primary language. All students need systematic, explicit instruction in an organized, comprehensive English reading program."
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, wrote in her article *Structured Immersion, An Alternative to Traditional Bilingual Education* (Independence Institute, *Issues Backgrounders 2000-4,* July 26, 2000): "In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores and the lowest college admissions." Ms. Morlan

found that only 5% of these students were being found to gain proficiency in English each year.

Exit Criteria: The proficiency of an identified ELL student in the English language is measured at least annually to determine whether continued special services are warranted. BSNBCS2 will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. The school will also use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students, as required by the State Education Department, to determine qualifications regarding administration the state English Language Arts assessments for a given student.

The scores on the NYSESLAT indicate the proficiency level—Entering, Emerging, Transitioning, Expanding, or Commanding —the student has achieved each year, and whether the student's level of English is high enough to exit the program. If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will continue to be classified for two years, in accordance with the statutes. Based on individual needs, these students will continue to receive testing accommodations such as extended time, separate location, and bilingual glossaries for two years on summative and standardized assessments in accordance with NYSED guidelines. Our key design element of differentiated instruction is especially valuable for former ELLs, as our curriculum framework in ELA classes includes supports to ensure that students can transition to the general education program.

Accountability and Evaluation of the ENL Program: In order to ensure that the ENL program is highly effective (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. To determine if any programmatic modifications are necessary, the school will evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of the non-ELL students. The school will also use the observations and evaluations of the ENL teachers and ENL Coordinator to determine if ELLs receive effective instructional support. The school also will track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. The school will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

In addition to our annual, internal reviews of our ELL program, BSNBCS2 will invite external reviewers, on a three year cycle, to examine our program, provide feedback and insights on how we can strengthen our program and make it highly effective. Bedford Stuyvesant New Beginnings has participated in the ELL Consortium in collaboration with the Family Life Academy CS in the Bronx, and we look forward to BSNBCS2 continuing this work. We anticipate this review will include a two day on-site visit, including a review of classroom practices, data and policies for ELL students. We know that receiving feedback from outside

peers and experts will assist us in ensuring that we make revisions and improvements to our ELL program.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- **How the school will identify advanced and/or gifted and talented students; and,**
- **Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students.**

BSNBCS2 will identify advanced students as those who consistently achieve above grade level when it comes to grade level proficiency or mastery of NYS standards depending on their grade level K-3, 4-8 or in high school.

In K-3, prior to students taking NYS exams, BSNBCS2 will utilize our assessments framework to help assess student grade levels as the students progress at each grade level; following third grade NYS assessments, in grades 4-8 advanced students are likely to score at level 4 on the NYS assessments in ELA and/or Mathematics. Following eighth and into high school, students receiving 85% or higher on NYS Regents exams, in parallel with teacher identification, will be eligible for of advanced status. Of course, gifted and talented status is not solely measurable by standardized assessments. Accordingly, other factors such as advanced verbal acuity, the ability to read and write at multiple levels above their current age or excellence in non-academic subjects will be considered in determining a student's gifted status. These students will be encouraged to learn at an accelerated pace through our differentiated model.

- Advanced students will be identified through our interim assessments program, State Exams and through referrals from classroom teachers. We will review the records of those students who transfer into our school to determine academic success. We will monitor their performance over time to make further decisions about their need for advanced work placement and support.
- Elementary students will receive additional enrichment activities starting as young as Kindergarten, encouraging them to read more and to accelerate numeracy and literacy through our core classrooms. Extremely advanced students may be considered for promotion beyond the following grade, should that be in their best educational interest and with the consent of their parents. Students who have extremely high levels of aptitude may be eligible for flexible scheduling, for example receiving mathematics instruction in a class several grades higher than the rest of their class, or by receiving additional, pull out services in specific subjects commensurate with their abilities during a specials class, before school or afterschool.
- In middle school, advanced students are encouraged through our honors program. Starting in sixth grade, this advanced coursework offers more challenging work for scholars and the opportunity to learn at an accelerated pace. This concludes in 8th grade, where students may take coursework preparing them for the Algebra I and Living Environment Regents exams. Students who successfully complete these programs may

enter high school with 40% of their required Regents exams finished, allowing them to do additional enrichment and accelerated work. Gifted and talented middle school students may be eligible for taking high school level coursework beyond the advanced pathway, as well as access to high school level academic enrichment programs commensurate with their abilities.

- Our guidance counselors will encourage students who are gifted to prepare for the Advanced Regents Diploma, starting with coursework in the 8th and 9th grades. Junior and Senior students who are on track for an Advanced Regents Diploma will be given opportunities to earn credits through College Now, Advanced Placement Courses and academically rigorous programs. In high school, our internship program also provides multiple opportunities for students to nurture academic, professional, and creative interests.

Overall, our key design element of differentiated instruction has broad impact on our planning for at-risk students, students with disabilities, ELLs and gifted and advanced students. This applies not just to the techniques taught in our classrooms, but the development of an overall supportive environment for learning. As the school grows and evolves, we anticipate developing richer systems of support for each student towards high school. Annually, our team will review the efficacy of our at-risk supports and programs. To the extent that our general programming requires adjustments to meet the needs of all special populations, we will enhance it with resources or initiatives identified and developed by our staff and by outside providers.

Specific Populations and Project Based Learning: One unique aspect of our K-12 model is our ability to personalize a student's education and take deep dives into their areas of interest. Our co-applicant, Mr. Tishuk, has pioneered this project based learning work within the context of working with at-risk populations of students, including ELLs, students with disabilities and overaged and undercredited students.

Instead of being the airy domain of privileged or solely advanced students, project based and experiential learning can be the key element in maintaining student interests in high schools. If we want to keep our students off the streets, we need to go beyond the traditional lesson plan and the traditional classroom. Accordingly, we have established plans for a number of practicum experiences that support learning for the specific populations described in this section. While each project is not meant for the entire student body, we will fold their interests (in technology, in culture, in the outdoors, etc) into these opportunities. We know that student classified as having an 'other health impairment' can learn next to a student who has been achieving at level 4 since third grade, if the school model not only accepts difference but welcomes it.

Special education teachers, English as a New Language Teachers and Response to Intervention teachers will be involved in the development of our enrichment week coursework, described in Response 6c: Curriculum, to ensure that our students with disabilities have full access to the curriculum and that universal design for learning principles are implemented effectively. Special Education teachers will lead mixed groups, work in partnership with general

education teachers, along with teachers who typically work with advanced students in the high school. Together, this student centered approach will ensure equity and access for all students to a rich curriculum.

To ensure specific populations are adequately served during enrichment programming, experiential and project based learning opportunities, BSNBCS2 will:

- Include the Special Education Manager (SPED) and Assistant Principal (RTI) in the key planning meetings that involve strategic planning for students.
- Ensure the HS Director of Experiential Learning, the lead on many of these design elements, has sufficient training and documentation for supporting special populations in these programs.
- Following the completion of such programs, review disaggregated data on special populations to determine their participation rates and academic success in the various programs. Use this data to improve programs and outcomes for future iterations.
- Ensure that gifted students receive engaging and appropriate rigor in their programming through a review of programming strategies, course design and reviews of programs, including these project and experiential components of the curriculum.

R-09ad - Instructional Leadership
a. Instructional Leadership Roles
Describe instructional leadership in the school over the first five years of operation including:

- **Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;**
- **The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission; and,**
- **How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.**

To ensure that BSNBCS is an academic success, the two principals of the K-8 and high school will set a strong culture of excellence for our instructors, students and school community in coordination with the executive director. As a three person school leadership team, they will ensure that teachers and students have all the resources and materials needed to be successful, that key protocols and systems are implemented effectively and ultimately ensure that the organization grows, learns and improves on a regular basis to best serve our students.

This model of effective instructional leadership has been in place at Bedford Stuyvesant New Beginnings Charter School since 2014. Since its current leadership team has been in place, under the guidance of our co-applicants, Bedford Stuyvesant New Beginnings Charter School has seen academic gains and transformation in instructional practices because of the team's relentless focus on building a growth-oriented academic culture, engaging in data-driven decision-making, strategic planning, facilitating collaborative lesson planning, guiding teacher support, and implementing systems that effectively monitor and support student learning.

Two key members of the leadership team at Bedford Stuyvesant New Beginnings who will join BSNBCS2 are Mr. [redacted] and Ms. [redacted] Mr. [redacted] assumed the role as Executive Director in 2014. Under his leadership the school underwent a complete turnaround, advancing its instructional priorities, financial practices, operations, staff recruitment and community engagement policies. He guided the school during its first charter renewal (a short term renewal) and its second renewal (a full five year term), implemented a free middle school after school program, secured over $500K in city council funding to improve the school's technology infrastructure and bolstered the school's usage of data at the instructional, operational and governance levels. Under his leadership school consistently increased its enrollment, particularly in the proportion of students with IEPs and English language learners, and maintains a positive reputation in the community.

[redacted] has set and maintained high expectations for the school staff through a focus on teacher development and support, specifically the Individual Professional Growth Plan model and a data driven approach to school improvement. During the school's second, short term charter period, he hired and trained highly effective school leaders who have been successful

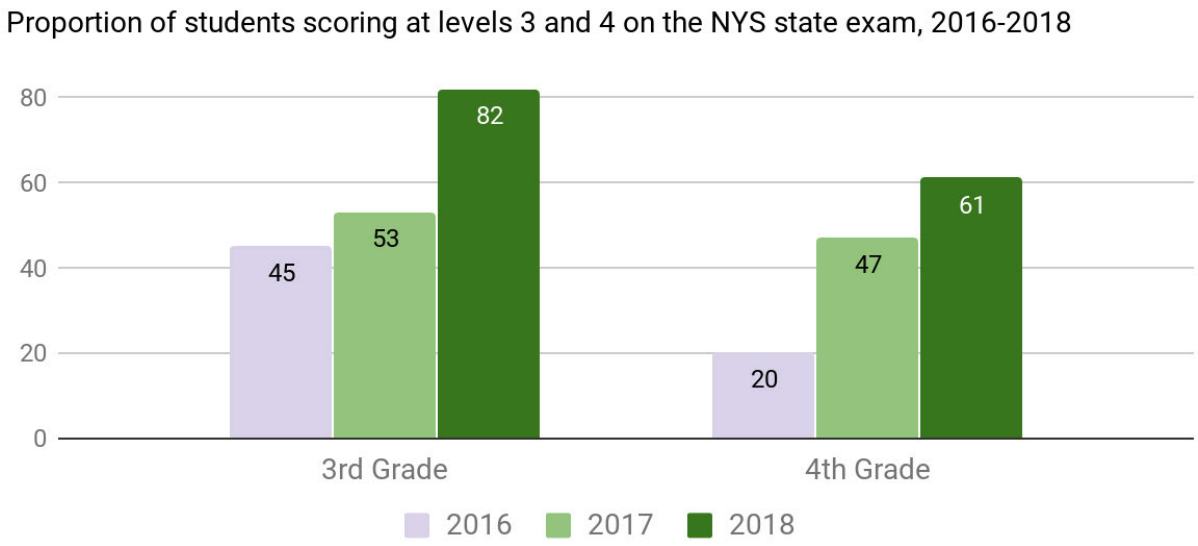
in running the school's day-to-day operations, notably his co-applicant, [redacted] the proposed academic leader for BSNBCS2.

Ms. [redacted] joined BSNBCS in 2016 as the Director of the Lower School. During her first year at the school, Ms. Brown worked diligently to lay the foundation for an effective turnaround of the elementary grades. Through her leadership, Bedford Stuyvesant New Beginnings Charter School has been able to outperform the local community school district in its English and math performance on statewide assessments. These gains can be seen in our most recent upper elementary results from the 2018 NYS assessments in 3rd grade (77% proficient in Mathematics and 82% proficient in ELA) and 4th grade (61% proficient in both Mathematics and ELA).

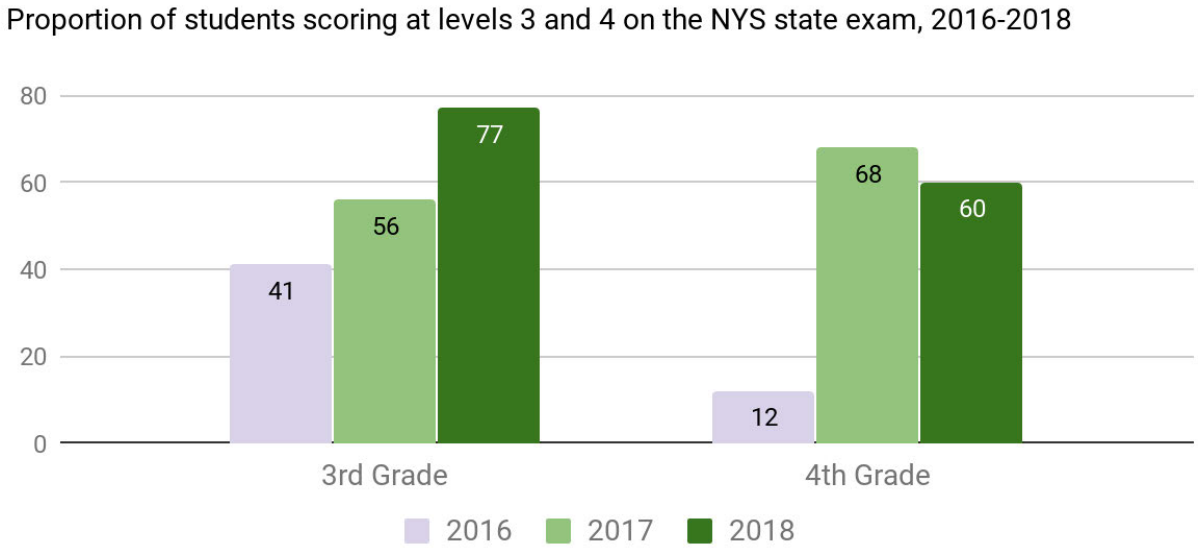
Increase in proportion of students proficient on the NYS tests, 2016-2018[1]

	School-wide	3rd and 4th grade
ELA	71.3%	120.0%
Math	85.1%	158.9%

The charts below show the increase in the proportion of students meeting level 3 and 4 on the NYS ELA and Math tests in the years since [redacted] Bedford Stuyvesant New Beginnings (in green).



[1] Data available at: https://data.nysed.gov/profile.php?instid=800000067232



Due to her success as the director of the Lower School, [redacted] was promoted in July of 2018 to serve as the co-principal of the full K-8 program at New Beginnings and she is currently implementing instructional, curricular and cultural best practices, K-8 with an appropriate focus on our middle school, which remains in development. We believe that [redacted] s leadership on the BSNBCS2 planning team and status of its founding principal will establish strong K-8 framework that will prepare high school students for success towards graduation.

[redacted] personifies the academic rigor and expectations for our instructional leadership due both to her approach towards student learning and her effectiveness in designing systems that allow adults to grow professionally. We have designed the principal's roles and responsibilities (for K-8 and high school) with this high bar in mind. As the leader of the K-8 academic program, [redacted] will supervise and support the school's K-8 Teaching & Learning Team. This team will establish the model by which the HS team will be built starting in Year 3 of the charter, one year prior to the opening of the 9th grade. This K-12 instructional leadership framework, including our secondary leaders, are described in the chart above.

Principals as instructional leaders: At BSNBCS2, we expect our principals to do the following:

- Be the owner and vision keeper for data-driven decision making for academics. In this role, the principal will plan and facilitate professional development opportunities designed to build the faculty's capacity to collect, organize, analyze and synthesize a variety of student performance data (both qualitative and quantitative). This leadership focus will ensure that teachers can provide appropriate and timely instruction to help students achieve and/or exceed grade level benchmarks and expectations. Our principals will directly supervise the instructional coaches and deans to help them become more skilled at supporting the teachers as they continue to develop their proficiency in data driven decision-making.

- Work collaboratively together to evaluate the efficacy of schoolwide curricula and ensure that there is appropriate vertical alignment between the K-8 and high school programs. They will work together to make necessary adjustments to the curricula so that BSNBCS2 is providing students with all the teaching and learning support they need to attain academic success.
- Overseeing the successful implementation of BSBNCS2's academic program and monitoring our progress towards our stated goals and objectives. This would entail a relentless focus on the academic performance of all student subgroups—general education, those with special needs, English Language Learners, gifted and talented as well as those at risk of academic failure.
- Supervise the assistant principals, SPED manager and HS Director of Experiential Learning who are the day to day managers for our RTI, SPED and experiential learning programs. This supervision ensures that the secondary leadership:
    i. makes sure that all critical structures—Child Study Team meetings, Response to Intervention trainings and pre-internship opportunities—are in place to support both student and teacher development;
    ii. sets rigorous yet realistic performance targets for students who are English Language Learners, those with Individualized Education Plans (IEPs), those are Gifted & Talented and those students who are at-risk of academic failure; and,
    iii. monitors student performance data regularly so that they can make timely adjustments and enhancements to schoolwide and/or classroom instructional practices.
- Work with teachers and instructional associates to develop, monitor and implement their Individual Professional Growth Plans (IPGPs). Based on an online portal called T-Eval, the IPGPs are a structured framework to support teacher improvement. Our principals will help the faculty and staff to draft and monitor professional goals that are explicitly aligned to our core values and annual performance targets.

Strategies for effective instructional leadership: The following strategies will at the heart of the principals' roles and responsibilities: :

- Plan, monitor and, as needed, lead workshops and trainings for the teaching staff. They will work with members of the Teaching & Learning (T&L) team to develop the best approach to staff professional development, curriculum and lesson planning and implementation, teacher collaboration and the implementation of effective classroom practices.
- Mentor and develop teachers. This includes supporting new instructors and teachers who require additional mentoring and coaching around the issues of classroom management and organizational skills.
- Lead daily Learning Walks and classroom inter-visitations. This practice ensures that principals do not focus purely on administrative matters and that they make a routine of providing frequent classroom observations and discussions/debriefs with the faculty.
- Supervise the Assistant Principal's successful parent engagement strategies, which help families become familiar with BSNCS2's protocol for Response to Intervention. The Assistant Principal functions as key connector for RTI Students between parents to

their teachers, models effective parent and community engagement strategies for all pedagogues and leverages parent engagement to improve grades and academic performance. The RTI model includes academic, disciplinary and attendance support interventions.

- Using data driven decision-making to facilitate academic planning with staff as well as monitoring student progress towards grade level expectations. They would, in partnership with other members of the leadership team, put in place clear and coherent protocols that are essential to making the effective use of student and schoolwide data to help us achieve organizational excellence.

High School Planning in Year 3: We understand that thoughtful and diligent planning is critical to launching and operating a successful charter high school. To ensure that our high school is a success, BSNBCS2 will hire its high school principal and two other key HS staffers in its third year of operation. The additional year prior to the opening of the 9th grade will allow the high school planning team, which includes the HS principal, HS assistant principal and the Director of Experiential Learning observe directly the 8th graders at the existing Bedford Stuyvesant New Beginnings Charter School's middle school, identify gaps and potential challenges that need to be incorporated into the 8th grade summer bridge program and to be fully initiated into the BSNBCS2 framework through regularly planning and communication with Mr. Tishuk, Ms. Brown and her K-8 T&L team.

Process and criteria for identifying the high school principal: We have identified the attributes and characteristics that we will seek from our extensive talent search and/or any candidates for internal promotion for this key position.

1. At least five (5) years experience as either a principal, assistant principal or Director in a high performing urban high school.
2. Demonstrated a solid track record of building teacher capacity to help students acquire career and college readiness skills by providing them access to relevant, skills-based internships, apprenticeships and external partnerships to enhance student learning.
3. A student-centered mindset that is grounded in academic excellence. More specifically, is someone who is able to promote work that is very rigorous yet developmentally appropriate for high school students and who will work diligently to put in place programming, such as Advanced Placement, College Now, etc., designed to help our students acquire the skills and knowledge necessary for success in college and their careers.
4. A creative approach to helping students develop self-agency through the successful implementation of service and experiential learning, both of which are key design elements of BSNBCS2 academic program.
5. A true culture fit for the Bedford Stuyvesant New Beginnings model. The principal must truly love to work with our community members, engage parents, students and colleagues in a rigorous yet joyful way that matches the exceptional leadership skills know are required to be successful in this school environment.

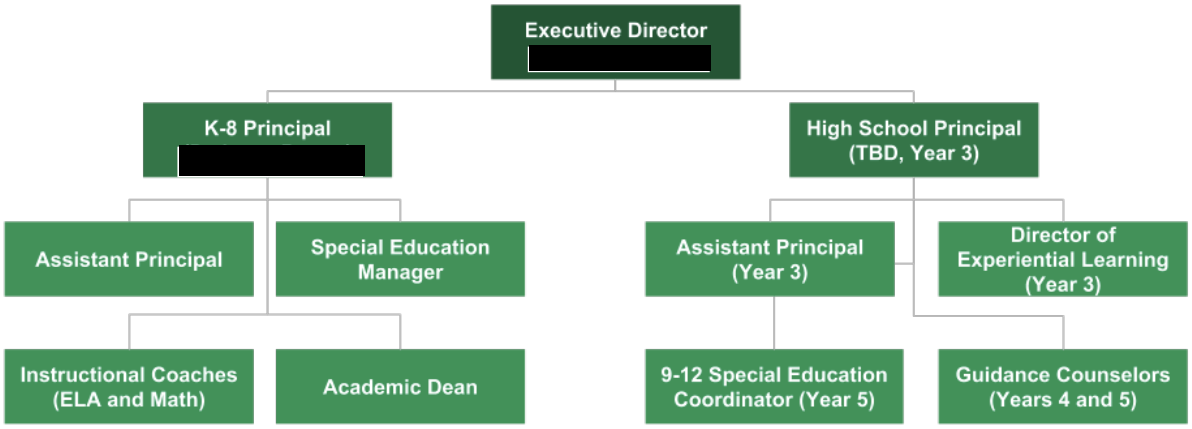
6. Our recruiting process is fully described in the Personnel section, 12AB. Upon approval, our founding team will begin seeking out qualified individuals ahead of our anticipated hiring of the high school principal in 2022.

Diverse Leaders, Educators and Staff: While BSNBCS2 will follow all laws and rules regarding race-blind hiring practices, we do believe that having a diverse leadership team is a strength of our model and we will continue that vision with BSNBCS2. In our existing four person school management team at Bedford Stuyvesant New Beginnings, selected by our executive director, all four of leaders are women. Three of those four leaders are African American or Latina, including both of our co-principals. Two of the four leaders were born and raised in Quebec and Puerto Rico respectively, are bilingual, and speak English as a second language. Our executive director, who hired the individuals composing this team, was the first in his family to to be graduate from college and was a 'free lunch' student himself. The personal experiences and professional backgrounds of our leadership team have strengthened our understanding of our students' lives and needs, and that work informs our approach towards identifying excellent leaders and educators.

The existing six person Teaching and Learning team at Bedford Stuyvesant New Beginnings consists of two co-principals, an assistant principal, a teaching & learning manager, and two instructional coaches. This team of four women and two men, all people of color, are exemplary educators and personify our school mission and vision. At this existing school, 49% of our teachers are African American and 20% are Latino/a. Additionally, 64% of our male staff members are men of color. We aim to continue this approach towards a diverse and representative staff at BSNBCS2.

As we know recruiting and hiring excellent high school educators can be a challenge, our three person HS planning team in Year 3 which will support the identification, hiring and training of effective high school instructors, with this context in mind. Whether natives of Brooklyn, or adopted New Yorkers, we come from various races, backgrounds and experiences and we feel that our existing team exemplifies the ethos of the school we seek to build with BSNBCS2: rigorous, student centered and willing to go above and beyond to support the learning of all students.

Teaching & Learning Team: We believe that the work of a strong academic leader is most effective when he/she leads and supervises a skilled Teaching & Learning team. Members of the Teaching & Learning team, roles described in the chart above, will be detailed and goal oriented, hold themselves and others to high standards, engage in creative problem-solving to resolve daily challenges and work with a strong sense of urgency. As a best practice, The Teaching & Learning team of the elementary school will share an office to facilitate daily communication, as will the high school team once hired in Year 3.



The respective T&L teams will meet weekly with the executive director and Principals to assess the efficacy of schoolwide curricula and monitor our progress towards our annual strategic goals and benchmarks which would be aligned to those outlined in our accountability plan. To facilitate effective meetings, they will utilize an online T&L master spreadsheet that identifies deliverables, accountable staff members, check-points for work and deadlines. This ensures both that communication is clear and that lines of responsibility for a given task are maintained. Meetings will be facilitated utilizing the deliverables of the tracker and, as needed, the executive director and principals will facilitate single topic meetings using Critical Friends Groups protocols[2]. Equally important, the team will use a variety of schoolwide data, mini-observations data and coaching trends to ground administrative meetings in actual student and teacher needs.

The core members of the Teaching & Learning team will be:

Assistant principals, K-8 and high school: The K-8 and high school assistant principals will be the 'right hand' of the principals in their respective gradespans. Assistant principals will ensure smooth day-to-day operations, positive school-wide culture, support for new and/or struggling teachers, conduct observations and building walkthroughs and ensure that the fine detail work of the school is accomplished on a daily basis. The assistant principals will supervise and set the direction for our Response to Intervention program, which is the a key pathway to ensuring that all of our students have full and equal access to the support they need to be successful at BSNBCS2.

SPED Manager: The schoolwide SPED Manager is responsible working closely with the local Committee on Special Education (CSE) to ensure that BSNBCS2 remains in compliance with the special education mandates outlined in state and federal statutes. In addition, the SPED manager will work closely with other members of the Teaching & Learning team as well as classroom teachers to ensure that all students with IEPs have full and equal access to

[2] The School Reform Initiative tracks research-based effectiveness of protocols. We utilize these both in the Professional Learning Communities sessions for teachers and T&L meetings for administrators. https://www.schoolreforminitiative.org/research/research-summary/

schoolwide curricula. The SPED manager also promotes a culture of excellence and high expectations for our students with IEPs among the staff and faculty at BSNBCS2. This support includes the sharing of best practices, co-teaching strategies and tools to differentiate instruction. In year 5, we anticipate an additional HS Special Education Coordinator will be hired in the high school to ensure that each student with a disability receives appropriate levels and types of support, which will also cut down the administrative caseload for the SPED Manager and the HS Sped coordinator.

K-8 and high school Instructional Coaches: Our instructional coaches will be charged with helping our teachers become more effective in the classroom, thereby raising student achievement. Given this, our instructional coaches in the elementary school will provide regular, consistently high quality and meaningful effective feedback to our instructors in ELA and Mathematics, respectively. Starting in Year 6, additional high school instructional coaches will be hired in the high school for STEM and humanities, as teachers begin to teacher advanced content and the teaching staff doubles from the freshman year teachers group. All instructional coach(es) will provide data analysis support, curriculum and lesson planning support and feedback as well as conduct professional development opportunities for instructional staff.

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

We believe that teacher professional growth is the key to ensuring that the work of principals and Teaching & Learning team leads to actual student progress. We will utilize a data-driven approach towards teacher support and supervision pioneered by Kim Marshall[3] that was originally adapted for use by New Leaders for New Schools and has since been adapted and utilized by over 100 district, charter and private schools across the country.[4] Working with Kim for the past five years at Bedford Stuyvesant New Beginnings has allowed us to refine his approach to meet the needs of the school community. Our strategy to support teacher growth and development at BSNBCS2 will include:

Marshall Rubrics for Instructors: [redacted] rubrics for instructors are included in the New York State Education Department's Approved Teacher Practice Rubrics for New York[5] and we have seen firsthand the value of this approach. Under this model, each instructor receives feedback and support in the following six domains. Having consistent professional expectations for all instructors supports staff culture and role clarity for each instructor:

a) Planning and Preparation for Learning

[3] Rubric Nation: Critical Inquiries on the Impact of Rubrics in Education, edited by Michelle Tenam-Zemach and Joseph Flynn, Jr. (Information Age Publishing, 2015)

[4] https://marshallmemo.com/articles/Rethinking.pdf

[5] https://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/

b) Classroom Management
c) Delivery of Instruction
d) Monitoring, Assessment and Follow-up
e) Family and Community Outreach
f) Professional Responsibilities

Individual Professional Growth Plans: The core element at BSNBCS2 work to ensure teachers are supported and supervised effectively is the Individual Professional Growth Plan (IPGP). The IPGP is a digital professional portfolio is monitored by the teacher themself, the Principal and the coaches, which is located on the 'T-eval.com' website. Both the teacher themself and the T&L team can contributes to the IPGP throughout a given school year by contributes the the following elements below, which constitute our support and evaluation model:

- **Self evaluation:** This process Includes the teacher's self-evaluation on their professional goals, completed at the beginning of each year, based on the six professional domains above. The process of conducting a self-evaluation allows teachers the opportunity to identify their own areas of growth. This reflective process, with support from their coaches to ensure their growth areas are rigorous and appropriate, ensures that goal setting is a collaborative process and it is genuinely aligned with the needs of their students,
- **Principal IPGP goals:** As an administrative tool, T-eval provides organization-wide tracker of staff evaluations on Marshall's rubrics. The work of the Principals and their teams can be reviewed at a glance by looking at grade level and individual evaluations. Based on the school's strategic needs and targets for a given year, the principal will set goals for each teacher. Progress on these goals will be tracked in t-eval and updated quarterly.
- **Weekly Mini-observations:** Using the Marshall mini-observation framework, teachers get regular feedback on their practice from a rotating member of the T&L team, typically the principal, assistant principal or instructional coach, described in detail below.
- **Coaching and Individual Growth:** Based on the data from these goals, observations and reviews, Instructional staff will receive frequent feedback and support through professional development sessions, PLC meetings, data action protocol meetings, individual coaching and through the observation framework. Improvement in specific goals, such as '(g) Engagement' from the Planning and Preparation for Learning domain will be the subject of these individual growth goals.
- **External Workshops and Projects:** When appropriate, staff members will receive training through external workshops and conferences through our participation in the ELL Consortium, Special Education Collaborative or other groups.
- **Quarterly Reviews:** All staff get reviewed by the principal on a quarterly basis, using the Individual Professional Growth Plan model, receiving additional feedback from the principal and Instructional Coaches. Each staff member is rated 'In Good Standing', 'In Good Standing with Qualifications' or 'In Need of Probationary Status.'

Norming and Protocols to to ensure high quality instructional planning and implementation: The principals will ensure that each member of the T&L team operates consistently in their support of staff growth and development. Accordingly, observation formats, debriefing practices, PDs and written feedback will be normed according to the same framework, across all grades K-12. This involves a Principal sitting-in on a debriefing or PD, taking notes and debriefing with the T&L member, to evaluate the effectiveness of their work. This BSNBCS2 teacher support and evaluation framework creates a structure for the diverse content, instructional practices or strategies to be implemented early elementary grades up to the high school. Besides the curriculum and academic strategies tailored to each grade, we believe that each teacher will benefit from a unified approach to instructional planning K-12 characterized by clear expectations, established protocols for support and the support of the effective T&L team using the Marshall rubrics described above.

Mini-observations Framework: Consistent and regular observations will be one of the most important drivers of instructional growth at BSNBCS2 because they are aligned with our key design element of data-driven decision making. Mini-observations provide valuable and timely information on teachers' practice, on a weekly basis, using the five steps described below. By ensuring that teacher mini-observations are set on a regular schedule, we will ensure that the school administration is providing actionable feedback on teacher practices through a structured and consistent process aligned with the school's key design elements.

The observation framework utilizes Marshall's mini-observation model and has three key components: Mini-observations, Debriefs and Written Feedback.

1. **Mini-observations:** Mini-observations should be no longer than 10-15 minutes. The framework relies on regular weekly observations from the principals and Teaching & Learning team. Mini-observations serve as the team's regular update on teacher effectiveness, pedagogical strategies and implementation of gradewide strategies. Each observation is not meant to be a comprehensive review of a teacher's practice, as is required in schools that have 2-3 official observations a year. Rather, multiple mini-observations, combined with immediate feedback and the coaching cycle over time provide a multitude of snapshots provide a detailed portrait of their performance and growth.
2. **Debriefs:** The observation debrief should happen no later than the next school day and last 15-20 minutes. The debrief is an information gathering tool, seeking out information from the teacher, providing an opportunity for him/her to reflect and to understand their perspective on the lesson and student learning. While it is appropriate to provide feedback during the debrief, that is not its sole purpose or even its primary value. The feedback provided should provide context for the write-up.
3. **Written Feedback:** The observation write-up is a concise, targeted piece of feedback intended to make one to three immediate adjustments in the instruction, the same day as the debrief. Write-ups on the T-eval site are purposely short (only 1000 characters). They are not meant to provide a comprehensive analysis or a blow-by-blow of the lesson, but rather constitute specific feedback that will change the next day's lesson, pedagogical strategies, checks for understanding or use of student data. This regular

weekly feedback cycle, along with our professional development, curricular support and grade team level building, is one of our key drivers of instructional growth. Co-observations (a coach, assistant principal or principal observing together) allow us to provide feedback to co-teaching classrooms as well as to colleagues who require additional support or feedback.

Coaching cycles: To ensure that coaching focuses on professional growth and effectiveness, teachers will receive additional coaching support in addition to the mini-observations framework, consistent with the needs of each teacher's IPGP. Coaching in the professional growth framework is explicitly designed to aid teachers in specific domains of their professional work and receive support in implementing best practices. Similar to the practices of differentiation for students, IPGPs provide individual support practices that meet the needs of each instructor.

1. Teachers who struggle with specific areas, for example Marshall's "Domain (E) Routines in the Classroom Management", will be grouped together to receive specific trainings and coaching according to a common strategy.
2. For content, the instructional coaches will focus on specific grade spans (typically K-2, 3-5, 6-8 or high school) in a given cycle. The primarily coaching for K-2 ELA, as an example, would be run under the guidance of a specific ELA coach. When teachers struggle with implementation, additional support would come from the School principal.
3. Growth is tracked using the common system on t-eval.com, debriefed regularly and documented. Every teacher knows their status with clarity and transparency whether they are a veteran teacher In Good Standing or a less experienced teacher who has Qualifications in their status.
4. The coaching cycles, mini-observations, and use of individual professional growth plans allows teachers to systemically receive continuous support in their own pedagogical & professional growth and development as they work to support students throughout the year.

c. Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- **An overview of the frequency and format of professional development;**
- **Who will be responsible for leading and providing professional development;**
- **How the school will identify professional development topics;**
- **How the school's professional develop plans support the school's mission, key design elements, and the target and special populations' needs;**
- **How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects; and,**
- **The process for evaluating the efficacy of the professional development program.**

Timeframe	Iteration	Professional Development Type	Staff Involved	Facilitators/ Trainers
August, multiple weeks	Annually	Summer Training: Preparation for upcoming school year: Daily work sessions and trainings on topics for each grade level.	Whole Staff Professional Development	Principals, Assistant Principals and Coaches
45 to 60 minutes	Weekly	Professional Learning Communities		Curriculum Coaches
Whole Day PDs	Monthly	PD sessions will be held multiple times a year for data review and planning.		Principals, Assistant Principals and Coaches
3 hour PDs blocks	Periodically	Special Education Collaborative	SPED and general education teachers	NYC Charter School Staff and Consultants
3 hour PDs blocks	Periodically	NYC ELL Consortium	ELL teachers	NYC ELL Consortium at Family Life Academy

Summer Training: BSNBCS2 will implement a professional development workshop each August for teachers to identify key areas of instructional focus. This includes curriculum planning, specific focus areas and best practices. Workshops will be targeted to the needs of the specific group of teachers. For example, new teachers and teachers new to the school will receive a workshop on classroom management in order to minimize disruptions to instruction. In this session, teachers will reflect on what has worked well in previous years, how to create a democratic process for establishing classroom expectations, what is developmentally appropriate social expression, and how to consistently implement appropriate routines to create structures that support student learning.

Professional Learning Communities: Our teachers will participate in weekly Professional Learning Communities (PLCs). The PLCs will be the vehicle through which we reinforce our commitment to data driven decision-making and the importance of employing a student-centered approach in the classroom as evidenced by our staff's diligent efforts to differentiate instruction to address the diverse learning needs of the students they serve. We at BSNBCS2 believes that just like teachers should use these principles when teaching in the classroom, school leaders should use them in planning and implementing workshops and trainings for teachers. We also believe that teachers are more likely to embrace and implement what they have learned from professional development opportunities that are aligned to these principles.

Consistent Professional Development: Regularly programmed staff development is an integral part of BSNBCS2's structure and culture to maintain continuity and consistency. Accordingly, we have specifically set aside several days per year, roughly once monthly, for full day professional development. The K-8 and high school principals and members of the T&L

team will use scheduled professional development time to provide ongoing support to teachers about their classroom instruction. Additional support will be provided during the school day, see teacher schedules for examples of the structure of a minimum of 2 PLC periods per-week Additionally, members of the T&L team will use professional development as an opportunity to (i) provide teachers with the materials and resources they need to support best practices in the classroom; and (ii) facilitate coaching sessions around the development of sound curriculum maps and rigorous lesson planning.

Training and professional development during the school year: During the school year, teachers in our K-12 school will engage in three types of professional development opportunities: (i) classroom observations & coaching; (ii) participating in regular PLCs, typically two times weekly; and (iii) attending schoolwide/grade level/content area workshops and trainings either on or off-site.

Elementary: As common branch instructors, teachers in the elementary grades must be able to effectively teach multiple subjects for the same group of students throughout the day. Thus, the focus of their PDs will primarily be around effective delivery of content, meeting social needs of their cohort of students, incorporating formative and interim assessment data into their unit and lesson planning, developing literacy and numeracy skills and the acquisition of age-appropriate social skills. The approach is developmental, as we seek to meet each student where they are in their personal and academic growth. Content expertise will also be developed and nurtured through regular professional learning community sessions and targeted professional development that is aligned with curricula used in each grade levels and with the needs identified through data analysis.

Middle School: In term 2 of the school charter, in middle school a greater emphasis is placed on depth of knowledge for content. A subject area teacher, such as a middle school science teacher, will typically teach five (5) periods a day of that subject, across one or more grades. With upwards of 125 students, these teachers must be skilled in differentiating material for each student, incorporating multiple learning styles and engaging in deeper critical thinking skills. Because Middle School teachers will teach specific contents, they will receive professional development that is subject-specific as needed, based on assessment of each teacher's needs using the IPGP framework. BSNBCS2 will also send teachers to off-site professional developments so that they can benefit from the expertise of educators from other schools and bring back new highly effective practices.

High School: Starting in Year 4 of the charter, the needs of high school teachers include a deeper focus on content knowledge, especially on strategies for providing high quality of instruction for our specific populations of students. In addition to the pedagogical and data-driven PDs described in the elementary and middle school sections above, high school teachers are aiming for commencement level standards and college readiness. The 9th grade Global History teacher, for example, must balance differentiation, reading and writing skills, history skills and coverage of the material with the broader developmental learning of a cohort of teenagers.

New Teachers: Teachers new to our K-12 school will undergo an induction process that will include intensive training for five days or more prior to the opening of the summer professional development sessions. These additional workshops will prepare them for understanding the professional demands of our school, our reporting requirements, routines and professional expectations. We will also assign teachers who are successful veterans of BSNBCS2 as mentors to the new teachers. These teacher mentors will be charged with helping to induct new teachers into the learning culture of the school and support their efforts to deliver rigorous, standards-based instruction in the school.

The primary goal of all staff development is to help teachers improve their practice in order to raise student learning outcomes. A major focus of BSNBCS2 and of the school's professional development program is on the use and proper interpretation of data in meeting the individual needs of students. Specifically, assessments are used to identify areas of strength and areas in need of strengthening, both for students and teachers.

Effectiveness of Professional Development: As one of our key design elements, we will use analytic and anecdotal data to determine the effectiveness of our professional development program. Led by the principals, this review of the efficacy of our programs will include staff surveys related to our summer trainings and other formal PD sessions, data collected through ongoing in-house assessments to determine the impact of curriculum workshops on student learning and a continuing dialogue with colleagues and researchers on ways to improve our staff development programs. Kim Marshall's weekly Marshall Memo is one such source for identifying research trends and best practices that we can improve our professional development practices. Annually, each July, we will review what was learned in the previous school year and make changes for the August trainings and upcoming school year PD plan.

d. Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- **An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff; and,**
- **A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.**

As we noted earlier in this section of the application, BSNBCS2's Individual Professional Growth Plan model is at the core of our professional life. This process will be presented to prospective staff members during the interview process to determine a teaching candidate's receptiveness to feedback and our school model. This early discussion of professional growth is a part of our process, which is continued with summer training to ensure that incoming teachers can adapt to our vision for teacher and student achievement and our passion for learning. Each new staff member will receive a thorough presentation on the Marshall Rubrics and tools used in the process of observation, debrief and feedback (those rubrics are included

in Response 05-ae) by their principal so that they are aware of how they will be evaluated and how our model of support works on a day-to-day basis.

Every August, we will hold staff trainings where this presentation will be done as a group workshop for all new staff members. The principal and instructional coaches will lead a discussion of how the rubric is utilized, encourage critical thinking and reflection on the areas in which they want to improve their practice and begin the process of developing in these new teachers a shared understanding of what effective teaching looks like at BSNBCS2. As part of their on-boarding, teachers hired mid-year will meet with the appropriate school leader to review the materials from the summer orientation session, engage in this dialogue and receive a engage in this important dialogue as a part of their onboarding process.

Additionally, teachers will be asked to evaluate themselves on the rubrics at the beginning of the year as they set annual professional goals for themselves. These goals, typically limited to three clear areas of growth, will allow the teachers to reflect on their practice as well as help their supervisors identify relevant opportunities for professional development. While these self-identified goals are not limited to a particular content area or subject, they provide a framework for staff buy-in to their own professional growth. BSNBCS2 will use the rubrics both as a tool for evaluation of practice and as a common language to have meaningful conversations around instruction across all grades.

Formal Evaluation of Teacher Performance:

1. As a part of the formal evaluation process, all staff will be reviewed on a quarterly basis, using the Individual Professional Growth Plan model. Each staff member would be rated as being 'In Good Standing', 'In Good Standing with Qualifications' or 'In Need of Probationary Status.'
2. Teachers will receive regular communication from the academic leadership team regarding their individual performance and student achievement via individual check-ins, emails generated by T-eval, our observations data system, via PLC meetings, staff trainings and one-on-one debriefings.
3. Teachers will receive interim assessment data on their students' progress. This data will include information on the specific academic strands that students excelled or struggled in, areas for growth and instructional strategies to strengthen student learning. Regular familiarity, engagement and dialogue around student progress via assessments is a prerequisite for teaching being held accountable for the learning of their students.
4. The school's teacher support framework will be deeply influenced by Kim Marshall's book "Rethinking Teacher Supervision and Evaluation" and his work as a consultant and thought partner at our current school for the past five years. We are glad to have Kim as a thought partner for BSNBCS2's growth as we expand our model and number of students served.

By using this evaluation format, school leaders will identify high performing teachers who could potentially become coordinators, lead teachers, or future leaders of the school. As a relatively

large school with over 1100 students at full build out, BSNBCS2 will encourage internal development of staff and internal promotion opportunities, when they become available.

Evaluation and Support of other Instructional Leaders: BSNBCS2 is a true learning environment and feedback and growth is expected at all levels of the organization. Similar to the process used for teachers, the principal will evaluate all of the other members of the leadership team quarterly using the Marshall rubric for school leaders. The principals will model the reflective process that the Assistant Principals, Directors, Managers, Deans and counselors will use in their support of our teachers. Ongoing, candid dialogue about areas of growth will be seen not as weaknesses, but rather as an opening for conversation and improvement of the organization's capacity to grow its team.

The principals will be evaluated by the Executive Director quarterly with rubrics that focus on leadership, professionalism, family and community engagement. These instructional leadership attributes for principals will be facilitated by weekly one-on-one sessions of coaching and strategy with the executive director to discuss challenging scenarios, bring resources into their gradespans and to coordinate external supports. The principals will also access external coaches, such as Kim Marshall, to provide additional support to their work.

The Executive Director is evaluated by the Board of Trustees, using a framework designed by Board on Track. Each level of the evaluation of the school leaders (the Teaching & Learning team administrators, the principals and the Executive Director) are aligned with their professional needs and the reporting relationships that exist in their day-to-day work.

R-10a - School Culture and Discipline

a. Explain how the school will establish and maintain a culture that supports learning and achievement including:

- **The school's general approach to school culture and rationale for this approach;**
- **How the school will maintain a safe and orderly environment; and,**
- **If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.**

BSNBCS2's school culture is built around a philosophy of mutual respect for all, including students, staff and family members. This approach is best exemplified by our character education framework, the THRIVE values, an acronym which for six Latin words that guide our expectations of student, staff, and organizational behaviors and attitudes. In grades K-8, students learn these in class, in morning meetings, advisories in the middle school and in community meetings with multiple grade levels. In high school, students are given opportunities to take these values into the world and become our ambassadors outside of the building. As a learning institution, we believe each community member will grow and learn while being part of BSNBCS2, but that all time they should strive to embody the following values:

T	Temperantia = self-control	Self-control and self-discipline are keys to success. In order to succeed academically and become responsible citizens, students will learn that delayed gratification often leads to better outcomes. Students will learn to stay focused and follow school expectations to maintain a positive and safe learning environment for all. Staff will also be encouraged to show restraint and self control when dealing with colleagues, students, and family members.
H	Humanitas = kindness	Our focus on service learning and helping others is part of the foundation of our school. Being kind to others means being caring, helpful, and understanding of others, without expecting anything in return. Students learn a lot from watching adults: kindness and empathy will be encouraged for adult as well and children.
R	Respectus = respect	Our school community is built on respect. Adults will respect students by taking a genuine interest in them, treating them with fairness, and having high expectations for them. Students respect themselves, their peers, their teachers, and their school environment in the same way.
I	Industria = hard work	Staff, students, and families understand that hard work is essential for success. While many things may come in the way of the goals we set for ourselves, learning happens through persistence and the active reflection that can take place in the face of setbacks. Overcoming challenges will be celebrated in the same way that meeting goals will be.

V	Veritas = truth and honesty	BSNBCS2 believes that honesty is the best policy, both when dealing with others and with oneself. Through our programing, our students will be encouraged to discover their own truths and identities. Adults too will learn more about themselves through their work, and they will be supported with constant feedback.
E	Excellentia = excellence	In order to achieve academic excellence, BSNBCS2 believes in committing itself to the character values defined above. Good character and excellence go hand in hand.

Throughout the school year, the THRIVE values will be reinforced through character education sessions led by our Deans in the lower school and, in the second charter term, through the advisory program in the middle school. In high school, students will have opportunities to model these values for their younger peers, in community sessions, service learning and other related programs with our younger grades. These approaches are reinforced through community meetings in each grade span. Students and staff will address issues that are relevant to one value at a time or will discuss challenges that have arised in the community.

THRIVE integration into the classrooms: When visitors enter our classrooms, they will see the following instructional practices and cultural norms, which are consistent with our THRIVE values for students and staff:

THRIVE and Instructional Practice

- Students sitting in collaborative groups working on learning activities;
- Students participating in learning centers, differentiated for specific student levels;
- Teachers providing clear learning goals, posted and referred to during instruction;
- Teachers acknowledging correct answers and understanding of concepts;
- Teachers chunking new information into “digestible bites” in order to increase student understanding;
- Teachers creating opportunities for students to share what they have learned and demonstrate Teachers providing opportunities for students to practice the new strategies they have been taught;
- Students reviewing errors and practicing strategies to correct misinformation;
- Students using resources and receiving guidance from teachers so as to execute new tasks;
- Teachers using academic games to encourage and to re-engage students during lessons;
- Teachers maintaining a healthy pace to maintain student engagement during instructional episodes;
- Teachers maintaining enthusiasm and encouraging students to participate in specific subject matter;
- Teachers providing opportunities for students and encouraging them to discuss information during collaborations;

- Teachers being aware of students and able to pre-empt situations that may cause disruptions;
- Both teachers and students demonstrating respect of one another.

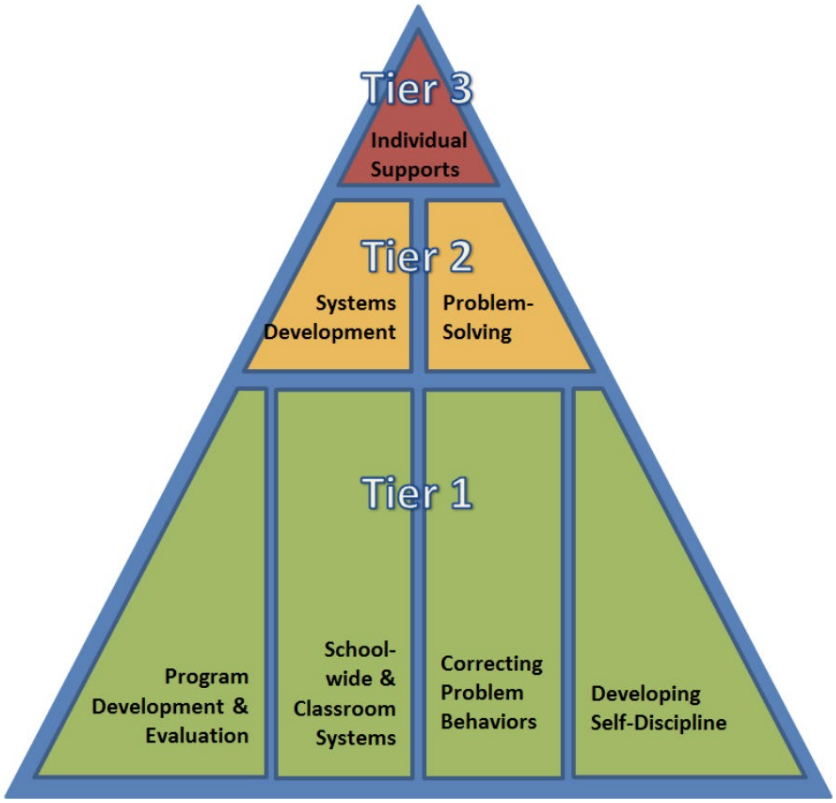
Overall, these instructional practices at BSNBCS2 support our school culture through a strong alignment with our key design elements of student centered instruction. An observer visiting the building will note active and engaged students in each classroom, teachers working together to serve student needs, collaborative planning sessions for co-teachers informed by data and a warm environment for learning.

THRIVE and Cultural Norms

1. Students and Teachers demonstrating respectful talk and students working together, students should engage in robust discussion on topics and respectfully disagree when they come to a different conclusion;
2. Learning coach maintaining close proximity to students within the classroom;
3. Teachers exhibiting warmth and care for students;
4. Pride in classroom work evidenced through displays both in and out of the classrooms;
5. An expectation that all students will participate and teachers not allowing students to "opt out" during a lesson or during independent work periods;
6. All routines are obvious and are smooth functioning;
7. Transitions are quick, quiet, and orderly;
8. Students are well aware of expectations;
9. The classroom environment operates in a fair and equitable manner;
10. Classroom rules are consistently followed and consequences are fairly distributed;
11. The school maintains a safe and orderly environment;
12. Furniture is set up in a way to support collaboration and learning activities;
13. Technology is used often and appropriately;
14. Classrooms are clean and orderly.

The Principals and Executive Director set the tone for school culture with their personal integrity, work-ethic and vision, which is mirrored by our staff culture. Students learn how to interact with each other and with adults, and how to resolve challenges at a developmentally appropriate level. Cultural norms at BSNBCS2 also depend on each member of the school community doing their part. Using our key design element of data-driven decision-making, teachers and staff can track student engagement, academics and behaviors using our online portals. Class Dojo provides a platform for this information to be collected and support our Positive Behavioral Interventions and Supports (PBIS) model.

Beyond academic interventions, the Response to Intervention model applies to attendance and behaviors as well. BSNBCS2 will implement a tiered model of behavioral interventions for students struggling with appropriate behaviors using the **Positive Behavioral Intervention Supports (**PBIS) tiered framework.



Behavioral Expectations: BSNBCS2 envisions the school as a learning community that treats children and adults with respect (Respectus) and kindness (Humanitas). BSNBCS2 will be a place where students value diversity of ideas, develop compassion, and the recognize themselves not just as individuals, but citizens of a larger global community. As our students mature and participate in communal classroom work, they broaden their ability to see things from varied perspectives and to work with people with viewpoints different from their own. As they grow into maturity, in the high school, our students can then take their places in the world as empowered adults who can make good choices in their lives, good changes in the world, and work well with others in their occupational and social communities.

To this end, BSNBCS2 works to ensure that the school is a place where all students can learn and all staff can teach in a safe, secure and orderly environment. BSNBCS2 defines discipline as helping children develop self-control (Temperantia) and self-motivation (Industria) in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, BSNBCS2 has a two pronged approach: Positive Behavior Intervention Systems (PBIS) will reinforce and encourage desired behaviors; and a Code of Conduct which is used when an alleged offense has taken place. Both systems reinforce the philosophical underpinning of our THRIVE values, and work to provide a holistic and integrated system of student supports for learning.

Positive Behavior Intervention Systems: PBIS is a positive behavioral program, meaning that it exclusively provides rewards for desirable behaviors, such as timely attendance, wearing the uniform, or class participation. The platform we propose to use, Class Dojo, connects parents, teachers, students in a single location. As a communication system, Class Dojo emulates features of social media such as creating news feed for school or grade-wide announcements or class-specific communications. It also allows for individual messaging between parents and teachers. The platform is user-friendly and accessible for our community: it can be used on smartphone or a computer (which are available for our parents to use at the school); and can work on data networks, wifi, or by text message. It is also an effective communication systems with students. In the youngest grades, class and student points can be displayed on an interactive board in the classroom so that positive behaviors are instantly rewarded with points. Students can use the points they earn to "buy" rewards such as small trinkets or participation in a pizza party in grades K-8, or access to dress-down passes in high school. This flexible program will allow us to engage students to create rewards they are genuinely interested in accessing, so that they too feel ownership in PBIS. Thus, we will be using PBIS at all tiers of the RTI framework for student's behaviors as they relate to their academic development.

Knowing the population we intend to serve and the challenges some children experience in their lives outside school, additional systems are in place to motivate all students to engage in positive behaviors that are conducive to their learning and development. If the incentives described above are not effective in modifying problematic behaviors for certain students, the Deans will implement a Behavior Tracker, which is a more concrete visual aid for students to monitor themselves throughout the day. The power of implementing the tracker lays in the conversations between families, teachers and deans that are part of the individual design of goals and rewards. Families will convene with school personnel to identify behaviors they want their child to address both at school and at home. Rewards will also be designed according to the child's interests and will take place both at school and at home. For instance, a child might earn access to video game time at home or a special break time with a dean during the school day.

BSNBCS2 Code of Conduct: The BSNBCS2 staff ensures that parents and students are well informed of these policies both before enrollment and at the time students enroll in BSNBCS2. The Code of Conduct must be signed by families to show that they have read and understand the rules, in order to hold them accountable for their actions. As such, students will not be surprised about what type of behavior is expected of them, and parents will be reassured about the type of classroom environment maintained at BSNBCS2.

The Code of Conduct sets forth the policy of BSNBCS2 regarding how students are expected to behave when participating in school activities, on and off school grounds, and how BSNBCS2 will respond when students do not meet these expectations. Depending on the severity of an infraction, responses may require the reflection and the making of an apology (written or verbal), a school detention or temporary loss of privileges, a meeting with parents and/or entering into the process of restorative justice where students acknowledge accountability for their actions, hear from those individuals impacted by their behaviors and remediate or address their impact

on others in the community. In certain instances, more severe disciplinary responses include in-school suspension, out of school suspension (short or long term), exclusion from extracurricular activities, and, in severe cases that risk the health and safety of others, expulsion.

At BSNBCS2, discipline is considered a process, not a reactive tit-for-tat for student misbehaviors. The BSNBCS2 staff deals with each problem individually, and for each unacceptable behavior there is a range of consequences and actions our staff will take, whether they result from the PBIS or the disciplinary framework. Disciplinary consequences are dependent on the frequency of this behavior, progress of the child from previous incidents, age of the child and severity of the behavior. The specific situation dictates which consequences will be used, revisited or skipped.

While our PBIS model is designed to preempt many disciplinary issues, on occasion student behaviors warrant direct action. The first step taken in any disciplinary action is to restore a sense of safety and bring people into self-control (Temperantia) to the students in a classroom. This may mean time out or a sympathetic conversation; whatever will help a child to be able to face a problem rationally. The outcome of the consequences should reinforce not only the essence of what is unacceptable to the group but also how one's behavior impacts on the group and on oneself. Potential consequences include: Speaking to the child individually; Holding a group discussion; Temporarily removing a child from a difficult situation within the class; sending the child to another class (teachers may not send students unattended into the hall as a disciplinary measure); Informing parent/guardian of behavior; Discussion with parent/guardian and setting up a plan of action with the parent/ guardian, articulating what "progress" is; Sending the child to confer with the Academic Dean; Discussion with other school personnel; after school detentions; Formal meeting with the Academic Dean, teacher and parent/guardian; Discussing and initiating other support systems; Guidance hearing; Suspension (Short and Long Term); and Replacement of property or reimbursement. The decision as to which consequence is chosen will be in accordance with guidelines established by State law, which will ensure both consistency and equitable treatment for all students and enables schools to exercise discretion and educational judgment.

Provisions for All Disciplinary Actions: For instances when the school's disciplinary code is required, due process procedures shall be followed for all disciplinary actions consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). Following an incident that may result in a suspension or expulsion recommendation, an Academic Dean shall provide notice to inform the student and parents of the complaints against him or her, in the form of letter, including the recommended disciplinary action, should it be a suspension or expulsion, and the date of the hearing that shall determine the matter.

Short-Term and Long Term Suspensions: The Academic Dean team determines short-term and long-term suspensions on a case-by-case basis. Any student that has committed any of the infractions listed below that takes place on campus, on the school bus, or off campus, will receive consequences in the restorative justice or disciplinary frameworks.

- Violent, abusive or threatening language, in written or verbal form.

- Bullying or harassment.
- Gross Insubordination
- Inappropriate touching or contact with other students or school staff.
- Academic Dishonesty, including cheating on exams or quizzes.
- Vandalism of school property or the property of staff or students.
- Trespass on school property.
- Abuse of school property or equipment.
- Improper use of technology resources, including accessing inappropriate materials on the internet or sharing materials with others
- Used forged notes or excuses
- Engage in acts of sexual harassment, including but not limited to physical contact or offensive sexual comments.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Any attempt to intentionally cause physical injury to another person.
- Repeatedly commit minor behavioral infractions, which, in the aggregate disrupt the learning environment
- Possession, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object.
- Commit or attempt to commit arson on school property.
- Commit a disruptive or dangerous act that affects the learning environment.
- Possess, sell, distribute or use of tobacco, any alcoholic beverage, controlled substance, imitation, or marijuana on school property or at a school-sponsored event.
- Assault any other student, staff, or community member
- Endanger the physical safety of another by the use of force or threats of force, which reasonably places the victim in fear of imminent bodily injury.
- Make a false bomb threat or pull a false emergency alarm.
- Insubordination to a staff member

Health and Safety Exclusion: On rare occasions, it may be necessary to not allow a student to attend school until the completion of an investigation via a 'Health and Safety Exclusion.' This is done only in serious scenarios (violence, weapons, threats or other major disruptions to the orderly operation of the school) where a student's presence may interfere with the learning of others, based on the judgement of the school Principal. Limited on a daily basis, a student may be excluded from the school in order to 1) complete the investigation of a serious incident or 2) to ensure the safety of the students or staff in the building, until a suspension hearing can be arranged with the parents. Health and Safety exclusions shall be made in writing and are temporary, to establish a safety or to complete the investigation of a serious incident. Should an exclusion occur, parents shall receive regular updates on the status of the exclusion ('your child is being excluded tomorrow, in order to complete the investigation of the violent incident today') and be notified of their right to compensatory education during an exclusion.

Procedures and Due Process for Short-Term and Long-Term Suspensions: The Academic Dean may recommend a short-term suspension, long-term suspension or expulsion and shall follow due process procedures consistent with federal case law pursuant to Goss v. Lopez (419

U.S. 565). Following the recommendation for a short term or long term suspension, or expulsion, as soon as practical following the completion of an investigation, typically the next school day, the student and parent will be provided with an opportunity, in person, to attend an informal hearing (suspensions of five days or less) or a formal hearing (six days or more, including expulsions) held by a school hearing officer (a staff member other than the Academic Dean who investigated the incident), to hear the complaints raised against them and provide exculpatory evidence. The Hearing Officer's decision, following a hearing, for a short term or long-term suspension may be appealed, by the parent or guardian, to the Executive Director, within 10 days, in writing. Families that do not have literacy in English or require assistance in appealing a decision may receive support from a staff member, including dictation into writing the reason for their appeal request.

Following an incident, the investigation by the Academic Dean and the decision to recommend a suspension or expulsion, written notice shall be provided by personal delivery, express mail delivery, email or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone or text message. if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension recommendation and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in English, with a translation available, if the family's primary language is in a language other than English. At a formal hearing the incident will be reviewed. The hearing shall include the Academic Dean Team member, staff members involved with the incident, and the student with his/her parent(s) or guardians; in a formal hearing, per State regulations, the student shall have the right to be represented by counsel, question witnesses, and present evidence at a formal hearing.

When ann Academic Dean member initiates a suspension proceeding, our procedure is to designate another colleague trained in these procedures as the hearing officer, to conduct the hearing. Following the hearing, the hearing officer may accept, reject or modify the original recommendation's suggested disciplinary action. Under no circumstance can a Dean both recommend a suspension and also be the hearing officer making the final decision on a suspension or expulsion decision.

The hearing officer's decision to impose a long-term suspension may be challenged by the parent or guardian via a written appeal, within 10 days of the decision to suspend or expel. For expulsions, the due process procedures allow parents to appeal the Executive Director's decision to the Board of Trustees, within 10 days of the date of the decision, in writing. Should that decision not be acceptable to the family, appeals to the decision of the Board of Trustees must be made to the Charter Schools Institute.

Following a decision to suspend or expel, the hearing officer shall notify the parents or guardian in writing via a Suspension or Expulsion letter that the student has be suspended from school. Written notice shall be provided by personal delivery, email, and express mail delivery within 24

hours of the decision to recommend a suspension at the last known address (as) of the parents or guardians. Where possible, notification also shall be provided by telephone or text. The procedures for filing an appeal shall be included in the suspension or expulsion letter.

Provisions to Implement Alternative Instruction Options:

- Alternative instruction must be made available within 24 hours of the beginning of a suspension, regardless of the length of the disciplinary action.
- While homework assignments may be included in a student's requirements, direct instruction must be provided by a BSNBCS2 staff member or contracted substitute instructor.
- The time allotted to direct instruction must be enough to ensure that the student will progress at the same rate as if s/he had attended class. This is typically no less than two hours per day.

Students removed for a period of five days or fewer will receive classroom assignments and a schedule by to which to complete missed assignments and/or tests during the time of the suspension. When a charter school or other public school suspends a student of compulsory school age, it must take immediate steps to provide instruction off-site, such as a public library, or at an approved on-site location. BSNBCS2 will provide additional alternative education instruction for a minimum of two hours for each school day at a time and place determined by the school.

