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

Keith Szczepanski - keithmszczepanski@gmail.com
2020-2021 Annual Report

Summary

ID: 0000000008
Status: Annual Report Submission
Last submitted: Jul 30 2021 03:40 PM (EDT)

Entry 1 School Info and Cover Page

Completed - Jul 30 2021

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (as of June 30, 2021) or you may not be assigned the correct tasks.

BASIC INFORMATION
a. SCHOOL NAME

(Select name from the drop down menu)

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS 320700860889

a1. Popular School Name

SBCSICA

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

c. DISTRICT / CSD OF LOCATION

CSD # 7 - BRONX

d. DATE OF INITIAL CHARTER

2/2005

e. DATE FIRST OPENED FOR INSTRUCTION

9/2005
f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

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

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

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

| KDE 1 | Measuring Outcomes Against Goals - The Board of Trustees is the final authority for policies and operational decisions at the school. That said it is one of the board’s primary responsibilities to selfreflect and examine practice based on outcomes against goals. To this end, the board, and specifically the board’s academic subcommittee, monitors the effectiveness of the educational program. |
| KDE 2 | New York State Standards and Common Core Curriculum Teachers work collegially, both horizontally and vertically. In the horizontal teaming model, teachers meet in smaller teams at each grade level. The horizontal team meets for a variety of purposes, such as pacing of the |
curriculum, student achievement, planning based on assessment data, interdisciplinary unit/project planning, dual language approach, and to monitor student developmental and social growth. In the vertical teaming model, teachers meet in smaller teams within each content area. The vertical team meets for a variety of purposes, such as monitoring the scope and sequence, revising the alignment of content to state standards, sharing of best practices, checking on skill development and student achievement, planning based on assessment data, aligning the content taught in English and Spanish, and designing interdisciplinary units/projects. SBCSICA uses data collection and analysis to inform decisions about teaching and student learning.

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

More specifically, the periodic reading inventory assessment is given in English and Spanish. Developmental Reading Assessment (DRA) and Evaluación del Desarrollo de la Lectura (EDL) are administered on a consistent basis and as needed. As a Dual Language school, the EDL helps us to measure language acquisition for native and nonnative Spanish language speakers. Tasks measured by the DRA and EDL tests are divided into several skill sets. Rhyming, alliteration, segmentation, and phonemic awareness are tested in the phonemic awareness section. Letter naming, word-list reading, spelling, decoding, analogies, structural analysis, and syllabication are tested in the alphabetic principle/phonics portions. Oral reading fluency or words per minute for contextual
reading are tested under fluency. Vocabulary, comprehension, and reading engagement skills are also measured in these tests. Once the test is scored and evaluated, the teacher gains a comprehensive understanding of those areas of strength and weakness and can assign a numeric and or alphanumeric reading level. This process empowers student’s reading engagement because they understand and can easily identify a “just right book” by choosing a book with the corresponding DRA and EDL level.

Teachers develop a deeper understanding of expectations for student work and means of assessment in a variety of different formats. Regular professional development sessions allow teachers to engage in dialogue that creates a common frame of reference. Teachers share, review, and discuss actual samples of student work and best teaching practices. Specific assessment rubrics have been developed and are used to provide a common framework of evaluation. These rubrics are used by teachers to assess work relative to grade content standards, and will allow teachers to determine what skills need to be retaught 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.
Remediation and Acceleration SBCSICA address students in need of remediation or acceleration. Students in need of greater assistance with curriculum content areas will also have the opportunity for additional focused time within the school day. To complement the services that are available to students during this time block, SBCSICA employs several Title I teachers who, in addition to designing and implementing the Title I Program, provide remediation for students falling behind in any aspect of the curriculum.

Students with Special Needs SBCSICA strongly believes that all students should have access to the core curriculum, and there are clear procedures for identifying special populations and meeting their needs. In fact, the DOE has 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, SBCSICA provides professional development to teachers who create varied and small groupings in the classrooms that support learning for all students. For those students with IEPs that require related services and/or a resource room setting, the school directly provides these special education services. SBCSICA asks the student’s district of location to provide related services. For those students with IEPs that require related services, such as counseling, speech, occupational therapies, and physical therapies, the school contracts with either the student’s school district of residence or a private provider. Should a student require more restrictive placement, such as a special class for part of the day, the school and parent will ask the CSE to convene an IEP meeting to determine whether the current recommendation is appropriate or if it can be modified. All students receive academic assistance through a tiered system of interventions. A struggling student receives Tier 1 interventions in the general
education classroom that will include differentiated instruction, flexible grouping and classroom accommodations. A student who does not make sufficient progress with Tier 1 intervention receives more intensive interventions and strategies to help her master the material presented in the classroom.

A student who continues to struggle is referred to the Pupil Personnel Team (PPT). The PPT develops a plan to employ more intensive, individualized interventions that will be provided in addition to what the student was provided in Tiers I and II. These interventions are closely monitored to assess the level of support required for the student. A student who requires intensive individualized interventions to make any progress will be referred to the CSE for further evaluation. This referral will include the four-page CSE Referral Form as well as all the data collected at Tiers I & II. Teachers will provide a progress report based on student performance and samples of student work. Conference results from meetings with the parent/PPT will also be included in the referral. Finally, any chosen facility will accommodate the special education program and services outlined above and will be ADA compliant. In addition, the proposed budget will include a special education coordinator and expenses associated with the related special education services. SBCS ensures that teacher(s) of a student with a disability participate in meetings of the Committee on Special Education, and have access to and understand their responsibility to implement the IEP. To achieve this end, the regular education teacher will participate in the CSE meeting. Also, the special education teacher/coordinator is responsible for attending each CSE meeting and ensuring that other special education providers, if appropriate and parents 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 pullout SETSS (NYC)/Resource Room and general education students identified as needing additional support based on their student assessments receive intensive interventions that target the skill deficit of the student. The goal of tier 3 is for remediation of existing problems and prevention of more severe problems. This process may identify a general education student who needs this level of intervention and may need special education services. For students who already have an IEP, Tier III will provide the necessary information to request a review to adjust the IEP accordingly. In both instances, written parental consent is needed by the CSE to proceed. At this level, SBCS will recommend that the student's parent be notified and encouraged to participate so that a referral is the result of collaboration and consent might be more forthcoming. In any case, the Tier III Interventions must continue whether or not the parent gives CSE consent. Also, this student is now "presumed to have a disability" and to have rights under IDEA, even if he/she does
not have an IEP.
Pupil Personnel Team (PPT) - Any SBCS student who is having trouble at Tier I, regardless of whether or not they have an IEP, is referred to the PPT. The PPT discusses strategies and interventions with the general education teacher and they come up with a plan of intervention (Tier III) for behavior or academics. This plan is monitored and a progress report must be presented to the PPT.

