Entry 1 School Information

Created: 06/29/2017 • Last updated: 07/21/2017

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer **(as of June 30, 2017)** or you may not be assigned the correct tasks.

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

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

b. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

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 description of Key design elements are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	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 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.
Variable 3	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.
Variable 4	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 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 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.
Variable 6	Improved Classroom Instruction 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. 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.
Variable 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.
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2017	398

j. GRADES SERVED IN SCHOOL YEAR 2016-17

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.

l2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	164 Bruckner Blvd, Bronx, NY 10454	718-292-5737	CSD 7	K-5	Yes	Own
Site 2						
Site 3						

l2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Evelyn Hey	718-292-5737	718-292-5737	ehey@sbcsica.org
Operational Leader	Evelyn Ramirez	718-292-5737	917-428-2190	eramirez@sbcsica.org
Compliance Contact	Evelyn Hey	718-292-5737	718-292-5737	ehey@sbcsica.org
Complaint Contact	Carmen Aquino	718-292-5737	718-292-5737	Caquino@sbcsica.org

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

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

o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.

Evelyn Hey

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

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date

2017/07/16

Thank you.

Entry 2 NYS School Report Card Link

Last updated: 07/16/2017

1. 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: 07/16/2017

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 2016-17 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	6180119
Line 2: Year End FTE student enrollment	410
Line 3: Divide Line 1 by Line 2	15068

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 2016-17 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)	409853
Line 2: Management and General Cost (Column)	418283
Line 3: Sum of Line 1 and Line 2	828136
Line 5: Divide Line 3 by the Year End FTE student enrollment	2019

Thank you.

New York State Education Department

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

2015-16 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	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/. Refer to this website for per-pupil tuition funding for all school districts. 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 2017-2018

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	6,974,119	5,311	-	-	-	6,979,430
Total Expenses	5,753,252	48,606	-	-	1,298,478	7,100,336
Net Income	1,220,867	(43,295)	-	-	(1,298,478)	(120,906)
Actual Student Enrollment	419	-				-
Total Paid Student Enrollment	419	-				419

		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						
New York City	*$14,527.00*	6,086,813	-	-	-	-	6,086,813
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		6,086,813	-	-	-	-	6,086,813
Special Education Revenue		-	5,311	-	-	-	5,311
Grants							
Stimulus		125,700	-	-	-	-	125,700
Other		-	-	-	-	-	-
Other State Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		6,212,513	5,311	-	-	-	6,217,824
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	-
Title I		250,000	-	-	-	-	250,000
Title Funding - Other		33,000	-	-	-	-	33,000
School Food Service (Free Lunch)		400,000	-	-	-	-	400,000
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other Federal Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		683,000	-	-	-	-	683,000
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-
Interest Income, Earnings on Investments,		35,000	-	-	-	-	35,000
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		5,000	-	-	-	-	5,000
Text Book		38,606	-	-	-	-	38,606
Other Local Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		78,606	-	-	-	-	78,606
TOTAL REVENUE		6,974,119	5,311	-	-	-	6,979,430
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	-	-	-	-	-	-	-
Instructional Management	2.00	340,940	-	-	-	-	340,940
Deans, Directors & Coordinators	2.00	145,827	-	-	-	-	145,827
CFO / Director of Finance	-	-	-	-	-	-	-

South Bronx Charter School for International Cultures and the Arts

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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Total Paid Student Enrollment	419	-				419

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Operation / Business Manager	1.00	-	-	-	-	73,800	73,800
Administrative Staff	0.50	-	-	-	-	53,400	53,400
TOTAL ADMINISTRATIVE STAFF	6	486,767	-	-	-	127,200	613,967
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	20.00	1,231,856	-	-	-	-	1,231,856
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	2.00	80,000	-	-	-	-	80,000
Specialty Teachers	3.00	187,728	-	-	-	-	187,728
Aides	3.00	113,200	-	-	-	-	113,200
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	85,000	-	-	-	-	85,000
TOTAL INSTRUCTIONAL	28	1,697,784	-	-	-	-	1,697,784
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	2.00	-	-	-	-	96,500	96,500
Security	-	-	-	-	-	-	-
Other	7.00	-	-	-	-	383,908	383,908
TOTAL NON-INSTRUCTIONAL	9	-	-	-	-	480,408	480,408
SUBTOTAL PERSONNEL SERVICE COSTS	43	2,184,551	-	-	-	607,608	2,792,159
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		251,294	-	-	-	-	251,294
Fringe / Employee Benefits		385,778	-	-	-	-	385,778
Retirement / Pension		69,031	-	-	-	-	69,031
TOTAL PAYROLL TAXES AND BENEFITS		706,103	-	-	-	-	706,103
TOTAL PERSONNEL SERVICE COSTS		2,890,654	-	-	-	607,608	3,498,262
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	24,000	24,000
Legal		-	-	-	-	20,000	20,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		208,657	-	-	-	-	208,657
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	10,000	-	-	-	10,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		190,164	-	-	-	53,636	243,800
TOTAL CONTRACTED SERVICES		398,821	10,000	-	-	97,636	506,457
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	20,000	20,000
Classroom / Teaching Supplies & Materials		22,400	-	-	-	-	22,400

South Bronx Charter School for International Cultures and the Arts

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	6,974,119	5,311	-	-	-	6,979,430
Total Expenses	5,753,252	48,606	-	-	1,298,478	7,100,336
Net Income	1,220,867	(43,295)	-	-	(1,298,478)	(120,906)
Actual Student Enrollment	419	-				-
Total Paid Student Enrollment	419	-				419