In our experience operating Bedford Stuyvesant New Beginnings, we know that students who receive suspensions for more than five days need a legitimate alternative instruction plan that goes beyond the bare statutory minimum of two hours. Regardless of the precipitating incidents or behaviors that led to such a severe disciplinary consequence, these are our students and they deserve the best educational options possible to avoid academic decline during a suspension. Accordingly, students with a change in placement/suspension for a period of more than five days will be provided with instruction by one or more of the following individuals in consultation with the student's teacher(s): a BSNBCS2 staff member, professionals working for a contracted facility, a contracted instructor or a tutor hired for this purpose.

Instruction will take place in one of the following locations: the student's home, a contracted facility (school district in the location of the student), an appropriate off-site facility or a public library. All provisions of services during removal will be determined on a case-by-case basis, and will consider the needs of the suspended child, by a review from their teacher(s), appropriate RTI, SPED, ELL or general education staff and administrators.

Searches: A student and/or the student's belongings may be searched by a school staff member if they have a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.

Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school.

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

- School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- Searches shall be conducted under the authorization of the school principal or his/her designee.
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

Communication with Parents and Parent & Staff Involvement: BSNBCS2 will develop several means of communication with its parents and guardians, which include:

1. Parent meetings that are held at the beginning and end of each of BSNBCS2's marking periods. Teachers and administrators will meet to discuss programs, overall progress, future plans, etc.;
2. Individual parent/guardian meetings with teachers at least twice per year. These meetings will be scheduled to occur during mid-term, following the distribution of progress reports to the parents and guardians of BSNBCS2 students and will focus on each student's progress;
3. Progress reports sent to the parents/guardians of each student twice per year, once in the Fall and once in the Spring;
4. Regular, weekly communication via the online platforms of Liveschool and Class Dojo, which allows parents to get regular academic and behavioral updates, as well as class specific information.
5. Development and maintenance of a BSNBCS2 website that is designed specifically to promote continuous parental involvement with the school and the promotion of email communication and the school's website as effective means of communication;
6. Facilitate the development and continued operation of an BSNBCS2 Parents Association (PA);
7. For incidents that go beyond the Class Dojo/Liveschool framework, a standard procedure for staff to contact parents about student behaviors (either positive or negative). Contact can be made by phone, email, text message or face to face meetings; and
8. Development and maintenance of a school climate that is friendly and inviting to parents, specifically the usage of a Parent Engagement Room that welcomes parents, providing resources and materials. Parents who do not have regular access to the internet at

home or via their phones will have access to computers in the Parent Engagement Room to access email/Liveschool/Class Dojo updates.

Social-emotional learning and character education: In grades K-8, we will be using research-based, highly effective teaching strategies that strengthen classroom communities by helping each child understand and appreciate diversity in others. There will be an emphasis on the THRIVE values. The program goal is to improve student cooperation, collaboration, and problem solving to reduce teasing, bullying, and aggression; establish trust and encourage connection and empathy; promote harmonious peer-to-peer relationships; and effective parent communications. We will also foster social-emotional learning with research-based curriculum that will effectively tackle personality, stress management, conflict resolution, social connectedness and mindset. Short, regular activities during morning meetings and at student events, will reinforce our THRIVE values and connect them to practices and skills that will support a safe, supportive, and respectful environment.

With high schools students being older and more susceptible to commit more serious misbehaviors, it is even vital that we emphasize more social-emotional learning to develop a supportive learning environment. Therefore, in high school, we will design cross-curricular lessons and activities that will empower students to positively affect their own classrooms' climate, their personal civic self-efficacy, develop political tolerance, and improve their academic achievement. We will continue to emphasize the THRIVE values, in our ELA classes and at school assemblies and related community events. The school will partner with families and local partners to build a broad community where the values and norms experiences at BSNBCS2 are reinforced and celebrated. BSNBCS2 intends to use programing such as Responsive Classroom and Restorative Justice to anchor these initiatives in a rigorous framework.

Behavioral/emotional response-to-intervention program: At BSNBCS2, we will implement a positive approach to emotional, behavioral, and interpersonal challenges. Students will be 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. Students with specific behavioral or emotional challenges are given intervention plans that are implemented by several school personnel members for consistency.

BSNBCS2 will implement a dress code policy, which is described in R-10d. We believe school uniforms help instill a sense of belonging and cohesion in the school community. However, we understand that a strict dress code may curb students' ability to express their culture and family background. To that end, the code described in R-10d provides appropriate flexibility for students and their families, with respect to our diverse student body, in matters such as cultural headwear and religious garments .

A "share and spare" uniform bank will be maintained at the school for families in need and for children who soil their clothes in school and require a change. If a financial need exists in your family and you would like to take advantage of this resource, please contact the school to

arrange assistance. Clean, donated items from children who have outgrown uniforms are appreciated and can be dropped off at the school office. Parents are encouraged to volunteer their time to the upkeep and cleanliness and organization of the uniform bank. Additionally, BSNBCS2 will use a designated fund to help students who experience temporary housing acquire uniforms and other needed attire, including but not exclusive of coats, shoes, boots, underwear, sports clothing, backpacks, and hats.

R-10b - School Culture and Discipline
b. Discipline Policy
Provide the school's discipline policy for general education students.

At BSNBCS2, we are committed to serving all students, while simultaneously protecting the strong culture that makes academic success possible. All students are taught the THRIVE values and are held accountable to them throughout the year. As described in the school-wide Code of Conduct, misbehaviors at BSNBCS2 may result in disciplinary consequences. If negative behaviors persist, or if students have not adequately fulfilled the given consequence, more serious consequences may be implemented to support student learning. Consequences vary based on the grade level of the student, the severity of the action, and the frequency of the incident.

Consequences may include:

- Student written reflection on violation
- Referral to the Academic Dean
- Removal of school privileges (including school trips, in-school privileges, etc.)
- Lunch, recess or after-school detention
- School or community service
- Short-term out-of-school suspension (1-5 days)
- Long-term out-of-school suspension (6 or more days)
- Permanent Removal from the school (Expulsion)

Please note: BSNBCS2 does not disclose the disciplinary status of students to families outside those of the student facing consequences. This policy protects the confidentiality of all students.

Detentions: Detention may be served in grade 6-12, after school, during lunch and/or recess, depending on the infraction. Behaviors that constitute a detention may include (but are not limited to) the following:

- Failure to complete homework
- Disrespectful behavior to staff and other students
- Academic dishonesty and lying
- Reporting late to class (see late policy)
- Misusing property belonging to others
- Walking out of the classroom without permission
- Profane language
- Failure to wear the uniform (see uniform policy)
- Theft
- Bullying

For repetitive behaviors, if detention is given by a teacher and/or instructional associate, staff will contact the family regarding the incident and the consequence. If infringement is school wide, detention and contact will be given by a Dean.

Suspensions: After an incident occurs, a Dean investigates and obtains a written report from the observer(s) of the incident. This investigation may involve speaking with other observers of the incident (other students, staff members, or any victim) as well as the student in question. BSNBCS2 utilizes the following checklist to track the progress of a potential suspension or expulsion**:**

BSNBCS2 Disciplinary Incident Checklist (General Education Students)

☐ Incident occurs. A Dean should ensure safety of all students and staff as their first action, including a determination whether student requires immediate health and safety exclusion for an extreme incident. If not, the student should remain in the building pending the completion of the investigation/hearing process.

☐ Investigation by a Dean. Gather student and staff statements and any evidence. Investigations should be prompt, fair and aligned with getting students closure on the incident as soon as practical.

☐ The parent receives initial notification that an incident has occurred and an investigation is underway, verbally via phone or via text/email following the incident, based on the parent's best mode of availability. This an informal, non-mandated notification for parents, to make them aware of the issue and potentially gather additional information that may be helpful during the investigation.

☐ The investigation is conducted by a Dean and then completed. If a recommendation is made to suspend or expel the child due to an incident, a 24 hour clock starts for parent notification.

☐ The Suspension/Expulsion recommendation letter is written. A Dean utilizes the correct template for suspensions of 5 days or less (leading to an informal hearing), or 6 days or more/Expulsion (leading to a formal hearing).

☐ A Dean telephones the parent to inform the parent that a letter is being sent regarding the incident and to explain the contents of the letter and confirm their ability to attend a formal or informal hearing on the selected date. If they are available for the proposed date, complete letter; if not, schedule another hearing time. Parents who decline their right to attend a hearing should do so in writing, prior to the hearing date.

☐ The suspension/expulsion letter is sent to the parent within 24 hours of the recommendation to suspend/expel the student. This window is done to ensure that there is no delay in parent notification and to resolve the disciplinary process in a timely and effective fashion, consistent with the law.

☐ The suspension recommendation letter and notification of the formal or informal hearing are provided prior to any student suspension, unless the student's presence poses a threat to persons or property or a threat of disruption to the learning environment. In that case, a health

and safety exclusion would be approved by the principal, with the notice and formal hearing are given as soon as practical following the completion of the investigation.

☐ Suspension or Expulsion hearing occurs. A hearing officer, other than the Dean who investigated the incident, will review of the evidence, including any new or additional evidence provided by the family, following our formal or informal hearing protocols. Family members may attend, present evidence, witnesses or provide other arguments at the hearing, per our hearing protocols. Following a review of the evidence, the hearing officer will make a formal determination to uphold, modify or reject the suspension recommendation. The child's family is notified of the decision in writing, including their right to appeal the decision to the executive director within 10 days.

☐ Students receiving out-of-school suspensions are offered Compensatory Education/Alternative Instruction services. Compensatory Education takes place for a minimum of two hours daily for the duration of the suspension period. Students with IEPs placed in this 'interim alternative educational setting' must still receive the services required by the IEP as well as any services and modifications designed to address the behavior. Students whose presence constitutes a danger to themselves or others, at the discretion of the principal, may receive compensatory education services off-site at an appropriate location such as a public library, another public school or at the child's home.

Short Term Suspensions (5 days or less):
A Dean may recommend a short term suspension (5 days or less) based on the severity of the incident(s) under investigation. An incident that leads to a recommendation for a short term suspension shall be reviewed at an informal hearing. Families are entitled to attend the informal hearing, provide any additional information, bring witnesses and ask questions of any witnesses provided by the school.

Following an informal hearing, the decision to modify, uphold or rejected a recommended short term suspension will be made by BSNBCS2 in writing by the hearing officer. The family has the right to appeal the decision following an informal hearing within 10 days, in writing, to the school's executive director, according to the school's appeals process.

Long Term Suspensions (6 days or more) and Expulsions:
A Dean may recommend a long term suspension (6 days or more) or Expulsion, based on the severity of the incident(s) under investigation. An incident that leads to a recommendation for a long term suspension or expulsion must be reviewed at a Formal Hearing.

- The Formal Hearing is conducted by the Hearing Officer (a colleague other than the Dean who investigated the matter)
- The date(s) of the incident and the behavior exhibited are described in the letter
- Families have the right to bring an advocate or legal counsel to the hearing
- Families have the right to question witnesses at the hearing
- Families have the right to present witnesses and evidence

- Formal Hearings are audio-recorded, to create a complete and accurate record of the hearing

During an hearing involving a recommendation of expulsion or long-term suspension (6+ days), the following process is followed:

- The school will make a presentation with supporting documentation, witnesses, and evidence.
- Families are permitted to make an initial statement and present any evidence, testimony, or witness(es) to establish child's case.
- The school representative and the parent will be allowed to make closing statements.
- The school presents evidence as to why expulsion or suspension is an appropriate consequence for the student. The school may discuss past infractions or violations.
- Families may pose rationale for why they believe the consequence is too harsh or alternative disciplinary consequences for the incident.
- The hearing officer will make a decision following the hearing, with a decision provided to the families in writing.
- Families have the right to appeal the decision to suspend or expel, within 10 days, to the executive director, according to the Appeals Process below.

Alternative Instruction/Compensatory Education: BSNBCS2 is committed to serving all students, regardless of academic ability, disability status, race, gender or economic status. As a part of our model, we have developed a framework designed to create an orderly, safe and hospitable learning environment for all students.

In the case that a student needs to be removed from BSNBCS2 for a disciplinary infraction resulting in a long term suspension or expulsion, BSNBCS2 has developed the following guidelines and framework for alternative instruction and compensatory education. This framework is aligned with the school's commitment to follow all applicable NYS laws, regulations and the Individuals With Disabilities Education Act.

Should an investigation lead to the issuance of a Recommendation to Suspend or Expel, parents shall be notified in writing of their right to an Informal Hearing (five days or less) or a Formal Hearing (six days plus, including expulsion), as a part of our due process program.

Parents are entitled to the right to formally appeal a decision to suspend or expel, in accordance with the school's disciplinary policy. The appeal must be made, in writing, within 10 days of the decision to suspend or expel, to the school's executive director. Should the executive director uphold the decision to suspend or expel, the family may appeal successively to the BSNBCS2 Board of Trustees, and should the suspension or expulsion be upheld, the family may appeal to the SUNY Charter Schools Institute.
If the Informal or Formal Hearing results in the Hearing Officer's decision to suspend or expel, the following procedures and protocols will be put into place:

1. The student shall be entitled to alternative instruction, for the duration of the suspension, starting upon the initial date of suspension. Should the student be expelled, the student

shall be offered alternative instruction until the date of the student's enrollment in another public, private or charter school, as tracked by the NYC DOE ATS system.

2. Parents shall be notified of the right to alternate instruction, at the time of their notification of the suspension or expulsion. Parents should indicate their interest in alternative instruction, in writing, to the school.
3. Alternative instruction shall be scheduled for a minimum of two hours daily. The scheduled time for alternative instruction shall be determined by the Dean, in consultation with the family.
4. Alternative Instruction shall take place at a location to be determined by BSNBCS2. Locations may include a BSNBCS2 Classroom, a Public Library, a classroom in another public school, a public location, the family's home or other appropriate location, as determined by BSNBCS2. Suspensions or expulsions related to a disruption of the school's learning environment or incidents related to the health and safety of BSNBCS2 teachers, staff, students or families typically result to alternative instruction off-site.
5. Alternative instruction shall be provided by a BSNBCS2 staff member or qualified individual contracted by BSNBCS2 to provide alternative instruction. Special Education services will be provided in accordance with the student's IEP, by a Special Education certified individual.
6. Attendance shall be taken for students who are entitled to alternative instruction on a daily basis. Students shall be marked: present, late or absent to alternative instruction.
7. Students attending alternative instruction are able to earn academic credit, during the duration of their suspension. Students are entitled to receive instruction that is substantially equivalent to the instruction that they received prior to being suspended.
8. Students with disabilities are entitled to related services and special education services, in accordance with their IEP or 504 plan, for the duration of their suspension.
9. Questions regarding the alternative instruction program at BSNBCS2 can be directed to the Dean.

Appeals Process

Parents should follow the appeals process (for a short term, long-term suspension or expulsion hearing) below if they disagree with the decision following the informal or formal hearing:

1. Following the hearing and within 10 days of receiving a letter conveying the decision to suspend or expel the student, provide a Request to Appeal, in writing, to the executive director.
2. Families should include any relevant information, details or evidence, in writing, to support their Request to Appeal.
3. The executive director will review the entire case file, hearing information, appeal request. Both the details of the incident(s) and the adherence to BSNBCS2 process will be reviewed.
4. Following the review of the case, the executive director will issue a response to the Appeal Request that either 1) upholds the suspension/expulsion decision 2) modifies the suspension/expulsion decision or 3) cancels the suspension/expulsion decision.

5. The family may choose to Appeal the decision of the executive director, in writing, within 10 days of receiving the Appeal decision, to the Board of Trustees.
6. The family may choose to Appeal the decision of the Board of Trustees, in writing, within 10 days of receiving the Appeal decision, to the SUNY Charter Schools Institute.

R-10c - School Culture and Discipline
c. Special Education Discipline Policy
Provide the school's discipline policy for special education students with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations.

As educators, we know that Special Education students in American society and especially in New York City face numerous barriers and challenges to their success. Unfortunately, a portion of these challenges can come from attitudes, beliefs and misunderstandings of the broad category of 'disabled' students, as well as the specific manifestations that play out. While most special education students' disabilities have little bearing on their behaviors, it is important for BSNBCS2 educators to treat each student with empathy, respect and fairness. In the instance when a student receiving special education services is involved in a disciplinary matter, we will implement the following policy:

In addition to the General Education Students Disciplinary checklist described in Response 10b, the following checklist will be used for for Students with Disabilities or suspected of having Disabilities:

☐ A student with a disability, or suspected of having a disability, is entitled to a manifestation determination review[1] to decide whether the child's behavior resulted from his/her disability if the change in placement (in school, out of school, or expulsion) is for more than 10 days for a single suspension, or for multiple suspensions, which, in the aggregate, amount to more than 11 days

☐ If so, notify the NYCDOE's Committee on Special Education 8 (which covers BSNBCS2). The manifestation determination review must take place as soon as possible, convened by CSE8, but not more than 10 days after the decision is made to change placement.

☐ If the team concludes that the behavior did, in fact, result from a disability, then the team will conduct a Functional Behavioral Assessment[2] (FBA) and implement a Behavioral Intervention Plan (BIP) to address the behaviors giving rise to the conduct. This team's collaboration with the school is vital to our policy, as that plan must meaningfully support a student's ability to be successful in the school, based on the student's actual needs. Following such a determination, the student must also be returned to his or her original placement in the school

☐ If the behavior is not a manifestation of the disability, then consequences will follow the school's Disciplinary Code, in which suspensions are issued as the consequence of behaviors such as

[1] A valuable tool for the school's approach to special education policy comes from parent advocates for parents of students with disabilities. For this, the Center for Parent Information and Resources defines the manifestation process as such: "At specific times, and for certain violations of the student code of conduct, IDEA's discipline procedures require school systems to conduct what is known as a "manifestation determination review." *The purpose of this review is to determine whether or not the child's behavior that led to the disciplinary infraction is linked to his or her disability."*

[2] From the Center for Parent Information and Resources "An FBA focuses on identifying the function or purpose behind a child's behavior. Typically, the process involves looking closely at a wide range of child-specific factors (e.g., social, affective, environmental). Knowing why a child misbehaves is directly helpful to the IEP Team in developing a BIP that will reduce or eliminate the misbehavior.
https://www.parentcenterhub.org/manifestation/

defiance of a staff member, cutting class on multiple occasions, bullying, and threatening assault.

Special Populations: BSNBCS2 will comply with all aspects of IDEA (Individuals with Disabilities Education Act), a Federal Law which provides due process protections for students with disabilities facing suspensions or expulsions. This includes students with IEPs, students with 504 plans and students who may be suspected of having a disability.

Procedures for Disciplining Students with Disabilities at BSNBCS2: Students with disabilities will be accorded the same process and rights described in the Disciplinary Incident Checklist. If the process leads to suspension(s) of more than 10 days, or a school expulsion, the following procedures will be followed for students with disabilities, or suspected of having a disability.

An **MDR (Manifestation Determination Review)** will be held by the NYCDOE Committee on Special Education if one of three situations occur:

1. If a student with special needs exceeds 10 consecutive days of suspension away from their current educational setting;
2. If a student with special needs is removed for more than 10 aggregate school days in a 40-day period.
3. If a student with special needs has been suspended and removed from their current educational setting over 10 days during the school year AND there is a pattern in behaviors resulting in disciplinary action.

- If one of the above situations occurs, BSNBCS2 will provide written contemporaneous notice to the NYCDOE Committee on Special Education to conduct the MDR. The CSE will schedule the MDR within 10 days of the decision to change placement beyond 10 school days (or expulsion).
- BSNBCS2 will provide all documentation and information requested by the CSE before the MDR meeting occurs.
- The student's parent(s), staff with knowledge of the incident and pattern of the student's behavior, and members of the student's IEP team will attend the MDR meeting. Having these key stakeholders participate in the meetings will help us to make decisions that are directly designed to meet the academic and behavioral needs of the students.At the MDR meeting,
- BSNBCS2 will implement the services recommended by the CSE during the length of the disciplinary change of placement.
- BSNBCS2 will ensure that staff members with knowledge of the incident and the student's behavior and parents participate and provide information that informs alternative education and services for the student. Participants at the MDR include parents, personnel from the DOE, relevant personnel from BSNBCS2 and relevant personnel from the student's IEP team.
- At the MDR meeting, the Committee on Special Education will decide the following:
    - A "Yes" MDR = the student was suspended for an act that was a result or manifestation of their disability and will immediately return to school. The

Committee on Special Education will create a **Functional Behavioral Assessment (FBA)** and **Behavior Intervention Plan (BIP)**.

- Special Circumstances*: if the misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury, BSNBCS2 may remove the student for up to 45 days in an alternate site (see below).

- A "No" MDR = the student will be suspended or expelled for an act that was not a manifestation of their disability. The suspension or expulsion will remain in place, pending the completion of the Appeals process.

- **Special Circumstances*:** Below are rules and procedures for implementing an Interim Alternative Educational Setting (IAES) for students with disabilities during removals involving special circumstances such as weapons, illegal drugs, controlled substances, and/or serious bodily injury.

Type of incident	BSNBCS2 Action	Consequence
Weapons	Parents and police will be notified immediately and BSNBCS2 will keep written documentation of the incident.	BSNBCS2 will expel a student who is determined to have brought a firearm to school or to have possessed a firearm at school. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child knowingly possesses a weapon other than a firearm*
Illegal Drugs	Parents and police will be notified immediately and BSNBCS2 will keep written documentation of the incident.	School personnel may expel or remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function*
Controlled Substances	Parents and police will be notified immediately and BSNBCS2 will keep written documentation of the incident.	School personnel may expel or remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function*

Serious bodily injury	Parents and police will be notified immediately and BSNBCS2 will keep written documentation of the incident.	School personnel may expel or remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function*

* An MDR is still required. If the behavior is a manifestation of the disability, a Functional Behavioral Assessment is required and a Behavioral Intervention Plan must be developed and implemented by the Committee on Special Education.

R-10 - School Culture and Discipline
d. Dress Code Policy

BSNBCS2 will be using a uniform for all students. The following is a policy that will be included in our Student and Parent Handbook, regarding the dress code.

School Uniforms: It is mandatory for BSNBCS2 students scholars to follow the rules of our school uniform policy. We will work closely with our families, especially those who are facing financial hardships, to ensure that they are able to comply with our dress code policy. Please speak with the main office staff if you would like to access these resources. For parents of students in grades K-1, for possible bathroom accidents, you are encouraged to maintain a change of clothes at school, by contacting your homeroom teacher.

- Long khaki pants
- Knee length khaki skirts or jumpers
- Hunter green polo shirt (short sleeved or long sleeved).
- Solid Colored sweater, sweatshirt, or hoodie
- Shirts tucked in
- Closed toed shoes with solid colored socks
- Simple earrings (small hoop or stud)

BSNBCS2 expects scholars to DRESS FOR SUCCESS!

Part of Uniform	Permitted	NOT Permitted
Bottoms	● Long khaki pants ● Knee length khaki skirts or jumpers ● Khaki shorts (after May 1)	● Tight or revealing pants ● Pants fitting below the waist ● Jeans or non-khaki colors
Tops	● Hunter green polo shirt (short or long sleeved) MUST be tucked in ● Sweater, sweatshirt, or hoodie (Acceptable colors: solid hunter green, solid navy blue, solid black) **NO LOGOS/DESIGNS**	● Sweaters, sweatshirts and hoodies with writing, logos or colors other than **SOLID** hunter green, navy blue or black ● Shirts with writing or logos
Shoes	● Closed toed shoes that slip on ● Closed toed shoes with laces ● Black closed toed shoes ● Closed toed solid colored shoes, for example, black and white or black and red	● Distracting colored shoes ● Shoes that light up ● Shoes that have wheels
Jewelry	● Simple neckwear, tucked inside shirt	● Rubber band bracelets ● Large earrings

	● Simple earrings (small hoop or stud)	● Distracting or expensive jewelry
Hats	● Hats worn to and from school: not to be worn inside of the school building.	● Hats or head wear in the building

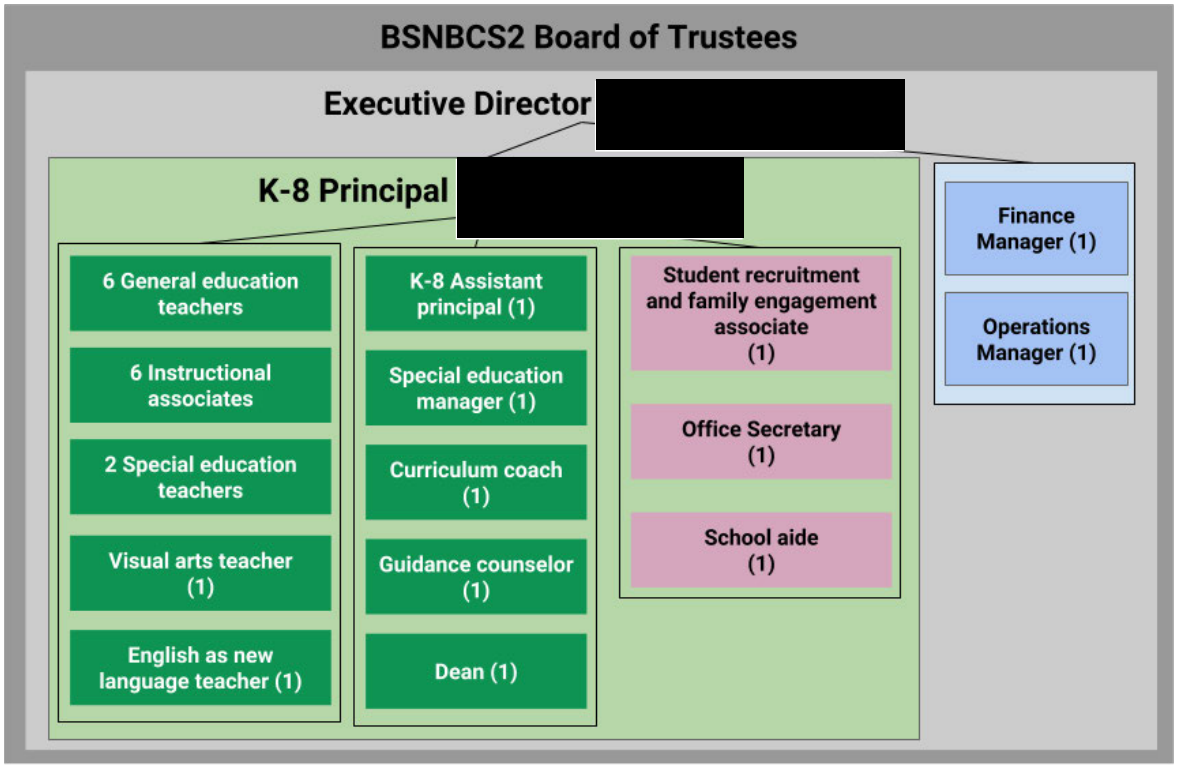
Students Not in Uniform: Families of scholars who do not to comply with the uniform policy will receive a phone call to determine if there is an issue in accessing appropriate clothing. If a family cannot access uniform clothing due to financial hardship, they can access the 'Share and Spare' program:

A "share and spare" uniform bank is maintained at the school for families in need and for children who soil their clothes in school and require a change. If a financial need exists in your family and you would like to take advantage of this resource, please contact the school to arrange assistance. Clean, donated items from children who have outgrown uniforms are appreciated and can be dropped off at the school office, which will be then washed and made available to other families. Parents are encouraged to volunteer their time to the upkeep, tidiness and organization of the uniform bank.

R-11ab - School Management and Leadership
a. Organizational Chart
Provide organizational charts for the 1st and 5th years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

The school is governed by its Board of Trustees who complete their duties via their public monthly meetings and committee structures. This governance work ensures that the school remains effective in its mission, financial and legal viability and academic success. A key role of the board is to select, supervise and evaluate the Executive Director. The Executive Director will hire and supervise two school principals for the K-8 and high school, as well as the other instructional and schoolwide employees, as described below.

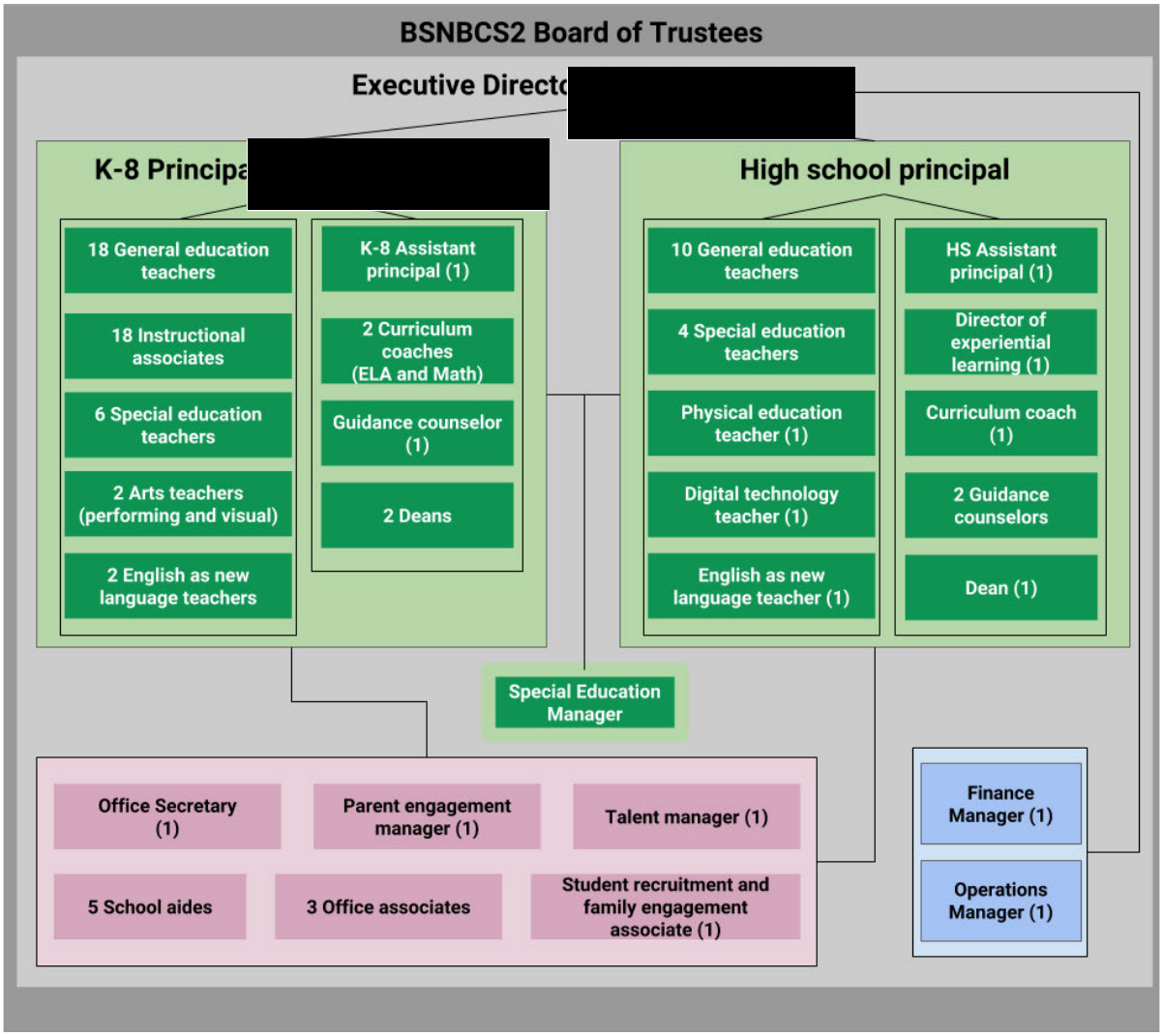
Organizational Chart, Year 1 (2020-2021)



In Year One, there will be 28 employees. Day to day supervision will be by the K-8 School principal for all academic and family based matters. The executive director will supervise the principal, finance and operations managers.

In Year Five, there are 71 employees. They are divided into three categories: K-5, high school, and school-wide employees, each supervised by either the K-8 or HS principal or executive director.

Organizational Chart, Year 5 (2024-2025)



b. School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- **Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;**
- **Outline the evaluation procedures for staff in management positions; and,**
- **Describe recruitment plans for the school leader including:**
  - **The process and criteria the school will use to select the school leader;**
  - **Who has been, or will be involved in the selection process; and,**
  - **The role of any CMO or partner organization (if any) in the selection process.**

The Board of Trustees delegates to the Executive Director the responsibility to effectively manage goal setting, priorities and key organizational decisions for the school. The Executive

Director, as the leader of the School Management Team, works closely with the school works closely with both the K-8 and high school principals, who are responsible for leading and managing the academic programs in both schools. The two principals split supervision of the schoolwide employees, such as Deans, Main Office Staff and school aides. The executive director is also responsible for supervising the Operations, Finance and Facilities staff.

The principals are responsible for implementing and managing the vision for the academic program, setting the strategic direction for curriculum & instruction as well as evaluating their effectiveness. This is in addition to managing teacher quality--training and coaching. As described in Response 2b, the school management team will insure it is effectively executing its key design elements and its mission by conducting a review of the school's effectiveness on a quarterly basis. These 'Mission and Vision' sessions will review recent data, practices, processes and progress towards Accountability Plan goals with the objective of identifying areas of growth and making modifications as needed. Mission and Vision will use Professional Learning Communities protocols designed by the National School Reform Faculty to develop a reflective, pro-active review of our work and to spur dialogue amongst key stakeholders.

All leadership staff are evaluated by the executive director using the Individual Professional Growth Plan model, a rigorous process that includes an evaluation of both their professional qualities and the effectiveness of their verticals, described in section R-09ad - Instructional Leadership. The IPGP will primarily be informed by the observations made by school leaders of staff member's practices, using the model described in Response 9ad - Instructional Leadership. The executive director will receive substantial feedback on instructional staff performance from the K-8 and high school principals and respective academic their teams. Schoolwide, each staff member is given a rating of 'In Good Standing', 'In Good Standing with Qualifications' or 'In Need of Probationary Status.' on a quarterly basis. Staff members in Good Standing on the 3rd and 4th quarters are provided offer letters for the following school year.

Recruitment. Our second lead applicant is the presumptive Principal for grades K-8. In the instance when we need to add additional academic leader positions, such as the high school principal position, we will follow a recruitment framework that includes:

1) Posting of the position on online forums such as Indeed, LinkedIn and/or Monster. Attend job fairs. Meet with leadership recruiters to identify experienced candidates.
2) Utilizing the 'Building New Beginnings' referral program, a financial incentive for referrals leading to the hiring of a staff member, to identify candidates for open positions from members of the New Beginnings community.
3) Resume screening. Follow-ups with qualified candidates.
4) Phone screening for 'culture fit'
5) Interview process with key staff and leadership from the school management team, on-site. Classroom observations and debrief protocol with candidates. Follow-up discussion of the candidate's professional qualifications and goals.
6) Final decision and offer from the Executive Director.
7) The school will not utilize a Charter Management Organization for any key decisions or practices around staffing or leadership.

R-12a - Personnel
a. Staffing Chart and Rationale
Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

BSNBCS2 will be adequately staffed to fulfill its mission and provide a for the safe and responsible environment for our students. Our staffing plan will effectively support our academic program and our successful operations. To the extent possible, we will leverage resources such as the NYC Department of Health's school nurse program and special education related service providers to access services our students are entitled to while minimizing costs for the school; we will identify services providers through our building lease for facilities, custodial and security needs. This arrangement will allow for more investment in programing and staffing.

In anticipation of the opening of the high school in Year 4, Year 3 will see the hiring of three key high school staffers. They will work together to fully actualize the planning process of the high school's academic model, hire the incoming freshmen staff and establish the partnerships and systems needed to promote our key design elements. Accordingly, in Year 3, the high school principal, assistant principal and HS director of experiential learning will be hired.

An additional key hire in Year 4 will be hire our high school first cohort's guidance counselor, who will be assigned to that cohort for their 4 years in the school until graduation. Each year, an additional guidance counselor will be added to work with the subsequent cohorts of students on a four year cycle. Throughout this process, we will maintain a healthy and sustainable model for management of staff roles and responsibilities, ensuring that the executive director and two principals are training up and empowering key members of the administrative team for the long-term success of the school.

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	K-1	K-2	K-3	K-4, 9	K-5, 9-10
	Enrollment	150	225	300	500	700

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	2.0	2.0	4.0	4.0	4.0
Deans, Directors & Coordinators	3.0	4.0	5.0	5.0	8.0
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	2.0	3.0	6.0	6.0	7.0
TOTAL ADMINISTRATIVE STAFF	10.0	12.0	18.0	18.0	22.0

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	K-1	K-2	K-3	K-4, 9	K-5, 9-10
	Enrollment	150	225	300	500	700

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	6.0	9.0	12.0	20.0	28.0
Teachers - SPED	2.0	3.0	4.0	7.0	10.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	6.0	9.0	12.0	15.0	18.0
Specialty Teachers	2.0	2.0	5.0	9.0	9.0
Aides	1.0	2.0	3.0	4.0	5.0
Therapists & Counselors	1.0	1.0	1.0	2.0	3.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	18.0	26.0	37.0	57.0	73.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	28.0	38.0	55.0	75.0	95.0

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	K-1	K-2	K-3	K-4, 9	K-5, 9-10
	Enrollment	150	225	300	500	700
		WAGES				
ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	$ 150,000	$ 150,000	$ 154,500	$ 159,135	$ 163,909	$ 168,826
Instructional Management	$ 120,000	$ 240,000	$ 247,200	$ 494,616	$ 509,454	$ 524,738
Deans, Directors & Coordinators	$ 95,000	$ 285,000	$ 388,550	$ 495,207	$ 510,063	$ 810,365
CFO / Director of Finance	$ 70,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786
Operation / Business Manager	$ 70,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786
Administrative Staff	$ 50,000	$ 100,000	$ 153,000	$ 307,590	$ 316,818	$ 376,322
TOTAL ADMINISTRATIVE STAFF		$ 915,000	$ 1,087,450	$ 1,605,074	$ 1,653,226	$ 2,037,822

INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$ 65,000	$ 390,000	$ 596,700	$ 809,601	$ 1,353,889	$ 1,914,506
Teachers - SPED	$ 70,000	$ 140,000	$ 214,200	$ 290,626	$ 509,345	$ 734,625
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
Teaching Assistants	$ 55,000	$ 330,000	$ 504,900	$ 685,047	$ 870,598	$ 1,061,716
Specialty Teachers	$ 65,000	$ 130,000	$ 133,900	$ 332,917	$ 602,905	$ 620,992
Aides	$ 40,000	$ 40,000	$ 81,200	$ 123,636	$ 167,345	$ 212,365
Therapists & Counselors	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 136,027	$ 205,108
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL INSTRUCTIONAL		$ 1,095,000	$ 1,597,850	$ 2,310,786	$ 3,640,109	$ 4,749,312

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	K-1	K-2	K-3	K-4, 9	K-5, 9-10
	Enrollment	150	225	300	500	700
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$ -	$ -	$ -	$ -	$ -	$ -
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Custodian	$ -	$ -	$ -	$ -	$ -	$ -
Security	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -
TOTAL PERSONNEL SERVICE WAGES		$ 2,010,000	$ 2,685,300	$ 3,915,859	$ 5,293,335	$ 6,787,135

b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

K-8 Principal

BSNBCS2's K-8 academic program is led by a principal, who works closely with other colleagues on the leadership team. These positions include: High School Principal (beginning in year 3), Assistant Principal(s), Deans, Special Education Manager and Instructional Coaches.

Qualifications

- **Education:** Master's degree in Education, School Building Leadership or equivalent required
- **Experience:** Must have a measurable and proven record of teaching and/ or school leadership success in an urban District, Private or Charter School.
  - Teaching experience: Must have at least (5) years of prior successful experience teaching adolescent students in an urban school. Must have experience teaching multiple grade levels
  - School Leadership experience: Previous Charter School experience at the level of Principal or higher is required. Minimum of five years of combined instructional, teacher supervision or related school administrative experience.
  - Previous experience with New York State curriculum and assessments for instructional grade span is required
- **Certification:** Certificates as determined by the New York State Education Department (NYSED).
  - NYSED Teacher certification: A valid teacher's certificate in appropriate subject and with grade specific endorsement(s) issued by the NYSED is preferred. NYSED Teacher certification in Math or ELA grades 5-9 is preferred. If not certified in NY, must possess a teacher certification in another state.
  - NYSED School Administrator or Supervisor, School District Administrator or School Building Leader, or School Building Leader certification preferred
- **Interpersonal Skills:** Strong communication experience with various stakeholders is required. Must be able to work well with others from diverse backgrounds. Focuses on

solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and developing educators in a school environment.

- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of adolescent students. Possesses knowledge of effective behavior management methods. Ability to meet timelines and exercise good judgment while working in a dynamic environment. Other skills and abilities required are:
  - Ability to excel in the following areas:
  - Leads academic team, school wide in conjunction with the Leadership team.
  - Manages the student performance framework for the school, including general education students, Special Educational, Response to Intervention (RTI) and English Language Learners (ELL) duties
  - Strong grasp of Common Core Standards
  - Passion for grades 9-12 education in an urban setting and deep understanding for students' circumstances.
  - School Building Leader License preferred.
  - "Start-up" mindset and lifelong learner.

Responsibilities

- Takes a leadership role in ensuring staff Individual Professional Growth Plan (IPGP) goals in Instructional Support are being met by:
    - Leading Workshops and Trainings for pedagogical staff.
    - Working with Teaching and Learning (T&L) team to develop the best approach to staff professional development, curriculum development, lesson planning, teacher collaboration and effective classroom practices.
- Mentoring and Teacher Development:
    - Supports new instructors and teachers requiring additional mentoring, including classroom management and organizational skills
- Leading Learning Walks and classroom inter-visitations:
    - Supports classroom instruction through visits, observations, discussions and debriefs.
- Models Parent Engagement Process for the RTI Model:
    - Functions as key connector for RTI Students between parents to their teachers, models effective parent and community engagement strategies for all pedagogues and leverages parent engagement to improve grades academic performance. Includes academic, disciplinary and attendance support.
- Oversee the successful implementation of BSNBCS2's academic goals, with a focus students in the General Education, Special Education, ELL and RTI Programs.

- Works with the T&L team to develop school strategy around instruction, planning, teaching and learning
- Development of in-house Professional Development opportunities for staff
- Additional Academic Planning/Support for all pedagogues, with focus on instructional support.
- Ensures school data is being collected and tracked to assess and monitor student progress towards promotion.

High School Principal

BSNBCS2's high school academic program is led by a principal, who works closely with other colleagues on the leadership team. These positions include: Director of Experiential Learning, K-8 Principal, Assistant Principal(s), Deans, Special Education Manager and Instructional Coaches.

Qualifications

- **Education:** Master's degree in Education, School Building Leadership or equivalent required
- **Experience:** Must have a measurable and proven record of teaching and/ or school leadership success in an urban District, Private or Charter School.
  - Teaching experience: Must have at least (5) years of prior successful experience teaching adolescent students in an urban school. Must have experience teaching multiple grade levels
  - School Leadership experience: Previous Charter School experience at the level of Principal or higher is required. Minimum of five years of combined instructional, teacher supervision or related school administrative experience.
  - Previous experience with New York State curriculum and assessments for instructional grade span is required
- **Certification:** Certificates as determined by the New York State Education Department (NYSED).
  - NYSED Teacher certification: A valid teacher's certificate in appropriate subject and with grade specific endorsement(s) issued by the NYSED is preferred. NYSED Teacher certification in Math or ELA grades 5-9 is preferred. If not certified in NY, must possess a teacher certification in another state.
  - NYSED School Administrator or Supervisor, School District Administrator or School Building Leader, or School Building Leader certification preferred
- **Interpersonal Skills:** Strong communication experience with various stakeholders is required. Must be able to work well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and developing educators in a school environment.
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to

Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs.

- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of adolescent students. Possesses knowledge of effective behavior management methods. Ability to meet timelines and exercise good judgment while working in a dynamic environment. Other skills and abilities required are:
  - Ability to excel in the following areas:
  - Leads academic team, school wide in conjunction with the Leadership team.
  - Manages the student performance framework for the school, including general education students, Special Educational, Response to Intervention (RTI) and English Language Learners (ELL) duties
  - Strong grasp of Common Core Standards
  - Passion for grades 9-12 education in an urban setting and deep understanding for students' circumstances.
  - School Building Leader License preferred.
  - "Start-up" mindset and lifelong learner.

Responsibilities

- Takes a leadership role in ensuring staff Individual Professional Growth Plan (IPGP) goals in Instructional Support are being met by:
  - Leading Workshops and Trainings for pedagogical staff.
  - Working with Teaching and Learning (T&L) team to develop the best approach to staff professional development, curriculum development, lesson planning, teacher collaboration and effective classroom practices.
- Mentoring and Teacher Development:
  - Supports new instructors and teachers requiring additional mentoring, including classroom management and organizational skills
- Leading Learning Walks and classroom inter-visitations:
  - Supports classroom instruction through visits, observations, discussions and debriefs.
- Oversee the successful implementation of BSNBCS2's academic goals, with a focus students in the General Education, Special Education, ELL and RTI Programs.
- Works with the T&L team to develop school strategy around instruction, planning, teaching and learning
- Development of in-house Professional Development opportunities for staff
- Additional Academic Planning/Support for all pedagogues, with focus on instructional support.
- Ensures school data is being collected and tracked to assess and monitor student progress towards promotion.

Assistant principals (K-8 and HS)

The Assistant Principals will be key players in the development of our learning environment

and management of our K-8 and High School teams. They will assist the Principal in organizing and foster a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, child communications, supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items.

Qualifications

- **Education:** Master's degree in Education, School Building Leadership or equivalent preferred
- **Experience:** Must have a measurable and proven record of teaching and/ or school leadership success in an urban District, Private or Charter School.
  - Teaching experience: Must have at least (5) years of prior successful experience teaching adolescent students in an urban school. Must have experience teaching multiple grade levels
  - School Leadership experience: Prior experience in mentoring and coaching teachers in the school environment is preferred. Must have experience with conducting staff professional development
- **Certification:** Certificates as determined by the New York State Education Department (NYSED).
  - NYSED Teacher certification: Must have a valid teacher's certificate in appropriate subject and with grade specific endorsement(s) issued by the NYSED. NYSED Teacher certification in Math or ELA grades 5-9 is preferred.
  - NYSED School Administrator or Supervisor, School District Administrator or School Building Leader, or School Building Leader certification preferred
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and developing educators in a school environment.
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of adolescent students. Possesses knowledge of effective behavior management methods. Ability to meet timelines and exercise good judgment while working in a dynamic environment. Other skills and abilities required are:
  - A deep level of understanding of the Common Core State Standards
  - Evidence of success in working with teachers
  - Evidence of strong planning and organizational skills
  - In-depth knowledge of a variety of reading and writing instructional strategies necessary to support the Common Core State Standards in all content areas
  - Ability to assist with administering and managing the operation of the school.
  - Ability to plan and supervise the work of others.
  - Evidence of establishing and maintaining effective working relationships with students, parents, staff, and the public.

- Knowledge and effective skills in curriculum development, instructional practices, interpretation of test data

Responsibilities

- Assist the Principal in developing and maintaining an effective educational program consistent with the mission of the school, policies and goals of the charter; meeting and conferring with students, parents, faculty and staff; maintaining records and files; preparing reports.
- Assist the Principal in the overall administration of the school; interpret and enforce school policies and regulations.
- Assist the Principal in the transformation of the school culture into a results-oriented collaborative learning community.
- Support the Principal in the collaborative development, implementation, and ongoing refinement of the school's instructional plan.
- Assist the Principal in monitoring compliance with federal, state, and local mandates and guidelines related to local and state testing programs and the local special education program.
- Assist the Principal in planning and implementing a professional development/growth program for teachers and staff.
- Serve as Principal in the absence of the regular Principal.
- Propose schedules of classes and extracurricular activities; help schedule courses, students and teachers.
- Assist in maintaining discipline throughout the student body; deal with special cases as necessary.
- Serve with parents, faculty, and student groups, as requested, in advancing educational and related activities and objectives.
- Maintain a variety of files; prepare periodic and special reports as required. Identify the special needs of students on a regular basis, seeking the assistance of school system specialists as required.
- Supervise teachers and departments as assigned by the Principal.
- Explain and interpret division-wide curriculum/instructional goals and objectives to teachers, parents, pupils, and the community.
- Assist in the planning and implementation of a systematic method of supervising the instructional program through the use of learning walks, observations, documentations, and follow-up conferences.
- Assist teachers in evaluating methods and materials and developing effective learning plans and classroom management techniques.
- Curriculum/Instruction - Assist in: selection, training and implementation of standards and initiatives; scheduling; implementation of goals and selection of instructional materials. Analyze test data, determine ways to improve instruction and student goals. Design and implement programming for RTI, assisting with programming for ESL students and students with disabilities, etc.
- Facilitate professional development and lead Professional Learning Communities
- Assists in screening, interviewing, and recommending employment for new staff
- Models Parent Engagement Process for the RTI Model:
    - Functions as key connector for RTI Students between parents to their teachers, models effective parent and community engagement strategies for all pedagogues and leverages parent engagement to improve grades academic performance. Includes academic, disciplinary and attendance support.

HS Director of experiential learning

The Director of experiential learning will work closely with the high school principal and the executive director to create a robust experiential learning framework connected to community and business needs and anchored in student interests. He or she will assist the high school principal in developing measures of program success that are aligned with external partners' needs, in working with teachers to align programs to experiential learning opportunities, and to integrate partners' feedback during the annual curriculum review process.

Qualifications

- **Education:** Master's degree in Education
- **Experience:** Must have a measurable and proven record of teaching and/ or school leadership success in an urban district, whether in a private, public or charter school.
  - Teaching or Guidance Counselor experience: Must have at least (5) years of prior successful experience working with adolescent students in an urban school. Must have experience working with multiple grade levels
  - School Leadership experience: Prior experience in mentoring and coaching teachers in the school environment is preferred.
  - Community engagement experience: Must have a proven track record in developing and sustaining new partnerships with external stakeholders
  - Must have experience developing and implementing external internship programs
- **Certification:** Certificates as determined by the New York State Education Department (NYSED).
  - NYSED Teacher certification: Must have either a valid teacher's certificate in appropriate subject and with grade 9-12 specific endorsement(s) issued by the NYSED or a NYSED School Guidance Counselor certification
  - NYSED School Administrator or Supervisor, School District Administrator or School Building Leader, or School Building Leader certification preferred
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and developing educators in a school environment.
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of adolescent students. Possesses knowledge of effective behavior management methods. Ability to meet timelines and exercise good judgment while working in a dynamic environment. Other skills and abilities required are:
  - A keen interest in emerging industries, particularly in New York City
  - A deep level of understanding of the Common Core State Standards
  - Evidence of success in working with teachers
  - Evidence of strong planning and organizational skills
  - Evidence of establishing and maintaining effective working relationships with students, parents, staff, and the public.
  - Knowledge and effective skills in curriculum development, instructional practices,

academic needs

Responsibilities

- Assist the high school principal in developing and maintaining an effective experiential learning program consistent with the mission of the school, policies and goals of the charter;
- Develop measures of internship success in collaboration with each partner organization in which student internships will occur;
- Evaluate internship success using the measures developed as part of the school's Accountability Plan.
- Collaborate with guidance counselors to anticipate student interest and needs and develop partnerships to nurture students' talents and passions;
- Support the high school principal in the collaborative development, implementation, and ongoing refinement of the school's experiential learning model.
- Supports in maintaining discipline throughout the student body; deal with special cases as necessary.
- Serve with parents, faculty, and student groups, as requested, in advancing educational and related activities and objectives.
- Maintain a variety of files; prepare periodic and special reports as required. Identify the special needs of students on a regular basis, seeking the assistance of school system specialists as required.
- Explain and interpret experiential learning goals and objectives to teachers, parents, pupils, and community partners.
- Assist teachers in planning experiential learning components in their unit plans.
- Facilitate professional development and lead Professional Learning Communities
- Support experiential learning in grades K-8 as a secondary role, in support of the K-8 Principal
- Assists in screening, interviewing, and recommending employment for new high school staff

Special Education Manager

The Special Education Manager will promote the academic and social/emotional well--being of all students with disabilities, and students at risk of falling behind academically by developing and managing all aspects of effective special education program. He or she will ensure that all students with disabilities get fair and equal access to educational opportunities by developing teachers, educating administrators, and securing resources.

Qualifications

- At least five years of combined instructional, teacher supervision or related school administrative experience.
- A master's degree in education is required. SBL certification, a master's degree in educational leadership, adult and higher education, curriculum and instruction, organizational leadership, or a related field is **preferred.**
- Experience in the following areas is **required:**
  - Coordinating teacher support activities, in conjunction with school leaders, service providers, and teacher leaders.

- Working closely with staff to develop a successful curriculum, incorporating high expectations, literacy and the promotion of student learning for special education populations
- Managing the creation and maintenance of Individual Education Plans to guide the success of special education students.
- Leading workshops and trainings for pedagogical staff.
- Developing best practices around differentiation.
- Mentoring and teacher development for new teachers with 0--3 years of experience.

Responsibilities

- Promote a sense of school-wide responsibility K-12 for the success of all students, including those with disabilities and performing below grade level.
- Establish a collaborative relationship with parents, students and district representatives.
- Advocate for children with disabilities and their parents by highlighting the needs of special education students for our staff.
- Provide high quality consultation and support to School Leaders on special education issues including high needs cases, Response to Intervention, and compliance.
- Provide coaching and mentoring for teachers in the areas of classroom instruction/strategies, literacy support, IEP development and management, compliance, high intensity cases, co--planning/co--teaching and other necessary areas.
- Secure professional development and training opportunities for Special Education, RTI and literacy teachers.
- Develop training tools that educate teachers while providing important user--friendly information about students with disabilities in inclusion classes and students with literacy/numeracy instructional needs; model effective teaching strategies.
- Ensure that general education teachers understand their roles and participate effectively in IEP meetings.
- Help special and general educators ensure compliance with IDEA's requirements.
- Determine what staff qualifications are essential to build a successful special education program.
- Work with School Directors to ensure a talent pipeline of special educators and assist in evaluating candidates.
- Monitor and maintain compliance for areas including: IEP meetings, eligibility meetings, Special Education student files, delivery of services, related services, and all other areas required to maintain in compliance with Federal Guidelines.
- Maintain knowledge of current regulations and best practices pertaining to special education.
- Support the transition of students of disability from 8th grade to the High School, including academic planning and, when appropriate, decertification as they achieve their commencement level goals
- Develop processes and procedures for special education students demonstrating significant discipline problems and intervene with supportive strategies.
- Oversee mandated services and communicate effectively with outside agencies.

- Establish a collaborative relationship and equal partnership with the charter office, district and state representatives.

Academic Dean

Academic Deans serve as the instructional leaders who have primary responsibility for implementing school culture and discipline through positive behavior intervention and supports (PBIS). The Academic Deans will collaborate with principals, teachers, parents, and volunteers to ensure that all students are successful in the academically rigorous setting. The Academic Deans will think critically about ways to solve disciplinary issues, including academic and non-academic issues, in order to ensure that students are getting the support they need to maintain high levels of performance. In addition, the Academic Deans will build relationships with all students, families, and staff members to help create a positive and supportive community.

Qualifications

- **Education:** Bachelor's degree in Education or equivalent from four-year college or university. Master's degree in Education or equivalent strongly preferred.
- **Experience:** Must have a measurable and proven record of demonstrated success driving student achievement in an urban District, Private or Charter School. At least (5) years of prior successful experience with facilitating adult learning, family engagement and positive culture building in an urban school is strongly preferred.
- **Certification:** Certificates as determined by the New York State Education Department (NYSED). Possessing a valid teacher's or school building leadership issued by the NYSED is preferred.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and teach adolescent students
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of adolescent students. Possesses knowledge of effective behavior management methods. Ability to meet timelines and exercise good judgment while working in a dynamic environment.

Responsibilities

- Follows and maintains knowledge of all BSNBCS2 policies and procedures
- Contribute toward a safe environment for learning, including ensuring that students conduct is maintained and discipline is enforced fairly and consistently.
- Coach and aid teachers to improve their instructional practice, especially as it relates to issues of discipline, relationships with students, and school culture.
- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student

discipline, dress code, homework, and events.

- Implement and follow policies and procedures for student dress code, discipline and other policies related to maintaining a positive school culture of learning and achievement.
- Assist in arrival, recess, lunch, dismissal and after-school programs as necessary.
- Work closely with members of the leadership team to develop a positive, structured, achievement-oriented, and creative school culture.
- Be highly present and visible during school hours, relentlessly ensuring the school has a strong school culture.
- Facilitate data-driven faculty and staff development related to school culture and consistent enforcement of student discipline.
- Assist teachers, students, and parents in the effective creation and implementation of individual behavior plans and trackers.
- Instructs students with an emphasis healthy lifestyle and activities.
- Facilitates conferences with students and parents.
- Assists administration in implementing policies and rules governing student life and conduct.
- Works to establish and maintain open lines of communication with students and their parents concerning the academic and behavioral progress of their students through conferences, written messages, telephone calls and/or e-mail.
- Promptly reports any serious accident or illness affecting students in the teacher's charge or any incident which might affect the school, teachers or students therein.
- Takes all responsible precautions to provide for health and safety of the students and to protect equipment, materials and facilities.
- Appropriately maintains and secures confidential records and inquiries.
- Maintains appropriate certifications and training hours, as required
- Research, develop and implement programs to improve student attendance and discipline.
- Implementation and enforcement of bus safety rules and regulations.
- Perform other duties in School Culture, as required.
- Complies with applicable District, state, local and federal laws, rules and regulations.

HS Guidance Counselor

The School Counselor utilizes leadership, advocacy, and collaboration, to promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses the academic, career, and personal/social development goals. In high school, each guidance counselor is assigned to one cohort and loop with students from Freshmen year to graduation. Ultimately, the major responsibility of the school counselor is to provide social and emotional support or interventions for all students in pursuit of the school's mission. This includes brief intervention and crisis management counseling services, in addition to their college and careers focus.

Qualifications

- **Education:** Bachelor's degree in Education or equivalent from four-year college or university. Master's degree in Education or equivalent strongly preferred.
- **Experience:** Must have a measurable and proven record of demonstrated success driving student preparation in an urban District, Private or Charter School. At least (3)

years of prior successful guidance counseling experience with facilitating student career and continuing education in an urban school is strongly preferred.

- **Certification:** Certificates as determined by the New York State Education Department (NYSED). Must have a valid teacher's certificate in School Guidance Counseling with grade specific endorsement(s) issued by the NYSED
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and teach adolescent students
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of adolescent students. Possesses knowledge of NYC high school application and admission processes and/ or college application and admission processes. Ability to meet timelines and exercise good judgment while working in a dynamic environment.

Responsibilities

- Follows and maintains knowledge of all BSNBCS2 policies and procedures
- Contribute toward a safe environment for learning, including ensuring that students conduct is maintained and discipline is enforced fairly and consistently.
- Consult with and train teachers, parents and staff regarding needs of students within assigned grade range.
- Plan, implement and evaluate the high school/ College placement counseling program. Guide students in the development of their high school/ college plan; collaborate with high school and college admission counselors regarding pre-registration of outgoing eighth/ twelfth graders; plan, coordinate, and assist in pre-registration; coordinate career interest assessment administration and interpretation of results; coordinate career education activities.
- Consult with and train teachers, parents and staff regarding needs of middle/ high school students; conduct in-service programs for faculty; conduct conferences with teachers, parents, and students; conduct or provide opportunities for parent education programs; write articles for parent newsletters; assist families with school-related problems.
- Participate in and facilitate the intervention team process
- Work closely with members of the leadership team to develop a positive, structured, achievement-oriented, and creative school culture.
- Provide crisis intervention when needed, collaborate with the School Culture Team when necessary to address any student crisis.
- Provide at-risk counseling for students who require additional services, interventions and attention, on an ongoing and emergency basis.
- Monitor and support attendance data and family outreach to support students academic growth.
- Be highly present and visible during school hours, relentlessly ensuring the school has a strong school culture.
- Facilitate data-driven faculty and staff development related to school culture and consistent enforcement of student discipline.

- Instructs students with an emphasis healthy lifestyle and activities.
- Facilitates conferences with students and parents.
- Assists administration in implementing policies and rules governing student life and conduct.
- Works to establish and maintain open lines of communication with students and their parents concerning the academic and behavioral progress of their students through conferences, written messages, telephone calls and/or e-mail.
- Promptly reports any serious accident or illness affecting students in the teacher's charge or any incident which might affect the school, teachers or students therein.
- Takes all responsible precautions to provide for health and safety of the students and to protect equipment, materials and facilities.
- Appropriately maintains and secures confidential records and inquiries.
- Maintains appropriate certifications and training hours, as required
- Research, develop and implement programs to improve student attendance, performance and discipline.
- Implementation and enforcement of bus safety rules and regulations.
- Perform other duties in School Culture, as required.
- Complies with applicable District, state, local and federal laws, rules and regulations.

Special Education Teacher (co-teacher)

A dedicated Special Education Teacher will take a creative and entrepreneurial approach to teaching and bring the subject contents to life for our scholars. We believe that every scholar can succeed with the right structures and support. Our Special Education Teacher will be part of a co-teaching team that is united in this vision and will manage the IEP cases in your classes to actively create differentiated, scaffolded and engaging learning opportunities in an integrated classroom for all scholars.

Qualifications

- **Education:** Bachelor's degree in Education or equivalent from four-year college or university. Master's degree in Education or equivalent strongly preferred.
- **Experience:** Must have a measurable and proven record of teaching success in an urban District, Private or Charter School. At least (2) years of prior successful experience teaching students in an urban school is strongly preferred.
- **Certification:** Certificates as determined by the New York State Education Department (NYSED). Must have a valid teacher's certificate in Special Education with grade specific endorsement(s) issued by the NYSED.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and teach adolescent students
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development

at each level of instruction and of the social, emotional, physical and cognitive development of adolescent students. Possesses knowledge of effective behavior management methods. Ability to meet timelines and exercise good judgment while working in a dynamic environment.

Responsibilities

- Follows and maintains knowledge of all BSNBCS2 policies and procedures.
- Partner with general education co-teacher to design, create and implement lesson plans for appropriate instruction of subject assigned in accordance with students' needs, BSNBCS2 curriculum, Common Core and state standards.
- Collaborate with general education co-teacher to ensure lessons are differentiated and meets common core standards.
- Lead classroom differentiation through curricular modifications, instructional techniques, parallel instruction, small group pull-outs, and integrated classroom strategies.
- Collaborate with the Instructional Team to assess and develop goals and strategies for the IEP process and implement them into integrated classrooms.
- Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the BSNBCS2 Teaching and Learning (T&L) team.
- Serve at the IEP case manager for an assigned group of students.
- Assess and develop goals for the IEP process.
- Implement IEP goals and strategies into an integrated classrooms.
- Attend IEP meetings, parent conferences, and child study team meetings.
- Plans a program of study that meets the individual needs, interests and abilities of students.
- Through effective data analysis, amend your strategies and instructional approach to continue to meet the needs of the scholars' and their IEP plans.
- Instructs students with an emphasis healthy lifestyle and activities.
- Uses a variety of instructional techniques and instructional media, consistent with the needs and capabilities of the individuals or student groups involved.
- Assists in the selection of books, equipment and other instructional materials.
- Assigns relevant homework.
- Grades papers, assignments, and assessments promptly and accurately.
- Prepares and administers subject/topical specific tests to measure student abilities and progress.
- Prepares report cards and progress reports.
- Facilitates conferences with students and parents.
- Completes required paperwork in specified time and manner.
- Conducts appropriate assessments of students' work and maintains accurate and regular data on students in areas of attendance, grades and IEP progress, if applicable.
- Supervises students in hallways and in all school areas outside of the classroom environment before, after and between classes.