Other Supports

Students who have IEPs for related services such as counseling, speech, occupational therapy, or physical therapy will not be excluded from appropriate interventions. In addition, if a child is pulled out for several services and 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.

KDE 5

Interim Assessment

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

KDE 6

Improved Classroom Instruction
SBCSICA uses data collection and analysis to inform decisions about teaching and student learning. In order to produce data that can be used to drive decisions, the school must have a comprehensive assessment system that provides feedback on an on-going basis throughout the year and supports teaching and learning. To that end, the school administers a norm-referenced test (NRT), and interim progress assessments. In a variety of different formats, teachers will develop a common understanding of expectations for student work and means of assessment. In both pre-service and regular in-service training sessions, actual samples of student work will be reviewed and discussed, to begin a dialogue that creates a common frame of reference. Specific assessment rubrics will be developed and used to provide a
common framework of evaluation. These rubrics are used by teachers to assess work relative to grade content standards, and will allow teachers to determine what skills need to be re-taught and practiced. Teachers regularly analyze student work throughout the year using performance rubrics, individually, in grade conversations, and in conversation with the principal. Teachers review student work at various times throughout the year and assess development and progress in a variety of areas, both academic and non-academic in nature. The principal is responsible for ensuring consistent expectations of student work and assessment across the school. Grade and subject specific team meetings allow for more in depth examinations of student work and will allow teachers to share and discuss examples of student work and teaching practices, raising expectations across the board. In pre-service and in-service training sessions, all student assessments employed by the school will be reviewed in detail with the teaching staff. The principal and/or assistant principal will discuss the content and format of the exams to ensure the teachers have a clear and common understanding of the student learning standards, and the format in which they will be tested. This understanding of the assessments allow teachers to design classroom projects which move students toward mastery while permitting teachers to ascertain throughout the year which students may need additional instruction or practice to meet proficiency standards.

KDE 7

School Schedule
The goals of the daily schedule are to devote significant instructional time blocks to master the core content subjects and meaningfully explore topics and acquiring a language, and meet/exceed all of the New York State Learning Standards. SBCS employs an extended school day to ensure sufficient time for proper implementation of its educational program. The duration of the school
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.

<table>
<thead>
<tr>
<th>KDE 8</th>
<th>(No response)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KDE 9</td>
<td>(No response)</td>
</tr>
</tbody>
</table>
### KDE 10
(No response)

**Need additional space for variables**

No

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

http://sbcscia.org/

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

660

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

451

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

<table>
<thead>
<tr>
<th>Grades Served</th>
<th>K, 1, 2, 3, 4, 5, 6, 7, 8</th>
</tr>
</thead>
</table>


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

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

| No, just one site. |

School Site 1 (Primary)

m1. SCHOOL SITES

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

<table>
<thead>
<tr>
<th>Physical Address</th>
<th>Phone Number</th>
<th>District/CSD</th>
<th>Grades to be Served at Site for coming year (K-5, 6-9, etc.)</th>
<th>Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site 1</td>
<td>164 Bruckner Blvd., Bronx, NY 10454</td>
<td>718-292-5737</td>
<td>NYC CSD 7</td>
<td>K-8</td>
</tr>
</tbody>
</table>
m1a. Please provide the contact information for Site 1.

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Phone</th>
<th>Alternate Phone</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leader</td>
<td>Evelyn Hey</td>
<td>718-292-5737</td>
<td><strong><a href="mailto:Ehey@sbscsica.org">Ehey@sbscsica.org</a></strong></td>
</tr>
<tr>
<td>Operational Leader</td>
<td>Evelyn Ramirez</td>
<td>718-292-5737</td>
<td><strong><a href="mailto:eramirez@sbscsica.org">eramirez@sbscsica.org</a></strong></td>
</tr>
<tr>
<td>Compliance Contact</td>
<td>Evelyn Hey</td>
<td>718-292-5737</td>
<td><strong><a href="mailto:Ehey@sbscsica.org">Ehey@sbscsica.org</a></strong></td>
</tr>
<tr>
<td>Complaint Contact</td>
<td>Evelyn Ramirez</td>
<td>718-292-5737</td>
<td><strong><a href="mailto:eramirez@sbscsica.org">eramirez@sbscsica.org</a></strong></td>
</tr>
<tr>
<td>DASA Coordinator</td>
<td>Evelyn Ramirez</td>
<td>718-292-5737</td>
<td><strong><a href="mailto:eramirez@sbscsica.org">eramirez@sbscsica.org</a></strong></td>
</tr>
<tr>
<td>Phone Contact for After Hours Emergencies</td>
<td>Evelyn Hey</td>
<td>718-292-5737</td>
<td><strong><a href="mailto:Ehey@sbscsica.org">Ehey@sbscsica.org</a></strong></td>
</tr>
</tbody>
</table>

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

Private Space
IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

COO.pdf

Filename: COO.pdf Size: 498.9 kB

Site 1 Fire Inspection Report

fire inspection.pdf

Filename: fire inspection.pdf Size: 1.1 MB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

Yes
## n2. Summary of Charter Revisions

<table>
<thead>
<tr>
<th>Category (Select Best Description)</th>
<th>Specific Revision (150 word limit)</th>
<th>Date Approved by BOT (if applicable)</th>
<th>Date Approved by Authorizer (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Change in Grade Level Configuration</td>
<td>Beginning in the 2022-23 school year, SBCSICA will begin expanding its grade configuration to serve high school students. The 2022-23 school year will welcome 9th grade students. The school will continue adding one grade per year, until it reaches full enrollment in the 2025-26 school year.</td>
<td>October 19, 2020</td>
<td>June 7, 2021</td>
</tr>
</tbody>
</table>

2

3

4

5

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**More revisions to add?**

No
Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

Individual Primarily Responsible for Submitting the Annual Report.

