



Entry 1 School Information and Cover Page

Created: 06/24/2018 • Last updated: 07/31/2018

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer **(as of June 30, 2018)** or you may not be assigned the correct tasks.

a. SCHOOL NAME SOUTH BRONX CS FOR INTERNATIONAL CULTURES AND THE ARTS (NYC CHANCELLOR)
(Select name from the drop down menu)

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

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

c. DISTRICT / CSD OF LOCATION NYC CSD 7

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	164 Bruckner Blvd, Bronx NY 10454	718-292-5737	718-292-1205	ehey@sbcsica.org

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Evelyn Hey
Title	Principal
Emergency Phone Number (###-###-####)	718-292-5737

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

f. DATE OF INITIAL CHARTER 02/2005

g. DATE FIRST OPENED FOR INSTRUCTION 09/2005

h1. 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.

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

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

Variable 1	Measuring Outcomes Against Goals As previously stated, 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.
Variable 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

	<p>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.</p>
Variable 3	<p>Remediation and Acceleration SBCS 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, SBCS 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.</p>
Variable 4	<p>Students with Special Needs SBCS 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 cites 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, SBCS provides professional development to teachers who create varied and small groupings in the classrooms that support learning for all</p>

students. For those students with IEPs that require related services and/or a resource room setting, the school directly provides these special education services. SBCS 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

attends 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 pull-out 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 SETTS, 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.

Variable 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 in-house 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

	<p>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.</p>
Variable 6	<p>Improved Classroom Instruction</p> <p>SBCS 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.</p> <p>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.</p> <p>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.</p> <p>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</p>

	<p>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.</p>
Variable 7	<p>School Schedule</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

	concepts and are able to read, write, listen and speak about them in English and Spanish.
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2018 401

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5
---------------	------------------

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

l1. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.
--	--------------------

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	164 Bruckner Blvd. Bronx, NY 10454	718-292-5737	NYC CSD 7	K-5	N/A	
Site 2						
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Evelyn Hey	718-292-5737		Ehey@sbcsica.org
Operational Leader	Evelyn Ramirez	718-292-5737		eramirez@sbcsica.org
Compliance Contact	Evelyn Hey	718-292-5737		Ehey@sbcsica.org
Complaint Contact	Evelyn Ramirez	718-292-5737		eramirez@sbcsica.org
DASA Coordinator	Delia Gonzalez	718-292-5737		Dgonzalez@sbcsica.org

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

IF LOCATED IN PRIVATE SPACE IN NYC OR DISTRICTS OUTSIDE NYC

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

Site 1 Certificate of Occupancy (COO)

<https://nysed-cso-reports.fluidreview.com/resp/17194513/yFPTXS6fVy/>

Site 1 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/17194513/nBjtmqxAKU/>

Site 2 Certificate of Occupancy

(No response)

Site 2 Fire Inspection Report

(No response)

Site 3 Certificate of Occupancy

(No response)

Site 3 Fire Inspection Report

(No response)

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

No

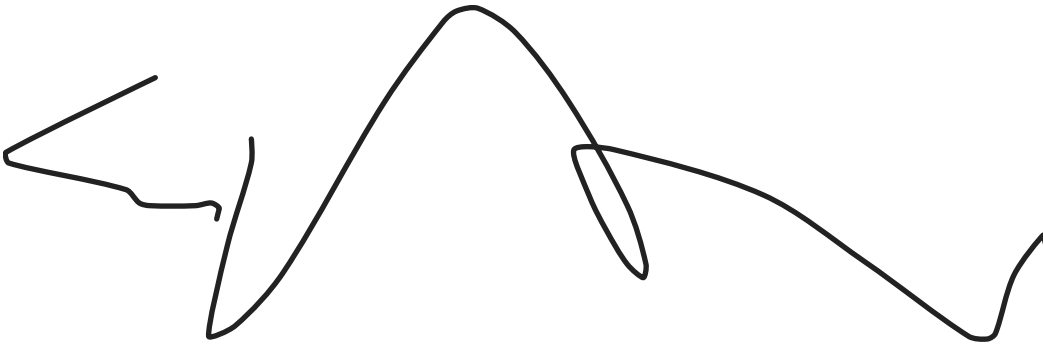
o. Name and Position of Individual(s) Who Completed this Annual Report.