- Assists administration in implementing policies and rules governing student life and conduct.
- Works to establish and maintain open lines of communication with students and their parents concerning the academic and behavioral progress of their students through conferences, written messages, telephone calls and/or e-mail.
- Promptly reports any serious accident or illness affecting students in the teacher's charge or any incident which might affect the school, teachers or students therein.
- Assesses the accomplishments of students on a regular basis and maintains such records as required by law and by BSNBCS2 policy.
- Takes all responsible precautions to provide for health and safety of the students and to protect equipment, materials and facilities.
- Appropriately maintains and secures confidential records and inquiries.
- Maintains appropriate certifications and training hours, as required.
- Cooperates with other members of the staff in planning instructional goals, objectives, curriculum and instructional methods.
- Professionally represents the school in interactions with parents, community, staff and students.
- Complies with applicable District, state, local and federal laws, rules and regulations.

Special Education Teacher (SETTS)

Our ideal special education teaching candidates have experience working with students with demonstrated results. Our SPED teachers have a thorough mastery of elementary content and create exciting, engaging, and rigorous opportunities for each and every student. Our teachers feel passionately about bringing their subject matter to life for our students.

Qualifications

- **Education:** Bachelor's degree in Education or equivalent from four-year college or university. Master’s degree in Education or equivalent strongly preferred.
- **Experience:** Must have a measurable and proven record of teaching success in an urban District, Private or Charter School. At least (2) years of prior successful experience teaching students in an urban school is strongly preferred.
- **Certification:** Certificates as determined by the New York State Education Department (NYSED). Must have a valid teacher's certificate in Special Education with grade specific endorsement(s) issued by the NYSED.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others’ ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and teach adolescent students
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of adolescent students. Possesses knowledge of effective behavior

management methods. Ability to meet timelines and exercise good judgment while working in a dynamic environment.

Responsibilities

- Follows and maintains knowledge of all BSNBCS2 policies and procedures.
- Partner with general education co-teacher to design, create and implement lesson plans for appropriate instruction of subject assigned in accordance with students' needs, BSNBCS2 curriculum, Common Core and state standards.
- Collaborate with general education co-teacher to ensure lessons are differentiated and meets common core standards.
- Lead classroom differentiation through curricular modifications, instructional techniques, parallel instruction, small group pull-outs, and integrated classroom strategies.
- Collaborate with the Instructional Team to assess and develop goals and strategies for the IEP process and implement them into integrated classrooms.
- Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the BSNBCS2 Teaching and Learning (T&L) team.
- Serve at the IEP case manager for an assigned group of students.
- Assess and develop goals for the IEP process.
- Implement IEP goals and strategies into an integrated classrooms.
- Attend IEP meetings, parent conferences, and child study team meetings.
- Plans a program of study that meets the individual needs, interests and abilities of students.
- Through effective data analysis, amend your strategies and instructional approach to continue to meet the needs of the scholars' and their IEP plans.
- Instructs students with an emphasis healthy lifestyle and activities.
- Uses a variety of instructional techniques and instructional media, consistent with the needs and capabilities of the individuals or student groups involved.
- Assists in the selection of books, equipment and other instructional materials.
- Assigns relevant homework.
- Grades papers, assignments, and assessments promptly and accurately.
- Prepares and administers subject/topical specific tests to measure student abilities and progress.
- Prepares report cards and progress reports.
- Facilitates conferences with students and parents.
- Completes required paperwork in specified time and manner.
- Conducts appropriate assessments of students' work and maintains accurate and regular data on students in areas of attendance, grades and IEP progress, if applicable.
- Supervises students in hallways and in all school areas outside of the classroom environment before, after and between classes.
- Assists administration in implementing policies and rules governing student life and conduct.

- Works to establish and maintain open lines of communication with students and their parents concerning the academic and behavioral progress of their students through conferences, written messages, telephone calls and/or e-mail.
- Promptly reports any serious accident or illness affecting students in the teacher's charge or any incident which might affect the school, teachers or students therein.
- Assesses the accomplishments of students on a regular basis and maintains such records as required by law and by BSNBCS2 policy.
- Takes all responsible precautions to provide for health and safety of the students and to protect equipment, materials and facilities.
- Appropriately maintains and secures confidential records and inquiries.
- Maintains appropriate certifications and training hours, as required.
- Cooperates with other members of the staff in planning instructional goals, objectives, curriculum and instructional methods.
- Professionally represents the school in interactions with parents, community, staff and students.
- Complies with applicable District, state, local and federal laws, rules and regulations.

Teacher K-5

Teachers will take a creative and entrepreneurial approach to teaching and bring the learning environment to life for our scholars. Our community of teachers strives to create a space that encourages student ownership in the learning process and that encourages students to think their way through answers while exploring their insights and curiosities about the lesson material.

Qualifications

- **Education:** Bachelor's degree in Education or equivalent from four-year college or university. Master's degree in Education or equivalent strongly preferred.
- **Experience:** Must have a measurable and proven record of teaching success in an urban District, Private or Charter School. At least (2) years of prior successful experience teaching adolescent students in an urban school is strongly preferred.
- **Certification:** Certificates as determined by the New York State Education Department (NYSED). Must have a valid teacher's certificate in subject and grade specific endorsement(s) issued by the NYSED.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and teach adolescent students
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of elementary students. Possesses knowledge of effective behavior management methods. Ability to meet timelines and exercise good judgment while

working in a dynamic environment.

Responsibilities

- Follows and maintains knowledge of all BSNBCS2 policies and procedures.
- Partner with co-teacher to design, create and implement lesson plans for appropriate instruction in accordance with students' needs, BSNBCS2 curriculum, Common Core and state standards.
- Develops and maintains a Common Branch classroom environment conducive to effective learning within the limits of the resources provided by the BSNBCS2 Teaching and Learning (T&L) team.
- Plans a program of study that meets the individual needs, interests and abilities of students.
- Instructs students with an emphasis healthy lifestyle and activities.
- Uses a variety of instructional techniques and instructional media, consistent with the needs and capabilities of the individuals or student groups involved.
- Assists in the selection of books, equipment and other instructional materials.
- Assigns relevant homework.
- Grades papers, assignments, and assessments promptly and accurately.
- Prepares and administers subject/topical specific tests to measure student abilities and progress.
- Prepares report cards and progress reports.
- Facilitates conferences with students and parents.
- Completes required paperwork in specified time and manner.
- Conducts appropriate assessments of students' work and maintains accurate and regular data on students in areas of attendance, grades and IEP progress, if applicable.
- Supervises students in hallways and in all school areas outside of the classroom environment before, after and between classes.
- Assists administration in implementing policies and rules governing student life and conduct.
- Works to establish and maintain open lines of communication with students and their parents concerning the academic and behavioral progress of their students through conferences, written messages, telephone calls and/or e-mail.
- Promptly reports any serious accident or illness affecting students in the teacher's charge or any incident which might affect the school, teachers or students therein.
- Assesses the accomplishments of students on a regular basis and maintains such records as required by law and by BSNBCS2 policy.
- Takes all responsible precautions to provide for health and safety of the students and to protect equipment, materials and facilities.
- Appropriately maintains and secures confidential records and inquiries.
- Maintains appropriate certifications and training hours, as required.
- Cooperates with other members of the staff in planning instructional goals, objectives, curriculum and instructional methods.
- Professionally represents the school in interactions with parents, community, staff and

students.
- Complies with applicable District, state, local and federal laws, rules and regulations.
- Take an active role in community outreach.
- Possess a strong understanding of and ability to implement the BSNBCS2 Mission, Vision and Values.

Teacher 9-12

Teachers will take a creative and entrepreneurial approach to teaching and bring the learning environment to life for our scholars. Our community of teachers strives to create a space that encourages student ownership in the learning process and that encourages students to think their way through answers while exploring their insights and curiosities about the lesson material.

Qualifications

- **Education:** Bachelor's degree in Education or equivalent from four-year college or university. Master's degree in Education or equivalent strongly preferred.
- **Experience:** Must have a measurable and proven record of teaching success in an urban District, Private or Charter School. At least (2) years of prior successful experience teaching adolescent students in an urban school is strongly preferred.
- **Certification:** Certificates as determined by the New York State Education Department (NYSED). Must have a valid teacher's certificate in subject and grade specific endorsement(s) issued by the NYSED.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and teach adolescent students
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of adolescent students. Possesses knowledge of effective behavior management methods. Ability to meet timelines and exercise good judgment while working in a dynamic environment.

Responsibilities:

- Follows and maintains knowledge of all BSNBCS2 policies and procedures.
- Partner with co-teacher to design, create and implement lesson plans for appropriate instruction of subject assigned in accordance with students' needs, BSNBCS2 curriculum, Common Core and state standards.
- Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the BSNBCS2 Teaching and Learning

(T&L) team.

- Plans a program of study that meets the individual needs, interests and abilities of students.
- Instructs students with an emphasis healthy lifestyle and activities.
- Uses a variety of instructional techniques and instructional media, consistent with the needs and capabilities of the individuals or student groups involved.
- Assists in the selection of books, equipment and other instructional materials.
- Assigns relevant homework.
- Grades papers, assignments, and assessments promptly and accurately.
- Prepares and administers subject/topical specific tests to measure student abilities and progress.
- Prepares report cards and progress reports.
- Facilitates conferences with students and parents.
- Completes required paperwork in specified time and manner.
- Conducts appropriate assessments of students' work and maintains accurate and regular data on students in areas of attendance, grades and IEP progress, if applicable.
- Supervises students in hallways and in all school areas outside of the classroom environment before, after and between classes.
- Assists administration in implementing policies and rules governing student life and conduct.
- Works to establish and maintain open lines of communication with students and their parents concerning the academic and behavioral progress of their students through conferences, written messages, telephone calls and/or e-mail.
- Promptly reports any serious accident or illness affecting students in the teacher's charge or any incident which might affect the school, teachers or students therein.
- Assesses the accomplishments of students on a regular basis and maintains such records as required by law and by BSNBCS2 policy.
- Takes all responsible precautions to provide for health and safety of the students and to protect equipment, materials and facilities.
- Appropriately maintains and secures confidential records and inquiries.
- Maintains appropriate certifications and training hours, as required.
- Cooperates with other members of the staff in planning instructional goals, objectives, curriculum and instructional methods.
- Professionally represents the school in interactions with parents, community, staff and students.
- Complies with applicable District, state, local and federal laws, rules and regulations.
- Take an active role in community outreach.
- Possess a strong understanding of and ability to implement the BSNBCS2 Mission, Vision and Values.

Instructional Associate

Instructional Associates will be a key component to our K-8 classroom teams. Instructional

associates will be instructors who are at the beginning their careers or who are certified in other states and are pending their New York State Teacher Certification. Some will have recently completed student teaching or may have been working in another capacity within a school environment and will be completing their certification process. Our Instructional Associates will be committed to receiving coaching to develop their instructional practice and turning elementary learning into exciting, engaging, and rigorous opportunities for each and every scholar.

Qualifications

- **Education:** Bachelor's degree in Education or equivalent from four-year college or university. Master's degree in Education or equivalent strongly preferred.
- **Experience:** Must have a measurable and proven record of teaching success in an urban District, Private or Charter School. At least (1-3) years of prior successful experience teaching adolescent students in an urban school is strongly preferred.
- **Certification:** Certificates as determined by the New York State Education Department (NYSED). Must have a valid teacher's certificate in Special Education with grade specific endorsement(s) issued by the NYSED. If not currently certified by the NYSED, must be actively working toward certification via one of the NYSED approved teacher certification pathways
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and teach adolescent students
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of elementary and/ or adolescent students. Possesses knowledge of effective behavior management methods. Ability to meet timelines and exercise good judgment while working in a dynamic environment.

Responsibilities

- Follows and maintains knowledge of all BSNBCS2 policies and procedures.
- Partner with co-teacher to design, create and implement lesson plans for appropriate instruction in accordance with students' needs, BSNBCS2 curriculum, Common Core and state standards.
- Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the BSNBCS2 Teaching and Learning (T&L) team.
- Plans a program of study that meets the individual needs, interests and abilities of students.
- Instructs students with an emphasis healthy lifestyle and activities.

- Uses a variety of instructional techniques and instructional media, consistent with the needs and capabilities of the individuals or student groups involved.
- Assists in the selection of books, equipment and other instructional materials.
- Assigns relevant homework.
- Grades papers, assignments, and assessments promptly and accurately.
- Prepares and administers subject/topical specific tests to measure student abilities and progress.
- Prepares report cards and progress reports.
- Facilitates conferences with students and parents.
- Completes required paperwork in specified time and manner.
- Conducts appropriate assessments of students' work and maintains accurate and regular data on students in areas of attendance, grades and IEP progress, if applicable.
- Supervises students in hallways and in all school areas outside of the classroom environment before, after and between classes.
- Assists administration in implementing policies and rules governing student life and conduct.
- Works to establish and maintain open lines of communication with students and their parents concerning the academic and behavioral progress of their students through conferences, written messages, telephone calls and/or e-mail.
- Promptly reports any serious accident or illness affecting students in the teacher's charge or any incident which might affect the school, teachers or students therein.
- Assesses the accomplishments of students on a regular basis and maintains such records as required by law and by BSNBCS2 policy.
- Takes all responsible precautions to provide for health and safety of the students and to protect equipment, materials and facilities.
- Appropriately maintains and secures confidential records and inquiries.
- Maintains appropriate certifications and training hours, as required.
- Cooperates with other members of the staff in planning instructional goals, objectives, curriculum and instructional methods.
- Professionally represents the school in interactions with parents, community, staff and students.
- Complies with applicable District, state, local and federal laws, rules and regulations.
- Take an active role in community outreach.
- Possess a strong understanding of and ability to implement the BSNBCS2 Mission, Vision and Values.

Curriculum Coach

Our Curriculum Coaches will be key players in the development of our learning environment for teachers. They will provide vital teacher and instructional support by coaching and mentoring our teachers in instructional technique, lesson planning and delivery, and classroom management. Experienced in driving student success and achievement, they must be able to model the effective

learning and instructional techniques that will foster growth in both our teachers and our scholars.

Instructional Coaches,will work with the School principals to ensure each member of the instructional staff for K-8/High School is receiving the coaching, mentoring, observation, training and support they need to help their professional development and improve the learning environment in their classrooms. They will need to be collaborative and patient with their coaching techniques and mentorship style. They will be able to set the example while being an open-minded learner who is devoted to the evidence-based practices that promote student achievement and teacher development.

Qualifications

- MUST have a valid and current New York State Teacher Certification in Elementary, Middle School, High School or Special Education (or equivalent).
- Five years recent experience teaching math in grades 6-8
- A deep level of understanding of the Common Core State Standards for Math and/or ELA
- Participation in comprehensive math/ELA training
- MUST have 1-3 years of experience coaching teachers in a professional setting
- Must have a measurable and proven track record of teaching success in a NY District or Charter School
- Evidence of strong planning and organizational skills
- Evidence of successful leadership in reading and writing content at a grade level, building level or district level
- Experience in conducting math development; Experience in mentoring/coaching teachers
- In-depth knowledge of a variety of reading and writing instructional strategies necessary to support the Common Core State Standards for Math/ELA
- A strong commitment to team collaboration through Professional Learning Communities Performance Responsibilities

Responsibilities

- Research and provide staff support that will improve teaching and learning – including: conceptual understanding teaching strategies, assessment of math skills, interpretation, and use of assessment results, etc.
- Research, prepare materials, and identify resources for use by the district, teams, schools, and teachers – including: teaching strategies, assessment of math/ELA skills, and interpretation and use of assessment results, etc.
- Provide information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development programs.
- Provides support and assistance to all classroom teachers in the full implementation of the school's adopted math/ELA program through data analysis/interpretation.
- Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
- Provides on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment).

- Assists teachers in building an interactive classroom and assures that recommendations for improvement are implemented.
- Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.
- Assists teacher in preparation pacing for instruction.
- Participation in collaborative grade level meetings and Professional Learning Communities to assist in the analysis and utilization of assessment data to improve the focus of instructional planning and student achievement.
- Assists grade level teams in setting goals for improved instruction and RTI implementation.
- Meets regularly (weekly) with the assistant principal to review benchmarks and established data points to assess student progress towards established instructional goals.

Operations Associates

In many ways, Office Team Members will be the public face of BSNBCS2. They will often be the first person people meet at BSNBCS2. They will interact on a daily basis with parents, students, visitors, vendors and any others who may happen to visit the school. They will help our students and families get the information they need to ensure their experience at BSNBCS2 is an enjoyable one. Our Associates will be the driving force behind the non-instructional management of the school. Managing student enrollments and admissions, student records, transportation tracking and changes, additional support providing coverages during dismissal, lunch and recess, handling parent and student concerns and many of the administrative responsibilities required to ensure our students have the learning environment they need to grow!

Qualifications

- **Education:** Bachelor's degree in Education or equivalent from four-year college or university. Master's degree in Education or equivalent strongly preferred.
- **Experience:** At least (2) years of prior successful experience school office associate in a school setting is required. Experience in an urban school is preferred.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Must have highly developed oral and written communication skills. Demonstrated ability to successfully and effectively communicate with school staff members, students, student family members, and local businesses/ organizations.
- **Computer Skills:** Must have a robust understanding of how to access information and manipulate reports in the ATS system. General knowledge of computer usage and ability to use, e-mail, internet and word processing software, and spreadsheets including, but not limited to Google Suite applications, Microsoft Office Suite applications and Apple MacBook iOs. Must have a strong understanding of how to perform mail merges in both Microsoft Office and Excel.
- **Other Skills and Abilities:** Biliterate in English and Spanish is strongly preferred. Must be able to work well under pressure in a fast-paced environment. Ability to meet tight timelines and exercise good judgment while working in a dynamic environment is

required.
Responsibilities ● Follows and maintains knowledge of all BSNBCS2 policies and procedures. ● Maintain student files and information system (electronic and paper) ● Student attendance - daily and period attendance entry ● Meal accountability tracking ● Daily transportation changes tracking and afternoon bus duty ● Occasional assistance with coverage of recess, lunch time meal tracking, and front desk support ● ATS reports and reporting ● General support for the main office team and Principal with a variety of tasks that include managing projects, working with outside vendors, teachers and families. ● Answering phones, greeting visitors, and handling a wide variety of family concerns and situations. ● Any additional responsibilities identified by the principal ● Professionally represents the school in interactions with parents, community, staff and students. ● Complies with applicable city, state, local and federal laws, rules and regulations.

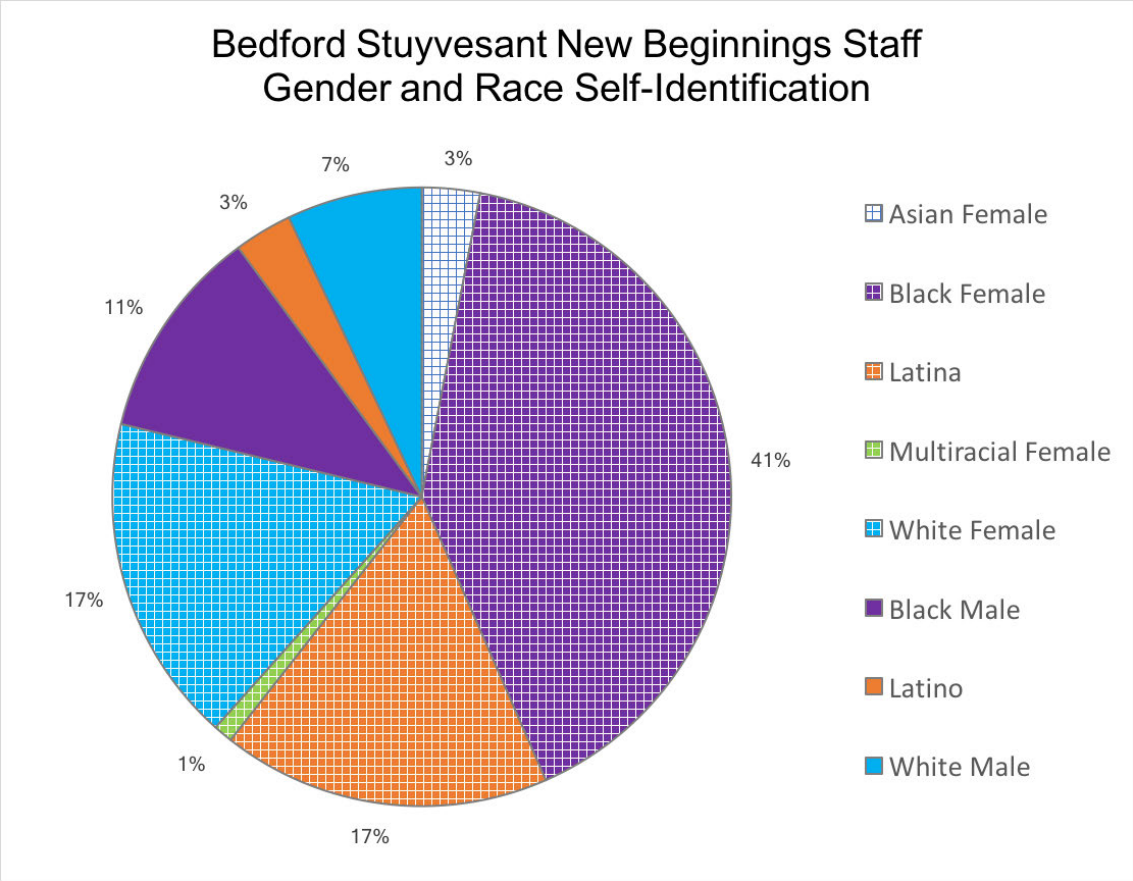
c. Staff Recruitment and Retention

NOTE: If a business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan response in lieu of addressing these questions in full in the proposal.

Describe plans to recruit and retain staff, particularly high quality teachers including:

- **The processes and policies to recruit and hire teachers and other staff; and,**
- **The strategies for retaining high quality teachers.**

BSNBCS2 believes that at the core of a strong school community is a diverse, healthy and qualified group of dedicated educators. We believe in identifying and recruiting educators who are passionate about urban education and who are eager learners themselves. At our current school, Bedford Stuyvesant New Beginnings, we celebrate our staff's diversity and its representativeness of New York City's population. The chart below summarizes our staff's self-identification on a few demographic indicators:



Once the right person is hired, we will invest in their professional development, in their physical, mental and financial health through a competitive and innovative benefits package, and will provide them regular feedback on their professional performance and on how to improve using the coaching framework described in Response 9b.

For this purpose, we will put in place a comprehensive recruiting, hiring, and onboarding process, and will design a workplace that attracts and retains the best educators. Our team will implement this process and serve as the first point of contact for candidates.

Recruitment and hiring process: When a position opens, school leaders will initially evaluate the possibility of internally hiring for that particular position. If no internal candidate is found, BSNBCS2 will seek qualified candidates from several pipelines:

- Referrals from current staff members and friends of the school;
- Public posting of the positions on sites such as *Indeed, Idealist* and the school's website;
- Recruitment at local, regional and national fairs and conferences; and
- Cold-calling potential candidates identified from social media sites such as *LinkedIn*.

High School Recruiting: Year 3 will be a vital year in BSNBCS2's growth, as our three person HS planning team will need to identify, hire and prepare the freshmen teachers for the July 2023 Summer Bridge Program and the 9th grade year in August 2023 in Year 4. Using a combination

of the team's extended network and the recruiting strategies described above, the team will seek out talented individuals with the following attributes.

- **Experience with the Regents Exams:** Our high school hiring process will favor teachers who have previous experience in successfully teaching students who have passed the New York State Regents Exams with success. While we will consider out-of-state candidates, deep and meaningful understanding of the Regents framework is an absolute requirement for our teachers. Even though English Regents is a single year, teachers in all four years must understand the needs of our students in this academic context, whether they are Freshmen teachers preparing them for that measure, or Senior teachers who use that foundation to teach an Advanced Placement course.
- **Certification in the subject area:** High School teachers must be true content masters, so State certification is a minimal requirement. Additional experience such as a history of teaching Advanced Placement courses in the subject, National Board certification, elective work or interdisciplinary professional work in the subject area will be sought after. Teachers with dual certification, including Special Education or ENL licenses, will support a teacher's qualifications, as well as multiple content subject areas. For example, this process will favor a qualified core english teacher who has previously taught journalism, technical writing or digital media, as well as English teachers with Global History certification or science teachers who are dual certified in Mathematics.
- **Experience with project based learning:** Teachers who careers have included experiential work are preferred, especially those who have led overnight programming off-site, academic work in the subject area, or experience running camp-based or expeditionary focused coursework. Extremely qualified Individuals without this background will receive and extended task-based interview process with our Director of Experiential Learning to ensure they are a mission-fit for the school and that they are qualified to lead our enrichment programming.

Candidates from all pipelines will be asked to submit a letter of intent, a résumé, and supporting documentation as appropriate. The hiring team will review applications and conduct phone screenings to evaluate qualification and fit, and to answer the candidate's questions regarding the hiring process, the school, and to help them decide whether the position meets their interests and expectations. Candidates may then be invited for an in-person interview and a demo, performance task, or other assessment as justified by the position. For some positions, a second round of in-person interview may be planned into the hiring process.

BSNBCS2 will be an equal opportunity employer. Individuals seeking employment at BSNBCS2 will be considered without regards to race, color, religion, national origin, age, sex, marital status, ancestry, physical or mental disability, veteran status, gender identity, or sexual orientation. Candidates will be given the opportunity to voluntarily provide information regarding their Gender, Race/Ethnicity, Veteran and Disability status in order to help us comply with federal and state Equal Employment Opportunity and Affirmative Action record keeping, reporting, and other legal requirements. This information will not be considered in the hiring process and will be recorded and maintained in a confidential file.

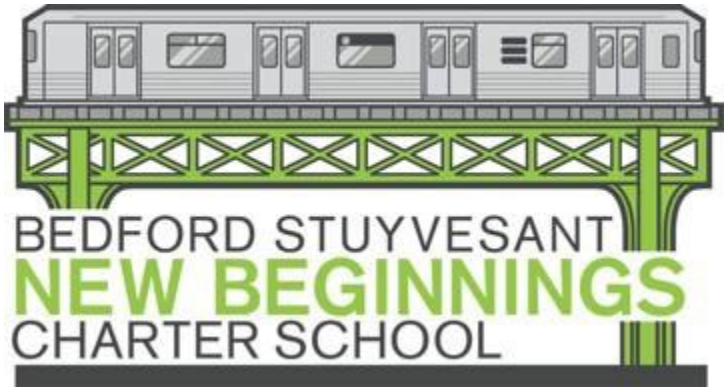
Staff Retention strategies: BSNBCS2 believes that its instructional staff members will be intrinsically motivated by the feeling of effectively teaching students and helping them excel academically, socially, and emotionally. As such, one powerful strategy for staff retention is our framework for professional development, professional learning communities and teacher support which is described in **Response 9ad - Instructional Leadership**.

We value our staff's health and happiness, and will use a comprehensive benefits package to provide staff with the stability they need to feel fulfilled and accomplished in their work. BSNBCS2 employees will access a portfolio of benefits that will include insurance such as health, vision, dental, legal, life, disability, and identity theft, access to transit benefits, as well as a reimbursement program for a variety of services and memberships to be customized by each employee.

Finally, we support our staff members' reconciliation of work with family duties by encouraging staff to enroll their children at the school through our admissions policy. We have found that many staff members at Bedford Stuyvesant New Beginnings Charter School prefer the programs offered at our school than those at their local public schools and that being able to commute with their child improves their quality of life.

R-12d Personnel Policies
Submit a copy of the proposed school's personnel policies.

A draft version of the BSNBCS2 staff handbook is attached. It shall be updated each summer, as needed, to reflect school needs, changes in the law and best practices in staff policies.



Bedford Stuyvesant New Beginnings Charter School 2
[redacted]
www.BSNBCS2.org

DRAFT 2024-25 EMPLOYEE HANDBOOK DRAFT

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I. INTRODUCTION

Welcome to Bedford Stuyvesant New Beginnings Charter School (BSNBCS2)! As a member of the BSNBCS2 staff in the 2024-25 school year, please read this Employee handbook carefully, as we want you to be informed about the many benefits and services provided to the employees of Bedford Stuyvesant New Beginnings Charter School.

The information in this handbook is important to all staff at Bedford Stuyvesant New Beginnings Charter School. Read the handbook at your earliest convenience and download/print a copy for handy reference. You may want to refer to your handbook when you have questions about school policies and benefits now and in the future. Please note that this document is informational only. It is not an attempt to provide a complete reference to the law, employee rights or the regulations of the State Education Department. If specific questions arise, we urge you to discuss those inquiries with the appropriate administrative staff, by writing [redacted]

BSNBCS2, like all charter schools in New York State, is subject to the provisions contained in both federal law and certain laws of the State of New York. Charter schools are bound by the same New York State health and safety, civil rights and student assessment requirements as other public schools. Additionally, BSNBCS2 is subject to the requirements of the compulsory education law and student performance standards adopted by the Board of Regents. From time to time, the need will arise for BSNBCS2 to amend modify, rescind, delete, supplement or add to the provisions of this handbook as law and regulations dictate. In addition, administrative policies may be made, by the Board of Trustees of BSNBCS2 or the School Management Team, that may lead to amendments to this handbook. These policies, within BSNBCS2, have the force of law and you are expected to follow these policies. Every effort will be made to keep you informed of all changes to law, regulation and policy. The School Management team will provide you with notification of any other changes to this handbook, as they occur.

No policy contained in this handbook is intended to be inconsistent with federal or applicable state law. In 1998, New York State joined the majority of states with the adoption of the Charter School Act and as a charter school, BSNBCS2 will be bound by all of the provisions contained in the New York State Charter School Act. New York's legislation is significantly different from other states' legislation. Within New York State, charter schools were established with the following criteria in mind;

"Charter schools put children before bureaucracy and innovation ahead of regulation. They strengthen public education by creating alternatives to the existing system, giving parents real choices and creating a competitive atmosphere so all children can improve."

New York State charter schools have four distinguishing characteristics that should provide you with guidance regarding the objectives of BSNBCS2 and the State of New York:

- They are public schools, funded with public dollars and fully accountable to public oversight. In fact, accountability is so high that schools that fail to meet their stated goals for academic achievement and fiscal responsibility can be closed.
- They are created by parents, educators, or civic or community groups who can meet qualifications and agree to reach specified pupil achievement goals.
- They operate free from bureaucracy that frequently stifles innovation and cripples learning. Thus, they receive more autonomy in exchange for higher accountability
- They foster competition and creativity in the public education sector, which will improve education for all children.

This handbook is a tool to help promote a cooperative and healthy professional atmosphere. Per the terms of your offer letter, your employment relationship is "at will." **It should be noted that nothing contained in this Handbook is, nor should it be construed as, a guarantee of continued employment; but rather, employment with the School is on an at-will basis. This means that either the employee or the School, with or without cause, may terminate the employment relationship at any time, with or without notice, for any reason not expressly prohibited by law.**

Further, this handbook and the policies and procedures set forth herein are not intended to create or constitute a contract between you and BSNBCS2.

II. MISSION STATEMENT

Bedford Stuyvesant New Beginnings Charter School 2 Mission Statement:

At BSNBCS2, families, educators and community members will join together to create a supportive and rigorous academic environment for all students. Through the pursuit of traditional coursework, project based, experiential and service learning, students will be prepared to succeed in higher education, careers and become responsible citizens of the global community.

III. EMPLOYMENT

When our families send their children to BSNBCS2, they have great expectations for their child's education, in alignment with the school's mission and vision. As colleagues, it is up to each of us to demonstrate the fulfill the school's mission and build a lasting impression that focuses on student learning as our core value. We must consider the quality and professionalism in our daily actions and practices. Our reputation and our commitment to our scholars represent the foundation upon which our future is built.

A. Employee Professional Conduct

The mission of BSNBCS2 requires that all are involved in BSNBCS2 work and develop relationships of collegiality. It is reasonable to insist on a high degree of mutual, professional and personal respect and a high level of mutual support. We value teachers, staff and other

colleagues actively participating in discussions of decisions affecting them. BSNBCS2 values diversity in perspectives leading to a deeper understanding of organizational reality and an enriched knowledge base for decision making. BSNBCS2 values employees resolving conflict in a healthy way that leads to stronger solutions for complex issues. We value employees reflecting on their own and others' thinking in order to achieve better organizational decisions.

BSNBCS2 emphasizes the extraordinary degree of care that employees must take in maintaining the confidentiality of all School matters, including information about children and families as well as employees. Personnel and student records may not be taken out of the school building and any files stored digitally must be secured to ensure students' confidentiality. Our obligation to maintain confidentiality requires that information not be released to any individual, other than to the child's parents or guardians, or organization without the express written consent of the parent. This handbook will further address the confidentiality demanded of BSNBCS2 employees in subsequent sections.

B. Equal Opportunity Employer

BSNBCS2 is committed to equal employment opportunity. BSNBCS2 does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, sexual orientation, ethnicity, national origin, age, disability, or any other basis protected by the law. Employment decisions at BSNBCS2 will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at BSNBCS2 including but not limited to hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, layoff and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

If you have any questions or concerns about any type of discrimination, bring these issues to the attention of the Human Resources team at [redacted] Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

C. No-Harassment Policy

BSNBCS2 is committed to providing an environment that is free from harassment and coercion, where all employees can work together comfortably and productively. Harassment is unacceptable under the law and will not be tolerated here. BSNBCS2 prohibits all types of harassment, including verbal harassment based on an employee's sex, race, religion, national origin, ethnicity, age, physical or mental disability, sexual orientation or any other basis prohibited by federal, state or local law. This prohibition applies in your relationships with all other employees, students, parents and guardians, visitors, and guests.

Likewise, BSNBCS2 will not tolerate retaliation or reprisals of any type against any employee who complains of harassment or provides information in connection with any such complaint.

D. Sexual Harassment

BSNBCS2 prohibits sexual harassment at any time of any employee, student, parent or

guardian, visitor, vendor or potential vendor, guest, candidate for employment or other person visiting BSNBCS2's premises.

Sexual harassment is a form of sex discrimination in violation of federal, state and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact and other verbal or physical conduct; when submission to such conduct is either explicitly or implicitly made a term or condition of employment or submission to or rejection of such conduct is used as the basis for employment decisions or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment. All of the same applies in connection with the educational or commercial relationships within BSNBCS2. You cannot be forced to submit to such conduct as a basis for any employment decision and BSNBCS2 will do its best to keep its workplace free of any conduct that creates an intimidating, hostile, or offensive work environment for you.

Sexual harassment applies to the conduct of a supervisor toward a subordinate, an employee toward another employee, a non-employee toward an employee or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest. Sexual harassment can apply to conduct in any work-related setting outside the building as well as at work.

Sexual harassment may consist of intimidation and hostility directed to an individual because of sex or sexual orientation, explicit or degrading verbal, written or electronic comments of a sexual nature or persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made. It is not permissible for any BSNBCS2 employee to engage in any form of sexual harassment. An occasional compliment of a socially acceptable nature is not sexual harassment. Neither is consensual sexual behavior between adults, outside the workplace and agreed upon by both parties; however, those who engage in such relationships should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them.

E. Other Harassment

Other prohibited harassment consists of verbal or physical conduct which degrades or shows hostility or aversion toward an individual due to his/her race, color, religion/creed, gender, national origin, age, disability, citizenship, marital status, sexual orientation, or other prohibited basis and which interferes with the individual's work performance or creates an intimidating, hostile or offensive work environment. The same prohibition applies in relationships to students, parents or guardians, visitors and guests. BSNBCS2 will not tolerate such harassment of this kind.

F. Complaint Procedure and Investigation

If an employee believes that he or she has been harassed by any School employee, student, vendor, client or other school contact, the employee should immediately report the incident to the School Management Team in person or via email at [redacted] If the School

Management team is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to the School Management team, the employee should report directly to Executive Director at [redacted] and/or the Chair of the Board of Trustees of BSNBCS2 at [redacted] Any person who sees or becomes aware of conduct that may constitute harassment under this policy should immediately contact the School Management team.

G. Investigation and Response

BSNBCS2 will investigate any such report and will take corrective action, as necessary, including disciplining any individual who is deemed to have violated these prohibitions against harassment and retaliation. All employees have a duty to cooperate in BSNBCS2's investigation of alleged harassment. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, including termination. BSNBCS2 will not retaliate, nor will it tolerate retaliation, against employees who report in good faith about harassment at BSNBCS2.

H. Confidentiality

Confidentiality will be maintained to the extent practical and appropriate under the circumstances. BSNBCS2 will maintain confidential records of all complaints and how each was investigated and resolved as required by law.

I. Summary of Responsibilities:

Employees Agree:

- To refrain from all conduct which might be considered discrimination or harassment.
- To report complaints to the School Management Team (SMT), who will treat such information with sensitivity as to its confidential nature.
- To cooperate reasonably in any investigation conducted by BSNBCS2 or its designated agent.

Supervisors Agree:

- To maintain a workplace free of discrimination, harassment, and intimidation.
- To inform employees of BSNBCS2's policy prohibiting discrimination and harassment and of their right to bring complaints of this nature, confidentiality, to SMT.
- To report all complaints of discrimination and harassment to SMT.
- To investigate promptly each complaint and, where the investigation confirms the allegation, to take appropriate corrective action, up to and including discharge.
- To be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.
- To not retaliate against any employee for bringing a complaint.

Administration

Education and training for employees at each level is critical to the success of BSNBCS2. Accordingly, the Executive Director will ensure that all supervisors and employees are apprised of BSNBCS2's policy against discrimination and harassment and of their responsibilities hereunder. Further, it will meet with employees annually to review this policy and the types of conduct prohibited. Where complaints are lodged directly in connection with a member of the SMT, the Executive Director shall investigate promptly and report findings to the appropriate supervisor or level of management with recommendations concerning corrective action where appropriate.

J. Recruitment

BSNBCS2 selects applicants for employment on the basis of such factors as experience, alignment with BSNBCS2's mission and philosophy, necessary credentials and ability to perform their required duties. BSNBCS2 is committed to evaluating each applicant and employee on the basis of personal skill and merit. BSNBCS2 will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships.

BSNBCS2 actively seeks diversity in its student/parent body, faculty, staff and administration and BSNBCS2 is committed to equal employment opportunity. As previously stated, BSNBCS2 does not discriminate based on an individual's race, religion, color, creed, national origin, citizenship, disability, marital status, veteran status, sexual orientation, age, sex, or any other classification protected by law. This policy governs all aspects of employment at BSNBCS2, including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, layoff and termination, compensation, employee benefits, discipline and all others terms and conditions of employment.

BSNBCS2 reserves the right to take all appropriate steps to verify the information provided on an employment application, including checking references, background reviews and use of databases. These steps may take place before or after commencement of employment. Any misrepresentations, falsifications or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment. BSNBCS2, like all charter schools, is required to fingerprint prospective employees for purposes of determining their criminal background, according to New York State's fingerprint database.

BSNBCS2 uses several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings, mailings, informal networking, outside job fairs, on-campus recruiting, online internet services, referrals, etc.

K. Eligibility to Teach in a Charter School

Charter School staff members are employees of the charter school, not the NYCDOE or any

other agency or district in which it is located. BSNBCS2 may employ a limited number of non-certified staff members, consistent with the law, and on a limited basis pending the completion of their certification requirements.

L. Employment Categories

Each employee, per their job description is categorized as full-time salaried, full-time hourly, part-time salaried, part-time hourly, or consultant. Full-time employees are regularly scheduled to work thirty-five (35) or more hours per week. Part time employees are regularly scheduled to work thirty-four (34) or fewer hours per week.

Exempt employees are those whose primary duty:

- Includes the performance of office or non-manual fieldwork directly related to management policies or general operations.
- Customarily and regularly requires him/her to exercises discretion and independent judgment.
- Customarily, regularly and directly assists an employer, or an employee employed in a bona fide executive or administrative capacity or who performs under general supervision, work along specialized or technical lines requiring special training, experience or knowledge or;
- The Employee is paid for their services on a salary basis of not less than $675.00 (on or after 12/31/15) per week inclusive of board, lodging, or other allowances.

The “non- exempt” category applies to employees that do not meet the ‘exempt’ classification. A non-exempt employee is one which occupies a position which is covered by the overtime provisions of the FLSA and must be paid time and one half for hours worked in excess of forty hours actually worked per week. The computation for hours worked in excess of forty does not include holidays, vacation, sick leave, or other paid or unpaid time off.

M. General Definitions

- Full-time Employees – Full-time, regular employees work at least 40
- Part-time Employees – Part-time employees work less than 40-hours per week
- Consultants – Part-time independent contractors work under a consultancy agreement, have no employee status

N. Separation (Resignation and Termination)

1. Resignation Notice

While we hope to have a long lasting relationship with you, your employment with BSNBCS2 is "at will." This means that either you or BSNBCS2 can terminate your employment at any time, for any reason.

Departures during the academic year can be disruptive to the School and our scholars, and we trust that you will take this into consideration before making employment-related decisions to resign your position or otherwise leave employment at BSNBCS2. When possible, we request that you provide your supervisor with thirty 30 days written notice of your intention to resign, as a courtesy.BSNBCS2 will make all good faith efforts to notify you 30 days prior to the end of

your offer letter, in regards to intended renewal, non-renewal or extension of this agreement, per our Individual Professional Growth Plan, supervision and evaluation program.

2. Termination

As an employee of BSNBCS2 you are an employee at will and therefore you may be terminated at any time with or without cause. BSNBCS2 will exercise this prerogative in the event that there has been a breach of any of the policies, laws, regulations or standards in your offer letter, this handbook or BSNBCS2 school policies. Instances of immediate termination may include, but are not limited to, corporal punishment, use or sale of narcotics or firearms, repeated poor performance, excessive absences, excessive lateness, failure to report child abuse, intoxication, demeaning conduct or attitude towards students, fellow employees, visitors or vendors, theft, fighting, abusive behaviors, insubordination, or other conduct deemed inappropriate by the School Management Team. Additionally, excessive lateness or absences without appropriate notice, may lead to employment consequences, including a letter to file, a change in your IPGP status and/or possible termination.

When appropriate, performance issues for staff members will be addressed through their Individual Professional Growth Plan. This plan, which allows for growth, support and strategies to improve professional performance, is an important part of BSNBCS2' professional growth model.

3. Return of School Property

Upon termination, resignation or at the conclusion of the school year on June 30th, 2015, employees must completely return all computers, printers, keys, records, files, supplies, and all other school property. Former employees must immediately return all school property, upon the completion of their employment at BSNBCS2.

O. Unauthorized Absence

An employee is deemed to be on unauthorized leave at such time and on such occasions as the employee may absent himself/herself from required duties. This covers nonperformance, unauthorized use of sick leave, unauthorized use of other leave benefits, nonattendance at required meetings, duties or responsibilities, and failure to perform school duties related to your position.

An employee who is absent for a period of three (3) or more days without written notification to the School Management Team will be considered to have resigned without giving the required notice. Paid Time Off Days must be requested through the PTO form, in advance, for any absences from work. Such resignation will be effective on the initial date of absence.

P. Verification of Absence

The School Management team may require a physician's note or other verification as to an employee's stated reason for absence. Such verification must be made within three (3) days of the absence.

Q. Personnel Records and Files

Your personnel file includes information such as your job application, resume, offer letters, agreements, benefit forms, work history salaries, vacations, sick days, employee evaluations and correspondence concerning discipline. In accordance with the American's with Disabilities Act, BSNBCS2 keeps your medical records in a file separate from your personnel file.

Personnel files are the property of BSNBCS2 and access to the information is restricted. In addition to you, the only persons allowed to review your files are auditors, supervisors and human resources staff that may have a legitimate reason to do so. If you wish to review your own personnel file, contact the Executive Director. With reasonable advance notice, you may review your own personnel file in BSNBCS2 offices and in the presence of an individual appointed by BSNBCS2 to maintain the files.

It is your responsibility to immediately notify the human resources administrator, in writing, of any changes in personal data such as:

- Home address
- Home telephone number and, if available cell phone number,
- Number of dependents
- Name of individual(s) to notify in case of an emergency
- Change in marital status
- Change in alien status
- Military status
- Change in New York State Teaching certification status

Failure to report the correct information may adversely affect the benefits to which you are entitled. Providing false information may result in disciplinary action, up to and including termination of your employment.

BSNBCS2 generally does not release information about you to external sources other than dates of employment and job title, except where such release is required or authorized by law or otherwise authorized by you. If you wish to have the Human Resources Administrator provide information to any particular company or individual, you must provide a written release.

Employees are required to notify the School Management team as soon as possible and any other person designated by the School Management team of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by BSNBCS2.

R. Copyrights

You acknowledge that the entire right, title and interest of any and all writings and other creations that you may prepare, create, write, initiate or otherwise develop as part of your efforts while employed by BSNBCS2, shall be considered the property of BSNBCS2. This includes, but is not

limited to, any development of a curriculum. These works will be “works for hire” and shall be BSNBCS2’s sole and exclusive property, copyright, patent and trademark. For items covered by this paragraph, you hereby assign and transfer all rights, title and interests in all such items, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. You further agree to, at any reasonable time upon request, and without further compensation or limitation, execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in BSNBCS2’s opinion may be necessary or desirable to secure BSNBCS2’s full enjoyment of all right, title, interest and properties herein assigned. You agree to not charge BSNBCS2 for use of your copyrighted, trademarked, and patented materials.

S. Nepotism

While BSNBCS2 may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, or conflicts of interest. Relatives will not be permitted to work as employees in a direct supervisory or reporting relationship to a family member. BSNBCS2 will attempt to provide alternative supervision within BSNBCS2 for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation.

With respect to the employment of a relative, BSNBCS2 defines relatives as spouses, parents, children, step-children, aunts/uncles, siblings, in-laws, step-parents, brothers, or sisters. Additionally, this policy also relates to individuals who are not legally related but who have a domestic partnership.

T. Outside Employment

In order to properly assess and avoid conflicts of interest, all staff are asked at the time of hire to disclose in writing, any other employment, self-employment, consulting, volunteer or board membership activities in which they plan to engage in at the time of employment with BSNBCS2. Throughout the course of employment, any additional activities of the same nature, not reported at the time of hire, must be reported to the employee’s School Management Team prior to entering into those arrangements. Where a conflict of interest exists, the employee will be notified and required to cease such activity, or refrain from initiating the activity.

U. Employment-at-Will

As is stated throughout this handbook, your employment relationship with BSNBCS2 is an employment “at will”. Neither this employee handbook nor your offer letter constitute a contract for employment between BSNBCS2 and its employees. Employees of BSNBCS2 are considered "at-will", and therefore, either the employee or BSNBCS2 may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy the employment relationship may be terminated at any time with or without cause or notice.

It is the responsibility of the Board of Trustees to govern the school’s policies and practices. The Executive Director is the Board’s representative on the staff and no other person has authority to enter into any agreement for employment for any specified period of time and any such

agreement must be in writing. Offer letters may be amended only by a subsequent written agreement signed by you and the Executive Director. No one may enter into an oral contract on behalf of BSNBCS2.

V. Primary Goals and Responsibilities of Faculty/Staff

As an employee of BSNBCS2, your primary responsibility is for the health and safety of the children in your charge and any other children from BSNBCS2 when they are near you. Always be alert to any safety hazard as to avoid even the appearance of a safety hazard, poor supervision of children, or inattentiveness to their needs.

Your next responsibility is the development of each child's potential (social-emotional, physical, and intellectual), as well as the development of good work habits and positive attitudes. BSNBCS2 encourages communication between parents, teachers and administrators. Your responsibility toward the parents makes it necessary for you to conduct yourself as a professional in your interactions with them at all times. Additionally, you have the responsibility to keep parents updated on the progress of their children under your care.

You are expected to be non-judgmental towards people with different lifestyles and towards families who are from different ethnic groups, races and cultures. These families may have different goals and expectations for their children and themselves: and who may be dealing with the issues of changing lifestyles and family patterns. Families are subject to different stresses and have varying capacities for tolerating stress and organizing their lives.

IV. IMMIGRATION LAW COMPLIANCE

Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of the right to work must be provided within three days of your hire date. Failure to provide the appropriate documentation will be grounds for termination.

V. TIME AND ATTENDANCE

A. Work Days and Work Week

The BSNBCS2 student hours are 7:30am – 4:00pm for K-4 students and 7:30am-3:30pm for 5-8 students, inclusive of breakfast and their day program. Additionally, we have an afterschool program that typically runs to 6pm daily, Monday through Friday. As salaried professionals, instructional staff and administrators are mandated to work hours consistent with your job responsibilities, which are typically from 7:30am to 4:30am, with additional hours as needed to complete your duties, including Parent Teacher Conferences, Saturday sessions or other work, as determined by your supervisor. All employees are expected to work the established work hours as determined by their supervisor, which may start before 7:30am or end after 4:30pm, based on school needs. Depending on your role and title, you may have an alternate schedule

that starts earlier than 7:30am or ends later than 4:30am. In our field, it is common for educators and staff to work late, on weekends and on holidays, to complete their duties and responsibilities. Non-exempt employees work on an hourly basis, consistent with their offer letters.

Instructional staff typically receive a daily preparation period during which time they are considered “on duty” and must engage in school related activities (instructional planning, assessing student work, contacting parents, etc.). All staff members have time set aside in their day for staff lunch, typically 45 minutes each day. Additionally, classroom instructional staff are expected to work such hours that ensures the timely start of BSNBCS2 day, an orderly process for ending BSNBCS2 day and sufficient interaction with other instructional staff and administrators to help support the educational mission of BSNBCS2.

Employees who need to engage in personal business during the work day outside of their lunch period must receive prior approval from their supervisor on the School Management Team, or the Executive Director. At no time should employees be on personal calls in classrooms or hallways with children present unless it is an emergency; in which case you should notify your supervisor.

B. Pay Periods

Pay periods are semi-monthly; the first pay period is from the 1st day of the month up to and including the 15th day of the month; the second pay period of the month is from the 16th up to and including the last day of the month. Upon request, BSNBCS2’s Finance Department will give you the specific pay dates and due dates for timesheets.

C. Paychecks Direct Deposit

- Eligible Employees have the option to have their pay directly deposited into their checking or savings account.
- Employees must complete the necessary paperwork and submit it to Human Resources in order to use Direct Deposit.
- On payday, employees using Direct Deposit will have access to an electronic pay stub/report, instead of a paycheck.
- Meet with the Finance Department for Direct Deposit eligibility requirements.

Twenty-Four Payment Pay Plan

Full-time employees whose offer letter begins on August 1st (or have a pro-rated offer letter that normally would have started August 1st) will typically receive compensation in 24 payments per twelve-month period. Employees who start later than August 1, or end employment prior to June 30th, will receive pro-rated salaries equal to the number of days worked.

Employees whose offer letter begins on July 1st (or have a pro-rated offer letter that normally would have started July 1st) will typically receive compensation in 24 payments per twelve-month period.

As per our policy as well as standard DOE and other school practice, if you started with BSNBCS2 any time AFTER our official start date of August 1, and/or you resign or are terminated before the end of the school year on 6/30; you will receive only a portion of your regular semi-monthly salary in your final check. You are paid in 24 monthly installments; your final payout is based on how many of the available school days you actually worked and may be less than your initial semi-monthly salary payment.

A separating employee's final paycheck will include any monies owed in accordance with the School academic calendar. However, in the event that the calculation results in the employee owing money to the School, the employee will be required to repay any overpayment that has been made to them. Pursuant to the law, refusal to repay any outstanding balance due will not result in disciplinary or retaliatory action by the School; however, if the employee does not repay these amounts the School would be within its legal rights to file a legal claim to recover the owed funds. For information regarding the calculation of entitlement pay, please contact the School Human Resources Department.

Lost Paychecks

In the event of a lost paycheck, the Finance Department must be notified in writing immediately. Written notification must be provided before a replacement check can be issued. In the event the lost paycheck is recovered and the Finance Manager identifies the endorsement as that of the employee, the employee must remit the amount of the replacement check within 24 hours or the employee may be terminated.

Late Start Date

As per our policy as well as standard DOE and other school practice, if you started with BSNBCS2 any time AFTER our official start date of August 1, and/or you resign or are terminated before the end of the school year on 6/30; you will receive only a portion of your regular semi-monthly salary in your final check. You are paid in 24 monthly installments; your final payout is based on how many of the available school days you actually worked and may be less than your initial semi-monthly salary payment.

D. Paid Deductions and Garnishments

The only deductions from your paycheck are those required by law or authorized in writing by you. Your check stub identifies each deduction and should be kept as a permanent record. Paid deductions may also be taken by BSNBCS2 in response to a garnishment notice received from a court or other legal authority or under *Absences Beyond Paid Time Off Days*

E. Absences Beyond Paid Time Off Days

If an employee must be absent for more days than the number for which he or she is eligible via PTO, those absences will be unpaid. The employee should discuss alternatives with his or her supervisor, including taking a pre-approved, unpaid leave of absence. The determination about whether to grant unpaid leaves of absence shall be within the sole discretion of Bedford Stuyvesant New Beginnings Charter School and will be made on a case-by-case

basis. It is the duty of the employee to track and be aware of the number of absences and the subsequent outcomes should their PTO days be exhausted.

Other than as expressly set forth in this handbook, employees have no right to an unpaid leave of absence. Any other extended absence without advance, written permission may be grounds for termination at the sole discretion of the Bedford Stuyvesant New Beginnings Charter School.

F. Salary Policy for Exempt Employees

Exempt employees are paid their entire daily salary rate for every day in which they perform any work. Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under any one or more of the following circumstances:

1. the employee is absent from work for one or more full days for personal reasons (other than a Paid Time Off Day or disability leave);
2. the employee is absent for one or more full days due to Paid Time Off or disability and has exhausted his/her paid leave time under the personal leave policy;
3. the deduction is made to offset any amounts received as payment for jury fees, witness fees, or military pay;
4. the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (e.g., rules against workplace harassment or safety rules of major significance);
5. If you take partial days, full days or weeks off under the Family and Medical Leave Act;
6. the employee has been granted an unpaid leave day, due to a pre-approved absence on a Critical Day or other day otherwise ineligible for Paid Time Off;
7. it is the employee's first or last week of employment and he/she is paid a proportionate part of his/her full salary.

Bedford Stuyvesant New Beginnings Charter School makes a good faith effort to comply with this salary policy. If, however, an employee believes an improper deduction has been taken from his/her salary, the employee should contact the Executive Director, who will investigate the deduction and provide the employee with the findings. If it is determined that a deduction was improperly made, BSNBCS2 will reimburse the employee for that deduction.

G. Visitors in the Workplace

To maintain safety and security, only authorized visitors are allowed on the BSNBCS2 campus. We request that no visitors (children, parents, spouse, or friends) come to BSNBCS2 without written, prior approval from a member of the School Management Team (email is sufficient). Without pre-approval and any planning needed, the presence of unexpected visitors may negatively affect school activities, causing unwarranted disruption.

VI. BENEFITS: PAID LEAVE

A. School Calendar and Holiday Leave

Each year the School Management Team establishes a School Calendar that complies with the New York State Education Law relating to compulsory attendance. BSNBCS2 has discretion with regard to the dates of attendance; however, in some instances it may mirror or closely follow the calendar established by the New York City Department of Education. BSNBCS2 will be closed on all federal holidays. BSNBCS2' Calendar should be consulted for other dates that BSNBCS2 is closed. (2024-25 Calendar is attached)

B. Critical Days

Critical Days are defined as periods of school operations where it is critical that all staff be in attendance. Staff should not have any non-emergency absences on Critical Days. Any unapproved absences on critical days (excepting religious holidays, medical emergencies with documentation, and approved bereavement leave) shall not be approved and, may result in a disciplinary action including but not limited to loss of pay. Critical days for each year will be outlined in this handbook noted on the school year calendar. Documentation is required for possible approval of ALL critical day exceptions.

C. Weather Days and Other Closings

BSNBCS2 will follow the lead of the New York City Department of Education Chancellor in determining closure of BSNBCS2 due to inclement weather or other situations. Therefore, on days that the New York City public schools are closed due to inclement weather or emergencies, BSNBCS2 will be closed as well. At the discretion of the School Management team, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled, to on an alternate date, or at the end of BSNBCS2 year.

D. Paid Time Off (PTO) Days

Unless otherwise provided for in your offer letter or as approved by the Executive Director, Paid Time Off Days for regular full-time employees shall accrue as follows:

- Employees who begin on August 1 are granted ten (10) Paid Time Off days, which may be taken following an approved request from their direct supervisor via the Paid Time Off Request form.
- Employees who begin on July 1 are granted Fifteen (15) Paid Time Off Days, which may be taken following an approved request from their direct supervisor via the Paid Time Off Request form.
- Employees who begin after August 1 are given a pro-rated number of PTO days, according to their start date, enumerated on their offer letter.

E. Procedures for Approved and Emergency Absences

Unless otherwise provided for or as approved by the Executive Director, personal leave is to be used by regular, full-time employees in accordance with the following provisions:

- Notice of absence from work should be provided to the School Management Team by **7:00 pm** on the day/evening before the absence via the Paid Time Off Electronic System. Providing advanced notice allows a reasonable amount of time for the School Management team to find coverage during your absence. If an emergency arises after 7pm of the day prior to the requested

date, please notify your direct supervisor as soon as possible but **no later than 6 am** of that morning. Emergencies include unavoidable scenarios such as a sick child or family member, an accident, illness morning of, etc.

- Instructional employees will have lesson plans prepared in advance to be used in the event of their absence. Lesson Plans should be located on the shared Google Drive folder for your class. These plans must be updated regularly as a normal part of our school protocol.
- Paid Time Off days may be used in increments of one-half work day or a full workday. When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of personal days should be submitted via the Paid Time Off System.
- For emergencies or extreme illnesses that prevent you from requesting PTO via the Paid Time Off System in advance, please contact your direct supervisor via telephone, text or emailing [redacted] (and ensure you receive a response) as soon as possible and then complete the request in the PTO system as expeditiously as possible, afterwards.

F. Bereavement

Bereavement leave is available as follows if you have been employed by BSNBCS2 continuously for thirty

(30) days or more. If you suffer the loss of an immediate family member you will be entitled to paid, bereavement leave for up to three (3) consecutive days. You may be granted additional time without pay or you may use PTO days for additional bereavement leave, should your absence be longer than three days. You should notify your supervisor as soon as possible and indicate the expected length of your absence. As used in this paragraph “immediate family member” means a spouse, father, mother, child, step-child, brother, sister, aunt, uncle, first cousin, grandparent or grandchild of the employee. Immediate family members, for the purpose of bereavement leave, shall also include the parents and children of your spouse or registered domestic partner. Time needed for individuals not covered as “immediate family member” should be requested via the Paid Time Off form.

G. Military Duty

If you are a member of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves, or Public Health Service, you may be granted up to three weeks of paid leave and unpaid thereafter for military absence for military service, training, or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA). Please notify the Human Resources Department if you anticipate requesting military duty leave at any time during the school year.

H. Leaves with or without Pay

The Executive Director has the authority to approve a leave with or without pay providing that it is in the best interest of BSNBCS2.

I. Family and Medical Leave Act (FMLA) of 1993 – Basic Information

It is the policy of BSNBCS2 to encourage employees to balance their work and family life by

taking reasonable unpaid leave for certain circumstances that affect the family. These matters are covered by regulations issued by the United States Department of Labor regarding the Family Medical Leave Act (FMLA) of 1993.

If you have been an employee for a total of at least 12 months (not necessarily consecutive) and you have worked at least 1250 hours over the immediately-preceding 12 months, you may be eligible for FMLA leave. BSNBCS2 will grant an eligible employee up to a total of 12 workweeks of leave during any 12-month period (measured backward from the date an FMLA leave commences) for one or more qualifying reasons. BSNBCS2 will require, where applicable, that paid leave be applied towards the FMLA 12-week limit. Paid leave includes Short Term Disability, BSNBCS2 paid vacation (if any), parental leave, Annual Leave and Worker's Compensation leaves. Any paid leave used for an FMLA qualifying reason will be charged against an employee's entitlement to FMLA leave. This includes leave for disability or worker's compensation injury/illness, provided that the leave is for an FMLA qualifying purpose. The substitution of paid leave for unpaid leave will not extend the 12-work week leave period provided by the FMLA. To the extent you do not have available paid leave, the FMLA leave will be unpaid.

FMLA leave may apply for any one, or for a combination of, the following reasons:

- The birth of the employee's child or to care for the newborn child;
- The placement of a child with the employee for adoption or foster care or to care for the newly placed child;
- To care for the employee's spouse, child or parent with a serious health condition**; and/or
- The employee's own serious health condition that makes the employee unable to perform one or more of the essential functions of his or her job.

** A "serious health condition" is an injury, illness, impairment or physical or mental condition that involves inpatient care or continuing treatment by a health care provider. This includes a serious health condition arising out of pregnancy or the birth of a child. A "health care provider" includes clinical social workers and any other practitioner considered by the School Management Team to be capable of determining the existence of a serious health condition.

J. Benefits Continuation While On FMLA Leave

Your current group insurance plan benefits will continue during the FMLA leave on the same basis as if you had been continuously employed during that time, including any applicable employee contribution to the cost of those benefits. To the extent that your FMLA leave is paid, your portion of health insurance premiums, if any, will be deducted from your salary. While on unpaid FMLA leave, if you fall more than 30 days in arrears for required employee contributions (*i.e.* those contributions which would otherwise be deducted from your pay), if any, coverage will be canceled retroactive to the beginning of the month in which the delinquency occurred. BSNBCS2 will give you notice prior to discontinuing your health insurance coverage.

You will not accrue vacation or annual leave during FMLA leave. FMLA leave time will count

toward eligibility and vesting service under BSNBCS2 Retirement Plan.

K. Return from FMLA Leave

Subject to limitations specified below, upon your return from FMLA leave, BSNBCS2 will reinstate you in the same position you held before the leave or an equivalent position with equivalent pay, benefits and other employment terms.

L. Limitations on Reinstatement

You are entitled to reinstatement following return from FMLA leave only if you would have continued to be employed had FMLA leave not been taken. Thus, you are not entitled to reinstatement if, because of a layoff, reduction in force or other reason, you would not be employed at the time job restoration is sought.

BSNBCS2 reserves the right to deny reinstatement to salaried, eligible employees who are among the highest paid 10 percent of BSNBCS2's employees employed within 75 miles of the worksite ("key employees") if such denial is necessary to prevent substantial and grievous economic injury to BSNBCS2's operations.