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Special Ed Supplies & Materials	-	38,606	-	-	-	38,606
Textbooks / Workbooks	60,000	-	-	-	-	60,000
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	61,620	-	-	-	17,380	79,000
Telephone	15,600	-	-	-	4,400	20,000
Technology	24,180	-	-	-	6,820	31,000
Student Testing & Assessment	6,000	-	-	-	-	6,000
Field Trips	12,000	-	-	-	-	12,000
Transportation (student)	190,000	-	-	-	-	190,000
Student Services - other	121,000	-	-	-	-	121,000
Office Expense	18,720	-	-	-	5,280	24,000
Staff Development	65,520	-	-	-	18,480	84,000
Staff Recruitment	4,680	-	-	-	1,320	6,000
Student Recruitment / Marketing	12,000	-	-	-	-	12,000
School Meals / Lunch	8,000	-	-	-	-	8,000
Travel (Staff)	3,120	-	-	-	880	4,000
Fundraising	-	-	-	-	-	-
Other	21,840	-	-	-	6,160	28,000
TOTAL SCHOOL OPERATIONS	646,680	38,606	-	-	80,720	766,006
FACILITY OPERATION & MAINTENANCE						
Insurance	65,520	-	-	-	18,480	84,000
Janitorial	23,400	-	-	-	6,600	30,000
Building and Land Rent / Lease	821,784	-	-	-	231,785	1,053,569
Repairs & Maintenance	3,120	-	-	-	880	4,000
Equipment / Furniture	11,700	-	-	-	3,300	15,000
Security	93,600	-	-	-	26,400	120,000
Utilities	156,000	-	-	-	44,000	200,000
TOTAL FACILITY OPERATION & MAINTENANCE	1,175,124	-	-	-	331,445	1,506,569
DEPRECIATION & AMORTIZATION	641,973	-	-	-	181,069	823,042
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	5,753,252	48,606	-	-	1,298,478	7,100,336
NET INCOME	1,220,867	(43,295)	-	-	(1,298,478)	(120,906)

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
New York City	419		419
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	419	-	419
REVENUE PER PUPIL	16,645	-	-

South Bronx Charter School for International Cultures and the Arts

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	6,974,119	5,311	-	-	-	6,979,430
Total Expenses	5,753,252	48,606	-	-	1,298,478	7,100,336
Net Income	1,220,867	(43,295)	-	-	(1,298,478)	(120,906)
Actual Student Enrollment	419	-				-
Total Paid Student Enrollment	419	-				419

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES PER PUPIL	13,731	-	-			

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
List exact titles and staff FTE"s (Full time eqiuilivalent)

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

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

Trustee Name:

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 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

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 _____ Date 7/20/17

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

Business Telephone: 917-362-2493

Business Address: 1075 Grand Concourse, suite 1B Bronx NY 10452

E-mail Address: egtorres78@aol.com

Home Telephone: 347-879-7086

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

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

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				

John R. Potapchuk 7/20/2017

Signature Date

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

Business Telephone: 516-901-5962

Business Address: 56 DEVON RD., ROCKVILLE CENTRE, NY 11570

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

Home Telephone: 516-764-4683

Home Address: 56 DEVON RD., ROCKVILLE CENTRE, NY 11570

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).

   Vice-Chairperson of Board

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.			
	none		

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

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

Signature 7/20/2017 Date

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

Business Telephone: –

Business Address: –

E-mail Address: dmattson1@optonline.net

Home Telephone: (914) 472-8752

Home Address: 700 Scarsdale Avenue, Scarsdale NY 10583

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

Trustee Name:

Priscilla Ocasio

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 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. N/A

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

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

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

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

Signature 7/20/17 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 (x230)

Business Address: 3339 Park Avenue, Bx 10456

E-mail Address: pocasio@naucany.org

Home Telephone: (Cell) 347-651-4095

Home Address: 181 East 161 Street, Bronx 10451 Apt. 26

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 Culture and the Arts

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

   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

HONE			

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

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

Elvira Barone July 10, 2017

Signature Date

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

Business Telephone: _____

Business Address: _____

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: Carmen Santos

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

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 **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. 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 yourself
N/A	NA		

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**. 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.				
NO	NO	NO	NO	NO

Carmen Santo 7-27-17

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: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

Entry 9 BOT Table

Last updated: 07/16/2017

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

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Priscilla Ocasio	rescy7@aol.com	Chair/ Board President	Executive, Academic, Personnel	Yes	Academic, Human Resources	1 term, 5 years	
2	Carmen Santos		Trustee/Member	Finance, Personnel, and Academic	Yes	Finance, Academic, and Human Resources	2 terms, 5 years	
3	Donald Mattson		Vice Chair/ Vice President	Executive and Academic	Yes	Academic	1 term, 5 years	
4	John Potapchuk	john.potapchuk1@gmail.com	Treasurer	Executive and Finance	Yes	Finance and Accounting	1 term, 5 years	

5	Elvis Torres	ejtorres78@aol.com	Trustee/Member	Finance and Personnel	Yes	Finance and Human Resources	1 term, 5 years	
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

2. Total Number of Members on June 30, 2016 5

3. Total Number of Members Joining the Board 2016-17 School Year 1

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

5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes	5
6. Number of Board Meetings Conducted in the 2016-17 School Year	11
7. Number of Board Meetings Scheduled for the 2017-18 School Year	12

Thank you.

Entry 10 - Board Meeting Minutes

Last updated: 07/16/2017

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2016--June 2017.

A. Provide a URL link to the Monthly Board Meeting Minutes which are posted on the School's web page.

http://www.sbcsica.org/about/board/board_documents

OR

B. Upload All Monthly Board Meeting Minutes

Combine into one .PDF file

https://nysed-cso-reports.fluidreview.com/resp/10889227/wNFCVDEEJA/

South Bronx Charter School
for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbcsica.org | information@sbcsica.org

Meeting of the Board of Trustees
Thursday, August 15, 2016

Board Meeting Minutes

Start Time: 5:22PM

Board Members in Attendance:
Priscilla Ocasio (Board Chairperson)
Donald Mattson (serving as Recording Secretary)
John Potapchuk
Elvis Torres

Absent Board Members:
Carmen Santos

Non-Board Members:
Evelyn Hey, Principal
Delia Gonzalez

Minutes:

Welcome: Priscilla welcomed the board members and attendees.