Evelyn Hey

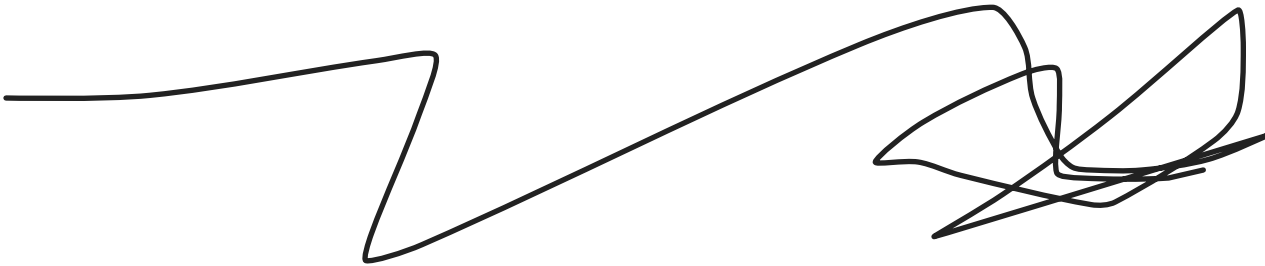
p. Our signatures (Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand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

Yes

Signature, Head of Charter School

A handwritten signature in black ink, featuring a large, sweeping 'A' shape with a horizontal line extending to the left and a small loop at the end.

Signature, President of the Board of Trustees

A handwritten signature in black ink, consisting of a long, horizontal line that curves upwards and ends in a complex, overlapping loop structure.

Date

2018/07/31

Thank you.



CAPITOL

Sprinkler Service Corp.

51-51 59th Place • Woodside, NY 11377

Tel (718) 533-6800 • Fax (718) 457-8989

Inspector: JP



MONTHLY FIRE PUMP CHURN TEST LOG

Account#: 672290

Location: 611 East 133rd Street, Bronx, NY 10454

Date

6/6/18

Fire pump starts in
response to pressure
drop

Y

Casing relief valve
flows to drain while
fire pump is running

Y

Casing relief valve
stops flowing when
fire pump shuts off

Y

Log suction
operating pressure

55 55

Log discharge
operating pressure

40 140

Monitor pump
packing temperature

Cool

Stuffing box drains
freely

Y

Pump operation
signals fire alarm
panel service

Y

Jockey pump
returned to
automatic

Y

Fire pump returned
to automatic

Y

Fire alarm panel
returned to service

Y

Operator

Comments

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

Date: 2/22/18
 Subscriber's Name: South Bronx Charter School
 Subscriber's Address: 104 BAYVIEW BLVD.
BRONX NY 10454

Subscriber's Account # _____

Subscriber's Representative (name/phone/date) _____

F.A.C.P. Addressable ☒ Zone ☐

Manufacturer's Name: SIEMENS

Manufacturer's Model # FIRE FINDER

Location: 1st Floor @ Annastader
Office

M.E.A. # / B.S.A. # / C.O.A. # _____

Remote Fire Annunciator: Visual Display & Lamp Indicator:

Pass ☒ Fail ☐

Standby / backup batteries

Manufacturer's Name GAUSS

Manufacturer's Model # NP55-12R

Type Sealed Rechargeable Lead
ACID BATTERY

Volt / Amp - Hour Rating 12V, 55AH

Amount 2

TYPE OF SYSTEM:

Manual (MC) ☒ Temporary Code 3
 Automatic (Auto) ☒
 Sprinkler (VC) ☒
 Firepump System (FPS) ☒

SYSTEM POWER SUPPLY(s):

Primary (Main) Supply: Siemens / Fire Finder
 Manufacturer's Name PSCH
 Manufacturer's Model # 120 VOLT AC
 Overcurrent Protection: 30
 Nominal Voltage 120 VOLT AC
 Current Rating 30
 Location 1st Floor Administration Office

Secondary / Auxiliary Power Supply:

Manufacturer's Name SIEMENS
 Manufacturer's Model # DTB
 Overcurrent Protection: 30
 Nominal Voltage 120 VOLT AC
 Current Rating 30
 Location 1st Floor Administration Office
 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 ☐

VISUAL DISPLAY @ F.A.C.P.