M. Failure To Return To Work Following FMLA Leave

If you do not return to work following the conclusion of FMLA leave, you will be considered to have voluntarily resigned. BSNBCS2 may recover health insurance premiums that BSNBCS2 paid on your behalf during any unpaid FMLA leave except that BSNBCS2's share of such premiums may not be recovered if you fail to return to work because of your or your family member's serious health condition or because of other circumstances beyond your control. In such cases, BSNBCS2 may require you to provide medical certification of your or your family member's serious health condition.

N. Additional Information

For further information or clarification about FMLA leave, please contact the Finance Manager.

O. Requests for FMLA Leave

To request FMLA leave, you must complete the Employee's Request for Leave form and submit it to the Finance Manager. When leave is foreseeable for childbirth, placement of a child or planned medical treatment for your or your family member's serious health condition, you must provide BSNBCS2 with at least thirty (30) days advance notice, or such shorter notice as is possible (i.e., within one or two business days of learning of the need for the leave). When the timing of the leave is not foreseeable, you must provide BSNBCS2 with notice of the need for leave as soon as possible (i.e., within one or two business days of learning of the need for the leave).

P. Required Documentation

When leave is taken to care for a family member, BSNBCS2 will require you to provide documentation or statement of family relationship (e.g., birth certificate or court document). You

may be required to submit medical certification from a health care provider to support a request for FMLA leave for your or your family member's serious health condition. Medical certification forms are available from the Human Resources Administrator.

If the BSNBCS2 has reason to doubt your initial certification, BSNBCS2 may: (i) with your permission, have a designated health care provider contact your health care provider in an effort to clarify or authenticate the initial certification; and/or (ii) require you to obtain a second opinion by an independent BSNBCS2 designated provider at the expense of BSNBCS2. If the initial and second certifications differ, BSNBCS2 may, at its expense, require you to obtain a third, final and binding certification from a jointly selected health care provider.

During FMLA leave, BSNBCS2 may request that you provide recertification of a serious health condition at intervals in accordance with the FMLA.

In addition, during FMLA leave, you must provide BSNBCS2 with periodic reports regarding your status and intent to return to work. If your anticipated return to work date changes and it becomes necessary for you to take more or less leave than originally anticipated, you must provide BSNBCS2 with reasonable notice (i.e., within two business days) of your changed circumstances and new return to work date. If you give BSNBCS2 notice of your intent not to return to work, you will be considered to have voluntarily resigned.

Before you return to work from FMLA leave for your own serious health condition, you may be required to submit a fitness for duty certification from your healthcare provider, with respect to the condition for which the leave was taken, stating that you are able to resume work.

FMLA leave or return to work may be delayed or denied if the appropriate documentation is not provided in a timely manner. Also, a failure to provide requested documentation of the reason for an absence from work may lead to termination of employment.

Q. Parental Leave

Upon the birth or adoption of a child, employees who have worked at Bedford Stuyvesant New Beginnings Charter School for at least twelve months and a minimum of 1,250 hours (“Leave Qualified Employees”) are eligible for a maximum of twelve weeks of approved leave. For the initial six weeks, Leave Qualified Employees may be eligible for a partial salary reimbursement equal to the amount not paid by short term disability. Leave Qualified Employees are eligible to take up to an additional six weeks of leave without pay. Leave Qualified Employees will be required to use all earned vacation time, paid time off and other leave time (“Accrued Time”) while out on parental leave. Use of such Accrued Time will be concurrent with, and not additional to, the parental leave and will be charged against the Leave Qualified Employee from the first date of the parental leave until the earlier of either the end of the parental leave or the exhaustion of all available Accrued Time.

Any employee who is interested in receiving short term disability payments following the birth of a child should notify the Human Resources Office before departing on parental leave. Parental

leave is concurrent with, and not additional to, leave under the Family and Medical Leave Act. Employees who are on leave do not accrue vacation or sick time while on leave.

R. Jury Duty and Witness Subpoenas

You will be granted jury duty leave when summoned for jury duty. BSNBCS2 will pay full-time employees (and reduced-time or part-time employees if their hours cannot be rearranged to avoid loss of work time) for the difference between jury duty pay and normal straight-time pay, up to a maximum of two weeks (10 workdays) for actual time served on jury duty. You are required to report to work whenever the court schedule permits.

You must report your anticipated jury duty to your supervisor immediately upon receipt of the summons. Upon completion of jury duty service, you must provide a copy of your "Completion of Jury Duty" notice to your supervisor who will forward a copy to the Finance Manager for inclusion in your personnel file.

BSNBCS2 encourages you to fulfill your civic responsibility to serve jury duty, however, BSNBCS2 may ask you to request an excuse from jury duty if, in BSNBCS2's judgment, your absence would create serious operational difficulties or disruption of your work responsibilities. Note that New York State automatically grants one request for postponement of jury duty. Therefore, if a teacher or member of the administrative staff is called to jury duty for the first time during a school year, he or she is encouraged to reschedule jury duty for a vacation, non-school day or during the summer break, whenever feasible.

You will continue to earn all benefits and, if applicable, vacation and Annual Leave during jury duty leave. If you receive a duly issued subpoena to appear as a witness during work time, immediately notify your supervisor. All subpoenas involving possible testimony about BSNBCS2, and your employment at BSNBCS2, must also be immediately reported to the School Management team. The party issuing the subpoena is responsible to compensate you for appropriate witness fees and for your absence from work. BSNBCS2 will not pay you for hours/days not worked.

VII. BACKGROUND CHECKS

New York State Education Law and Regulation of the Commissioner of Education require Charter Schools to fingerprint prospective employees for the purposes of a criminal history background check. BSNBCS2 may also make any additional background checks on employees, as needed. Any employee refusing a request or refusing cooperation with a background check shall be deemed as having voluntarily resigned from BSNBCS2.

VIII. PAID TIME OFF

A. Approvals

Paid Time Off may be taken following approval by the School Management Team, via the Paid Time Off Electronic System. Unpaid leave of any kind must be approved in advance by the School

Management Team.

B. School Vacations

School vacations (Thanksgiving, Winter Break, Mid-winter Recess and Spring Break) for staff will be provided, consistent with the official 2024-25 school calendar and on recognized federal holidays.

C. End of Year Compensation for Excellent Attendance

While individual Paid Time Off (PTO) days do not have monetary value, BSNBCS2 reserves the right to recognize and reward staff members with End of Year Compensation for Excellent Attendance through the following policy:

1) End of Year Compensation for Excellent Attendance may be provided to employees who remain continuously employed during the school year until the completion of their offer letter on June 30th, 2025.
2) Employees who complete the school year on June 30th, 2025 with eight (8) to ten (10) PTO days, shall be eligible for $1250 in End of Year Compensation.
3) Employees who complete the school year on June 30th, 2025 with five (5) to seven (7) PTO days, shall be eligible for $750 in End of Year Compensation.
4) End of Year Compensation for Excellent Attendance is not conditional on Good Standing during the school year, future employment, or other non-attendance factors. This compensation is designed to acknowledge and reward staff members with excellent attendance for their work this school year.

IX. BENEFITS: INSURANCE/HEALTH

All employees normally scheduled to work thirty (30) or more hours per workweek will be eligible to receive insurance and other benefits offered by the School. Part-time and temporary employees who are regularly scheduled to work fewer than thirty (30) hours per week are not eligible for benefits, unless otherwise specified herein or required by law. Eligibility, coverage, deductibles and carriers of such benefits are subject to modification or termination at any time at the sole discretion of the School or the respective insurance carriers. These benefits may be modified or discontinued at the sole discretion of the School or Little Bird HR at any time.

Benefits information can always be found in the online Little Bird Nest portal. More detailed descriptions of the benefits available to you can be found in the respective summary plan descriptions. For more information, you may also contact Little Bird Benefits Concierge by email at [redacted] or via phone at [redacted] Option 1. Employees must understand that the information about benefits in this Handbook is just a summary and that the formal plan documents for each of these plans control the applicability of the policies. They are available through the Little Bird Nest and the benefits concierge. To the extent that any terms in this Handbook conflict with terms in the benefit plan documents, the terms in the benefit plan documents shall control.

A. Medical Insurance

BSNBCS2 will offer ~~select~~ a medical insurance plan to each full-time regular employee via our

Health Insurance vendor, Little Bird. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.).

Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Chief Finance Officer.

B. Dental Insurance

BSNBCS2 will select a dental insurance plan that the school will provide to each exempt employee. Employees can access the Dental Insurance through the Little Bird portal.

C. Life Insurance

BSNBCS2 will select life insurance and long-term disability insurance policies that the school may provide to each exempt employee, in an amount and of a type determined in accordance with applicable law.

D. Vision Care

BSNBCS2 may select a vision care plan that the school will provide to each exempt employee, in an amount and of a type determined in accordance with applicable law. Employees can access the Vision care through the Little Bird portal. Employee contributions (where applicable) for benefits coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the School Management team or his or her designee

E. Workers' Compensation

BSNBCS2, in accordance with New York State Law, will provide Workers' Compensation benefits to its employees.

F. Disability Insurance

BSNBCS2 carries short-term disability insurance in accordance with New York State Law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the School Management Team. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

G. Declination of Insurance Benefits

Any employee who wishes not to accept any of the insurance benefits offered by BSNBCS2 is required to submit notification in writing to the Chief Finance Officer. Staff members who decline insurance benefits because they are covered under another plan are eligible for up to a $3,000 payment, following the end of the school year, should they remain continuously employed for the duration of their offer letter, ending June 30th, 2025.

H. Reservation of Rights

BSNBCS2 reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

X. BENEFITS: OTHER

A. Unemployment Compensation

BSNBCS2 contributes to the Unemployment Compensation plan administered by the State of New York.

B. COBRA

The Consolidated Omnibus Budget Reconciliation Act (COBRA) was passed in 1986. The law amended the Employee Retirement Income Security Act (ERISA), the Internal Revenue Code and the Public Health Service Act to provide continuation of group health coverage that otherwise would be terminated for individuals who fall into one of the following categories: retirees, spouses or dependent children. The law gives them the right to temporary continuation of health coverage at group rates. This coverage, however, is only available in specific instances. Group health coverage for COBRA participants is usually more expensive than health coverage for active employees, since usually the employer formerly paid a part of the premium. It is ordinarily less expensive, though, than individual health coverage.

C. 401(k) PLAN

Bedford Stuyvesant New Beginnings Charter School 2 (the "Company") established the Bedford Stuyvesant New Beginnings Charter School 2401(k) Retirement Plan (the "Plan") effective July 1, 2020.

MATCHING CONTRIBUTIONS

(a) Amount of Matching Contributions. Subject to the limitations described in Article 5, the Company shall contribute to the Plan on behalf of each Participant who made a Matched Employee Contribution an amount equal to 100% of the Matched Employee Contributions that are not in excess of 5% of the Participant's Compensation. In any Plan Year that the Plan is deemed to meet the tests under Section 5.02 because the Plan is meeting the requirements of Code section 401(k)(12) by virtue of a Matching Contribution or if the Plan is intended to satisfy the ACP safe harbor of Code section 401(m)(11), no Highly Compensated Employee can receive a greater rate of Matching Contributions than a Non-Highly Compensated Employee at the same rate of Matched Employee Contributions. In any Plan Year the Plan is intended to satisfy the ACP safe harbor of Code section 401(m)(11): (i) the rate of Matching Contributions cannot increase as a Participant's Matched Employee Contributions increase, (ii) Matching Contributions cannot be made on Matched Employee Contributions in excess of six percent (6%) of Compensation, and (iii) the amount of Matching Contributions subject to the Company's discretion shall not exceed five percent (5%) of Compensation.

(b) Contribution and Allocation of Matching Contributions. Matching Contributions shall be made to the Plan and promptly allocated to the Matching Contribution Accounts of Participants who meet the requirements of Subsection (a) and in the amount determined pursuant to Subsection (a) as soon as administratively feasible after the end of each pay period. Any service requirements specified in Subsection (a) above shall be applied pro rata and any last day rule specified in Subsection (a) above shall be applied as of the end of each period selected in the preceding sentence. Notwithstanding the foregoing, after the end of each Plan Year, the Company may make an additional Matching Contribution on behalf of each Participant in the amount of the positive difference, if any, between the Matching Contributions that would have been allocated to his Account had such contributions been determined on the basis of Compensation for the entire Plan Year and the Matching Contributions previously allocated to such Participant's Account. If safe harbor Matching Contributions are made separately with respect to each payroll period (or with respect to all payroll periods ending with or within each month or quarter of a Plan Year), such safe harbor Matching Contributions must be contributed to the Plan by the last day of the immediately following Plan Year quarter.

XII. HR POLICY

A. Confidentiality

Employees of BSNBCS2 shall not, in any way, release any information about BSNBCS2, its activities, or the activities of its personnel except as normally required by their duties. Exceptions exist only with express written permission from the Executive Director, and in conformity with the requirements of applicable Freedom of Information Laws, the Family Educational Rights and Privacy Act, the Health Insurance Portability and Accountability Act, and any other applicable federal, state, or local law or regulation on school policy or regulation.

No employee shall publish, disclose, leak, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with BSNBCS2, unless given explicit written permission by the Executive Director. Any document or other material containing such information is required to be returned to the School Management Team upon an employee's termination or resignation. Violation of the confidentiality of BSNBCS2, its students, families or staff members may result in employment consequences up to and including termination of your position.

B. Personnel Inquiries

No one in BSNBCS2 other than the Board of Trustees or School Management Team, or their designee, is authorized to respond to personnel inquiries of any type about an employee of BSNBCS2.

C. Ban on Acceptance of Gifts

School employees are not permitted, in accordance with the Conflict of Interest Provision contained in this handbook, to accept personal gifts of any kind of a value exceeding twenty-five

dollars ($25.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

- Individuals, schools, or companies serving as vendors or potential vendors for BSNBCS2;
- Elected officials or their representatives;
- Candidates for public office or their representatives; or
- Political party officials or their representatives.

The School Management team, including in instances where such gifts intended for and will be used by BSNBCS2 or the staff of BSNBCS2, may make reasonable exceptions, including but not limited to, food or items provided for the benefit of BSNBCS2 staff. Typically baked goods, sweets, food baskets or other items will be made available for distribution in the staff lounge. Offers of such gifts in excess of $25.00, even when refused, must be communicated immediately by the employee receiving such an offer to the School Management team.

D. Confidential and Privileged Information

This policy reiterates our need for confidentiality in all aspects of your employment. During your employment at BSNBCS2 you may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, family members, students or applicants. You must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person in or outside of BSNBCS2. You may not disclose any confidential or privileged information except to persons specifically designated in advance and in writing by the School Management team.

Confidential information includes but is not limited to:

- Student records
- Student IEPs
- Student counseling information
- Financial information
- Personnel records
- Payroll records
- Computer programs, codes, processes and passwords, or other electronic information
- Personnel information regarding school parents and students
- Information designated as confidential by the School Management Team

If you believe confidential information may need to be disclosed to a third party, you should consult with the School Management Team prior to the disclosure. There is no excuse for the disclosure of confidential information. Failure to follow this policy may result in disciplinary action. Your obligations under this policy continue after your termination of employment.

E. Professional Dress Code

The properly groomed and attired employee helps to create a favorable image for BSNBCS2**.** You are expected to groom and dress in a manner that is normally acceptable for employees of

a school, generally referred to as 'business casual' dress. It is understood that certain positions require a more casual dress code (for example, physical education); however, you are encouraged to use your professional judgment to differentiate between acceptable and unacceptable attire. Dress should reflect the culture of our school. The School Management team reserves the right to provide additional guidance to individuals in regards to this policy and its professional expectations.

F. Professional Tone

BSNCBS Staff are expected to give students directions using a clear, respectful voice. Yelling, using a harsh tone, or raising one's voice is not an acceptable way to speak to students, except in an emergency situation.

Abusive, demeaning, or other inappropriate language should not be directed at students, colleagues or families by any staff member. Use of such language may result in disciplinary action, per our personal conduct policies.

G. Hands Off

Staff members should not touch students, unless physical intervention is necessary to protect a child's physical well-being, or the well-being of another person. In the event of a classroom emergency in which a child requires physical restraint, staff members should notify a member of the School Management Team, immediately following any restraint of a child.

H. Corporal Punishment

Corporal punishment is prohibited by New York state law and by BSNBCS2. Corporal punishment implemented by a staff member may result in a disciplinary consequence, including termination. Prohibited actions under this policy include but are not limited by: taking away a child's chair and requiring him or her to stand; requiring a child to sit with his or her face to the wall; requiring a child to perform a repetitive physical task such as writing the same phrase over and over; and requiring a child to affix something to her body as a symbol of bad behavior, such as tape over her mouth. Any employee who becomes aware of an incident of corporal punishment must report that incident immediately to the Executive Director.

I. Universal Precautions

Employees exposed to blood or other bodily fluid, in the course of their jobs must exercise universal precautions. Universal precautions are intended to prevent the transmission of blood-borne disease when providing first aid or health care. Such precautions include the use of protective gear, washing hands and any contaminated areas with soap and water, and seeking medical attention for any significant exposure to the blood or bodily fluids of another person.

J. Solicitation and Distribution of Literature

In the interest of efficiency and security, BSNBCS2's policy is to restrict solicitations or distributions of non-work related literature by employees to non-work areas during non-work time. Employees are prohibited from soliciting or distributing literature in work areas or during work time. Solicitation or distribution of literature of any kind by non-employees is not permitted

on premises at any time.

K. Violence in the Workplace

BSNBCS2 is committed to preventing workplace violence. Given the increasing violence in society in general, BSNBCS2 has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. You are expected to refrain from fighting, aggressive behavior, or other conduct that may be dangerous to others. You may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto the premises of BSNBCS2.

BSNBCS2 will not tolerate conduct that threatens, intimidates, or coerces another employee, a BSNBCS2 student, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's gender, race, age, or any characteristic protected by federal, state, or local law.

Employees are to immediately report violence or threats of violence, both direct and indirect, to a member of the School Management Team. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

BSNBCS2 will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, BSNBCS2 may suspend employees, either with or without pay, pending an investigation of threats or actual violence.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action up to and including termination of employment. BSNBCS2

encourages employees to bring their disputes or differences with other employees to the attention of their supervisors, the School Management Team or a Human Resources team member, before the situation escalates into potential violence. BSNBCS2 is eager to assist in the resolution of employee disputes, and will not discipline you for raising such concerns.

L. Code of Ethics and Standards of Conduct

You are responsible for observing certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what is expected.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of unacceptable conduct by employees while at work

that may result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of records
- Working under the influence of alcohol or controlled substances
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned equipment
- Fighting or threatening violence in the workplace
- Boisterous, aggressive or disruptive activity in the workplace
- Negligence or improper conduct leading to harm to others or to damage of BSNBCS2 property
- Insubordination or other disrespectful conduct (including refusal to follow your supervisor's lawful directives)
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace
- Excessive absenteeism, excessive tardiness, or any absence without notice
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure of business "secrets" or confidential information
- Violation of BSNBCS2 personnel policies
- Unsatisfactory professional performance or personal conduct

Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this handbook. Other misconduct will be evaluated based on the specific facts and circumstances.

M. Drug and Alcohol-Free Workplace-Drug Screening

Alcohol and illegal drugs in the workplace are a danger to us all. They impair safety and health, promote crime, lower productivity and quality, and undermine public confidence in the work that we do. Employees who work while under the influence of alcohol or drugs present a safety hazard to themselves, their co- workers and our clients. In addition, employees who work under the influence of alcohol or drugs threaten the reputation and integrity of BSNBCS2.

It is the policy of BSNBCS2 to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture distribution, dispensation, possession, sale or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, are strictly prohibited.

To maintain a safe, efficient, and alcohol/drug-free work environment, drug and/or alcohol testing may be required if BSNBCS2 has a reasonable suspicion you are under the influence of

alcohol or drugs in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner.

To educate employees on the dangers of drug abuse, employees may be periodically required to attend information and training sessions in the area of alcohol and illegal drug dangers, treatment resources and workplace policy. Employees arrested and charged with controlled-substance-related violations must inform the School Management team of such arrest before returning to work. Employees convicted of controlled -substance-related violations, including pleas of nolo contendere (i.e. no contest), must inform BSNBCS2 within five days of such conviction or plea or before returning to work, whichever period of time is sooner.

Employees who violate any aspect of this policy may be subject to disciplinary action up to and including termination. At its discretion, BSNBCS2 may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

N. Arrest or Criminal Conviction

Any arrests or criminal convictions that occur during your employment at BSNBCS2 must be reported to the Executive Director within three (3) days of the arrest or conviction. While an arrest or criminal conviction does not necessarily automatically result in a disciplinary consequence at BSNBCS2, failure to report an arrest or criminal conviction within three (3) days may result in a disciplinary consequence, up to and including termination.

O. Use of Facilities and Equipment - Computer, Electronic, and Voice Mail Systems

This policy establishes rules governing employee use of BSNBCS2's computer network, electronic mail ("email"), telephone message handling ("voicemail") services, and Internet access. BSNBCS2 has developed these rules to ensure that everyone understands how these options function and the limits which properly apply.

All BSNBCS2 equipment, including desks, computers and computer systems, computer software, diskettes, e-mail, voicemail and other physical and electronic items are for business use only, provided that you may receive necessary and appropriate personal messages on your office voicemail and/or through office e-mail. All communications and information transmitted by, received from, or stored in these systems are School records and property of BSNBCS2. You have no right of personal privacy in any matter stored in, created, received, or sent over BSNBCS2 electronic, computer, email, wifi, internet, or voicemail systems.

BSNBCS2 at all times retains the right, without notice, to search all hardware, equipment, indices, diskettes, files, databases, email messages, voicemail messages, Internet access logs, and any other electronic transmissions contained in or used in conjunction with BSNBCS2's computer, e-mail, phones, voicemail and Internet access systems and equipment.

Computer, e-mail and voicemail messages you delete or erase may remain stored in the BSNBCS2 computer server or telephone system. By placing information on the BSNBCS2

computer system, you give BSNBCS2 the right to save, edit, delete, copy, republish and distribute such information.

BSNBCS2's Harassment Prevention Policy and BSNBCS2's Policy with respect to Confidential Information apply to all forms of communication including written, e-mail and voicemail.

Many BSNBCS2 systems require users to identify themselves with a user ID and password to obtain access. Unauthorized use of systems without making this identification or by bypassing this process is a violation of BSNBCS2 policy. You should make every effort to safeguard your password and you must immediately notify your supervisor if you believe a breach in security has occurred. Sharing your electronic or network access with other users, without express written permission from a member of the School Management Team, is strictly prohibited.

If BSNBCS2 provides you access to an Internet service such as web-browsing, such access is only for business use. This restriction includes any Internet service which is accessed on or from BSNBCS2 premises using BSNBCS2 computer equipment or via BSNBCS2-paid access methods and/or used in a manner that identifies you with BSNBCS2, including usage of BSNBCS2 equipment utilized from a private or public (non-school) residence. Very limited or incidental use of Internet services for personal, non- business purposes is acceptable. However, personal use must be infrequent and must not:

- Involve any prohibited activity (see Prohibited Activities);
- Interfere with your productivity or the productivity of your co-workers;
- Consume system resources or storage capacity on an ongoing basis; or
- Involve large file transfers or otherwise deplete system resources available for business purposes

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If you become aware of any potential virus, notify your supervisor immediately.

The following guidelines have been established to help ensure responsible and productive Internet usage. You are strictly prohibited from using BSNBCS2-provided computer, e-mail, voice-mail and Internet access services in a manner contrary to the following Prohibited Activities:

- All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore all information must be accurate, appropriate, ethical, and lawful.
- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion or political beliefs, national origin, disability, sexual

orientation, or any other characteristic protected by law. Sending uninvited email of a personal nature is also prohibited.

- The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited.
- The deliberate alteration of system files or accessing any restricted files of BSNBCS2 is prohibited, as is the use of BSNBCS2's computer resources to create or propagate computer viruses, cause damage to the BSNBCS2 computer files or to disrupt computer services.
- Making changes to computer configurations without permission from the Technology office is strictly prohibited and is a violation of BSNBCS2 policy. Prohibited changes to computer configurations include, but are not limited to, installing software, modifying the operating system or installed applications, adding additional hardware or moving computer systems from their assigned locations.
- BSNBCS2 purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation. Therefore BSNBCS2 does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. BSNBCS2 expressly prohibits the illegal duplication of software and its related documentation.

As an employee, you should not expect privacy with respect to any of your activities using BSNBCS2- provided e-mail, electronic systems, voice-mail or Internet access or services. BSNBCS2 reserves the right to review or otherwise monitor any files, messages, or communications sent, received or stored in the BSNBCS2 computer, electronic or telephone systems. If you violate this policy, you may be subject to discipline, up to and including termination of employment. If you use the BSNBCS2 computer system for defamatory, illegal or fraudulent purposes, you may also be subject to civil liability and criminal prosecution.

P. Use of Facilities and Equipment - Use of the Phone, Copiers, and Mail Systems

BSNBCS2's equipment, including phones, computers, copiers and other electronics, are provided for business use only. You may not use photocopiers for personal purposes and you may not photocopy copyrighted materials without prior authorization. You may not use the BSNBCS2 postage meters and fax machines for personal use.

Q.* Social Media Policy *(Adapted from NYC DOE's Social Media Policy)

Introduction/Purpose

1. Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing Bedford Stuyvesant New Beginnings Charter School students to succeed in their educational and career endeavors.

2. BSNBCS2 is committed to ensuring that all BSNBCS2 stakeholders who utilize social media technology for professional purposes, including staff and students, do so in a safe and responsible manner. BSNBCS2 strives to create professional social media environments that

mirror the academically supportive environments of our school.

3. These Social Media Guidelines ("Guidelines") provide guidance regarding recommended practices for professional social media communication between BSNBCS2 staff, as well as social media communication between BSNBCS2 staff and BSNBCS2 students.

4. In recognition of the public and pervasive nature of social media communications, as well as the fact that in this digital era, the lines between professional and personal endeavors are sometimes blurred, these Guidelines also address recommended practices for use of personal social media by BSNBCS2 staff.

Definition of Social Media

Social media is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, internet websites, internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Google+, and Flickr.

1. **Professional social media** is a work-related social media activity that is either school-based (e.g., a Director establishing a BSNBCS2 Facebook page or a BSNBCS2 teacher establishing a blog for his/her class), or non-school-based.

2. **Personal social media** use is a non work-related social media activity (e.g., a BSNBCS2 staff establishing a Facebook page or a Twitter account for his/her own personal use).

Professional Social Media Use

Maintenance of Separate Professional and Personal E-mail Accounts

BSNBCS2 staff who decide to engage in professional social media activities should maintain separate professional and personal email addresses. As such, BSNBCS2 staff should not use their personal email address for professional social media activities. The professional social media presence should utilize a professional email address and should be completely separate from any personal social media presence maintained by the BSNBCS2 employee. Regular and continuous use of a personal email address for professional purposes, including social media use, will result in BSNBCS2 considering the email address, and the corresponding use of that address, as a professional account.

Communication with BSNBCS2 Students

BSNBCS2 staff who work with students and communicate with students through professional social media sites should follow these guidelines:

1. The term "communicates", as used in this Guidance, refers to activity, including, but not limited to, "friending," "following," "commenting," and "posting messages" using social

media sites.

2. The term “site” and “sites” refer to an online social media account or usage.

3. On school-based professional social media sites that involve BSNBCS2 students, BSNBCS2 staff should use the sites for professional purposes. BSNBCS2 staff are not to review any personal social media accounts created by their students.

4. The term parent means the student’s parent or guardian, or any person in a parental or custodial relationship to the student. This includes: birth or adoptive parent, step-parent, legally appointed guardian, and foster parent.
   a) Professional social media sites that are school-based should be designed to address reasonable instructional, educational or extracurricular program matters;
   b) Professional social media sites that are non-school based should have a reasonable relationship to the mission and function of the BSNBCS2 office creating the site;
   c) Each school year, BSNBCS2 parents will be notified about the professional social media activities their children will be invited to participate in. We will inform parents of the purpose and nature of each professional social media account their children will access and will instruct parents to contact the school with any questions or concerns;

   d) To the extent possible, based on the social media site being used, BSNBCS2 Leadership or their designees should be given administrator rights or access to the professional social media accounts established by BSNBCS2 staff;
   e) BSNBCS2 staff will be required to obtain Leadership’s approval before setting up a professional social media presence;
   f) Leadership and their designees are responsible for maintaining a list of all professional social media accounts and;
   g) Professional BSNBCS2 social media sites should include language identifying the sites as professional social media BSNBCS2 sites. For example, the professional sites can identify the BSNBCS2 school, department or particular grade that is utilizing the site.

Guidance Regarding Professional Social Media Sites

1. BSNBCS2 staff should treat professional social media space and communication like a classroom and/or a professional workplace. The same standards expected in BSNBCS2 professional settings are expected on professional social media sites. If a particular type of behavior is inappropriate in the classroom or a professional workplace, then that behavior is also inappropriate on the professional social media site;
2. BSNBCS2 staff should exercise caution, sound judgment, and common sense when using professional social media sites;
3. BSNBCS2 staff should use privacy settings to control access to their professional social media sites to ensure that professional social media communications only reach the staff’s intended audience. However, BSNBCS2 staff should be aware that there are limitations to privacy settings. Private communication published on the internet can easily become

public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, staff have an individualized responsibility to understand the rules of the social media site being utilized;

4. Professional social media communication should be in compliance with existing BSNBCS2 policies and applicable laws, including, but not limited to, prohibitions on the disclosure of confidential information and prohibitions on the use of harassing, obscene, discriminatory, defamatory or threatening language;
5. No personally identifiable student information may be posted by BSNBCS2 staff on professional social media sites, including student photographs, without the consent of the students' parents; and
6. BSNBCS2 students who participate in professional social media sites may not be permitted to post photographs featuring other students.

Monitoring of Professional Social Media Sites

1. Staff using professional social media have no expectation of privacy with regard to their use of such media. BSNBCS2 reserves the right to regularly monitor professional social media sites to protect the school community;
2. BSNBCS2 Leadership, or their designees, such as webmasters, are responsible for monitoring their staff's professional social media sites. The monitoring responsibilities include reviewing the professional social media sites on a regular basis. If Leadership discovers questionable communications or behavior on professional social media sites, Leadership is required to contact the appropriate authorities for assistance. If BSNBCS2 staff decide to create a professional social media site and they are notified of questionable communications or behavior on their site, they are required to contact the appropriate authorities as well as their supervisor for assistance.
3. BSNBCS2 Leadership reserve the right to remove, disable, and provide feedback regarding professional social media sites that do not adhere to the law or BSNBCS2 policies;
4. To assist in monitoring, as a recommended practice to the extent possible, the default setting for comments on professional social media sites should be turned off. If the default setting for comments is turned on, the comments on the site must be monitored on a daily basis;
5. When establishing professional social media sites, Leadership and staff should consider the intended audience for the site and consider the level of privacy assigned to the site, specifically, whether the site should be a private network (for example, it is limited to a particular class or particular grade within a school) or a public network (for example, anyone within the school or a larger group within the BSNBCS2 community can participate). It is a recommended practice for professional social media sites to be private networks, unless there is a specific educational need for the site to be a public network; and
6. BSNBCS2 Leadership should maintain a detailed log of all reported non-compliant communications as well as any violations that are otherwise brought to SMT's attention.

R. Press Inquiries

Press coverage may be a helpful tool to promote BSNBCS2's mission and vision. To ensure that we have a consistent message with journalists and any members off the press, any press inquiries received by staff members should be referred directly to Executive Director. Staff members may not speak to the press, on behalf of BSNBCS2 or in their capacity as a BSNBCS2 employee, without the express written permission of the Executive Director.

S. Photography, Audio and Video

BSNBCS2 staff may be photographed, audio-recorded or videotaped inside the school, at school activities, or during related work activities outside the school or on field trips for the development of promotional materials, training materials, galleries, or other school usage, training or safety purposes. These recordings or images may be used for, but not limited to, usage on our school websites, school photo gallery, electronic archives, emails and other materials used to carry on school activities.

T. Social Media Communications with BSNBCS2 Students

In order to maintain a professional and appropriate relationship with students, BSNBCS2 staff should not communicate with students who are currently enrolled in BSNBCS2 on personal social media sites. For example, this includes 'friending' a student on Facebook, following an Instagram feed or use other Apps to communicate with students. This provision is subject to the following exceptions: (a) communication with relatives and (b) if an emergency situation requires such communication, in which case BSNBCS2 employee should notify SMT of the contact as soon as possible

XII. AMERICANS WITH DISABILITIES ACT (ADA)

In 1990, Congress passed a civil rights law prohibiting discrimination on the basis of disability in the private and public sectors as an employee of we are obligated to inform you that the Americans with Disabilities Act which gives civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.

Subject to applicable law, BSNBCS2 will comply with the requirement to provide a reasonable accommodation to any qualified employee or applicant with a qualified disability unless it would impose an undue hardship on BSNBCS2. Individuals who believe they need an accommodation to perform their jobs should submit a written request to the Human Resources Administrator with appropriate medical documentation to support their request, describing the activities that can and cannot be performed.
Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner.

XIII. OCCUPATIONAL SAFETY AND HEALTH ACT (OSHA)

Consistent with federal OSHA requirements and to protect the wellbeing of employees, BSNBCS2 recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials (primarily hepatitis B and human immunodeficiency virus (HIV/AIDS)) could result in infection, illness or death of employees. The Health Safety policy covers all BSNBCS2 employees but particularly those who may reasonably anticipate coming into contact with these materials as a result of their job duties. If your job duties may put you into this category, BSNBCS2 will provide you with appropriate information.

XIV. RIGHT-TO-KNOW

The New York State Right-to-Know Law gives you the right to find out what toxic substances are present in your workplace – in this case, BSNBCS2. This law covers New York State public sector employees including former employees who were employed after December 1980.

By law, we are obligated to inform you of all substances known to be present in any compound or mixture, if they comprise 1% or more by weight of the compound or mixture hazardous. Upon written request, we will provide you with any information regarding any substances we use, within a 3-day period.

XV. ETHICS/CONFLICT OF INTERESTS

It is imperative that BSNBCS2, both in reality and in perception, be deemed to operate solely in the best interests of the students it serves. Any damage to its reputation can significantly impact on the mission of BSNBCS2. As an employee of BSNBCS2, you are to be ever mindful of the need to conduct yourself both in and outside of BSNBCS2 in a manner that will not bring criticism to yourself and to BSNBCS2.

You have an obligation to conduct your affairs within guidelines that prohibit actual or potential conflicts of interest. Actual or potential conflict of interest occurs when you are in a position to influence a decision that may result in a personal gain for you, for a relative or for anyone else who has a close personal relationship with you as a result of BSNBCS2 business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with you is similar to that of persons who are related by blood or marriage.

No “presumption of guilt” is created by the mere existence of a relationship with an outside firm or vendor.

However, if you have any influence on transactions involving purchases, contracts, or supplies it is imperative that you disclose that relationship to the School Management

team immediately so that safeguards can be established to protect all parties.

Personal gain may result in instances where you or your relative or one with a close personal relationship has a significant ownership in the vendor or firm with which BSNBCS2 does business. As noted elsewhere, accepting a gift from a vendor or business doing business with BSNBCS2 is prohibited.

XVI. CHILD ABUSE

PROCEDURES FOR REPORTING CHILD ABUSE

A. Child Abuse or Maltreatment Pursuant to §411 *et. seq.* of the Social Services Law.

Pursuant to §413 of the Social Services Law, school officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment ("SCR"). A hotline has been established for reporting by mandated reporters, which include school officials. The hotline is [redacted]

Child "abuse" occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or person legally responsible) knowingly allowed another to inflict such harm.

Child "maltreatment" (which includes neglect) occurs when a child's physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent's (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, cause the child to be placed in imminent danger.

As mandated reporters, school officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. "Reasonable cause" to suspect child abuse or maltreatment means that, based on a school official's rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment.

1. If a school employee learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student's care, the employee must report the situation to the School Management team immediately.

a. If the School Management team is not immediately available, send an email to [redacted] and then BSNBCS2 employee should report the situation to one of our School Counselors.
b. If both the School Management team and School Counselors are not available, the employee must follow the regulations listed below.

2. If, based on the employee's report, the School Management team reasonably believes that abuse or maltreatment has occurred, the School Management team must immediately call the SCR hotline at [redacted] and make a verbal report.
   a. The School Management team should ask the SCR representative his or her name and the "Call I.D."
   b. Within 24 hours of the School Management team's verbal report to the SCR hotline, he or she must complete and submit to SCR mandated reporter form "LDSS-2221A". Form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: www.ocfs.state.ny.us/main/forms or by calling (518) 472-0971.
3. If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist.

4. The School Management team shall document for his or her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether or not those circumstances rise to the level of reasonable suspicion that cause him or her to make a report to SCR.
5. All information relating to reports of child abuse or maltreatment shall be strictly confidential.

B. Child Abuse in the Educational Setting Pursuant to Education Law Article 23-B.

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8

N.Y.C.R.R. 100.2(hh), any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

1. The name of the child's parent.
2. The name of the person who reported the abuse and their relationship to the child.
3. The name of the employee or volunteer against whom the allegation is made.
4. A listing of the specific allegations.

The report must be given to the School Management team immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure to a confidential record to an unauthorized person

is a class A misdemeanor.

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

1. If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement pursuant to §100.2(hh) of the Commissioner's Regulations setting forth the duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant to Education Law §1130, and actions to be taken upon criminal conviction of a licensed or certified school employee pursuant to Education Law§1131.
2. If the parent made the allegation, promptly provide the parent with the above-referenced written statement.
3. If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation, promptly notify the parent, and provide the parent with the requisite written statement.
4. If a public school administrator received the written report alleging abuse, the administrator must promptly provide the superintendent with a copy of the report as well.
5. A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
6. BSNBCS2 shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the New York State Education Department.
7. Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five years or at such earlier time that BSNBCS2 determines.

If the alleged abuse was by an employee or volunteer of a school other than one within BSNBCS2 district of the child's attendance, the report must be forwarded promptly to the superintendent of the other district.

Moreover, at least annually, BSNBCS2 shall provide information and/or training to all new teachers, school nurses, guidance counselors, psychologists, social workers, administrators, board members, and other school personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse (ie 'mandated reporting') in an educational setting.

XVII. WHISTLEBLOWER POLICY

Bedford Stuyvesant New Beginnings Charter School ("BSNBCS2", or the "School") requires its directors, officers, employees, student workers, interns, volunteers, and employees of agencies contracting with the school (each, a "Protected Person"), to observe high standards of business and personal ethics in the performance of their duties on the School's behalf.

BSNBCS2 is committed to protecting individuals from interference when making a "Protected Disclosure" (see definition below) and from retaliation for having made a Protected Disclosure or for having refused to follow an illegal instruction.

The principal objective of this Whistleblower Policy is to encourage and enable Protected Persons, without the fear of retaliation, to raise concerns regarding suspected unethical and/or illegal conduct or practices on a confidential and, if desired, anonymous basis, so that the School can address and correct inappropriate conduct and actions.

This policy *is not intended* to be the method for reporting violations of the School's applicable human resources policies, problems with colleagues, co-workers, or supervisors, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be handled in accordance with BSNBCS2's Staff Handbook.

The School will exercise its authority to take whatever action may be needed to prevent and correct activities that are found to constitute wrongful conduct.

DEFINITIONS

A. Wrongful Conduct Concern ("Concern")

A violation of School policies; a violation of applicable local, New York State, and Federal laws; or the use of School property, resources, or authority for personal gain or other non-School-related purposes.

B. Protected Disclosure

Communication about actual or suspected wrongful conduct engaged in by a School staff member, volunteer, or contractor (who is not also the disclosing individual) based on a good faith and reasonable belief that the conduct has both occurred and is wrongful under BSNBCS2 policies and/or applicable laws. Individuals who are aware of, or have reason to suspect wrongful conduct should report the conduct promptly.

REPORTING RESPONSIBILITY

It is the responsibility of all School representatives to report, in good faith, concerns they may have regarding actual or suspected activities which may be illegal or in violation of the School's policies with respect to, without limitation, fraud, theft, embezzlement, accounting, or auditing irregularities, bribery, kickbacks, and misuse of the School's assets, as well as any violations or suspected violations of high business and personal ethical standards.

NO RETALIATION

No School representative who in good faith reports a concern shall suffer intimidation, harassment, retaliation, discrimination, or adverse employment consequences because of such report. Any employee of BSNBCS2 who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including termination of employment.

ACTING IN GOOD FAITH

Anyone reporting a concern must act in good faith and have reasonable grounds for believing that the information disclosed may indicate a violation of a law, BSNBCS2 policy and/or ethical standards. Any allegations that prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

REPORTING CONCERNS

Concerns should be reported either verbally or in writing as soon as practicable to any one of the following:

1. The School Management Team member to whom the Protected Person reports;

2. The Human Resources Department: [redacted]

3. Send a letter to the attention of BSNBCS2 Human Resources, 82 Lewis Avenue, Brooklyn, NY 11206 for anonymous reporting.

INVESTIGATIONS

The Executive Director or their Designee will attempt to notify the Protected Person (when identity is known) to acknowledge receipt of the reported concern. All reports will be promptly investigated, and appropriate corrective action will be taken when warranted by the investigation. The Executive Director or their Designee shall determine the scope, manner, and parameters of any investigation and report to the Board of Trustee's Grievance Committee.

CONFIDENTIALITY

The School takes seriously its responsibility to enforce this Policy, and therefore encourages any person reporting a concern to identify him or herself so as to facilitate any resulting investigation. Notwithstanding the foregoing, in reporting a concern, BSNBCS2 Protected Persons can request that their report be treated in a confidential manner (including that the School takes reasonable steps to ensure that the identity of the reporting person remains anonymous). Concerns will be kept confidential to the extent possible, consistent with the need to conduct a thorough and complete investigation.

RECORDS

The School will retain on a strictly confidential basis for a period of seven (7) Years all records relating to any reported Concern and to the investigation and resolution thereof. All such records are confidential to the School, and such records will be considered privileged and confidential, subject only to a lawful subpoena or other recognized government authorities.

DISTRIBUTION

The School shall inform and provide a copy of this Policy to all BSNBCS2 employees, officers, directors, and all other persons or contractors who provide substantial service to Bedford Stuyvesant New Beginnings Charter School.

CERTIFICATION OF RECEIPT OF THE
BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL
2024 – 2025 EMPLOYEE HANDBOOK

I have been informed about the BSNBCS2 Personnel Handbook, received access to a digital copy of the Handbook and I understand that I have the responsibility to become familiar with all policies and procedures included in them.

Further, I have read and understand the provisions of the following School policies, procedures and guidelines, and agree that adherence to them and all others as a condition of continued employment by BSNBCS2:

- Employment At Will
- Equal Employment Opportunity
- Grievance Procedure
- Code of Conduct and Harassment
- Health and Safety
- Social Media Policy
- Procedures for Reporting Child Abuse

I understand that the procedures set forth in the Personnel Handbook are operational guidelines for BSNBCS2 and its employees, and may, from time to time, be changed as necessary to update its policies and improve organizational efficiency.

Employee Name (print) _____

Employee Signature _____

Date _____

R-13a - Partner Organizations

a. Partner Information

Explain the due diligence process used to select the partner(s), and its role in the development of this proposal. Describe any partner organizations that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:

- **The name of the partner organization(s);**
- **The name, address, phone number, and e-mail of a contact person;**
- **A description of the nature and purpose of the relationship;**
- **Any contract or monetary arrangements;**
- **Names of proposed school board members affiliated with the organization(s); and,**
- **Evidence of the organization's ability to business in New York.**

NOTE: Applicants submitting a proposal in conjunction with a CMO do not need to include information about the CMO in this response. CMOs should submit a business plan in conjunction with the proposal. Refer to the Application Requirements section for information about submitting a business plan.

Not all non-CMO partner organizations are required to submit a business plan with the school proposal. Please refer to the Business Plan Requirements section in the Introduction for further information and contact the Institute with any questions.

N/A. BSNBCS2 does not propose to have a partner organization.

R-13b - Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the charter school.

If the school would provide compensation to the partner(s) for any goods or services (i.e., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services would be at or below fair market value.

N/A. The school does not have any proposed partnerships.

R-14ad - Governance

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details. Proposed board members should intend to serve the school through its first charter term, if approved.

- **Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "CMO Representative," "Parent Representative," etc.**
- **Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve (e.g., "Academic Committee," "Finance Committee," etc.).**
- **Include any currently vacant seats that the board would fill at a later date, and specify the date. For example, if the board intends to add the head of the school's Parent Teacher Organization as an ex-officio member after PTO elections in December of the first year, that member should appear in the table below as: Name - TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether role would be "Voting," or non-voting and/or "Ex-Officio."**

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1. Victor Rivera	Board Chair	Governance Committee	Lawyer and Finance Experience	Y	N
2. Doris Givens	Treasurer/ Secretary	Finance Committee Chair	Non-Profit experience, Banking	Y	N
3. Kevin Nesbitt	Vice Chair	Academic Committee Chair	Higher Education, Community member	Y	N
4. Joseph Sciame	Trustee	Governance Committee	Executive Leadership, Development	Y	N

The proposed founding Board of BSNBCS2 consists of several individuals who were part of the planning team of Bedford Stuyvesant New Beginnings Charter School, which was initially chartered in 2010 and a trustee who has since joined the Board since opening. Comprised of

five Brooklyn natives, this team represents an experienced, diverse, and savvy community-based Board of Trustees. They are passionate about our community and increasing the educational options for Bedford Stuyvesant families via this new school application. The proposed Board members intend to serve the school through its first charter term, if approved.

This team came together as a part of a dialogue that started with their roles as members of the Bedford Stuyvesant New Beginnings Board of Trustees. This team is diverse and representative of the Bedford Stuyvesant Community: 50% identify as Black and 25% as Latino, 40% are women, 50% reside within Community School District 16, and 75% are parents of children enrolled in elementary, high school, or college.

Over several years, the team has established effective fiscal, operational and oversight practices in the governance domain. This growth has been supported by framework for Board growth and our Trustees have specifically received training and support from Marci Cornell-Feist, a Board governance expert, and the usage of the toolkit and frameworks developed by her company, Board on Track.

During the start-up phase following approval but prior to the opening of the school in July 2024, the Trustees will focus on three key goals for the Board itself: (1) expand the Board's capacity to develop an effective legal, fiscal and operational framework for the organization (2) support the Founding Team's work to open the school and establish effective procedures, policies and actions that will support the opening year work, (3) enhance the Board's effectiveness through the establishment of a Governance committee, that will recruit, identify and on-board new Trustees that can help the Board meet its goals.

Recruitment Process for New Trustees: The work of the Board of BSNBCS2 will be enhanced and improved by the success of its working committees. Especially key in the first year of the school's operation will be the work of the Governance Committee which will implement a process by which new Trustees will be recruited and nominated, as well as establishing norms and best practices for board excellence. This process will include:

- Needs assessment of Trustee competencies and skill areas: The Governance Committee will utilize tools from the Board on Track framework to identify the skills and competencies of current Trustees. Based on that skills inventory, the Committee will identify any gaps in experience or skills which will fuel the seeking out of new Trustees.
- Sourcing: Review of current Trustee or staff networks and events where Trustees can be identified, approached and cultivated for interest.
- Vetting: The Governance Committee will review and expand, as appropriate, the existing vetting process for candidates. This currently includes a resume review, a meeting with the referring Trustee or staff member, an interview with the executive director, a school visit, attendance at a monthly Board meeting and the joining of an existing committee. Following this process, Trustees interview the candidate prior to any vote on their status.
- On-boarding: Once Trustees are approved to join the Board, the Governance Committee will support their on-boarding through regular availability, orientation, resources and connections to the school, including a by-laws review. The Committee, including the

Executive Director, will ensure they have regular access to the school, training and information needed to be an effective Trustee.

- Managing Term Limits, retention and off-boarding: The Governance Committee will work closely with the Board Chair to define and develop a process for managing trustee retention and potential transitions to an advisory capacity, emeritus, alumnus, friend or former trustee status and/or off-boarding board members who can no longer commit the required time needed to achieve the Board's goals.
- Strengthening Trustee Engagement: The Governance Committee will work closely with the Board Chair to ensure collective and individual trustee accountability. This includes ensuring that every board member understands and acknowledges individual trustee performance expectations. Using the scorecards and tools from Board on Track, the Committee will review performance relative to goals, identify best practices and actions that will result in the school continuing its pathway to excellence.
- Board Leadership Development: The Governance committee will devise ongoing systems for educating, evaluating, and promoting board members, creating an environment in which board members are supported to continually display active dedication to the mission of BSNBCS. The committee can also be tasked with evaluating the efficacy of individual policies and creating new recruitment materials.

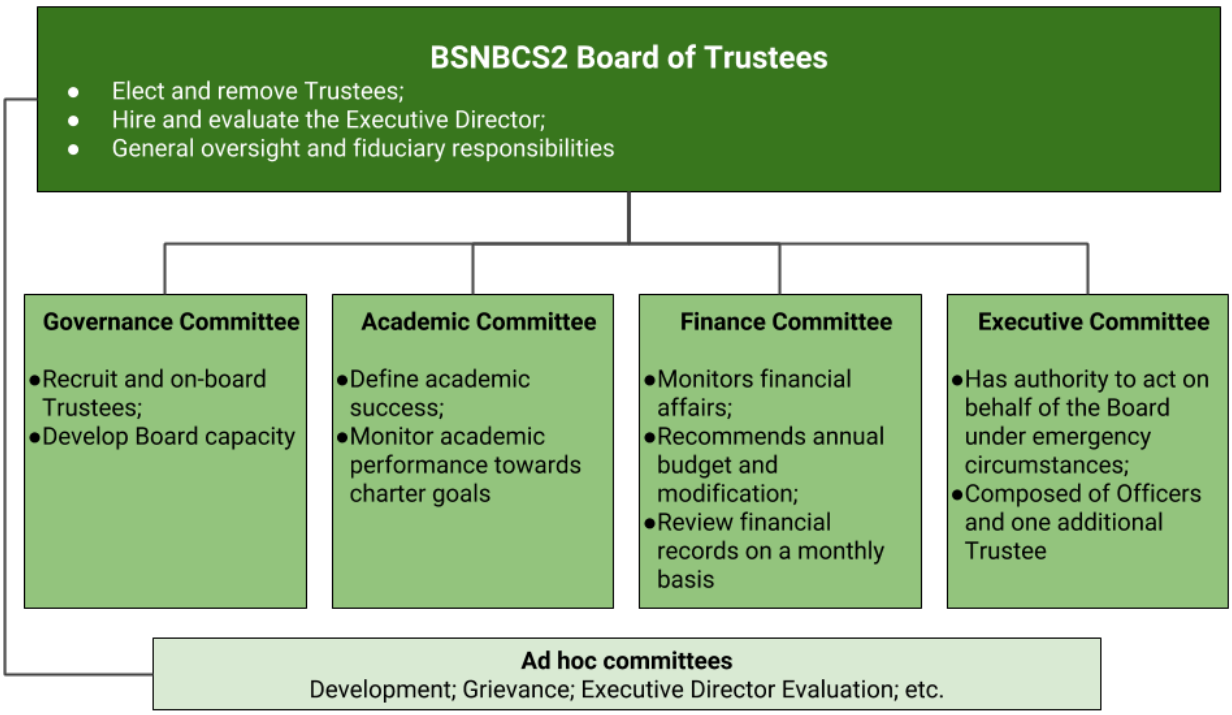
Request to Merge Education Corporations: Prior to the opening of the school in July 2024, BSNBCS2 and Bedford Stuyvesant New Beginnings Charter School will request that their educational corporations be merged. If that proposal is approved, it will ensure that additional, experienced and effective Trustees will be able to join the BSNBCS2 Board. If the merger of educational corporation were to be denied, additional Trustees would be recruited according to the plan described above so as to reach a reasonable and efficient size that will bring a broad range of skills and expertise to BSNBCS2's Board.

b. Education Corporation Board Roles and Responsibilities
Describe the roles and responsibilities of the education corporation's board of trustees including:

- **Selecting school leader(s) (and partner or management organizations, if any);**
- **Monitoring school performance including fiscal performance; and,**
- **Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.**

BSNBCS2 will be governed by its Board of Trustees. The Board is responsible for hiring, supervising, evaluating, and holding accountable the executive director, who is the school's leader, supervisor of the School Management team and responsible for day-to-day operations.

The Board's committees are responsible for the close monitoring of school performance in a number of key areas through its standing committees: Executive, Finance, Academic, and Governance. Additional committees that meet as needed are the Grievance Committee, Development Committee, and the Evaluation committee of the executive director. The Treasurer, in particular, is tasked directly to lead the Finance Committee and monitor the school's financial performance and viability through regular meetings and communication with the school's executive director and other key staff.



The Board is ultimately accountable for BSNBCS2's governance and performance. Accordingly, it has a vital responsibility in holding the executive director accountable and developing appropriate policy guidance for him or her, ensuring financial and regulatory compliance, fundraising, and expanding the school's network of supporters. The Board will evaluate the executive director using a evaluation process, currently in place at Bedford Stuyvesant New

Beginnings Charter School, developed with the support of Board on Track, incorporating feedback from the executive director, trustees and a review of the school's charter goals.

The Board delegates day-to-day decision-making to the executive director and holds him or her responsible for the school's overall administration and operations, including the evaluation of all other employees. The executive director may delegate responsibility and authority to discharge these functions to others, in particular to members of the School Management Team including the K-8 principal, high school principal and others to develop such procedures and regulations as are necessary to ensure the efficient operation of BSNBCS2.

Specific Responsibilities of Trustees: To ensure Trustees understand their roles and responsibilities, the following 12 point outline of responsibilities will guide the initial phase of the school prior to opening. As the needs of BSNBCS2 expand and become more complex upon opening, this list will be enhanced and expanded to meet the needs of the organization. Trustees should:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of BSNBCS2.
2. Work with fellow board members and the School management team, as necessary, to fulfill the obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
    a. Focus on the good of the organization and group, not on a personal agenda
    b. Support board decisions once they are made
    c. Participate in an honest appraisal of one's own performance and that of the board
    d. Build awareness of and vigilance towards board governance matters rather than day-to-day management issues affecting the school.
4. Regularly RSVP'ing through Board on Track and attending board and committee meetings.
    a. Prepare for these meetings by downloading meeting materials in advance, reviewing materials and bringing the materials to meetings.
    b. If unable to attend, notify the board or committee chair.
    c. Be aware of, and abide by, the board's attendance policy.
5. Be prepared to contribute approximately 8-10 hours per month toward board service, which includes:
    a. Attending a monthly board meeting (2- 3 hours)
    b. Participating on a board committee (2- 3 hours)
    c. Reading materials, reviewing relevant Board on Track resource materials to prepare for meetings (1 hour)
    d. Attending 1-2 events at the school (such as classroom visits, Career Day, Award Ceremonies, Annual Graduation Ceremony, Publishing Parties, Athletic Events, events with elected officials and other guests etc.) Assist with fundraising and other ambassadorial tasks as needed (1 hour)

6. Remain informed about the organization and its issues by reviewing materials, participating in discussions, and asking strategic questions.
7. Actively participate in one or more “Give or Get” fundraising event(s) annually including but not limited to “Giving Tuesdays” and other social media supported opportunities.
8. Use personal and professional contacts and expertise for the benefit of BSNBCS.
9. Serve as a committee or task force chair or member.
10. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful and demonstrates full board commitment.
11. Inform the Board of Trustees of BSNBCS2 of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.
12. Actively use Board on Track **i**n a timely manner to manage, track, monitor and provide input for board meetings, goals, individual engagement, assessments and executive director evaluations. Leverage Board on Track resources (webinars, articles, etc.) for individual board development.

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation’s board of trustees including:

- **Number of trustees;**
- **Officer positions;**
- ***Ex-officio* members (voting and non-voting);**
- **Standing committees or committees with the full authority of the board (if any);**
- **Delegation of authority to any committees, officers, employees, or contractors;**
- **Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;**
- **Frequency of board and committee meetings;**
- **Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;**
- **Trustee recruitment and selection process and criteria;**
- **New trustee orientation process; and,**
- **Board/trustee training and development.**

Board size: The founding board of BSNBCS2 shall consist of at least four Trustees and may be expanded up to 20 Trustees, based on school needs. Officer positions shall include the Board Chair, Vice Chair, Treasurer and Secretary. All founding Trustees are voting members, unless otherwise designated, though the Board reserves the right to have ex-officio members, in the future.

Membership: Board members are volunteers and will not be compensated for their service, though the school may pay for some related expenses (food, travel, etc) related to their duties. Members must be at least 18 years of age. The board functions as a collective entity and no individual board member may speak for the board unless specifically delegated to do so. Members will have three year terms.

Officer positions: The BSNBCS2 Board of Trustees will operate with four officer positions elected by the Board members:

- **Chair:** The board Chair is responsible for leading the board and setting the tone for all members. The Chair sets meeting agendas with input from board members, school leaders and others, and presides at all meetings of the Board. The Chair communicates with and supports the school leader as manager of the school. When so delegated, the Chair also serves as the voice of the Board and communicates with partner organizations, the authorizer and the community at large. The Chair coordinates with Committee Chairs and school leadership to monitor committee work and ensure that committees have adequate resources. The board Chair is responsible for fostering an effective decision-making environment by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas.
- **Vice-Chair:** The Vice-Chair discharges the duties of the Chair as required in the Chair's absence. This may include presiding at meetings, developing agendas, communicating with the school leadership or committees, and representing the Board in the community.
- **Treasurer:** The Treasurer is the chief financial officer of the Board. The Treasurer keeps and maintains, or causes to be kept and maintained, adequate and correct books and records of account. The Treasurer is chair of the Finance Committee, regularly reviews the financial condition of the school, and reports to the Board on all financial aspects of the school. The Treasurer works with school leaders to develop the annual budget for adoption by the Board and oversees the hiring of an independent auditor to conduct the annual audit. The Treasurer communicates regularly with the school's Chief Finance Officer but has no decision-making authority unless delegated by the Board.
- **Secretary:** The Secretary keeps or causes to be kept a full and complete record of the proceedings of the Board and its committees, gives notice of all Board meetings as required by law, and in general maintains all of the documents of the board, including bylaws, code of ethics and policies adopted by the board.

Committees: In order to conduct the work of governing the school, the Board will operate with a committee structure to focus attention on specific functions and priorities. The Board will have a number of standing committees and may appoint *ad hoc* committees as necessary. Except for the Executive Committee, which will be composed of only Board members, other committees may include Board and non-Board members. In establishing committees, the Board may delegate decision-making authority to committees. However, they may not have authority in certain matters, including:

- the filling of vacancies in the Board or in any committee or removing any Trustee from the Board or any committee;
- the final approval of recommendations regarding formal complaints filed by individuals or groups against the School;
- the amendment or repeal of Board By-laws or the adoption of new By-laws;
- the granting of degrees; and
- the amendment or repeal of any resolution of the Board which, by its terms, shall not be so amendable or repealable.

The BSNBCS2 Board will have the following standing committees:

- **Executive Committee:** The Executive Committee will be composed of five board members, typically including the Board officers and/or committee chairs, and will be chaired by the Board Chair. The Executive Committee shall be chaired by the Chair and shall have the authority to act in lieu of the Board in such exigent circumstances where an Emergency or regularly scheduled Board Meeting would not provide sufficient time for a decision, provided, however, that any such act by the Executive Committee shall be made by a majority of such Committee and reported to the Board at the next following meeting for ratification.
- **Finance Committee:** The Finance Committee will include the Board's Treasurer, a designated school employee who works in finance, and additional Board members. The Finance Committee will develop and recommend to the Board an annual budget, monitor revenues and expenditures, recommend budget adjustments when necessary, and recommend an audit firm and review audit findings. The Finance Committee will review and recommend changes to the school's Financial Policies and Procedures and also develop and regularly revise long-term budget projections to inform strategic planning of the Board. The Finance Committee will convene monthly to review financial records, including budget to actuals, cash balances and cash flow projections, and will report at every regular board meeting on the financial health of the school.
- **Academic Committee:** The Academic Committee shall oversee implementation of the education program and monitor progress towards and achievement of the school's Accountability Plan goals. This committee will include at least two board members as well as the principal(s). This committee will be responsible for evaluating whether the school is adhering to its charter agreement and achieving its mission and goals. The Academic Committee will set annual internal goals for the school and monitor progress towards achieving these goals as well as the goals set forth in the school's Accountability Plan. The committee will review the school's charter application and charter agreement at least annually to determine if the school is on track to keeping all of the promises it made to parents and its authorizer, the SUNY Board of Trustees. The Academic Accountability Committee will also review the school's Annual Report and Accountability Plan Progress Report before they are submitted to the New York State Education Department and SUNY Charter Schools Institute. The Academic Committee shall meet at least once each term.
- **Governance Committee:** The Governance Committee ensures that the Board is fulfilling its potential and is functioning appropriately and efficiently. It assumes the primary responsibility for matters pertaining to Board of Trustees recruitment, nominations, orientation, training, and self-evaluation. The work of the committee includes enhancing the engagement and participation of existing Trustees as well as recruiting new ones and ensuring that each Trustee is equipped with the proper tools and resources to carry out his or her responsibilities. In Year One of the charter, this committee shall minimally include the Board Chair, the Treasurer and the Chair of the Governance Committee. The Governance Committee will regularly evaluate the effectiveness of board meetings, make recommendations for improvement and annually coordinate an evaluation of the full board and individual trustees.

Information to be received by the Board: The Board of Trustees shall receive and review, when they are published, any document pertaining to the school's performance against its charter goals, such as the NYC DOE School Survey, New York State test and Regents results, Annual Report, or banking and financial statements. Typically, such documents will be shared with the committees specifically tasked with school monitoring and accountability on relevant measures. Additionally, as per the Board of Trustees' bylaws, every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Procedures for publicizing monthly school Board meetings: BSNBCS2's Board of Trustees shall publish on the schools' website every year, following its annual retreat, its meeting dates and times for the upcoming twelve months. The meeting dates will also be published on its public Board Portal hosted by BoardOnTrack.com. This public portal will also be used to publish agendas, meeting minutes, and meeting documents according to the New York State Charter School Act and NY Open Meeting Laws. The Board's Secretary shall be responsible for the timely publication of meeting notices and minutes.

Board Capacity

The BSNBCS2 Board has the capacity to monitor and provide oversight of the school's academic, administrative and fiscal operations. Table below indicates the areas of expertise of proposed BSNBCS2 Board members. Board members represent a vast set of knowledge, skills, and experience in law, finance, government relations, community relations, education, and nonprofit leadership.