<table>
<thead>
<tr>
<th>Name</th>
<th>Evelyn Hey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Phone/Extension</td>
<td>718-292-5737</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Ehey@sbscica.org">Ehey@sbscica.org</a></td>
</tr>
</tbody>
</table>

Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click YES to agree.

Responses Selected:
Yes

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

Responses Selected:
Yes
Signature, Head of Charter School

Signature, President of the Board of Trustees

Date

Jul 30 2021

Thank you.
Entry 3 Progress Toward Goals

Completed - Oct 31 2021

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2020-2021 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”. **Deadline is November 1, 2021.**

**PLEASE NOTE:** This is a required task, and it is marked optional for administrative purposes only.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2021.

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1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2020-2021 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

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2020-2021 Progress Toward Attainment of Academic Goals
<table>
<thead>
<tr>
<th>Academic Goal</th>
<th>Measure Used to Evaluate Progress Toward Attainment of Goal</th>
<th>Goal - Met, Not Met or Unable to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Goal 1</strong></td>
<td>Each year, the percentage of the school’s students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the Community School District (CSD) in which the school is located.</td>
<td>New York State English Language Arts (ELA) Exam</td>
</tr>
<tr>
<td><strong>Academic Goal 2</strong></td>
<td>Each year, the percentage of the school’s students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for New York City.</td>
<td>New York State English Language Arts (ELA) Exam</td>
</tr>
<tr>
<td><strong>Academic Goal 3</strong></td>
<td>Each year, the percentage of the school’s students who score at or above Level 3 on the New York State Mathematics examination must exceed such</td>
<td>New York State Mathematics Exam</td>
</tr>
</tbody>
</table>

The goal cannot be measured because the New York State ELA exam was administered on a limited basis in the 2020-21 school year due to the COVID-19 outbreak.
percentage for the Community School District (CSD) in which the school is located.

Academic Goal 4

Each year, the percentage of the school’s students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for New York City.

New York State Mathematics Exam

Unable to Assess

The goal cannot be measured because the New York State mathematics exam was administered on a limited basis in the 2020-21 school year due to the COVID-19 outbreak.

Academic Goal 5

Based on the proficiency rates on the New York State ELA examination, the school will demonstrate positive academic growth in each year of the charter term.

Interim ELA assessment exam

Met

The goal was met. Each grade level experienced growth in the percentage of students achieving proficiency on the interim English language arts assessment between the fall 2020 assessment and the spring 2021 assessment.

Evidence:

Percentage point difference of students performing at a proficient level on the mathematics exam from the fall 2020 assessment to the spring 2021
through the school’s interim ELA assessment results

Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term.

Because the State mathematics examination was administered on a limited basis in the 2020-21 school year due to the COVID-19 outbreak, this goal will be measured through the school’s interim mathematics assessment results.

Academic Goal 6

Interim mathematics assessment exam

Met

Kindergarten - +45
1st Grade - +63
2nd Grade - +71
3rd Grade - +67
4th Grade - +57
5th Grade - +52
6th Grade - +48
7th Grade - +83
8th Grade - +65

The goal was met. Each grade level experienced growth in the percentage of students achieving proficiency on the interim mathematics assessment between the fall 2020 assessment and the spring 2021 assessment.

Evidence:

Percentage point difference of students performing at a proficient level on the mathematics exam from the fall 2020 assessment to the spring 2021 exam.

Kindergarten - +38
1st Grade - +40
2nd Grade - +35
3rd Grade - +35
<table>
<thead>
<tr>
<th>Academic Goal 7</th>
<th>Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on the New York State ELA examination proficiency rates for that applicable population.</th>
<th>New York State English Language Arts (ELA) Exam</th>
<th>Unable to Assess</th>
<th>The goal cannot be measured because the New York State ELA exam was administered on a limited basis in the 2020-21 school year due to the COVID-19 outbreak.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Goal 8</td>
<td>Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on the New York State ELA examination proficiency rates for that applicable population.</td>
<td>New York State English Language Arts (ELA) Exam</td>
<td>Unable to Assess</td>
<td>The goal cannot be measured because the New York State ELA exam was administered on a limited basis in the 2020-21 school year due to the COVID-19 outbreak.</td>
</tr>
<tr>
<td>Where the school has an eligible subgroup</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Academic Goal 9

Population (deemed as six or more students) of students eligible for the free or reduced-price lunch program, the school will demonstrate positive academic growth on the New York State ELA examination proficiency rates for that applicable population.

New York State English Language Arts (ELA) Exam

Unable to Assess

The goal cannot be measured because the New York State ELA exam was administered on a limited basis in the 2020-21 school year due to the COVID-19 outbreak.

Academic Goal 10

Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on the New York State Mathematics examination proficiency rates for that applicable population.

New York State Mathematics Exam

Unable to Assess

The goal cannot be measured because the New York State mathematics exam was administered on a limited basis in the 2020-21 school year due to the COVID-19 outbreak.