I. Response to Authorizer Sonia Hook's Letter of Concern:

The Board reviewed the Notice of Concern from Sonia Hooks of the Department of Education regarding the audit report issued by the City Comptroller's Office in February 2016. Ms. Hooks requested that the school submit an action plan that describes the steps being taken to address the audit findings and future plans to oversee the School's fiscal affairs. In this regard, the following items were discussed in reference to the Letter of Concern from Sonia Hooks.

The following items were discussed in reference to the Letter of Concern from Sonia Hooks:

1. Internal Control Weakness - The Financial Manual (Standard of Operating Procedures) will address all issues noted as internal control weakness.
2. Credit Cards- **All credit card receipts will be reviewed prior to payment**.
3. All school assets (supplies) have been inventoried and records will be maintained.
4. Parent Metrocard distribution records will be supported by parent signature (receipt) with applicable dates and Metrocard numbers filed (online). Cards cannot be picked up by anyone other than the person it is signed out for.

5. The principal, Ms. Evelyn Hey was not overpaid for the period noted in the audit report.

6. boost-Ed has corrected the issue of IRS penalties and interest. The money has been refunded to the school.

7. The school currently has 4 uncertified teachers, which does not exceed the number allowed.

Ms. Hey noted that boost-Ed will conduct an audit at the school during the next week. The Board agreed that, although the school responded to each audit recommendation in the addendum to the City's audit report, a draft of an action plan would be prepared for the Boards review and approval. The Board expects that the approved action plan will be submitted to Sonia Hooks in September.

II. Principals Report (report attached)

- Ms. Hey stated that the possible enrollment for 9/16 is 507. Based on current projections, kindergarten enrollment registers are at 43 per class. The school will be paid for 468 total students.
- Ms. Hey stated that the librarian is being trained and that the library should be opening in October. Initially, only upper grade classes will be introduced to the library.
- Ms. Hey proudly mentioned that The SBCS outperformed the District (7) City and State in both ELA and mathematics based on the results of the New York State exams (Spring 2016). The percentage of students who achieved Ls 3 and 4 on the New York State exams in both 2015 and 2016 were as follows:

English Language Arts

	2015	**2016**
Grade 3	26%	47%
Grade 4:	35%	56%
Grade 5:	11%	61%

Mathematics

	2015	**2016**
Grade 3:	19%	15%
Grade 4:	30%	57%
Grade 5:	12%	57%

The SBCS was the second highest in District 7 on the ELA

- Delia Gonzalez reported on the Health Benefit program that will be launched by Little Bird in November.

The following dates for SBCS Board meetings (Thursdays) were established for 2016/2017.
9/22, 10/20, 11/17, 12/13 (Tuesday), (2017) 1/19, 2/16, 3/16, 4/20, 5/18, 6/15

At 6:38PM, **John Potapchuk** moved and **Elvis Torres** seconded that the board meeting conclude.

Respectfully submitted:

Donald P. Mattson
Recording Secretary (serving as)

South Bronx Charter School
for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbcsica.org | information@sbcsica.org

Meeting of the Board of Trustees
Thursday, September 22, 2016

Board Meeting Minutes

Start Time: 5:22PM

Board Members in Attendance:
Priscilla Ocasio (Board Chairperson)
Donald Mattson (serving as Recording Secretary)
John Potapchuk
Carmen Santos

Absent Board Members:
Elvis Torres

Non-Board Members:
Evelyn Hey, Principal
Delia Gonzalez
Paul J. Augello
Robert McLaughlin

Minutes:

Welcome: Priscilla welcomed the board members and attendees.

I. Letter of Concern:
Bob stated that the action plan is finished and said that the Board will send a copy to Sonya Hooks at the NYC Department of Education following final review and approval. The Board then discussed the draft action plan as well as the current draft of the Standard Operating Procedures Manual.

Operations Report:
The following items were clarified:

- Evelyn Hey (Principal) is the only person with credit card access. The credit cards are American Express and Chase.
- Evelyn Hey, Evelyn Ramirez and Deborah Vila Tricone must sign school checks.
- Bill payment procedures were reviewed. Invoices (bills) will have greater explanation and differentiation. Credit card bills must include original invoices.

- The Board requested that boost-Ed should perform certain audit procedures on a quarterly basis to review the School's compliance with the Operating Procedures Manual.
- Evelyn Ramirez inquired as to when her probation will be completed. Paul stated that he will review her performance in three months. The Board of Trustees will approve a salary increase.
- Priscilla Ocasio moved and John Potapchuk seconded that the action plan be accepted. The Board voted unanimously.

Principal's Report:

- Evelyn Hey stated that the current enrollment is 451 and that each of the four kindergartens has 30 students.
- She also stated that she may add new students to grade 3 (students must know Spanish).
- She also mentioned that she and Paul Augello had a one-hour conference call with Standards and Poor's. Paul stated that the call was successful and it is likely that the rating agency would maintain the same rating on the School's bonds.
- Evelyn Hey presented the Board with a trend report of the School's ELA and Math test scores for the past four years as well as a report showing the school's ranking among all elementary schools in the District 7.
- Grant money ($95,000) is to be reviewed based on 2015 enrollment.
- Parks' Department Initiative has been approved for the development of the park. On October 26th, there will be a community meeting for feedback. The park will have a 100% refurbishing.
- RACL—not yet available (Month of September hasn't ended).
- Comprehensive Report due 11/1.
- CASA Grant ($25,000) was received for artist in residence program (2 musicians-each Monday), also a prima ballerina (Rosy O'Donnell's Dance School).
- Open teaching positions: one kindergarten teacher, possibly one grade 1 teacher, a dance teacher and two teaching assistants.

New Business:

- Bob spoke about the **Code of Ethics** and the **Conflict of Interest**, which will be adopted at the next meeting.
- Paul stated that Priscilla will sign engagement letters for boost-Ed.
- A change in check signing is needed.
- Paul provided clarification for the 4 different bank accounts at Chase Bank.