Trustee Name and Affiliation	Education	Finance	Administration	Law	Community member	Supportive services
Victor Rivera Jr. Partner, R&R legal advisors		X	X	X		
Doris Givens, Banker Federal Reserve Bank and City Year (Retired)		X	X			X

Kevin A. Nesbitt Vice President and Dean of Students, St. Thomas Aquinas School	X		X		X	
Joseph Sciame Vice President of Community Relations St. John's University	X		X			X

Board Capacity Building

BSNBCS2 is founded and is governed by a diverse group of New York City's educational, civic, and community leaders. Board members come together around a shared belief that all students are entitled to their choice of a high quality public school in Bedford Stuyvesant. The Board is committed to the mission of BSNBCS2. Specifically, members must strongly believe all students deserve:

- The rigorous academic standards and frequent assessment found in excellent charter schools;
- An engaging, curriculum, taught by excellent teachers, focused on preparation for rigorous, academic high schools;
- Civic, character, and leadership education as an essential part of public schooling; and
- A highly structured, disciplined, and supportive academic environment.

BSNBCS2 will ensure that the Board of Trustees operates at full capacity through its Governance Committee, which will be responsible for the transition between outgoing and incoming Board Members. The Governance Committee will evaluate outgoing Board Members and seek incoming Board Members with similar qualifications, as appropriate.

The BSNBCS2 Board will build its capacity by implementing a process of ongoing board development. Board development plan consists of the following:

- Orientation: Each new board member will be provided information about the school, such as a copy of the approved charter; the Boards' bylaws; the most recent Annual Report; information about BSNBCS2's financial status, such as the latest financials and by the end of year one, the latest audit; a tour of the school facility and an introduction to the school's staff. It will be the Board's Executive Committee that has the responsibility to organize and implement these initial activities. During orientation, the officers of the Board will discuss the primary responsibilities and expectations of individual board members with the new board members, and will particularly discuss his/her specific personal and/or professional skills in relation to the needs of the board. New Board members will be assigned to one or more of the standing committees and made aware of their responsibilities.

- Training: Training will take into consideration the needs of individual Board members as well as the needs of the overall Board. To address individual and entire Board needs, training opportunities such as workshops, seminars, resource materials, and e-training will be identified (e.g., BoardSource, BoardNetUSA, Governance Matters) and disseminated. We have also engaged Board on Track to identify best practices and strategies in charter school governance through a series of sessions, trainings and an upcoming retreat.
- Standing-Committee Assignment: Each Board member will be assigned to one or more standing committees of the Board during his/her orientation. In order to carry out committee responsibilities, Board members will be required to learn new information, policies and procedures. The Chair of each standing committee will assist committee members in this learning process by recommending appropriate training opportunities and allocating time at committee meetings to provide needed training and guidance.
- Evaluation: The annual assessment of the Board's performance should be considered a form of ongoing development. The process will include three parts: (1) a self-assessment by each individual member of his/her performance, (2) tools from the Board on Track framework for Trustee evaluation and (3) an evaluation of the Board's performance by the Board as a whole. The Executive Committee will provide each Board member with survey instruments designed to achieve a comprehensive assessment of self and the board.

Qualifications of Potential Board Members

Each Board member must be at least 18 years old, with an understanding of and commitment to BSNBCS2's goals, mission and programs. Board members must have exceptional professional or community service experience and/or other experience that is needed to ensure that all school stakeholders are appropriately represented on the board. BSNBCS2 will seek individuals who reflect a range of backgrounds, expertise, and accomplishments. BSNBCS2's founding board reflects backgrounds in education, law, finance, government relations and community involvement. When and if vacancies occur, the Board will assess the needs and gaps, if any, on the Board and will seek individuals who can address these needs and gaps as new Board members. Our Board values diversity of opinions and backgrounds and will seek to add members that contribute unique perspectives in addition to specific skills identified as part of its needs assessment.

d. Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

The BSNBCS2 Board of Trustees will welcome input and participation from the school stakeholders in multiple ways:

- **Board meeting attendance:** Parents, school staff and other community members are welcomed to join our Board meetings, which are held at the school twelve times per year. The school makes these meetings welcoming by including food for guests and following all Open Meetings Law requirements to ensure community members are welcome to attend. Each Board meeting includes a written sign up sheet, which allows for public comments.
- **Membership to the Board of Trustees:** The Board will also consider qualified candidates for Board of Trustees positions, evaluated using the same criteria for other Trustees, from the school's parent body and alumni.
- **Annual NYC School Survey:** Part of the Board's annual cycle of data analysis will include reviewing the results of NYC School Survey.
- **Participation in school events:** BSNBCS2 Trustees will be expected to engage with the community by attending events at the school and directly interacting with staff, students and families.
- **Regular engagement with elected parent leaders:** The Board will personally invite elected parent leaders to its monthly Board meetings, and will liaise with them either directly or through designated BSNBCS2 staff members.

R-14e - By-laws
Provide a draft of the proposed education corporation's governing by-laws.

Bedford Stuyvesant New Beginnings Charter School 2
Proposed By-laws

ARTICLE I: NAME

The name of the Corporation is the Bedford Stuyvesant New Beginnings Charter School 2 (hereinafter "the Corporation").

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the 'Trustees") of the Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To exercise such additional powers as may be necessary to comply with applicable provisions of the Education Law, the Not-For-Profit Corporation Law, the Corporation's Charter and these By-Laws; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than five (5) and shall not exceed twenty (20). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity. One voting Trustee position on the Board is reserved for a community member of the district of location of the Charter School.
2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
3. Interested Persons. Not more than 40% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
4. Term of Office.
    a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
    b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year.
    c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July first of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: *Bedford Stuyvesant New Beginnings Charter School 2, 82 Lewis Avenue, Brooklyn, New York,* or such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate *provided however that the location of any board meeting shall comply with the requirements of Article 7 of the New York Public Officer's (hereinafter referred to as the "Open Meetings Law.*

B. Annual Meetings. An Annual Meeting shall be held in the month of June or July of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. A minimum of twelve (12) Regular Meetings shall be held each year on dates determined by the Board.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair, or upon written demand of not less than one-half of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices to Trustees of Board Meetings, *including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meetings Law.* shall be given as follows

1. Annual Meetings and Regular Meetings may be held with notice if the Bylaws or the Board fix the time and place of such meetings.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business. Trustees other than those participating in-person shall not vote. To the extent that there may be any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law shall control.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent permitted by Article 7

of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video- conferencing shall not vote.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such committees. Such members and chairs will serve for a term of one year, unless such terms are extended by the Chair at the Annual Meeting of the Corporation. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board, except that any Executive Committee of the Board shall be comprised of: the Chair, the Vice-Chair, the Treasurer, the Secretary and one at-large trustee designated by the Chair.

2. Standing Committees. The Board shall have the following committees:

    a. Executive Committee: The Executive Committee shall be chaired by the Chair and shall have the authority, subject to these By-Laws, to act in lieu of the Board in such exigent circumstances where a scheduled Board Meeting would not provide sufficient time for a decision, provided, however, that any such act by the Executive Committee shall be made by a majority of such Committee and reported to the Board at the next following meeting for ratification;

    b. Finance Committee: The Finance Committee shall be chaired by the Treasurer and shall be responsible for monitoring the financial affairs of the Corporation and reporting on such to the Board at each Board meeting;

    c. Academic Committee: The Academic Committee shall be chaired by a Trustee designated by the Chair and shall be responsible for working with the CEO to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals; and

    d. Governance Committee: The Governance Committee shall be chaired by a Trustee designated by the Chair and shall be responsible for evaluation of Board performance. The Governance Committee assumes the primary responsibility for matters pertaining to Board of Trustees recruitment, nominations, orientation, training, and evaluation. The Governance Committee will regularly evaluate the effectiveness of board meetings, make recommendations for improvement and annually coordinate an evaluation of the full board and individual Trustees.

3. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

    a. The election of Trustees;

    b. Filling vacancies on the Board or any committee which has the authority of the Board;

c. The fixing of Trustee compensation for serving on the Board or on any committee;

d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and

e. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. **Standard of Care.**

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. Nothing herein shall authorize the Board, or those acting on its behalf, to invest the corporation’s money, assets or funds in any manner proscribed by the New York State Constitution and/or any other law.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a Board Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Board Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer by vote of a majority of the entire board at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year**.** The fiscal year of the Corporation begins on July l of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by authorized signers on the account. Such items for amounts of $10,000.00 or greater must be signed by two of these individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for- Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

All changes to the bylaws and any other sections of the charter are subject to approval by the charter entity, and any other entity required by law.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____ , Secretary Dated: _____

R-14f - Code of Ethics
f. Provide a draft of the proposed education corporation's code of ethics.
The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law. Please see the Guidance Handbook for more details.

Draft Code of Ethics

The Board of Trustees ("Board") of Bedford Stuyvesant New Beginnings Charter School 2 (the "School" or "Corporation") recognizes that sound, ethical standards of conduct will serve to increase the effectiveness of the Board, the Board's trustees ("Trustees") and officers ("Officers"), and the School's educational administrators, educational staff and employees (collectively, the "School Employees") as educational leaders in the School's community. Further, the public purpose and tax-exempt status of the School imposes a special obligation to maintain the public trust. Lastly, it is important to the School's mission that the Trustees, Officers and School Employees avoid at all times engaging in activities that would appear to be unduly influenced by persons who have a special interest in matters under consideration by the Board or relating to the School.

The Board recognizes its obligation under the New York State General Municipal Law §§ 800-806 (the "Gen. Mu. Law") to adopt a code of ethics and policy on conflicts of interest. Therefore, the Trustees, Officers and School Employees shall adhere to the following Code of Ethics and Policy on Conflict of Interests:

1. **Self-Dealing Transactions and Self-Dealing Disclosures**: (A). No Trustee, Officer or School Employee shall engage in a "Self-Dealing Transaction" (as defined below), and the Board shall not permit the School to enter into a Self- Dealing Transaction, unless it has been approved by the Board in accordance with applicable law and the School's charter. A "Self-Dealing Transaction" means a transaction to which the School/Corporation is a party and in which one or more of the Trustees, Officers or School Employees has a 'material financial interest'. (B). A Trustee, Officer or School Employee has a 'material financial interest' in a transaction with the School/Corporation if (I) the Trustee, Officer or School Employee or, (II) to the Trustee's, Officer's or School Employee's knowledge, the Trustee's, Officer's or School Employee's family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew) or business associate or personal relation (such family members and business associate or personal relation are referred to as an "Associate") (i) is employed by or holds a fiduciary, significant owner, or senior position with, any entity or person with which the School/Corporation is considering a transaction, or (ii) otherwise will receive compensation of any sort and whether directly or indirectly as a result of the transaction. A Trustee, Officer or School Employee has a 'material financial interest' in a transaction

with the School/Corporation is called an “Interested Party”. (C) As and when a Self-Dealing Transaction arises, each Interested Party has an obligation to promptly provide full and frank disclosure of his or her or his or her Associate’s interest to the Board. Disclosure required under this protocol must include all relevant and material facts known to the Interested Party about the Self-Dealing Transaction, and shall be set forth in the minutes of the Board. Unless the Board requests otherwise, a Trustee that is an Interested Party shall recuse herself or himself from the Board’s consideration of the Self-Dealing Transaction. In no event shall a Trustee vote on a Self Dealing Transaction with respect to which he or she is an Interested Party.

2. **Gifts:** No Trustee, Officer or School Employee shall, directly or indirectly, (i) solicit any gift, or (ii) accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties for the School or was intended as a reward for any official action for the School on his or her part.
3. **Confidential Information:** No Trustee, Officer or School Employee shall disclose confidential information acquired by him or her in the course of his or her official duties for the School or use such information to further his or her own personal interest. Such information specifically includes, for purposes of highlighting the importance thereof, student academic and health records, School financial information, and personnel and payroll records. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
4. **Compensation for Services:** No Trustee, Officer or School Employee shall receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.
5. **Compensation for Services for a Contingent Fee:** No Trustee, Officer or School Employee shall receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the Board with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
6. **Gen. Mu. Law:** Without limiting the specificity of these provisions, all Trustees, Officers and School Employees are subject to and shall at all times follow the Gen Mu. Law.
7. **Investments in Conflict with Official Duties:** No Trustee, Officer or School Employee shall invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties for the School. All Trustees, Officers or School Employees must disclose any contract or other relationship with not-for-profit entities, such as charter management organizations, partners and founding organizations.
8. **Political Contributions:** No Trustee, Officer or School Employee shall ask a subordinate, a student or a parent of a student to work on or give anything of value to any political campaign.

9. **Rules of Behavior:** All Trustees, Officers and School Employees shall observe such rules of behavior and conduct as the Board, or the School with the approval of the Board, may from time to time adopt.
10. **Distribution of Code of Ethics:** Each Trustee, Officer and School Employee shall be furnished a copy of this Code of Ethics and Policy on Conflict of Interests before entering upon the duties of his or her office or employment. In addition, the Board shall cause a copy of this Code of Ethics and Policy on Conflict of Interests to be distributed annually to every Trustee, Officer and School Employee. Each Trustee, Officer and School Employee shall be required to sign a statement acknowledging receipt of and agreeing to comply with this this Code of Ethics and Policy on Conflict of Interests before entering upon the duties of his or her office or employment and as part of his or her continuing to hold such position on said annual basis.
11. **Penalties:** In addition to any penalty contained in any other provision of law, any person who shall knowingly, intentionally or grossly negligently violates any of the provisions of this Code of Ethics and Policy on Conflict of Interests may be suspended or removed from office or employment, as the case may be, in the manner provided by law.

R-14g: Complaint Policy

Pursuant to Education Law § 2855(4) and guidance from the SUNY Charter Schools Institute, the Board of BSNBCS2 shall have the following policy regarding complaints:

Formal Complaints:

A parent, as well as any other individual or entity (such as a contractor, employee or school district employee), who believes that the charter school has violated a term of its provisional charter, its certificate of incorporation, or any applicable law, has the opportunity to make a formal complaint to the charter school education corporation's board of trustees to seek relief.

Such complaint should be made in writing to the school's Board of Trustees. Upon receipt of a written formal complaint, the BSNBCS2 Board of Trustees' Grievance committee shall review such complaint. The review of the complaint may a review of the information provided by the complainant. They will review this information, as well as any other information, including any needed interviews with the individual or group making the complaint and/or school personnel, as deemed necessary by the Grievance committee. Within 45 days of receiving the formal complaint, a written response shall be provided in writing to the individual or group having made the complaint. Upon resolution of a formal complaint, the Board will provide to the complainant:

1. Its written determination including any remedial actions to the taken;
2. A written notice to the complainant that he or she may file an appeal with the Institute if the complaint involves a violation of law or charter;
3. A copy of the Institute's Grievance Guidelines (available on the Institute's website: http://www.newyorkcharters.org/contact/ and,
4. Contact information for the Board of Regents: http://www.newyorkcharters.org/contact .

In accordance with Education Law § 2855(4), if after presentation of such a complaint to the BSNBCS2 Board of Trustees, the individual or group determines that the BSNBCS2 Board has not adequately addressed the complaint, that individual or group may present the complaint to the School's charter entity, the State University of New York (SUNY) Board of Trustees through the SUNY Charter Schools Institute (CSI), which shall investigate and respond.

If, after presentation of the complaint to CSI, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board of Regents through the State Education Department, which shall investigate and

respond. The SUNY Board of Trustees and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the BSNBCS2 Board of Trustees under their jurisdiction to effectuate the provisions applicable under Education Law.

Informal Complaints

Informal complaints do not involve violations of the law or the school's charter. An informal complaint may be specific to learning activities, programs, disagreements with school policies, or other complaints not applicable to the formal complaint policy. As such, informal complaints are internal matters of the school should be provided in writing to the school's principal, who shall review the matter and reply within five school days.

Should the decision of the principal not be deemed acceptable, the complainant may appeal to the executive director, who will make a final decision regarding the complaint, within 45 days of the initial complaint. Such informal complaints will not be referred to the school's Board of Trustees, SUNY Charter School Institute or Board of Regents.

[redacted]

[redacted]

[redacted] **Cell: (917)** [redacted]

[redacted]

[redacted]

[

[redacted]

[redacted]

[redacted]

[redacted]

EDUCATION HARVARD LAW SCHOOL, Cambridge, MA, Juris Doctor, 1987

PITZER COLLEGE, Claremont, CA, Bachelor of Arts, Political Studies, 1984

REGIS HIGH SCHOOL, New York, NY, 1980

BAR MEMBERSHIPS

[redacted]

AFFILIATIONS

[redacted]

[redacted]

[redacted]

[redacted]

EDUCATION

The New School University – New School for Social Research
Master of Arts, Political Science (*enrolled*)

Columbia University - Teachers College

Master of Arts, English Education, 2000
- Admissions Scholarship Recipient
- Graduated magna cum laude

New York University - School of Education
Bachelor of Science, English Education, 1998
- Community College Transfer Opportunity Program Scholarship Recipient: **Kingsborough, CUNY**
- Graduated summa cum laude

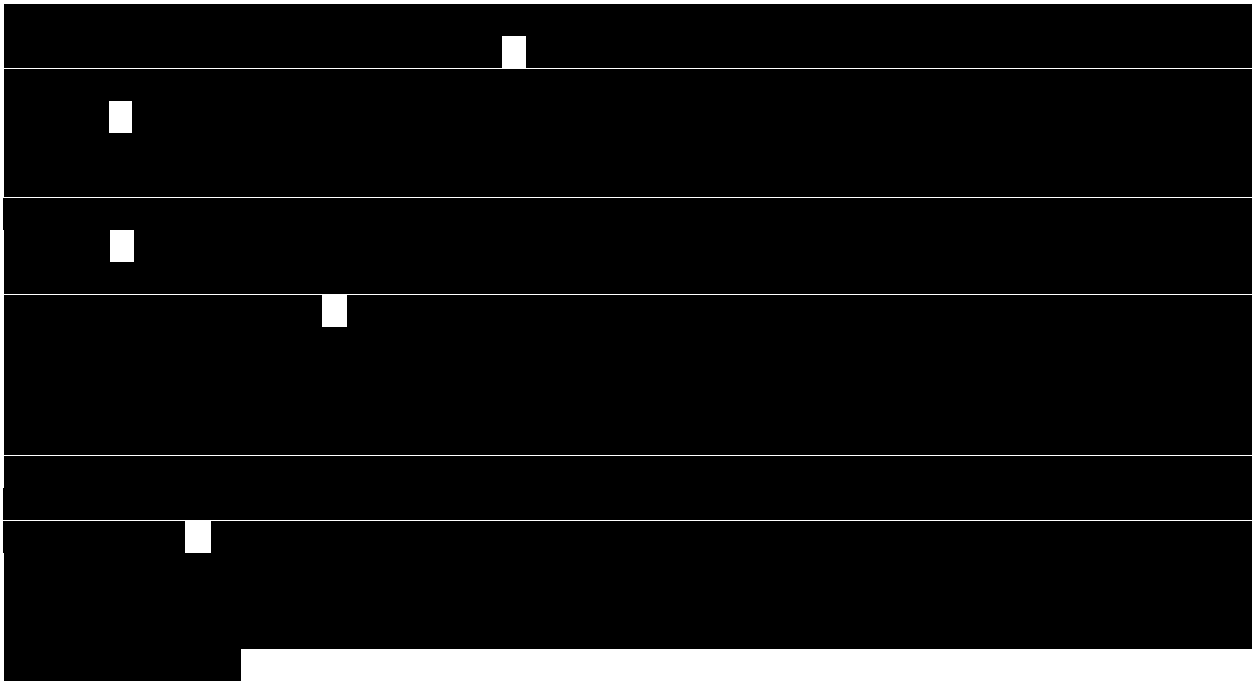
[redacted]

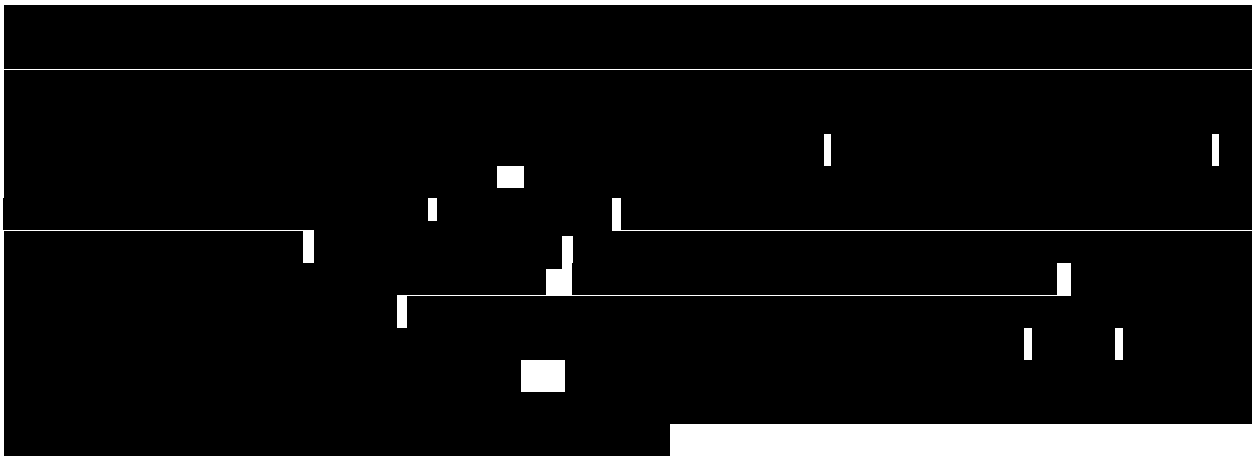
VICE-PRESIDENT FOR COMMUNITY RELATIONS

ST. JOHN'S UNIVERSITY

[redacted]

[redacted]





[redacted]

[redacted]

[redacted]

April 1, 2009

POSITIONS, BOARDS, COMMITTEES, COMMISSIONS, and HONORS, ETC.

[redacted]

[redacted]

[redacted]

SUMMARY

- Accomplished executive experienced in leading mission critical programs, strategies, business development and transformation for both corporate and nonprofit entities.
- Managed P&L's and complex operations, launched global programs, new products, frameworks, technologies and governance to ensure strategic alignment and stakeholder engagement in rapidly changing environments. Generated revenue. Secured sponsorship, grants and donors.
- Seeking to leverage twenty years of corporate and non-profit leadership to develop and advance the next generation of leaders.

CORE QUALIFICATIONS

Executive Leadership	**General Management**	**Strategy Creation/Execution**
Business Development	**Business Transformation**	**Program Creation/Deployment**
Strategic Partner	**Compliance and Risk Management**	**Financial/Budget Management**

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

- [redacted]

[redacted]

[redacted]

[redacted]

NON- PROFIT VOLUNTEER

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

EDUCATION

M.B.A., New York University, Stern School of Business, Management, NY, 1992
B.A., Pace University, Marketing, Pleasantville, NY, 1986

HONORS | PUBLIC SPEAKING

[redacted]

PROFESSIONAL CERTIFICATIONS

[redacted]

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

---

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
[redacted] (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Bedford Stuyvesant New Beginnings CS 2

2. Full name: [redacted]

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Bedford Stuyvesant New Beginnings Charter School

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☑ Does not apply to me. ☐ Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   ☑ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:
Yes, as a member of the Bedford Stuyvesant New Beginnings Board, I know the trustees of that organization, including the prospective Trustees of BSNBCS2.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:
Yes, as a member of the Bedford Stuyvesant New Beginnings Board, I know the lead applicants [redacted] and [redacted]

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

---

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
[redacted] (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

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        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   BSNBCS2

2. Full name: [redacted]

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Bedford Stuyvesant New Beginnings Charter School

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☑ Does not apply to me. ☐ Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   ☑ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:
Yes, as a member of the Bedford Stuyvesant New Beginnings Board, I know the trustees of that organization, including the prospective Trustees of BSNBCS2.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:
Yes, as a member of the Bedford Stuyvesant New Beginnings Board, I know the lead applicants [redacted] and [redacted]

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

---

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
[redacted] (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Bedford Stuyvesant New Beginnings Charter School 2

2. Full name:

   Home Address: [redacted]

   Business Name and Address: Retired

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Bedford Stuyvesant New Beginnings Charter School

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☑ Does not apply to me. ☐ Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   ☑ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:
Yes, as a member of the Bedford Stuyvesant New Beginnings Board, I know the trustees of that organization, including the prospective Trustees of BSNBCS2.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:
Yes, as a member of the Bedford Stuyvesant New Beginnings Board, I know the lead applicants [redacted] and [redacted]

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would refer any conflicts or self-dealing to our Board Chair for appropriate action, and inform the Board member of their obligations under our rules and requirements for our education corporation.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, [redacted]_____, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of BSNBCS2 _____ is true and correct in every respect.

_____ [redacted] _____ 8/9/23

Signatu Date

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

If one or more members of the Board are involved in self dealing, I would refer the matter to the Board's Executive Committee for review and a decision on enforcing the school's Conflict of Interest policies and Bylaws.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, [redacted]_____, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of BSNBCS2 _____ is true and correct in every respect.

_____ [redacted]

Sign

August 8th, 2023

Date

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

If one or more members of the Board are involved in self dealing, I would refer the matter to the Board's Executive Committee for review and a decision on enforcing the school's Conflict of Interest policies and Bylaws.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, [redacted] _____, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of BSNCBS2 _____ is true and correct in every respect.

[redacted] _____

August 8, 2023
_____
Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
[redacted] (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

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    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Bedford Stuyvesant New Beginnings Charter School 2

2. Full name: [redacted]

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Bedford Stuyvesant New Beginnings Charter School

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☑ Does not apply to me. ☐ Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   ☑ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:
Yes, as a member of the Bedford Stuyvesant New Beginnings Board, I know the trustees of that organization, including the prospective Trustees of BSNBCS2.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:
Yes, as a member of the Bedford Stuyvesant New Beginnings Board, I know the lead applicants [redacted] and [redacted]

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would address the topic with the Board member directly, as that is a role I have taken on in our existing organization. If that conversation did not resolve the situation, I would contact the Board Chair and Executive Committee to review and take appropriate action.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, [redacted]_____, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Bedford Stuyvesant New Beginnings Charter School 2 _____ is true and correct in every respect.

_ [redacted]
Si

8/9/23
_____
Date

R-16ac - Facilities

a. Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- **The desired location of the school facility;**
- **The number of general education classrooms required each year;**
- **Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;**
- **Space requirements for administrative functions, food services, a nurse's office, and physical education; and,**
- **If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.**

For each grade, BSNBCS2 will require the following:

Grades K-8: 3.0 general classrooms per grade, 80 square feet per student

Special Education, ELL, enrichment and specialty services: .5 classrooms required, per 3 sections.

Facilities square footage requirement estimates, first charter term.

Year	Grades	Enrollment	Square Footage required
2023-24	K-1	162	[redacted]
[redacted]25	K-2	243	[redacted]
[redacted]27	K-3	324	[redacted]
[redacted]27	K-4	405	[redacted]
[redacted]29	K-5	486	38,880

This square footage requirement is an estimate based on typical ranges for educational facilities. The square footage required for each enrolled student will include facilities such as a gymnasium, a cafeteria, a nurses' office, administrative offices, bathrooms and hallways, which are needed regardless of the enrollment. Thus, the average facilities square footage required for each enrolled student should slightly decrease as we approach full buildout. The list of different types of spaces required during the course of our first charter term is listed in the table below:

Number of rooms needed for BSNBCS2 programming, first charter term.

Year	Grades served	Number of sections & classrooms	Labs and arts studios	Special services rooms	Shared spaces*	Admin offices	Total
2023-24	K-1	6	2	1	2	2	13
2024-25	K-2	9	2	1.5	2	2	16.5
2026-27	K-3	12	2	2	2	3	21
2027-27	K-4	15	4	4	4	3	30
2028-29	K-5	18	6	6	6	4	40

*Includes Cafeteria, Gymnasium, multi-purpose rooms, auditoriums, and other potential shared programing spaces.

For administrative functions:
.5 Nurse's office (NYC DOH employee, attached to main office)
.5 Food Service office (NYC DOE employees, attached to cafeteria)
1.0 Main Office (BSNBCS employees)
1.0 Office (2 half offices for Admins, leadership)

b. Facility Selection
Describe the efforts to date to secure a facility for the school including:

- **If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;**
- **How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use ("G"), and state sanitary specifications by commencement of the first year of operation;**
- **If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;**
- **If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has *not* been located *unless* all necessary governmental approvals for the facility have been obtained;**
- **If co-located space is the primary facility plan and the budget template has been completed under that assumption but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,**

- **If another organization is assisting the applicants in obtaining facilities, provide information about such organization.**

Consistent with the New York Charter Schools Act and its requirements for receiving space in a district building or rental assistance from the district if no such space is available, BSNBCS2 will submit a request to the NYC Department of Education for siting. Should a request for public space be denied, we plan to site the school at 82 Lewis Avenue, a private facility owned by the Diocese of Brooklyn and Queens in Community School District 16. 82 Lewis currently houses Bedford Stuyvesant New Beginnings Charter School and is the former home of St. John's Preparatory School, making it an educational pillar in the community since 1927. This facility has a current and valid certificate of occupancy for educational purposes.

At over 70,000 square ft, 82 Lewis is sufficient to hold the elementary grades in term one and middle grades of BSNBCS2 in term 2. BSNBCS2's high school grades, starting in term 2, will be located in an additional, separate facility located nearby. While we will follow the process of the City of New York in order to receive placement in a public facility, based on our understanding of space availability in the district, our budget planning reflects a private space facilities solution for BSNBCS2.

We expect 82 Lewis Avenue to offer sufficient space for elementary grades during the projected enrollment during the first Charter term. We are actively developing plans to house the high school in a different building in the neighborhood, starting in year 9 of the charter, in term 2. As such, we have taken the following steps:

- We have visited three nearby buildings that may be suitable to host a high school, including one that was previously a parochial school, one multi-use building and one that previously held a community based organization;
- Bedford Stuyvesant New Beginnings Charter School has explored offers to purchase a nearby property that could be developed to house high school programing;
- The applicant team has reached out to neighboring land- and lease-holders to explore the possibility of a future BSNBCS2 high school developing their spaces;
- The applicant team has met with multiple architectural firms to obtain cost estimates for the development of an appropriate high school facility; and
- The applicant team has reached out to leaders in the field of charter school facilities development financing to evaluate the possibility of obtaining financing for the development of a high school facility.

c. Facility Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the

facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

N/A. There are no facility related conflicts of interest.

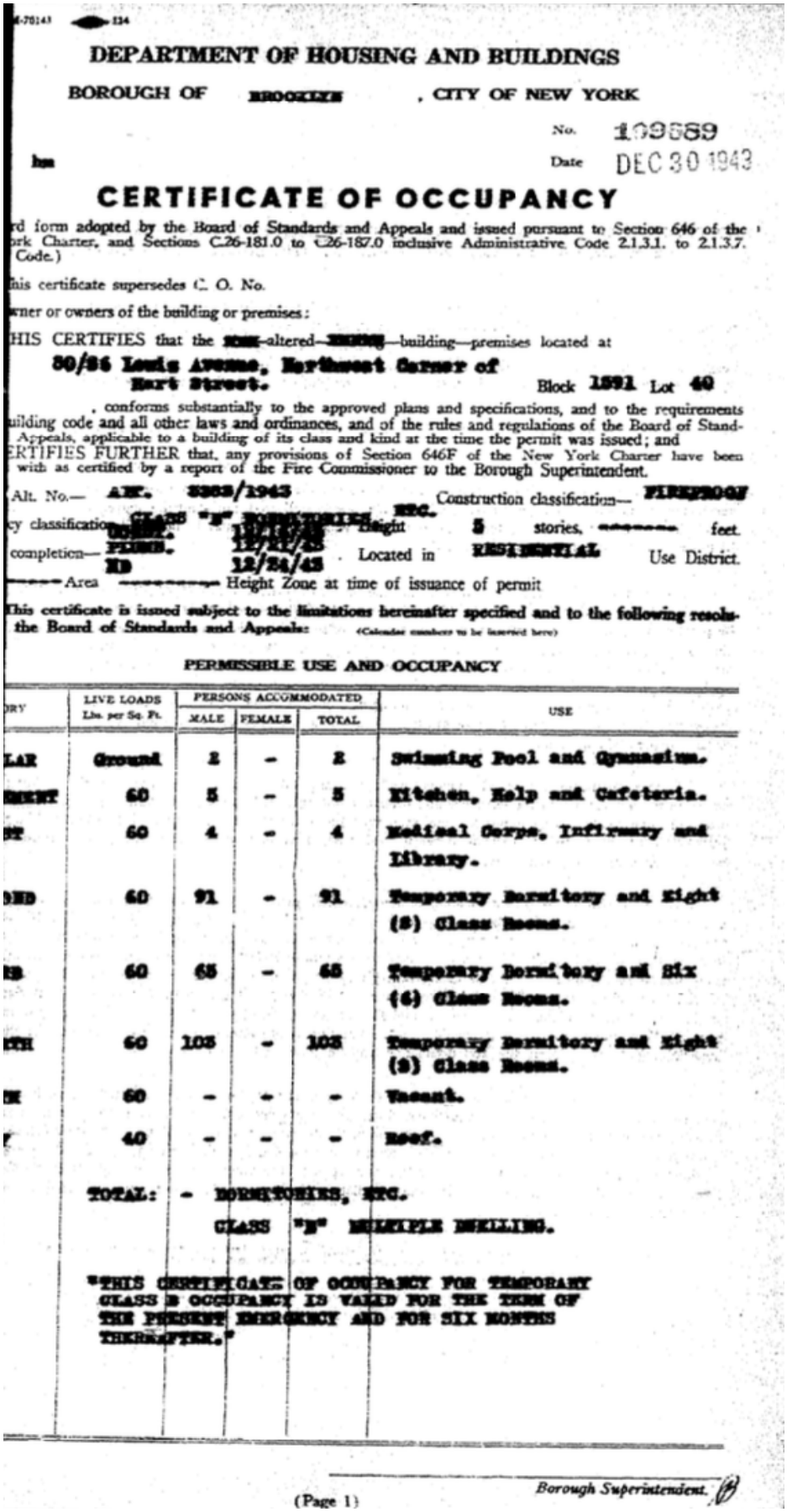
R-16d - Facilities Documents
d. Additional Facility Information
Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

NOTE: If a facility has already been identified, include certification from an architect that:

- **The proposed facility can meet NYSED or NYC specifications, as applicable, by the date the school would commence instruction; and,**
- **The cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed start-up budget.**

Below are the Certificate of Occupancy and the architectural drawings of 82 Lewis Avenue, the proposed facilities described in Response 16b. The building receives regular reviews and inspections from the NYFD, DOB and other city agencies and meets NYSED and NYC specifications for operation as a public school.

Certificate of Occupancy



DEPARTMENT OF HOUSING AND BUILDINGS

BOROUGH OF [redacted], CITY OF NEW YORK

No. 109589

Date DEC 30 1943

CERTIFICATE OF OCCUPANCY

rd form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the ork Charter, and Sections C.26-181.0 to C.26-187.0 inclusive Administrative Code 2.1.3.1. to 2.1.3.7. Code.)

his certificate supersedes C. O. No.

wner or owners of the building or premises:

HIS CERTIFIES that the [redacted]-altered-[redacted]-building-premises located at

80/86 Louis Avenue, Northwest Corner of Hart Street. Block 1391 Lot 40

, conforms substantially to the approved plans and specifications, and to the requirements uilding code and all other laws and ordinances, and of the rules and regulations of the Board of Stand- Appeals, applicable to a building of its class and kind at the time the permit was issued; and ERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been with as certified by a report of the Fire Commissioner to the Borough Superintendent.

Alt. No.— A.R. 3363/1943 Construction classification— FIREPROOF

cy classification— CLASS "B" DORMITORIES, ETC. BOARD. 12/24/43 height 5 stories, [redacted] feet.

completion— FIRE. 12/24/43 BD 12/24/43 Located in RESIDENTIAL Use District.

[redacted] Area [redacted] Height Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following resolu- the Board of Standards and Appeals: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

ORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED MALE	FEMALE	TOTAL	USE
LAR	Ground	2	-	2	Swimming Pool and Gymnasium.
MENT	60	5	-	5	Kitchen, Help and Cafeteria.
ST	60	4	-	4	Medical Corps, Infirmary and Library.
ND	60	91	-	91	Temporary Barracks and Eight (8) Class Rooms.
RD	60	65	-	65	Temporary Dormitory and Six (6) Class Rooms.
TH	60	103	-	103	Temporary Barracks and Eight (8) Class Rooms.
TH	60	-	-	-	Vacant.
F	40	-	-	-	Roof.

TOTAL: - DORMITORIES, ETC.

CLASS "B" MULTIPLE DWELLING.

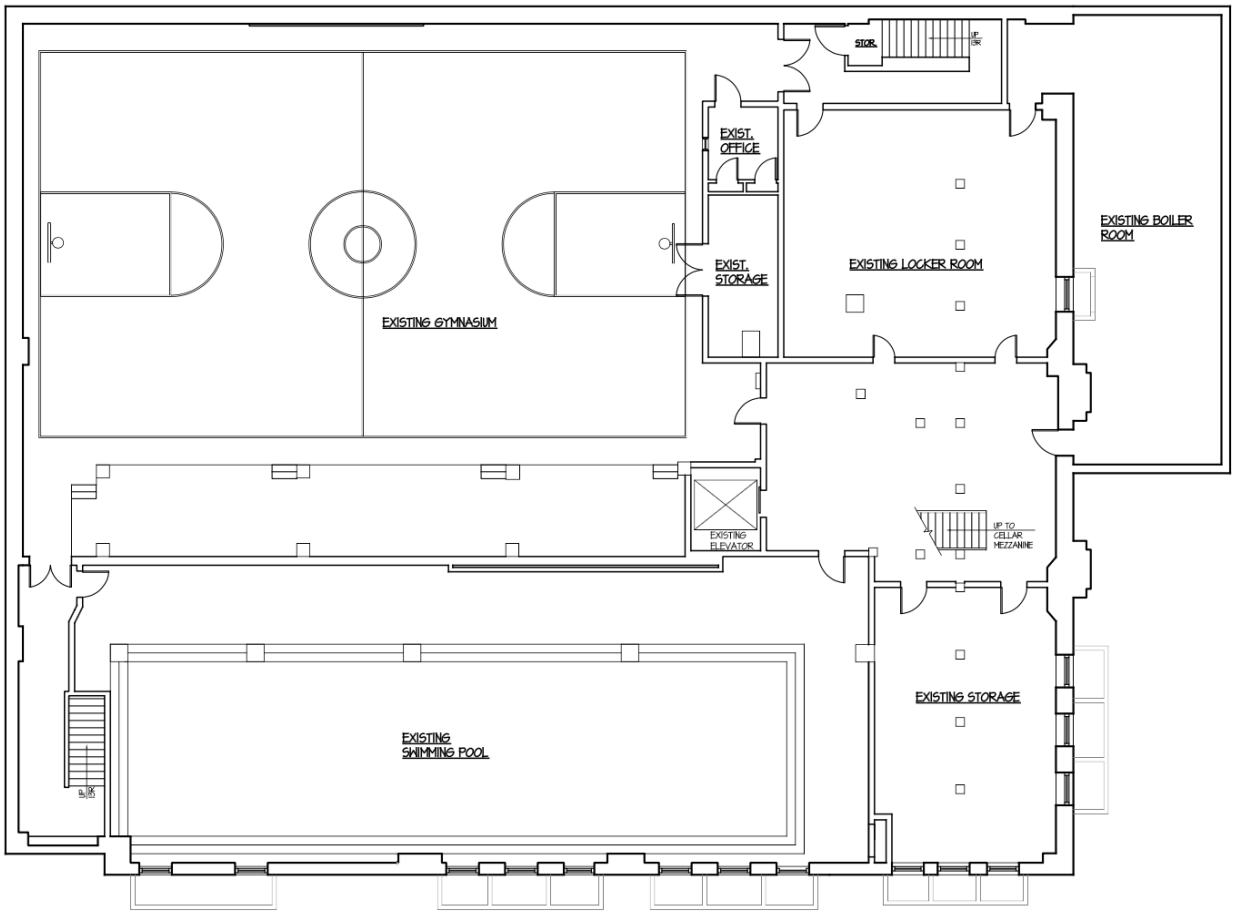
"THIS CERTIFICATE OF OCCUPANCY FOR TEMPORARY CLASS B OCCUPANCY IS VALID FOR THE TERM OF THE PRESENT EMERGENCY AND FOR SIX MONTHS THEREAFTER."

Borough Superintendent.

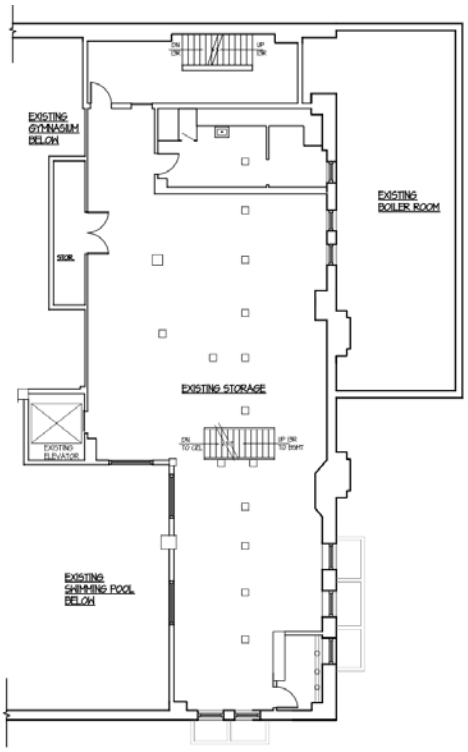
(Page 1)

Response 16d-2

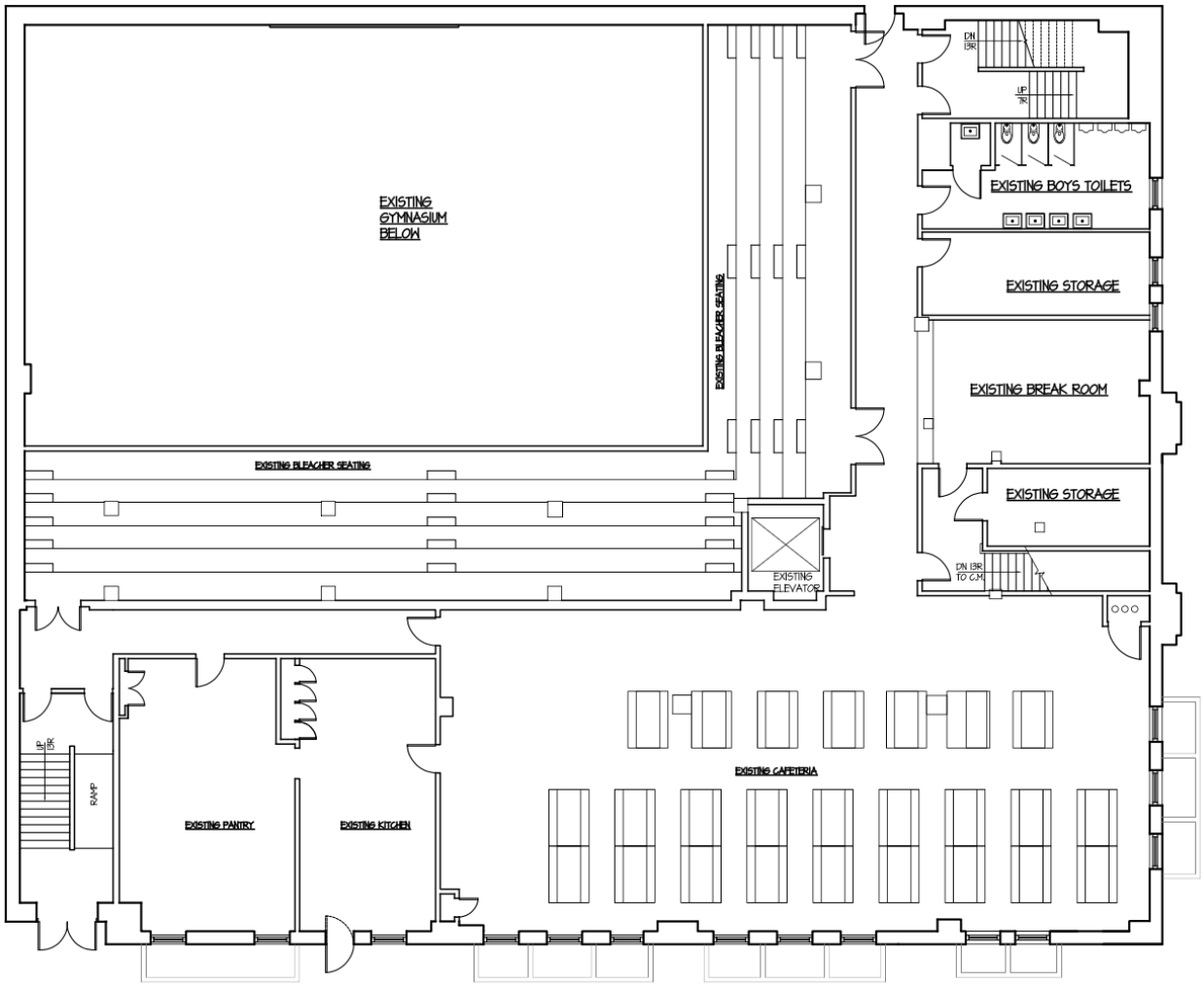
Basement



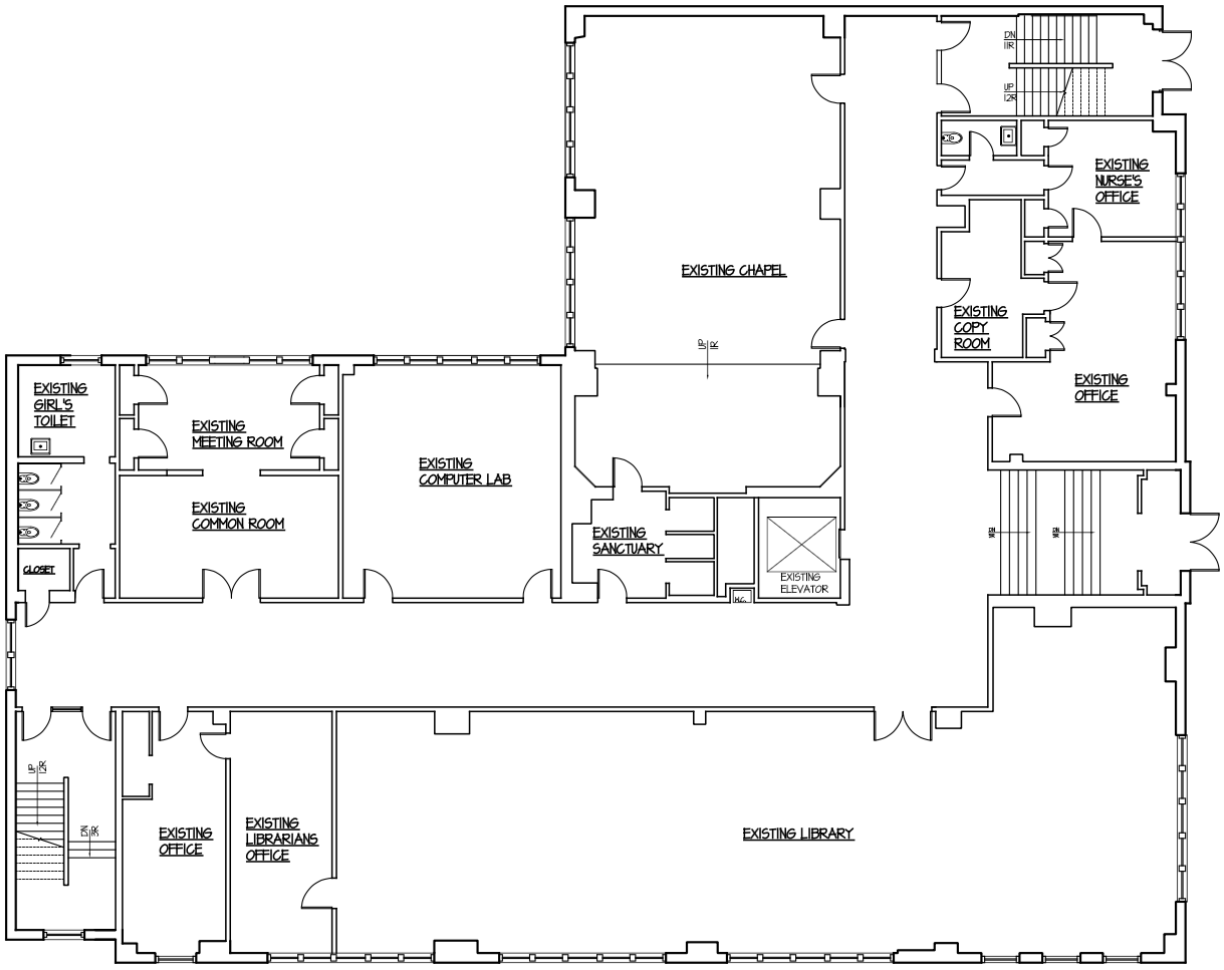
Mezzanine (storage)



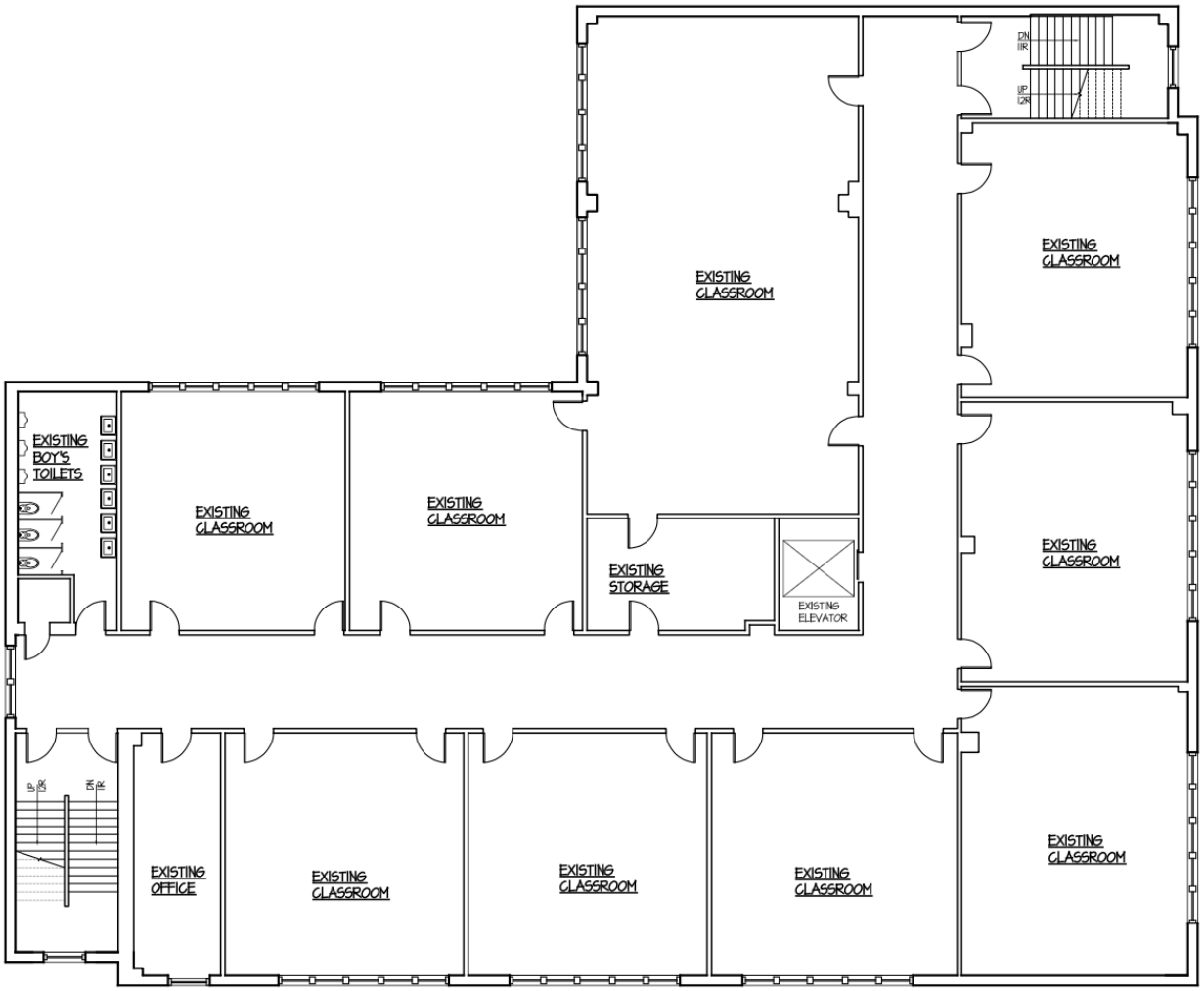
Ground floor



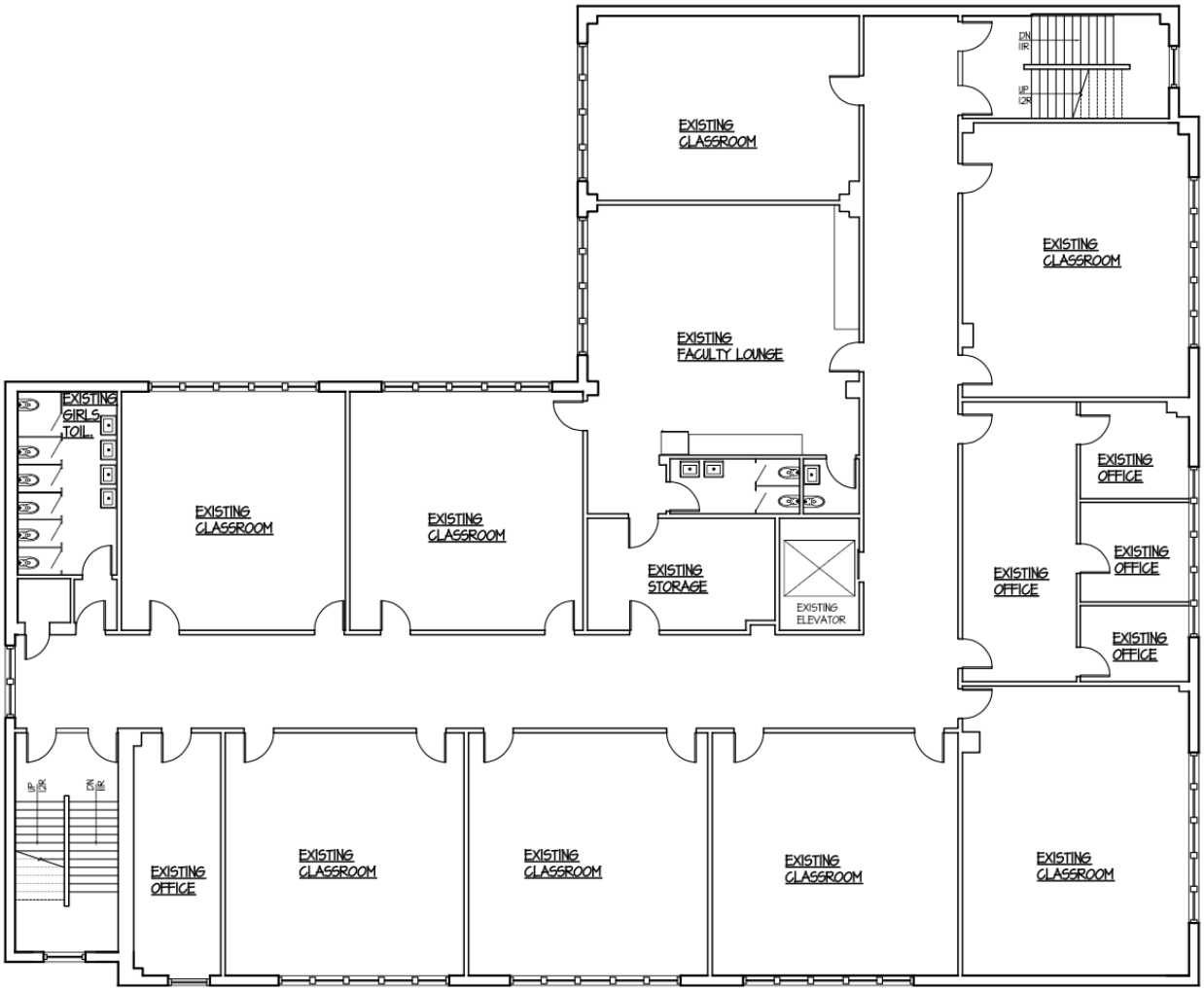
First Floor


EXISTING CHAPEL
EXISTING NURSE'S OFFICE
EXISTING COPY ROOM
EXISTING OFFICE
EXISTING GIRL'S TOILET
EXISTING MEETING ROOM
EXISTING COMMON ROOM
CLOSET
EXISTING COMPUTER LAB
EXISTING SANCTUARY
EXISTING ELEVATOR
EXISTING OFFICE
EXISTING LIBRARIANS OFFICE
EXISTING LIBRARY

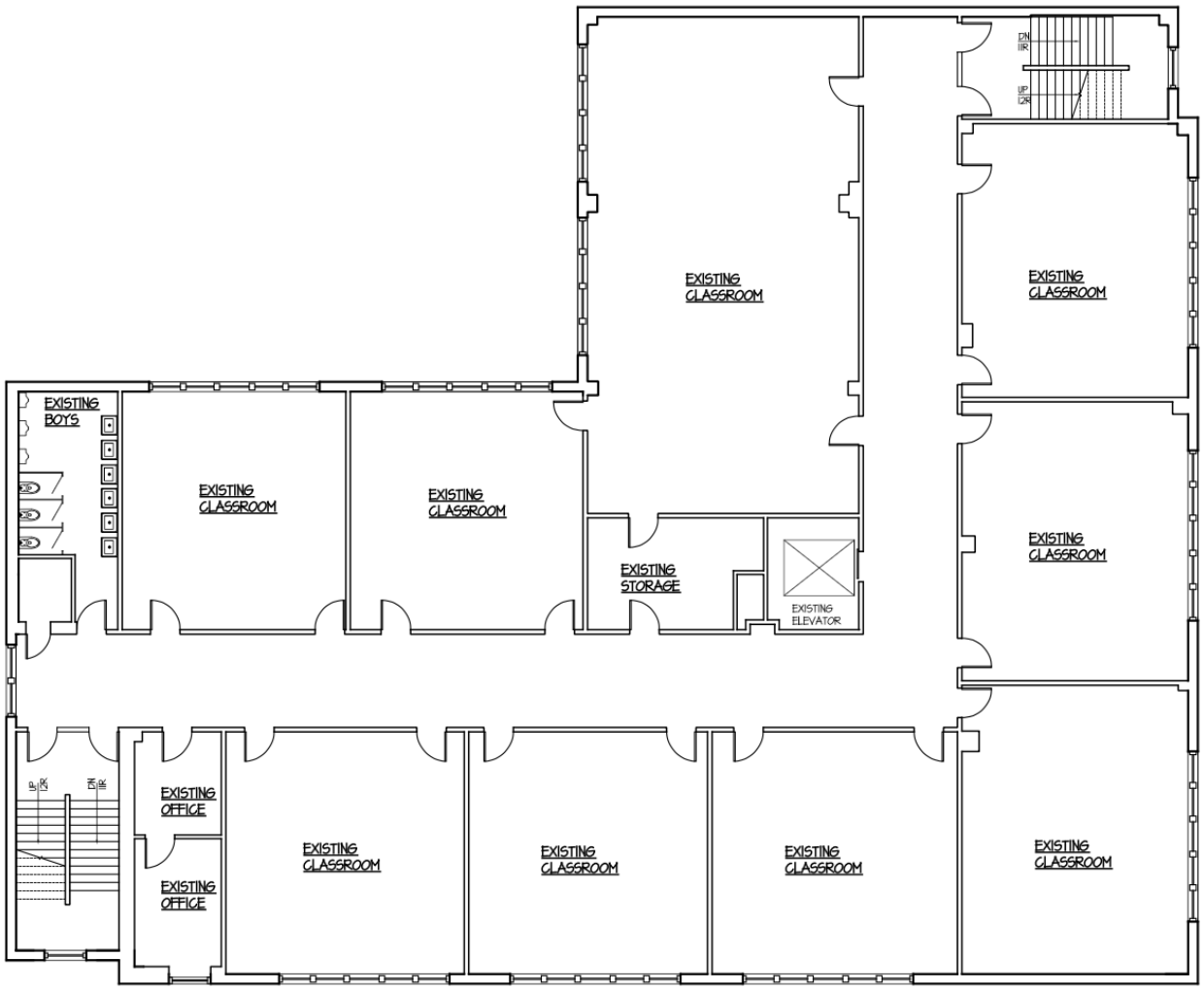
Second Floor



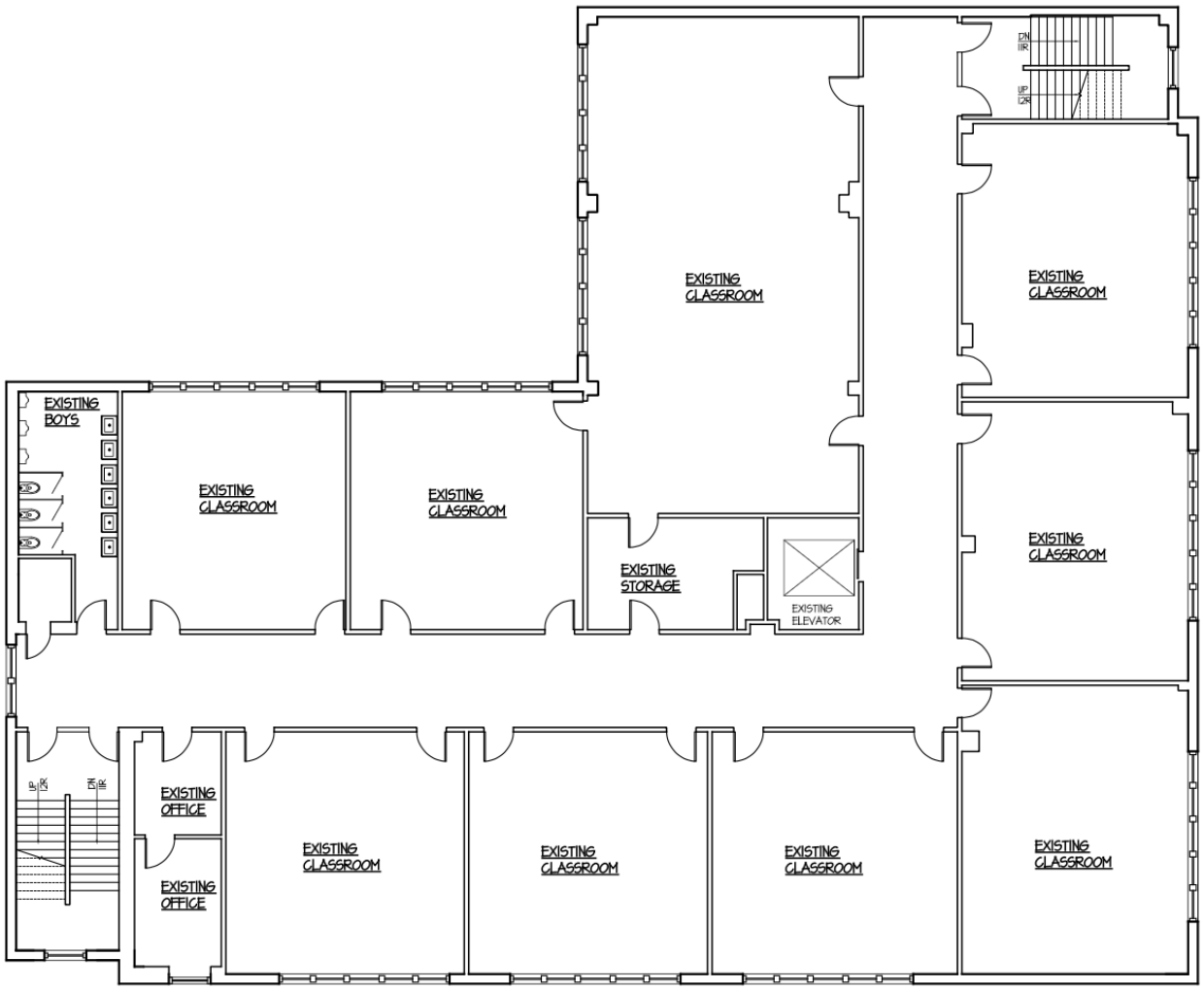
Third Floor


EXISTING CLASSROOM
EXISTING FACULTY LOUNGE
EXISTING CLASSROOM
EXISTING GIRLS TOIL.
EXISTING CLASSROOM
EXISTING CLASSROOM
EXISTING STORAGE
EXISTING ELEVATOR
EXISTING OFFICE
EXISTING OFFICE
EXISTING OFFICE
EXISTING OFFICE
EXISTING CLASSROOM
EXISTING CLASSROOM
EXISTING CLASSROOM
EXISTING CLASSROOM

Fourth Floor



Fifth Floor


EXISTING CLASSROOM
EXISTING CLASSROOM
EXISTING BOYS
EXISTING CLASSROOM
EXISTING CLASSROOM
EXISTING STORAGE
EXISTING ELEVATOR
EXISTING CLASSROOM
EXISTING OFFICE
EXISTING OFFICE
EXISTING CLASSROOM
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EXISTING CLASSROOM

R-17 - Food Services
Describe the plans for food services the charter school will provide.