Alpha-Numeric Good ☒ Poor ☐

Zone Good ☐ Poor ☐

Comment _____

SIGNAL

N / A
 Trouble ☒ Supervisory ☐
 Trouble ☒ Supervisory ☐
 Trouble ☒ Supervisory ☐
 Trouble ☒ Supervisory ☐
 Trouble ☐ Supervisory ☐

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
 Smoke Purge Key / Switch ☐ 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: 220290593F

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.*

A.	Borough: Bronx	Block Number: 02546	Certificate Type: Final
	Address: 164 BRUCKNER BOULEVARD	Lot Number(s): 27	Effective Date: 09/25/2015
	Building Identification Number (BIN): 2003585	Building Type: New	
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1-B	(2008 Code)	
	Building Occupancy Group classification: E	(2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 5	Height in feet: 70	No. of dwelling units: 0
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: Board of Standards and Appeals - Recording Info: 78-08-BZ		
Borough Comments: None			



Borough Commissioner



Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number:

220290593F

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
CEL	6	OG	F-2		3B	FIRE PUMP ROOM, MECHANICAL EQUIPMENT ROOMS AND FUEL PUMP ROOM. AND WALK IN FREEZER.
CEL		OG	S-2		3B	KITCHEN STORAGE
CEL	4	OG	U		3B	LOCKER ROOMS.
001 001 191	100		A-3		3A	CAFETERIA/MULTIPURPOSE ROOM, NON-SIMULTANEOUS USE.
001 001	100		U		3B	REFUSE ROOM AND ELECTRICAL ROOM.
001 001	100		U		3B	BOYS, GIRLS AND ADULT TOILET ROOMS.
001 001 4	100		F-2		3B	KITCHEN.
001 001 285	100		A-3		3A	AUDITORIUM/MULTIPURPOSE ROOM, NON-SIMULTANEOUS USE.
001 001 191	100		A-3		3A	GYMNASIUM/MULTIPURPOSE ROOM-NON SIMULTANEOUS USE.
001 001 29	40		B		3B	ADMINISTRATIVE OFFICES.
001 001	100		S-2		3B	FILE STORAGE.
002 002 144	40		E		3A	CLASSROOMS.
002 002 58	40		E		3B	MEDIA CENTER



Borough Commissioner



Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number: 220290593F

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
002 002 4	40	40	S-2		3B	BOOK STORAGE, SERVER ROOM
002 002 3	40	40	E		3B	ASSISTANT PRINCIPAL.
002 002 28	40	40	E		3B	PARENT ROOM
002 002	40	40	U		3B	BOYS, GIRLS AND STAFF TOILETS.
002 002	40	40	U		3B	JANITOR CLOSET.
002 002	40	40	F-2		3B	ELECTRICAL CLOSET.
003 003 217	40	40	E		3A	CLASSROOMS.
003 003	40	40	S-2		3B	SUPPLIER'S STORAGE.
003 003 15	40	40	A-2		3B	TEACHER'S LOUNGE.
003 003 3	40	40	F-2		3B	CUSTODIAN'S ROOM, WORK ROOM
003 003	40	40	E		3B	READING CORNER.
003 003	40	40	U		3B	BOY'S GIRLS AND STAFF TOILETS
003 003	40	40	F-2		3B	JANITOR'S CLOSET.