At 8:44, **Donald Mattson** moved and **Carmen Santos** seconded that the Board go into Executive Session.

- Board voted, unanimously, to reinstate Carmen Santos to serve an additional five years on the Board of Trustees.

At 9:30PM, **John Potapchuk** moved and **Carmen Santos** seconded that the board meeting conclude.

Respectfully submitted,

Donald P. Mattson
Recording Secretary (serving as)

South Bronx Charter School
for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbcsica.org | information@sbcsica.org

Meeting of the Board of Trustees
Thursday, October 20, 2016

Board Meeting Minutes

Start Time: 5:38PM

Board Members in Attendance:
Priscilla Ocasio (Board Chairperson)
Donald Mattson (serving as Recording Secretary)
John Potapchuk
Carmen Santos
Elvis Torres

Absent Board Members:

Non-Board Members:
Evelyn Hey, Principal
Delia Gonzalez
Paul J. Augello
Jessica Torres (PA President)

Minutes:

Welcome: Priscilla welcomed the board members and attendees.

Initial discussion ensued to change the name of the The Financial Manual to "The Financial Operating Procedures Manual".

John Potapchuk moved and **Elvis Torres** seconded that the minutes of the August 15, 2016 Board meeting be accepted as read. All voted unanimously (**Carmen Santos** abstained-due absence at the August meeting).

Carmen Santos moved and **John Potapchuk** seconded that the minutes of the September 22, 2016 board meeting be accepted as read. All voted unanimously (**Elvis Torres** abstained-due to absence at the September meeting).

Operations Report:

Paul J. Augello clarified that American Express and Chase are the only acceptable credit card invoices accepted for payment. Reports were also provided (attached) for:

- YTD Profit and Loss Budget vs. Actual,
- YTD Profit and Loss Variance Analysis Budget vs. Actual,
- Balance Sheet Current vs. Prior Year,
- Balance Sheet Analysis,
- Statement of Cash Flows

Principals Report:

Evelyn Hey (Principal) announced that the current register is 417. There has been some register loss due to students with IEP's and dual language issues. Attendance for the month of September was 91%.

There are currently two teacher vacancies (grades K and 1: currently a grade K teacher was hired.

Class registers for grade 3 are between 23 -24 students, for grade 4, 27 students, and for grade 5 between 27-29 students.

The Annual Report is due November 1st. When completed, the **Board** will receive copies.

The afterschool program will begin 10/31 (Tuesday, Wednesday, Thursday,)

The Dance Program will have a holiday Nutcracker Suite performance, date to be announced.

The playground development has been approved. Parents have been informed. Fourth grade students are involved in brainstorming activities for the development of the playground.

The Comptroller's letter is being sent on 10/23.

The updated Financial Operations Manual addresses payroll and changes Evelyn Ramirez' title to Director of Operations and Student Services.

A motion was made by **Donald Mattson** and seconded by **Priscilla Ocasio** to approve the Financial Operations Manual with corrections. The board voted to accept the motion unanimously.

BoostEd's Financial Report:

Paul Augello reported that the school is in good financial shape. The bonds are rated BB+. The school is in good shape to cover current enrollment decrease.

There was a discussion about school fund raising. It was recommended that the school establish a separate bank account for fund raising programs.

Old Business:

Delia Gonzalez reported that different companies would be looked at for providing benefits.

Priscilla Ocasio will meet with Delia.

The Little Bird Service Agreement was distributed to Board members. (draft)

The Board accepted the Conflict of Interest Resolution. **Elvis Torres** moved and **Donald Mattson** seconded. (Unanimous).

The Board accepted the Code of Ethics. **Carmen Santos** moved and **Elvis Torres** seconded (unanimous).

New Business:

The *prospective* new Parent Representative to the Board (Jessica Torres) was introduced. She is currently PA president. She works at the Parkchester Library.

At 7:44PM, **Carmen Santos** moved and **Donald Mattson** seconded that the Board go into Executive Session.

No action(s)were taken.

At 8:15PM, **John Potapchuk** moved and **Priscilla Ocasio** seconded that the Board meeting conclude.

Respectfully submitted:

Donald P. Mattson
Recording Secretary (serving as)

South Bronx Charter School
for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbcsica.org | information@sbcsica.org

Meeting of the Board of Trustees
Thursday, November 17, 2016

Board Meeting Minutes

Start Time: 5:46PM

Board Members in Attendance:
Priscilla Ocasio (Board Chairperson)
Donald Mattson (Vice Chairman) --serving as Recording Secretary
John Potapchuk
Elvis Torres

Absent Board Members:
Carmen Santos (due to illness)

Non-Board Members:
Evelyn Hey, Principal
Jessica Torres (PA President)
Evelyn Ramirez (Director of Operations)

Absent Non-Board Members:
Delia Gonzalez

Minutes:

Welcome: Priscilla welcomed the board members and attendees.

John Potapchuk moved and **Elvis Torres** seconded that the minutes of the October 20, 2016 Board meeting be accepted as read. All voted unanimously.

Operations Report:

Evelyn Ramirez presented the Operations Report. The Bill Payment List (October 21st-November 17th, 2016 was also presented. Select items (vendors) were reviewed and clarified.

Principals Report:

Evelyn Hey (Principal) reported that the current enrollment of the school is 412. Attendance is 94.36%. Enrollment is still ongoing and parents of students on the waiting list are being contacted. A teacher is still needed for grade 3.
A teacher (currently on leave) will be returning in December. She will be registering her daughter in the SBSC upon her return. Ideas to expand student enrollment were discussed.
The **Quality School Report** was presented and discussed.

The Board approved **Ms. Hey** signing a document authorizing a change of attorney in connection with a legal matter involving the construction of the building.

