

# Application: South Bronx Charter School for International Cultures and the Arts

Keith Szczepanski - [REDACTED]  
Annual Reports

## Summary

**ID:** 0000000087

**Status:** Annual Report Submission

**Last submitted:** Oct 30 2020 10:48 AM (EDT)

## Entry 1 School Info and Cover Page

**Completed** Jul 30 2020

### [Instructions](#)

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

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**a. SCHOOL NAME**

(Select name from the drop down menu)

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS 320700860889

**a1. Popular School Name**

SBCSICA

**b. CHARTER AUTHORIZER (As of June 30th, 2020)**

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

**c. DISTRICT / CSD OF LOCATION**

CSD # 7 - BRONX

**d. DATE OF INITIAL CHARTER**

2/2005

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2005

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

MISSION STATEMENT

In an effort to represent the community’s prestige, The South Bronx Charter School for International Cultures and the Arts is a model of excellence providing its youngsters with a constructivist and child centered curriculum. Our intellectually challenging and standards based curriculum is enriched by our international perspective, the arts, and dual language program. Students receive a well-rounded education that uses the arts to promote excellence in all areas: cognitive, social, emotional, and moral. Our school meets or exceeds New York State Learning Standards, aligns student learning to those standards and supports teachers with professional development opportunities. Our community, our parents, and staff are empowered to participate meaningfully in our school to strengthen its potential for success.

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

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success.

|       |  |
|-------|--|
| KDE 1 | Measuring Outcomes Against Goals - The Board of Trustees is the final authority for policies and operational decisions at the school. That said it is one of the board’s primary responsibilities to self-reflect and examine practice based on outcomes against goals. To this end, the board, and specifically the board’s academic subcommittee, monitors the effectiveness of the educational program. |
| KDE 2 | New York State Standards and Common Core Curriculum Teachers work collegially, both horizontally and vertically. In the horizontal teaming model, teachers meet in smaller teams at each grade level. The horizontal team meets for a variety of purposes, such as pacing of the curriculum, student achievement, planning based   |

on assessment data, interdisciplinary unit/project planning, dual language approach, and to monitor student developmental and social growth. In the vertical teaming model, teachers meet in smaller teams within each content area. The vertical team meets for a variety of purposes, such as monitoring the scope and sequence, revising the alignment of content to state standards, sharing of best practices, checking on skill development and student achievement, planning based on assessment data, aligning the content taught in English and Spanish, and designing interdisciplinary units/projects. SBCSICA uses data collection and analysis to inform decisions about teaching and student learning.

In order to produce data that can be used to drive decisions in instruction, SBCSICA utilizes a comprehensive assessment system, which includes Periodic and Interim assessments that provides feedback on an on-going basis and supports teaching and learning. To that end, SBCSICA administers periodic standardized norm-referenced exams (NRT), and Interim Diagnostic & Predictive assessments coupled with Constructed Response items. Based on the results from interim assessments, teachers proactively identify areas to grow and have the ability to customize and generate instructional materials.

More specifically, the periodic reading inventory assessment is given in English and Spanish. Developmental Reading Assessment (DRA) and Evaluación del Desarrollo de la Lectura (EDL) are administered on a consistent basis and as needed. As a Dual Language school, the EDL helps us to measure language acquisition for native and nonnative Spanish language speakers. Tasks measured by the DRA and EDL tests are divided into several skill sets. Rhyming, alliteration, segmentation, and phonemic awareness are tested in the phonemic awareness section. Letter naming, word-list reading, spelling, decoding, analogies, structural analysis, and syllabication are tested in the alphabetic principle/phonics portions. Oral

reading fluency or words per minute for contextual reading are tested under fluency. Vocabulary, comprehension, and reading engagement skills are also measured in these tests. Once the test is scored and evaluated, the teacher gains a comprehensive understanding of those areas of strength and weakness and can assign a numeric and or alphanumeric reading level. This process empowers student's reading engagement because they understand and can easily identify a "just right book" by choosing a book with the corresponding DRA and EDL level.

Teachers develop a deeper understanding of expectations for student work and means of assessment in a variety of different formats. Regular professional development sessions allow teachers to engage in dialogue that creates a common frame of reference. Teachers share, review, and discuss actual samples of student work and best teaching practices. Specific assessment rubrics have been developed and are used to provide a common framework of evaluation. These rubrics are used by teachers to assess work relative to grade content standards, and will allow teachers to determine what skills need to be re-taught and practiced. Teachers regularly analyze student work throughout the year using performance rubrics, individually, in grade conversations, and in conversation during grade level planning meetings. Project based assignments are also used as a meaningful form of assessment. Teachers review student work at various times including planning meetings as items may be used as teaching points in grade level performance and development. Grade and subject specific team meetings allow for more in-depth examinations of student work and will allow teachers to share and discuss examples of student work and teaching practices, raising expectations across the board. Teachers and school leaders alike have high expectations of student work and assessment across the grades. The continuum of analysis teachers to design meaningful lessons, which move students toward mastery.

KDE 3

Remediation and Acceleration SBCSICA address students in need of remediation or acceleration. Students in need of greater assistance with curriculum content areas will also have the opportunity for additional focused time within the school day. To complement the services that are available to students during this time block, SBCSICA employs several Title I teachers who, in addition to designing and implementing the Title I Program, provide remediation for students falling behind in any aspect of the curriculum.

KDE 4

Students with Special Needs SBCSICA strongly believes that all students should have access to the core curriculum, and there are clear procedures for identifying special populations and meeting their needs. In fact, the DOE has cited that the “school adequately addresses the academic and nonacademic needs of students in need of remediation, students with disabilities, students with interrupted formal education, and gifted students.” Methods and strategies for serving students with disabilities are in place in compliance with all federal laws and regulations. Furthermore, SBCSICA provides professional development to teachers who create varied and small groupings in the classrooms that support learning for all students. For those students with IEPs that require related services and/or a resource room setting, the school directly provides these special education services. SBCSICA asks the student’s district of location to provide related services. For those students with IEPs that require related services, such as counseling, speech, occupational therapies, and physical therapies, the school contracts with either the student’s school district of residence or a private provider. Should a student require more restrictive placement, such as a special class for part of the day, the school and parent will ask the CSE to convene an IEP meeting to determine whether the current recommendation is appropriate or if it can be modified. All students receive academic assistance through a tiered system of interventions. A struggling student

receives Tier 1 interventions in the general education classroom that will include differentiated instruction, flexible grouping and classroom accommodations. A student who does not make sufficient progress with Tier 1 intervention receives more intensive interventions and strategies to help her master the material presented in the classroom.

A student who continues to struggle is referred to the Pupil Personnel Team (PPT). The PPT develops a plan to employ more intensive, individualized interventions that will be provided in addition to what the student was provided in Tiers I and II. These interventions are closely monitored to assess the level of support required for the student. A student who requires intensive individualized interventions to make any progress will be referred to the CSE for further evaluation. This referral will include the four-page CSE Referral Form as well as all the data collected at Tiers I & II. Teachers will provide a progress report based on student performance and samples of student work. Conference results from meetings with the parent/PPT will also be included in the referral. Finally, any chosen facility will accommodate the special education program and services outlined above and will be ADA compliant. In addition, the proposed budget will include a special education coordinator and expenses associated with the related special education services. SBCS ensures that teacher(s) of a student with a disability participate in meetings of the Committee on Special Education, and have access to and understand their responsibility to implement the IEP. To achieve this end, the regular education teacher will participate in the CSE meeting. Also, the special education teacher/coordinator is responsible for attending each CSE meeting and ensuring that other special education providers, if appropriate and parents attend the CSE meeting. To ensure that teacher(s) of a student with a disability have access to and understand their responsibility to implement the IEP, SBCS designates a special education teacher/coordinator

to oversee the provision of special education services in accordance with each child's IEP. The special education teacher/coordinator position will be responsible for the following: (i) communicating on a regular basis with the CSE of each student's district of residence; (ii) coordinating special education referrals to the CSE; (iii) ensuring that the appropriate school staff members and parents participate in CSE meetings; (iv) reporting to the CSE regarding student's progress toward meeting IEP goals; (v) reviewing all students' IEPs; (vi) collecting student records from the CSE; (vii) maintaining and securing in a locked cabinet all confidential files; and (viii) coordinating the implementation of special education services as per the IEP with the school district, private providers, and the school's classroom and special education teacher(s), as appropriate.

The special education/coordinator ensures that each regular education teacher and any related service provider who is responsible for the implementation of a child's IEP will be given a copy of the IEP prior to its implementation. In addition, the school requires that the copy remain confidential and that it cannot be re-disclosed to any other person, in compliance with IDEA and FERPA. Moreover, prior to the implementation of the child's IEP, the special education/coordinator informs each teacher and assistant of his or her responsibility relating to the implementation of the IEP with respect to the accommodations, modifications, and supports required as described by the IEP. Finally, in an effort to provide general information about special education, the special education/coordinator provides pre-service and ongoing training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records, and discipline of students with disabilities. Please note that there will be no specific mention of any child's IEP.



SBCS has several structures in place to assure that special education students of all levels are given appropriate instructional support. Further, SBCS uses Response to Intervention (“RTI”) and Pupil Personnel Teams to support our students. Response to Intervention In SBCS’s general education classrooms teachers will differentiate instruction to address different modalities of learners (RTI Tier I). Teachers screen students on a periodic basis and make accommodations that target student differences, which may include manipulatives in all subjects, small group instruction, adding visual resources during verbal lessons, or stations in social studies or science classes.

For struggling learners who need additional support and who are not making adequate progress in the core curriculum and skills, SBCS will use small group instruction, push-in/pull-out, Title I services, and alternative supplies and materials. These Tier II interventions are targeted to their needs based on their levels of performance and will be available to all students who need them, including students with IEPs.

RTI Tier III is remedial and intensive in nature. At this level of intervention, both students who have IEPs that mandate pullout SETSS (NYC)/Resource Room and general education students identified as needing additional support based on their student assessments receive intensive interventions that target the skill deficit of the student. The goal of tier 3 is for remediation of existing problems and prevention of more severe problems. This process may identify a general education student who needs this level of intervention and may need special education services. For students who already have an IEP, Tier III will provide the necessary information to request a review to adjust the IEP accordingly. In both instances, written parental consent is needed by the CSE to proceed. At this level, SBCS will recommend that the student's parent be notified and encouraged to participate so that a referral is the result of

collaboration and consent might be more forthcoming.

In any case, the Tier III Interventions must continue whether or not the parent gives CSE consent. Also, this student is now "presumed to have a disability" and to have rights under IDEA, even if he/she does not have an IEP.

Pupil Personnel Team (PPT) - Any SBCS student who is having trouble at Tier I, regardless of whether or not they have an IEP, is referred to the PPT. The PPT discusses strategies and interventions with the general education teacher and they come up with a plan of intervention (Tier III) for behavior or academics. This plan is monitored and a progress report must be presented to the PPT.

#### Other Supports

Students who have IEPs for related services such as counseling, speech, occupational therapy, or physical therapy will not be excluded from appropriate interventions. In addition, if a child is pulled out for several services and SETTTS, SBCS will work to make sure the child still accesses the general education curriculum.

The Title 1 teacher will be available during the school day to provide push-in and pull-out services for English language learners. Given that SBCS is a dual language school, students who are fluent in a language other than English maintain fluency in their native language while gaining proficiency in English.

In addition to this in-class support, the remediation/enrichment period will be used as an opportunity for the Title 1 teacher to work with students struggling with language acquisition on vocabulary development and literacy skills so that all students are comfortable reading, writing, listening and speaking in English and Spanish.

For purposes of ensuring the adequacy of

programs for ELL students, SBCS will assess the progress of all ELL students on an ongoing basis. All ELL students will annually take the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their English proficiency. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether the student's level of English proficiency is high enough to exit the ESL programs or services.

KDE 5

#### Interim Assessment

With regards to academic performance, the board's Academic and Personnel Committee will regularly review student assessment data from state and interim assessments to inform conversations with the principal and review the overall academic progress of the school. The school will use diagnostic interim assessments developed inhouse and unit tests provided by curriculum publishers to provide intra-year assessments of student performance in reading, math, social studies, and science. The regular feedback provided by these tests will help teachers adjust and personalize student instruction throughout the year as necessary. Data from these exams will not be used to support the school's application for charter renewal. These tests will measure grade level performance (i.e. below, at, or above grade level) in specific skills and content knowledge (e.g., multiplying fractions, phonemic awareness, historical facts, etc.). Given that each subject is taught using content that is aligned with the State learning standards, the test results will be good predictors of how well students are doing against those standards. Also, these assessments allow instruction for a particular child's needs to be adjusted in real time each year, rather than waiting until end-of-year exams.

KDE 6

#### Improved Classroom Instruction

SBCSICA uses data collection and analysis to inform decisions about teaching and student

learning. In order to produce data that can be used to drive decisions, the school must have a comprehensive assessment system that provides feedback on an on-going basis throughout the year and supports teaching and learning. To that end, the school administers a norm-referenced test (NRT), and interim progress assessments. In a variety of different formats, teachers will develop a common understanding of expectations for student work and means of assessment. In both pre-service and regular in-service training sessions, actual samples of student work will be reviewed and discussed, to begin a dialogue that creates a common frame of reference. Specific assessment rubrics will be developed and used to provide a common framework of evaluation. These rubrics are used by teachers to assess work relative to grade content standards, and will allow teachers to determine what skills need to be re-taught and practiced.

Teachers regularly analyze student work throughout the year using performance rubrics, individually, in grade conversations, and in conversation with the principal.

Teachers review student work at various times throughout the year and assess development and progress in a variety of areas, both academic and non-academic in nature. The principal is responsible for ensuring consistent expectations of student work and assessment across the school.

Grade and subject specific team meetings allow for more in depth examinations of student work and will allow teachers to share and discuss examples of student work and teaching practices, raising expectations across the board.

In pre-service and in-service training sessions, all student assessments employed by the school will be reviewed in detail with the teaching staff. The principal and/or assistant principal will discuss the content and format of the exams to ensure the teachers have a clear and common understanding

of the student learning standards, and the format in which they will be tested. This understanding of the assessments allow teachers to design classroom projects which move students toward mastery while permitting teachers to ascertain throughout the year which students may need additional instruction or practice to meet proficiency standards.

KDE 7

#### School Schedule

The goals of the daily schedule are to devote significant instructional time blocks to master the core content subjects and meaningfully explore topics and acquiring a language, and meet/exceed all of the New York State Learning Standards. SBCS employs an extended school day to ensure sufficient time for proper implementation of its educational program. The duration of the school day will be 8 hours as compared to the typical public school day of 6 hours. This represents approximately a 25% increase in the school day. The school day will begin at 8:00am, with an optional breakfast starting at 7:40am, and end at 4:00pm.

Our classrooms engage students and promote active learning throughout the day. Students are not sitting at desks for hours on end. In fact, every aspect of the school day right down to classroom set-up is designed to encourage physical movement of our students.

In addition, our curriculum and instructional methods promote engagement through inquiry-based learning, manipulatives, and hands-on activities that bring the curriculum to life. The school's Social Studies curriculum, is specially designed to channel young children's energy into active learning activities across subject areas. Our curriculum involves heavy dance, movement, and song and "act-out" components. Moreover, the cultural components that support the dual language focus of our school encourage students to express themselves through artistic means, such

as song, dance, and spoken word. In every lesson throughout the day, children will be actively engaged.

Language instruction takes place throughout the day and integrated into content areas through full immersion in the target language. Teachers instruct students in the target language on alternate weeks and will employ a variety of methods to teach basic language skills including read-aloud, writer's workshop, word walls, and think, pair and share. Teachers focus on developing students' vocabulary in both languages so that students master concepts and are able to read, write, listen and speak about them in English and Spanish.

KDE 8

(No response)

KDE 9

(No response)

KDE 10

(No response)

#### Need additional space for variables

No

#### h. SCHOOL WEB ADDRESS (URL)

<http://sbcsica.org/>

#### i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

456

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)**

456

**k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)**

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7

**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

## FACILITIES INFORMATION

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2020-2021?

No, just one site.