Borough Commissioner



Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number:

220290593F

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
004		40	E		3B	READING CORNER.
004	18	40	B		3B	CONFERENCE ROOM.
004		40	U		3B	BOYS, GIRLS AND STAFF TOILETS.
004 004 217		40	E		3A	CLASSROOMS.
004 004 2		40	S-2		3B	STORAGE, WORK ROOM.
004 004 3		40	B		3B	SUPERVISORS OFFICE.
004 004		40	U		3B	JANITOR'S CLOSET.
005		40	E		3B	READING CORNER
005	217	40	E		3A	CLASSROOMS.
005	9	40	B		3B	NURSE OFFICE, SUPERVISOR'S OFFICE.
005	2	40	S-2		3B	STORAGE WORK ROOM.
005		40	U		3B	JANITOR'S CLOSET
005		40	U		3B	BOYS, GIRLS AND STAFF TOILETS.



Borough Commissioner



Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number: 220290593F

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
RO F		75	F-2		3B	MECHANICAL ROOM
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

220290593/000 9/25/2015 2:17:11 PM



Entry 2 NYS School Report Card Link

Last updated: 07/15/2018

SOUTH BRONX CS FOR INTERNATIONAL CULTURES AND THE ARTS (NYC CHANCELLOR)

1. CHARTER AUTHORIZER (As of June 30th, 2018)

NYCDOE-Authorized Charter School

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

2. NEW YORK STATE REPORT CARD

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

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).



Entry 4 Expenditures per Child

Last updated: 07/28/2018

SOUTH BRONX CS FOR INTERNATIONAL CULTURES AND THE ARTS (NYC CHANCELLOR)Section Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2017-18 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

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

Line 1: Total Expenditures	6618625
Line 2: Year End FTE student enrollment	413
Line 3: Divide Line 1 by Line 2	16030

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2017-18 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	300489
Line 2: Management and General Cost (Column)	618703
Line 3: Sum of Line 1 and Line 2	919192
Line 5: Divide Line 3 by the Year End FTE student enrollment	2226

Thank you.

New York State Education Department

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

2018-19 Budget & Cash Flow Template

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

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

South Bronx Charter School for International Cultures and the Arts

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,509,699	44,601	443,884	-	-	7,998,184
Total Expenses	6,059,955	177,113	688,172	-	950,231	7,875,472
Net Income	1,449,744	(132,512)	(244,288)	-	(950,231)	122,712
Actual Student Enrollment	445	-	-	-	-	-
Total Paid Student Enrollment	445	-	-	-	-	445

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
----------------------	----------------------	-------	-------------	-------------------------	-------

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate
NYC Chancellor's Office	\$15,308.00
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	

6,812,060	-	-	-	-	6,812,060
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
6,812,060	-	-	-	-	6,812,060

Special Education Revenue

Grants

Stimulus

Other

Other State Revenue

-	-	-	-	-	-
200,695	-	-	-	-	200,695
-	-	-	-	-	-
-	-	-	-	-	-

TOTAL REVENUE FROM STATE SOURCES

7,012,755	-	-	-	-	7,012,755
-----------	---	---	---	---	-----------

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	
Title I	
Title Funding - Other	
School Food Service (Free Lunch)	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	
Other Federal Revenue	

-	3,370	-	-	-	3,370
310,288	-	-	-	-	310,288
103,648	-	-	-	-	103,648
-	-	443,884	-	-	443,884
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
413,936	3,370	443,884	-	-	861,190

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising	
Erate Reimbursement	
Interest Income, Earnings on Investments,	
NYC-DYCD (Department of Youth and Community Developmt.)	
Food Service (Income from meals)	
Text Book	
Other Local Revenue	

-	-	-	-	-	-
7,008	-	-	-	-	7,008
70,000	-	-	-	-	70,000
-	-	-	-	-	-
6,000	-	-	-	-	6,000
-	41,231	-	-	-	41,231
-	-	-	-	-	-
83,008	41,231	-	-	-	124,239

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

7,509,699	44,601	443,884	-	-	7,998,184
-----------	--------	---------	---	---	-----------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	

-	-	-	-	-	-
2.00	335,613	-	-	-	335,613
1.00	67,465	-	-	-	67,465
-	-	-	-	-	-

South Bronx Charter School for International Cultures and the Arts

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,509,699	44,601	443,884	-	-	7,998,184
Total Expenses	6,059,955	177,113	688,172	-	950,231	7,875,472
Net Income	1,449,744	(132,512)	(244,288)	-	(950,231)	122,712
Actual Student Enrollment	445	-	-	-	-	-
Total Paid Student Enrollment	445	-	-	-	-	445