BoostEd's Financial Report:

BoostEd's Financial Report (Attached) was presented by **John Potapchuk** (due to the absence of Paul Augello). Select line items (8310 and 9510) were clarified. The following schedules were reviewed and discussed:

- YTD Profit and Loss Budget vs. Actual,
- YTD Profit and Loss Variance Analysis Budget vs. Actual,
- Balance Sheet Current vs. Prior Year,
- Balance Sheet Analysis
- Statement of Cash Flows.

Old Business:

Priscilla Ocasio reported that she met with **Delia Gonzalez** earlier in the day (Personnel Committee). It was decided that the school would remain with Little Bird HR Inc. until June 2017. The Board, if needed, will provide assistance with teacher recruitment.

New Business:

The PTO President, **Jessica Torres,** presented the President's Report that included the Treasurer's Report, the Coat Drive Report and the Book Drive Report (11/14-12/14). There was discussion concerning school uniform sales (and returns).

At 7:40PM, **Priscilla Ocasio** moved and **Donald Mattson** seconded that the Board go into Executive Session.

John Potapchuk moved and **Elvis Torres** seconded that **Evelyn Hey** receive a bonus of $5000.00 for the 2015/2016 school year. This is for NYS Test results (ELA and Math) above the performance levels of District 7X—ELA (grades 3,4 and 5) and Mathematics (Grades 4 and 5) in accordance with the provisions in Ms. Hey's Employment Agreement. The Board voted unanimously on the motion.

At 9:40PM, **Donald Mattson** moved and **Elvis Torres** seconded that the meeting be closed.

Respectfully submitted:

Donald P. Mattson
Recording Secretary (serving as)

South Bronx Charter School
for International Cultures and the Arts

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Meeting of the Board of Trustees
Thursday, January 19, 2017

Board Meeting Minutes

Start Time: 5:03PM

Board Members in Attendance:
Donald Mattson
John Potapchuk
Elvis Torres (serving as Recording Secretary)

Absent Board Members:
Priscilla Ocasio (Board Chairperson)
Carmen Santos

Non-Board Members:
Evelyn Hey, Principal
Paul Augello, BoostEd
Delia Gonzalez
Evelyn Ramirez (Director of Operations)

Minutes:

I. Welcome: Donald welcomed the board members and attendees.

- The minutes of the **November** meeting were approved. Motion made by **Elvis Torres,** seconded by **John Potapchuk.** Unanimous

II. Operations Report (Evelyn Ramirez)

- Ms. Ramirez reviewed and, in response to Board member's questions, provided clarification on certain items on the bill payment list for the period November 18, 2016 to January 19, 2017.
- She also informed the Board that the School would be receiving a refund of $6,828.03 from Con-Edison as they had incorrectly charged the School as a non tax-exempt entity. She also stated that another refund of over $1,000 is anticipated from Direct Energy. This was also due to an error on their part in charging the school as a non tax-exempt entity.

II. Principal's Report (Evelyn Hey)—report attached

- Evelyn went over enrollment and attendance figures as the school is currently at an enrollment of 408 students and attendance for the month of December was is at 90.83%.
- Evelyn also announced that the National Assessment of Educational Progress (NAEP) has selected the 4th grade of the school to take assessment tests in reading on February 7, 2017.
- The school Christmas show, The Nutcracker Suite, was a success and all of the performances had a great turnout in parent attendance.

- The Annual Comprehensive Review (ACR) is due on February 1st, 2017 and Ms. Hey is currently working on it. She will get a copy to the Board for review prior to the deadline.

III. BoostEd Financial Report-Paul J. Augello (report attached)

- Paul Augello explained that the "billable students" were at 411.625 for the first half of the school year.
- The Financial Report (attached) shows that the school is still in a good position financially despite the fact that the current revenue is under budget. This is due to the fact that expenses are also well under budget and the resulting net income is approximately $371,000 above budget for the December 2016 YTD period.
- A budget amendment will be provided to the Finance Committee before the next meeting for review and approval.

IV. New Business

- None

V. Old Business

- None

At 5:45PM, the Board went into Executive Session.
Motion was made by **Elvis Torres**, seconded by **John Potapchuk**.

Action taken: None

At 6:13PM, the Executive Session ended.
Motion was made by **Donald Mattson**, seconded by **John Potapchuk**.

At 6:14PM, **Donald Mattson** moved and **John Potapchuk** seconded that the Board meeting conclude.

Respectfully submitted:

Elvis J. Torres
Recording Secretary (serving as)

South Bronx Charter School
for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbcsica.org | information@sbcsica.org

Meeting of the Board of Trustees
Thursday, February 16, 2017

Board Meeting Minutes

Start Time: 5:36PM

Board Members in Attendance:
Priscilla Ocasio (Board Chairperson)
Donald Mattson
John Potapchuk
Elvis Torres

Absent Board Members:
Carmen Santos

Non-Board Members:
Evelyn Hey, Principal
Paul Augello, BoostEd
Delia Gonzalez
Evelyn Ramirez (Director of Operations)

Minutes:

I. Welcome: Priscilla Ocasio welcomed the board members and attendees.

- The minutes of the January meeting were approved. Motion made by **John Potapchuk,** seconded by **Donald Mattson.** Unanimous
-

II. Operations Report: (Evelyn Ramirez)
Ms. Ramirez reviewed the Bill Payment List for 1/20/17-2/16/17.

- Check # 3747 for $5,699.00, payable to Five Star Network Solutions, Inc. was a replacement check for an earlier one that had an error.
- Check # 3757 for $5,850.00payable to Chess Buy (school chess program) is billed every three months.
- There was also a credit from Direct Energy for $1,800.00

II. Principal's Report: (Evelyn Hey)—report attached

- Ms. Hey reported that the current enrollment is 404 students and attendance is currently at 91.4%. She also stated that there has been a wave of illness throughout the school.
- Ms. Hey also reported that NAEP (National Assessment of Educational Progress) administered field exams to the school's fourth grade students on February 7th. NAEP's own staff administered exams.
- NYSESLAT exams (Listening and Speaking sections) will soon be administered to select English Language Learners.