**School Site 1 (Primary)**

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

|        | Physical Address                    | Phone Number | District/CSD | Grades to be Served at Site for coming year (K-5, 6-9, etc.) | Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No). |
|--------|-------------------------------------|--------------|--------------|--|--|
| Site 1 | 164 Bruckner Blvd., Bronx, NY 10454 | [REDACTED]   | NYC CSD 7    | K-7  | No   |

**m1a. Please provide the contact information for Site 1.**

|   | Name           | Work Phone | Alternate Phone | Email Address |
|---|----------------|------------|-----------------|---------------|
| School Leader                             | Evelyn Hey     | [REDACTED] |                 | [REDACTED]    |
| Operational Leader                        | Evelyn Ramirez | [REDACTED] |                 | [REDACTED]    |
| Compliance Contact                        | Evelyn Hey     | [REDACTED] |                 | [REDACTED]    |
| Complaint Contact                         | Evelyn Ramirez | [REDACTED] |                 | [REDACTED]    |
| DASA Coordinator                          | Evelyn Ramirez | [REDACTED] |                 | [REDACTED]    |
| Phone Contact for After Hours Emergencies | Evelyn Hey     | [REDACTED] |                 | [REDACTED]    |



**m1b. Is site 1 in public (co-located) space or in private space?**

Private Space

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

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.**

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

[Certificate of Occupancy.pdf](#)

**Filename:** Certificate of Occupancy.pdf **Size:** 202.0 kB

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**Site 1 Fire Inspection Report**

[FDNY inspection certificate.pdf](#)

**Filename:** FDNY inspection certificate.pdf **Size:** 749.7 kB

**CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR**

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**n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).**

No

**PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.**

**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

Yes

**ATTESTATION**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

|                 |            |
|-----------------|------------|
| Name            | Evelyn Hey |
| Position        | Principal  |
| Phone/Extension | [REDACTED] |
| Email           | [REDACTED] |

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

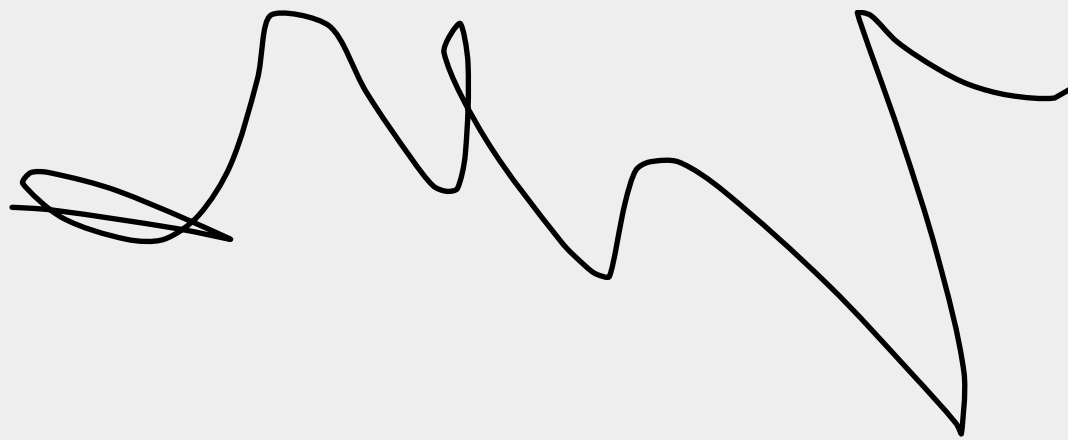
**Responses Selected:**

Yes

**Signature, Head of Charter School**



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



**Date**

Jul 30 2020

**Thank you.**



## **Entry 2 NYS School Report Card**

**Completed** Jul 30 2020 Hidden from applicant

[Instructions](#)

**SUNY-authorized charter schools only**

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

## Entry 2 NYS School Report Card Link

**SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS**  
**320700860889**

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### NEW YORK STATE REPORT CARD

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

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

<https://data.nysed.gov/profile.php?instid=800000058885>

## Entry 3 Progress Toward Goals

Completed Oct 30 2020

### Instructions

**Regents, NYCDOE, and Buffalo BOE-authorized charter schools**

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

## Entry 3 Progress Toward Goals

## PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

### 1. ACADEMIC STUDENT PERFORMANCE GOALS

**For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".**

#### 2019-20 Progress Toward Attainment of Academic Goals

|                 | Academic Student Performance Goal  | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable      |
|-----------------|--|---|---|--|
| Academic Goal 1 | Each year, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the | New York State English Language Arts (ELA) Exam             | Unable to Assess                        | The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the |

|                 |  |   |                  |   |
|-----------------|--|---|------------------|---|
|                 | Community School District (CSD) in which the school is located.  |   |                  | COVID-19 outbreak.  |
| Academic Goal 2 | Each year, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for New York City.  | New York State English Language Arts (ELA) Exam | Unable to Assess | The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.         |
| Academic Goal 3 | Each year, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for the Community School District (CSD) in which the school is located. | New York State Mathematics Exam                 | Unable to Assess | The goal cannot be measured because the New York State mathematics exam was not administered in the 2019-20 school year due to the COVID-19 outbreak. |
| Academic Goal 4 | Each year, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for New York City.  | New York State Mathematics Exam                 | Unable to Assess | The goal cannot be measured because the New York State mathematics exam was not administered in the 2019-20 school year due to the COVID-19 outbreak. |
|                 |  |   |                  | Difference in the percentage of   |

students performing at a proficient level on the school's interim ELA assessment from the 2018-19 school year to the 2019-20 school year.

Kindergarten - -1%  
1st Grade - -15%  
2nd Grade - -3%  
3rd Grade - -31%  
4th Grade - -23%  
5th Grade - +24%  
6th Grade - -6%  
7th Grade - N/A

Difference in the percentage of students performing at a proficient level on the ELA exam by cohort:

2018-19 kindergarten students results as 1st grade students on the 2019-20 assessment - -26%

2018-19 1st grade students results as 2nd grade students on the 2019-20 assessment - -2%

2018-19 2nd grade students results as 3rd grade students on the 2019-20

assessment - +2%

2018-19 3rd grade students results as 4th grade students on the 2019-20 assessment - -26%

2018-19 4rd grade students results as 5th grade students on the 2018-19 assessment - -11%

2018-19 5th grade students results as 6th grade students on the 2019-20 exam - +36%

2018-19 6th grade students results as 7thgrade students on the 2019-20 assessment - -31%

The goal was partially met. The school's 6th grade had a higher percentage of students achieving proficiency on the interim ELA assessment in the 2019-20 school year comparted to the 2018-19 school year.

Additionally, the cohort of students who were in 2nd grade in the 2018-

Based on the proficiency rates on the New York



|                        |   |                                    |                |   |
|------------------------|---|------------------------------------|----------------|---|
| <p>Academic Goal 5</p> | <p>State ELA examination, the school will demonstrate positive academic growth in each year of the charter term</p> <p>Because the State ELA examination was not administered this year due to the COVID-19 outbreak, this goal will be measured through the school's interim ELA assessment results.</p> | <p>Interim ELA assessment exam</p> | <p>Not Met</p> | <p>19 school year had a two percentage point increase in students achieving proficiency when they took the assessment as 3rd graders in the 2019-20 school year and the cohort of students who were in 5th grade in the 2018-19 school year had a 36 percentage point increase in students achieving proficiency when they took the assessment as 6th graders in the 2019-20 school year.</p> <p>The comparisons from 2018/19 to 2019/20 was very difficult since all the assessments were done virtually and scheduling the one on one to do the DRAs and EDLs were challenging. Although we gathered scores we often wondered how accurate they were since the assessments were being conducted virtually. Students who struggled attended virtual summer school.</p> |
|------------------------|---|------------------------------------|----------------|---|

SBCSICA will make the following improvements to address & increase performance during this time of COVID 19.

We will be concentrating and remediating those skills identified based on the early childhood checklist, unit test, I ready, writing samples DRAs and EDLs. Children in the middle school will begin to analyze and unpack learning targets with their teachers. AIS after school will begin in October for grades 1-8 for those students that are virtual and are struggling.

Differentiated instruction to target specific skills and needs. More deliberate instruction making sure that teachers are consistently checking for understanding., provide exit slips, debriefing, thinking time, cold calls etc. We have purchased RAZ Plus to provide on-

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | <p>line books for independent reading. Additionally, teachers were provided with SeeSaw an online app whereby students can practice sight words and can record themselves. It's an interactive vehicle that children can use to practice reading while recording themselves.</p>  |
|  |  |  |  | <p>Evidence:</p> <p>Difference in the percentage of students performing at a proficient level on the mathematics exam from the 2018-19 school year to the 2019-20 school year.</p> <p>Kindergarten - +2%</p> <p>1st Grade - +2%</p> <p>2nd Grade - +10%</p> <p>3rd Grade - -35%</p> <p>4th Grade - 0</p> <p>5th Grade - +39%</p> <p>6th Grade - -18%</p> <p>Difference in the percentage of</p> |

students performing at a proficient level on the ELA exam by cohort:

2018-19 kindergarten students results as 1st grade students on the 2019-20 assessment - -11%

2018-19 1st grade students results as 2nd grade students on the 2019-20 assessment - +45%

2018-19 2nd grade students results as 3rd grade students on the 2019-20 assessment - -20%

2018-19 3rd grade students results as 4th grade students on the 2019-20 assessment - -28%

2018-19 4rd grade students results as 5th grade students on the 2018-19 assessment - +13%

2018-19 5th grade students results as 6th grade students on the 2019-20 exam - +23%

|                        |  |  |                |   |
|------------------------|--|--|----------------|---|
| <p>Academic Goal 6</p> | <p>Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term</p> <p>Because the State mathematics examination was not administered this year due to the COVID-19 outbreak, this goal will be measured through the school's interim mathematics assessment results.</p> | <p>Interim mathematics assessment exam</p> | <p>Not Met</p> | <p>2018-19 6th grade students results as 7th grade students on the 2019-20 assessment - +5%</p> <p>The goal was partially met. The school's kindergarten, 1st grade, 2nd grade, and 5th grade saw an increase in the students performing at proficiency on the interim mathematics assessment between the 2018-19 and 2019-20 school years.</p> <p>Additionally, the cohort of students who were in 1st grade in the 2018-19 school year had a 45 percentage point increase in students achieving proficiency when they took the assessment as 2nd graders in the 2019-20 school year, the cohort of students who were in 4th grade in the 2018-19 school year had a 13 percentage point increase in students achieving</p> |
|------------------------|--|--|----------------|---|

proficiency when they took the assessment as 5th graders in the 2019-20 school year, the cohort of students who were in 5th grade in the 2018-19 school year had a 23 percentage point increase in students achieving proficiency when they took the assessment as 6th graders in the 2019-20 school year, and the cohort of students who were in 6th grade in the 2018-19 school year had a five percentage point increase in students achieving proficiency when they took the assessment in 7th grade in the 2019-20 school year.

SBCSICA will make the following improvements to address & increase performance:  
Mathematics is done for at least 90 minutes daily by both in- school remote learners. Constant feedback through Zearn, a math program that

|                 |   |   |                  |   |
|-----------------|---|---|------------------|---|
|                 |   |   |                  | <p>provides instructional support and generates a progress report analysis providing data to inform instruction.</p> <p>I Ready in Mathematics is implemented by the Middle School. This program will give teachers an item analysis of areas of need. Unit tests, exit slips, debriefing and constantly checking for understanding.</p> <p>After school clinics for those students that need extra support in mathematics.</p> |
| Academic Goal 7 | <p>Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on the New York State ELA examination proficiency rates for that applicable population.</p> | New York State English Language Arts (ELA) Exam | Unable to Assess | <p>The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak.</p>  |

|                 |  |   |                  |   |
|-----------------|--|---|------------------|---|
| Academic Goal 8 | Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on the New York State ELA examination proficiency rates for that applicable population.                                    | New York State English Language Arts (ELA) Exam | Unable to Assess | The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak. |
| Academic Goal 9 | Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced-price lunch program, the school will demonstrate positive academic growth on the New York State ELA examination proficiency rates for that applicable population. | New York State English Language Arts (ELA) Exam | Unable to Assess | The goal cannot be measured because the New York State ELA exam was not administered in the 2019-20 school year due to the COVID-19 outbreak. |
|                 | Where the school has an eligible subgroup population (deemed as six or more students) of English language  |   |                  | The goal cannot be measured because the New York State  |



|                  |  |                                 |                  |  |
|------------------|--|---------------------------------|------------------|--|
| Academic Goal 10 | learners, the school will demonstrate positive academic growth on the New York State Mathematics examination proficiency rates for that applicable population. | New York State Mathematics Exam | Unable to Assess | mathematics exam was not administered in the 2019-20 school year due to the COVID-19 outbreak. |
|------------------|--|---------------------------------|------------------|--|

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

Yes

**2019-2020 Progress Toward Attainment of Academic Goals**

|                  | Academic Student Performance Goal   | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | 2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure   |
|------------------|---|---|---|---|
| Academic Goal 11 | Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on the New York State Mathematics | New York State Mathematics Exam                             | Unable to Assess                        | The goal cannot be measured because the New York State mathematics exam was not administered in the 2019-20 school year due to the COVID-19 outbreak. |

|                  |  |                                 |                  |   |
|------------------|--|---------------------------------|------------------|---|
|                  | examination proficiency rates for that applicable population.  |                                 |                  |   |
| Academic Goal 12 | Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced-price lunch program, the school will demonstrate positive academic growth on the New York State Mathematics examination proficiency rates for that applicable population. | New York State Mathematics Exam | Unable to Assess | The goal cannot be measured because the New York State mathematics exam was not administered in the 2019-20 school year due to the COVID-19 outbreak. |
| Academic Goal 13 |  |                                 |                  |   |
| Academic Goal 14 |  |                                 |                  |   |
| Academic Goal 15 |  |                                 |                  |   |
| Academic Goal 16 |  |                                 |                  |   |
| Academic Goal 17 |  |                                 |                  |   |
| Academic Goal 18 |  |                                 |                  |   |
| Academic Goal 19 |  |                                 |                  |   |
| Academic Goal 20 |  |                                 |                  |   |

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

No

4. ORGANIZATION GOALS

**For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

2019-2020 Progress Toward Attainment of Organization Goals

|            | Organizational Goal   | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable   |
|------------|---|-----------------------------------|--|---|
| Org Goal 1 | Each year, the school self-reported average daily student attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) 7 elementary schools. | School records                    | Unable to Assess                         | The school’s average daily student attendance rate for the 2019-20 school year was 94%.<br><br>CSD 7’s daily student attendance rate for the 2019-20 school year was not available at the time of this report’s submission. |
|            | Each year, the percentage of  |                                   |  | 89% of non-graduating students enrolled in the school in the  |

|            |  |                |                  |  |
|------------|--|----------------|------------------|--|
| Org Goal 2 | students enrolled in ATS on October 31 of a given school year that are enrolled in ATS on October 31 the following school year will exceed the rate of the Community School District (CSD) 7 elementary schools. | School records | Unable to Assess | <p>2018-19 school year returned in the 2019-20 school year.</p> <p>The percentage of CSD 7 students returning to their school from the 2018-19 school year to the 2019-20 school year was not available at the time of this report's submission.</p> |
| Org Goal 3 | Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents for English language learners.  | School records | Unable to Assess | <p>In the 2019-20 school year, 33% of SBCSICA's students were English language learners.</p> <p>The Board of Regents has not provided a standard to measure this goal.</p>   |
| Org Goal 4 | Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents for students with disabilities.   | School records | Unable to Assess | <p>In the 2019-20 school year, 5% of SBCSICA's students were children with disabilities.</p> <p>The Board of Regents has not provided a standard to measure this goal.</p>   |
|            | Each year, the   |                |                  | In the 2019-20 school year, 93% of SBCSICA's   |

|            |   |                |                  |   |
|------------|---|----------------|------------------|---|
| Org Goal 5 | school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents for free and reduced-price lunch.             | School records | Unable to Assess | <p>students were identified as economically disadvantaged.</p> <p>The Board of Regents has not provided a standard to measure this goal.</p>  |
| Org Goal 6 | Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents for English language learners.  | School records | Unable to Assess | <p>89% of SBCSICA's non-graduating English language learners returned to the school between the 2018-19 and 2019-20 school years.</p> <p>The Board of Regents has not provided a standard to measure this goal.</p> |
| Org Goal 7 | Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents for students with disabilities. | School records | Unable to Assess | <p>5% of SBCSICA's non-graduating students with disabilities returned to the school between the 2018-19 and 2019-20 school years.</p> <p>The Board of Regents has not provided a standard to measure this goal.</p> |
|            |   |                |                  | 87% of SBCSICA's non-graduating economically  |

|             |   |                |                  |  |
|-------------|---|----------------|------------------|--|
| Org Goal 8  | Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents for free and reduced-price lunch. | School records | Unable to Assess | disadvantaged returned to the school between the 2018-19 and 2019-20 school years.<br><br>The Board of Regents has not provided a standard to measure this goal. |
| Org Goal 9  |   |                |                  |  |
| Org Goal 10 |   |                |                  |  |
| Org Goal 11 |   |                |                  |  |
| Org Goal 12 |   |                |                  |  |
| Org Goal 13 |   |                |                  |  |
| Org Goal 14 |   |                |                  |  |
| Org Goal 15 |   |                |                  |  |
| Org Goal 16 |   |                |                  |  |
| Org Goal 17 |   |                |                  |  |
| Org Goal 18 |   |                |                  |  |
| Org Goal 19 |   |                |                  |  |
| Org Goal 20 |   |                |                  |  |

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

No

**6. FINANCIAL GOALS**

## 2019-2020 Progress Toward Attainment of Financial Goals

|                  | Financial Goals   | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Partially Met | If not met, describe efforts the school will take to meet goal.   |
|------------------|---|-----------------------------------|---------------------------------------|---|
| Financial Goal 1 | Each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit. | School financial audit            | Met                                   | The school has undergone an independent financial audit annually and to date no major findings have resulted. |
| Financial Goal 2 | Each year, the school will operate on a balanced budget. A budget will be considered "balanced" if revenues equal or exceed expenditures.                             | School financial records          | Met                                   | SBCSICA has a budget surplus as well as healthy and stable cash flow.   |
| Financial Goal 3 | Each year the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS   | ATS                               | Met                                   | In the 2019-20 school year, SBCSICA's enrollment was within 15% of full enrollment.                           |
| Financial Goal 4 |   |                                   |                                       |   |
| Financial Goal 5 |   |                                   |                                       |   |

## 7. Do have more financial goals to add?

No

Thank you.