BSNBCS2 plans to provide its meals for students through the Office of School Food and Nutrition Services (OSFNS) of the NYCDOE, or if unavailable, another vendor. All students attending BSNBCS2 are eligible for meals provided at the facility. Breakfast, lunch and afternoon snacks will be served each day that school is in session. Meals will be in compliance with relevant health and safety regulations. Students can opt to bring their own lunch and not partake in the school lunch program.

Although BSNBCS2 intends on utilizing food services provided by OSNFS, this does not preclude BSNBCS2 from exploring outside food vendors to provide food service, should that be the best nutritional option for its students. As have other NYC charter schools that have chosen to contract for food outside of the DOE, BSNBCS2 will investigate other vendors who can provide healthy and appetizing menus for breakfast, lunch and snack to the school's students. The factors that will guide BSNBCS2's decision to contract with an outside vendor and/or operate its own kitchen to provide meals will include, but not be limited to, cost, adherence to federal guidelines for free and reduced lunch, health and safety of children and workers, and menu choices.

BSNBCS2 will have students who will be eligible to receive free and reduced price meals based on their parents' income levels. The following website provides the eligibility guidelines for free and reduced-lunch http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEG05-06.pdf.

In order to receive these benefits, the parents of eligible students must complete and return the Family Application for Free and Reduced Price School Meals (SD 1041 form) and BSNBCS2 will provide parents with this application upon enrollment. The application, which can be found online at http://www.opt-osfns.org is available in many different languages.

As soon as possible, this form must be returned to BSNBCS2 and then will be reviewed by the Principal or his/her designee for approval. BSNBCS2 will maintain each student's SD 1041 form on file for review once it has been completed and approved. These forms enable students to receive free and reduced price meals, and also form the basis for determining and distributing additional educational funding from the state and federal governments.

BSNBCS2 recognizes that the SD 1041 form can be difficult to collect from parents who are concerned over the confidentiality of the form; but BSNBCS2 will ensure parents that the information is personal and confidential and will remain at BSNBCS2. While the forms will not leave BSNBCS2, OSFNS can and will randomly audit the applications to make sure they are coded correctly.

R-18 - Health Services
Describe the plans for health services the charter school will provide.

BSNBCS2 shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. BSNBCS2 shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in District 16. Health Services shall be arranged through a contractual arrangement with the regional office of the NYC Department of Health to supplement the level of health services mandated to be provided to BSNBCS2 in accordance with §2853(4)(a) and §912 of the Education Law.

Staffing: BSNBCS2 will coordinate with the NYC Department of Health for the placement of a Nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). In the Nurse's absence these responsibilities will become that of the Principal or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities.

Hearing and Vision Testing: All new students will be tested by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, and other appropriate authorities to provide these services. In addition to these basic services, BSNBCS2 will be providing enhanced screening and health services through partnerships with local organizations.

Through our partnership with Eye on Education, all students will also be offered comprehensive vision screening by an optometrist and will be offered free eyeware. Through our partnership with Operation Smiles, all students will be offered free on-site dental cleaning and screening.

Immunization: BSNBCS2, in accordance with NYS law, requires that each student entering BSNBCS2 have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; Measles/Mumps/Rubella (MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B [3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose].

Before a child can be permitted to enter or attend BSNBCS2, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Defibrillator: BSNBCS2, in accordance with §917 of the Education Law, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment for use in BSNBCS2 and at any BSNBCS2-sponsored events at other locations.

Medication Delivery System Procedures: BSNBCS2 has established a secure, easy to understand, and safe medication delivery system. The School nurse, with support from the Principal, will communicate to parents, students and staff the requirements for the administration of medications in the school. BSNBCS2 will avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications, inserts with report cards; and individual parent/student counseling.

Pharmacies: (1) Only the medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures; (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of BSNBCS2 staff; and (3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist self-directed students with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Physician Orders: BSNBCS2 requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

- Written orders for prescription and nonprescription OTC medications should minimally include: (1) Student's name and date of birth; (2) Name of medication; (3) Dosage and route of administration; (4) Frequency and time of administration; (5) For prn (as necessary) medications, conditions under which medication should be administered; (6) Date written; (7) Prescriber's name, title, and signature; and (8) Prescriber's phone number.

- The school nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.

Special considerations: Medication orders must be renewed annually or when there is a change in medication or dosage: (1) The pharmacy label does not constitute a written order and cannot be used in lieu of a written order from a licensed prescriber; (2) When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed: (a) Contact parent regarding need for written order from a licensed prescriber; (b) Contact licensed prescriber to obtain verbal permission to administer medication; (c) Request fax or written orders to be received within 48 hours; (d) Contact parent and discontinue medication if written orders are not received in 48 hours; and (d) Document above steps.

Parental Responsibility: (1) A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required; and (2) It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container.

Prescription medications: The pharmacy label must display: (1) Student name; (2) Name and phone number of pharmacy; (3) Licensed prescriber's name; (4) Date and number of refills; (5) Name of medication/dosage; (6) Frequency of administration; and (7) Route of administration and/or other directions

OTC Medications: (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples; (2) For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking; (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school; (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage; and (5) Education of families regarding the BSNBCS2’s medication protocols is an ongoing responsibility of BSNBCS2.

Medication Administration: (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised, so that they can advise BSNBCS2 if there is a time-specific concern

regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time; (2) If a student fails to come for a dose, the administration will provide support to nurse, such as a security guard, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, BSNBCS2 will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly; (3) If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication; (4) Ongoing communication and collaboration between BSNBCS2 and parents will occur to assist students in assuming personal responsibility for their health behaviors; (5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, BSNBCS2 will send a confirmation to the parent with a copy to the prescriber of BSNBCS2's intention to discontinue the medication on the parent's request; and (6) When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

Storage of medical records: The school will store all health records for enrolled students in a secure location to which only authorized personnel, including the school nurse, will have access.

Storage of Medication: (1) No medication will be brought into BSNBCS2 without knowledge of the nurse. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and (2) All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of BSNBCS2. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when either requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

Carry and Self-administer Medication: If the BSNBCS2 nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria: (1) Severity of health care problems, particularly asthmatic or allergic

conditions; (2) Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer; (3) Parent statement requesting compliance with licensed prescriber's order; (4) Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school; (5) School nursing assessment that student is self-directed to carry and self-administer her/his medication properly; and (6) Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to insure that the student is carrying and taking the medication as ordered. This contact will be documented.

Any student self-administering medication without proper authorization will be counseled by the school nurse. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

Emergency Medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products: BSNBCS2 will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student’s health record.

R-19 - Transportation
Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

The NYC Department of Education, as the District of Residence, is responsible for providing transportation services to the BSNBCS2's students. BSNBCS2's students will receive the same transportation services as other NYC public school students. Busing is provided by the Office of Pupil Transportation (OPT).

After BSNBCS2 submits a Transportation Request Form and uses ATS or NIPSIS to supply the DOE with the necessary information about its students, the NYCDOE will determine the eligibility for transportation of BSNBCS2's students. This eligibility is based on age and distance from the school, in accordance with the Chancellor's regulations (Regulation A-801). Given the uncertainty of bus scheduling, BSNBCS will not guarantee parents that a child will have yellow school bus service until such service has been confirmed by OPT.

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their Individual Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The school students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child's parents or guardian.

Since the BSNBCS2 will be in session on days when other NYC public schools are not, the School may seek arrangements with the NYCDOE, if necessary, to provide transportation, at cost, pursuant to § 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Parents/guardians will be ultimately responsible for their children being in school.

R-20 – Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

Bedford Stuyvesant New Beginnings Charter School 2 ("BSNBCS2") is committed to the long-term fulfillment of our mission and will carry insurance to protect the school from a variety of liabilities. We intend to use the services of Arthur J. Gallagher & Co. to broker the services from various vendors and insure we get the best possible premiums and coverage. This company has provided insurance coverages to Bedford Stuyvesant New Beginnings Charter School. The sample coverage amounts and premiums/costs are for a school at full capacity. We anticipate costs to be lower than described below in the first charter term, prior to the school reaching full enrollment.

Insurer	Coverage	Amount	Premium/Costs
The Harford			**$58,282.00**
Worker's Compensation	Disease – policy limit	$500,000	
	Disease – each employee	$500,000	
	Each incident	$500,000	
	Individual	Included	
State National Insurance Company			**$54,945.00**
Property	Buildings and personal property	$3,000,000	
	Contractor's equipment – unscheduled	$50,000	
General Liability	Bodily injury and property damage	$1,000,000	
	Personal and advertising injury	$1,000,000	
	Employee benefits injury	$1,000,000	
	Specific perils	$1,000,000	
	Medical payments	$15,000	
	General aggregate	$3,000,000	
	Products – completed operations aggregate	$3,000,000	
	Sexual molestation (Occurrence)	$1,000,000	
	Sexual molestation	$3,000,000	
Automobile	Liability combined single limit – Hired & non-owned Only	$1,000,000	
	Hired car physical damage	$50,000	
Greenwich Insurance Company			**$6,883.00**

Educators Legal Liability/Employment practices Liability & Directors & Officers	Educators legal liability	$1,000,000	
	Employment practices liability	$1,000,000	
	Policy aggregate	$1,000,000	
	Defense reimbursement payments	$50,000	
	Defense reimbursement payments aggregate	$100,000	
Hudson Insurance Company			**$1,150**
Fiduciary Liability	Aggregate Limit	$1,000,000	
	Trustee claim expense limit	$100,000	
	Voluntary compliance program expenditures sublimit	$100,000	
	ERISA 502(c) Civil penalties sublimit	$100,000	
	HIPAA and HITECH fines & penalties sublimit	$100,000	
	PPACA fines & penalties sublimit	$100,000	
	Section 4975 Penalties sublimit	$100,000	
	ERISA 502(a)(3) Relief sublimit	$100,000	
	Benefits overpayment sublimit	$50,000	
	Cyber essentials	$50,000	
Underwriters at Lloyd's London			**$1,760**
Cyber Liability	Privacy liability	$1,000,000	
	Breach notification	$1,000,000	
	Media liability	$1,000,000	
	System damage & business interruption	$1,000,000	
	Regulatory proceedings	$1,000,000	
	Threats & extortion	$1,000,000	
	Payment card industry fines or penalties	$1,000,000	
	Limits of liability - policy aggregate	$1,000,000	
Hiscox Insurance Company, Inc.			**$1,600**
Crime	Employee theft	$1,000,000	
	ERISA	$1,000,000	
	Clients property	$1,000,000	
	Checks	$1,000,000	
	Credit, Debit, or Charge cards	$1,000,000	
	Inside the premises	$1,000,000	
	Outside the premises	$1,000,000	

	Computer fraud	$1,000,000	
	Fund transfer fraud	$1,000,000	
	Money orders and counterfeit money	$1,000,000	
	Expenses	$150,000	
	Cyber deception	$150,000	
Gerber Life Insurance Company			**$2,872**
	Student accident - Mandatory		
	Student Accident - Catastrophic		
United Educators Insurance			**$7,146**
Excess Liability	Each Occurrence	$10,000,000	
	Product, completes operations, and employee occupational disease aggregate limit	$10,000,000	
	Sexual molestation annual aggregate	$10,000,000	
	Athletic traumatic brain injury annual aggregate	$10,000,000	
	Sublimit for employees benefit limit	$1,000,000	
	Each event limit	$10,000,000	
	Aggregate limit, where applicable	$10,000,000	

R-21ad - Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.

Please note that schools that include at-risk designations, "preferences," or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.

Start Up

BSNBCS2's pre-opening budget plan is characterized by a lean start-up of required services, including legal fees for incorporation, recruiting, staff technology, audit services, consultants for curriculum development and board expenses and trainings through Board on Track. We anticipate that all of these expenses will be covered by a successful application for the Charter School Program grant, based on an initial conversation with staff at the New York State Education Department regarding BSNBCS2's eligibility for those funds.

As needed, office space, phones and access to office equipment will be secured at a reasonable cost, at a local shared office or co-working space in Brooklyn, such as We-work, which has desks available starting as low as $220/month. $10,000 in office expenses have been allocated in the budget should a no-cost space not be accessible.

First Year and Five Year Budget Assumptions: The first-year operational budget and cash flow, and the five-year budget plans are based on established best practices for New York City charter schools. We make the following assumptions in developing these budgets for the school:

1) **Generous expense projections:** When providing expense projections, we rely on cost projections that are on the higher end of the range of possibility. When identifying major expenses such as staff salaries, employee benefits and other numbers that change significantly from year to year, we want to ensure we do not underestimate potential costs.
2) **Conservative revenues:** We use the lower range of revenue projections when making these budgets, ensuring that these revenues are adequate based on conservative projections.
3) **Per Pupil Revenues based in State Aid:** In the first year, BSNBCS assumes revenues of $2.855MM for general education state aid and $514K in Special education state aid for 2024-25 paid six times yearly via the NYCDOE vendor portal system. Based on our

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

R-21f - Letters of Commitment

Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

N/A. We do not currently have any letters of commitment.

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
570101	ADDISON CSD	12,752	13,099
410401	ADIRONDACK CSD	12,755	12,906
080101	AFTON CSD	13,439	13,262
142101	AKRON CSD	11,581	11,798
010100	ALBANY CITY SD	16,179	16,653
450101	ALBION CSD	11,352	11,429
140101	ALDEN CSD	11,034	11,162
180202	ALEXANDER CSD	13,094	13,336
220202	ALEXANDRIA CSD	13,399	13,733
020101	ALFRED-ALMOND CSD	12,715	13,052
040302	ALLEGANY-LIMESTONE CSD	11,037	11,294
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	12,930	13,337
580303	AMAGANSETT UFSD	63,306	63,762
140201	AMHERST CSD	11,547	11,616
580106	AMITYVILLE UFSD	18,697	19,299
270100	AMSTERDAM CITY SD	10,711	10,941
120102	ANDES CSD	20,494	20,531
020601	ANDOVER CSD	14,073	14,369
660405	ARDSLEY UFSD	22,133	22,534
640101	ARGYLE CSD	12,684	13,214
571901	ARKPORT CSD	10,848	11,271
131601	ARLINGTON CSD	12,949	13,322
670201	ATTICA CSD	10,385	10,367
050100	AUBURN CITY SD	11,644	11,813
090201	AUSABLE VALLEY CSD	14,648	15,073
491302	AVERILL PARK CSD	11,311	11,508
570201	AVOCA CSD	15,097	15,499
240101	AVON CSD	12,005	12,268
580101	BABYLON UFSD	18,203	18,392
080201	BAINBRIDGE-GUILFORD CSD	12,357	12,560
280210	BALDWIN UFSD	16,626	17,082
420901	BALDWINSVILLE CSD	12,693	13,192
521301	BALLSTON SPA CSD	13,226	13,489
401301	BARKER CSD	13,206	13,489
180300	BATAVIA CITY SD	13,762	14,062
570302	BATH CSD	10,329	10,342
580501	BAY SHORE UFSD	17,370	17,943
580505	BAYPORT-BLUE POINT UFSD	18,785	19,059
130200	BEACON CITY SD	13,130	13,620
231301	BEAVER RIVER CSD	11,151	11,131
660102	BEDFORD CSD	21,695	22,370
090301	BEEKMANTOWN CSD	13,420	13,766
020801	BELFAST CSD	13,307	13,706
220909	BELLEVILLE HENDERSON CSD	10,634	10,631
280207	BELLMORE UFSD	21,147	21,210
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,968	15,327
061001	BEMUS POINT CSD	13,179	13,682
490101	BERLIN CSD	14,071	14,412
010201	BERNE-KNOX-WESTERLO CSD	15,097	15,485
010306	BETHLEHEM CSD	13,523	13,672
280521	BETHPAGE UFSD	18,674	19,042
030200	BINGHAMTON CITY SD	11,785	12,121
661905	BLIND BROOK-RYE UFSD	21,569	21,888
022902	BOLIVAR-RICHBURG CSD	13,148	13,477
630101	BOLTON CSD	22,617	23,228
151801	BOQUET VALLEY	15,026	15,662
570401	BRADFORD CSD	14,225	14,440
510101	BRASHER FALLS CSD	11,999	12,543

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
580512	BRENTWOOD UFSD	15,827	16,474
480601	BREWSTER CSD	18,209	18,631
661402	BRIARCLIFF MANOR UFSD	23,514	23,893
580909	BRIDGEHAMPTON UFSD	66,919	72,319
260101	BRIGHTON CSD	14,000	14,228
171102	BROADALBIN-PERTH CSD	9,944	10,116
261801	BROCKPORT CSD	12,319	12,493
062301	BROCTON CSD	14,380	14,725
660303	BRONXVILLE UFSD	22,071	22,369
250109	BROOKFIELD CSD	13,415	14,092
580203	BROOKHAVEN-COMSEWOGUE UFSD	15,128	15,376
490202	BRUNSWICK CSD (BRITTONKILL)	12,284	12,629
161601	BRUSHTON-MOIRA CSD	13,280	13,625
140600	BUFFALO CITY SD	13,308	13,416
520101	BURNT HILLS-BALLSTON LAKE CSD	11,673	11,793
661201	BYRAM HILLS CSD	21,349	21,733
180701	BYRON-BERGEN CSD	12,307	12,481
190301	CAIRO-DURHAM CSD	10,988	11,106
240201	CALEDONIA-MUMFORD CSD	11,681	11,735
641610	CAMBRIDGE CSD	13,816	14,085
410601	CAMDEN CSD	11,152	10,693
570603	CAMPBELL-SAVONA CSD	10,967	10,781
270301	CANAJOHARIE CSD	12,512	12,691
430300	CANANDAIGUA CITY SD	12,056	12,175
021102	CANASERAGA CSD	13,286	13,468
250901	CANASTOTA CSD	11,609	11,618
600301	CANDOR CSD	13,082	13,672
571502	CANISTEO-GREENWOOD CSD	16,320	16,483
510201	CANTON CSD	13,277	13,626
280411	CARLE PLACE UFSD	21,205	21,519
480102	CARMEL CSD	16,850	17,197
222201	CARTHAGE CSD	8,160	8,808
060401	CASSADAGA VALLEY CSD	14,142	14,753
050401	CATO-MERIDIAN CSD	11,796	12,076
190401	CATSKILL CSD	15,055	15,358
042302	CATTARAUGUS-LITTLE VALLEY CSD	12,417	12,808
250201	CAZENOVIA CSD	11,757	12,106
580233	CENTER MORICHES UFSD	16,304	16,788
580513	CENTRAL ISLIP UFSD	22,398	22,743
460801	CENTRAL SQUARE CSD	10,761	10,997
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,918	10,089
661004	CHAPPAQUA CSD	20,124	20,432
120401	CHARLOTTE VALLEY CSD	12,930	13,379
160801	CHATEAUGAY CSD	12,318	12,497
101001	CHATHAM CSD	13,834	14,011
060503	CHAUTAUQUA LAKE CSD	14,696	14,705
090601	CHAZY UFSD	12,849	13,134
140701	CHEEKTOWAGA CSD	11,502	11,595
140702	CHEEKTOWAGA-MARYVALE UFSD	12,111	12,516
140709	CHEEKTOWAGA-SLOAN UFSD	12,700	12,873
030101	CHENANGO FORKS CSD	11,925	12,038
030701	CHENANGO VALLEY CSD	12,004	12,325
472202	CHERRY VALLEY-SPRINGFIELD CSD	14,234	14,711
440201	CHESTER UFSD	14,966	15,728
251601	CHITTENANGO CSD	12,457	12,878
261501	CHURCHVILLE-CHILI CSD	11,296	11,500
110101	CINCINNATUS CSD	14,091	14,201
140801	CLARENCE CSD	10,768	11,276

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
500101	CLARKSTOWN CSD	14,860	15,456
140703	CLEVELAND HILL UFSD	12,109	12,660
510401	CLIFTON-FINE CSD	17,796	18,179
411101	CLINTON CSD	12,905	13,257
650301	CLYDE-SAVANNAH CSD	15,962	16,766
060701	CLYMER CSD	15,898	16,122
541102	COBLESKILL-RICHMONDVILLE CSD	12,549	13,052
010500	COHOES CITY SD	13,733	14,233
580402	COLD SPRING HARBOR CSD	21,168	21,013
510501	COLTON-PIERREPONT CSD	20,182	20,860
580410	COMMACK UFSD	16,385	16,451
580507	CONNETQUOT CSD	17,773	18,139
471701	COOPERSTOWN CSD	13,293	13,657
230201	COPENHAGEN CSD	11,077	11,167
580105	COPIAGUE UFSD	17,014	17,623
520401	CORINTH CSD	11,479	11,561
571000	CORNING CITY SD	12,463	12,725
440301	CORNWALL CSD	12,625	12,915
110200	CORTLAND CITY SD	11,306	11,600
190501	COXSACKIE-ATHENS CSD	13,100	13,308
660202	CROTON-HARMON UFSD	16,730	16,949
150203	CROWN POINT CSD	17,998	18,205
022302	CUBA-RUSHFORD CSD	13,344	13,495
241101	DALTON-NUNDA CSD (KESHEQUA)	13,064	13,199
241001	DANSVILLE CSD	12,060	12,814
580107	DEER PARK UFSD	16,670	16,547
120501	DELAWARE ACADEMY CSD AT DELHI	15,496	15,660
140707	DEPEW UFSD	11,190	11,310
031301	DEPOSIT CSD	15,170	15,199
250301	DERUYTER CSD	13,137	13,063
660403	DOBBS FERRY UFSD	20,768	21,320
211003	DOLGEVILLE CSD	11,450	11,203
130502	DOVER UFSD	12,792	13,134
120301	DOWNSVILLE CSD	18,084	18,511
610301	DRYDEN CSD	12,532	12,850
530101	DUANESBURG CSD	9,812	10,090
680801	DUNDEE CSD	10,633	10,368
060800	DUNKIRK CITY SD	14,254	14,786
140301	EAST AURORA UFSD	11,397	11,516
430501	EAST BLOOMFIELD CSD	12,093	12,264
490301	EAST GREENBUSH CSD	13,105	13,493
580301	EAST HAMPTON UFSD	24,543	24,970
260801	EAST IRONDEQUOIT CSD	13,175	13,549
580503	EAST ISLIP UFSD	15,083	15,107
280203	EAST MEADOW UFSD	16,940	17,196
580234	EAST MORICHES UFSD	17,451	17,486
580917	EAST QUOGUE UFSD	23,384	23,447
500402	EAST RAMAPO CSD (SPRING VALLEY)	17,647	18,042
261313	EAST ROCHESTER UFSD	14,130	14,300
280219	EAST ROCKAWAY UFSD	19,345	19,639
420401	EAST SYRACUSE-MINOA CSD	15,330	15,808
280402	EAST WILLISTON UFSD	22,224	22,568
660301	EASTCHESTER UFSD	19,235	19,579
580912	EASTPORT-SOUTH MANOR CSD	13,560	13,658
141201	EDEN CSD	11,038	11,525
660406	EDGEMONT UFSD	19,622	20,077
520601	EDINBURG COMMON SD	23,212	23,481
470501	EDMESTON CSD	12,599	12,982

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
513102	EDWARDS-KNOX CSD	11,597	11,642
180901	ELBA CSD	12,889	13,357
590801	ELDRED CSD	14,242	14,145
622002	ELLENVILLE CSD	17,352	18,148
040901	ELLICOTTVILLE CSD	12,713	12,949
070600	ELMIRA CITY SD	12,700	13,029
070902	ELMIRA HEIGHTS CSD	11,232	11,542
280216	ELMONT UFSD	15,504	15,720
660409	ELMSFORD UFSD	23,952	24,769
580401	ELWOOD UFSD	15,749	15,918
141401	EVANS-BRANT CSD (LAKE SHORE)	12,614	12,769
420601	FABIUS-POMPEY CSD	13,510	13,740
261301	FAIRPORT CSD	11,760	11,875
061101	FALCONER CSD	10,935	11,219
590501	FALLSBURG CSD	20,292	20,436
280522	FARMINGDALE UFSD	18,454	18,908
421001	FAYETTEVILLE-MANLIUS CSD	12,382	12,762
022001	FILLMORE CSD	10,148	10,436
580514	FIRE ISLAND UFSD	112,720	115,110
581004	FISHERS ISLAND UFSD	0	0
280222	FLORAL PARK-BELLEROSE UFSD	15,970	16,149
442115	FLORIDA UFSD	15,231	15,586
270601	FONDA-FULTONVILLE CSD	11,334	11,311
061503	FORESTVILLE CSD	12,063	12,700
640502	FORT ANN CSD	14,576	14,872
640601	FORT EDWARD UFSD	13,929	15,275
270701	FORT PLAIN CSD	13,389	13,443
210402	FRANKFORT-SCHUYLER CSD	10,299	10,696
120701	FRANKLIN CSD	14,058	14,814
280217	FRANKLIN SQUARE UFSD	14,514	14,992
041101	FRANKLINVILLE CSD	12,433	12,753
062201	FREDONIA CSD	13,394	13,749
280209	FREEPORT UFSD	17,321	17,621
060301	FREWSBURG CSD	11,168	11,294
021601	FRIENDSHIP CSD	14,222	14,595
141604	FRONTIER CSD	9,702	9,742
460500	FULTON CITY SD	12,714	12,873
520701	GALWAY CSD	10,804	10,850
650902	GANANDA CSD	11,231	11,448
280218	GARDEN CITY UFSD	18,426	18,599
480404	GARRISON UFSD	22,137	22,212
260401	GATES-CHILI CSD	13,230	13,189
220401	GENERAL BROWN CSD	10,054	10,296
020702	GENESEE VALLEY CSD	12,691	13,016
240401	GENESEO CSD	13,648	13,765
430700	GENEVA CITY SD	15,163	15,712
081401	GEORGETOWN-SOUTH OTSELIC CSD	14,624	15,575
100902	GERMANTOWN CSD	15,589	16,032
470202	GILBERTSVILLE-MOUNT UPTON CSD	13,237	13,788
540801	GILBOA-CONESVILLE CSD	15,811	15,778
280100	GLEN COVE CITY SD	19,789	20,493
630300	GLENS FALLS CITY SD	12,992	13,219
630918	GLENS FALLS COMN SD	13,648	13,978
170500	GLOVERSVILLE CITY SD	10,770	10,964
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	13,785	14,240
440601	GOSHEN CSD	15,580	16,667
511101	GOUVERNEUR CSD	11,572	11,822
042801	GOWANDA CSD	12,276	12,288

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
141501	GRAND ISLAND CSD	11,443	11,676
640701	GRANVILLE CSD	11,103	11,247
280407	GREAT NECK UFSD	23,299	23,679
260501	GREECE CSD	12,256	12,553
010701	GREEN ISLAND UFSD	13,829	14,402
660407	GREENBURGH CSD	22,772	23,032
080601	GREENE CSD	11,936	12,282
581010	GREENPORT UFSD	20,224	21,084
190701	GREENVILLE CSD	14,360	14,835
640801	GREENWICH CSD	13,266	13,545
442111	GREENWOOD LAKE UFSD	19,167	19,633
610501	GROTON CSD	11,840	12,634
010802	GUILDERLAND CSD	13,101	13,529
630801	HADLEY-LUZERNE CSD	15,347	15,660
480401	HALDANE CSD	16,096	16,563
580405	HALF HOLLOW HILLS CSD	15,939	16,106
141601	HAMBURG CSD	11,335	11,707
250701	HAMILTON CSD	14,292	14,718
511201	HAMMOND CSD	14,515	15,084
572901	HAMMONDSPORT CSD	16,397	16,964
580905	HAMPTON BAYS UFSD	17,603	17,848
120906	HANCOCK CSD	14,169	14,019
460701	HANNIBAL CSD	11,079	11,271
580406	HARBORFIELDS CSD	15,168	15,409
030501	HARPURSVILLE CSD	9,956	9,899
660501	HARRISON CSD	24,445	25,039
230301	HARRISVILLE CSD	14,751	15,217
641001	HARTFORD CSD	12,928	12,527
660404	HASTINGS-ON-HUDSON UFSD	21,893	22,828
580506	HAUPPAUGE UFSD	18,281	18,756
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	18,112	18,654
280201	HEMPSTEAD UFSD	21,120	22,562
660203	HENDRICK HUDSON CSD	19,254	19,520
210601	HERKIMER CSD	10,909	11,210
511301	HERMON-DEKALB CSD	14,369	14,893
280409	HERRICKS UFSD	17,919	18,075
512404	HEUVELTON CSD	11,763	11,658
280214	HEWLETT-WOODMERE UFSD	23,859	24,217
280517	HICKSVILLE UFSD	16,328	16,829
620803	HIGHLAND CSD	14,001	14,466
440901	HIGHLAND FALLS CSD	15,712	16,285
261101	HILTON CSD	11,620	11,745
041401	HINSDALE CSD	11,442	11,650
141701	HOLLAND CSD	12,481	12,922
412201	HOLLAND PATENT CSD	12,039	12,427
450704	HOLLEY CSD	10,573	10,616
110701	HOMER CSD	12,402	12,669
431401	HONEOYE CSD	13,081	13,242
260901	HONEOYE FALLS-LIMA CSD	11,433	11,550
491401	HOOSIC VALLEY CSD	11,335	11,684
490501	HOOSICK FALLS CSD	13,368	13,687
571800	HORNELL CITY SD	10,851	10,943
070901	HORSEHEADS CSD	12,140	12,482
101300	HUDSON CITY SD	15,281	15,513
641301	HUDSON FALLS CSD	10,949	10,880
190901	HUNTER-TANNERSVILLE CSD	17,044	17,100
580403	HUNTINGTON UFSD	18,800	18,960
130801	HYDE PARK CSD	13,360	13,784

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200401	INDIAN LAKE CSD	23,600	23,593
220301	INDIAN RIVER CSD	7,960	8,067
200501	INLET COMN SD	0	0
141301	IROQUOIS CSD	12,024	13,044
660402	IRVINGTON UFSD	22,090	22,561
280231	ISLAND PARK UFSD	29,952	30,662
280226	ISLAND TREES UFSD	16,501	16,720
580502	ISLIP UFSD	15,865	16,266
610600	ITHACA CITY SD	15,096	15,662
061700	JAMESTOWN CITY SD	11,407	11,730
420411	JAMESVILLE-DEWITT CSD	12,437	12,783
572702	JASPER-TROUPSBURG CSD	11,784	11,977
540901	JEFFERSON CSD	13,948	14,131
280515	JERICHO UFSD	24,527	25,150
630601	JOHNSBURG CSD	18,666	18,739
031502	JOHNSON CITY CSD	13,457	13,639
170600	JOHNSTOWN CITY SD	10,792	10,377
420501	JORDAN-ELBRIDGE CSD	12,916	13,415
660101	KATONAH-LEWISBORO UFSD	20,643	20,761
150601	KEENE CSD	21,946	22,991
450607	KENDALL CSD	13,219	13,482
142601	KENMORE-TONAWANDA UFSD	10,280	10,526
101401	KINDERHOOK CSD	12,846	12,994
580805	KINGS PARK CSD	15,019	15,247
620600	KINGSTON CITY SD	16,595	17,166
441202	KIRYAS JOEL VILLAGE UFSD	43,286	46,801
221401	LA FARGEVILLE CSD	11,005	11,391
141800	LACKAWANNA CITY SD	13,581	13,993
420807	LAFAYETTE CSD	18,308	19,055
630701	LAKE GEORGE CSD	13,710	14,023
151102	LAKE PLACID CSD	16,324	16,451
200601	LAKE PLEASANT CSD	27,422	28,341
662401	LAKELAND CSD	15,638	15,973
141901	LANCASTER CSD	10,030	10,392
610801	LANSING CSD	12,830	13,391
490601	LANSINGBURGH CSD	11,213	11,799
470801	LAURENS CSD	11,764	11,897
280215	LAWRENCE UFSD	20,784	20,204
181001	LE ROY CSD	12,535	12,798
670401	LETCHWORTH CSD	11,950	12,383
280205	LEVITTOWN UFSD	18,176	18,292
400301	LEWISTON-PORTER CSD	13,157	13,523
590901	LIBERTY CSD	19,341	20,082
580104	LINDENHURST UFSD	15,285	15,516
511602	LISBON CSD	14,894	15,637
210800	LITTLE FALLS CITY SD	13,281	13,776
421501	LIVERPOOL CSD	14,207	14,449
591302	LIVINGSTON MANOR CSD	18,230	18,500
240801	LIVONIA CSD	12,806	13,019
400400	LOCKPORT CITY SD	11,331	11,728
280503	LOCUST VALLEY CSD	24,143	24,667
280300	LONG BEACH CITY SD	23,143	23,391
200701	LONG LAKE CSD	41,847	42,512
580212	LONGWOOD CSD	15,834	16,197
230901	LOWVILLE ACADEMY & CSD	10,964	11,107
221301	LYME CSD	13,945	14,542
280220	LYNBROOK UFSD	19,030	19,380
421504	LYNCOURT UFSD	18,249	19,402

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451001	LYNDONVILLE CSD	12,218	12,401
650501	LYONS CSD	12,474	12,939
251101	MADISON CSD	12,136	12,396
511901	MADRID-WADDINGTON CSD	12,485	12,867
480101	MAHOPAC CSD	14,977	15,217
031101	MAINE-ENDWELL CSD	12,103	12,324
161501	MALONE CSD	11,564	11,905
280212	MALVERNE UFSD	21,686	21,827
660701	MAMARONECK UFSD	19,372	19,777
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	12,564	12,953
280406	MANHASSET UFSD	21,713	22,034
110901	MARATHON CSD	14,089	14,378
421101	MARCELLUS CSD	11,513	11,820
121401	MARGARETVILLE CSD	15,101	16,037
650701	MARION CSD	12,480	12,747
621001	MARLBORO CSD	17,164	17,675
280523	MASSAPEQUA UFSD	17,226	17,834
512001	MASSENA CSD	11,514	11,674
581012	MATTITUCK-CUTCHOGUE UFSD	17,124	17,357
170801	MAYFIELD CSD	11,442	11,630
110304	MCGRAW CSD	13,060	13,705
521200	MECHANICVILLE CITY SD	12,268	13,015
450801	MEDINA CSD	11,861	11,836
010615	MENANDS UFSD	17,005	16,781
280225	MERRICK UFSD	19,306	19,677
460901	MEXICO CSD	12,750	13,291
580211	MIDDLE COUNTRY CSD	14,774	15,341
541001	MIDDLEBURGH CSD	13,539	13,626
441000	MIDDLETOWN CITY SD	15,067	15,775
471101	MILFORD CSD	14,077	14,570
132201	MILLBROOK CSD	13,421	13,485
580208	MILLER PLACE UFSD	14,277	14,404
280410	MINEOLA UFSD	24,559	24,839
150801	MINERVA CSD	25,451	26,057
441101	MINISINK VALLEY CSD	12,792	13,210
441201	MONROE-WOODBURY CSD	15,035	15,512
580306	MONTAUK UFSD	31,342	31,123
591401	MONTICELLO CSD	15,593	16,023
051301	MORAVIA CSD	11,632	11,805
150901	MORIAH CSD	13,705	14,186
471201	MORRIS CSD	11,730	11,664
512101	MORRISTOWN CSD	14,322	14,639
250401	MORRISVILLE-EATON CSD	13,470	13,830
212001	MOUNT MARKHAM CSD	12,720	12,893
240901	MT MORRIS CSD	14,605	14,859
660801	MT PLEASANT CSD	19,467	19,716
580207	MT SINAI UFSD	16,161	16,415
660900	MT VERNON SCHOOL DISTRICT	18,437	18,476
500108	NANUET UFSD	18,017	18,428
431201	NAPLES CSD	14,250	14,445
411501	NEW HARTFORD CSD	12,440	12,271
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,853	16,067
101601	NEW LEBANON CSD	16,028	16,565
621101	NEW PALTZ CSD	15,367	16,125
661100	NEW ROCHELLE CITY SD	17,722	18,053
581015	NEW SUFFOLK COMN SD	19,261	19,758
650101	NEWARK CSD	12,477	12,719
600402	NEWARK VALLEY CSD	11,378	11,689

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441600	NEWBURGH CITY SD	16,821	17,391
151001	NEWCOMB CSD	44,745	44,732
400601	NEWFANE CSD	11,563	11,753
610901	NEWFIELD CSD	11,823	12,561
400800	NIAGARA FALLS CITY SD	12,227	12,531
400701	NIAGARA-WHEATFIELD CSD	11,580	11,757
530301	NISKAYUNA CSD	12,847	13,311
580103	NORTH BABYLON UFSD	16,164	16,445
280204	NORTH BELLMORE UFSD	17,807	17,474
142201	NORTH COLLINS CSD	14,645	14,856
010623	NORTH COLONIE CSD	12,219	12,686
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	13,352	14,056
280229	NORTH MERRICK UFSD	19,340	19,673
651501	NORTH ROSE-WOLCOTT CSD	13,473	13,722
661301	NORTH SALEM CSD	21,351	21,652
280501	NORTH SHORE CSD	25,559	26,157
420303	NORTH SYRACUSE CSD	12,473	12,806
400900	NORTH TONAWANDA CITY SD	11,824	12,127
630202	NORTH WARREN CSD	15,779	16,115
131101	NORTHEAST CSD	15,780	15,895
090501	NORTHEASTERN CLINTON CSD	12,846	13,307
090901	NORTHERN ADIRONDACK CSD	13,922	14,361
580404	NORTHPORT-EAST NORTHPORT UFSD	19,114	19,424
170901	NORTHVILLE CSD	15,516	16,098
081200	NORWICH CITY SD	11,305	11,080
512201	NORWOOD-NORFOLK CSD	12,459	12,793
411504	NY MILLS UFSD	13,260	13,439
500304	NYACK UFSD	19,882	20,238
300000	NYC CHANCELLOR'S OFFICE	16,844	17,626
181101	OAKFIELD-ALABAMA CSD	12,083	12,989
280211	OCEANSIDE UFSD	16,195	16,174
550101	ODESSA-MONTOUR CSD	12,094	12,442
512300	OGDENSBURG CITY SD	14,873	14,559
042400	OLEAN CITY SD	12,295	12,650
251400	ONEIDA CITY SD	12,591	12,898
471400	ONEONTA CITY SD	13,442	13,844
421201	ONONDAGA CSD	13,833	14,296
621201	ONTEORA CSD	19,929	20,264
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	12,748	12,957
142301	ORCHARD PARK CSD	12,257	12,454
412901	ORISKANY CSD	12,402	12,727
661401	OSSINING UFSD	19,697	20,347
461300	OSWEGO CITY SD	12,568	12,916
471601	OTEGO-UNADILLA CSD	12,001	12,300
600601	OWEGO-APALACHIN CSD	13,004	13,172
081501	OXFORD ACADEMY & CSD	13,246	13,445
280506	OYSTER BAY-EAST NORWICH CSD	24,095	24,755
581002	OYSTERPONDS UFSD	32,561	34,704
650901	PALMYRA-MACEDON CSD	11,794	11,864
061601	PANAMA CSD	13,008	13,146
512501	PARISHVILLE-HOPKINTON CSD	12,534	12,727
580224	PATCHOGUE-MEDFORD UFSD	14,647	15,053
181201	PAVILION CSD	12,541	13,079
131201	PAWLING CSD	16,353	16,767
500308	PEARL RIVER UFSD	16,595	16,958
661500	PEEKSKILL CITY SD	17,871	18,507
661601	PELHAM UFSD	17,265	17,291
181302	PEMBROKE CSD	13,640	13,845

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261201	PENFIELD CSD	13,593	13,844
680601	PENN YAN CSD	12,398	12,678
671201	PERRY CSD	12,470	13,121
091101	PERU CSD	13,816	14,262
431301	PHELPS-CLIFTON SPRINGS CSD	13,071	13,402
462001	PHOENIX CSD	12,944	13,005
440401	PINE BUSH CSD	13,006	13,169
131301	PINE PLAINS CSD	16,422	16,657
060601	PINE VALLEY CSD (SOUTH DAYTON)	13,990	16,216
261401	PITTSFORD CSD	14,268	14,642
280518	PLAINEDGE UFSD	16,752	16,842
280504	PLAINVIEW-OLD BETHPAGE CSD	18,899	19,313
091200	PLATTSBURGH CITY SD	14,646	15,141
660809	PLEASANTVILLE UFSD	17,293	17,373
660802	POCANTICO HILLS CSD	42,060	40,041
211103	POLAND CSD	12,822	13,003
051101	PORT BYRON CSD	11,859	11,948
661904	PORT CHESTER-RYE UFSD	15,471	15,776
580206	PORT JEFFERSON UFSD	23,026	23,461
441800	PORT JERVIS CITY SD	13,289	13,492
280404	PORT WASHINGTON UFSD	22,264	23,170
042901	PORTVILLE CSD	11,661	11,870
512902	POTSDAM CSD	13,369	13,691
131500	POUGHKEEPSIE CITY SD	14,347	15,030
572301	PRATTSBURGH CSD	11,520	11,977
461801	PULASKI CSD	13,424	13,821
641401	PUTNAM CSD	25,427	24,626
480503	PUTNAM VALLEY CSD	18,348	18,456
630902	QUEENSBURY UFSD	10,583	10,724
580903	QUOGUE UFSD	50,447	52,389
500401	RAMAPO CSD (SUFFERN)	17,931	18,153
043001	RANDOLPH CSD	12,665	13,557
010402	RAVENA-COEYMANS-SELKIRK CSD	14,202	14,188
651503	RED CREEK CSD	12,584	12,738
131701	RED HOOK CSD	14,876	15,165
411701	REMSEN CSD	17,086	17,841
580901	REMSENBURG-SPEONK UFSD	39,023	39,468
491200	RENSSELAER CITY SD	10,880	11,075
131801	RHINEBECK CSD	18,059	18,339
472001	RICHFIELD SPRINGS CSD	11,866	11,983
062401	RIPLEY CSD	14,989	14,359
580602	RIVERHEAD CSD	18,341	18,922
261600	ROCHESTER CITY SD	13,995	14,216
280221	ROCKVILLE CENTRE UFSD	20,193	20,561
580209	ROCKY POINT UFSD	14,778	15,108
411800	ROME CITY SD	13,584	13,978
560603	ROMULUS CSD	16,580	16,985
620901	RONDOUT VALLEY CSD	18,445	18,795
280208	ROOSEVELT UFSD	18,366	18,572
591301	ROSCOE CSD	18,704	19,043
280403	ROSLYN UFSD	22,032	22,495
530515	ROTTERDAM-MOHONASEN CSD	10,677	10,866
121502	ROXBURY CSD	18,357	18,704
401201	ROYALTON-HARTLAND CSD	11,140	11,302
261701	RUSH-HENRIETTA CSD	13,787	14,077
661800	RYE CITY SD	21,124	21,910
661901	RYE NECK UFSD	19,327	19,532
580205	SACHEM CSD	14,302	14,661

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221001	SACKETS HARBOR CSD	11,312	11,392
580305	SAG HARBOR UFSD	28,712	29,846
580910	SAGAPONACK COMN SD	16,620	17,341
043200	SALAMANCA CITY SD	2,746	3,033
641501	SALEM CSD	14,677	15,517
161201	SALMON RIVER CSD	15,308	15,545
461901	SANDY CREEK CSD	14,155	14,667
091402	SARANAC CSD	12,950	13,417
161401	SARANAC LAKE CSD	15,378	16,032
521800	SARATOGA SPRINGS CITY SD	12,061	12,297
621601	SAUGERTIES CSD	13,719	13,981
411603	SAUQUOIT VALLEY CSD	13,058	13,672
580504	SAYVILLE UFSD	17,619	17,737
662001	SCARSDALE UFSD	23,816	24,450
530501	SCHALMONT CSD	14,797	14,840
530600	SCHENECTADY CITY SD	13,135	13,614
470901	SCHENEVUS CSD	14,187	14,074
491501	SCHODACK CSD	13,629	14,120
541201	SCHOHARIE CSD	13,500	13,782
151401	SCHROON LAKE CSD	18,334	19,487
521701	SCHUYLERVILLE CSD	12,516	12,585
022401	SCIO CSD	12,326	12,278
530202	SCOTIA-GLENVILLE CSD	12,793	13,312
280206	SEAFORD UFSD	17,187	17,477
560701	SENECA FALLS CSD	12,265	12,356
280252	SEWANHAKA CENTRAL HS DISTRICT	13,856	14,080
541401	SHARON SPRINGS CSD	15,275	15,959
580701	SHELTER ISLAND UFSD	28,587	28,919
520302	SHENENDEHOWA CSD	12,532	12,939
082001	SHERBURNE-EARLVILLE CSD	12,026	12,222
062601	SHERMAN CSD	11,639	11,996
412000	SHERRILL CITY SD	11,338	11,670
580601	SHOREHAM-WADING RIVER CSD	17,343	17,650
121601	SIDNEY CSD	12,702	12,790
061501	SILVER CREEK CSD	13,437	14,073
421601	SKANEATELES CSD	13,220	13,301
580801	SMITHTOWN CSD	15,384	15,736
651201	SODUS CSD	13,414	13,394
420702	SOLVAY UFSD	12,793	12,918
662101	SOMERS CSD	18,255	18,748
010601	SOUTH COLONIE CSD	13,517	13,910
580235	SOUTH COUNTRY CSD	17,810	18,366
521401	SOUTH GLENS FALLS CSD	11,592	11,859
580413	SOUTH HUNTINGTON UFSD	17,526	18,010
220101	SOUTH JEFFERSON CSD	10,622	10,964
121702	SOUTH KORTRIGHT CSD	14,206	14,206
231101	SOUTH LEWIS CSD	14,502	14,633
500301	SOUTH ORANGETOWN CSD	16,660	17,210
560501	SOUTH SENECA CSD	14,589	14,868
580906	SOUTHAMPTON UFSD	25,633	26,279
050701	SOUTHERN CAYUGA CSD	14,438	14,585
581005	SOUTHOLD UFSD	18,934	19,364
060201	SOUTHWESTERN CSD AT JAMESTOWN	12,172	12,877
131602	SPACKENKILL UFSD	17,683	18,189
261001	SPENCERPORT CSD	12,329	12,606
600801	SPENCER-VAN ETTEN CSD	12,702	13,081
580304	SPRINGS UFSD	24,409	25,129
141101	SPRINGVILLE-GRIFFITH INST CSD	12,689	13,047

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161801	ST REGIS FALLS CSD	15,904	16,415
121701	STAMFORD CSD	14,273	14,302
401001	STARPOINT CSD	11,345	11,634
522001	STILLWATER CSD	10,231	10,345
251501	STOCKBRIDGE VALLEY CSD	11,751	11,757
591502	SULLIVAN WEST CSD	16,318	16,608
030601	SUSQUEHANNA VALLEY CSD	13,752	14,327
140207	SWEET HOME CSD	13,672	14,066
280502	SYOSSET CSD	21,358	21,661
421800	SYRACUSE CITY SD	13,442	13,769
100501	TACONIC HILLS CSD	14,700	14,790
220701	THOUSAND ISLANDS CSD	12,875	12,862
580201	THREE VILLAGE CSD	17,662	18,149
151501	TICONDEROGA CSD	15,350	15,780
600903	TIOGA CSD	10,930	11,480
142500	TONAWANDA CITY SD	11,259	11,565
211901	TOWN OF WEBB UFSD	20,582	20,932
591201	TRI-VALLEY CSD	20,438	21,070
491700	TROY CITY SD	16,817	17,237
611001	TRUMANSBURG CSD	12,232	12,654
580913	TUCKAHOE COMN SD	31,957	33,354
660302	TUCKAHOE UFSD	21,760	22,676
421902	TULLY CSD	11,284	11,291
160101	TUPPER LAKE CSD	13,215	13,458
441903	TUXEDO UFSD	16,305	16,501
660401	UFSD-TARRYTOWNS	18,174	18,601
081003	UNADILLA VALLEY CSD	13,160	13,646
051901	UNION SPRINGS CSD	12,985	12,862
280202	UNIONDALE UFSD	22,330	23,045
031501	UNION-ENDICOTT CSD	12,622	12,895
412300	UTICA CITY SD	10,755	11,330
660805	VALHALLA UFSD	22,026	22,099
441301	VALLEY CSD (MONTGOMERY)	13,108	13,423
280213	VALLEY STREAM 13 UFSD	16,714	17,017
280224	VALLEY STREAM 24 UFSD	20,742	21,383
280230	VALLEY STREAM 30 UFSD	19,076	19,145
280251	VALLEY STREAM CENTRAL HS DISTRICT	15,694	15,994
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	13,083	13,199
031601	VESTAL CSD	13,466	13,813
431701	VICTOR CSD	11,631	12,104
011003	VOORHEESVILLE CSD	14,302	14,424
580302	WAINSCOTT COMN SD	19,969	22,136
621801	WALLKILL CSD	12,677	13,070
121901	WALTON CSD	11,788	11,866
280223	WANTAGH UFSD	14,882	15,083
132101	WAPPINGERS CSD	12,736	13,158
631201	WARRENSBURG CSD	15,696	16,228
671501	WARSAW CSD	13,084	13,598
442101	WARWICK VALLEY CSD	13,457	13,597
440102	WASHINGTONVILLE CSD	13,858	14,755
522101	WATERFORD-HALFMOON UFSD	15,334	16,947
561006	WATERLOO CSD	11,975	12,382
222000	WATERTOWN CITY SD	10,604	10,913
411902	WATERVILLE CSD	12,173	12,549
011200	WATERVLIET CITY SD	10,734	10,996
550301	WATKINS GLEN CSD	11,788	12,137
600101	WAVERLY CSD	10,559	10,937
573002	WAYLAND-COHOCTON CSD	11,833	12,129

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
650801	WAYNE CSD	11,540	11,390
261901	WEBSTER CSD	12,665	13,021
050301	WEEDSPORT CSD	13,350	13,608
200901	WELLS CSD	23,190	23,489
022601	WELLSVILLE CSD	13,467	13,875
580102	WEST BABYLON UFSD	16,688	17,135
210302	WEST CANADA VALLEY CSD	13,347	13,619
420101	WEST GENESEE CSD	11,645	12,154
280227	WEST HEMPSTEAD UFSD	17,093	17,555
260803	WEST IRONDEQUOIT CSD	12,123	12,525
580509	WEST ISLIP UFSD	15,267	15,574
142801	WEST SENECA CSD	11,371	11,833
040204	WEST VALLEY CSD	14,718	15,036
280401	WESTBURY UFSD	21,161	21,737
062901	WESTFIELD CSD	13,031	13,207
580902	WESTHAMPTON BEACH UFSD	19,564	19,785
420701	WESTHILL CSD	11,877	12,369
412801	WESTMORELAND CSD	12,297	11,794
262001	WHEATLAND-CHILI CSD	16,920	17,964
170301	WHEELERVILLE UFSD	17,871	17,539
662200	WHITE PLAINS CITY SD	20,971	21,439
641701	WHITEHALL CSD	13,478	13,828
412902	WHITESBORO CSD	11,720	12,061
022101	WHITESVILLE CSD	11,065	10,887
031401	WHITNEY POINT CSD	13,409	14,046
580232	WILLIAM FLOYD UFSD	15,661	15,970
651402	WILLIAMSON CSD	13,556	14,085
140203	WILLIAMSVILLE CSD	12,290	12,495
151701	WILLSBORO CSD	16,885	17,446
401501	WILSON CSD	11,932	12,224
191401	WINDHAM-ASHLAND-JEWETT CSD	20,254	20,584
031701	WINDSOR CSD	12,151	12,664
472506	WORCESTER CSD	13,872	13,923
580109	WYANDANCH UFSD	18,808	19,101
490804	WYNANTSKILL UFSD	13,720	14,321
671002	WYOMING CSD	16,159	17,831
662300	YONKERS CITY SD	16,481	17,068
241701	YORK CSD	13,556	15,187
043501	YORKSHIRE-PIONEER CSD	11,924	11,734
662402	YORKTOWN CSD	17,394	17,678

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Bedford Stuyvesant New Beginnings 2 Charter School

Contact Name: [redacted]
Contact Title: Executive Director
Contact Email: [redacted]
Contact Phone:

First Academic Year: 2024-25

Pre-Opening Period: July 1, 2023 - June 30, 2024

BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL
2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	81	81	81	81	81	4-5
1st Grade	Elementary School	81	81	81	81	81	5-6
2nd Grade	Elementary School	0	81	81	81	81	6-7
3rd Grade	Elementary School	0	0	81	81	81	7-8
4th Grade	Elementary School	0	0	0	81	81	8-9
5th Grade	*Elementary School*	0	0	0	0	81	9-10
6th Grade	Middle School	0	0	0	0	0	10-11
7th Grade	Middle School	0	0	0	0	0	11-12
8th Grade	Middle School	0	0	0	0	0	12-13
9th Grade	High School	0	0	0	0	0	13-14
10th Grade	High School	0	0	0	0	0	14-15
11th Grade	High School	0	0	0	0	0	15-16
12th Grade	High School	0	0	0	0	0	16-17
Ungraded		0	0	0	0	0	17-18
TOTAL		162	243	324	405	486	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	3	3	3	3	3
2nd Grade	Elementary School	0	3	3	3	3
3rd Grade	Elementary School	0	0	3	3	3
4th Grade	Elementary School	0	0	0	3	3
5th Grade	Elementary School	0	0	0	0	3
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0
TOTAL		6	9	12	15	18

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	27	27	27	27	27
1st Grade	Elementary School	27	27	27	27	27
2nd Grade	Elementary School	0	27	27	27	27
3rd Grade	Elementary School	0	0	27	27	27
4th Grade	Elementary School	0	0	0	27	27
5th Grade	Elementary School	0	0	0	0	27
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	162	243	324	405	486
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**162**	**243**	**324**	**405**	**486**
Change in Net Enrollment from Prior Year (Count)	162	81	81	81	81
Change in Net Enrollment from Prior Year (Percent)	100.0%	50.0%	33.3%	25.0%	20.0%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS
The model includes 27 students per section, for three sections per grade, K-5 in the first term. Every third section is ICT, with an special educator assigned to each grade level to co-teach the ICT class. This model will continue into term 2 with the opening of the Middle and High Schools.

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	162	243	324	405	486
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 37,500,000,000	$ 37,500,000,000	$ 37,500,000,000	$ 37,500,000,000	$ 37,500,000,000
ENROLLMENT (*Charter School*)		162	243	324	405	486
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		www.schools.nyc.gov/about-us/funding/funding-our-schools				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCH

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	162	243	324	405	486

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	2.0	3.0
Deans, Directors & Coordinators	1.0	2.0	2.0	2.0	3.0
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	3.0	3.0	4.0	5.0	7.0
TOTAL ADMINISTRATIVE STAFF	8.0	9.0	10.0	12.0	16.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	6.0	9.0	12.0	15.0	18.0
Teachers - SPED	2.0	3.0	4.0	5.0	6.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	6.0	9.0	12.0	15.0	18.0
Specialty Teachers	1.0	1.0	1.0	2.0	2.0
Aides	1.0	2.0	3.0	4.0	5.0
Therapists & Counselors	0.0	1.0	1.0	1.0	1.0
Other	1.0	1.0	1.0	2.0	2.0
TOTAL INSTRUCTIONAL	17.0	26.0	34.0	44.0	52.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	25.0	35.0	44.0	56.0	68.0

BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCH

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	162.00	243.00	324.00	405.00	486.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

	WAGES					
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	4.00%	4.00%	4.00%	4.00%	4.00%
Executive Management	$ 200,000	$ 200,000	$ 208,000	$ 216,320	$ 224,973	$ 233,972
Instructional Management	$ 180,000	$ 180,000	$ 187,200	$ 194,688	$ 382,476	$ 577,775
Deans, Directors & Coordinators	$ 85,000	$ 85,000	$ 173,400	$ 180,336	$ 187,549	$ 280,051
CFO / Director of Finance	$ 150,000	$ 150,000	$ 156,000	$ 162,240	$ 168,730	$ 175,479
Operation / Business Manager	$ 120,000	$ 120,000	$ 124,800	$ 129,792	$ 134,984	$ 140,383
Administrative Staff	$ 60,000	$ 180,000	$ 187,200	$ 254,688	$ 324,876	$ 457,871
TOTAL ADMINISTRATIVE STAFF		$ 915,000	$ 1,036,600	$ 1,138,064	$ 1,423,587	$ 1,865,530
INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$ 75,000	$ 450,000	$ 693,000	$ 945,720	$ 1,208,549	$ 1,481,891
Teachers - SPED	$ 85,000	$ 170,000	$ 261,800	$ 357,272	$ 456,563	$ 559,825
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
Teaching Assistants	$ 55,000	$ 330,000	$ 508,200	$ 693,528	$ 886,269	$ 1,086,720
Specialty Teachers	$ 65,000	$ 65,000	$ 67,600	$ 70,304	$ 138,116	$ 143,641
Aides	$ 50,000	$ 50,000	$ 102,000	$ 156,080	$ 212,323	$ 270,816
Therapists & Counselors	$ 80,000	$ -	$ 80,000	$ 83,200	$ 86,528	$ 89,989
Other	$ 80,000	$ 80,000	$ 83,200	$ 86,528	$ 169,989	$ 176,789
TOTAL INSTRUCTIONAL		$ 1,145,000	$ 1,795,800	$ 2,392,632	$ 3,158,337	$ 3,809,671
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$ -	$ -	$ -	$ -	$ -	$ -
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Custodian	$ -	$ -	$ -	$ -	$ -	$ -
Security	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -
TOTAL PERSONNEL SERVICE WAGES		$ 2,060,000	$ 2,832,400	$ 3,530,696	$ 4,581,924	$ 5,675,201

OOL

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

Description of Assumptions
In Years 1 and 2, we anticipate a partial FTE/salary for these employees as BSNBCS2 grows, to be cost-shared with the existing organization BSNBCS1; until shift in Year 3 to full time.
In Years 1 and 2, we anticipate a partial FTE/salary for these employees as
Special Education Manager in Year 1; Curriculum Coaches start in Year 2; expand in Year 4.
Support for these areas will be provided via contracted firms/part-time individuals in Years 1-2, with full time FTE starting in Year 3.
Support for these areas will be provided via contracted firms/individuals in Years 1-2, with full time FTE starting in Year 3.
Student Recruitment Manager; Secretary and Office Aide in Year 1; Year 3 Parent Engagement Manager; Year 4 Talent Manager and 3 office associates

3 General educators per grade; one for each section
1 special educator per grade; ICT for every third section
-
3 Instructional Associates per grade; one for each section.
Arts Teachers for Years 1-3; Arts and Music Teachers in Years 4-5
1 school aide in Years 1 and 2; 2 starting in Year 3
1 guidance counselor starting in Year 2
1 English Language Learner teacher in Year 1-3; 2 in Year 4.

Provided by NYC
NA - classroom libraries utilized
NA- Contracted services
NA- Contracted services
-

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

Description of Assumptions
4% annual COLA increases
Pro-rated salaries leadership; shared with BSNBCS1 in Years 1-2.
Pro-rated salaries leadership; shared with BSNBCS1 in Years 1-2.
Special Education Manager in Year 1; Full time staff at market rates.
Pro-rated salaries leadership; shared with BSNBCS1 in Years 1-2.
Pro-rated salaries leadership; shared with BSNBCS1 in Years 1-2.
Full time staff at market rates.

Market salaries for certified instructors
Market salaries for certified instructors
Market salaries for instructional associates.
Market salaries for certified instructors
Market salaries for school aides.
Market salaries for certified counselors.
Market salaries for certified ELL instructors.

Will utilize NYCDOH provided Nurse.
NA
Will utilize contracted services.
Will utilize contracted services.
Will utilize contracted services.

BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCH
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	-
Total Expenses	-
Net Income	-

	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	-
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-
TOTAL REVENUE	-

BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCH
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	-
Total Expenses	-
Net Income	-

	START-UP PERIOD
EXPENSES	
	FTE No. of Positions
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	- -
Instructional Management	- -
Deans, Directors & Coordinators	- -
CFO / Director of Finance	- -
Operation / Business Manager	- -
Administrative Staff	- -
TOTAL ADMINISTRATIVE STAFF	**-** -
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	- -
Teachers - SPED	- -
Substitute Teachers	- -
Teaching Assistants	- -
Specialty Teachers	- -
Aides	- -
Therapists & Counselors	- -
Other	- -
TOTAL INSTRUCTIONAL	**-** **-**
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	- -
Librarian	- -
Custodian	- -
Security	- -
Other	- -
TOTAL NON-INSTRUCTIONAL	- **-**
SUBTOTAL PERSONNEL SERVICE COSTS	**-** **-**
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
TOTAL PAYROLL TAXES AND BENEFITS	**-**
TOTAL PERSONNEL SERVICE COSTS	**-** **-**
CONTRACTED SERVICES	
Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-

BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCH
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**-**
Total Expenses	**-**
Net Income	**-**

	START-UP PERIOD
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	-
TOTAL CONTRACTED SERVICES	**-**

BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCH
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	-
Total Expenses	-
Net Income	-

	START-UP PERIOD
SCHOOL OPERATIONS	
Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	-
FACILITY OPERATION & MAINTENANCE	
Insurance	-
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	-
NET INCOME	-

BEDFORD STUYVESANT NEW BEGINNINOOL
PROJECTED BUDGET / OPERATING PLAN FIERIOD
July 1, 2023 - June 30,

***NOTE:** Please enter financial data on "6) FYear."*
The pre-opening budget will be for a 1-Year Period as school Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	While we will seek grants and fundraising opportunities during the start-up period, to provide the most conservative assumption, we do not anticipate any dedicated revenue prior to July 1, 2024.
Total Expenses	As BSNBCS2 is a replication of an existing charter school with a $19MM+ annual budgets, we do not anticipate any dedicated expenses for BSNBCS2 prior to opening that cannot be covered by BSNCBS1 staff, in-kind services and resources.
Net Income	
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	
DYCD (Department of Youth and Community Developmt.)	
Other	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

BEDFORD STUYVESANT NEW BEGINNINOOL
PROJECTED BUDGET / OPERATING PLAN FIERIOD
July 1, 2023 - June 30,

***NOTE:** Please enter financial data on "6) FYear."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		While we will seek grants and fundraising opportunities during the start-up period, to provide the most conservative assumption, we do not anticipate any dedicated revenue prior to July 1, 2024.
Total Expenses		As BSNBCS2 is a replication of an existing charter school with a $19MM+ annual budgets, we do not anticipate any dedicated expenses for BSNBCS2 prior to opening that cannot be covered by BSNCBS1 staff, in-kind services and resources.
Net Income		

EXPENSES	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	
Instructional Management	-	
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	-	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other	-	
TOTAL INSTRUCTIONAL	-	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		
Fringe / Employee Benefits		
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	-	
CONTRACTED SERVICES		
Accounting / Audit		
Legal		
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		

BEDFORD STUYVESANT NEW BEGINNINOOL PROJECTED BUDGET / OPERATING PLAN FIERIOD July 1, 2023 - June 30,	
***NOTE:** Please enter financial data on "6) FYear." The pre-opening budget will be for a 1-Year Period as school Information.*	
	DESCRIPTION OF ASSUMPTIONS
Total Revenue	While we will seek grants and fundraising opportunities during the start-up period, to provide the most conservative assumption, we do not anticipate any dedicated revenue prior to July 1, 2024.
Total Expenses	As BSNBCS2 is a replication of an existing charter school with a $19MM+ annual budgets, we do not anticipate any dedicated expenses for BSNBCS2 prior to opening that cannot be covered by BSNCBS1 staff, in-kind services and resources.
Net Income	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

BEDFORD STUYVESANT NEW BEGINNINOOL
PROJECTED BUDGET / OPERATING PLAN FIERIOD
July 1, 2023 - June 30,

***NOTE:** Please enter financial data on "6) FYear."*
The pre-opening budget will be for a 1-Year Period as school Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	While we will seek grants and fundraising opportunities during the start-up period, to provide the most conservative assumption, we do not anticipate any dedicated revenue prior to July 1, 2024.
Total Expenses	As BSNBCS2 is a replication of an existing charter school with a $19MM+ annual budgets, we do not anticipate any dedicated expenses for BSNBCS2 prior to opening that cannot be covered by BSNCBS1 staff, in-kind services and resources.
Net Income	

SCHOOL OPERATIONS	
Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	
Technology	
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 1-YEAR	BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR

BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL

NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2023 - June 30, 2024

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	FTE No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-	-	-	-	-	-	-

YEAR 1 BUDGET AND ASSUMPTION		BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**3,894,036**	**536,323**	**-**	**300,000**	**-**	**4,730,359**	
Total Expenses		**3,437,418**	**497,322**	**87,000**	**-**	**556,425**	**4,578,164**	
Net Income		**456,618**	**39,002**	**(87,000)**	**300,000**	**(556,425)**	**152,195**	
Budgeted Student Enrollment		**162**	**-**				**162**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	Basic Tuition (2022-23)							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	17,626	2,855,412					2,855,412	This is a conservative revenue projection as it is likely that the per-pupil number will increase in FY25 from the projections here of $17,626, as the FY24 rate is $18,340.00 and it will likely be increased again for FY25.
Other District 1:	-	-					-	
Other District 2:	-	-					-	
Other District 3:	-	-					-	
Other District 4:	-	-					-	
Other District 5:	-	-					-	
Other District 6:	-	-					-	
Other District 7:	-	-					-	
Other District 8:	-	-					-	
Other District 9:	-	-					-	
Other District 10:	-	-					-	
Other District 11:	-	-					-	
Other District 12:	-	-					-	
Other District 13:	-	-					-	
Other District 14:	-	-					-	
Other School Districts' Revenue: (Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue (Weighted Avg.)	17,626	2,855,412					2,855,412	
Special Education Revenue			514,323				514,323	Based on existing demographics at BSNBCS1, we anticipate that the overall SPED percentage will be roughly 20% of students, with 17% being students receiving services of >60%. This assumption includes 27 students at $19,049.00
NYC DoE Rental Assistance		856,624		-	-	-	856,624	At 30% of General Education per pupil, for allowable facilities expenses.
Grants								
Stimulus		-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	
Other			-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		3,712,036	514,323	-	-	-	4,226,359	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	22,000	-			22,000	Based on existing rates for 20% of student population.
Title I		87,000	-	-			87,000	Based on Free and Reduced Rate of 90%+
Title Funding - Other		52,000	-	-			52,000	Title IIA and Title III Based on Free and Reduced Rate of 90%+ and ELL rate of 25%+.
School Food Service (Free Lunch)		-	-	-			-	
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	We will apply for these funds if and when they become available, however have not included them in the budget to provide a conservative revenue projection.
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		139,000	22,000	-	-	-	161,000	
LOCAL and OTHER REVENUE								

YEAR 1 BUDGET AND ASSUMPTION	BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**3,894,036**	**536,323**	**-**	**300,000**	**-**	**4,730,359**	
Total Expenses	**3,437,418**	**497,322**	**87,000**	**-**	**556,425**	**4,578,164**	
Net Income	**456,618**	**39,002**	**(87,000)**	**300,000**	**(556,425)**	**152,195**	
Budgeted Student Enrollment	**162**	**-**				**162**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Contributions and Donations	-	-	-	300,000	-	300,000	We anticipate being able to funraise $300K in donations, grants, foundation support and other free cash no later than August 30, 2024.
Fundraising	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	
Food Service (Income from meals)	28,000	-	-	-	-	28,000	Anticipated reimbursement.
Text Book	15,000	-	-	-	-	15,000	Anticipated NYSTL/famis funds.
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	43,000	-	-	300,000	-	343,000	
TOTAL REVENUE	**3,894,036**	**536,323**	**-**	**300,000**	**-**	**4,730,359**	

YEAR 1 BUDGET AND ASSUMPTION		BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		**3,894,036**	**536,323**	**-**	**300,000**	**-**	**4,730,359**	
Total Expenses		**3,437,418**	**497,322**	**87,000**	**-**	**556,425**	**4,578,164**	
Net Income		**456,618**	**39,002**	**(87,000)**	**300,000**	**(556,425)**	**152,195**	
Budgeted Student Enrollment		**162**	**-**				**162**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	1.00	200,000	-	-	-	-	200,000	
Instructional Management	1.00	144,000	36,000	-	-	-	180,000	
Deans, Directors & Coordinators	1.00	-	85,000	-	-	-	85,000	
CFO / Director of Finance	1.00	-	-	-	-	150,000	150,000	
Operation / Business Manager	1.00	-	-	-	-	120,000	120,000	
Administrative Staff	3.00	-	-	-	-	180,000	180,000	
TOTAL ADMINISTRATIVE STAFF	8.00	344,000	121,000	-	-	450,000	915,000	Described in Staffing Plan Sheet
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	6.00	450,000	-	-	-	-	450,000	
Teachers - SPED	2.00	-	170,000	-	-	-	170,000	
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	6.00	330,000	-	-	-	-	330,000	
Specialty Teachers	1.00	65,000	-	-	-	-	65,000	
Aides	1.00	50,000	-	-	-	-	50,000	
Therapists & Counselors	-	-	-	-	-	-	-	
Other	1.00	80,000	-	-	-	-	80,000	
TOTAL INSTRUCTIONAL	17.00	975,000	170,000	-	-	-	1,145,000	Described in Staffing Plan Sheet
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	Described in Staffing Plan Sheet
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	1,319,000.00	291,000	-	-	450,000	2,060,000	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		100,904	22,262	-	-	34,425	157,590	Payroll taxes include 6.2% for social security and 1.45% for medicare, total OASDI and HI at 7.65%
Fringe / Employee Benefits		171,470	37,830	-	-	58,500	267,800	Assumes 13% Fringe rate for Health Insurance and other employee benefits
Retirement / Pension		39,570	8,730	-	-	13,500	61,800	Assumes 3% employer match for 401K benefits
TOTAL PAYROLL TAXES AND BENEFITS		311,944	68,822	-	-	106,425	487,190	
TOTAL PERSONNEL SERVICE COSTS	25.00	1,630,944	359,822	-	-	556,425	2,547,190	
CONTRACTED SERVICES								
Accounting / Audit		28,000	-	-	-	-	28,000	Full annual audit services.
Legal		22,000	-	-	-	-	22,000	Legal services related to Year 1 needs.
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		15,000	-	-	-	-	15,000	Paylocity or similar services.
Special Ed Services		15,850	-	-	-	-	15,850	Any needed, contracted services not provided by NYC.
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		170,000	-	-	-	-	170,000	Accounting, technology and consulting services.
TOTAL CONTRACTED SERVICES		250,850	-	-	-	-	250,850	

YEAR 1 BUDGET AND ASSUMPTION	BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**3,894,036**	**536,323**	**-**	**300,000**	**-**	**4,730,359**	
Total Expenses	**3,437,418**	**497,322**	**87,000**	**-**	**556,425**	**4,578,164**	
Net Income	**456,618**	**39,002**	**(87,000)**	**300,000**	**(556,425)**	**152,195**	
Budgeted Student Enrollment	**162**	**-**				**162**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	5,000	-	-	-	-	5,000	Board on Track software/PD.
Classroom / Teaching Supplies & Materials	145,000	-	-	-	-	145,000	Roughly $24K per classroom.
Special Ed Supplies & Materials	-	87,500	-	-	-	87,500	Adaptive technology, curriculum and materials to support ICT classrooms and SETTS services.
Textbooks / Workbooks	$12,500	10,000	-	-	-	22,500	Initial textbooks and consumables.
Supplies & Materials other	22,000	10,000	-	-	-	32,000	Additional curriculum resources and supplies, student backpacks, uniforms.
Equipment / Furniture	43,000	5,000	-	-	-	48,000	Additional classroom furniture.
Telephone	13,000	-	-	-	-	13,000	VOIP system.
Technology	35,000	-	-	-	-	35,000	Chromebooks and related technologies.
Student Testing & Assessment	22,000	5,000	-	-	-	27,000	Leveled Reading Assessments and other technologies.
Field Trips	15,000	-	-	-	-	15,000	$2500 per class
Transportation (student)	27,500	3,000	-	-	-	30,500	Needed supplemental transportation beyond yellow bus.
Student Services - other	10,000	-	-	-	-	10,000	Other events, uniforms, townhall expenses.
Office Expense	22,000	-	-	-	-	22,000	Main office and admin expenses.
Staff Development	13,000	-	-	-	-	13,000	Staff Trainings and contracted services.
Staff Recruitment	15,000	-	-	-	-	15,000	Online recruitment fees.
Student Recruitment / Marketing	45,000	12,000	-	-	-	57,000	Student recruitment for initial classes and backfilling as needed
School Meals / Lunch	5,000	-	-	-	-	5,000	Additional meals expenses.
Travel (Staff)	12,000	5,000	-	-	-	17,000	Staff travel within city and for PDs.
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	462,000	137,500	-	-	-	599,500	
FACILITY OPERATION & MAINTENANCE							
Insurance	17,000	-	-	-	-	17,000	Based on market rate for 162 student school
Janitorial	75,000	-	-	-	-	75,000	Contracted services,
Building and Land Rent / Lease / Facility Finance Interest	684,624	-	-	-	-	684,624	Leasehold expenses.
Repairs & Maintenance	95,000	-	-	-	-	95,000	Maintenance costs and upkeep.
Equipment / Furniture	85,000	-	-	-	-	85,000	Facilities equipment, initial investments.
Security	65,000	-	-	-	-	65,000	Contracted safety agents.
Utilities	72,000	-	-	-	-	72,000	Electric, heat, wifi and other utilities.
TOTAL FACILITY OPERATION & MAINTENANCE	1,093,624	-	-	-	-	1,093,624	
DEPRECIATION & AMORTIZATION	-	-	12,000	-	-	12,000	Low due to new equipment/materials, $1000 monthly
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	75,000	-	-	75,000	As required by the statute, $75,000 will be held aside in escrow for dissolution purposes.
TOTAL EXPENSES	**3,437,418**	**497,322**	**87,000**	**-**	**556,425**	**4,578,164**	
NET INCOME	**456,618**	**39,002**	**(87,000)**	**300,000**	**(556,425)**	**152,195**	

YEAR 1 BUDGET AND ASSUMPTION	BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**3,894,036**	**536,323**	**-**	**300,000**	**-**	**4,730,359**	
Total Expenses	**3,437,418**	**497,322**	**87,000**	**-**	**556,425**	**4,578,164**	
Net Income	**456,618**	**39,002**	**(87,000)**	**300,000**	**(556,425)**	**152,195**	
Budgeted Student Enrollment	**162**	**-**				**162**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	162					162	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	**162**					**162**	
REVENUE PER PUPIL	**24,037**					**29,200**	
EXPENSES PER PUPIL	**21,219**					**28,260**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*		BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue		**704,393**	**300,000**	**791,693**	**2,800**	**707,193**	**2,800**	**729,193**	**2,800**	**707,193**	**2,800**	**707,193**	**72,300**	**4,730,359**
Total Expenses		**360,151**	**624,242**	**373,627**	**353,127**	**356,127**	**353,127**	**384,127**	**353,127**	**358,127**	**353,127**	**356,127**	**353,127**	**4,578,164**
Net Income		**344,242**	**(324,242)**	**418,066**	**(350,327)**	**351,066**	**(350,327)**	**345,066**	**(350,327)**	**349,066**	**(350,327)**	**351,066**	**(280,827)**	**152,195**
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	**344,242**	**20,000**	**438,066**	**87,739**	**438,805**	**88,478**	**433,544**	**83,217**	**432,283**	**81,956**	**433,022**	-
Ending Cash Balance		**344,242**	**20,000**	**438,066**	**87,739**	**438,805**	**88,478**	**433,544**	**83,217**	**432,283**	**81,956**	**433,022**	**152,195**	**152,195**
		JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE		*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	Basic Tuition (2022-23)													
PRIMARY School District: NYC CHANCELLOR'S OFFICE	17,626	475,902	-	475,902	-	475,902	-	475,902	-	475,902	-	475,902	-	2,855,412
Other District 1:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Avg.)	17,626	475,902	-	475,902	-	475,902	-	475,902	-	475,902	-	475,902	-	2,855,412
Special Education Revenue		85,721	-	85,721	-	85,721	-	85,721	-	85,721	-	85,721	-	514,323
NYC DoE Rental Assistance		142,771	-	142,771	-	142,771	-	142,771	-	142,771	-	142,771	-	856,624
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other				-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		704,393	-	704,393	-	704,393	-	704,393	-	704,393	-	704,393	-	4,226,359
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	22,000	-	-	-	-	-	22,000
Title I		-	-	43,500	-	-	-	-	-	-	-	-	43,500	87,000
Title Funding - Other		-	-	26,000	-	-	-	-	-	-	-	-	26,000	52,000
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	69,500	-	-	-	22,000	-	-	-	-	69,500	161,000
LOCAL and OTHER REVENUE														
Contributions and Donations		-	300,000	-	-	-	-	-	-	-	-	-	-	300,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	28,000
Text Book		-	-	15,000	-	-	-	-	-	-	-	-	-	15,000
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	300,000	17,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	343,000
TOTAL REVENUE		**704,393**	**300,000**	**791,693**	**2,800**	**707,193**	**2,800**	**729,193**	**2,800**	**707,193**	**2,800**	**707,193**	**72,300**	**4,730,359**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue	**704,393**	**300,000**	**791,693**	**2,800**	**707,193**	**2,800**	**729,193**	**2,800**	**707,193**	**2,800**	**707,193**	**72,300**	**4,730,359**
Total Expenses	**360,151**	**624,242**	**373,627**	**353,127**	**356,127**	**353,127**	**384,127**	**353,127**	**358,127**	**353,127**	**356,127**	**353,127**	**4,578,164**
Net Income	**344,242**	**(324,242)**	**418,066**	**(350,327)**	**351,066**	**(350,327)**	**345,066**	**(350,327)**	**349,066**	**(350,327)**	**351,066**	**(280,827)**	**152,195**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	**344,242**	**20,000**	**438,066**	**87,739**	**438,805**	**88,478**	**433,544**	**83,217**	**432,283**	**81,956**	**433,022**	-
Ending Cash Balance	**344,242**	**20,000**	**438,066**	**87,739**	**438,805**	**88,478**	**433,544**	**83,217**	**432,283**	**81,956**	**433,022**	**152,195**	**152,195**

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	1.00	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
Instructional Management	1.00	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000
Deans, Directors & Coordinators	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
CFO / Director of Finance	1.00	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Operation / Business Manager	1.00	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Administrative Staff	3.00	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000
TOTAL ADMINISTRATIVE STAFF	8.00	76,250	76,250	76,250	76,250	76,250	76,250	76,250	76,250	76,250	76,250	76,250	76,250	915,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	6.00	-	40,909	40,909	40,909	40,909	40,909	40,909	40,909	40,909	40,909	40,909	40,909	450,000
Teachers - SPED	2.00	-	15,455	15,455	15,455	15,455	15,455	15,455	15,455	15,455	15,455	15,455	15,455	170,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	6.00	-	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	330,000
Specialty Teachers	1.00	-	5,909	5,909	5,909	5,909	5,909	5,909	5,909	5,909	5,909	5,909	5,909	65,000
Aides	1.00	-	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	50,000
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1.00	-	7,273	7,273	7,273	7,273	7,273	7,273	7,273	7,273	7,273	7,273	7,273	80,000
TOTAL INSTRUCTIONAL	17.00	-	104,091	104,091	104,091	104,091	104,091	104,091	104,091	104,091	104,091	104,091	104,091	1,145,000
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	76,250	180,341	180,341	180,341	180,341	180,341	180,341	180,341	180,341	180,341	180,341	180,341	2,060,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		13,133	13,133	13,133	13,133	13,133	13,133	13,133	13,133	13,133	13,133	13,133	13,133	157,590
Fringe / Employee Benefits		22,317	22,317	22,317	22,317	22,317	22,317	22,317	22,317	22,317	22,317	22,317	22,317	267,800
Retirement / Pension		5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	61,800
TOTAL PAYROLL TAXES AND BENEFITS		40,599	40,599	40,599	40,599	40,599	40,599	40,599	40,599	40,599	40,599	40,599	40,599	487,190
TOTAL PERSONNEL SERVICE COSTS	25.00	116,849	220,940	220,940	220,940	220,940	220,940	220,940	220,940	220,940	220,940	220,940	220,940	2,547,190
CONTRACTED SERVICES														
Accounting / Audit		2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	28,000
Legal		3,000		3,000	-	3,000	-	5,000	-	5,000	-	3,000	-	22,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Special Ed Services		-	-	1,585	1,585	1,585	1,585	1,585	1,585	1,585	1,585	1,585	1,585	15,850
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	170,000
TOTAL CONTRACTED SERVICES		20,750	17,750	22,335	19,335	22,335	19,335	24,335	19,335	24,335	19,335	22,335	19,335	250,850

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2024 - JUNE 30, 2025

Total Revenue	**704,393**	**300,000**	**791,693**	**2,800**	**707,193**	**2,800**	**729,193**	**2,800**	**707,193**	**2,800**	**707,193**	**72,300**	**4,730,359**
Total Expenses	**360,151**	**624,242**	**373,627**	**353,127**	**356,127**	**353,127**	**384,127**	**353,127**	**358,127**	**353,127**	**356,127**	**353,127**	**4,578,164**
Net Income	**344,242**	**(324,242)**	**418,066**	**(350,327)**	**351,066**	**(350,327)**	**345,066**	**(350,327)**	**349,066**	**(350,327)**	**351,066**	**(280,827)**	**152,195**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	**344,242**	**20,000**	**438,066**	**87,739**	**438,805**	**88,478**	**433,544**	**83,217**	**432,283**	**81,956**	**433,022**	-
Ending Cash Balance	**344,242**	**20,000**	**438,066**	**87,739**	**438,805**	**88,478**	**433,544**	**83,217**	**432,283**	**81,956**	**433,022**	**152,195**	**152,195**

	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
SCHOOL OPERATIONS													
Board Expenses	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Classroom / Teaching Supplies & Materials	-	75,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	145,000
Special Ed Supplies & Materials	-	60,000	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	87,500
Textbooks / Workbooks	-	22,500	-	-	-	-	-	-	-	-	-	-	22,500
Supplies & Materials other	-	20,000	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	32,000
Equipment / Furniture	-	36,000	-	-	-	-	12,000	-	-	-	-	-	48,000
Telephone	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	13,000
Technology		25,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	35,000
Student Testing & Assessment	-	-	15,000	-	-	-	12,000	-	-	-	-	-	27,000
Field Trips	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Transportation (student)	-	-	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	30,500
Student Services - other	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Office Expense	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	22,000
Staff Development	-	5,000	800	800	800	800	800	800	800	800	800	800	13,000
Staff Recruitment	8,000	5,000	-	-	-	-	2,000	-	-	-	-	-	15,000
Student Recruitment / Marketing	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	57,000
School Meals / Lunch	-	2,500	2,500	-	-	-	-	-	-	-	-	-	5,000
Travel (Staff)	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	17,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	17,500	260,500	45,300	27,800	27,800	27,800	53,800	27,800	27,800	27,800	27,800	27,800	599,500
FACILITY OPERATION & MAINTENANCE													
Insurance	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	17,000
Janitorial	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
Building and Land Rent / Lease / Facility Finance Interest	57,052	57,052	57,052	57,052	57,052	57,052	57,052	57,052	57,052	57,052	57,052	57,052	684,624
Repairs & Maintenance	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	95,000
Equipment / Furniture	45,000	40,000	-	-	-	-	-	-	-	-	-	-	85,000
Security	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Utilities	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000
TOTAL FACILITY OPERATION & MAINTENANCE	129,052	124,052	84,052	84,052	84,052	84,052	84,052	84,052	84,052	84,052	84,052	84,052	1,093,624
DEPRECIATION & AMORTIZATION	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	75,000	-	-	-	-	-	-	-	-	-	-	-	75,000
TOTAL EXPENSES	**360,151**	**624,242**	**373,627**	**353,127**	**356,127**	**353,127**	**384,127**	**353,127**	**358,127**	**353,127**	**356,127**	**353,127**	4,578,164
NET INCOME	**344,242**	**(324,242)**	**418,066**	**(350,327)**	**351,066**	**(350,327)**	**345,066**	**(350,327)**	**349,066**	**(350,327)**	**351,066**	**(280,827)**	**152,195**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**344,242**	**(324,242)**	**418,066**	**(350,327)**	**351,066**	**(350,327)**	**345,066**	**(350,327)**	**349,066**	**(350,327)**	**351,066**	**(280,827)**	**152,195**
Beginning Cash Balance	-	**344,242**	**20,000**	**438,066**	**87,739**	**438,805**	**88,478**	**433,544**	**83,217**	**432,283**	**81,956**	**433,022**	-
ENDING CASH BALANCE	**344,242**	**20,000**	**438,066**	**87,739**	**438,805**	**88,478**	**433,544**	**83,217**	**432,283**	**81,956**	**433,022**	**152,195**	**152,195**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.								*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**4,730,359**	**6,941,038**	**9,165,556**	**11,390,074**	**13,614,591**	
Total Expenses			**4,578,164**	**6,180,898**	**7,763,886**	**9,849,274**	**11,895,156**	
Net Income (Before Cash Flow Adjustments)			**152,195**	**760,140**	**1,401,670**	**1,540,800**	**1,719,436**	
Budgeted Student Enrollment			**162**	**243**	**324**	**405**	**486**	
			Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	
Per Pupil Revenue		Basic Tuition (2022-23)						
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	17,626	2,855,412	4,283,118	5,710,824	7,138,530	8,566,236	See notes in previous Year 1 Cash flow sheet; same
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	17,626	2,855,412	4,283,118	5,710,824	7,138,530	8,566,236	See notes in previous Year 1 Cash flow sheet; same
Special Education Revenue			514,323	771,485	1,028,485	1,285,485	1,542,485	See notes in previous Year 1 Cash flow sheet; same assumptions.
NYC DoE Rental Assistance			856,624	1,284,935	1,713,247	2,141,559	2,569,871	See notes in previous Year 1 Cash flow sheet; same assumptions.
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-					
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			4,226,359	6,339,538	8,452,556	10,565,574	12,678,591	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			22,000	33,000	44,000	55,000	66,000	See notes in previous Year 1 Cash flow sheet; same
Title I			87,000	130,500	174,000	217,500	261,000	See notes in previous Year 1 Cash flow sheet; same
Title Funding - Other			52,000	78,000	104,000	130,000	156,000	See notes in previous Year 1 Cash flow sheet; same
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			161,000	241,500	322,000	402,500	483,000	
LOCAL and OTHER REVENUE								
Contributions and Donations			300,000	300,000	300,000	300,000	300,000	See notes in previous Year 1 Cash flow sheet; same
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			28,000	42,000	70,000	98,000	126,000	See notes in previous Year 1 Cash flow sheet; same
Text Book			15,000	18,000	21,000	24,000	27,000	See notes in previous Year 1 Cash flow sheet; same
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			343,000	360,000	391,000	422,000	453,000	
TOTAL REVENUE			**4,730,359**	**6,941,038**	**9,165,556**	**11,390,074**	**13,614,591**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.						*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**4,730,359**	**6,941,038**	**9,165,556**	**11,390,074**	**13,614,591**	
Total Expenses		**4,578,164**	**6,180,898**	**7,763,886**	**9,849,274**	**11,895,156**	
Net Income (Before Cash Flow Adjustments)		**152,195**	**760,140**	**1,401,670**	**1,540,800**	**1,719,436**	
Budgeted Student Enrollment		**162**	**243**	**324**	**405**	**486**	
		Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	1.00	200,000	208,000	216,320	224,973	233,972	
Instructional Management	1.00	180,000	187,200	194,688	382,476	577,775	
Deans, Directors & Coordinators	1.00	85,000	173,400	180,336	187,549	280,051	
CFO / Director of Finance	1.00	150,000	156,000	162,240	168,730	175,479	
Operation / Business Manager	1.00	120,000	124,800	129,792	134,984	140,383	
Administrative Staff	3.00	180,000	187,200	254,688	324,876	457,871	
TOTAL ADMINISTRATIVE STAFF	8.00	915,000	1,036,600	1,138,064	1,423,587	1,865,530	See staffing plan sheet notes.
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	450,000	693,000	945,720	1,208,549	1,481,891	
Teachers - SPED	2.00	170,000	261,800	357,272	456,563	559,825	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	6.00	330,000	508,200	693,528	886,269	1,086,720	
Specialty Teachers	1.00	65,000	67,600	70,304	138,116	143,641	
Aides	1.00	50,000	102,000	156,080	212,323	270,816	
Therapists & Counselors	-	-	80,000	83,200	86,528	89,989	
Other	1.00	80,000	83,200	86,528	169,989	176,789	
TOTAL INSTRUCTIONAL	17.00	1,145,000	1,795,800	2,392,632	3,158,337	3,809,671	See staffing plan sheet notes.
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	2,060,000	2,832,400	3,530,696	4,581,924	5,675,201	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		157,590	216,679	270,098	350,517	434,153	
Fringe / Employee Benefits		267,800	368,212	458,990	595,650	737,776	
Retirement / Pension		61,800	84,972	105,921	137,458	170,256	
TOTAL PAYROLL TAXES AND BENEFITS		487,190	669,863	835,010	1,083,625	1,342,185	See staffing plan sheet notes.
TOTAL PERSONNEL SERVICE COSTS	25.00	2,547,190	3,502,263	4,365,706	5,665,549	7,017,386	See staffing plan sheet notes.
CONTRACTED SERVICES							
Accounting / Audit		28,000	29,000	30,000	31,000	32,000	Minor increases for inflation and cost changes.
Legal		22,000	23,000	24,000	25,000	26,000	Minor increases for inflation and cost changes.
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		15,000	18,000	21,000	24,000	27,000	Moderate increases for staff expansion.
Special Ed Services		15,850	23,814	31,752	39,690	47,628	Increase due to additional students with disabilities.
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		170,000	255,150	340,200	425,250	510,300	Increase due to growth of school size.
TOTAL CONTRACTED SERVICES		250,850	348,964	446,952	544,940	642,928	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.						*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**4,730,359**	**6,941,038**	**9,165,556**	**11,390,074**	**13,614,591**	
Total Expenses	**4,578,164**	**6,180,898**	**7,763,886**	**9,849,274**	**11,895,156**	
Net Income (Before Cash Flow Adjustments)	**152,195**	**760,140**	**1,401,670**	**1,540,800**	**1,719,436**	
Budgeted Student Enrollment	**162**	**243**	**324**	**405**	**486**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
SCHOOL OPERATIONS						
Board Expenses	5,000	6,000	7,000	8,000	9,000	Minor increases for inflation and cost changes.
Classroom / Teaching Supplies & Materials	145,000	217,485	289,980	362,475	434,970	Increase due to growth of school size.
Special Ed Supplies & Materials	87,500	131,250	175,000	218,750	262,500	Increase due to growth of school size.
Textbooks / Workbooks	22,500	33,750	45,000	56,250	67,500	Increase due to growth of school size.
Supplies & Materials other	32,000	48,000	64,000	80,000	96,000	Increase due to growth of school size.
Equipment / Furniture	48,000	48,000	48,000	48,000	48,000	Additional equipment/furniture allocation annually.
Telephone	13,000	14,000	15,000	16,000	17,000	Minor increases for inflation and cost changes.
Technology	35,000	35,000	35,000	35,000	35,000	Additional technology allocation annually.
Student Testing & Assessment	27,000	40,500	54,000	67,500	81,000	Increase due to growth of school size.
Field Trips	15,000	22,500	30,000	37,500	45,000	Increase due to growth of school size.
Transportation (student)	30,500	45,750	61,000	76,250	91,500	Increase due to growth of school size.
Student Services - other	10,000	15,000	20,000	25,000	30,000	Increase due to growth of school size.
Office Expense	22,000	33,000	44,000	55,000	66,000	Increase due to growth of school size.
Staff Development	13,000	19,500	26,000	32,500	39,000	Increase due to growth of school staffing needs.
Staff Recruitment	15,000	22,500	30,000	37,500	45,000	Increase due to growth of school staffing needs.
Student Recruitment / Marketing	57,000	58,000	59,000	60,000	61,000	Minor increases for inflation and cost changes.
School Meals / Lunch	5,000	7,500	10,000	12,500	15,000	Increase due to growth of school staffing needs.
Travel (Staff)	17,000	25,500	34,000	42,500	51,000	Increase due to growth of school staffing needs.
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	599,500	823,235	1,046,980	1,270,725	1,494,470	
FACILITY OPERATION & MAINTENANCE						
Insurance	17,000	25,500	34,000	42,500	25,500	Increase due to growth of school size.
Janitorial	75,000	85,000	95,000	105,000	115,000	Additional staffing hours for additional classrooms.
Building and Land Rent / Lease / Facility Finance Interest	684,624	1,026,936	1,369,248	1,711,560	2,053,872	Increase due to growth of school size.
Repairs & Maintenance	95,000	105,000	115,000	125,000	135,000	Additional contracted hours for additional classrooms.
Equipment / Furniture	85,000	86,000	87,000	88,000	89,000	Minor increases for inflation and cost changes.
Security	65,000	66,000	67,000	134,000	135,000	Additional contracted staffer needed in year 3.
Utilities	72,000	82,000	92,000	102,000	112,000	Additional utilities costs or additional classrooms.
TOTAL FACILITY OPERATION & MAINTENANCE	1,093,624	1,476,436	1,859,248	2,308,060	2,665,372	
DEPRECIATION & AMORTIZATION	12,000	30,000	45,000	60,000	75,000	Depreciation of assets grows as school assets age and expand.
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	75,000	-	-	-	-	One time dissolution fund cost in year 1.
TOTAL EXPENSES	**4,578,164**	**6,180,898**	**7,763,886**	**9,849,274**	**11,895,156**	
NET INCOME	**152,195**	**760,140**	**1,401,670**	**1,540,800**	**1,719,436**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BEDFORD STUYVESANT NEW BEGINNINGS 2 CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,730,359**	**6,941,038**	**9,165,556**	**11,390,074**	**13,614,591**	
Total Expenses	**4,578,164**	**6,180,898**	**7,763,886**	**9,849,274**	**11,895,156**	
Net Income (Before Cash Flow Adjustments)	**152,195**	**760,140**	**1,401,670**	**1,540,800**	**1,719,436**	
Budgeted Student Enrollment	**162**	**243**	**324**	**405**	**486**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	162	243	324	405	486	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**162**	**243**	**324**	**405**	**486**	
REVENUE PER PUPIL	**29,200**	**28,564**	**28,289**	**28,124**	**28,014**	
EXPENSES PER PUPIL	**28,260**	**25,436**	**23,963**	**24,319**	**24,476**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	(400,000)	(500,000)	(1,500,000)	(1,500,000)	Investments in Facilities upgrades for additional grades, doubling of student population from year 2 to year 5.
Other	-	-	-	-	-	
Total Investment Activities	-	(400,000)	(500,000)	(1,500,000)	(1,500,000)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**(400,000)**	**(500,000)**	**(1,500,000)**	**(1,500,000)**	
NET INCOME	**152,195**	**360,140**	**901,670**	**40,800**	**219,436**	
Beginning Cash Balance	-	152,195	512,335	1,414,005	1,454,805	
ENDING CASH BALANCE	**152,195**	**512,335**	**1,414,005**	**1,454,805**	**1,674,240**	Our aim to have positive cash flow annually throughout the charter term; building a modest reserve.

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	162	17,626	2,855,412	557,323	3,412,735	37,500,000,000	0.009%
Year 2 (2025-26)	243	17,626	4,283,118	831,000	5,114,118	37,500,000,000	0.014%
Year 3 (2026-27)	324	17,626	5,710,824	1,190,000	6,900,824	37,500,000,000	0.018%
Year 4 (2027-28)	405	17,626	7,138,530	1,407,000	8,545,530	37,500,000,000	0.023%
Year 5 (2028-29)	486	17,626	8,566,236	1,695,000	10,261,236	37,500,000,000	0.027%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	www.schools.nyc.gov/about-us/funding/funding-our-schools
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	-	-	-	-	-	-	#DIV/0!
Year 2 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 3 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 4 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 5 (2028-29)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

growing enrollment over the five years of the initial charter, we anticipate $8.56MM in State Aid for General Education and $1.54MM in Special Education funding in 2028-29, in the absence of any changes in the per-pupil rate, making a conservative estimate.

4) **All Staff Positions Fully Funded:** As a general rule, all full time staff and their associated benefits are funded by per-pupil funding and entitlements. This ensures that as long as the school maintains its enrollment, all employee salaries are covered and are not at the whim of outside sources such as grants, foundations or donations.
5) **Yearly surplus:** The fiscal assumptions include modest but consistent budget surpluses each year. Our aim is to put a strong proportion of our total funding into the classroom and staffing in the initial years, while maintaining a moderate reserve.
6) **Non-per pupil related funding:** Our model does not rely heavily on philanthropic giving, thus we will rely on minimal funding outside of per-pupil funding, federal or other state aid except where noted in the budget. Philanthropic giving is used to primarily support enrichment and additional programming for students on one-time or periodic basis. While we have had success at Bedford Stuyvesant New Beginnings securing City Council aid and other private sources of funding, these are not required for effective operations of BSNBCS2

b. Financial Planning

Explain the process the school will use to develop its annual budget including:

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and,**
- **Procedures for monitoring and modifying budgets and on what interval.**

The BSNBCS2 Board of Trustees is responsible for the effective governance of the school, including the school's fiscal viability. To ensure that this important and ongoing process is effective throughout the year, the Board delegates day-to-day financial planning to the executive director, under the oversight of the Board's Finance Committee, which is led by the Board Treasurer.

Through this process, the executive director will identify school needs and financial projections, which are regularly reviewed by the Finance Committee and implemented by the Finance Manager, who ensures Quickbooks, bank statements and our financial controls are implemented effectively. The finance manager will ensure the latest projections and actual expenses are available for the Finance Committee and executive director and that these discussions are animated by the school's financial position.

The creation of the school's annual budget is such:

1) The Finance Committee receives monthly updates on key expenses and revenues, ensuring that the school's financial position remains strong.
2) Each quarter, the executive director and finance manager will provide the Finance Committee with updates on the school's Profit and Loss expenses and revenues.

3) Each Spring, the finance committee will identify any new priorities or changes to the school's current budget, in concert with the executive director.
4) Subsequently, the executive director will generate estimates on revenue in March and April, including expected student enrollment, special education projections, entitlement funds, as well as facilities and materials expenses, staffing projections and other related expenses.
5) Following the passing of the New York State budget, typically by March 31st, the school will further enhance the budget projections with the new student per pupil rate, which is the key driver to the school's revenue.
6) The Board's Finance Committee will schedule a public meeting in May of each year, where the draft budget will be reviewed and appropriate changes will be recommended.
7) The Full Board will meet in May, to review the annual budget proposal, which will then be approved and codified.
8) As needed, usually during the following October sessions, recommendations or modifications may be made to annual school budget to ensure the school is accomplishing its financial and programmatic goals.
9) Throughout this process, the Board Finance committee will retain oversight of the school's financial health and progress monitoring of the school's performance.

c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Independent audits of the financial statements shall be conducted annually by a New York State Certified Public Accountant selected by the Board. We have identified PKF O'Connor Davies as the likely CPA agency to conduct this audit. Annual financial audits will be conducted in accordance with generally accepted auditing standards and government auditing standards. BSNBCS2 has access to the use of industry-standard accounting software, Quickbooks, for bookkeeping and to maintain financial records. These audits typically begin in June with interim testing and are completed in November of each year, with the required financial filings for each fiscal year. Financial regulatory forms shall be completed as necessary by BSNBCS2 or an accounting firm selected by the executive director.

All required financial forms and reports shall be filed with the SUNY Charter Schools Institute, the federal government and appropriate state agencies. Upon completion, audits shall be reviewed by the finance manager and submitted to the Board for review. All audits shall include a management letter.

d. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific

assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

In the event of closure or dissolution of BSNBCS2, the Board of Trustees will utilize the most the State University of New York Charter School Institute's Closure Plan to identify initial steps and the Board shall delegate to the executive director the responsibility to manage the dissolution process in accordance with Education Law § 2851(2(t). This process shall include notification to parents of children enrolled in BSNBCS2. Additionally, a list of students attending BSNBCS2 will be sent to the local district where BSNBCS is located.

BSNBCS2 shall transfer student records to the school district in which it is located, and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of BSNBCS2, after satisfaction of outstanding debts pursuant to Education § 220, shall be transferred to another charter school within the school district where BSNBCS2 is located or directly to the NYCDOE. BSNBCS2 has ensured in its budget plan that it will maintain an escrow fund of $75,000 to be used in the event of the dissolution of the charter. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution.

The dissolution process will begin with a meeting of the leadership team of BSNBCS2 that will include at least the Board Chair, executive director, finance manager and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by BSNBCS2's administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the executive director (EXD) and the Board Chair will meet with representatives from the SUNY Charter Schools Institute or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of BSNBCS2:

Days 1-5	BSNBCS2 will deliver a current student list to the NYCDOE	The ***Executive Director*** and a BSNBCS2 Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer	The Executive Director will meet with the students to discuss the school's closing and the ensuing placement process	BSNBCS2 will those sessions for families and students about possible schools available and identify the assistance that will be provided during the transfer process	BSNBCS2's pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement

	The executive director will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution	The executive director will notify all parents in writing of the closure of the school and the ensuing placement process	The ***Executive Director*** will schedule and advertise meetings (students during school and a parents/community in the evening) to discuss BSNBCS2's closing and the student transfer of to other public schools:	BSNBCS2's website will be recognized as a primary source of information about the school's closing, the dissolution process and the placement of students in other public schools	

Days 5-15	The pupil personnel staff will prepare a written report for the executive director confirming the scheduling of placement meetings for each student/parent	The pupil personnel staff will commence student placement meetings	The ***Executive Director*** will provide written notice to appropriate NYCDOE Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures	The ***Executive Director*** will notify in writing school principals in schools likely to receive transfers from BSNBCS2 of the closure and provide contact information for school personnel handling transfers

Days 15-30	The pupil personnel staff will continue with student placement meetings	A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the executive director	BSNBCS2 will transfer student records to the NYCDOE upon completion of the placement meeting between the pupil personnel staff and individual students	Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records	BSNBCS2 will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school

Transfer of Assets:

The executive director will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The finance manager will maintain an up-to-date inventory of the assets of the school. S/he, with the assistance of the Board Finance Committee, will attend to the payment of all of BSNBCS2's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the executive director with the cooperation of the SUNY Charter Schools Institute. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee

R-21g - Non -SUNY Financials

The following are the Financial Statements and Uniform Guidance Schedules Together With Independent Auditors' Reports for Bedford Stuyvesant New Beginnings Charter School for the Following Years:

1) FY22 – 2021-22 School Year
2) FY21– 2020-21 School Year
3) FY20– 2019-20 School Year
4) FY19– 2018-19 School Year
5) FY18– 2017-18 School Year

Bedford Stuyvesant New Beginnings Charter School

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2022 and 2021

Bedford Stuyvesant New Beginnings Charter School

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2022 and 2021

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PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Bedford Stuyvesant New Beginnings Charter School (a nonprofit corporation), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bedford Stuyvesant New Beginnings Charter School as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Bedford Stuyvesant New Beginnings Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Bedford Stuyvesant New Beginnings Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

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

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit 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 Bedford Stuyvesant New Beginnings Charter School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Bedford Stuyvesant New Beginnings Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2022, on our consideration of Bedford Stuyvesant New Beginnings Charter 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 Bedford Stuyvesant New Beginnings Charter 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 Bedford Stuyvesant New Beginnings Charter School's internal control over financial reporting and compliance.

Bedford Stuyvesant New Beginnings Charter School

Statements of Financial Position

	June 30, 2022	June 30, 2021
ASSETS		
Current Assets		
Cash	$ 4,890,082	$ 4,290,182
Grants and contracts receivable	2,869,870	887,275
Prepaid expenses and other current assets	38,900	20,036
Total Current Assets	7,798,852	5,197,493
Property and equipment, net	1,877,445	1,773,403
Restricted cash	75,691	75,615
Security deposits	79,845	79,845
	$ 9,831,833	$ 7,126,356
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 695,010	$ 347,767
Accrued payroll and payroll taxes	551,650	601,699
Deferred rent, current portion	287,200	287,200
Refundable advances	163,568	3,080
Total Current Liabilities	1,697,428	1,239,746
Deferred rent	2,812,994	3,100,194
Paycheck Protection Program loan payable	-	1,985,589
Total Liabilities	4,510,422	6,325,529
Net assets, without donor restrictions	5,321,411	800,827
	$ 9,831,833	$ 7,126,356

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statements of Activities

	Year Ended June 30,	
	2022	2021
OPERATING REVENUE		
State and Local Per Pupil Operating Revenue		
General education	$ 12,050,760	$ 11,508,457
Special education	2,550,530	2,505,783
Facilities	790,141	768,013
Federal grants	4,675,437	1,302,196
Federal E-Rate and IDEA	171,631	138,877
State and city grants	329,341	341,513
Total Operating Revenue	20,567,840	16,564,839
EXPENSES		
Program Services		
Regular education	11,286,141	10,062,638
Special education	3,407,014	3,003,987
Supplementary education	374,849	305,470
Total Program Services	15,068,004	13,372,095
Supporting Services		
Management and general	3,118,776	2,598,699
Fundraising	15,752	13,430
Total Expenses	18,202,532	15,984,224
Surplus from Operations	2,365,308	580,615
SUPPORT AND OTHER REVENUE		
Contributions and private grants	28,366	30,030
Donated goods	99,994	-
Other income	41,327	11,472
Gain on forgiveness of Paycheck		
Protection Program loan	1,985,589	-
Total Support and Other Revenue	2,155,276	41,502
Change in Net Assets	4,520,584	622,117
NET ASSETS, WITHOUT DONOR RESTRICTIONS		
Beginning of year	800,827	178,710
End of year	$ 5,321,411	$ 800,827

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statement of Functional Expenses
Year Ended June 30, 2022

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Supplementary Education	Program Services: Total	Management and General	Fundraising	Total
Personnel Service Cost								
Administrative staff personnel	15	$ 1,108,762	$ 303,819	$ -	$ 1,412,581	$ -	$ -	$ 1,412,581
Instructional personnel	74	4,166,124	1,313,444	-	5,479,568	-	-	5,479,568
Non - instructional personnel	17	439,969	124,829	325,229	890,027	1,385,746	7,376	2,283,149
Total Personnel Service Cost	106	5,714,855	1,742,092	325,229	7,782,176	1,385,746	7,376	9,175,298
Fringe benefits and payroll taxes		1,481,746	451,689	-	1,933,435	410,835	-	2,344,270
Accounting and auditing services		-	-	-	-	91,840	-	91,840
Legal services		-	-	-	-	6,196	-	6,196
Marketing and recruiting		78,709	27,075	-	105,784	23,377	-	129,161
Other professional and consulting services		354,463	108,053	49,620	512,136	279,300	-	791,436
Equipment and furnishings		-	-	-	-	38,935	-	38,935
Food service		412,836	125,847	-	538,683	113,932	533	653,148
Staff development		187,028	53,547	-	240,575	106,912	96	347,583
Insurance		100,815	30,732	-	131,547	27,822	130	159,499
Utilities		167,130	50,947	-	218,077	46,339	-	264,416
Building and land rent		833,061	253,947	-	1,087,008	230,978	-	1,317,986
Student service		178,869	50,463	-	229,332	12,988	61	242,381
Supplies and materials		965,994	264,698	-	1,230,692	-	-	1,230,692
Repairs and maintenance		343,372	110,769	-	454,141	100,605	145	554,891
Office expense		45,424	8,747	-	54,171	125,576	7,411	187,158
Technology		130,825	39,880	-	170,705	36,273	-	206,978
Depreciation and amortization		285,552	86,863	-	372,415	79,607	-	452,022
Other		5,462	1,665	-	7,127	1,515	-	8,642
Total Expenses		$ 11,286,141	$ 3,407,014	$ 374,849	$ 15,068,004	$ 3,118,776	$ 15,752	$ 18,202,532

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statement of Functional Expenses
Year Ended June 30, 2021

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Supplementary Education	Program Services: Total	Management and General	Fundraising	Total
Personnel Service Cost								
Administrative staff personnel	15	$ 1,024,187	$ 280,644	$ -	$ 1,304,831	$ -	$ -	$ 1,304,831
Instructional personnel	74	4,454,491	1,363,253	-	5,817,744	-	-	5,817,744
Non - instructional personnel	17	340,736	97,514	71,056	509,306	1,264,841	7,162	1,781,309
Total Personnel Service Cost	106	5,819,414	1,741,411	71,056	7,631,881	1,264,841	7,162	8,903,884
Fringe benefits and payroll taxes		1,514,426	453,179	-	1,967,605	349,513	-	2,317,118
Accounting and auditing services		-	-	-	-	38,500	-	38,500
Legal services		-	-	-	-	1,863	-	1,863
Marketing and recruiting		29,668	11,704	-	41,372	15,175	-	56,547
Other professional and consulting services		132,160	39,548	234,414	406,122	255,858	-	661,980
Equipment and furnishings		-	-	-	-	35,697	-	35,697
Food service		315,010	94,264	-	409,274	72,313	388	481,975
Staff development		91,353	26,028	-	117,381	29,156	49	146,586
Insurance		117,987	35,307	-	153,294	27,085	145	180,524
Utilities		129,680	38,806	-	168,486	29,929	-	198,415
Building and land rent		874,483	261,682	-	1,136,165	201,821	-	1,337,986
Student service		14,477	4,275	-	18,752	2,802	15	21,569
Supplies and materials		188,100	51,545	-	239,645	19	-	239,664
Repairs and maintenance		381,284	114,096	-	495,380	87,765	232	583,377
Office expense		53,384	12,083	-	65,467	93,770	5,439	164,676
Technology		135,524	40,554	-	176,078	31,277	-	207,355
Depreciation and amortization		251,146	75,153	-	326,299	57,962	-	384,261
Other		14,542	4,352	-	18,894	3,353	-	22,247
Total Expenses		$ 10,062,638	$ 3,003,987	$ 305,470	$ 13,372,095	$ 2,598,699	$ 13,430	$ 15,984,224

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 4,520,584	$ 622,117
Adjustments to reconcile change in net assets		
to net cash from operating activities		
Depreciation and amortization	452,022	384,261
Deferred rent	(287,200)	(287,200)
Gain on forgiveness of Paycheck Protection Program loan	(1,985,589)	-
Changes in operating assets and liabilities		
Grants and contracts receivable	(1,982,595)	(510,202)
Prepaid expenses and other current assets	(18,864)	52,776
Accounts payable and accrued expenses	347,243	166,969
Accrued payroll and payroll taxes	(50,049)	(82,450)
Refundable advances	160,488	44
Net Cash from Operating Activities	1,156,040	346,315
CASH FLOWS FROM INVESTING ACTIVITY		
Purchases of property and equipment	(556,064)	(389,382)
Net Change in Cash and Restricted Cash	599,976	(43,067)
CASH AND RESTRICTED CASH		
Beginning of year	4,365,797	4,408,864
End of year	$ 4,965,773	$ 4,365,797

See notes to financial statements

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 (the "Charter") on January 12, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School renewed its Charter for an additional five-year term expiring June 30, 2023. At the 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 and 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. Classes commenced in Brooklyn, New York in September 2010 and the School provided education to approximately 712 students in kindergarten through eighth grade during the 2021-2022 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:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

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

Net Asset Presentation (continued)

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions 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, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2022 and 2021.

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.

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position to the amounts presented in the statements of cash flows as of June 30:

	2022	2021
Cash	$ 4,890,082	$ 4,290,182
Restricted cash	75,691	75,615
	$ 4,965,773	$ 4,365,797

Property and Equipment

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

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

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

Property and Equipment (continued)

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2022 or 2021.

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.

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 statements 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 net assets with donor restrictions 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 net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation. In-kind donations are recorded at the estimated fair value at the date the services and goods are received.

Marketing and Recruiting

Marketing and recruiting costs are expensed as incurred for staff and student recruitment. Marketing and recruiting expense for the years ended June 30, 2022 and 2021 was $129,161 and $56,547.

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

Measure of Operations

The statements of activities report all changes in net assets, including changes in net assets from operating and non-operating activities. Operating activities consist of those items attributable to the School's ongoing services. Non-operating activities include gain on forgiveness of Paycheck Protection Program loan, revenue and support from non-governmental sources that include grants and contributions revenue, return on investments and other activities considered to be of a non-recurring nature.

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.

Reclassifications

Certain 2021 accounts have been reclassified to conform to the 2022 financial statement presentation.

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, 2019.

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 26, 2022.

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, city entitlements and grants. The School expects to collect these receivables within one year. Management has assessed the need for an allowance for doubtful accounts and has determined that such allowance is not necessary.

4. Property and Equipment

Property and equipment consists of the following at June 30:

	2022	2021
Computers and equipment	$ 1,714,318	$ 1,325,782
Furniture and fixtures	543,347	502,187
Leasehold improvements	3,086,934	2,960,566
Software	81,936	81,936
	5,426,535	4,870,471
Accumulated depreciation and amortization	(3,549,090)	(3,097,068)
	$ 1,877,445	$ 1,773,403

5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statements of financial position dates, are comprised of the following at June 30:

	2022	2021
Cash	$ 4,890,082	$ 4,290,182
Grants and contracts receivable	2,869,870	887,275
	$ 7,759,952	$ 5,177,457

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use. The School will continue to rely on funding received from the New York City Department of Education to cover its future operating costs (see Note 11). In addition, the School has a $50,000 line of credit, which it could draw upon.

6. Paycheck Protection Program Loan Payable

On May 15, 2020, the School qualified for and received a loan pursuant to the Paycheck Protection Program ("PPP"), a program implemented by the U.S. Small Business Administration ("SBA") under the Coronavirus Aid, Relief, and Economic Security Act, from a qualified PPP lender, for an aggregate principal amount of $1,985,589 (the "PPP Loan"). The PPP Loan bore interest at a fixed rate of 1.0% per annum, had a term of two years, and was unsecured and guaranteed by the SBA. The principal amount of the PPP Loan was subject to forgiveness under the PPP upon the School's request to the extent that the PPP Loan proceeds were used to pay expenses permitted by the PPP, including payroll costs, covered rent and mortgage obligations, and covered utility payments incurred by the School. The School applied for forgiveness of the PPP Loan with respect to these covered expenses. On July 27, 2021, the PPP Loan was forgiven by the SBA, and as such, the School has recognized the proceeds as gain on forgiveness of Paycheck Protection Program loan in the accompanying 2022 statement of activities.

7. 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, 2022 and 2021.

8. Donated Goods

Donated goods are recorded at their fair value when received. During the year ended June 30, 2022, one entity provided computers to the School at no charge. The value of these goods meets the criteria for recognition in the financial statements and it is recorded at fair value of $99,994 for the year ended June 30, 2022. Fair value is estimated using market value of similar goods available for purchase by the School. The computers will be used for program services, and the value of the computers is included in supplies and materials in the accompanying 2022 statement of activities and functional expenses. There were no donor-imposed restrictions associated with the donated goods.

9. 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 6% of the participant's annual compensation based on years of service. Employee match for the years ended June 30, 2022 and 2021 amounted to $219,421 and $255,616.

10. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and restricted cash 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, 2022 and 2021 approximately $4,715,000 and $4,115,000 of cash was maintained with an institution in excess of FDIC limits.

11. 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, 2022 and 2021, the School received approximately 68% and 89% 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.

12. 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.

Future minimum lease payments are as follows for the years ending June 30:

2023	$ [redacted]
[redacted]	1,765,705
Thereafter	5,297,114
	$ 13,644,082

Rent expense for the years ended June 30, 2022 and 2021 was $1,317,986 and $1,337,986.

13. Contingency

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

14. Risks and Uncertainties

The School's operations and financial performance may be affected by the recent COVID-19 outbreak which has spread globally and is expected to adversely affect economic conditions throughout the world. If the outbreak continues and conditions worsen, the School may experience a disruption in operations as well as a decline in revenue activities. Economic uncertainty is related to the potential reduction and/or delays in state and local per pupil operating revenue, shortfalls and variations in enrollment, and operational and other changes that could increase expenses. The outbreak may adversely affect the School's activities, financial condition, results of operations, and cash flows. Management is closely monitoring the impact of COVID-19 and believes the School is taking appropriate actions to mitigate the negative impact. However, management is unable to estimate the financial impact, if any, related to this matter.

* * * * *

Bedford Stuyvesant New Beginnings Charter School

Uniform Guidance
Schedules and Reports

June 30, 2022

Bedford Stuyvesant New Beginnings Charter School

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Agriculture				
Pass-Through New York State Education Department:				
Child and Adult Care Food Program	10.558	Not Available	$ -	$ 62,908
Pass-Through New York State Education Department:				
Child Nutrition Cluster:				
Fresh Fruit and Vegetable Program	10.582	Not Available	-	37,108
School Breakfast Program	10.553	Not available	-	134,814
National School Lunch Program	10.555	Not available	-	578,073
Total Child Nutrition Cluster			-	749,995
Total U.S. Department of Agriculture			-	812,903
U.S. Department of Education				
Pass-Through New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021224725	-	305,992
English Language Acquisition State Grants	84.365	0293224725	-	18,696
Higher Education Institutional Aid	84.031	0149224725	-	30,955
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147224725	-	41,264
Student Support and Academic Enrichment Program	84.424	0204224725	-	22,841
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP HCY II	84.425W	5218214725	-	21,363
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891214725	-	1,015,600
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880214725	-	2,267,423
Total U.S. Department of Education			-	3,724,134
Department of Health and Human Services				
Pass-Through New York State Education Department:				
Child Care and Development Block Grant	93.575	not available	-	89,200
Federal Communications Commission				
Pass-Through Universal Service Administrative Company:				
Emergency Connectivity Fund Program	32.009	not available	-	49,200
Total Expenditures of Federal Awards			$ -	$ 4,675,437

See independent auditors' report and notes to schedule of expenditures of federal awards

Bedford Stuyvesant New Beginnings Charter School

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2022

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Bedford Stuyvesant New Beginnings Charter School (the "School"), under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Indirect Cost Rate

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, 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 26, 2022.

Report on 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) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

Report on 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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Bedford Stuyvesant New Beginnings Charter School's (the "School") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

[redacted]

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Harrison, New York
October 26, 2022

Bedford Stuyvesant New Beginnings Charter School

Schedule of Findings and Questioned Costs
Year Ended June 30, 2022

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	____ yes __X__ no
Significant deficiency(ies) identified?	____ yes __X__ none reported
Noncompliance material to the financial statements noted?	____ yes __X__ no

Federal Awards

Internal control over major federal programs:	
Material weakness(es) identified?	____ yes __X__ no
Significant deficiency(ies) identified?	____ yes __X__ none reported
Type of auditors' report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	____ yes __X__ no

Identification of major federal programs:

Federal Assistance Listing Number(s)	Name of Federal Program or Cluster
84.425D	Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II
84.425U	Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP
84.425W	Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP HCY II

Dollar threshold used to distinguish between Type A and Type B programs:	$750,000
Auditee qualified as low-risk auditee?	____ yes __X__ no

Section II – Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2022.

Section III – Federal Award Findings and Questioned Costs

During our audit, we noted no material instance of noncompliance and none of the costs tested which were reported in the federal financially assisted programs are questioned or recommended to be disallowed.

Section IV – Prior Year Findings

There were no findings in the prior year.

Bedford Stuyvesant New Beginnings Charter School

Financial Statements and
Uniform Guidance Schedule
Together With Independent Auditors' Report

June 30, 2021 and 2020

Bedford Stuyvesant New Beginnings Charter School

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2021 and 2020

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PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School"), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses and cash flows for the years 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 audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

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, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards on page 15 as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 19, 2021, 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.

Bedford Stuyvesant New Beginnings Charter School

Statements of Financial Position

	June 30, 2021	June 30, 2020
ASSETS		
Current Assets		
Cash	$ 4,290,182	$ 4,333,324
Grants and contracts receivable	887,275	377,073
Prepaid expenses and other current assets	20,036	72,812
Total Current Assets	5,197,493	4,783,209
Property and equipment, net	1,773,403	1,768,282
Restricted cash	75,615	75,540
Security deposits	79,845	79,845
	$ 7,126,356	$ 6,706,876
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 347,767	$ 180,798
Accrued payroll and payroll taxes	601,699	684,149
Deferred rent, current portion	287,200	287,200
Refundable advances	3,080	3,036
Total Current Liabilities	1,239,746	1,155,183
Deferred rent	3,100,194	3,387,394
Paycheck Protection Program loan payable	1,985,589	1,985,589
Total Liabilities	6,325,529	6,528,166
Net assets, without donor restrictions	800,827	178,710
	$ 7,126,356	$ 6,706,876

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statements of Activities

	Year Ended June 30,	
	2021	2020
REVENUE AND SUPPORT		
State and local per pupil operating revenue	$ 14,014,240	$ 13,648,901
State and local per pupil facilities funding	768,013	764,807
Federal grants	1,302,196	312,023
Federal E-Rate and IDEA	138,877	155,612
State and city grants	341,513	340,581
Contributions and private grants	30,030	30,988
After school program	-	34,763
Other income	11,472	32,756
Total Revenue and Support	16,606,341	15,320,431
EXPENSES		
Program Services		
Regular education	9,978,594	9,397,938
Special education	2,989,039	2,688,958
Supplementary education	340,923	355,965
Total Program Services	13,308,556	12,442,861
Supporting Services		
Management and general	2,665,267	2,526,299
Fundraising	10,401	10,642
Total Expenses	15,984,224	14,979,802
Change in Net Assets	622,117	340,629
NET ASSETS (DEFICIT)		
Beginning of year	178,710	(161,919)
End of year	$ 800,827	$ 178,710

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statement of Functional Expenses
Year Ended June 30, 2021

	Program Services				Management and General	Fundraising	Total
	Regular Education	Special Education	Supplementary Education	Total			
Salaries and wages	$ 5,782,353	$ 1,737,888	$ 71,056	$ 7,591,297	$ 1,305,424	$ 7,162	$ 8,903,883
Employee benefits and payroll taxes	1,504,781	452,262	18,491	1,975,534	341,585	-	2,317,119
Audit and accounting fees	-	-	-	-	38,500	-	38,500
Legal fees	-	-	-	-	1,863	-	1,863
Marketing and recruiting	29,534	11,839	-	41,373	15,174	-	56,547
Financial management services	-	-	-	-	86,120	-	86,120
Contractual services	608	183	7	798	138	-	936
Consulting	94,874	28,634	236,751	360,259	214,666	-	574,925
Leased equipment	-	-	-	-	35,697	-	35,697
Student food services	316,850	94,073	-	410,923	71,052	-	481,975
Workshop/staff food services	39,690	11,784	-	51,474	8,900	-	60,374
Insurance	118,677	35,235	-	153,912	26,612	-	180,524
Utilities	128,854	38,727	1,583	169,164	29,251	-	198,415
Rent	868,914	261,152	10,678	1,140,744	197,242	-	1,337,986
Postage and shipping	-	-	-	-	10,332	-	10,332
Classroom supplies	119,776	33,823	-	153,599	19	-	153,618
Instructional materials	67,099	18,947	-	86,046	-	-	86,046
Professional development	51,556	14,558	-	66,114	20,098	-	86,212
Repairs and maintenance	381,155	113,865	2,357	497,377	86,000	-	583,377
Office expense	28,999	4,019	-	33,018	77,343	3,239	113,600
Telephone and internet services	35,286	10,476	-	45,762	7,913	-	53,675
Information technology	101,030	29,996	-	131,026	22,655	-	153,681
Student transportation	2,254	637	-	2,891	-	-	2,891
Dues and subscriptions	39,064	11,598	-	50,662	8,761	-	59,423
Depreciation and amortization	252,613	75,001	-	327,614	56,646	-	384,260
Interest	14,006	4,158	-	18,164	3,141	-	21,305
Miscellaneous	621	184	-	805	135	-	940
Total Expenses	$ 9,978,594	$ 2,989,039	$ 340,923	$ 13,308,556	$ 2,665,267	$ 10,401	$ 15,984,224

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statement of Functional Expenses
Year Ended June 30, 2020

	Program Services				Management and General	Fundraising	Total
	Regular Education	Special Education	Supplementary Education	Total			
Salaries and wages	$ 5,754,367	$ 1,665,140	$ 118,093	$ 7,537,600	$ 1,318,581	$ 7,008	$ 8,863,189
Employee benefits and payroll taxes	1,463,217	423,411	30,029	1,916,657	337,070	-	2,253,727
Audit and accounting fees	-	-	-	-	19,500	-	19,500
Legal fees	-	-	-	-	2,392	-	2,392
Marketing and recruiting	41,197	13,213	-	54,410	14,397	-	68,807
Financial management services	-	-	-	-	56,994	-	56,994
Contractual services	676	196	14	886	156	-	1,042
Consulting	52,074	15,219	184,964	252,257	224,646	-	476,903
Leased equipment	-	-	-	-	42,084	-	42,084
Student food services	25,075	7,110	-	32,185	5,660	-	37,845
Workshop/staff food services	22,380	6,346	-	28,726	5,052	-	33,778
Insurance	72,199	20,472	-	92,671	16,297	-	108,968
Utilities	95,409	27,608	1,958	124,975	21,979	-	146,954
Rent	855,694	247,612	17,561	1,120,867	197,119	-	1,317,986
Postage and shipping	-	-	-	-	8,427	-	8,427
Classroom supplies	136,232	31,191	-	167,423	-	-	167,423
Instructional materials	121,599	27,841	-	149,440	-	-	149,440
Professional development	71,991	16,483	-	88,474	55,165	-	143,639
Repairs and maintenance	211,271	60,855	3,346	275,472	48,444	-	323,916
Office expense	31,536	2,804	-	34,340	61,274	3,634	99,248
Telephone and internet services	33,703	9,556	-	43,259	7,608	-	50,867
Information technology	97,043	27,517	-	124,560	21,906	-	146,466
Student transportation	39,605	9,068	-	48,673	-	-	48,673
Dues and subscriptions	46,852	13,285	-	60,137	10,576	-	70,713
Depreciation and amortization	223,253	63,304	-	286,557	50,395	-	336,952
Interest	2,179	618	-	2,797	491	-	3,288
Miscellaneous	386	109	-	495	86	-	581
Total Expenses	$ 9,397,938	$ 2,688,958	$ 355,965	$ 12,442,861	$ 2,526,299	$ 10,642	$ 14,979,802

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2021	2020
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 622,117	$ 340,629
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	384,260	336,952
Deferred rent	(287,200)	184,346
Changes in operating assets and liabilities		
Grants and contracts receivable	(510,202)	(319,379)
Prepaid expenses and other current assets	52,776	(34,323)
Accounts payable and accrued expenses	166,969	(10,678)
Accrued payroll and payroll taxes	(82,450)	39,330
Refundable advances	44	2,992
Net Cash from Operating Activities	346,314	539,869
CASH FLOWS FROM INVESTING ACTIVITY		
Purchases of property and equipment	(389,381)	(375,813)
CASH FLOWS FROM FINANCING ACTIVITY		
Paycheck Protection Program loan proceeds	-	1,985,589
Net Change in Cash and Restricted Cash	(43,067)	2,149,645
CASH AND RESTRICTED CASH		
Beginning of year	4,408,864	2,259,219
End of year	$ 4,365,797	$ 4,408,864

See notes to financial statements

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 (the "Charter") on January 12, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School renewed its Charter for an additional five-year term expiring June 30, 2023. At the 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 and 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. Classes commenced in Brooklyn, New York in September 2010 and the School provided education to approximately 714 students in kindergarten through eighth grade during the 2020-2021 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:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

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

Net Asset Presentation (continued)

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions 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, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2021 and 2020.