- March 7th and March 8th have been designated as half days for distribution of report cards. This was changed from one full day due to the school closing (snow storm).
- There will be a visit from the school charter authorizer on May 23rd. School will generate an agenda prior to the visit.
- The school will commence work on the charter renewal in March.
- **Priscilla Ocasio** (Board Chairperson) requested a list of all school conferences by the next board meeting, also a copy of the contract for the National Center For Teaching and Thinking, Inc. Observations of trained teachers are done by Evelyn and Debra.
- There was a discussion about staff development and the improvement of mathematics instruction as well as the importance of science instruction.
- There was discussion about advertising for student enrollment and teacher recruitment.
- The Parent Coordinator will go to **Headstart** sites.
- The lottery for the 2017/2018 school year will be held on April 3rd.
- There was discussion concerning the learning needs of first grade students. Currently, there are approximately 30 first grade students considered as possible holdovers.

III. BoostEd Financial Report: (Paul J. Augello-report attached)

- There was a vote on a budget amendment based on billable enrollment number of 410.725 students and the original budget is based on a billable enrollment of 444 students. **John Potapchuck** moved and **Elvis Torres** seconded to approve the revised budget.
- There was discussion about the possibility of having a bank representative at the next meeting to discuss the possibility of investing in a CD (1.1% verses .1 bank interest).

IV. Old Business:

- It was reported that approximately 25 parents attend PA meetings (mornings) per month. Refunds for school uniforms go to the PA. There should be a budget line for uniforms.

V. New Business:

- **Elvis Torres** moved and **John Potapchuck** seconded that Jessica Torres be accepted as a member of the SBSC board, pending state approval. Unanimous.

At 7:45PM, the Board went into Executive Session.
Motion was made by **Priscilla Ocasio**, seconded by **John Potapchuk**.

Action taken: None

At 8:28PM, the Executive Session ended.
Motion was made by **John Potapchuck**, seconded by **Elvis Torres**.

At 8:30PM, **Priscilla Ocasio** moved and **John Patapchuk** seconded that the Board meeting conclude.

Respectfully submitted:

Donald P. Mattson
Recording Secretary (serving as)

South Bronx Charter School
for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbcsica.org | information@sbcsica.org

Meeting of the Board of Trustees
Thursday, March 23, 2017

Board Meeting Minutes

Start Time: 6:20PM

Board Members in Attendance:
Priscilla Ocasio (Board Chairperson)
Donald Mattson (serving as Recording Secretary)
John Potapchuk
Elvis Torres

Absent Board Members:
Carmen Santos

Non-Board Members:
Evelyn Hey, Principal
Paul Augello, BoostEd
Evelyn Ramirez (Director of Operations)
And
Ross Brenner (Signature Bank)

Minutes:

I. Welcome: Priscilla Ocasio welcomed the board members and attendees.

- The minutes of the February meeting were approved. Motion made by **Elvis Torres,** seconded by **John Potapchuk**. Unanimous

At this point in the meeting, Ross Brenner from Signature Bank made a presentation concerning the financial advantages (interest earnings, flexible fees) of maintaining our school accounts with their bank. (Example: JP Morgan Chase offers .1% interest rate or approximately $4,000 on a $4,000,000 balance vs. Signature's .5% interest or $19, 000). Mr. Brenner agreed to provide an additional comparative analysis for review before an upcoming Board meeting.

II. Operations Report: (Evelyn Ramirez) –report attached
Ms. Ramirez reviewed the Bill Payment List for 2/17/17-3/23/17.

- Check # 3804 dated 3/2/17 for $6,816,68, payable to The National Center for Teaching Thinking, Inc. was a replacement check; the original check #3802 dated 2/16/17 was cancelled.
- Evelyn discussed compliance forms for the audit.
- There was discussion concerning the tracking of uniform sales. Paul will create a separate line item.

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II. Principal's Report: (Evelyn Hey)—report attached

- Ms. Hey reported that the current enrollment is 401 students and attendance is currently at 91.1%.
- Ms. Hey also reported that the **ELA** (English Language Assessment) would be administered on March 28th, 29th and 30th. (untimed)
- March 7th and March 8th have been designated as half days for distribution of report cards. This was changed from one full day due to the school closing (snow storm).
- The school's charter renewal application is due in November 2017 as the School's current charter expires in June 2018. This will also include possible expansion to include a middle school (grades 6-8) to commence after June 2018. A newly formed 6th grade could be housed in the current building. Sites for the middle school are also being researched. If a site is to be rented, the DOE would be responsible for 20% of the payment. A nearby parochial school, possibly closing, is a possible site.
- A possible change of SED authorization may be included in charter renewal**.** (Motion made by **Priscilla Ocasio** and seconded by **John Potapchuk** seconded) Unanimous

III. BoostEd Financial Report: (Paul J. Augello) report(s) attached

- Paul Augello stated that per pupil revenue is based on a current billable enrollment of 410.725. Financially, we are in good shape. (Report attached to minutes)

IV. Old Business:

- John Potapchuk made a presentation concerning financial responsibilities for charter school boards based on information discussed at a conference at the New York City Charter School Center which he attended on March 1, 2017 (Report attached to minutes). Based on the matters discussed at the conference, he believes that SBCS and its Board have demonstrated responsible financial management.

V. New Business:

- None, except for the charter renewal discussion under the Principal's Report

At 8:13PM, the Board went into **Executive Session**.
Motion was made by **Elvis Torres**, seconded by **John Potapchuk**. Unanimous

Action taken: Ms. Hey's contract was approved, with minimal changes.

At 9:35PM, the **Executive Session** ended.

Motion was made by **Elvis Torres**, seconded by **John Potapchuk.**

At 9:36PM, **Priscilla Ocasio** moved and **John Potapchuk** seconded that the Board meeting conclude.