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Operation / Business Manager	2.00	-	-	-	-	158,751	158,751
Administrative Staff	0.50	-	-	-	-	54,415	54,415
TOTAL ADMINISTRATIVE STAFF	6	403,078	-	-	-	213,166	616,244
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	22.00	1,485,883	-	-	-	-	1,485,883
Teachers - SPED	1.00	-	55,000	-	-	-	55,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	4.00	171,800	-	-	-	-	171,800
Specialty Teachers	4.00	255,260	-	-	-	-	255,260
Aides	3.00	116,500	-	-	-	-	116,500
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	204,000	-	-	-	-	204,000
TOTAL INSTRUCTIONAL	34	2,233,443	55,000	-	-	-	2,288,443
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	2.00	-	-	-	-	143,348	143,348
Security	-	-	-	-	-	-	-
Other	7.00	118,000	-	240,626	-	-	358,626
TOTAL NON-INSTRUCTIONAL	9	118,000	-	240,626	-	143,348	501,974
SUBTOTAL PERSONNEL SERVICE COSTS	49	2,754,521	55,000	240,626	-	356,514	3,406,661
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		234,134	4,675	20,453	-	30,304	289,566
Fringe / Employee Benefits		321,763	6,425	28,108	-	41,645	397,941
Retirement / Pension		72,181	1,441	6,305	-	9,342	89,270
TOTAL PAYROLL TAXES AND BENEFITS		628,078	12,541	54,867	-	81,291	776,777
TOTAL PERSONNEL SERVICE COSTS		3,382,599	67,541	295,493	-	437,805	4,183,438
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	24,000	24,000
Legal		-	-	-	-	18,000	18,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	206,741	-	-	206,741
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	5,000	-	-	-	5,000
Titlement Services (i.e. Title I)		8,232	168	-	-	-	8,400
Other Purchased / Professional / Consulting		48,600	1,200	4,200	-	191,000	245,000
TOTAL CONTRACTED SERVICES		56,832	6,368	210,941	-	233,000	507,141
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	12,000	12,000
Classroom / Teaching Supplies & Materials		19,992	408	-	-	-	20,400

South Bronx Charter School for International Cultures and the Arts

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,509,699	44,601	443,884	-	-	7,998,184
Total Expenses	6,059,955	177,113	688,172	-	950,231	7,875,472
Net Income	1,449,744	(132,512)	(244,288)	-	(950,231)	122,712
Actual Student Enrollment	445	-				-
Total Paid Student Enrollment	445	-				445

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Special Ed Supplies & Materials	-	41,231	-	-	-	41,231
Textbooks / Workbooks	78,400	1,600	-	-	-	80,000
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	59,940	1,480	5,180	-	7,400	74,000
Telephone	10,530	260	910	-	1,300	13,000
Technology	62,370	1,540	5,390	-	7,700	77,000
Student Testing & Assessment	5,880	120	-	-	-	6,000
Field Trips	29,400	600	-	-	-	30,000
Transportation (student)	186,200	3,800	-	-	-	190,000
Student Services - other	96,040	1,960	-	-	-	98,000
Office Expense	20,250	500	1,750	-	2,500	25,000
Staff Development	68,640	1,560	-	-	7,800	78,000
Staff Recruitment	4,860	120	420	-	600	6,000
Student Recruitment / Marketing	10,530	260	910	-	1,300	13,000
School Meals / Lunch	4,050	100	350	-	500	5,000
Travel (Staff)	1,620	40	140	-	200	2,000
Fundraising	-	-	-	-	-	-
Other	33,000	-	-	-	-	33,000
TOTAL SCHOOL OPERATIONS	691,702	55,579	15,050	-	41,300	803,631
FACILITY OPERATION & MAINTENANCE						
Insurance	69,660	1,720	6,020	-	8,600	86,000
Janitorial	24,300	600	2,100	-	3,000	30,000
Building and Land Rent / Lease	843,266	20,821	72,875	-	104,107	1,041,069
Repairs & Maintenance	12,150	300	1,050	-	1,500	15,000
Equipment / Furniture	12,150	300	1,050	-	1,500	15,000
Security	110,160	2,720	9,520	-	13,600	136,000
Utilities	190,350	4,700	16,450	-	23,500	235,000
TOTAL FACILITY OPERATION & MAINTENANCE	1,262,036	31,161	109,065	-	155,807	1,558,069
DEPRECIATION & AMORTIZATION	666,786	16,464	57,624	-	82,319	823,193
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	6,059,955	177,113	688,172	-	950,231	7,875,472
NET INCOME	1,449,744	(132,512)	(244,288)	-	(950,231)	122,712