2. Do have more academic goals to add?

Yes

2020-2021 Progress Toward Attainment of Academic Goals
| Academic Goal 11 | Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on the New York State Mathematics examination proficiency rates for that applicable population. | New York State Mathematics Exam | Unable to Assess | The goal cannot be measured because the New York State mathematics exam was administered on a limited basis in the 2020-21 school year due to the COVID-19 outbreak. |
| Academic Goal 12 | Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced-price lunch program, the school will demonstrate positive academic growth on the New York State | New York State Mathematics Exam | Unable to Assess | The goal cannot be measured because the New York State mathematics exam was administered on a limited basis in the 2020-21 school year due to the COVID-19 outbreak. |
3. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2020-2021 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2020-2021 Progress Toward Attainment of Organization Goals

<table>
<thead>
<tr>
<th>Organizational Goal</th>
<th>Measure Used to Evaluate Progress</th>
<th>Goal - Met, Not Met, or Unable to Assess</th>
<th>If not met, describe efforts the school will take to meet goal. If unable to assess</th>
</tr>
</thead>
</table>
Org Goal 1

Each year, the school self-reported average daily student attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) 7 elementary schools.

School records

Unable to Assess

CSD 7’s daily student attendance rate for the 2020-21 school year was not available at the time of this report’s submission.

The school’s average daily student attendance rate for the 2020-21 school year was 89.6%.

Org Goal 2

Each year, the percentage of students enrolled in ATS on October 31 of a given school year that are enrolled in ATS on October 31 the following school year will exceed the rate of the Community School District (CSD) 7 elementary schools.

School records

Unable to Assess

The percentage of CSD 7 students returning to their school from the 2019-20 school year to the 2020-21 school year was not available at the time of this report’s submission.

97% of non-graduating students enrolled in the school in the 2019-20 school year returned in the 2020-21 school year.
<table>
<thead>
<tr>
<th>Org Goal 3</th>
<th>Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents for English language learners.</th>
<th>School records</th>
<th>Unable to Assess</th>
<th>provided a standard to measure this goal. In the 2020-21 school year, 36% of SBCSICA’s students were English language learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Org Goal 4</td>
<td>Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents for students with disabilities.</td>
<td>School records</td>
<td>Unable to Assess</td>
<td>The Board of Regents has not provided a standard to measure this goal. In the 2020-21 school year, 5.5% of SBCSICA’s students were children with disabilities.</td>
</tr>
<tr>
<td>Org Goal 5</td>
<td>Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents for free and reduced-price lunch.</td>
<td>School records</td>
<td>Unable to Assess</td>
<td>The Board of Regents has not provided a standard to measure this goal. In the 2020-21 school year, 89.47% of SBCSICA’s students were identified as economically disadvantaged.</td>
</tr>
</tbody>
</table>

Each year, the school will meet or
<table>
<thead>
<tr>
<th>Org Goal 6</th>
<th>exceed any applicable student retention targets, as prescribed by the Board of Regents for English language learners.</th>
<th>School records</th>
<th>Unable to Assess</th>
<th>100% of SBCSICA’s non-graduating English language learners returned to the school between the 2019-20 and 2020-21 school years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Org Goal 7</td>
<td>Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents for students with disabilities.</td>
<td>School records</td>
<td>Unable to Assess</td>
<td>The Board of Regents has not provided a standard to measure this goal. 94.7% of SBCSICA’s non-graduating students with disabilities returned to the school between the 2019-20 and 2020-21 school years</td>
</tr>
<tr>
<td>Org Goal 8</td>
<td>Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents for free and reduced-price lunch.</td>
<td>School records</td>
<td>Unable to Assess</td>
<td>The Board of Regents has not provided a standard to measure this goal. 100% of SBCSICA’s non-graduating economically disadvantaged returned to the school between the 2019-20 and 2020-21 school years</td>
</tr>
<tr>
<td>Org Goal 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org Goal 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org Goal 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org Goal 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org Goal 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org Goal 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org Goal 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org Goal 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org Goal 17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org Goal 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org Goal 19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Org Goal 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS
<table>
<thead>
<tr>
<th>Financial Goal</th>
<th>Financial Goals</th>
<th>Measure Used to Evaluate Progress</th>
<th>Goal - Met, Not Met, or Partially Met</th>
<th>If not met, describe efforts the school will take to meet goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Goal 1</td>
<td>Each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.</td>
<td>School financial audit</td>
<td>Met</td>
<td>The school has undergone an independent financial audit annually and to date no major findings have resulted.</td>
</tr>
<tr>
<td>Financial Goal 2</td>
<td>Each year, the school will operate on a balanced budget. A budget will be considered “balanced” if revenues equal or exceed expenditures.</td>
<td>School financial records</td>
<td>Met</td>
<td>SBCSICA has a budget surplus as well as healthy and stable cash flow.</td>
</tr>
<tr>
<td>Financial Goal 3</td>
<td>Each year the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS</td>
<td>ATS</td>
<td>Met</td>
<td>In the 2020-21 school year, SBCSICA’s enrollment was within 15% of full enrollment.</td>
</tr>
</tbody>
</table>
7. Do have more financial goals to add?

No

Thank you.

**Entry 4 - Audited Financial Statements**

*Completed* - Oct 31 2021

**Required of ALL Charter Schools**

**ALL SUNY-authorized charter schools** must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor’s report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

**PLEASE NOTE:** This is a required task, and it is marked optional for administrative purposes only.

**SBCSICA - FS 2021 FINAL**

*Filename:* SBCSICA_-_FS_2021_FINAL.pdf *Size:* 310.5 kB

**Entry 4b - Audited Financial Report Template (BOR/NYC/BOE)**

*Completed* - Oct 31 2021

**Instructions - Regents-Authorized Charter Schools ONLY**

Regents-authorized schools must download and complete the Excel spreadsheet entitled “Audited Financial Report Template” from the online portal or the website at [2020-2021 Charter School Annual Report webpage](#). Upload the completed file in Excel format. **Due November 1, 2021.**

Education Corporations with more than one school should complete the Excel spreadsheet for the Education Corporation as a whole, not for the individual schools. Please submit the same Excel spreadsheet for each of the schools.