Respectfully submitted:

Donald P. Mattson
Recording Secretary (serving as)

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South Bronx Charter School
for International Cultures and the Arts

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Meeting of the Board of Trustees
Thursday, April 20, 2017

Board Meeting Minutes

Start Time: 5:50PM

Board Members in Attendance:
Priscilla Ocasio (Board Chairperson)
Donald Mattson (serving as Recording Secretary)
John Potapchuk

Absent Board Members:
Carmen Santos
Elvis Torres

Non-Board Members:
Evelyn Hey, Principal
Paul Augello, BoostEd
Evelyn Ramirez (Director of Operations)
Delia Gonzalez

Minutes:

I. Welcome: Donald Mattson welcomed the board members and attendees.

- The minutes of the March 2017 meeting were approved. Motion made by **John Potapchuk**, seconded by **Donald Mattson.** Unanimous.

II. Operations Report (Evelyn Ramirez) report(s) attached

- Ms. Ramirez reviewed the Bill Payment List for 3/24/17-4/20/17.
- A financial report for uniforms was distributed. There is currently $10,272.73 in unsold uniforms.

III. Principal's Report: (Evelyn Hey)—report attached

- Ms. Hey stated that the possible enrollment is 402 students and attendance is currently 94%.
- An awards program has been instituted to improve attendance. A candy incentive will be in place for the month of May and a possible bowling trip in June for students with 100% attendance for the school year.
- Ms. Hey also reported that the **ELA** (English Language Arts Assessment) was administered on March 28th, 29th and 30th (untimed). There was an increase from three to five selections on the third grade test. The NYS Math Assessment will be administered to grades 3,4 and 5 on May 2nd, 3rd and 4th.
- The student selection lottery for the 2017-2018 school year was held on April 3rd. Currently, there are 75 students registered for kindergarten.

- A letter of response for the "foil request" was distributed. (Attached to minutes)
- NYC Build NY will soon make a visit to the school.

IV. BoostEd Financial Report (Paul Augello)-reports attached

- After discussion, it was decided that we would transfer money ($3,500,000,00) to a one year CD with Signature Bank. This account will yield 1% interest (per annum). The process to transfer the majority of the School's operating cash accounts from Chase to Signature Bank will take 2-3 months. This change is expected to improve services as well as generate an incremental $37,000.00 in interest income each year. Motion to change the School's primary banking relationship to the Private Client group at Signature Bank made by John Potapchuk, seconded by Priscilla Ocasio. Unanimous.
- The school will retain a small account with Chase Bank.
- The school remains in positive financial shape based on a review of the March YTD financial statements. Latest billable enrollment is 410.00
- Utility bills were higher due to winter weather and due to late receipt (post office) of mail. Security payment (30,000.00-40,000.00) for ConEd was discussed.
- There will be a projected revenue increase of $400.00 per student for the next school year (2017-2018). Mr. Augello indicated that he would provide a preliminary draft of the FY 2018 budget at the next meeting.

V. Old Business

- None

VI. New Business

- None

At 7:00PM, the Board went into **Executive Session**.
Motion was made by **Donald Mattson,** seconded by **John Potapchuk.** Unanimous.

Actions Taken: None

At 7:27PM the Executive Session ended.
Motion was made by **John Potapchuk,** seconded by **Donald Mattson**.

At 7:30PM, Priscilla Ocasio moved and John Potapchuk seconded that the Board meeting conclude.

Respectfully submitted:

Donald P. Mattson
Recording Secretary (serving as)

Next Meeting: May 18, 2017

South Bronx Charter School
for International Cultures and the Arts

164 Bruckner Blvd, Bronx NY 10454 | 718.292.5737 | sbcsica.org | information@sbcsica.org

Meeting of the Board of Trustees
Thursday, May 18, 2017

Board Meeting Minutes

Start Time: 5:00PM

Board Members in Attendance:
Priscilla Ocasio (Board Chairperson)
Donald Mattson (serving as Recording Secretary)
John Potapchuk
Elvis Torres

Absent Board Members:
Carmen Santos

Non-Board Members:
Evelyn Hey, Principal
Delia Gonzalez
Evelyn Ramirez
Bill Brinkman (Center for Educational Funding)

Welcome: Priscilla Ocasio welcomed the Board members and attendees.

Bill Brinkman (Center for Educational Funding)
NCLB (No Child Left Behind) is now Every Student Succeeds Act. Congress appropriates money for competitive grants for Title One. The Title programs were explained.

- Title I supports supplemental and intervention instructional services of academically at risk students.
- Title IIA supports professional development of teachers and administrators.
- Title III supports the instruction of English Language Learners/ Limited English Proficient and Immigrant students.
- Mr. Brinkman commended both Evelyn Hey and Paul Augello for their good work using funding.

Minutes from the April 20th meeting will be approved at the June meeting.

Principal's Report: Evelyn Hey

- Enrollment is currently 398, attendance is 94.62%.
- The candy buffet (attendance) was successful. Other incentives are "Make Your Own Sunday" and Pizza parties.
- The Passport to Broadway" (school wide assembly program) will be held on Thursday, June 15th (9:00AM), Friday, June 16th (9:00AM and 5:00PM).

- The calendar (2017-20180 was reviewed. School will begin the last week of August. **Donald Mattson** moved and **John Potapchuk** seconded that the calendar be approved. (Unanimous)
- The Fourth Grade Science Assessment (performance) will be administered during the week of May 22nd.
- The NYSESLAT has been administered to 143 students. This is a nine part exam, most of which is administered on an individual basis.
- Teachers have been trained and will be trained for the scoring of all assessments.
- The authorizer's meeting will be held on May 23rd. Ms. Hey will select classes for visitation.
- Summer school will be held from July 5th to July 27th for kindergarten, grades 1,2 and 3.
- Ms. Hey requested to attend the Charter School Conference from June 10th-June 15th in Washington DC. **Elvis Torres** moved and **John Potapchuk** seconded approving Ms. Hey's attendance at the conference.