## Entry 3 Accountability Plan Progress Reports

**Incomplete** Hidden from applicant

### Instructions

### **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

## Entry 7 Disclosure of Financial Interest Form

**Completed** Jul 30 2020

### Instructions - Multiple Uploads Permitted

#### **Required of ALL Charter Schools by August 3**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)**
- **SUNY- Authorized Charter Schools: [Trustee Financial Disclosure Form](#)**

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

### **[SBCS board disclosures complete](#)**

**Filename:** SBCS board disclosures complete.pdf **Size:** 1.4 MB



# Entry 8 BOT Membership Table

Completed Jul 30 2020

## Instructions

### Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.


## Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

### **SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS**

**320700860889**

#### **1. 2019-2020 Board Member Information (Enter info for each BOT member)**

|   | Trustee Name and Email Address  | Position on the Board | Committee Affiliations        | Voting Member Per By-Laws (Y/N) | Number of Terms Served | Start Date of Current Term (MM/DD/YYYY) | End Date of Current Term (MM/DD/YYYY) | Board Meetings Attended During 2019-2020 |
|---|---|-----------------------|-------------------------------|---------------------------------|------------------------|---|---------------------------------------|--|
| 1 | Donald P. Mattson;<br> | Chair                 | Executive, Finance, Personnel | Yes                             | 2                      | 02/01/2018                              | 02/01/2023                            | 11                                       |

|   |                                  |                |                               |     |   |            |            |    |
|---|----------------------------------|----------------|-------------------------------|-----|---|------------|------------|----|
| 2 | John R. Potapchuk;<br>[REDACTED] | Treasurer      | Executive, Finance            | Yes | 2 | 08/01/2019 | 08/01/2024 | 11 |
| 3 | Priscilla Ocasio;<br>[REDACTED]  | Trustee/Member | Executive, Finance, Personnel | Yes | 2 | 04/01/2018 | 04/01/2023 | 11 |
| 4 | Elvira Baron;<br>[REDACTED]      | Trustee/Member | Personnel                     | Yes | 1 | 06/19/2017 | 06/19/2022 | 10 |
| 5 | Genna Fukud;<br>[REDACTED]       | Trustee/Member | Executive                     | Yes | 1 | 10/01/2018 | 10/01/2023 | 8  |
| 6 |                                  |                |                               |     |   |            |            |    |
| 7 |                                  |                |                               |     |   |            |            |    |
| 8 |                                  |                |                               |     |   |            |            |    |
| 9 |                                  |                |                               |     |   |            |            |    |

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

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

|  |     |
|--|-----|
| a. Total Number of BOT Members on June 30, 2020                    | 5   |
| b.Total Number of Members Added During 2019-2020                   | 0   |
| c. Total Number of Members who Departed during 2019-2020           | 0   |
| d.Total Number of members, as set in Bylaws, Resolution or Minutes | 7-9 |

## 3. Number of Board meetings held during 2019-2020

11

## 4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

## Entry 9 Board Meeting Minutes

Completed Jul 30 2020

### Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

## [SBCS board meeting minutes](#)

Filename: SBCS board meeting minutes.pdf Size: 919.5 kB

### Entry 10 Enrollment & Retention

Completed Jul 30 2020

#### [Instructions for submitting Enrollment and Retention Efforts](#)

**ALL charter schools must complete this section.** Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

### Entry 10 Enrollment and Retention of Special Populations

#### [Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

**SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS**

**320700860889**

#### Recruitment/Attraction Efforts Toward Meeting Targets

|                            | Describe Recruitment Efforts in 2019-2020   | Describe Recruitment Plans in 2020-2021   |
|----------------------------|---|---|
| Economically Disadvantaged | After petitioning to amend the charter in 2012 the lottery process allows the following preference: 60% of the students selected through the lottery will | SBCSICA has continued to pursue extensive outreach efforts in the local community. An outreach plan was set up which contained flyers, application forms in English and Spanish and vital School information. In addition |

|  |   |   |
|--|---|---|
|  | <p>fall in the ELL preference category and the remaining 40% of the students will be selected from the general lottery.</p>   | <p>the school advertises in local newspaper and holds a series of information sessions in the community in which include open houses and recruitment fairs.</p>   |
| <p>English Language Learners/Multilingual Learners</p> | <p>After petitioning to amend the charter in 2012 the lottery process allows the following preference: 60% of the students selected through the lottery will fall in the ELL preference category and the remaining 40% of the students will be selected from the general lottery.</p> | <p>SBCSICA has continued to pursue extensive outreach efforts in the local community. An outreach plan was set up which contained flyers, application forms in English and Spanish and vital School information. In addition the school advertises in local newspaper and holds a series of information sessions in the community in which include open houses and recruitment fairs.</p>   |
| <p>Students with Disabilities</p>                      | <p>After petitioning to amend the charter in 2012 the lottery process allows the following preference: 60% of the students selected through the lottery will fall in the ELL preference category and the remaining 40% of the students will be selected from the general lottery.</p> | <p>SBCSICA has continued to pursue extensive outreach efforts in the local community. An out reach plan was set up which contained flyers, application forms in English and Spanish and vital School information. In addition the school advertises in local newspaper and holds a series of information sessions in the community in which include open houses and recruitment fairs. In order to guarantee retention SBCSICA schedules time per day to address students in need of remediation or acceleration. Each day, students will have the opportunity for greater enrichment in curriculum content or cultural areas related to course work or the school's mission. Students in need of greater assistance with curriculum content areas will also have the opportunity for</p> |

additional focused time within the school day. To complement the services that are available to students during this time block, SBCSICA employs several Title 1 Teachers who, in addition to designing and implementing the Title 1 program, provide remediation for students falling behind in any aspect of the curriculum.

**Retention Efforts Toward Meeting Targets**

|                            |   | Describe Retention Plans in 2020-2021  |
|----------------------------|---|--|
| Economically Disadvantaged | <p>In order to guarantee retention SBCSICA schedules time per day to address students in need of remediation or acceleration. Each day, students will have the opportunity for greater enrichment in curriculum content or cultural areas related to course work or the school’s mission. Students in need of greater assistance with curriculum content areas will also have the opportunity for</p> | <p>SBCSICA strongly believes that all students should have access to the core curriculum, and there are clear plans for identifying special populations and meeting their needs. In fact the school addresses the academic and nonacademic needs of students in need of remediation, students with disabilities, students with interrupted formal education, and gifted students. Methods and strategies for serving students with disabilities are in place in compliance with all federal laws and regulations. Furthermore, SBCSICA provides professional development to teachers who create varied and small groupings in the classrooms that support learning for all students. For those students with IEPs that require related services and/or a resource setting, the school directly provides these special education services. SBCS asks the student’s district of location</p> |

additional focused time within the school day. To complement the services that are available to students during this time block, SBCSICA employs several Title 1 Teachers who, in addition to designing and implementing the Title 1 program, provide remediation for students falling behind in any aspect of the curriculum.

to provide special related services. For those students with IEPs that require related services, such as counseling, speech, occupational therapies, and physical therapies, the school contracts with either the student's school district or a private provider. All students receive academic assistance through a tiered system of interventions. A struggling student receives Tier 1 interventions in the general education classroom that will include differentiated instruction, flexible grouping and classroom accommodations. A student who does not make sufficient progress with Tier 1 intervention receives more intensive interventions and strategies to help them master the material presented in the classroom.

SBCSICA strongly believes that all students should have access to the core curriculum, and there are clear plans for identifying special populations and meeting their needs. In fact the school addresses the academic and nonacademic needs of students in need of remediation, students with disabilities, students with interrupted formal education, and gifted students. Methods and strategies for serving students with disabilities are in place in compliance with all federal laws and regulations. Furthermore, SBCSICA provides professional development to teachers who create varied and small

In order to guarantee retention SBCSICA schedules time per day to address students in need of remediation or acceleration. Each day, students will have the

English Language  
Learners/Multilingual Learners

opportunity for greater enrichment in curriculum content or cultural areas related to course work or the school's mission. Students in need of greater assistance with curriculum content areas will also have the opportunity for additional focused time within the school day. To complement the services that are available to students during this time block, SBCSICA employs several Title 1 Teachers who, in addition to designing and implementing the Title 1 program, provide remediation for students falling behind in any aspect of the curriculum.

groupings in the classrooms that support learning for all students. For those students with IEPs that require related services and/or a resource setting, the school directly provides these special education services. SBCS asks the student's district of location to provide special related services. For those students with IEPs that require related services, such as counseling, speech, occupational therapies, and physical therapies, the school contracts with either the student's school district or a private provider. All students receive academic assistance through a tiered system of interventions. A struggling student receives Tier 1 interventions in the general education classroom that will include differentiated instruction, flexible grouping and classroom accommodations. A student who does not make sufficient progress with Tier 1 intervention receives more intensive interventions and strategies to help them master the material presented in the classroom.

SBCSICA strongly believes that all students should have access to the core curriculum, and there are clear plans for identifying special populations and meeting their needs. In fact the school addresses the academic and nonacademic needs of students in need of remediation, students with disabilities, students with interrupted formal education,



## Students with Disabilities

In order to guarantee retention SBCSICA schedules time per day to address students in need of remediation or acceleration. Each day, students will have the opportunity for greater enrichment in curriculum content or cultural areas related to course work or the school's mission. Students in need of greater assistance with curriculum content areas will also have the opportunity for additional focused time within the school day. To complement the services that are available to students during this time block, SBCSICA employs several Title 1 Teachers who, in addition to designing and implementing the Title 1 program, provide remediation for students falling behind in any aspect of the curriculum.

and gifted students. Methods and strategies for serving students with disabilities are in place in compliance with all federal laws and regulations. Furthermore, SBCSICA provides professional development to teachers who create varied and small groupings in the classrooms that support learning for all students. For those students with IEPs that require related services and/or a resource setting, the school directly provides these special education services. SBCS asks the student's district of location to provide special related services. For those students with IEPs that require related services, such as counseling, speech, occupational therapies, and physical therapies, the school contracts with either the student's school district or a private provider. All students receive academic assistance through a tiered system of interventions. A struggling student receives Tier 1 interventions in the general education classroom that will include differentiated instruction, flexible grouping and classroom accommodations. A student who does not make sufficient progress with Tier 1 intervention receives more intensive interventions and strategies to help them master the material presented in the classroom.

## Entry 12 Percent of Uncertified Teachers

## Instructions

### Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

## Entry 12 Uncertified Teachers

**School Name:** SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS 320700860889

## Instructions for Reporting Percent of Uncertified Teachers

### Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

**CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS**

|  | FTE Count |
|--|-----------|
| i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020) | 5         |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)  | 0         |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)  | 0         |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)         | 0         |
| Total Category A: 5 or 30% whichever is less   | 5.0       |

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

|  | FTE Count |
|--|-----------|
| i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020) | 1         |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)  | 0         |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)  | 0         |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)         | 0         |
| Total Category B: not to exceed 5  | 1.0       |

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

|  | FTE Count |
|--|-----------|
| i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020) | 2         |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)  | 0         |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)  | 0         |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)         | 2         |
| Total Category C: not to exceed 5  | 4.0       |

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

|                  | FTE Count |
|------------------|-----------|
| Total Category D | 8         |

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

|                  | FTE Count |
|------------------|-----------|
| Total Category E | 6         |

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

|                  | FTE Count |
|------------------|-----------|
| Total Category F | 24        |



Thank you.

## Entry 13 Organization Chart

Completed Jul 30 2020

### [Instructions](#)

**Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

### [Organizational Sheet 2019 - 2020 \(DO NOT CHANGE\) - Sheet1](#)

**Filename:** Organizational Sheet 2019 2020 DO NO 66vDNq9.pdf **Size:** 399.5 kB

## Entry 14 School Calendar

Completed Jul 30 2020

### [Instructions for submitting School Calendar](#)

**Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3<sup>rd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

**Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.**

### [school calendar](#)

**Filename:** school calendar.pdf **Size:** 189.0 kB

# Entry 15 Links to Critical Documents on School Website

Completed Jul 30 2020

## Instructions

### Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

## Form for Entry 15 Links to Critical Documents on School Website

**School Name: South Bronx Charter School for International Cultures and the Arts**

### Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

- |   | Link to Documents  |
|---|--|
| 1. Most Recent Annual Report (i.e., 2018-19)                          | <a href="http://sbcsica.org/UserFiles/Servers/Server_465348/File/About/Annual%20reports/south-bronx-charter-school-for-international-cultures-and-the-arts.pdf">http://sbcsica.org/UserFiles/Servers/Server_465348/File/About/Annual%20reports/south-bronx-charter-school-for-international-cultures-and-the-arts.pdf</a>  |
| 2. Most Recent Board Meeting Notice and Related Agenda Item Documents | <a href="http://sbcsica.org/UserFiles/Servers/Server_465348/File/About/Board/Board%20Documents/2019-2020/Board%20Agenda,%20May%2011,%202020.pdf">http://sbcsica.org/UserFiles/Servers/Server_465348/File/About/Board/Board%20Documents/2019-2020/Board%20Agenda,%20May%2011,%202020.pdf</a> ;<br><a href="http://sbcsica.org/UserFiles/Servers/Server_465348/File/About/Board/Board%20Documents/2019-2020/Board%20Minutes%20May%2011,%202020...pdf">http://sbcsica.org/UserFiles/Servers/Server_465348/File/About/Board/Board%20Documents/2019-2020/Board%20Minutes%20May%2011,%202020...pdf</a> |
| 2a. Webcast of Board Meetings (per Governor's                         |  |

|   |   |
|---|---|
| Executive Order)  | <a href="http://sbcsica.org">http://sbcsica.org</a>   |
| 3. Link to NYS School Report Card   | <a href="https://tools.nycenet.edu/snapshot/2019/84X309/EMS/">https://tools.nycenet.edu/snapshot/2019/84X309/EMS/</a>   |
| 4. Most Recent Lottery Notice Announcing Lottery  | <a href="http://sbcsica.org/our_school/enroll">http://sbcsica.org/our_school/enroll</a>   |
| 5. Authorizer-Approved DASA Policy  | <a href="http://www.sbcsica.org/UserFiles/Servers/Server_465348/File/About/Board/Board%20Documents/2014-2015/SBCSICA%20Dignity%20For%20All%20Act%20Amended%20May%202015.pdf">http://www.sbcsica.org/UserFiles/Servers/Server_465348/File/About/Board/Board%20Documents/2014-2015/SBCSICA%20Dignity%20For%20All%20Act%20Amended%20May%202015.pdf</a> |
| 6. District-wide Safety Plan  | <a href="http://sbcsica.org/UserFiles/Servers/Server_465348/File/Our%20School/SBCSICA%20Safety%20Plan%20-%202019-2020.pdf">http://sbcsica.org/UserFiles/Servers/Server_465348/File/Our%20School/SBCSICA%20Safety%20Plan%20-%202019-2020.pdf</a>   |
| 6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo) | <a href="http://sbcsica.org/UserFiles/Servers/Server_465348/File/Our%20School/sbcsica%20Student%20Code%20of%20Contact.pdf">http://sbcsica.org/UserFiles/Servers/Server_465348/File/Our%20School/sbcsica%20Student%20Code%20of%20Contact.pdf</a>   |
| 7. Authorizer-Approved FOIL Policy  | <a href="https://www.dos.ny.gov/coog/foil2.html">https://www.dos.ny.gov/coog/foil2.html</a>   |
| 8. Subject matter list of FOIL records  | <a href="http://sbcsica.org/UserFiles/Servers/Server_465348/File/Our%20School/Guide-to-Answering-a-FOIL-Request.pdf">http://sbcsica.org/UserFiles/Servers/Server_465348/File/Our%20School/Guide-to-Answering-a-FOIL-Request.pdf</a>   |
| 9. Link to School Reopening Plan  | <a href="http://sbcsica.org/covid-19info">http://sbcsica.org/covid-19info</a>   |

Thank you.