**PLEASE NOTE:** This is a required task, and it is marked optional for administrative purposes only.

**SBCSICA - 2020-21 AuditedFinancialReportTemplate DOE FINAL**

*Filename:* SBCSICA_-_2020-21_AuditedFinancial_Qhp8wqW.xlsx *Size:* 60.0 kB

**Entry 4c - Additional Financial Documents**
Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section by November 1, 2021. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the $750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is $100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Completed - Oct 31 2021

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation by November 1, 2021.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

<table>
<thead>
<tr>
<th>School Based Fiscal Contact Name</th>
<th>School Based Fiscal Contact Email</th>
<th>School Based Fiscal Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evelyn Hey</td>
<td><a href="mailto:ehey@sbcrica.org">ehey@sbcrica.org</a></td>
<td>718-282-5737</td>
</tr>
</tbody>
</table>

2. Audit Firm Contact Information

<table>
<thead>
<tr>
<th>School Audit Contact Name</th>
<th>School Audit Contact Email</th>
<th>School Audit Contact Phone</th>
<th>Years Working With This Audit Firm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miaoling Lin</td>
<td><a href="mailto:Mlin@ncheng.com">Mlin@ncheng.com</a></td>
<td>212-785-0100</td>
<td>6</td>
</tr>
</tbody>
</table>
3. If applicable, please provide contact information for the school's outsourced financial services firm.

<table>
<thead>
<tr>
<th>Firm Name</th>
<th>Contact Person</th>
<th>Mailing Address</th>
<th>Email</th>
<th>Phone</th>
<th>Years With Firm</th>
</tr>
</thead>
</table>

Entry 5 - Fiscal Year 2021-2022 Budget

**Completed** - Oct 31 2021

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school’s FY21 Budget using the 2021-2022 Projected Annual Budget template in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, 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.

**Instructions - SUNY authorized charter schools** should download the 2021-2022 Budget and Quarterly Report Template on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

**PLEASE NOTE:** This is a required task, and it is marked optional for administrative purposes only.

**SBCSICA 2021-2022 Budget Template**

Filename: SBCSICA_2021-2022_Budget_Template.xlsx Size: 38.7 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

**Completed** - Jul 30 2021

**Required of ALL Charter Schools by August 2**

Each member of the charter school’s Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: Disclosure of Financial Interest Form
- SUNY- Authorized Charter Schools: SUNY Trustee Financial Disclosure Form

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

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

**SBCSICA Board Disclosures**

*Filename:* SBCSICA_Board_Disclosures.pdf  *Size:* 1.5 MB

**Entry 7 BOT Membership Table**

**Completed** - Jul 30 2021

**Instructions**

**Required of All charter schools**

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

**Entry 7 BOT Table**

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

---

**1. 2020-2021 Board Member Information (Enter info for each BOT member)**

<table>
<thead>
<tr>
<th>Trustee Name</th>
<th>Trustee Email Address</th>
<th>Position on the Board</th>
<th>Committee Affiliations</th>
<th>Voting Member Per By-Laws (Y/N)</th>
<th>Number of Terms Served</th>
<th>Start Date of Current Term (MM/DD/YYYY)</th>
<th>End Date of Current Term (MM/DD/YYYY)</th>
<th>Board Meetings Attended During 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Izquierdo</td>
<td><a href="mailto:izquierdoarroyo@gmail.com">izquierdoarroyo@gmail.com</a></td>
<td>Chair</td>
<td>Personnel &amp; Development</td>
<td>Yes</td>
<td>1</td>
<td>07/31/2020</td>
<td>07/31/2025</td>
<td>10</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Email</th>
<th>Position</th>
<th>Department</th>
<th>Active</th>
<th>Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Term Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Elvira Baron</td>
<td><a href="mailto:elvira@gm.com">elvira@gm.com</a></td>
<td>Trustee/Member</td>
<td>Personnel</td>
<td>Yes</td>
<td>5</td>
<td>06/19/2017</td>
<td>06/19/2022</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Angie González</td>
<td><a href="mailto:agysae28@gmail.com">agysae28@gmail.com</a></td>
<td>Trustee/Member</td>
<td>Personnel</td>
<td>Yes</td>
<td>1</td>
<td>07/31/2020</td>
<td>07/31/2025</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Priscilla Ocasio</td>
<td><a href="mailto:Prescy7@aol.com">Prescy7@aol.com</a></td>
<td>Trustee/Member</td>
<td>Personnel</td>
<td>Yes</td>
<td>8</td>
<td>04/01/2018</td>
<td>04/01/2023</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>Genna Fukuda</td>
<td><a href="mailto:gsf2111@columbia.edu">gsf2111@columbia.edu</a></td>
<td>Trustee/Member</td>
<td>Finance</td>
<td>Yes</td>
<td>3</td>
<td>10/01/2018</td>
<td>10/01/2023</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Donald P. Mattson</td>
<td><a href="mailto:Dmatts1@optimum.net">Dmatts1@optimum.net</a></td>
<td>Vice Chair</td>
<td>Academic</td>
<td>Yes</td>
<td>8</td>
<td>02/01/2018</td>
<td>02/02/2023</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>John R. Potapchuk</td>
<td><a href="mailto:John.potchuk1@gmail.com">John.potchuk1@gmail.com</a></td>
<td>Trustee/Member</td>
<td>Finance &amp; Development</td>
<td>Yes</td>
<td>6</td>
<td>08/01/2019</td>
<td>08/01/2024</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>Mariel Manon</td>
<td><a href="mailto:mariel3084@gmail.com">mariel3084@gmail.com</a></td>
<td>Trustee/Member</td>
<td>None</td>
<td>Yes</td>
<td>1</td>
<td>07/01/2021</td>
<td>07/01/2026</td>
<td>5 or less</td>
</tr>
</tbody>
</table>