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
NYC Chancellor's Office	445		445
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	445	-	445
REVENUE PER PUPIL	16,876	-	997

South Bronx Charter School for International Cultures and the Arts

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,509,699	44,601	443,884	-	-	7,998,184
Total Expenses	6,059,955	177,113	688,172	-	950,231	7,875,472
Net Income	1,449,744	(132,512)	(244,288)	-	(950,231)	122,712
Actual Student Enrollment	445	-				-
Total Paid Student Enrollment	445	-				445

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES PER PUPIL	13,618	-	1,546			

[illegible]

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
(1) Director of HR, (1) Operations Director
(.5) Translation, Stipends
(19) Regular Teachers, (3) Title I Teachers
Summer School, After School, Bonuses
(1) Building Manager, (1) Custodial Assistant, OT
(5) Food Service, (2) IT
Computer Maintenance Support, Fin Mgmt, HR & Benefits, Admin, Other

[illegible]

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

Trustee Name:

Raiselle Orasio

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 (SBCSICA)

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Board Chair, 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
<u>N/A</u>			

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

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

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


Signature

7/3/2018
Date

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

Business Telephone: 347-291-8120 ext. 230

Business Address: 3339 PARK AVENUE BR 10456

E-mail Address: pocasio@nmlcny.org @prescy7@aol.com

Home Telephone: (Cell) 347-657-4095

Home Address: 181 EAST 161 STREET BR 10451

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

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

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

Signature John R. Potapchuk Date 6/29/2018

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

Business Telephone: 516-901-5962

Business Address: SAME AS HOME

E-mail Address: JOHN.POTAPCHUK1@GMAIL.COM

Home Telephone: 516-764-4683

Home Address: 56 DEVON ROAD, ROCKVILLE CENTRE, NY 11570

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

Trustee Name:

JOHN R. POTAPCHUK

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 AND TREASURER

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

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

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

☐ Yes ☒ No

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

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

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

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Elvis J. Torres

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

South Bronx Charter School for International Culture and the Arts

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

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

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

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

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

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

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

Please write "None" if applicable. Do not leave this space blank.	NO	NE
---	----	----

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

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

Signature Edu J. Torres Date 7/2/18

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

Business Telephone: 718-538-3344

Business Address: 1075 Grand Concourse Bronx, NY 10452

E-mail Address: ejtorres78@aol.com

Home Telephone: 917-362-2493

Home Address: 181 E. 161st Street #4H Bronx, NY 10451

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

Trustee Name:

ELVIRA BARONE

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).

member, former President

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

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

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

☐ Yes ☒ No

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

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

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

None	None	None	None
------	------	------	------

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Signature Elvira Barone Date 6-25-18

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

Business Telephone: None

Business Address: None

E-mail Address: barone.elvira@gmail.com

Home Telephone: 646-235-9061

Home Address: 3320 Campbell Drive Bronx, N.Y. 10465

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

Trustee Name:

Donald P. Mattson

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).