## Entry 16 COVID 19 Related Information

Completed Jul 30 2020

### Instructions

#### Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.



# Entry 16 COVID 19 Related Information

School Name: South Bronx Charter School for International Cultures and the Arts

## TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

| Number of students enrolled in school on the last day instruction was provided within physical school facilities | Number of students attending instruction on the last day instruction was provided within physical school facilities | Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year |
|--|---|--|
| 456  | 456   | 450  |

## Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

| Assessment Title | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Number of Participating Students |
|------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------------------------------|
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| ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |
| ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |
| ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |
| ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |
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| ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |
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### Entry 17 Staff Roster - NEW TASK For Regents Schools Only

**Incomplete** Hidden from applicant

#### [INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member**

**Name:**

Elvira Barone

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

South Broux Charter School for International Cultures & the Arts

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

Board Chair  
Board Member

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

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

3. Are you related, by blood or marriage, to any person employed by the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

*None*

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

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

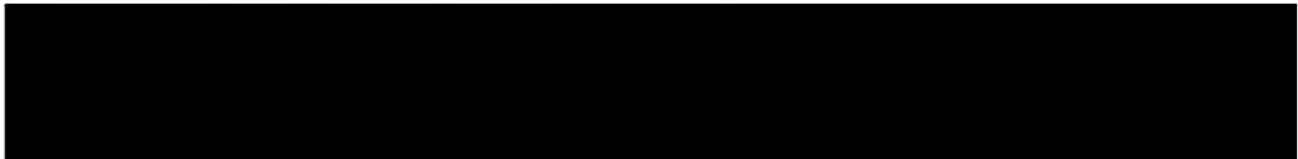
None

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|---|------------------------------|---|---|---|
|   |                              |   |   |   |

Ethan Barone  
Signature

July 15, 2020  
Date

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





**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member**

Name:

JOHN R. POTAPCHUK

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS

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

- BOARD MEMBER  
- TREASURER

2. Are you an employee of any school operated by the education corporation?

     Yes  No

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

3. Are you related, by blood or marriage, to any person employed by the school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

NO





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

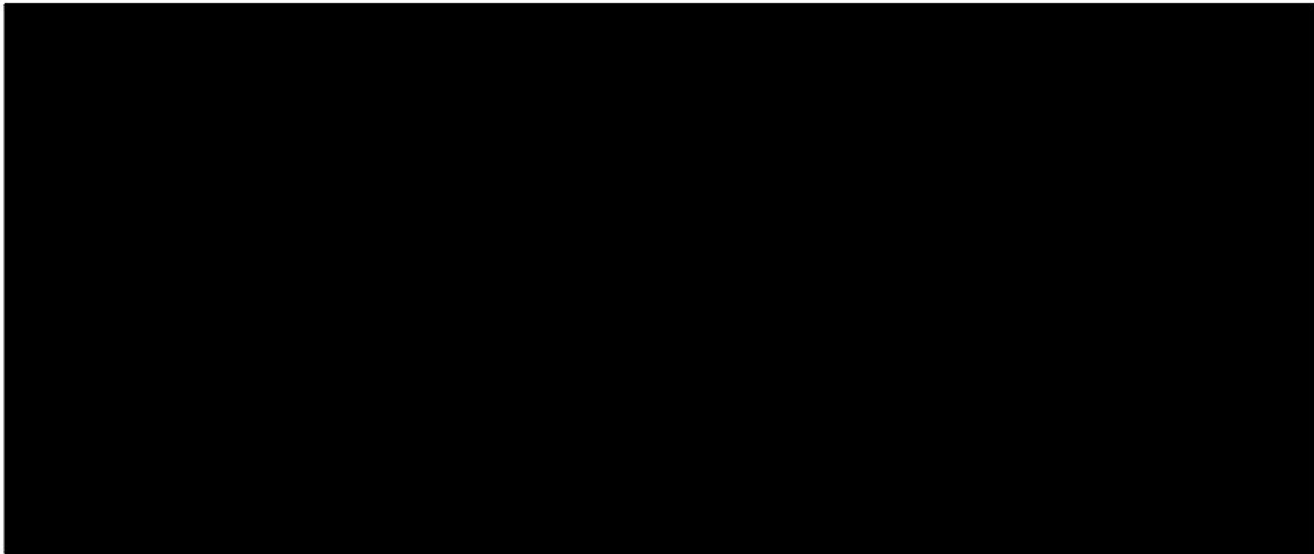
| Organization conducting business with the school(s)                      | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the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

John R. Potaschuk  
Signature

7/21/2020  
Date

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





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| <p style="text-align: center;"><b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b></p> |
|--|

**Name: Priscilla Ocasio**

---

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**  
**SBCSICA**

---

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

**Board Chair, Board Member**

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

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

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation. No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

**Yes**  **No**

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

| <b>Date(s)</b> | <b>Nature of financial interest/transaction</b> | <b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b> | <b>Name of person holding interest or engaging in transaction and relationship to you</b> |
|----------------|---|---|---|
|                |   |   |   |

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

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|---|------------------------------|---|---|---|
|   |                              |   |   |   |

Priscilla Ocasio

July 1, 2020

Signature

Date

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

**Business Telephone:**

\_\_\_\_\_

**Business Address: \_**

---



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

Trustee Name: **Genna Fukuda**

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

**South Bronx Charter School for International Cultures and the Arts**

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

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

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

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

**Yes**  **No**

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

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

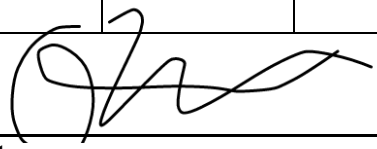
| Date(s) | Nature of Financial Interest/Transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to yourself |
|---------|--|--|---|
|         |  |  |   |



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

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



7/28/2020

Signature

Date

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

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

**Business Address:**  




**Meeting of the Board of Trustees  
Thursday, July 22, 2019  
2:00pm**

**Minutes**

**Commencement Time: 1:43 pm**

**Board Members in Attendance:**

Donald Mattson (Board Chair)  
Priscilla Ocasio  
John Potapchuk  
Elvira Barone  
Genna Fukuda

**None Board Members:**

Evelyn Hey, Principal  
Evelyn Ramirez (Operations)  
Paul Augello (BoostEd)

**Minutes:**

- I. **Welcome:** Donald opened the meeting and welcomed the board members and attendees. The June 9 9th, 2019 minutes were reviewed and approved. Motion Vera, Second Priscilla all unanimous.
  
- II. **Principal's Report:**
  - **Enrollment: Attendance - 92%**
  - **Summer School:** Sixty (60) students will be attending summer school.
  - **Middle School Building Acquisition:** Ms Hey presented information to the Board relating to the Proposed purchase of a 22,000 sq. ft. facility and vacant lot which will house the middle school. The facility is located approximately 1.2 miles from the current school. The Board discussed various aspects of the proposed purchase including the draft contract to be provided to the Seller, the proposed purchase price, the due diligence period (12/31/20), issues to address (zoning, environmental review, title and financial contingencies, financing, etc). It was also noted that the purchase would be made by Friends of SBCSICA, Inc. ("Friends") and the school (SBCSICA) would need to authorize Friends to purchase the land and the facility.
  - **Friends of Status:** Friends has received its Section 501c(3) tax exempt approval from the Internal Revenue Service on 5/21/2019. The School will need various approvals to transfer title of its real estate to the Friends entity.
  - A dispute has been executed for the previously discussed 30k water bill.

- **Puerto Rico Charter School Status:** Ms. Hey is scheduled to visit Puerto Rico during the period of July 25<sup>th</sup> to July 31<sup>st</sup> to further discuss the charter school opportunity. However her visit may be postponed due to the demonstrations and political unrest o the island. Ms. Hey will update the Board at a future meeting.

**III. Operations Report - Evelyn Ramirez (report attached)**

- Bills reviewed all is well and in good standing.

**VI. Boost-Ed Financial Report – Paul Augello**

- The school’s financial position is sound and in good standing relating to fiscal year 2019.
- Mr. Augello noted that the School’s budget for fiscal year 2020 was submitted to the authorizer for the bondholders before the June 30<sup>th</sup>, 2019 deadline date. The FY 2020 budget reflects a net surplus of \$729,000 and a debt coverage ratio of 1.72x, well in excess of the financial covenant requirement of 1.10x.

**VII. Legal Counsel Robert McLaughlin – Presented 2 Resolutions as follows:**

1. **Resolution introduced for the South Bronx Charter School of International Cultures and the Art as (the “Sole Member”) of Friends of SBCSICA, Inc. (see SCHEDULE A attached). Motion made by Vera, Second by Priscilla all unanimously agreed.**
2. **Motion to approve resolution to approve borrowing of up to \$35 million for the purchase of a new facility was made by John, second Vera all unanimous agreed.**

**\*Meeting moved into Executive Session at 4:10pm, Motion Vera, Second Donald all agreed unanimously.**

**Meeting adjourned at 4:24 pm Motion Donald Second Vera all unanimous agreed.**



**Board of Trustees Meeting**  
**Wednesday, August 21, 2019 - 2:00pm**

Minutes

**Commencement Time: 2:57 pm**

**Board Members in Attendance:**

Donald Mattson (Board Chair)  
Priscilla Ocasio  
John Potapchuk  
Elvira Barone  
Genna Fukuda

**None Board Members:**

Evelyn Hey, Principal  
Delia Gonzalez (HR)  
Evelyn Ramirez (Operations)  
Paul Augello (BoostEd)

**Minutes:**

- I. **Welcome:** Donald opened the meeting and welcomed the board members and attendees. The July 22, 2019 minutes were reviewed and approved. Motion Vera, Second Priscilla all unanimous agreed
  
- II. **Principal's Report:**
  - **Enrollment:** 502
  - **Puerto Rico Initiative:** Discussion was based on pay-per-pupil and whether the proposed charter school in Puerto Rico would be sustainable on stated income.
  - **Property Procurement:** Property Bidding contract was sent to the owner. Paul will prepare a pro forma budget analysis to determine spending limits for the property. The facility has 50,000sq feet with possible build of a future high school. The Board requested that an appraisal of the property be performed.
  - **Conferences 2019-2020:** The list of conferences was accepted with discussion of number of participants as they approach conference date. A list of conferences for 2019-2020 is attached to these Minutes. **Motion by Donald, Second Genna all unanimous agreed.**
  - **NYS Examination Results:** The results of the 2018-2019 ELA & Math Scores (attached) were reviewed. Although improvements were made in third and fourth grade compared to the prior year, Fifth grade scores, particularly in Math, were very poor.
  - **Eureka Math:** Eureka Math has now been accepted as the new math program. The program will be adopted in grades K through 7. On October 1, 2019 after school will commence to

support fifth grade math.

- **Rosie's Theater:** Four (4) students were accepted into their summer program however only three (3) participated.
- **Ballet Tech:** Of the three students accepted to the Rosie's program, one third grade student was admitted full-time with full scholarship.
- **Personnel Update:** Two teachers have been hired along with a Sues Chef and a part-time school aide. One long-time tenured teacher will be leaving for personal reasons.
- 

**III. Operations Report - Evelyn Ramirez (report attached)**

- Bills reviewed all is well and in good standing.

**VI. Boost-Ed Financial Report – Paul Augello**

- Budget-wise all is sound and in good standing.
- Budget conversations are ongoing to reflect possible property purchase for the middle school. Total of 517 students is enrollment at full capacity. The budgeted enrollment is 481 students for the 2019-2020 school year.

**Meeting adjourned at 6:18pm Motion Donald Second Priscilla all unanimous agreed.**



**Meeting of the Board of Trustees  
Tuesday, September 24, 2019  
4:00pm**

**Minutes**

**Commencement Time: 4:52 pm**

**Board Members in Attendance:**

Donald Mattson (Board Chair)  
Priscilla Ocasio  
John Potapchuk  
Genna Fukuda

**Regrets:**

Elvira Barone

**None Board Members:**

Evelyn Hey, Principal  
Delia Gonzalez (Personnel)  
Evelyn Ramirez (Operations)  
Paul Augello (BoostEd)

**Minutes:**

- I. **Welcome:** Donald opened the meeting by welcoming the board members and attendees. The July minutes had been tabled for editing at a prior meeting. Once reviewed for accuracy the minutes were approved along with the August 2019 minutes. Motion John, Second Priscilla all unanimous agreed.
  
- II. **Principal's Report:**
  - **Enrollment:** 474; registered enrollment had been reported at 503 but a number of students have not attended school for a variety of reasons (e.g. families have moved out of state, etc.)  
Note: Billable enrollment at the end of the previous school year – June 2019 – was 438.
  - **Attendance** – Not reported as first month of school has not ended)
  - **Friends of:** The process to transfer the property is almost completed. Communication is ongoing. Build NYC (issuer) has submitted a form for building rights.
  - **Appraisal Update:** Donald and Ms Hey visited the parking lot property. An appraisal has been completed: a report of the results will be in next week.
  - **Nickelodeon:** The Nickelodeon children's program is considering our school to televise a children's activity which entails the shenanigans of a substitute teacher.
  - **SBCSICA 15<sup>th</sup> Anniversary Gala:** A gala/fundraiser will be held on May 8<sup>th</sup>, 2020 to commemorate the school's 15<sup>th</sup> anniversary. The proceeds of the fundraiser will be utilized



to support our middle school efforts. Planning is ongoing.

- **Personnel Update:** A first grade teacher resigned and one of our teacher assistants has taken over the grade. We currently have a vacancy for a Seus Chef.

### III. **Operations Report - Evelyn Ramirez**

- Bills reviewed, all in good standing.
- The dispute water bill remains an open item. The school may qualify for an exemption.

### IV. **Boost-Ed Financial Report – Paul Augello**

- Base per pupil revenue is ahead of target for the YTD period.
- The Auditors were in the school on September 24, 2019. The deadline for submitting the audited June 30, 2019 financial statements to the authorizer/bondholders is November 1, 2019. Results will be shared with the board once submitted.
- Line items reviewed, all in good standing.

### V. **Old Business**

\* John Potapchuk requested various information including current enrollment by grade, a teacher roster listing years of service and certification status, the New York City Schools Ranking Report and the Annual Comprehensive Review Report. The information will be provided when all becomes available.

**Meeting adjourned at 6:11pm Motion Genna, Second John all unanimous agreed.**



**Meeting of the Board of Trustees  
Thursday, October 17, 2019  
4:00pm**

**Minutes**

**Commencement Time: 5:00 pm**

**Board Members in Attendance:**

Donald Mattson (Board Chair)  
Priscilla Ocasio  
John Potapchuk  
Elvira Barone  
Genna Fukuda

**None Board Members:**

Evelyn Hey, Principal  
Delia Gonzalez (Personnel)  
Evelyn Ramirez (Operations)  
Paul Augello (BoostEd)

**Minutes:**

- I. **Welcome:** Donald opened the meeting by welcoming the board members and attendees. The September 24th minutes were approved, motioned by John, second Priscilla all unanimously agreed.
  
- II. **Principal's Report:**
  - **Enrollment:** 467 **Attendance** – 95.4
  - **Space Acquisition Update:** Miss Hey was authorized by the Board to negotiate price for the middle school property at nine (\$9) million dollars but no higher than ten (\$10) million dollars. Motion made by Priscilla, Second John all members unanimously agreed.
  - **Visit from Deputy Chancellor:** Deputy Chancellor Karin Goldmark for School Planning and Development visited the school on October 9<sup>th</sup>. Meeting was requested by the Deputy Chancellor to discuss partnerships between DOE and Charter Schools. There will be a possible visit by the Chancellor.
  - **Buying Power:** American Express communicated with Ms. Hey in reference to a promotion "Buying Power" which will reward us with an annual cash back reward for the vendor highly utilized in sales.



- **Nickelodeon Update:** Nickelodeon has decided not to bring the program to New York.
- **COMITÉ NOVIEMBRE:** This non-profit organization was created to commemorate and pay tribute to the Puerto Ricans who have made contributions to this nation, to support educational opportunities for youth through college scholarships, promote, acknowledge, create awareness and take ownership of our rich culture. Ms. Hey requested permission to purchase a table for their gala event. Motion made by Donald, Second Vera all unanimously agreed.
- **Personnel Update:** New Teacher hired for fourth grade. A vacancy still exists for a Seus Chef.

**III. Operations Report - Evelyn Ramirez**

- Bills reviewed, all in good standing.

**VI. Boost-Ed Financial Report – Paul Augello**

- Base per pupil revenue is below target for the YTD period. The actual is based upon the October 1st billable enrollment number of 471 students and the budget is based off of 481 students. Students are still being enrolled.
- Auditors are still conducting field work, once completed findings will be shared with the board.
- Budget model and analysis will be ongoing forecasting possible purchase of middle school building.