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

No
2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Total Number of BOT Members on June 30, 2021</td>
<td>7</td>
</tr>
<tr>
<td>b. Total Number of Members Added During 2020-2021</td>
<td>2</td>
</tr>
<tr>
<td>c. Total Number of Members who Departed during 2020-2021</td>
<td>0</td>
</tr>
<tr>
<td>d. Total Number of members, as set in Bylaws, Resolution or Minutes</td>
<td>7-9</td>
</tr>
</tbody>
</table>

3. Number of Board meetings held during 2020-2021

11

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Completed - Jul 30 2021

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school’s Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.
Entry 9 Enrollment & Retention

Completed - Jul 30 2021

Instructions for submitting Enrollment and Retention Efforts
ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies
Describe the efforts the charter school has made in 2020-2021 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 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>Describe Recruitment Efforts in 2020-2021</th>
<th>Describe Recruitment Plans in 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SBCSICA has continued to pursue extensive outreach efforts in the local community. An outreach plan was set up which contained flyers, application forms in English and Spanish and vital School information. In addition</td>
<td>SBCSICA has continued to pursue extensive outreach efforts in the local community. An outreach plan was set up which contained flyers, application forms in English and Spanish and vital School information. In addition</td>
</tr>
<tr>
<td><strong>English Language Learners</strong></td>
<td>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.</td>
<td>SBCSICA has continued to pursue extensive outreach efforts in the local community. An outreach plan was set up which contained flyers, application forms in English and Spanish and vital School information. In addition the school advertises in local newspaper and holds a series of information sessions in the community in which include open houses and recruitment fairs.</td>
</tr>
</tbody>
</table>

| **Students with Disabilities** | SBCSICA has continued to pursue extensive outreach efforts in the local community. An outreach plan was set up which contained flyers, application forms in English and Spanish and vital School information. In addition the school advertises in local newspaper and holds a series of information sessions in the community in which include open houses and recruitment fairs. | In order to guarantee retention SBCSICA schedules time per day to address students in need of remediation or acceleration. Each day, students will have the opportunity for greater enrichment in curriculum content or cultural areas related to course work or the school’s mission. Students in need of greater assistance with curriculum content areas will also have the opportunity for additional focused time within |
the school day. To complement the services that are available to students during this time block, SBCSICA employs several Title 1 Teachers who, in addition to designing and implementing the Title 1 program, provide remediation for students falling behind in any aspect of the curriculum.

### Retention Efforts Toward Meeting Targets

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>Describe Retention Efforts in 2020-2021</th>
<th>Describe Retention Plans in 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to guarantee retention SBCSICA schedules time per day to address students in need of remediation or acceleration. Each day, students will have the opportunity for greater enrichment in curriculum content or cultural areas related to course work or the school’s mission. Students in need of greater assistance with curriculum content areas will also have the opportunity for additional focused time within the school day. To complement the services that are available to students during this time block, SBCSICA employs several Title 1 Teachers who, in addition to designing and implementing the</td>
<td>SBCSICA strongly believes that all students should have access to the core curriculum, and there are clear plans for identifying special populations and meeting their needs. In fact the school addresses the academic and nonacademic needs of students in need of remediation, students with disabilities, students with interrupted formal education, and gifted students. Methods and strategies for serving students with disabilities are in place in compliance with all federal laws and regulations. Furthermore, SBCSICA provides professional development to teachers who create varied and small groupings in the classrooms that support learning for all students. All students receive academic assistance through a tired system of interventions. A struggling student receives Tier 1 interventions in the general</td>
<td></td>
</tr>
</tbody>
</table>
Title 1 program, provide remediation for students falling behind in any aspect of the curriculum.

A student who does not make sufficient progress with Tier 1 intervention receives more intensive interventions and strategies to help them master the material presented in the classroom.

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

All students receive academic assistance through a tiered system of interventions. A struggling student receives Tier 1 interventions in the general education classroom that will include differentiated instruction, flexible grouping and classroom accommodations. A student who does not make sufficient progress with Tier 1 intervention.
receives more intensive interventions and strategies to help them master the material presented in the classroom.

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

For those students with IEPs that require related services and/or a resource setting, the school directly provides these special education services. SBCS asks the student’s district of location to provide special related services. For those students with IEPs that require related services, such as counseling, speech, occupational therapies, and physical therapies, the school contracts with either the student’s school district or a private provider. All students receive academic assistance through a tired system of

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

Students with Disabilities
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 10 - Teacher and Administrator Attrition

Completed - Jul 30 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation
A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers. See NYSED memorandum dated October 1, 2019 at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.
**B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school’s emergency conditional clearance of the employee terminates **automatically** once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school’s emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee’s emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.


---

**Attestation**

**Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

---

**Entry 11 Percent of Uncertified Teachers**

**Completed** - Jul 30 2021

**Instructions**

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

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

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.

**Entry 11 Uncertified Teachers**

**School Name:**

---
Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)</td>
<td>5</td>
</tr>
<tr>
<td>ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)</td>
<td></td>
</tr>
<tr>
<td>iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)</td>
<td></td>
</tr>
<tr>
<td>iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)</td>
<td></td>
</tr>
<tr>
<td>Total Category A: 5 or 30% whichever is less</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>FTE Count</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)</td>
<td>5</td>
</tr>
<tr>
<td>ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)</td>
<td></td>
</tr>
<tr>
<td>iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)</td>
<td></td>
</tr>
<tr>
<td>iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)</td>
<td></td>
</tr>
<tr>
<td>Total Category B: not to exceed 5</td>
<td>5.0</td>
</tr>
</tbody>
</table>
## CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

<table>
<thead>
<tr>
<th>FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)</td>
</tr>
<tr>
<td>ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)</td>
</tr>
<tr>
<td>iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)</td>
</tr>
<tr>
<td>iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)</td>
</tr>
<tr>
<td>Total Category C: not to exceed 5</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Category D</td>
</tr>
</tbody>
</table>

## CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

<table>
<thead>
<tr>
<th>FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Category E</td>
</tr>
</tbody>
</table>
**CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS**

Please do not include paraprofessionals, such as teacher aides.

<table>
<thead>
<tr>
<th>Total Category F</th>
<th>FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

Thank you.