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.

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position to the amounts presented in the statements of cash flows as of June 30:

	2021	2020
Cash	$ 4,290,182	$ 4,333,324
Restricted cash	75,615	75,540
	$ 4,365,797	$ 4,408,864

Property and Equipment

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

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

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

Property and Equipment (continued)

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2021 and 2020.

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.

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 statements 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 net assets with donor restrictions 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 net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Marketing and Recruiting

Marketing and recruiting costs are expensed as incurred for staff and student recruitment. Marketing and recruiting expense for the years ended June 30, 2021 and 2020 was $56,547 and $68,807.

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.

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

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, 2018.

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 19, 2021.

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, city entitlements and grants. The School expects to collect these receivables within one year and has not provided an allowance for doubtful accounts. Management has assessed the need for an allowance and has determined that such allowance is not necessary.

4. Property and Equipment

Property and equipment consists of the following at June 30:

	2021	2020
Computers and equipment	$ 1,325,782	$ 1,112,498
Furniture and fixtures	502,187	487,302
Leasehold improvements	2,960,566	2,799,354
Software	81,936	81,936
	4,870,471	4,481,090
Accumulated depreciation and amortization	(3,097,068)	(2,712,808)
	$ 1,773,403	$ 1,768,282

5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statements of financial position dates, are comprised of the following at June 30:

	2021	2020
Cash	$ 4,290,182	$ 4,333,324
Grants and contracts receivable	887,275	377,073
	$ 5,177,457	$ 4,710,397

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use. The School has a $50,000 line of credit, which it could draw upon.

6. Paycheck Protection Program Loan Payable

On May 15, 2020, the School received a loan under the Paycheck Protection Program ("PPP") authorized by the Coronavirus Aid, Relief and Economic Security Act ("CARES Act") in the amount of $1,985,589. In accordance with the requirements under the CARES Act, the loan may be forgiven based on the associated spending in accordance with regulations under the CARES Act. For amounts under the loan that are not forgiven, these amounts are due two years from the date of the loan and interest would accrue on the unforgiven loan balance at 1% per year. The debt forgiveness will be recognized at the time that the financial institution that issued the loan has reviewed and approved the associated spending and determined the forgivable portion. The School applied for full forgiveness of the PPP loan with respect to covered expenses.

On July 27, 2021, the PPP loan was forgiven in full by the U.S. Small Business Administration and will be recognized as a gain on forgiveness of PPP loan for the fiscal year ending June 30, 2022.

7. 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, 2021 and 2020.

8. 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 ranging from 5% to 10% of the participant's annual compensation based on years of service. Employee match for the years ended June 30, 2021 and 2020 amounted to $255,616 and $206,157.

9. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash 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, 20210 and 2020 approximately $4,115,000 and $4,160,000 of cash was maintained with an institution in excess of FDIC limits.

10. 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, 2021 and 2020, the School received approximately 89% and 94% 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.

11. 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.

Future minimum lease payments are as follows for the years ending June 30:

2022	$ 1,605,186
2023	1,605,186
2024	1,605,186
2025	1,605,186
2026	1,765,705
Thereafter	7,062,818
	$ 15,249,267

Rent expense for the years ended June 30, 2021 and 2020 was $1,337,986 and $1,317,986.

12. Contingency

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

13. Risks and Uncertainties

The School's operations and financial performance may be affected by the recent COVID-19 outbreak which has spread globally and is expected to adversely affect economic conditions throughout the world. If the outbreak continues and conditions worsen, the School may experience a disruption in operations as well as a decline in revenue activities. Economic uncertainty is related to the potential reduction and/or delays in state and local per pupil operating revenue, shortfalls and variations in enrollment, and operational and other changes that could increase expenses. The outbreak may adversely affect the School's activities, financial condition, results of operations, and cash flows. Management is closely monitoring the impact of COVID-19 and believes the School is taking appropriate actions to mitigate the negative impact. However, management is unable to estimate the financial impact, if any, related to this matter.

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Bedford Stuyvesant New Beginnings Charter School

Uniform Guidance
Schedules and Reports

June 30, 2021

Bedford Stuyvesant New Beginnings Charter School

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2021

Federal Grantor/Pass-through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Pass-through the New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021-21-4725	$ -	$ 368,491
Higher Education Institutional Aid	84.031	0293-21-4725	-	12,000
COVID-19 - Charter Schools	84.282	Not Available	-	49,949
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-21-4725	-	47,344
Student Support and Academic Enrichment Program	84.424	0204-21-4725	-	26,209
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund	84.425D	5890-21-4725	-	254,002
Total U.S. Department of Education			-	757,995
U.S. Department of Agriculture				
Pass-through the New York State Education Department:				
Child Nutrition Cluster				
Summer Food Service Program for Children	10.559	Not Available	-	544,201
Total U.S. Department of Agriculture			-	544,201
Total Expenditures of Federal Awards			$ -	$ 1,302,196

See independent auditors' report and notes to schedule of expenditures of federal awards

Bedford Stuyvesant New Beginnings Charter School

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2021

1. Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of Bedford Stuyvesant New Beginnings Charter School (the "School") under programs of the federal government for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass through entity identifying numbers are presented when available.

3. Indirect Cost Rate

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021, 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 19, 2021.

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) as a basis for designing 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.

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

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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

Report on Compliance for Each Major Federal Program

We have audited Bedford Stuyvesant New Beginnings Charter School's (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2021. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

[redacted]

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

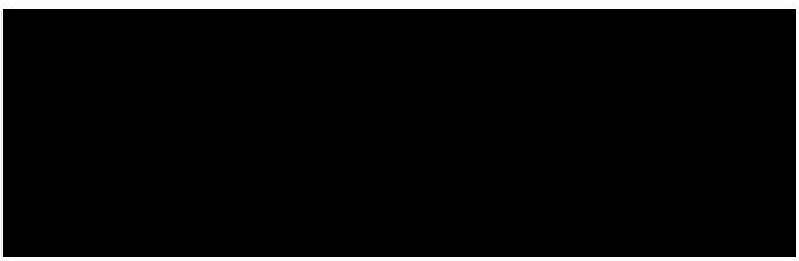
Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Bedford Stuyvesant New Beginnings Charter School

Schedule of Findings and Questioned Costs
Year Ended June 30, 2021

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	_____ yes __X__ no
Significant deficiency(ies) identified?	_____ yes __X__ none reported
Noncompliance material to the financial statements noted?	_____ yes __X__ no

Federal Awards

Internal control over major federal programs:	
Material weakness(es) identified?	_____ yes __X__ no
Significant deficiency(ies) identified?	_____ yes __X__ none reported
Type of auditors' report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	_____ yes __X__ no

Identification of major federal programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.559	Child Nutrition Cluster

Dollar threshold used to distinguish between type A and type B programs:	$750,000
Auditee qualified as low-risk auditee?	___yes __X__no

Section II – Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2021.

Section III – Federal Award Findings and Questioned Costs

During our audit, we noted no material instances of noncompliance and none of the costs tested in the federal financially assisted programs are questioned or recommended to be disallowed.

Section IV – Prior Year Findings

Not applicable. The School was not subject to the Uniform Guidance for the year ended June 30, 2020.

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Bedford Stuyvesant Charter School (the "School") as of and for the year ended June 30, 2021, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

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

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

PKF O'Connor Davies, LLP

Harrison, New York
October 19, 2021

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PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Bedford Stuyvesant Charter School (the "School") as of and for the year ended June 30, 2020, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

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

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

[redacted]

Bedford Stuyvesant New Beginnings Charter School

Financial Statements

June 30, 2020 and 2019

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School"), which comprise the statements of financial position as of June 30, 2020 and 2019, and the related statements of activities, functional expenses, and cash flows for the years 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 audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

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, 2020 and 2019, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 29, 2020, 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.

Bedford Stuyvesant New Beginnings Charter School

Statements of Financial Position

	June 30, 2020	June 30, 2019
ASSETS		
Current Assets		
Cash	$ 4,333,324	$ 2,183,755
Grants and contracts receivable	377,073	57,694
Prepaid expenses and other current assets	72,812	38,489
Total Current Assets	4,783,209	2,279,938
Property and equipment, net	1,768,282	1,729,421
Restricted cash	75,540	75,464
Security deposits	79,845	79,845
	$ 6,706,876	$ 4,164,668
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 180,754	$ 191,520
Accrued payroll and payroll taxes	684,149	644,819
Deferred rent, current portion	287,200	184,346
Refundable advances	3,080	-
Total Current Liabilities	1,155,183	1,020,685
Deferred rent	3,387,394	3,305,902
Paycheck Protection Program loan payable	1,985,589	-
Total Liabilities	6,528,166	4,326,587
Net assets (deficit), without donor restrictions	178,710	(161,919)
	$ 6,706,876	$ 4,164,668

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statements of Activities

	Year Ended June 30,	
	2020	2019
REVENUE AND SUPPORT		
State and local per pupil operating revenue	$ 13,648,901	$ 13,021,279
State and local per pupil facilities funding	764,807	730,947
Federal grants	467,635	467,975
State and city grants	340,581	430,078
Contributions and private grants	30,988	15,492
After school program	34,763	37,931
In-kind donation	-	1,374
Other income	32,756	39,911
Total Revenue and Support	15,320,431	14,744,987
EXPENSES		
Program Services		
Regular education	9,397,938	9,459,904
Special education	2,688,958	2,556,646
Supplementary education	355,965	462,043
Total Program Services	12,442,861	12,478,593
Supporting Services		
Management and general	2,526,299	2,597,423
Fundraising	10,642	14,515
Total Expenses	14,979,802	15,090,531
Change in Net Assets	340,629	(345,544)
NET ASSETS (DEFICIT)		
Beginning of year	(161,919)	183,625
End of year	$ 178,710	$ (161,919)

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statement of Functional Expenses
Year Ended June 30, 2020

	Program Services				Management and General	Fundraising	Total
	Regular Education	Special Education	Supplementary Education	Total			
Salaries and wages	$ 5,754,367	$ 1,665,140	$ 118,093	$ 7,537,600	$ 1,318,581	$ 7,008	$ 8,863,189
Employee benefits and payroll taxes	1,463,217	423,411	30,029	1,916,657	337,070	-	2,253,727
Audit and accounting fees	-	-	-	-	19,500	-	19,500
Legal fees	-	-	-	-	2,392	-	2,392
Marketing and recruiting	41,197	13,213	-	54,410	14,397	-	68,807
Financial management services	-	-	-	-	56,994	-	56,994
Contractual services	676	196	14	886	156	-	1,042
Consulting	52,074	15,219	184,964	252,257	224,646	-	476,903
Leased equipment	-	-	-	-	42,084	-	42,084
Student food services	25,075	7,110	-	32,185	5,660	-	37,845
Workshop/PD food	22,380	6,346	-	28,726	5,052	-	33,778
Insurance	72,199	20,472	-	92,671	16,297	-	108,968
Utilities	95,409	27,608	1,958	124,975	21,979	-	146,954
Rent	855,694	247,612	17,561	1,120,867	197,119	-	1,317,986
Postage and shipping	-	-	-	-	8,427	-	8,427
Classroom supplies	136,232	31,191	-	167,423	-	-	167,423
Instructional materials	121,599	27,841	-	149,440	-	-	149,440
Professional development	71,991	16,483	-	88,474	55,165	-	143,639
Repairs and maintenance	211,271	60,855	3,346	275,472	48,444	-	323,916
Office expense	31,536	2,804	-	34,340	61,274	3,634	99,248
Telephone and internet services	33,703	9,556	-	43,259	7,608	-	50,867
Information technology	97,043	27,517	-	124,560	21,906	-	146,466
Student transportation	39,605	9,068	-	48,673	-	-	48,673
Dues and subscriptions	46,852	13,285	-	60,137	10,576	-	70,713
Depreciation and amortization	223,253	63,304	-	286,557	50,395	-	336,952
Interest	2,179	618	-	2,797	491	-	3,288
Miscellaneous	386	109	-	495	86	-	581
Total Expenses	$ 9,397,938	$ 2,688,958	$ 355,965	$ 12,442,861	$ 2,526,299	$ 10,642	$ 14,979,802

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statement of Functional Expenses
Year Ended June 30, 2019

	Program Services				Management and General	Fundraising	Total
	Regular Education	Special Education	Supplementary Education	Total			
Salaries and wages	$ 5,599,292	$ 1,513,618	$ 123,665	$ 7,236,575	$ 1,266,446	$ 7,965	$ 8,510,986
Employee benefits and payroll taxes	1,477,149	399,307	32,624	1,909,080	336,205	-	2,245,285
Audit and accounting fees	-	-	-	-	29,750	-	29,750
Legal fees	-	-	-	-	9,875	-	9,875
Marketing and recruiting	57,958	22,092	-	80,050	33,055	-	113,105
Financial management services	-	-	-	-	83,404	-	83,404
Contractual services	13,081	3,536	289	16,906	2,977	-	19,883
Consulting	112,003	30,474	207,827	350,304	239,338	-	589,642
Leased equipment	-	-	-	-	53,887	-	53,887
Student food services	2,950	780	-	3,730	657	-	4,387
Workshop/PD food	32,171	8,509	-	40,680	7,164	-	47,844
Insurance	71,581	18,932	-	90,513	15,941	-	106,454
Utilities	129,656	35,049	2,864	167,569	29,510	-	197,079
Rent	792,522	237,249	90,572	1,120,343	197,707	-	1,318,050
Postage and shipping	-	-	-	-	8,397	-	8,397
Classroom supplies	154,112	35,854	-	189,966	-	-	189,966
Instructional materials	155,351	36,143	-	191,494	-	-	191,494
Professional development	143,009	33,271	-	176,280	37,031	-	213,311
Repairs and maintenance	212,253	57,248	4,202	273,703	48,201	-	321,904
Office expense	38,877	1,934	-	40,811	101,449	6,550	148,810
Telephone and internet services	25,308	6,693	-	32,001	5,635	-	37,636
Information technology	114,766	30,354	-	145,120	25,556	-	170,676
Student transportation	34,887	8,116	-	43,003	-	-	43,003
Dues and subscriptions	31,598	8,357	-	39,955	7,037	-	46,992
Depreciation and amortization	253,588	67,069	-	320,657	56,470	-	377,127
Miscellaneous	7,792	2,061	-	9,853	1,731	-	11,584
Total Expenses	$ 9,459,904	$ 2,556,646	$ 462,043	$ 12,478,593	$ 2,597,423	$ 14,515	$ 15,090,531

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statements of Cash Flows

	Year Ended June 30, 2020	2019
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 340,629	$ (345,544)
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	336,952	377,127
Deferred rent	184,346	184,345
Changes in operating assets and liabilities		
Grants and contracts receivable	(319,379)	535,490
Prepaid expenses and other current assets	(34,323)	109,320
Accounts payable and accrued expenses	(10,766)	8,975
Accrued payroll and payroll taxes	39,330	190,071
Net Cash from Operating Activities	539,869	1,059,784
CASH FLOWS FROM INVESTING ACTIVITY		
Purchases of property and equipment	(375,813)	(339,980)
CASH FLOWS FROM FINANCING ACTIVITY		
Paycheck Protection Program loan proceeds	1,985,589	-
Net Change in Cash and Restricted Cash	2,149,645	719,804
CASH AND RESTRICTED CASH		
Beginning of year	2,259,219	1,539,415
End of year	$ 4,408,864	$ 2,259,219
The following table provides a reconciliation of cash and restricted cash within the statements of financial position:		
Cash	$ 4,333,324	$ 2,183,755
Restricted cash	75,540	75,464
	$ 4,408,864	$ 2,259,219

See notes to financial statements

1. Organization and Tax Status

Bedford Stuyvesant New Beginnings Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on January 12, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School renewed its charter for an additional five-year term expiring June 30, 2023. 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. Classes commenced in Brooklyn, New York in September 2010 and the School provided education to approximately 715 students in kindergarten through eighth grade during the 2019-2020 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.

Adoption of New Accounting Policies

Recognition of Contributions

Effective July 1, 2019, the School adopted Accounting Standards Update ("ASU") 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. This guidance provides a framework for evaluating whether contributions and grants should be accounted for as exchange transactions or as nonexchange transactions. Analysis of various provisions of this standard resulted in no significant changes in the way the School recognizes contributions and grants, and therefore no changes to the previously issued audited financial statements were required on a retrospective basis.

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

Adoption of New Accounting Policies (continued)

Restricted Cash

In November 2016, the Financial Accounting Standards Board issued ASU 2016-18, Statement of Cash Flows (Topic 230): Restricted Cash. ASU 2016-18 requires significant changes regarding how restricted cash is classified and presented on the statement of cash flows. On July 1, 2019, the School adopted the new guidance regarding the presentation and classification of restricted cash. The guidance requires the School to 1) include restricted cash and restricted cash equivalents in the cash and cash equivalent balances on the statements of cash flows, 2) provide a reconciliation between the statements of financial position and the statements of cash flows when more than one line item for cash, cash equivalents, restricted cash, and restricted cash equivalents is presented on the statements of financial position, 3) eliminate the presentation of transfers between restricted cash and cash, and 4) include disclosures about the nature of the restrictions for material balances. Adoption of the ASU resulted in a change in the accounting for restricted cash on the statements of cash flows.

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:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions 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, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2020 and 2019.

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.

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

Property and Equipment

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

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

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

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2020 and 2019.

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.

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.

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

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 net assets with donor restrictions 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 net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Marketing and Recruiting

Marketing and recruiting costs are expensed as incurred for staff and student recruitment. Marketing and recruiting expense for the years ended June 30, 2020 and 2019 was $68,807 and $113,105.

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, 2017.

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 September 29, 2020.

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, 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:

	2020	2019
Computers and equipment	$ 1,112,498	$ 981,453
Furniture and fixtures	487,302	469,621
Leasehold improvements	2,799,354	2,572,267
Software	81,936	81,936
	4,481,090	4,105,277
Accumulated depreciation and amortization	(2,712,808)	(2,375,856)
	$ 1,768,282	$ 1,729,421

5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30:

	2020	2019
Cash	$ 4,333,324	$ 2,183,755
Grants and contracts receivable	377,073	57,694
	$ 4,710,397	$ 2,241,449

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use. The School has a $50,000 line of credit, which it could draw upon.

6. Paycheck Protection Program Loan Payable

On May 15, 2020, the School received a loan under the Paycheck Protection Program authorized by the Coronavirus Aid, Relief and Economic Security Act ("CARES Act") in the amount of $1,985,589. In accordance with the requirements under the CARES Act, the loan may be forgiven based on the associated spending in accordance with regulations under the CARES Act. For amounts under the loan that are not forgiven, these amounts are due 2 years from the date of the loan and interest would accrue on the unforgiven loan balance at 1% per year. The debt forgiveness will be recognized at the time that the financial institution that issued the loan has reviewed and approved the associated spending and determined the forgivable portion. Management believes that most or all of the loan will be forgiven based on the current understanding of the legislative guidance.

7. 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, 2020 and 2019.

8. 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 ranging from 5% to 10% of the participant's annual compensation based on years of service. Employee match for the years ended June 30, 2020 and 2019 amounted to $206,157 and $170,109.

9. 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, 2020 and 2019 approximately $4,160,000 and $2,010,000 of cash was maintained with an institution in excess of FDIC limits.

10. 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, 2020 and 2019, the School received approximately 94% and 93% of total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

11. 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.

11. Commitment *(continued)*

Future minimum lease payments are as follows for the years ending June 30:

2021	$ 1,605,186
2022	1,605,186
2023	1,605,186
2024	1,605,186
2025	1,605,186
Thereafter	8,828,523
	$ 16,854,453

Rent expense for the years ended June 30, 2020 and 2019 was $1,317,986 and $1,318,050.

12. Contingency

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

13. Risks and Uncertainties

The School's operations and financial performance may be affected by the recent COVID-19 outbreak which has spread globally and is expected to adversely affect economic conditions throughout the world. If the outbreak continues and conditions worsen, the School may experience a disruption in operations as well as a decline in revenue activities. Economic uncertainty is related to the potential reduction and/or delays in state and local per pupil operating revenue, shortfalls and variations in enrollment, and operational and other changes that could increase expenses. The outbreak may adversely affect the School's activities, financial condition, results of operations, and cash flows. Management is closely monitoring the impact of COVID-19 and believes the School is taking appropriate actions to mitigate the negative impact. However, management is unable to estimate the financial impact, if any, related to this matter.

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PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

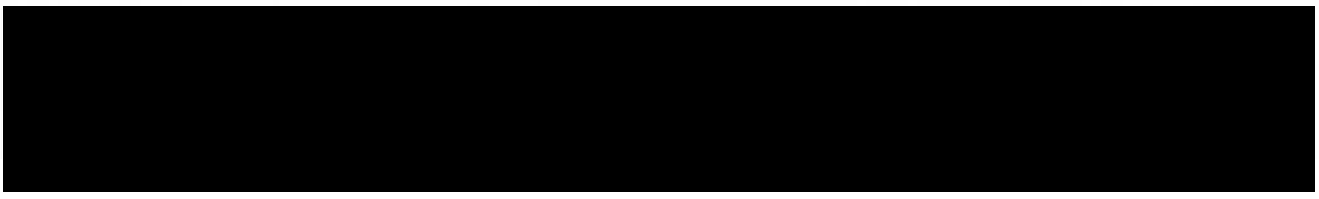
We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School"), which comprise the statement of financial position as of June 30, 2020, 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 September 29, 2020.

Internal Control Over Financial Reporting

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

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

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



Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

Bedford Stuyvesant New Beginnings Charter School

Financial Statements

June 30, 2019 and 2018

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School"), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

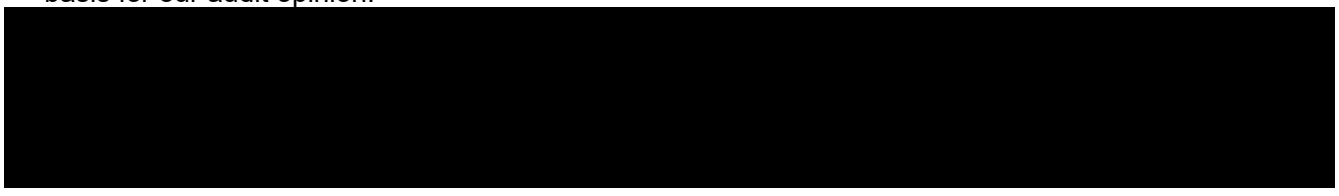
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and 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 audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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



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, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Change in Accounting Principle

As discussed in Note 2 to the financial statements, during the year ended June 30, 2019, Bedford Stuyvesant New Beginnings Charter School adopted new accounting guidance resulting in a change in the manner in which it presents net assets and reports certain aspects of its financial statements. Our opinion is not modified with respect to this matter.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 8, 2019, 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.

Bedford Stuyvesant New Beginnings Charter School

Statements of Financial Position

	June 30, 2019	June 30, 2018
ASSETS		
Current Assets		
Cash and cash equivalents	$ 2,183,755	$ 1,464,026
Grants and contracts receivable	57,694	593,184
Prepaid expenses and other current assets	38,489	147,809
Total Current Assets	2,279,938	2,205,019
Property and equipment, net	1,729,421	1,766,568
Restricted cash	75,464	75,389
Security deposits	79,845	79,845
	$ 4,164,668	$ 4,126,821
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 191,520	$ 182,545
Accrued payroll and payroll taxes	644,819	454,748
Deferred rent, current portion	184,346	184,346
Total Current Liabilities	1,020,685	821,639
Deferred rent	3,305,902	3,121,557
Total Liabilities	4,326,587	3,943,196
Net assets (deficit), without donor restrictions	(161,919)	183,625
	$ 4,164,668	$ 4,126,821

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statements of Activities

	Year Ended June 30,	
	2019	2018
REVENUE AND SUPPORT		
State and local per pupil operating revenue	$ 13,021,279	$ 11,638,551
State and local per pupil facilities funding	730,947	613,185
Federal grants	467,975	554,978
State and city grants	430,078	204,041
Contributions and private grants	15,492	29,697
After school program	37,931	50,904
In-kind donation	1,374	5,880
Other income	39,911	5,574
Total Revenue and Support	14,744,987	13,102,810
EXPENSES		
Program Services		
Regular education	9,459,904	8,083,253
Special education	2,556,646	2,497,105
Supplementary education	462,043	438,213
Total Program Services	12,478,593	11,018,571
Supporting Services		
Management and general	2,597,423	2,422,196
Fundraising	14,515	232,551
Total Expenses	15,090,531	13,673,318
Change in Net Assets	(345,544)	(570,508)
NET ASSETS (DEFICIT)		
Beginning of year	183,625	754,133
End of year	$ (161,919)	$ 183,625

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statement of Functional Expenses
Year Ended June 30, 2019

	Program Services				Management and General	Fundraising	Total
	Regular Education	Special Education	Supplementary Education	Total			
Salaries and wages	$ 5,599,292	$ 1,513,618	$ 123,665	$ 7,236,575	$ 1,266,446	$ 7,965	$ 8,510,986
Employee benefits and payroll taxes	1,477,149	399,307	32,624	1,909,080	336,205	-	2,245,285
Audit and accounting fees	-	-	-	-	29,750	-	29,750
Legal fees	-	-	-	-	9,875	-	9,875
Marketing and recruiting	57,958	22,092	-	80,050	33,055	-	113,105
Financial management services	-	-	-	-	83,404	-	83,404
Contractual services	13,081	3,536	289	16,906	2,977	-	19,883
Consulting	112,003	30,474	207,827	350,304	239,338	-	589,642
Leased equipment	-	-	-	-	53,887	-	53,887
Student food services	2,950	780	-	3,730	657	-	4,387
Workshop/PD food	32,171	8,509	-	40,680	7,164	-	47,844
Insurance	71,581	18,932	-	90,513	15,941	-	106,454
Utilities	129,656	35,049	2,864	167,569	29,510	-	197,079
Rent	792,522	237,249	90,572	1,120,343	197,707	-	1,318,050
Postage and shipping	-	-	-	-	8,397	-	8,397
Classroom supplies	154,112	35,854	-	189,966	-	-	189,966
Instructional materials	155,351	36,143	-	191,494	-	-	191,494
Professional development	143,009	33,271	-	176,280	37,031	-	213,311
Repairs and maintenance	212,253	57,248	4,202	273,703	48,201	-	321,904
Office expense	38,877	1,934	-	40,811	101,449	6,550	148,810
Telephone and internet services	25,308	6,693	-	32,001	5,635	-	37,636
Information technology	114,766	30,354	-	145,120	25,556	-	170,676
Student transportation	34,887	8,116	-	43,003	-	-	43,003
Dues and subscriptions	31,598	8,357	-	39,955	7,037	-	46,992
Depreciation and amortization	253,588	67,069	-	320,657	56,470	-	377,127
Miscellaneous	7,792	2,061	-	9,853	1,731	-	11,584
Total Expenses	$ 9,459,904	$ 2,556,646	$ 462,043	$ 12,478,593	$ 2,597,423	$ 14,515	$ 15,090,531

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statement of Functional Expenses
Year Ended June 30, 2018

	Program Services				Management and General	Fundraising	Total
	Regular Education	Special Education	Supplementary Education	Total			
Salaries and wages	$ 4,942,150	$ 1,524,401	$ 118,839	$ 6,585,390	$ 1,274,379	$ 27,760	$ 7,887,529
Employee benefits and payroll taxes	1,124,483	346,846	27,039	1,498,368	289,962	6,316	1,794,646
Audit and accounting fees	-	-	-	-	22,250	-	22,250
Legal fees	-	-	-	-	863	-	863
Marketing and recruiting	45,272	22,476	-	67,748	34,911	3,491	106,150
Financial management services	-	-	-	-	67,769	-	67,769
Consulting	12,757	3,935	266,852	283,544	160,687	150,055	594,286
Leased equipment	-	-	-	-	44,621	451	45,072
Student food services	1,818	548	-	2,366	468	-	2,834
Workshop/PD food	44,888	13,521	-	58,409	11,550	-	69,959
Insurance	49,205	14,821	-	64,026	12,659	-	76,685
Utilities	100,028	30,854	2,405	133,287	26,355	-	159,642
Rent	825,820	254,723	19,858	1,100,401	217,585	-	1,317,986
Postage and shipping	-	-	-	-	9,017	475	9,492
Classroom supplies	97,214	29,746	-	126,960	108	-	127,068
Instructional materials	152,196	46,573	-	198,769	-	-	198,769
Professional development	79,163	24,224	-	103,387	51,182	-	154,569
Repairs and maintenance	160,443	49,296	3,220	212,959	42,112	-	255,071
Office expense	3,555	1,071	-	4,626	55,756	43,350	103,732
Telephone and internet services	23,346	7,032	-	30,378	5,880	128	36,386
Information technology	95,785	28,851	-	124,636	24,119	525	149,280
Student transportation	53,247	16,294	-	69,541	-	-	69,541
Dues and subscriptions	54,562	16,434	-	70,996	14,039	-	85,035
Depreciation and amortization	216,498	65,211	-	281,709	55,703	-	337,412
Miscellaneous	823	248	-	1,071	221	-	1,292
Total Expenses	$ 8,083,253	$ 2,497,105	$ 438,213	$ 11,018,571	$ 2,422,196	$ 232,551	$ 13,673,318

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ (345,544)	$ (570,508)
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	377,127	337,412
Deferred rent	184,345	184,347
Changes in operating assets and liabilities		
Grants and contracts receivable	535,490	34,033
Prepaid expenses and other current assets	109,320	135,949
Accounts payable and accrued expenses	8,975	119,328
Accrued payroll and payroll taxes	190,071	70,078
Net Cash from Operating Activities	1,059,784	310,639
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(339,980)	(290,071)
Restricted cash	(75)	(76)
Net Cash from Investing Activities	(340,055)	(290,147)
Net Change in Cash and Cash Equivalents	719,729	20,492
CASH AND CASH EQUIVALENTS		
Beginning of year	1,464,026	1,443,534
End of year	$ 2,183,755	$ 1,464,026

See notes to financial statements

1. Organization and Tax Status

Bedford Stuyvesant New Beginnings Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on January 12, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School renewed its charter for an additional five-year term expiring June 30, 2023. The School's mission is to provide an all-inclusive environment that promotes diverse learning for all students and promotes academic and civic achievements, ranging from the fundamentals of fine art, music, theatre, physical education, and technology. Classes commenced in Brooklyn, New York in September 2010 and the School provided education to approximately 703 students in kindergarten through eighth grade during the 2018-2019 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.

Change in Accounting Principle

On July 1, 2018, the School adopted new guidance regarding the Presentation of Financial Statements for Not-for-Profit Entities. This guidance requires the School to collapse the three-category (unrestricted, temporarily restricted, and permanently restricted) classification of net assets into two categories: with donor restrictions and without donor restrictions. In addition, the new guidance requires the School to make certain expanded disclosures relating to (1) the liquidity of financial assets, and (2) expenses by both their natural and functional classification in one location in the financial statements. As a result of implementing this standard, prior year amounts for unrestricted net assets were reclassified to net assets without donor restrictions.

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

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:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions 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, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2019 and 2018.

Cash and Cash Equivalents

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

Restricted Cash

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

Property and Equipment

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

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

Property and Equipment (continued)

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

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

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2019 and 2018.

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, 2019 and 2018.

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 net assets with donor restrictions 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 net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

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

In-Kind Donation

Donated goods are recorded at their estimated fair value when received. For the year ended June 30, 2019, the School received a donation of laptops for staff valued at $1,374. For the year ended June 30, 2018, the School received a donation of computer tablets for students and mirrored wall decor valued at $5,880.

Marketing and Recruiting

Marketing and recruiting costs are expensed as incurred for staff and student recruitment. Marketing and recruiting expense for the years ended June 30, 2019 and 2018 was $113,105 and $106,150.

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, 2016.

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 8, 2019.

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:

	2019	2018
Computers and equipment	$ 981,453	$ 900,644
Furniture and fixtures	469,621	408,380
Leasehold improvements	2,572,267	2,374,337
Software	81,936	81,936
	4,105,277	3,765,297
Accumulated depreciation and amortization	(2,375,856)	(1,998,729)
	$ 1,729,421	$ 1,766,568

5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following:

Financial assets at year end	
Cash and cash equivalents	$ 2,183,755
Grants and contracts receivable	57,694
	$ 2,241,449

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use. The School has a $50,000 line of credit, which it could draw upon.

6. 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 ranging from 5% to 10% of the participant's annual compensation based on years of service. Employee match for the years ended June 30, 2019 and 2018 amounted to $170,109 and $143,793.

7. 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, 2019 and 2018 approximately $2,010,000 and $1,289,000 of cash was maintained with an institution in excess of FDIC limits.

8. 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, 2019 and 2018, the School received approximately 91% and 94% 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.

9. Commitment

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

Future minimum lease payments are as follows for the years ending June 30:

2020	$ [redacted]
[redacted]	1,605,186
Thereafter	10,433,709
	$ 17,988,093

Rent expense for the years ended June 30, 2019 and 2018 was $1,318,050 and $1,317,986.

10. Contingency

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

* * * * *

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School"), which comprise the statement of financial position as of June 30, 2019, 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 8, 2019.

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.

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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.

Bedford Stuyvesant New Beginnings Charter School

Financial Statements

June 30, 2018 and 2017

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

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

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2017 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 3, 2017. In our opinion, the summarized comparative statement of functional expenses presented herein for the year ended June 30, 2017 is consistent, in all material respects, with the audited financial statements from which is was derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 5, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

[redacted]

Bedford Stuyvesant New Beginnings Charter School

Statements of Financial Position

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

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statements of Activities

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

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

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

	2018							2017
	Program Services				Management and			
	Regular Education	Special Education	Supplementary Education	Total	General	Fundraising	Total	Total
Salaries and wages	$ 4,942,150	$ 1,524,401	$ 118,839	$ 6,585,390	$ 1,274,379	$ 27,760	$ 7,887,529	$ 6,785,419
Employee benefits and payroll taxes	1,124,483	346,846	27,039	1,498,368	289,962	6,316	1,794,646	1,435,285
Audit and accounting fees	-	-	-	-	22,250	-	22,250	22,250
Legal fees	-	-	-	-	863	-	863	40,617
Marketing and recruiting	45,272	22,476	-	67,748	34,911	3,491	106,150	90,072
Financial management services	-	-	-	-	67,769	-	67,769	130,750
Contractual services	-	-	-	-	-	-	-	1,264
Consulting	12,757	3,935	266,852	283,544	160,687	150,055	594,286	484,286
Leased equipment	-	-	-	-	44,621	451	45,072	23,597
Student food services	1,818	548	-	2,366	468	-	2,834	15,206
Staff lunches	44,888	13,521	-	58,409	11,550	-	69,959	47,985
Insurance	49,205	14,821	-	64,026	12,659	-	76,685	75,802
Utilities	100,028	30,854	2,405	133,287	26,355	-	159,642	84,574
Rent	825,820	254,723	19,858	1,100,401	217,585	-	1,317,986	1,318,556
Postage and shipping	-	-	-	-	9,017	475	9,492	6,594
Classroom supplies	97,214	29,746	-	126,960	108	-	127,068	73,367
Instructional materials	152,196	46,573	-	198,769	-	-	198,769	222,855
Professional development	79,163	24,224	-	103,387	51,182	-	154,569	99,474
Repairs and maintenance	160,443	49,296	3,220	212,959	42,112	-	255,071	214,670
Office expense	3,555	1,071	-	4,626	55,756	43,350	103,732	89,475
Telephone and internet services	23,346	7,032	-	30,378	5,880	128	36,386	45,451
Information technology	95,785	28,851	-	124,636	24,119	525	149,280	152,153
Student transportation	53,247	16,294	-	69,541	-	-	69,541	64,565
Dues and subscriptions	54,562	16,434	-	70,996	14,039	-	85,035	52,133
Depreciation and amortization	216,498	65,211	-	281,709	55,703	-	337,412	368,744
Miscellaneous	823	248	-	1,071	221	-	1,292	3,098
Total Expenses	$ 8,083,253	$ 2,497,105	$ 438,213	$ 11,018,571	$ 2,422,196	$ 232,551	$ 13,673,318	$ 11,948,242

See notes to financial statements

Bedford Stuyvesant New Beginnings Charter School

Statements of Cash Flows

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

See notes to financial statements

1. Organization and Tax Status

Bedford Stuyvesant New Beginnings Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on January 12, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School renewed its charter for an additional five-year term expiring June 30, 2023. The School's mission is to provide an all-inclusive environment that promotes diverse learning for all students and promotes academic and civic achievements, ranging from the fundamentals of fine art, music, theatre, physical education, and technology. Classes commenced in Brooklyn, New York in September 2010 and the School provided education to approximately 669 students in kindergarten through eighth grade during the 2017-2018 academic year.

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

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

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Net Asset Presentation

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

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

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

Net Asset Presentation (continued)

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

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

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

Cash and Cash Equivalents

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

Restricted Cash

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

Property and Equipment

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

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

Property and Equipment (continued)

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

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

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

Refundable Advances

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

Line of Credit

On April 23, 2012, the School entered into an unsecured $50,000 line of credit agreement with Capital One Bank to provide working capital. The line has no expiration date and bears interest at the Wall Street Journal Prime Rate plus 5.75%. Interest is payable on a monthly basis. There were no outstanding balances under the line of credit as of June 30, 2018 and 2017.

Deferred Rent

The School records its rent in accordance with U.S. GAAP whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentives, is reflected in deferred rent in the accompanying statement of financial position.

Revenue and Support

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

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

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

In-Kind Donation

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

Marketing and Recruitment

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

Functional Expense Allocation

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

Accounting for Uncertainty in Income Taxes

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

Prior Year Summarized Comparative Financial Information

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

Subsequent Events Evaluation by Management

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

3. Grants and Contracts Receivable

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

4. Property and Equipment

Property and equipment consists of the following at June 30:

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

5. Employee Benefit Plan

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

6. Concentration of Credit Risk

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

7. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2018 and 2017, the School received approximately 94% and 93% of total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

8. Commitment

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

Future minimum lease payments are as follows for the years ended June 30,:

2019	$ [redacted]
[redacted]	1,605,186
Thereafter	12,038,895
	$ 19,121,733

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

9. Contingency

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

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PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditors' Report

Board of Trustees
Bedford Stuyvesant New Beginnings Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bedford Stuyvesant New Beginnings Charter School (the "School"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 5, 2018.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

23B. Supplemental Information

In the event that the applicant feels that the Institute and the SUNY Trustees should have other information regarding the proposed charter school which does not fit within any of the other Requests, the applicant may provide such information in response to this Request.

R-23a should include a narrative about any supplemental documents submitted in R-23b, which should contain the actual documents.

The applicant should carefully consider the value of supplemental documents and limit inclusion to only those documents critical to supporting the overall proposal.

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There are no additional supplemental documents.

R-23 - Supplemental Information
a. Supplemental Narrative
If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

As educators who have worked in New York City district and charter schools for over a decade, we, the founding team, share the Charter School Institute's passion for increasing quality options for all students. Our team has a track record of success with the K-8 programming, as demonstrated by having received a five year renewal in March 2018 from NYC DOE for the school we currently operate and having high demand from families. The BSNBCS2 model is creative and designed to be responsive to the actual needs of the students and the community we propose to serve, has a robust pipeline for talent recruitment and development, and has already received the support of several community partners who are committed to the success of BSNBCS2.

We believe that the K-12 school model we propose in this application provides a high quality option for the children and families of Central Brooklyn and that it addresses three of the four priorities described by the Institute in its ninth preference scoring category - increase quality options.

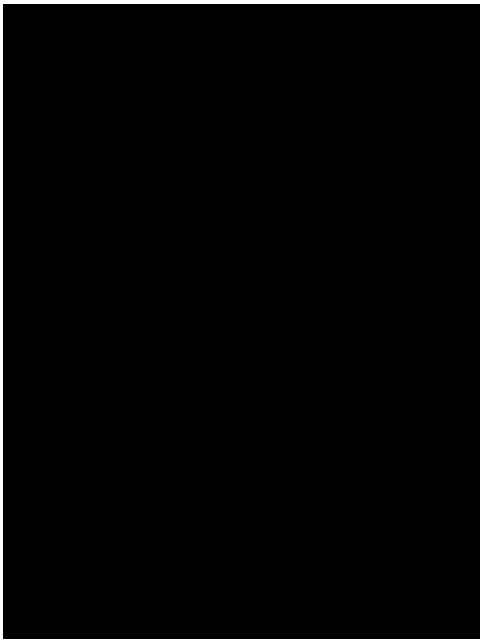
Preference scoring indicator 9a: The school will open with a strong elementary program and grow to serve students K-8 or K-12 in order to maximize the potential for success by setting a strong early foundation for students and creating pathways to grow seats in upper grades. (6 points)

Our team currently operate a successful K-8 school in Bedford-Stuyvesant which has garnered substantial support from community stakeholders such as daycare administrators, nonprofit leaders, and elected officials, as well a education leaders beyond the neighborhood (See Response 4e). Moreover, our flagship site maintains full enrollment because we admit students in all grades, year round, and actively recruit students from local shelters, students wh are English Language Learners, and Students with Disabilities. We believe a child should have access to a high quality education as soon as a seat is available, and parents should have the choice to enroll their child in a quality K-12 school of their choice.

Since [redacted] took the helm of Bedford Stuyvesant New Beginnings' elementary program in 2016, State test proficiency (levels 3-4) increased by 71.3% in ELA and 85.1% in Math School-wide and 120.0% in ELA and 158.9% in Math in 3rd and 4th grade. In 2018, she became one of our K-8 co-principals. She will work tirelessly to insure that the rigor and diligence she has integrated into the elementary school culture will be successfully implemented in our entire K-8 program. Ms. Brown understands the importance of laying a strong foundation for literacy and numeracy in the early grades, and to do so in a joyful way. Under her leadership, we have been able to infuse arts and health education into our academic work due to her ability to facilitate multiple partnerships with organizations such as Disney Musicals in the Schools, Harambee African Dance, and the Brooklyn Museum. Ms. Brown and several other Bedford Stuyvesant New Beginnings Charter School staff members have chosen this school for their own children to attend because they know that the learning experiences that are being offered here are unique and will adequately prepare their children for success in high school and beyond.

An exciting key design element to our school is the use of project-based and experiential learning throughout the K-12 program. The foundation for high school practicum and internships is laid as early as kindergarten when children participate in learning projects that are anchored in the community such as visiting Tranquility Farm. In middle school, some students will have the opportunity to travel to Alaska as part of our partnership with Brooklyn to Alaska, a non-profit that uses this trip to teach youth how to overcome obstacles, develop self-confidence, and experience the power of open communication and teamwork. This partnership was established in 2016 and eight middle schoolers have since had gone on this trip, at no cost to them and their families.

Our proposed high school increase the cohort size offers 50 seats more than our proposed K-8 cohorts (125 vs. 75) for two reasons. First, we know that the proposed high school will meet a dire need in the Bedford Stuyvesant and Central Brooklyn community. Many families feel torn about having their children travel outside the community for high school, but there are very few viable local secondary options for them. We want as many families as possible to have access to this unique program. Second, a larger school will allow us to create more diverse partnerships and opportunities so that each student can experience learning in a context that is personally meaningful and powerful. To this effect, we have already begun planning development of an overseas studies program in Mexico with the University of Florida, discussed film and television internships with the Hispanic Information and Television Network, and received guidance from Biotech without Borders for guidance on relevant lab experiences to prepare youth for careers in biotechnologies.



Preference scoring indicator 9c: The school will open serving high school grades with a strong plan for increasing high school graduation rates, a focus on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs, and students with academic skills below grade level. (3 points)

In the fourth year of our charter (2023-24), BSNBCS2 will open our high school. We have a strong plan for increasing graduation rates, beginning with the unique model of our high school which directly connects the classroom learning to community experiences as well as pathways for careers and college.

To fulfill our promise of providing youth with individually meaningful experiences, we have a robust staffing plan which includes: 1) the hiring of a Director of Experiential Learning during the planning year to work hand in hand with the high school principal to develop partnerships and frameworks for assessing each student's preparedness for post-secondary success; 2) the hiring of a guidance counselor for each incoming student cohort who will work with them through graduation (for a total of 4 at full growth); and 3) an executive director who has led several experiential learning programs with at-risk high school students, from a civil rights practicum following the footsteps of the 1961 Freedom Riders all the way to Mississippi to an ecology program in Florida's everglades. As described in our draft accountability plan (Response 6g), every student will participate in experiential learning opportunities in their classwork, enrichment week programming and will work with their guidance counselor in their College and Careers seminars to create, evaluate and refine a robust post-secondary plan which will include their own self-selected pathway after graduation.

Since we are targeting a neighborhood with high rates of disconnected youth (19.6% vs 14.3% for NYC[1]), we expect our incoming student population to have high academic and socio-emotional needs, particularly among students who are enrolling from other schools. Data-driven decision making and differentiated instruction will be the foundation of the BSNBCS2 high school's approach to addressing the unique needs of at-risk students, including those with academic skills below grade level and those who are over-aged and undercredited. School administrators will use student's data and personal interests to tailor academic and behavioral interventions to develop

[1] Data accessed on December 12, 2018 at: https://data2go.nyc/

each student's skills sets and address specific situations that might get in the way of them maintaining a high attendance.

Preference scoring indicator 9d: The school is necessary to expand or complete an existing K-12 pathway for a charter school/ not for profit education corporation currently operating in New York. (3 points)

The proposed K-12 school, by opening its 9th grade in year 4 of the charter, will complete an existing K-12 pathway for the students at Bedford Stuyvesant New Beginnings Charter School (as described in Response 5d), a K-8 school authorised by the Chancellor of the NYC Department of Education. Approval of BSNBCS2 will allow these 8th grade students matriculating from Bedford Stuyvesant New Beginnings Charter School to attend and succeed in BSNBCS2's high school starting in 2023-24.

SUPPLEMENTAL ACADEMIC PROGRAM NARRATIVE

The Institute recognizes that education models across the country have undergone significant changes due to the COVID-19 pandemic. This unprecedented event has restructured education in ways that educators may not fully understand for years to come. It has also underscored the need for high-quality schools that effectively address interrupted instruction caused by the COVID-19 pandemic.

In addition to updates to previously submitted application materials detailed below, all applicant groups must submit a supplemental academic program narrative (*not to exceed 10 pages*) which addresses the following questions:

1. **1) Explain how the general education academic program will identify gaps caused by interrupted instruction and support students to address those gaps. Please reference any specific sources and/or resources referenced in developing your response. The response should address, at a minimum, the following elements of your proposed academic program:**

   o Curriculum selection
   o Assessment systems
   o Instructional methods
   o Instructional leadership systems

2. **2) Explain how the at-risk academic program will identify gaps caused by interrupted instruction and support students to address those gaps, specifically for struggling students, students with disabilities, and English Language Learners. Please reference any specific sources and/or resources referenced in developing your response. The response should address, at a minimum, the following elements of your proposed academic program:**

   o Curriculum selection
   o Assessment systems
   o Instructional methods
   o Instructional leadership systems

Applicants who are applying to replicate an existing school may discuss practices already in place to address interrupted instruction in responding to the supplemental academic program narrative.

Like all educators working in the United States in the past several years, the pandemic has required our planning team to assess the effectiveness of our practices, identify areas of growth and ensure that all students have appropriate supports. As operators of an existing charter school, Bedford Stuyvesant New Beginnings, we have dealt first hand with the impacts of the pandemic on students, their families, our educators and our broader community in the Bed Stuy community. To ensure that students are ready for learning in our program, despite any potential

impact of the pandemic, we have developed an analysis of the impacts and support systems that will be in place for students who are entering grades K and 1 in 2024-25.

Impacts: For the purposes of this analysis, we have identified the potential disruptions that could have taken place for students entering BSNBCS2 in 2024-25, based on a review of the typical grade/schooling range as well as the impact of the pandemic during those years. The chart below and the analysis has supported our approach towards supporting these students, particularly in the social-emotional realm.

Grade	**Age in Year One of Charter (2024-25)**	**March 2020-June 2020 (2019-20 school year)**	**2020-21 School Year**	**2021-22 School year**	**2022-23 School Year**	**2023-24 School Year**	**First Class: 2024-25 School Year**
Kindergarten	4 to 5 Years Old	Not in School	Not in School	Not in School	3K	Pre-K	Kindergarten
First Grade	5 to 6 Years Old	Not In School	Not In School	3K	Pre-K	Kindergarten	1st Grade

We have identified the period of March 2020 to June 2021 as the core impact of the pandemic on student academics. All schools statewide closed in March 2020 to June 2020, due to the public health emergency, reflecting the biggest impact of the pandemic period, the move to remote learning without any preplanning. Our initial cohort of K and 1st grade students were typically infants or toddlers during this time period, thus they were not in school and did not experience academic gaps due to missed in-person instruction.

While BSNBCS reopened fully the following Fall for in-person learning for 2020-21 school year, many schools remained closed in 2020-21 or in a hybrid remote/in-person framework, creating a potential disruption. While schools had time to plan for the reopening of schools in Fall 2020, many schools faced major gaps in learning. Our initial cohort was still too young to be school at this time, however they may have been old enough to understand the impact of the pandemic on their families or older siblings, so there may have been social-emotional impacts on their at-home experiences.

The 2021-22 school year was, for the majority of New York State schools, the first 'typical' school year, returning fully to in-person learning with some modifications. Our K cohort students would be too young to be in school; however, some members of our 2024-25 1st grade cohort were old enough to be enrolled in a 3K program. While not required or universal, some families would have entered their students into this environment, where mask wearing was required and schooling was occasionally disrupted by positive cases or citywide factors, such as school closures. On occasion, students may have to have entered remote learning in limited instances, so there may have been some social-emotional impacts. The K cohort was not in school at this time.

The 2022-23 School year was a typical school year for all New York State schools, with the added focus on respiratory health, otherwise in many ways students enrolled in these grades saw the closest to the 2019 pre-pandemic academic experience. This year, our K cohort could

enter 3K and our 1st Grade could enter Pre-K classes. At BSNBCS, we had no remote learning required due to citywide factors during this school year, which we believe was typical in NYC.

The upcoming 2023-24 school year, one hopes, will continue to see typical academic structures, where our first cohorts will be entering Pre-K and Kindergarten respectively. Overall, outside our universal experiences as people living through the pandemic, these two cohorts of students had little to no academic disruptions in their 3K or Pre-K learning, while they may require additional social emotional supports. Accordingly, that is the core of our 'supports' framework established at Bed Stuy New Beginnings and to be implemented at BSNBCS2 is described in detail below.

Social Emotional Supports

Overview

At BSNBCS2 we will adapt the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework for Systemic Social and Emotional Learning is an integrated framework that highlights five SEL competencies promoted through multiple contexts. Social and emotional learning (SEL) is the process through which children and adults develop the skills, knowledge, and attitudes necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. To frame thinking, CASEL has identified five core social and emotional competence clusters to use in interventions: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Below, we identify and define the competencies as they are presented in the framework.

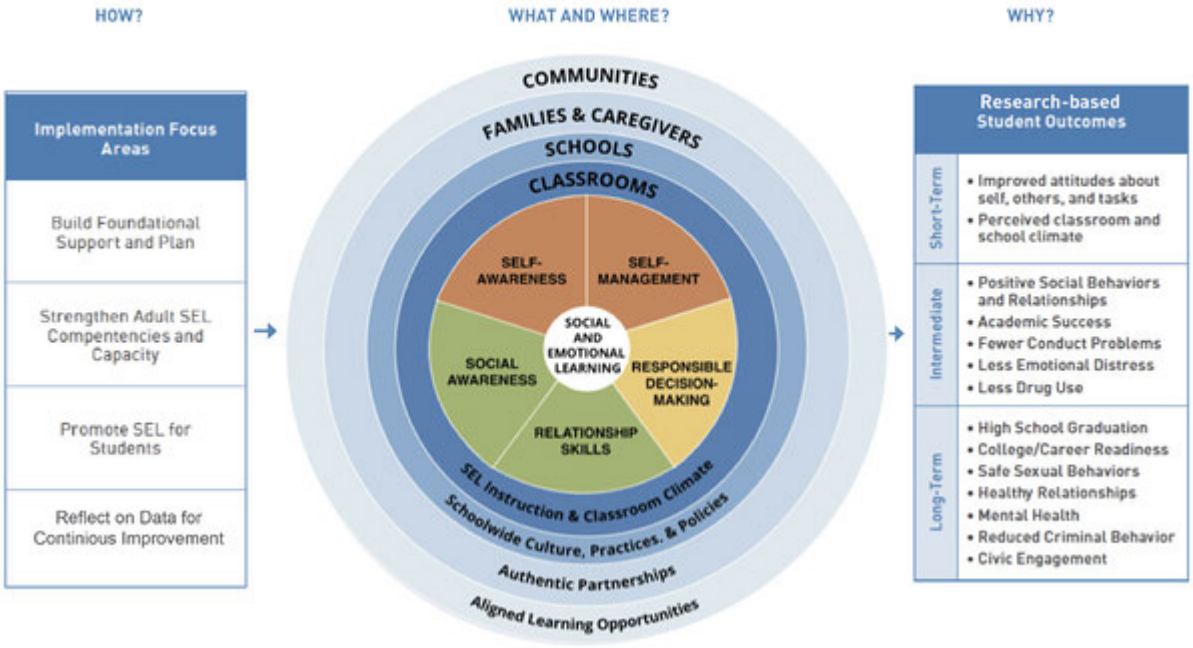
- **Self-Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. The ability to accurately assess one's strengths and limitations and possess a well grounded sense of confidence and optimism. • This includes: recognizing one's emotions and thoughts; assessing one's strengths and limitations; confidence; self efficacy/growth mindset
- **Self-Management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. • This includes: self-regulation; stress management; impulse control; setting and working toward achieving personal and academic goals; motivation; organizational skills
- **Social-Awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. • This includes: taking the perspective of others from diverse backgrounds and cultures; empathy; understanding social and ethical norms for behavior; recognizing family, school, community resources, and supports
- **Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. • This includes: clear communication; active listening; cooperation/teamwork; resisting inappropriate social pressure; negotiating conflict; seeking and offering help; establishing and maintaining relationships

- **Responsible Decision-Making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. • This includes: identifying problems; analyzing situations; solving problems; evaluation, reflection, awareness of ethical responsibility

DESIRED OUTCOMES

Purpose and Intended Audience The BSNBCS2 Framework for Systemic SEL is intended to guide educators, families, and communities to promote students' social, emotional, and academic learning. The framework was derived from practice and aimed toward practice. CASEL is partnering with more than 20 school districts nationwide to support their efforts to systematically implement high-quality SEL districtwide and share those learnings broadly.

Additionally, CASEL works with educators, researchers, practitioners, out-of-school time leaders, and policymakers to foster SEL as an integral part of every student's education. Settings The Framework for Systemic SEL has widespread applications. CASEL's competencies are used worldwide in preschool through high school settings, both in school and out-of-school. Based on learnings and field-testing in districts across the country, CASEL has identified four focus areas of systemic implementation (see District and School Theories of Action below). CASEL recommends coordinating strategies across classrooms, schools, homes, and communities and provides free, targeted resources for each setting.



I. USE OF THE NYS SEL BENCHMARKS

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:
1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts. In the following pages, these goals are further explained, with associated benchmarks provided for voluntary use at the early elementary (K-3), late elementary (4-5), and middle school (6-8).

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life. Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's abilities and interests, building upon strengths, making effective use of family, school, and community support and resources. Finally, it is critical for an individual to be able to establish and monitor one's own progress toward achieving goals, whether personal, academic, and career or work-related. These social emotional skills, thought processes, and behavioral strategies can be contributing factors to one's sense of self-confidence and sense of optimism as they provide a strong foundation for achieving success in school and in life.

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships. The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages. Equally important to establishing positive peer, family, and work relationships are strategies and skills that enable one to adapt one's behavior in various settings, cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts. The ability to make ethical decisions and behave responsibly, taking into account the well-being of others as well as one's own, are essential to benefitting the good of the whole - whether family, peers, colleagues, neighbors, or members of the community at large. It's the foundation responsible for citizenship in a democratic society. Every individual at all life stages needs the capacity to make ethical decisions and solve problems by accurately defining the decisions to be made, being able to generate alternative solutions, anticipate the consequences of each, and having the ability to evaluate and learn from the outcomes of one's decision making.

II. TEACHING SOCIAL-EMOTIONAL COMPETENCIES THROUGH PBIS

At BSNBCS2, we will adopt social-emotional competency programs to target the needs of our students. Our PBIS framework provides the necessary structures to teach social-emotional competencies effectively, including the use of the SST teams examining data to identify needs, monitor fidelity of implementation, and measure effects. At BSNBCS2 we teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation

through one system, rather than trying to improve student outcomes through separate, competing initiatives.

We implement Social-Emotional and Behavior Support through a Single SST Team. The goal is to uncover patterns of social-emotional challenges that may occur frequently across the day for large numbers of students. This process helps the SST team make decisions about what skills or strategies to teach to replace common error patterns. Lastly, fidelity of implementation data is essential for the SST team to monitor implementation of social-emotional skill instruction and continuously improve our systems to teach social-emotional competencies within a PBIS framework.

This process includes mapping the social-emotional competencies onto the school-wide PBIS expectations by adding behaviors associated with social emotional competencies to a teaching matrix. Our teaching matrix helps all staff connect to the prioritized social-emotional competencies by providing increased opportunities for students to practice across content areas and settings. Using the teaching matrix is our way to prompt teachers to use common language to support students' use of new skills explicitly.

Our teaching matrix is posted around the school to set positive behavioral expectations and is a living document that guides instruction and is informed by data to identify replacement skills for common error patterns. At BSNBCS2 we believe for these skills to be used regularly, all staff will model, teach, re-teach, prompt, and acknowledge across settings in the school. Hence, we find it necessary to embed social-emotional competencies not only in the systems for teaching (i.e., expectations, matrix, lesson plans), but also in the systems for acknowledgement and responding instructionally to errors.

Additionally, embedding the social-emotional skills into the teaching matrix allows teams to monitor progress of specific skills, thus ensuring that there is a process for measuring if the skills being taught are actually being used.

III. UNITING PBIS AND SEL | *(RAK) Core SEL Curriculum*

At BSNBCS2, PBIS and SEL have many similar features, but are not the same. Both schoolwide SEL and PBIS focus on creating safe and supportive environments, teaching new skills, and using data to make informed decisions. Their explicit goals, however, differ in that PBIS seeks to ultimately increase positive behavior, while schoolwide SEL seeks to empower students and promote more equitable outcomes by helping them build skills and competencies (e.g., understand themselves and others while forming strong relationships and building decision-making skills) that help students learn and navigate the world more effectively.

We are deeply invested in PBIS and leverage the SST team to lead the schoolwide SEL integration efforts. We continue to use Tier 1 PBIS strategies (e.g., teaching, modeling, and acknowledging schoolwide expectations, data practices, etc.), while focusing on cultivating adult SEL and promoting SEL for students within the CASEL guide to schoolwide integration of SEL. These key components strengthen our Tier 1 PBIS system by helping adults cultivate skills to effectively interact with students and create a positive school climate while simultaneously helping students build the knowledge, skills, and attitudes they need to be able to carry out schoolwide expectations and excel academically.

MEASUREMENT AND MONITORING

SEL Data collection will be conducted in the following ways;

1. School Wide Environment
2. Classroom Instruction
3. Classroom Environment, Management, Discipline
4. Student Observations

Professional Learning Communities

The PLC SEL Framework uses the fundamental elements from the following components:

- The CASAL Five (5) Competencies
- The NYS SEL Benchmarks K-8
- The PBIS system

23B. Supplemental Information

In the event that the applicant feels that the Institute and the SUNY Trustees should have other information regarding the proposed charter school which does not fit within any of the other Requests, the applicant may provide such information in response to this Request.

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