**Meeting adjourned at 6:53pm, Motioned by Vera Second Priscilla all unanimously agreed.**



**Meeting of the Board of Trustees  
Thursday, October 31, 2019  
4:00pm**

**Minutes**

**Commencement Time: 5:00 pm**

**Board Members in Attendance:**

Donald Mattson (Board Chair)  
Priscilla Ocasio  
John Potapchuk  
Elvira Barone

**Regrets**

Genna Fukuda

**None Board Members:**

Evelyn Hey, Principal  
Delia Gonzalez (Personnel)  
Evelyn Ramirez (Operations)  
Paul Augello (BoostEd)

**Minutes:**

- I. **Welcome:** Donald opened the meeting by welcoming the board members and attendees. The October 17<sup>th</sup> minutes were approved, motioned by John, second Priscilla all unanimously agreed.

II. **Principal's Report: Enrollment: 466 Attendance: 95.4%**

**Facility Update:** Owner of the facility to be purchased has agreed on a price. Ms. Hey will keep the Board updated on the progress and next steps to be taken. Paul will work on a draft budget that will address the purchase.

**Annual Report: The Annual Comprehensive Review Report will be submitted by November 1<sup>st</sup>.** Once annual report is completed, Ms. Hey will send a copy to the Board.

**Puerto Rico Initiative:** The Puerto Rico initiative is still ongoing. Ms. Robertha Lopez has continued to work and train at the school. Discussion is ongoing. Ms. Hey will be attending the conference in November.

**Personnel Update:** New Fourth Grade teacher on board. A vacancy still exists for a Seus Chef.

III. **Operations Report - Evelyn Ramirez**

- Bills reviewed, all in good standing.

**IV. Boost-Ed Financial Report – Paul Augello**

- **Mr. Augello noted that the School's draft financial statements and single audit report for the years ended June 30, 2019 and 2018 has been completed. He and Mr. Potapchuk have reviewed and provided comments on the draft report to N Cheng LLP, the School's independent auditor. The audit report and financial statements will be finalized and issued today, October 31, 2019.**

**V. New Business**

\* **The Board discussed the proposed purchase of property located at 2500 Park Avenue, Bronx, NY for the purpose of building a facility to operate a middle school and potentially a high school. Ms. Hey noted several matters about the project:**

- **As noted above, the owner of the property has agreed on the proposed purchase price,**
- **A recent appraisal indicates that the fair market value of the property is equal to or in excess of the proposed purchase price,**
- **The School is preparing to engage an architectural firm for the purpose of preparing an architectural and engineering design and submitting a variance application to obtain a special use permit and**
- **The draft purchase and sale agreement is contingent upon the School's ability to obtain financing on a favorable basis and a special use permit from the Board of Standards & Appeals (BSA).**

**After a discussion of these matters and a review of the draft Agreement of Purchase and Sale dated October 31, 2019, the Board recommended that the Agreement be forwarded to Friends of SBCSICA for affirmation.**

**Meeting Adjourned: 623pm - Motion John Second Vera all unanimously agreed.**





**Meeting of the Board of Trustees  
Thursday, December 12, 2019  
4:00pm**

**Minutes**

**Commencement Time: 4:58 pm**

**Board Members in Attendance:**

Donald Mattson (Board Chair)  
Priscilla Ocasio  
John Potapchuk  
Elvira Barone  
Genna Fukuda

**None Board Members:**

Evelyn Hey, Principal  
Delia Gonzalez (Personnel)  
Evelyn Ramirez (Operations)  
Paul Augello (BoostEd)

**Minutes:**

- I. **Welcome:** Donald opened the meeting by welcoming the board members and attendees. The October 31, 2019 minutes were approved. Motioned by John, Second by Priscilla, all members unanimously agreed.
  
- II. **Principal's Report:**
  - **Enrollment:** 460    **Attendance** – 95%
  - **Facility Update:** The school is officially in contract to purchase property located at 2500 Park Avenue, Bronx, NY for the purpose of building a middle school, pending zoning approval and financing contingencies as stipulated in the Purchase and Sale Agreement.
  - **Puerto Rico Update:** The letter of intent to submit an application for a Charter School in Puerto Rico was approved. Ms. Hey is working on the application and will be submitted by due date February 28, 2020. If notice is received in April 2020 that the application is approved, we will have to move expeditiously to have the school open and operating in the Fall 2020. During her visit to PR last month Ms. Hey visited a school that is similar to the one being proposed for replication and stated that the condition of this particular school was unacceptable. The restrooms were located outside the building, and there were no sanitary supplies. Ms. Hey advised the board that she will have to visit PR next month to follow up with future plans.
  - **Attorney General Communication:** Superintendent, Marilyn C. Terranova was appointed by the Attorney General's office to visit our school on December 2, 2019. The purpose of



the visit was data driven and informational only. Subsequently, Ms. Terranova communicated via email to Ms. Hey thanking the school for allowing the visit as well as how impressed she was overall with SBCSICA.

- **David Frank, Director of Charter Schools SED:** In a conversation with Mr. Frank he advised Ms. Hey that the Charter Schools were awarded \$90 million dollars. These funds are to be utilized in new space for equipment and furniture only. An application must be processed by November 2020 to be eligible for up to \$1.25 million dollars.
- **Water Bill Update:** The bill for \$40k was expunged and no longer an outstanding invoice. It was noted that the School will have no future responsibility for water bills due to its tax-exempt status.
- **Personnel Update:** A part-time school aide has been hired and will commence January 2020.

### III. Operations Report - Evelyn Ramirez

- Bills reviewed, all in good standing. The American Express bills will be reviewed next month. Upgrades to the elevators will be required at a cost of approximately \$14,000.

### IV Boost-Ed Financial Report – Paul Augello

- Base Per Pupil revenue below target for the YTD period. The actual is based upon the December 1st billable enrollment number of 462,464 students and the budget is based off of 481 students. Therefore, there is a negative variance at this point. There should be other line items, particularly lower expenses than budgeted, that will more than offset this negative variance for the year.

### V Old Business

- **Bonus payments and related payroll taxes for the principal, teachers and administrative staff were reviewed and approved for payment in December 2019. The payments, which aggregate less than \$60,000, will be charged to the accrued bonus balance sheet account. Motion made by John, seconded by Vera, all members unanimously agreed.**

### VI New Business

- Ms. Hey noted that the January 2020 Board of Trustees meeting may include various visitors, including the architect, engineer, attorney and outside Board members of the Friends of SBCSICA, to discuss construction issues relating to the contracted property.
- The Board also requested that Ms. Hey present a preliminary draft of a strategic plan for the School at the next Board meeting. The strategic plan should address specific plans and goals relating to (i) improvement in enrollment, (ii) human resource issues, including certification of all teachers, (iii) finance issues and (iv) general academic and operational matters.

Meeting adjourned at 7:08 pm Motion Elvira, a, Second Genna all unanimous agreed to proceed with Executive Session.

*Meeting of the Board of Trustees  
Thursday, January 16th, 2020  
4:00pm*

**Minutes**

**Commencement Time: 5:01 pm**

***Board Members in Attendance:***

*Donald Mattson (Board Chair)  
John Potapchuk  
Priscilla Ocasio  
Elvira Barone  
Genna Fukuda*

***Other Attendees:***

*Evelyn Hey, Principal  
Delia Gonzalez (Personnel)  
Evelyn Ramirez  
(Operations)  
Paul Augello  
(BoostEd)  
Robert McLaughlin,  
Attorney  
Stephen Grasso  
(Architect)  
Rainer Schrom  
(Architect)  
Kirsten Cowan  
(Architect)*

**Minutes:**

**Welcome:** Donald opened the meeting by welcoming the board members and attendees. The December 12, 2019 minutes were approved. Motioned by Vera, Second by Genna, all members unanimously agreed.

**Principal's Report:**

**Enrollment:** 459    **Attendance** – 92.05%

**Property Acquisition Status:** Stephen Grasso & Rainer Schrom (Partners in Architecture) gave a detailed presentation of the rendering and plans of the new Middle School building. They have asked the Board to share their questions, concerns and recommendations moving forward. Board members and other attendees then discussed the timing of various activities relating to the project, including meetings with the Board of Standards and Appeals (BSA) and Department of Transportation – School Safety Division and the environmental review and title survey. The Board authorized spending of up to \$20,000 for Phase I of the environmental review and the title survey. Motioned by Vera, second by John, all members unanimously agreed.

Bob McLaughlin also discussed activities relating to the transfer of the

existing building and long-term bonds from SBCSICA to Friends of SBCSICA and the lease agreement between the two entities. It is expected that the transfer could be finalized and documents executed in March 2020.

**Puerto Rico Update:** Ms. Hey visited Puerto Rico along with Robertha Lopez. The per pupil rate of \$3k has not changed. The prospective building's structure was inspected due to recent recurring earthquakes and there appeared to be no structural damage. Future visits will be necessary to continue the process of evaluating whether the possibility of opening a school in Fall 2021 is feasible. The application must be submitted by February 28, 2020..

**Parks Department:** 4.5 million dollars have been allocated for the renovation and enhancement of the park located at the rear and across the street from the school. The school along with the safety committee have developed a plan for morning lineup, dismissal and other emergency plans should they ever present themselves. Renovations will be ongoing for 15 months.

**Finance:** Deborah Vila-Tricomi is no longer the assistant principal and now holds a part-time position as Curriculum Advisor. As such Ms. Hey has requested that she is removed as a signer to the school's banking account and replaced with her successor Johanna Alfonzo, Assistant Principal. Donald motioned for Johanna Alfonzo to be added as a signor and authorized to sign checks in Ms. Hey's absence, John second the motion. All unanimously agreed. Signature Bank will be notified of change. John will prepare a letter to be submitted to the Bank to document the Board's approval of the signature change.

**Personnel Update:** Sous Chef vacancy.

### **III. Operations Report**

Bill list reviewed all in good standing.

### **VI. BoostEd Financial Report**

Base per pupil revenue below target for the YTD period. The actual is based upon the December 1st billable enrollment number of 462.464 billable students and the budget is based on 481 students. Therefore, there is a negative variance at this point. There should be other line items in the budget that will more than offset this negative variance for the year.

Ms. Hey and Paul will meet for the mid-year budget amendment and will forward to John for further review.

Paul will continue to forecast and present the board with budget projections for the Middle School initiative.

### **V. Old Business:**

Rustin Godfrey – (Arthur J. Gallagher & Co.) the school's Insurance Broker conferenced via telephone and addressed the Board's questions and concerns regarding insurance policies in place for SBCSICA.

**Meeting adjourned at 8:10 pm for executive session, Motion Genna, Second Vera all unanimously agreed .**



**Meeting of the Board of Trustees**  
**Thursday, February 13, 2020 - 4:00 PM**  
**Minutes**

**Commencement: 4:57pm**

**Board Members in Attendance:**

Donald Mattson (Chair)  
John Potapchuk  
Priscilla Ocasio  
Elvira Barone

**Regrets:**

Genna Fukuda

**Other Attendees:**

Evelyn Hey (Principal)  
Delia Gonzalez (HR)  
Evelyn Ramirez (Operations)  
Paul Augello (BoostEd)  
Robert McLaughlin, Attorney

**Minutes**

- I. Welcome:** Board Chair Donald Mattson opened Board Meeting at 4:57pm by welcoming the Board and attendees. First order on the agenda, approval of the January 16th, 2020 minutes. A motion was made by Elvira, second by John all unanimously agreed.
- II. Principal's Report:** 457                      **Enrollment:** 94.14%
- P.R. Initiative:** Discussions are ongoing on the Puerto Rico initiative. We received an extension of one year for filing an application to open a charter school. During this period, we will be involved with planning and will monitor discussions regarding the base per pupil fee and the results of 2020 elections in Puerto Rico.
- Middle School Site Update:** Ms Hey has received keys to the property. A meeting is scheduled for February 24, 2020 with the Bureau of Standards and Appeals (BSA). An environmental engineer visited the site.
- Parks Department:** The park renovations will take approximately fifteen (15) months to complete. Our security team has been assigned stations to make sure students and parents are crossing the street safely upon arrival and dismissal. Additionally, two crossing guards have been assigned to the St. Ann's and Bruckner Blvd crosswalk for safety.
- Personnel Update:** MS - Spanish teacher vacancy; Ms. Robertha Lopez will teach the Spanish classes. Fourth (4th) grade teacher vacancy. The TBL coach will cover this class at this time.
- III. Operations Report:** The Board approved the change of authorized signatures in the school based checking account removing Deborah Vila-Tricomi and authorizing Johanna Alfonzo as a signer. Motion: John, Second Priscilla all unanimously agreed. All bills and payments were reviewed and in good standing.
- IV. BoostEd Financial Report:** Base per pupil is below target for the YTD period. The actual is based upon the February 1st billable enrollment number of 460.488 students and the budget is based off of 481 students. Therefore, there is a negative variance at this point. There should be various expense line items for which actual cost will be less than budget that will more than offset this negative variance for the year. Paul will continue to monitor and forecast budget for upcoming building project.

V. New Business: Bob McLaughlin discussed various actions that must be approved by the Board of Friends of SBCSICA at some future date. He discussed background information and reasons for these proposed actions and noted that the Board of the School must consent to these actions as the School is the sole member of Friends of SBCSICA. The actions are as follows:

- \* Amend the Certificate of Incorporation of Friends of SBCSICA, Inc. to note that, upon the dissolution of Friends of SBCSICA, assets remaining after paying all debts and obligations should be distributed to the School.

- \* Authorize the opening of a bank account for Friends of SBCSICA at Signature Bank

- \* Engage R.W. Baird & Co. as the sole underwriter for any proposed financing relating to the purchase of property and building of a new school.

A motion to Consent to the actions by the School as sole member of Friends of SBCSICA was made by John Potapchuk and seconded by Vera Barone. All Board members unanimously agreed.

Meeting adjourned: 6:54pm

**Remote Meeting of the Board of Trustees**  
**Thursday, April 2, 2020 - 1:00 PM**

**Minutes**

**Commencement: 1:04 pm**

**Board Members in Attendance:**

Donald Mattson (Chair)  
John Potapchuk  
Priscilla Ocasio  
Elvira Barone  
Genna Fukuda

**Other Attendees:**

Evelyn Hey (Principal)  
Delia Gonzalez (HR)  
Evelyn Ramirez (Operations)  
Paul Augello (BoostEd)  
Noel Kellier (Technology)

**Minutes**

**I. Welcome:** Board Chair Donald Mattson opened board meeting at 1:04pm by welcoming the Board and attendees. First order on the agenda, approval of the February 13th, 2020 minutes. **A motion was made by John, second by Priscilla all unanimously agreed.**

**II. Principal's Report: Enrollment Feb 2020: 94% Attendance Feb 2020: 456**

**School & Coronavirus:** Ms. Hey discussed that she received an email with the indication that schools may be closing due to the pandemic and so in preparation she directed teachers to create three week assignment packets for all grades.

**Remote Learning:** Parent/Teacher conference was successfully executed via phone calls. Chrome books were distributed as a loan to Third and Fourth grade students. Ms. Hey advised the Board on all remote activities and staff duties. Middle School will continue remote learning via Google Classroom as this has always been their norm. An Action Plan was requested by the DOE once completed it was submitted via to DOE.

**Testing:** All testing has been suspended for the academic year.

**School Calendar:** Calendar was amended due to remote learning. There will be no vacation days in May. Remote learning will continue effective April 14th until Governor Cuomo indicates otherwise. **Motion to approve amended calendar: Elvira Second: Donald All unanimous agreed.**

**Banking:** Banks are currently closed and vendors have requested wire transfers and/or online banking to receive payment. Board has agreed to the process as Ms. Ramirez will continue to submit billing reports and Paul continues to maintain control and banking reconciliations.

**Status of property acquisition:** Ms. Hey attended a zoom meeting with the Director of School Safety and DOT discussing safety measures for the intended Middle School property. Ms. Hey asked the attendees to please

give her a heads up upon approval of location so they may continue due process. Conversation with the engineer indicated favorable for approval and an answer is probable within two weeks. Elvira asked that a board member should be present for these meetings for presence and transparency.

Elvira requested that a point person be named to attend and support Ms. Hey with meetings concerning the Middle School process. Donald agreed to be the point person and Elvira the alternate if Donald is not able to attend.

John inquired about the February BSA meeting and Ms. Hey responded that the BSA had canceled the meeting. The BSA felt it was not necessary to meet and the school should move forward and continue studies for submission upon completion.

**Lottery:** The Lottery will be remotely executed on April 7th. Parents will be able to view results on the school website.

**Personnel Update:** Two school aides, one full-time and one part-time were dismissed.

All staff will continue to work, will be no lay-offs at this time. Paul is looking into Grants being offered to offset payroll and expenses if need be. Paul advised the Board that school funding is still ongoing for the year as planned.

**III. Operations Report:** Ms. Alfonzo is now an official signer on the school based checking account and Ms. Deborah Vila-Tricomi was removed. All bills and payments were reviewed and in good standing. John will review hard copies of billing once quarantine is over.