**Entry 12 Organization Chart**

**Completed** - Jul 30 2021

**Instructions**

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

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

**SBCSICA org chart**

Filename: SBCSICA_org_chart.pdf  Size: 80.7 kB

**Entry 13 School Calendar**

**Completed** - Jul 30 2021

**Instructions for submitting School Calendar**

**Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the **minimum instructional requirements** as required of other public schools “... unless the school’s charter requires more instructional time than is required under the regulations.”

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

**PLEASE NOTE:** This is a required task, and it is marked optional for administrative purposes only.
Entry 14 Links to Critical Documents on School Website

Completed - Jul 30 2021

Instructions

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

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

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor’s Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo);
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: South Bronx Charter School for International Cultures and the Arts
**Required of ALL Charter Schools** noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Link to Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most Recent Annual Report (i.e., 2019-20)</td>
<td><a href="http://www.sbscica.org/UserFiles/Servers/Server_465348/File/About/Annual%20reports/sbscica%202019-20%20annual%20report.pdf">http://www.sbscica.org/UserFiles/Servers/Server_465348/File/About/Annual%20reports/sbscica%202019-20%20annual%20report.pdf</a></td>
</tr>
<tr>
<td>2. Most recent board meeting notice, documents to be discussed at the meeting (if any)</td>
<td><a href="http://www.sbscica.org/about/board_of_trustees">http://www.sbscica.org/about/board_of_trustees</a></td>
</tr>
<tr>
<td>2a. Webcast of Board Meetings (per Governor's Executive Order)</td>
<td><a href="http://www.sbscica.org/about/board_of_trustees">http://www.sbscica.org/about/board_of_trustees</a></td>
</tr>
<tr>
<td>4. Lottery Notice announcing date of lottery</td>
<td><a href="http://www.sbscica.org/our_school/enroll">http://www.sbscica.org/our_school/enroll</a></td>
</tr>
<tr>
<td>5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);</td>
<td><a href="http://www.sbscica.org/about/reports___documents">http://www.sbscica.org/about/reports___documents</a></td>
</tr>
<tr>
<td>6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)</td>
<td><a href="http://www.sbscica.org/about/reports___documents">http://www.sbscica.org/about/reports___documents</a></td>
</tr>
<tr>
<td>7. Authorizer-Approved FOIL Policy</td>
<td><a href="http://www.sbscica.org/about/reports___documents">http://www.sbscica.org/about/reports___documents</a></td>
</tr>
<tr>
<td>8. Subject matter list of FOIL records</td>
<td><a href="http://www.sbscica.org/about/reports___documents">http://www.sbscica.org/about/reports___documents</a></td>
</tr>
</tbody>
</table>

Thank you.
SOUTH BRONX CHARTER SCHOOL
FOR INTERNATIONAL CULTURES & THE ARTS

Financial Statements with Supplementary Information

For the years ended June 30, 2021 and 2020
SOUTH BRONX CHARTER SCHOOL FOR
INTERNATIONAL CULTURES & THE ARTS
Financial Statements
June 30, 2021 and 2020

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Independent Auditors’ Report

To the Board of Trustees of
South Bronx Charter School for International Culture & the Arts

Report on the financial statements

We have audited the accompanying financial statements of South Bronx Charter School for International Cultures & the Arts, which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's responsibility for the financial statements

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

Auditors’ responsibility

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of South Bronx Charter School for International Cultures & the Arts as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other matters

Supplemental information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), is presented for purposes of additional analysis, and is not a required part of the financial statements. The accompanying schedule of debt covenants for the year ended June 30, 2021 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other reporting required by government auditing standards

In accordance with Government Auditing Standards, we have also issued our report dated October 28, 2021 on our consideration of South Bronx Charter School for International Cultures & the Arts internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering South Bronx Charter School for International Cultures & the Arts internal control over financial reporting and compliance.

New York, New York
October 28, 2021
SOUTH BRONX CHARTER SCHOOL FOR
INTERNATIONAL CULTURES & THE ARTS

Statements of Financial Position
As of June 30,

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$ 7,617,709</td>
<td>$ 7,524,816</td>
</tr>
<tr>
<td>Grants and other receivables</td>
<td>508,969</td>
<td>270,304</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>39,415</td>
<td>29,484</td>
</tr>
<tr>
<td>Total current assets</td>
<td>8,166,093</td>
<td>7,824,604</td>
</tr>
<tr>
<td><strong>Property and equipment, net - Note 5</strong></td>
<td>18,601,328</td>
<td>18,389,072</td>
</tr>
<tr>
<td><strong>Other assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves - Note 4</td>
<td>2,043,061</td>
<td>2,042,104</td>
</tr>
<tr>
<td>Total assets</td>
<td>$ 28,810,482</td>
<td>$ 28,255,780</td>
</tr>
<tr>
<td><strong>Liabilities and Net Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$ 284,741</td>
<td>$ 239,328</td>
</tr>
<tr>
<td>Accrued payroll and benefits - Note 7</td>
<td>547,882</td>
<td>477,486</td>
</tr>
<tr>
<td>Bonds payable - current portion - Note 9</td>
<td>520,000</td>
<td>500,000</td>
</tr>
<tr>
<td>Accrued interest payable</td>
<td>201,058</td>
<td>205,095</td>
</tr>
<tr>
<td>Refundable advances</td>
<td>18,262</td>
<td>14,903</td>
</tr>
<tr>
<td>Total current liabilities</td>
<td>1,571,943</td>
<td>1,436,812</td>
</tr>
<tr>
<td><strong>Long-term liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonds payable (less current portion; net of unamortized deferred financing costs of $508,288 in 2021 and $531,480 in 2020) - Note 9</td>
<td>18,511,712</td>
<td>19,008,520</td>
</tr>
<tr>
<td>SBA loan - paycheck protection program - Note 8</td>
<td>-</td>
<td>697,569</td>
</tr>
<tr>
<td>Total long-term liabilities</td>
<td>18,511,712</td>
<td>19,706,089</td>
</tr>
<tr>
<td>Total liabilities</td>
<td>20,083,655</td>
<td>21,142,901</td>
</tr>
<tr>
<td><strong>Net assets without donor restrictions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated</td>
<td>8,649,367</td>
<td>7,035,711</td>
</tr>
<tr>
<td>Reserve - contingency</td>
<td>77,460</td>
<td>77,168</td>
</tr>
<tr>
<td>Total net assets without donor restrictions</td>
<td>8,726,827</td>
<td>7,112,879</td>
</tr>
<tr>
<td>Total liabilities and net assets without restrictions</td>
<td>$ 28,810,482</td>
<td>$ 28,255,780</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements.
## SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES & THE ARTS