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

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

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

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

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

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

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

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

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

Donald Mattson
Signature

2/16/2018
Date

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

Business Telephone:

Business Address:

E-mail Address: dmattson1@optonline.net

Home Telephone: (914) 472-8752

Home Address: 700 Scarsdale Avenue, Scarsdale NY 10583



Entry 8 BOT Table

Created: 07/15/2018 • Last updated: 07/22/2018

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Priscilla Ocasio, rescy7@aol.com	Chair	Executive, Finance, Personnel	Yes	2	04/01/2018	04/01/2023	9
2	Donald P. Mattson	Vice Chair	Executive, Finance, Personnel	Yes	2	02/01/2018	02/01/2023	11
3	John R. Potapchuk	Trustee/Member	Executive, Finance	Yes	1	08/01/2014	08/01/2019	11
4	Elvis Torres	Trustee/Member	Executive, Finance	Yes	1	10/01/2014	10/01/2019	8
5	Elvira Barone	Trustee/Member	Personnel	Yes	1	06/19/2017	06/19/2022	11
6								
7								
8								
9								

1a. Are there more that 9 members of the Board of Trustees? No

2. Total number of members on June 30, 2018 5

3. Total number of members joining the Board during the 2017-18 school year	0
4. Total number of members departing the Board during the 2017-18 school year	1
5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes	5
6. Number of Board meetings conducted during the 2017-18 School Year	11
7. Number of Board meetings scheduled for the coming 2018-19 school year	12

Thank you.



Entry 9 - Board Meeting Minutes

Last updated: 07/22/2018

[Instructions for submitting minutes of the BOT monthly meetings](#)

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

SOUTH BRONX CS FOR INTERNATIONAL CULTURES AND THE ARTS (NYC CHANCELLOR)

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

the charter school's website.

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

Yes

http://www.sbcsica.org/about/board/board_documents/2017-2018_board_documents



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/15/2018

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

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

SOUTH BRONX CS FOR INTERNATIONAL CULTURES AND THE ARTS (NYC CHANCELLOR)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
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 fall in the ELL preference category and the remaining 40% of the students will be selected from the general lottery.	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.
English Language Learners	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.	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.
Students with Disabilities	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.	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 additional focused time within the school day. To complement the services that are available to students during this time block, SBCS 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 Efforts in 2017-18	Describe Retention Plans in 2018-19)
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 additional focused time within the school day. To complement the services that are available to students during this time block, SBCS 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.</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, SBCS 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.</p>
	<p>In order to guarantee retention SBCSICA schedules time per day to address students in need of remediation or acceleration. Each</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, SBCS provides professional development to teachers who</p>

English Language Learners	<p>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, SBCS 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.</p>	<p>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.</p>
Students with Disabilities	<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 additional focused time within the school day. To complement the services that are available to students during this time block, SBCS 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.</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, SBCS 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</p>

		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 11 Classroom Teacher and Administrator Attrition

Created: 06/24/2018 • Last updated: 07/15/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

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

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
	21	1	2	2	21

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
	2	0	0	0	2

3. Tell your school's story

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

For the 2017-2018 academic year we have a total of 21 full time teachers on staff in which only one has been released. The attrition rate for the 2017/18 rate for teachers has been 4.67 %. There is no attrition calculations for administration as we have had no one resign or terminated.

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

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

Yes

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

Yes

Thank you



Entry 12 Uncertified Teachers

Created: 07/15/2018 • Last updated: 07/22/2018

FTE Count of All Teachers 21
(Certified and Uncertified) as of
6/30/18

FTE Count of All Certified 12
Teachers as of 6/30/18

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

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

	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	9
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	3
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	6

Thank you.