**IV. BoostEd Financial Report:** Paul received a report indicating the upcoming 20/21 academic year formulas. The school currently receives \$16,150. per pupil however next year it is projected there will be a decrease to \$16,124. Back in January the original amount the government had budgeted per pupil called for an increase of \$500-\$600 plus an additional senate appropriation of \$400 per student. This has now been dismissed and the funding formula at \$16,124. The governor has proposed adjusting the budget quarterly as necessary.

Meeting remotely adjourned: 2:07pm

**Remote Meeting of the Board of Trustees  
Monday, May 11, 2020**

**Minutes**

**Board Members in Attendance:**

Donald Mattson (Chair)  
John Potapchuk (Treasurer)  
Priscilla Ocasio  
Elvira Barone

**Regrets:**

Genna Fukuda

**Non-Members:**

Evelyn Hey (Principal)  
Delia Gonzalez (HR)  
Evelyn Ramirez (Operations)  
Noel Kellier (Technology)  
Paul Augello (BoostEd)  
Robert McLaughlin, Attorney

**Minutes**

- I. **Welcome:** Board Chair Donald Mattson opened Board Meeting at 1:07 pm by welcoming the Board and attendees. **First order on the agenda, approval of the April 2, 2020 minutes. A motion was made by John, second by Elvira all unanimously agreed.**

II. **Principal's Report :** **Enrollment:** 462 **Attendance:** TBD – Due to remote learning challenges Evelyn R will present attendance for March, April and May in the next board meeting.  
**Puerto Rico Initiative** - On hold due to pandemic and current earthquake occurrences.

**Building acquisition update:** The School Safety Commission for DOT have approved moving forward concerning the middle school property. John, Donald, Robert, Paul and Evelyn met with Architect Stephen Grasso (Partners for Architecture) in late April and discussed the scope and budget relating to the middle school construction. It is expected that 100% of the drawings produced by Partners in Architecture will be completed by early September 2020. Following completion of the drawings, interviews will be held and RFP proposals will be obtained from at least 3 potential candidates for the positions of General Contractor and Project Manager in relation to the middle school construction. The Equity engineers have updated their budget to reflect additional more invasive studies due to findings which require the approval of the Board. Equity has been paid \$4k and is still owed \$4,500 for the work conducted with the DOT.

- **Friends of Update:** Friends of SBCSICA, Inc. has been established since October 2018. This is a NYS formed not-for profit corporation. The transfer of the SBCSICA title to the Friends of SBCSICA, Inc. is awaiting approval by the Attorney General. Bob discussed the issues and alternatives relating to this matter. Bob also clarified aspects of the resolution regarding the scope and budget for Partners of Architecture and interpreted the various testing analysis that will be conducted, such as vapor soil testing, radar penetration for water detention, gas lines etc. A resolution will be presented to authorize Friends of SBCSICA, Inc through the vote of the sole member SBCSICA to pursue the architectural services proposal, engineering services (Equity Environmental Engineering for city environmental assessment) and the environmental services.  
The Equity budget has been amended to reflect an increase of \$50k to approximately \$85k due to DOT recommendations. A resolution has been presented for Board approval. Board will review budget and vote tentatively on Friday May 15, 2020.
- **Remote learning** - Johanna Alfonzo presented on the process of remote learning at SBCSICA. The remote

process was rolled out in 3 phases. 1st phase was executed on March 16 – April 3<sup>rd</sup>, 2020 with K-4 teachers connecting with students and parents via phone. Middle School grades 5-7<sup>th</sup> were already participating via google classroom as a norm. Second phase was rolled out on April 6<sup>th</sup> – 17<sup>th</sup>, devices (approx. 200) were distributed to all students who were in need of one. Contracts were signed indicating devices were a loan and must be returned upon conclusion of remote learning. A soft launch of google classroom was rolled out in this phase for 3<sup>rd</sup> & 4<sup>th</sup> grades. Third and final phase - April 20<sup>th</sup> – present, consists of all grades K-7<sup>th</sup> participating in remote learning via google classroom. Ms. Alfonzo discussed the initiation and implementation of remote learning, lesson observations, progress reports, parent participation and the different duties designated to staff for the success of the everyday remote learning experience. The school did not purchase additional devices as the school's inventory was able to satisfy the students' need. The grant from Social and Emotional provided 28 chrome books for students.

- **Parent Registration** - Evelyn Ramirez – Lottery was held live virtually via the school's website and recorded on April 7<sup>th</sup>. Parents will be able to visit website for results. Students that have been accepted are being contacted via email. A form is included in the email in which parents must accept seat. They will also be informed of required registration forms that must be submitted for acceptance. Goal is to register 120-150 students for the 2020/21 academic year. Letters of intent will be going out to parents to gauge how many students will be returning.
- **Participation in the Teacher and School Leader Grant Program – Motion to approve grant resolution as written with CEI was made by Donald, Second by John all members unanimously agreed.**
- **Personnel Update** – All staff is actively working including the food services personnel. John Varas is providing a Nutritional class to students, Jason Ortiz is assisting Angel Guerrero with Physical Education, Maria King and Derek Kearns are assisting in clerical duties. Donald, Elvira and Ms. Hey will meet to discuss Staffing Personnel for the 2020/2021 academic year.

**III. Operations Report:** The bill payment list was reviewed and all is in good standing. American Express is being utilized to pay bills that do not incur a fee. John requested that a summary page of all American Express charges be attached to the Bill Payment List for further review and transparency.

**IV. BoostEd Financial Report:** SBCSICA is trending ahead of budget. Paul is working on the 2020/21 budget, once the staffing personnel numbers are completed the budget updated will be submitted to the board for review and approval in time for the June 30<sup>th</sup> submission. The Board was informed that, for the 2020/21 budget, the additional NYS Senate appropriation of approximately \$400 per student has been eliminated and the new Base Per Pupil allotment has decreased by \$26 per student relative to the prior year. A 10 year model will be prepared by Paul to forecast affordability of the MS building. Paul noted that SBCSICA applied for a Paycheck Protection Program loan under the CARES Act, similar to the approach of many other charter schools. The loan was approved and secured by Signature bank for \$697k. A determination of the accounting for this loan will be made later in calendar 2020.

**Meeting concluded, motion to adjourn meeting was made by John, Second by Vera, adjourned at 3:18p.**

**Meeting of the Board of Trustees**  
**Thursday, June 18, 2020 - 1:00 PM**

**Minutes**

**Board Members in Attendance:**

Donald Mattson (Chair)  
John Potapchuk  
Priscilla Ocasio (via online video)  
Elvira Barone  
Genna Fukuda (via online video)

**Other Attendees:**

Evelyn Hey (Principal)  
Delia Gonzalez (HR)  
Evelyn Ramirez (Operations)  
Paul Augello (BoostEd)  
Noel Kellier (Technology)  
Stephen Grasso - Partner for Architecture (via online video)  
Richard Izquierdo – NAICA  
Robert McLaughlin - Attorney

**Minutes**

**I. Welcome:** Board Chair Donald Mattson opened board meeting at 1:29pm by welcoming the Board and attendees. First order on the agenda, approval of the May 11, 2020 minutes. **A motion was made by Elvira, second by Priscilla all unanimously agreed.**

**II. Principal's Report: Enrollment May-2020: 456**  
**Attendance Attached:** March 2020 - 95%, April 2020 - 94%, May 2020 - 96%, June 1-17th - 95%

**New Construction Update - Stephen Grasso via Remote:** Mr. Grasso informed the Board the importance of starting to interview for an Owner's Rep. He will send the Board a draft of at least five (5) candidates for review as well as recommendations as to what to look for in terms of qualifications and duties by Thursday, June 25, 2020.

**Puerto Rico Initiative:** Ms. Hey stated that the school was close to acquiring the property in Ponce for the school replication initiative; however, this potential action was put on hold due, in part, to the continuing earthquakes in that area. The mayor of Loiza has shown interest in replicating another school in their town. Ms. Hey will be visiting Puerto Rico in July for further discussion. Mr. Richard Izquierdo spoke on this matter and the great opportunity it presents for the school.

**Remote Learning:** Remote learning is successfully ongoing. Parent/Teacher conferences will be held on June 23, 24 and 25.

**Summer School:** Summer School will be in session commencing July 6 - July 30, 2020, Monday - Thursdays, 8:30am - 12:30pm. Last day of school for students is Friday, June 26, 2020.

**Personnel Update (Attachment):** There were 9 vacancies in which 7 have been filled. Interviews are ongoing to fulfill teacher staffing to capacity.

**III. Operations Report:** Bill payments were reviewed and all is in order and good standing..

**IV. BoostEd Financial Report:** After receiving the Personnel salary updates, Paul introduced two (2) budget models for the 2020/2021 academic school year for the Board's review and approval. One budget was presented with an inclusion of a 5 % COVID19 reserve, the other without. After discussion on both, the Board approved the Budget without the 5% COVID 19 reserve to be submitted to our authorizers by June 30th, 2020. **A motion was made by Vera, second by John all members unanimously in favor.**

**Resolutions (attached):**

**SBCS Resolution 2020-06-01 - JMV Associates LLC approved for building services. Motion Vera, Second Donald all members unanimously in favor.**

**SBCS Resolution 2020-06-02 - Board approved professional educators to receive payment for college courses related to obtaining teaching certification. Motion Donald, Second John all members unanimously in favor.**

**SBCS Resolution 2020-06-03 - Board the Chair Donald Mattson to designate an authorized representative Evelyn Hey to act in his place and stead in executing certain documents and agreements in connection with the building project. Motion John, Second Vera all members unanimously in favor.**

**Meeting adjourned 3:08pm for Executive Session. Motion Vera, Second Donald all members unanimously in favor.**



# Organizational Sheet 2019 - 2020

| Name   | Position                                   | EXT | Room         |
|--|--|-----|--------------|
| Evelyn Hey                                   | Principal                                  | 101 | Main Office  |
| Johanna Alfonzo                              | Assistant Principal of Curriculum          | 508 | 500          |
| Deborah Vila-Tricomi                         | Academic Advisor                           | 202 | 202          |
| Delia Gonzalez                               | Coordinator of Human Resources             | 102 | Main Office  |
| Evelyn Ramirez                               | Coordinator of Operations & Pupil Services | 106 | 400A         |
| Noel Kellier                                 | Director of Information and Technology     | 409 | 400B         |
| John Varas                                   | Executive Chef                             | 109 | Kitchen      |
| Frigg St. Helen                              | Building Manager                           | 104 | 307          |
| Natalie Gonzalez Valdez/Middle School Office | Middle School Lead Teacher                 | 507 | 507          |
| Name   | Position                                   | EXT | Room         |
| Main Office                                  |  | 105 | Main Office  |
| Carmen Aquino                                | Parent Coordinator                         | 107 | 200B         |
| Azizi Madramootoo                            | Title I/ Instructional Coach               | 208 | 200B         |
| Roberta Shere                                | International Internship                   | 202 | 202          |
| Rosa Garcia Morett                           | Reading Recovery                           | 201 | 201          |
| Dedik Matias                                 | Teacher Assistant                          | 201 | 201          |
| Edgardo Melendez                             | Library/Media/Technology Assitant          | 206 | Media Center |
| Sara Lee                                     | Nurse                                      | 207 | 200A         |
| Roberto Perez Carolina Pagan                 | Security                                   | 111 | Front Desk   |

| Class | Name                            | Position              | EXT | Room |
|-------|---------------------------------|-----------------------|-----|------|
| K01   | Linete Liston English           | Kindergarten Teacher  | 304 | 304  |
| K02   | Yoelsy Restituyo Spanish        | Kindergarten Teacher  | 303 | 303  |
| K03   | Raquel Brau-Diaz English        | Kindergarten Teacher  | 302 | 302  |
| K04   | Orfelina Jorge Spanish          | Kindergarten Teacher  | 301 | 301  |
| 101   | Jaymie Mendez English           | First Grade Teacher   | 204 | 204  |
| 102   | Lily Morales Spanish            | First Grade Teacher   | 402 | 402  |
| 103   | Iraziry Urdaz English           | First Grade Teacher   | 306 | 306  |
| 104   | Carmen Santiago Spanish         | First Grade Teacher   | 305 | 305  |
| 201   | Shantie Cedeno English          | Second Grade Teacher  | 403 | 403  |
| 202   | Kenny Diaz Spanish              | Second Grade Teacher  | 404 | 404  |
| 301   | Destiny Rosario English         | Third Grade Teacher   | 405 | 405  |
| 302   | Yanery Benedit Spanish          | Third Grade Teacher   | 406 | 406  |
| 401   | Mary Matheson English           | Fourth Grade Teacher  | 504 | 504  |
| 402   | Spanish                         | Fourth Grade Teacher  | 401 | 401  |
| 501   | Bahar Brody Science             | Middle School Teacher | 506 | 506  |
| 502   | Kahlil Fantauzzi Social Studies | Middle School Teacher | 501 | 501  |
| 601   | Catherine Villaquirán Math      | Middle School Teacher | 502 | 502  |
| 701   | Alexandra Cruz Humanities       | Middle School Teacher | 503 | 503  |
| 702   | Spanish                         | Middle School Teacher | 505 | 505  |

| Name                 | Position                    | EXT | Room              |
|----------------------|-----------------------------|-----|-------------------|
| Wilhelmina Frankfurt | Director of Dance & Theater | 203 | 203               |
| Stephany Cervantes   | Visual Art Teacher          | 205 | 205               |
| Angel Guerrero       | Physical Education Teacher  | 110 | Stage Room        |
| Music Department     | Music Teachers              | 110 | Multipurpose Room |
| Staff Lounge         |                             | 308 | 300               |
| Cafeteria            |                             | 110 | Multipurpose Room |
| Derek Kearns         | Sous Chef                   | 108 | Kitchen           |
| Jason Ortiz          | Chef Assistant              | 108 | Kitchen           |
| Maria Wilson King    | Food Service Aide           | 108 | Kitchen           |
| Lissette Caraballo   | Support Staff               | 307 | 310               |
| Frank Flores         | Support Staff               | 407 | 407               |
| Jorge Perez          | Custodian                   | 104 | 307               |

Tel. 718.292.5737

Fax: 718.292.1205

164 Bruckner Blvd

Bronx, Ny 10454



| 2020-2021 School Year Calendar              |         |                                |  |
|---|---------|--------------------------------|--|
| August                                      | 31      | Monday                         | First Day of School for all students.  |
| September                                   | 7       | Monday                         | Labor Day (School is Closed)   |
| October                                     | 12      | Monday                         | Columbus day (School is Closed)  |
| November                                    | 3       | Tuesday                        | Election Day –<br>Professional Development for Teachers<br>{School is closed}  |
| November                                    | 11      | Wednesday                      | Veterans Day<br>Parent Teacher Conference<br>All Grades<br>(School is closed)  |
| November                                    | 25-27   | Monday- Friday                 | Thanksgiving Recess<br>(Schools is Closed)<br>Students return to school on Monday,<br>November 30,2020                   |
| December<br>January                         | 21<br>1 | Monday -<br>Friday             | Winter Recess<br>December 21 - January 1<br>(School is Closed)<br>Students return to school on Monday<br>January 4, 2021 |
| January                                     | 18      | Monday                         | Dr. Martin Luther King Jr. Day Observed<br>(School is closed)  |
| February                                    | 15-19   | Monday-Friday                  | Midwinter Recess<br>(School is closed)<br>Students return to school on Monday<br>February 22,2021                        |
| March                                       | 17      | Wednesday                      | Parent teacher conference<br>{School is closed}  |
| March                                       | 30,31   | Tuesday and<br>Wednesday       | Passover/Easter break<br>(School is closed)  |
| April                                       | 1,2,5   | Thursday- Friday<br>and Monday | Good Friday & Easter<br>Observance<br>Students return to school on Tuesday,<br>April 6,2021                              |
| May   | 26-1    | Wednesday-<br>Tuesday          | Memorial Day Observed<br>(School is closed)<br>Students return to school on Wednesday,<br>June 2, 2021                   |
| June  | 7       | Tuesday                        | Professional Development Day<br>{School is closed}   |
| June  | 25      | Friday                         | Last Day of School<br>Half Day   |
| * Some of these dates are subject to change |         |                                |  |

South Bronx Charter School for International Cultures and the Arts | 164 Bruckner Blvd Bronx, NY 10454 |  
718.292.5737

Learn more at [sbcsica.org](http://sbcsica.org) or check us out at [twitter.com/sbcsica](https://twitter.com/sbcsica) or [facebook.com/sbcsica](https://facebook.com/sbcsica).