Operations Report: (Evelyn Ramirez)

- The Bill Payment List was reviewed and discussed (attached)
- There was discussion concerning benefits and possible changes

BoostEd's Financial Report: (Paul Augello)

- Financials for the period ending 4/30/2017 were reviewed.
- $3,600,000.00 will be moved into a I year CD yielding 1% interest.
- Escrow account ($75,000.00) will be in a 1 year CD yielding 1% interest.
- The checking account will remain open.
- There was discussion about next year's budget and the possibility of hiring a TA with a BA.
- Donald Mattson signed the authorization for the transfer of $3,600,000.00

John Potapchuk moved and **Elvis Torres** seconded that the Board go into Executive Session at 8:07PM.

Actions taken: None

At 9:41PM, **John Potapchuk** moved and **Elvis Torres** seconded that the board meeting conclude.

Respectfully submitted:

Donald P. Mattson
Recording Secretary (serving as)

Entry 11 Enrollment and Retention of Special Populations

Last updated: 07/16/2017

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	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 fro students falling behind in any aspect of the curriculum.

Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
Economically Disadvantaged	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 fro students falling behind in any aspect of the curriculum.	SBCSICA strongly believes that all students should have access to the core curriculum, and there are clear plans fro 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 fro 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 tired 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 fro 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

English Language Learners	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 fro students falling behind in any aspect of the curriculum.	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 fro 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 tired 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.
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, SBCS employs several Title 1 Teachers who, in addition to designing and implementing the Title 1 program, provide remediation fro	SBCSICA strongly believes that all students should have access to the core curriculum, and there are clear plans fro 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 fro 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

	students falling behind in any aspect of the curriculum.	district or a private provider. All students receive academic assistance through a tired 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 Classroom Teacher and Administrator Attrition

Created: 06/29/2017 • Last updated: 07/16/2017

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

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

Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 – 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 – 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	18	3	0	1	18

Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 – 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 – 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	2	0	0	0	2

Thank you

Entry 13 Uncertified Teachers

Last updated: 07/16/2017

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.

Staff Qualifications (June 30, 2017)

Note: Columns should sum to the FTE count of Teachers on June 30, 2017, and each teacher should be in only one column.

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

Thank you.

Organizational Sheet 2016-2017

Evelyn Hey, Principal	***Deborah Vila-Tricomi,*** Asst. Principal Curriculum
Delia Gonzalez, Director of Human Resources	***Evelyn Ramirez,*** Director of Operations & Pupil Services
Noel Kellier, Director of Technology/Media Specialist	***Carmen Aquino,*** Parent Coordinator

Kindergarten			First Grade		
Class	**Rm**	**Teacher**	**Class Code**	**Rm**	**Teacher**
K01	301	Orfelina Jorge	101	401	Kimberly Coneo
K01	302	Carmelia Rodriguez	103	402	Yahaira Castro
K02	303	Iraziry Urdaz	104	403	Carmen Santiago
K03	304	Crystal Collins	102	406	Cindy Ordonez
Second Grade			Third Grade		
201	404	Blanca Rivas	301	504	Jeannette Adon
202	405	Yanery Benedit	302	506	Grenny Ramos
Fourth Grade			Fifth Grade		
401	503	Mary Matheson	501	501	Azizi M/ Miriana Perez
402	505	Daniris Burgos	502	502	Catherine Villaquiran
School Aides					
Rm. Rm.	307 507	Lissette Caraballo Shelly Simon	Rm.	407	Yolanda Marrero, School Aide Supervisor
Academic Intervention Services					
Rm.	208	Elaine Kim – SpEd/ Staff Developer	Rm	202	Jayme Mendez - TA
Rm.	201	Rosa Garcia Morett - Reading Recovery	Rm	202	Johanna Alfonzo – Staff Developer/ Academic Intervention
Special Classes					
Rm.	203	Wilhelmina Frankfurt Dance Teacher	Rm.	205	Stephany Cervantes Art Teacher
Rm.	204	(Mr. Soils) Community Based Program	Rm .	206	Edgardo Melendez Media Center Library Asst.
Rm.	207	Ms. Lee Dept. of Health Nurse	RM.	202	

Food Services			
Main Fl. 108	John Varas, Executive Chef	Giovany Centeno, Sous Chef	Jason Ortiz, Chef Assistant
Main Fl.	Maria Wilson King, Food Services Aide	Hermelinda Luz Herrera, Food Services Aide	

Building			Security
Main Fl.	Frigg St. Helen, Building Mgr. Ext. 104	Frank Flores, Custodian	Mr. Perez, Ms. Pagan Ext. 111

Main Fl.	Second Fl.	Third Fl.	Fourth Fl.	Fifth Fl.

2017-2018 School Year Calendar			
August	28	Monday	First Day of School for all students.
September	4	Monday	Labor Day (Schools Closed)
September	22	Friday	Rosh Hashanah (School Closed)
October	9	Monday	Columbus day (Schools Closed)
November	20-24	Monday-Friday	Thanksgiving Recess (Schools Closed)
December January	18 3	Monday - Wednesday	Winter Recess December 18th - January 3rd (School Closed) Students return to school on Thursday January 4, 2018
January	15	Monday	Dr. Martin Luther King Jr. Day Observed (Schools closed)
February	19-23	Monday-Friday	Midwinter Recess (Schools closed) Students return to school on Monday February 26, 2018
March April	30-2	Friday-Monday	Good Friday & Easter Observance Students return to school on Tuesday April 3, 2018
April	11-13	Wednesday-Friday	Grades 3,4, 5 ELA State Exam
May	1-3	Tuesday-Thursday	Grades 3,4, 5 MATH State Exam
May	21-28	Monday-Monday	Memorial Day Observed from May 21st - May 28th (Schools closed) Students return to school on Tuesday May 29, 2018
June	22	Friday	Last Day of School
* Some of these dates are subject to change			