Organizational Sheet 2018-2019					
<i>Evelyn Hey, Ext. 101</i> Principal			<i>Deborah Vila-Tricomi, Ext. 508</i> Asst. Principal Curriculum		
<i>Delia Gonzalez, Ext. 102</i> Coordinator of Personnel			<i>Evelyn Ramirez, Ext. 106</i> Coordinator of Finance, Operations & Pupil Services		
<i>Noel Kellier, Ext. 409</i> Director of Technology/Media Specialist			<i>Carmen Aquino, Ext. 107</i> Parent Coordinator		
Kindergarten			First Grade		
Class	Rm	Teacher	Class	Rm	Teacher
K01	304	Vianca Rosario <i>(English)</i>	101	406	Iraziry Urdaz <i>(English)</i>
K02	302	Shantie Cedeno <i>(English)</i>	103	401	Yoelsi Restituyo <i>(Spanish)</i>
K02	303	Blanca Rivas <i>(Spanish)</i>	104	403	Carmelia Rodriguez <i>(English)</i>
K03	301	Orfelina Jorge <i>(Spanish)</i>	102	402	Carmen Santiago <i>(Spanish)</i>
Second Grade			Third Grade		
201	405	Grenny Ramos <i>(English)/Lily Morales</i>	301	504	Yanery Benedit <i>(English)</i>
202	404	Kenny Diaz <i>(Spanish)</i>	302	506	Destiny Rosario
Fourth Grade			Fifth Grade		
401	503	Denise Garcia	501	501	Alexandra Cruz
402	505	Mary Matheson <i>(English)</i>	502	502	Catherine Villaquiran <i>(Spanish)</i>
School Aides					
Rm.	307	Lisette Caraballo	Rm.	407	Yolanda Marrero School Aide Supervisor
Rm.	507	Shelly Simon			
Academic Intervention Services					
Rm.	208	Elaine Kim SpEd/ Staff Developer	Rm.	201	Jaymie Mendez - TA
Rm.	201	Rosa Garcia Morett Reading Recovery	Rm.	202	Johanna Alfonzo Staff Developer/TBL Coach
Rm.	207	Nurse	Rm.	202	Azizi Madramootoo TBL Coach
Special Classes					
Rm.	203	Wilhelmina Frankfurt Dance Teacher	Rm.	205	Stephany Cervantes Art Teacher
Rm.	204	(Mr. Soils) Community Based Program (NON –STAFF)	Rm .	206	Edgardo Melendez Media Center Library Asst.
Food Services					
Main Floor	John Varas <i>Ext. 109</i> Executive Chef				
	Giovany Centeno <i>Ext. 108</i> Sous Chef		Jason Ortiz <i>Ext. 108</i> Chef Assistant		
	Hermelinda Luz Herrera <i>Ext. 108</i>		Maria Wilson King <i>Ext. 108</i> Food Services Aide		
Building Services					
Main Floor	Frigg St. Helen <i>Ext. 104</i> Building Manager		Frank Flores <i>Ext. 104</i> Custodian		
	Mr. Perez <i>Ext. 111</i> Security		Ms. Pagan <i>Ext. 111</i> Security		
Main Floor		Second Floor	Third Floor		Fourth Floor
					Fifth Floor

2018-2019 School Year Calendar			
August	27	Monday	First Day of School for all students.
September	3	Monday	Labor Day (Schools Closed)
October	8	Monday	Columbus day (Schools Closed)
November	6	Tuesday	Election Day – (Schools Closed) Professional Development for Teachers
November	19-23	Monday- Friday	Thanksgiving Recess (Schools Closed)
December January	17 1	Monday - Tuesday	Winter Recess December 17th - January 1st (School Closed) Students return to school on Wednesday January 2, 2019
January	21	Monday	Dr. Martin Luther King Jr. Day Observed (Schools closed)
February	18-22	Monday-Friday	Midwinter Recess (Schools closed) Students return to school on Monday February 25, 2019
April	2,3, & 4	Tuesday- Thursday	Grades 3,4, 5 ELA State Exam
April	19-26	Friday- Friday	Good Friday & Easter Observance Students return to school on Monday April 29, 2019
May	1-3	Wednesday- Friday	Grades 3,4, 5 MATH State Exam
May	22	Wednesday	Grade 4 Science State Exam
May	23-28	Thursday- Tuesday	Memorial Day Observed from May 23rd - May 28th (Schools closed) Students return to school on Wednesday May 29, 2019
June	6	Thursday	Professional Development for Teachers (Schools Closed)
June	11	Tuesday	Clerical Day – (Schools Closed) Professional Development for Teachers
June	26	Tuesday	Last Day of School
* 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 or check us out at twitter.com/sbcsica or facebook.com/sbcsica.

Updated as of 4/17/18