Updated as of 3/16/2020

# Organizational Sheet 2019 - 2020

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| John Varas                                   | Executive Chef                             | 109 | Kitchen      |
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| Rosa Garcia Morett                           | Reading Recovery                           | 201 | 201          |
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| 502   | Kahlil Fantauzzi Social Studies | Middle School Teacher | 501 | 501  |
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| 701   | Alexandra Cruz Humanities       | Middle School Teacher | 503 | 503  |
| 702   | Spanish                         | Middle School Teacher | 505 | 505  |

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| Stephany Cervantes   | Visual Art Teacher          | 205 | 205           |
| Angel Guerrero       | Physical Education Teacher  | 110 | Stage Room    |
| Music Department     | Music Teachers              | 110 | Multiple Room |
| Staff Lounge         |                             | 308 | 300           |
| Cafeteria            |                             | 110 | Multiple Room |
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| Lissette Caraballo   | Support Staff               | 307 | 310           |
| Frank Flores         | Support Staff               | 407 | 407           |
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**Tel. 718.292.5737**  
**Fax: 718.292.1205**  
**164 Bruckner Blvd**  
**Bronx, NY 10454**

APR 2020

611/17 EAST 133RD STREET

FIRE DEPARTMENT • CITY OF NEW YORK  
BUREAU OF FIRE PREVENTION  
METROTECH CENTER, BROOKLYN, N.Y. 11201

FPIMS Acct. # [REDACTED]

Date 05/19/20

Premises Address 164 BRUCKNER BLVD. BRONX, NY 10454

Test conducted by CAPITOL FIRE SPRINKLER.

of the STANDPIPE SPRINKLER 2 CONNECTIONS System(s)

was witnessed by a representative of this Department and found to be SATISFACTORY

~~UNSATISFACTORY~~ in accordance with regulations of this Department.

Insp. Name SUPV. KWU OKOROTI Badge [REDACTED]

ORIGINAL TEST DATE, IF RETESTED:

BY ORDER OF CHIEF OF FIRE PREVENTION  
JOSEPH M. JARDIN

VOID IF ALTERED OR CORRECTED

M25-5 (REV 9/14)

*Certificate of Occupancy*

CO Number: [REDACTED]

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

|  |  |                                   |                                   |
|--|--|-----------------------------------|-----------------------------------|
| <b>A.</b>  | <b>Borough:</b> Bronx  | <b>Block Number:</b> [REDACTED]   | <b>Certificate Type:</b> Final    |
|  | <b>Address:</b> 164 BRUCKNER BOULEVARD   | <b>Lot Number(s):</b> [REDACTED]  | <b>Effective Date:</b> 09/25/2015 |
|  | <b>Building Identification Number (BIN):</b> [REDACTED]  | <b>Building Type:</b><br>New      |                                   |
| <b>This building is subject to this Building Code: 2008 Code</b> |  |                                   |                                   |
| <i>For zoning lot metes &amp; bounds, please see BISWeb.</i>     |  |                                   |                                   |
| <b>B.</b>  | <b>Construction classification:</b> [REDACTED]   | (2008 Code)                       |                                   |
|  | <b>Building Occupancy Group classification:</b> [REDACTED]   | (2008 Code)                       |                                   |
|  | <b>Multiple Dwelling Law Classification:</b> None  |                                   |                                   |
|  | <b>No. of stories:</b> [REDACTED]  | <b>Height in feet:</b> [REDACTED] | <b>No. of dwelling units:</b> 0   |
| <b>C.</b>  | <b>Fire Protection Equipment:</b><br>Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system                  |                                   |                                   |
| <b>D.</b>  | <b>Type and number of open spaces:</b><br>None associated with this filing.  |                                   |                                   |
| <b>E.</b>  | <b>This Certificate is issued with the following legal limitations:</b><br>Board of Standards and Appeals - Recording Info: 78-08-BZ |                                   |                                   |
| <b>Borough Comments:</b> None                                    |  |                                   |                                   |



Borough Commissioner



Commissioner

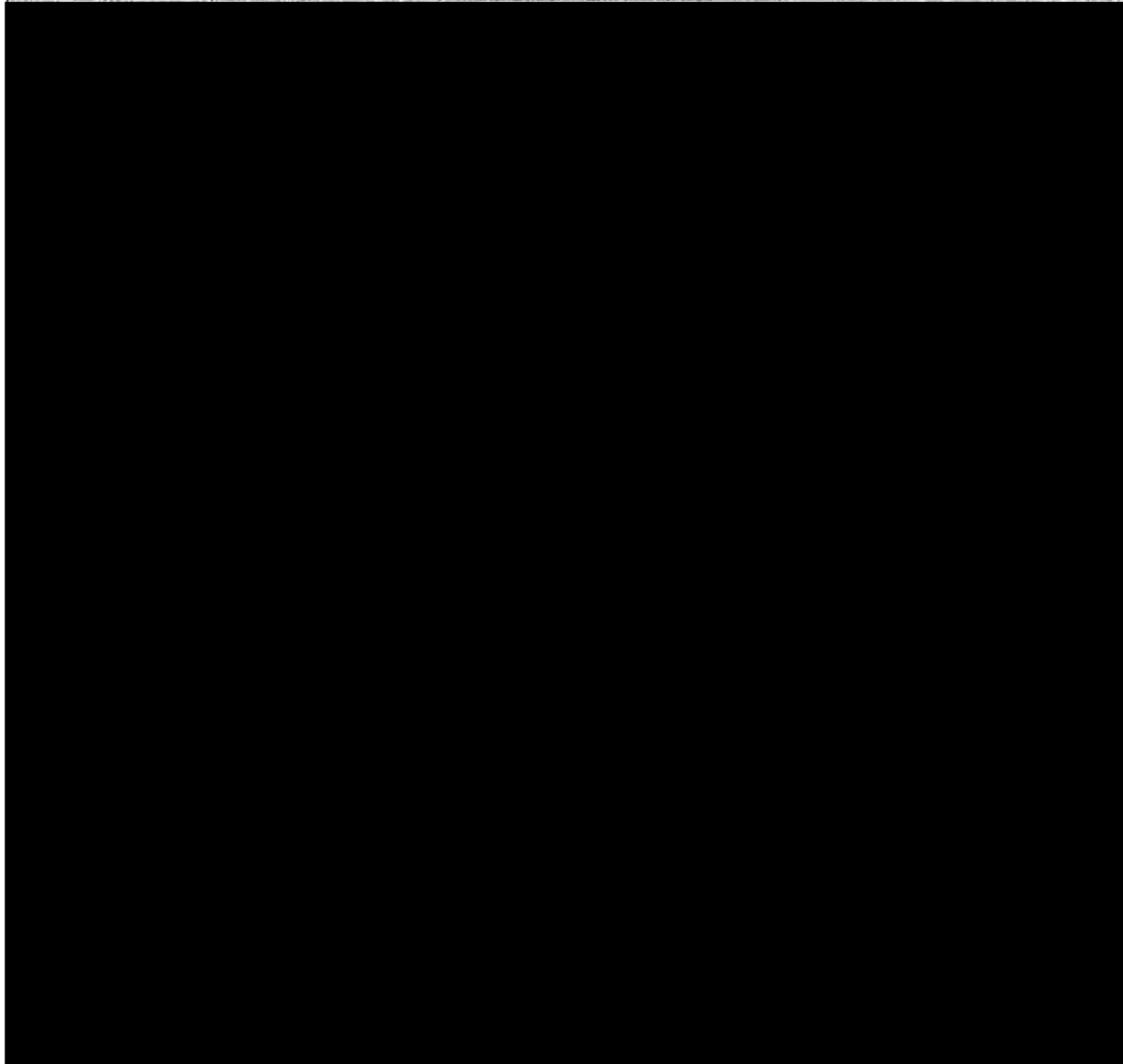
# Certificate of Occupancy

CO Number: 

## Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

| Floor From To | Maximum persons permitted | Live load lbs per sq. ft. | Building Code occupancy group | Dwelling or Rooming Units | Zoning use group | Description of use |
|---------------|---------------------------|---------------------------|-------------------------------|---------------------------|------------------|--------------------|
|---------------|---------------------------|---------------------------|-------------------------------|---------------------------|------------------|--------------------|



Borough Commissioner



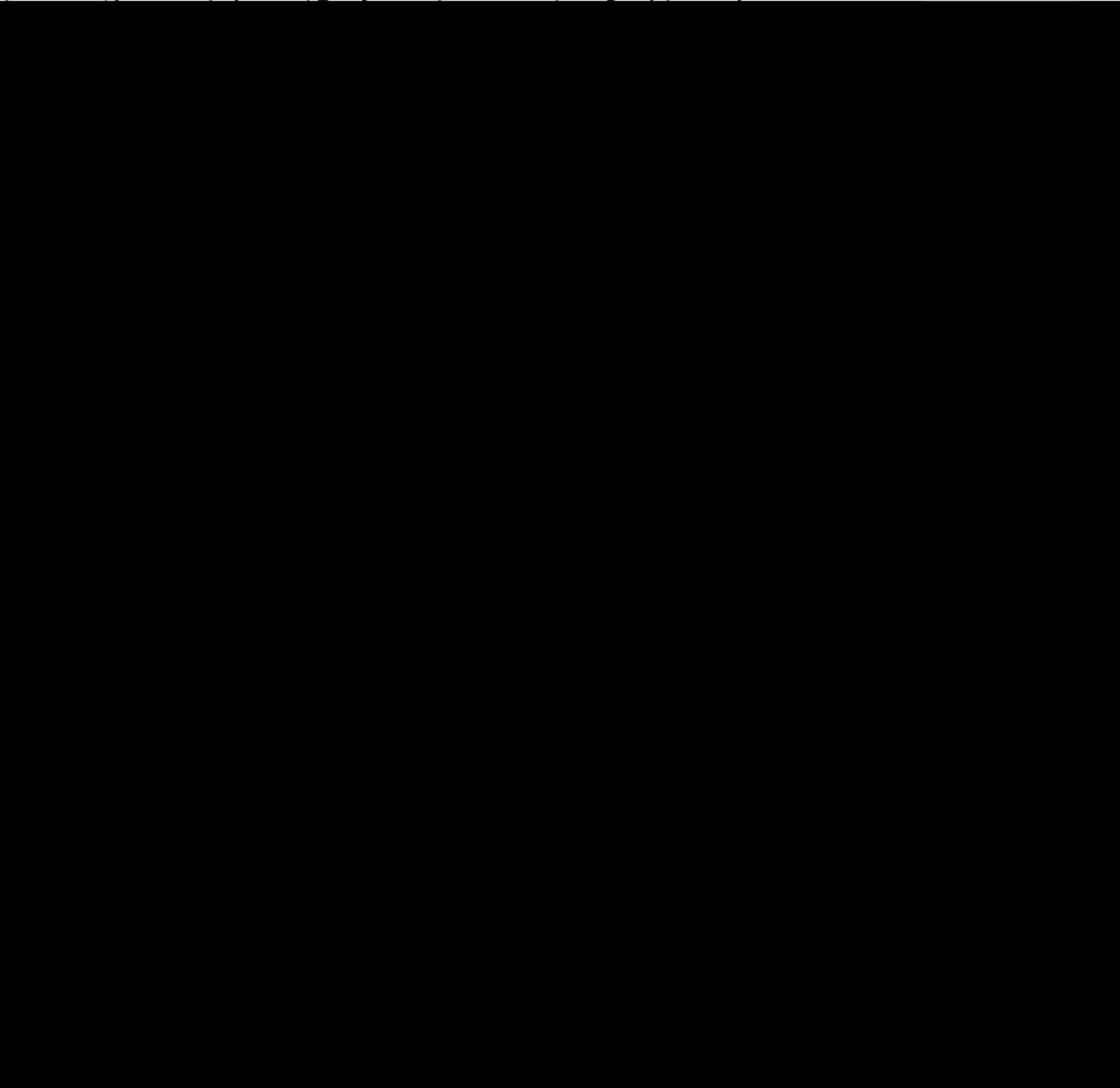
Commissioner

# Certificate of Occupancy

CO Number: 

## Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

| Floor From To   | Maximum persons permitted | Live load lbs per sq. ft. | Building Code occupancy group | Dwelling or Rooming Units | Zoning use group | Description of use |
|---|---------------------------|---------------------------|-------------------------------|---------------------------|------------------|--------------------|
|  |                           |                           |                               |                           |                  |                    |



Borough Commissioner



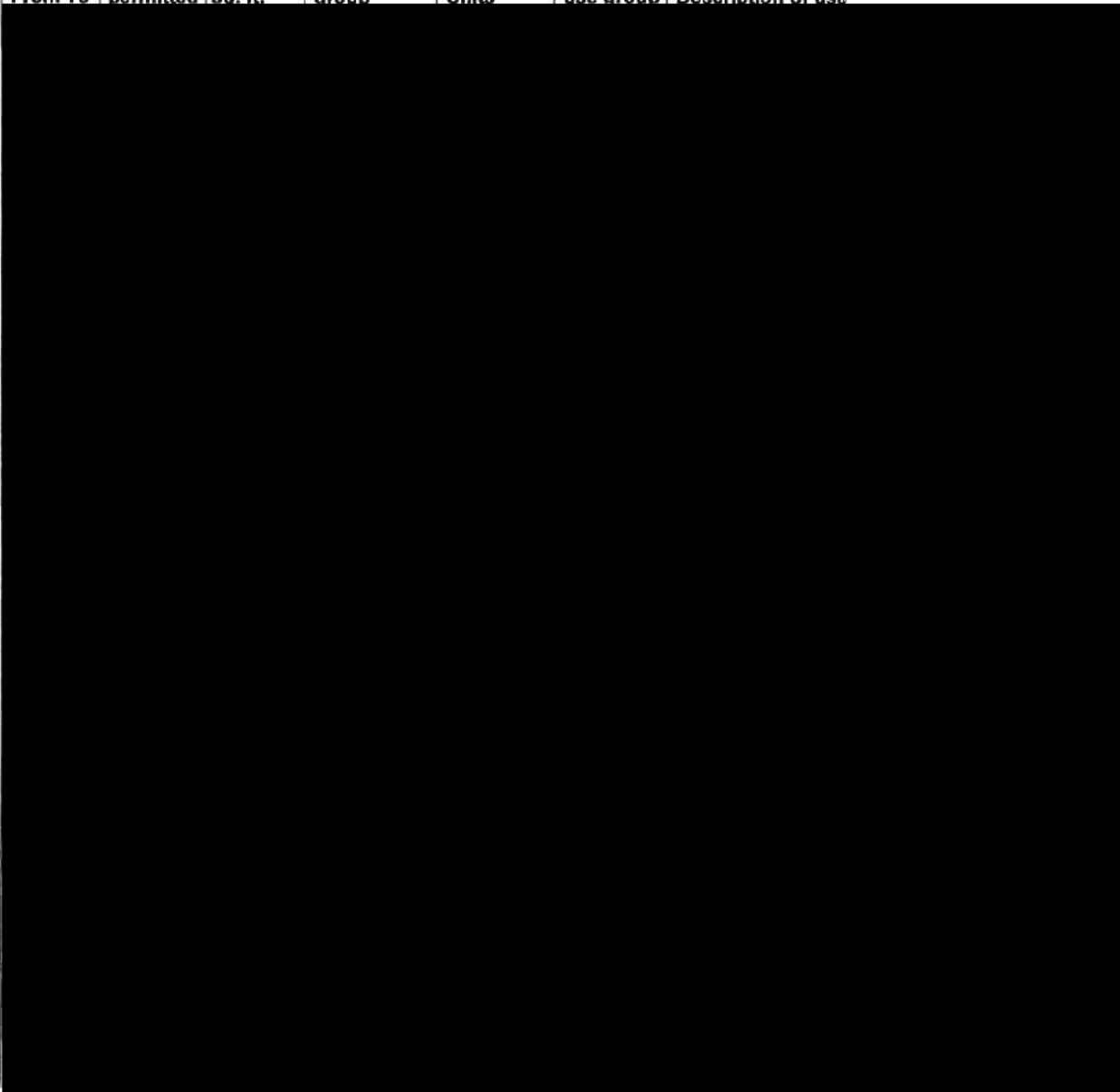
Commissioner

# Certificate of Occupancy

CO Number: 

## Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

| Floor<br>From To  | Maximum<br>persons<br>permitted | Live load<br>lbs per<br>sq. ft. | Building<br>Code<br>occupancy<br>group | Dwelling or<br>Rooming<br>Units | Zoning<br>use group | Description of use |
|---|---------------------------------|---------------------------------|--|---------------------------------|---------------------|--------------------|
|  |                                 |                                 |  |                                 |                     |                    |



Borough Commissioner



Commissioner

DOCUMENT CONTINUES ON NEXT PAGE



*Certificate of Occupancy*

CO Number: [REDACTED]

| Permissible Use and Occupancy   |                           |                           |                               |                           |                  |                    |
|---|---------------------------|---------------------------|-------------------------------|---------------------------|------------------|--------------------|
| All Building Code occupancy group designations below are 2008 designations.   |                           |                           |                               |                           |                  |                    |
| Floor From To   | Maximum persons permitted | Live load lbs per sq. ft. | Building Code occupancy group | Dwelling or Rooming Units | Zoning use group | Description of use |
| [REDACTED]  |                           |                           |                               |                           |                  |                    |
| BSA APPROVED UNDER CALENDAR #78-08-BZ EXHIBIT I CRFN #2008000339294 RESTRICTIVE DECLARATION CRFN #2008000345309 EXHIBIT III CRFN #2013000267032 |                           |                           |                               |                           |                  |                    |
| END OF SECTION  |                           |                           |                               |                           |                  |                    |



Borough Commissioner



Commissioner

END OF DOCUMENT





Saving Lives and Protecting Property Since 1952

**PUMP TEST FORM**

**LOCATION:** South River Elementary School

611 East 124th St

Riverdale NY 10463

**DATE:** 3/26/20-201 Central Pump Fire 100

**PUMP MAKE & MODEL:** 11-2

**PUMP RATING:** 750 GPM @ 2050 R.P.M

**SERIAL NUMBER:** 14-068-001-01 03 06 10 98

**MONSTER SIZE:** 1 1/2

|                   | Pump Suction | Pump Discharge | RPM  |
|-------------------|--------------|----------------|------|
| <b>Pump Churn</b> | 44           | 170            | 3500 |
| <b>100%</b>       | 60           | 160            | 3500 |
| <b>150%</b>       | 80           | 160            | 3500 |
|                   |              |                |      |

**NOTES:** Pump Rating D.H.P. 68.5  
Pump Rating 750 GPM @ 2050 R.P.M  
11/508 37 GPM  
100% Rating 1100 GPM @ 2050 R.P.M  
150% Rating 1200 GPM @ 2050 R.P.M

**PUMP TEST PERFORMED BY:** David



# Fire Pumps Annual Inspection

**Date:** 7/1/2008 **Inspector:** \_\_\_\_\_ **System:** \_\_\_\_\_  
**Location:** 10100 E. 132nd St + Rte 104 St

| Y = Satisfactory    N = Unsatisfactory (explain below)    N/A = Not applicable |     |
|--|-----|
| <b>All Pumps—Hydraulic System</b>  |     |
| Suction pressure gauge: 140 psi (bar).   |     |
| Discharge pressure gauge: 140 psi (bar).                                       |     |
| Pump starting pressure from pressure switch in controller: 140 psi (bar).      |     |
| Pump run time from controller: 1.5 minutes.                                    |     |
| Suction line control valves are sealed open.                                   |     |
| Discharge line control valves are sealed open.                                 |     |
| Bypass line control valves are sealed open.                                    |     |
| All control valves are accessible.   |     |
| Suction reservoir is full.   |     |
| Pump shaft seals dripping water (1 drop per second).                           |     |
| System is free of vibration or unusual noise when running.                     |     |
| Packing boxes, bearings, and pump casing are free of overheating.              |     |
| <b>Electric Fire Pumps Only</b>  |     |
| Isolating switch is monitoring abnormal power.                                 |     |
| Normal-phase rotation pilot light is "on."                                     |     |
| Reverse-phase pilot light is "off."  |     |
| Oil level in vertical motor sight glass is in normal range.                    |     |
| <b>Steam Fire Pumps Only</b>   |     |
| Steam pressure gauge reading normal: _____ psi (bar).                          | N/A |
| Record time to reach running speed: _____ min, _____ sec.                      | N/A |
| <b>Diesel Fire Pumps Only</b>  |     |
| Diesel tank is 2/3 full.   |     |
| Batteries are fully charged.   |     |
| Battery charger is operating properly.   |     |
| Battery terminals are clean.   | N/A |
| Battery state of charge is checked.  |     |
| Battery pilot lights are "on."   |     |
| Battery-failure pilot lights are "off."  |     |
| Engine-running-time meter is recording pump operation properly.                |     |
| Oil level in right-angle gear drive is normal.                                 |     |
| Diesel engine oil level is full.   |     |



# Fire Pumps Annual Inspection (cont.)

|   |     |
|---|-----|
| <b>Diesel Fire Pumps Only</b>                       |     |
| Diesel engine water level is full.                  |     |
| Water-jacket heater appears to be working properly. |     |
| Water-jacket piping is drip tight.                  |     |
| Diesel engine water hose is in good condition.      | N/A |
| Coolant antifreeze protection is adequate.          |     |
| Cooling line strainer is clean.                     |     |
| Solenoid valve is operating correctly.              |     |
| Bearings and valves are lubricated.                 |     |
| <b>All pumps—controls</b>                           |     |
| Casing relief valve is free of damage.              |     |
| Pressure-relief valve is free of damage.            |     |
| All valves, fittings, and pipe are leak tight.      |     |
| Condensate drain trap is clean.                     |     |
| Fire pump controller power is "on."                 |     |
| Transfer-switch normal pilot light is "on."         |     |
| Jockey pump is operational.                         |     |
| Jockey pump controller power is "on."               |     |
| Jockey pump controller is set on "auto."            |     |
| Fire pump shaft coupling appears properly aligned.  |     |
| Packing glands appear properly adjusted.            |     |
| Test header control valve is closed.                |     |
| Test header is in good condition.                   |     |
| Test header valves and caps are in good condition.  |     |
| Test header valve handles are in good condition.    |     |
| Test header valve swivel rotation is nonbinding.    |     |
| Bypass control valves are open.                     |     |
| Control valves are sealed/not tampered.             |     |
| Control valves are locked/tampered.                 |     |
| Control valves are properly tagged and identified.  |     |
| Flow meter control valves are closed.               |     |
| Relief valve and cone are operational.              |     |
| Relief-valve pressure appears properly adjusted.    |     |

**Notes** \_\_\_\_\_

Continue on reverse if necessary.

# FIRE ALARM CONTROL PANEL (UNIT) (F.A.C.P.)

Date: 2/26/2020  
 Subscriber's Name: South Bronx Charter School  
 Subscriber's Address: 164 Bruckner Blvd  
Bronx, N.Y. 10454

Subscriber's Account # NA  
 Subscriber's Representative (name/phone/date): Higg (super) Cell# (718) 304-6129  
 F.A.C.P. Addressable  Zone   
 Manufacturer's Name: Siemens / Firefinder  
 Manufacturer's Model # PM1-2  
 Location: [REDACTED]

M.E.A. # / B.S.A. # / C.O.A. # \_\_\_\_\_  
 Remote Fire Annunciator: Visual Display & Lamp Indicator:  
 Pass  Fail  [C] / 1st Floor Main Entrance  
 Standby / backup batteries  
 Manufacturer's Name: PEXESIS  
 Manufacturer's Model # NP55-12R  
 Type: Sealed Rechargeable lead acid batteries  
 Volt / Amp - Hour Rating: 12V 55AH  
 Amount: 2

TYPE OF SYSTEM:  
 Manual (M)   
 Automatic (Auto)   
 Sprinkler (V)   
 Firepump System (FPS)

SYSTEM POWER SUPPLY(s):  
 Primary (Main) Supply:  
FUSE Disconnect - @ cellar  
Main electric room  
 Overcurrent Protection:  
 Nominal Voltage: 123 VAC / 2-30amp  
two-pole cartridge fuse  
[REDACTED]

Secondary / Auxiliary Power Supply:  
 Manufacturer's Name: Siemens  
 Manufacturer's Model # psc-12  
 Overcurrent Protection:  
 Nominal Voltage: 24Vdc / 12amp  
 Location: [REDACTED]  
 Comment: \_\_\_\_\_

### TEST

Lamp Test: Pass  Fail   
 Battery Supervision: Pass  Fail   
 AC Electric Power Loss: Pass  Fail   
 Strobe Circuit Supervision: Pass  Fail   
 Horn Circuit Supervision: Pass  Fail   
 Speaker Circuit Supervision: Pass  Fail  NA

### SIGNAL

N / A  
 Trouble  Supervisory   
 Trouble  Supervisory   
 Trouble  Supervisory   
 Trouble  Supervisory   
 Trouble  Supervisory

### VISUAL DISPLAY @ F.A.C.P.

Alpha-Numeric Good  Poor   
 Zone Good  Poor   
 Comment: NA

WATERFLOW BELL (10") Operable  Inoperable   
 Smoke Bell (8") Operable  Inoperable   
 Trouble Bell (6") Operable  Inoperable

### SYSTEM FUNCTION

HVAC Fans Shutdown  Operable  Inoperable  
 Elevator Recall (Phase #1)  Operable  Inoperable  
magnetic door open-released  Operable  Inoperable  
 Trouble Bell Silence Buttons  Operable  Inoperable  
 Alarm Silence Button / Switch  Operable  Inoperable  
 Dampers  Operable  Inoperable  
 Smoke Purge Exhaustion  Operable  Inoperable

*Certificate of Occupancy*

CO Number: [REDACTED]

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

|  |  |                                   |                                   |
|--|--|-----------------------------------|-----------------------------------|
| <b>A.</b>  | <b>Borough:</b> Bronx  | <b>Block Number:</b> [REDACTED]   | <b>Certificate Type:</b> Final    |
|  | <b>Address:</b> 164 BRUCKNER BOULEVARD   | <b>Lot Number(s):</b> [REDACTED]  | <b>Effective Date:</b> 09/25/2015 |
|  | <b>Building Identification Number (BIN):</b> [REDACTED]  | <b>Building Type:</b><br>New      |                                   |
| <b>This building is subject to this Building Code: 2008 Code</b> |  |                                   |                                   |
| <i>For zoning lot metes &amp; bounds, please see BISWeb.</i>     |  |                                   |                                   |
| <b>B.</b>  | <b>Construction classification:</b> [REDACTED]   | (2008 Code)                       |                                   |
|  | <b>Building Occupancy Group classification:</b> [REDACTED]   | (2008 Code)                       |                                   |
|  | <b>Multiple Dwelling Law Classification:</b> None  |                                   |                                   |
|  | <b>No. of stories:</b> [REDACTED]  | <b>Height in feet:</b> [REDACTED] | <b>No. of dwelling units:</b> 0   |
| <b>C.</b>  | <b>Fire Protection Equipment:</b><br>Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system                  |                                   |                                   |
| <b>D.</b>  | <b>Type and number of open spaces:</b><br>None associated with this filing.  |                                   |                                   |
| <b>E.</b>  | <b>This Certificate is issued with the following legal limitations:</b><br>Board of Standards and Appeals - Recording Info: 78-08-BZ |                                   |                                   |
| <b>Borough Comments:</b> None                                    |  |                                   |                                   |



Borough Commissioner



Commissioner

# Certificate of Occupancy

CO Number: [REDACTED]

## Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

| Floor<br>From To | Maximum<br>persons<br>permitted | Live load<br>lbs per<br>sq. ft. | Building<br>Code<br>occupancy<br>group | Dwelling or<br>Rooming<br>Units | Zoning<br>use group | Description of use |
|------------------|---------------------------------|---------------------------------|--|---------------------------------|---------------------|--------------------|
|                  |                                 |                                 |  |                                 |                     |                    |



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# Certificate of Occupancy

CO Number: 

## Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

| Floor From To | Maximum persons permitted | Live load lbs per sq. ft. | Building Code occupancy group | Dwelling or Rooming Units | Zoning use group | Description of use |
|---------------|---------------------------|---------------------------|-------------------------------|---------------------------|------------------|--------------------|
|               |                           |                           |                               |                           |                  |                    |



Borough Commissioner



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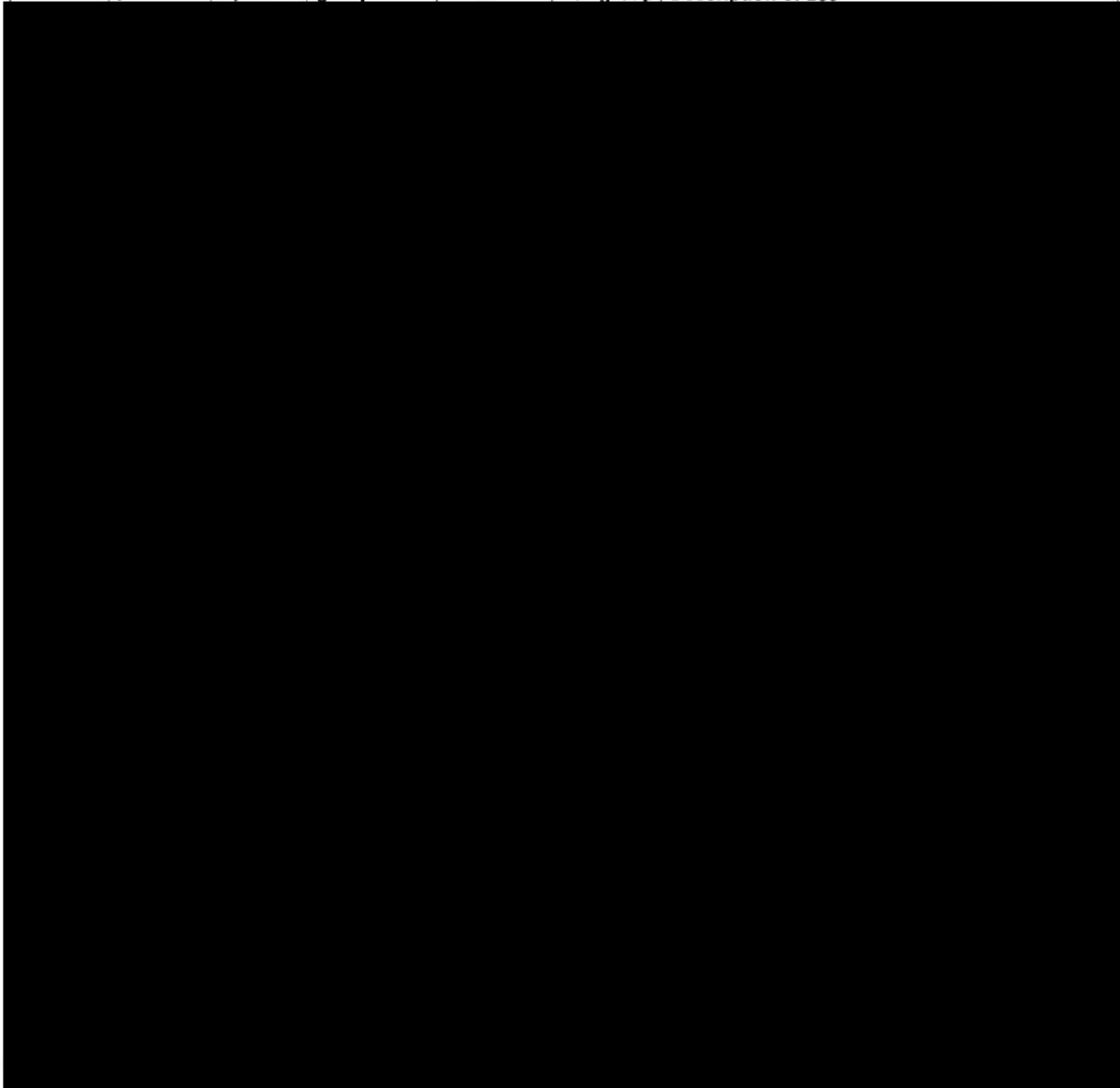
*Certificate of Occupancy*

CO Number: 

**Permissible Use and Occupancy**

All Building Code occupancy group designations below are 2008 designations.

| Floor<br>From To | Maximum<br>persons<br>permitted | Live load<br>lbs per<br>sq. ft. | Building<br>Code<br>occupancy<br>group | Dwelling or<br>Rooming<br>Units | Zoning<br>use group | Description of use |
|------------------|---------------------------------|---------------------------------|--|---------------------------------|---------------------|--------------------|
|------------------|---------------------------------|---------------------------------|--|---------------------------------|---------------------|--------------------|





Borough Commissioner



Commissioner

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*Certificate of Occupancy*

CO Number: [REDACTED]

| Permissible Use and Occupancy  |                           |                           |                               |                           |                  |                    |
|--|---------------------------|---------------------------|-------------------------------|---------------------------|------------------|--------------------|
| All Building Code occupancy group designations below are 2008 designations.  |                           |                           |                               |                           |                  |                    |
| Floor From To  | Maximum persons permitted | Live load lbs per sq. ft. | Building Code occupancy group | Dwelling or Rooming Units | Zoning use group | Description of use |
| [REDACTED]   |                           |                           |                               |                           |                  |                    |
| <small>NOT APPROVED UNDER CALENDAR #78-06-BZ EXHIBIT I CRFN #2008000339294 RESTRICTIVE DECLARATION CRFN #2008000345309 EXHIBIT III CRFN #2013000267032</small> |                           |                           |                               |                           |                  |                    |
| END OF SECTION   |                           |                           |                               |                           |                  |                    |



Borough Commissioner



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[REDACTED] 9/25/2015 2:17:11 PM