### Statements of Activities

For the years ended June 30,

<table>
<thead>
<tr>
<th>Operating revenue and other support</th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>State and local per pupil operating revenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education</td>
<td>$ 7,393,395</td>
<td>$ 7,438,062</td>
</tr>
</tbody>
</table>

### Grants, contracts and other income

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>State and local grants</td>
<td>$30,544</td>
<td>$123,882</td>
</tr>
<tr>
<td>Federal grants</td>
<td>$609,308</td>
<td>$278,011</td>
</tr>
<tr>
<td>Food service</td>
<td>$196,909</td>
<td>$306,826</td>
</tr>
<tr>
<td>Cancellation of debt</td>
<td>$697,569</td>
<td>-</td>
</tr>
<tr>
<td>Interest income</td>
<td>$29,245</td>
<td>$107,470</td>
</tr>
<tr>
<td>Contributions</td>
<td>$40</td>
<td>$1,015</td>
</tr>
</tbody>
</table>

Total grants, contracts and other support | $1,563,615     | $817,204      |

Total operating revenue and other support | $8,957,010     | $8,255,266    |

### Expenses

#### Program expenses

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular education</td>
<td>$5,407,496</td>
<td>$5,096,112</td>
</tr>
<tr>
<td>Special education</td>
<td>$405,940</td>
<td>$415,921</td>
</tr>
<tr>
<td>Food service</td>
<td>$540,999</td>
<td>$511,626</td>
</tr>
</tbody>
</table>

Total program expenses | $6,354,435     | $6,023,659    |

#### Supporting services

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and general</td>
<td>$988,627</td>
<td>$1,014,056</td>
</tr>
</tbody>
</table>

Total program and supporting services expenses | $7,343,062     | $7,037,715    |

### Change in net assets

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in net assets</td>
<td>$1,613,948</td>
<td>$1,217,551</td>
</tr>
<tr>
<td>Net assets without donor restrictions - beginning of year</td>
<td>$7,112,879</td>
<td>$5,895,328</td>
</tr>
</tbody>
</table>

Net assets without donor restrictions - end of year | $8,726,827     | $7,112,879    |

The accompanying notes are an integral part of these financial statements.
**SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES & THE ARTS**

**Statement of Functional Expenses**
For the year ended June 30, 2021

<table>
<thead>
<tr>
<th>Supporting services</th>
<th>Total program expenses and supporting services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular education</td>
<td>Program expenses</td>
</tr>
<tr>
<td>Special education</td>
<td></td>
</tr>
<tr>
<td>Food service</td>
<td></td>
</tr>
<tr>
<td>Total programs</td>
<td></td>
</tr>
<tr>
<td>Management &amp; general</td>
<td></td>
</tr>
</tbody>
</table>

### Salaries

<table>
<thead>
<tr>
<th></th>
<th>Regular education</th>
<th>Special education</th>
<th>Food service</th>
<th>Total programs</th>
<th>Management &amp; general</th>
<th>Total program expenses and supporting services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional personnel</td>
<td>$1,794,384</td>
<td>$140,113</td>
<td>-</td>
<td>$1,934,497</td>
<td>-</td>
<td>$1,934,497</td>
</tr>
<tr>
<td>Administrative staff personnel</td>
<td>522,208</td>
<td>31,998</td>
<td>-</td>
<td>554,206</td>
<td>164,753</td>
<td>718,959</td>
</tr>
<tr>
<td>Non-instructional personnel</td>
<td>177,053</td>
<td>14,715</td>
<td>180,468</td>
<td>372,236</td>
<td>163,958</td>
<td>536,194</td>
</tr>
<tr>
<td>Total salaries</td>
<td>2,493,645</td>
<td>186,826</td>
<td>180,468</td>
<td>2,860,939</td>
<td>328,711</td>
<td>3,189,650</td>
</tr>
</tbody>
</table>

### Operating expenses

<table>
<thead>
<tr>
<th>Supporting services</th>
<th>Total program expenses and supporting services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll taxes and fringe benefits</td>
<td>568,906</td>
</tr>
<tr>
<td>Retirement</td>
<td>58,046</td>
</tr>
<tr>
<td>Contracted services - financial and benefit administrative</td>
<td>-</td>
</tr>
<tr>
<td>Marketing/recruitment</td>
<td>12,629</td>
</tr>
<tr>
<td>Insurance</td>
<td>20,333</td>
</tr>
<tr>
<td>Legal and professional</td>
<td>53,701</td>
</tr>
<tr>
<td>Equipment leasing</td>
<td>69,403</td>
</tr>
<tr>
<td>Building and land rent and lease</td>
<td>19,066</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>13,902</td>
</tr>
<tr>
<td>Building security and maintenance</td>
<td>140,649</td>
</tr>
<tr>
<td>Office expense</td>
<td>8,452</td>
</tr>
<tr>
<td>Staff development</td>
<td>41,405</td>
</tr>
<tr>
<td>Student services</td>
<td>42,390</td>
</tr>
<tr>
<td>Supplies and instructional materials</td>
<td>68,001</td>
</tr>
<tr>
<td>Food costs</td>
<td>-</td>
</tr>
<tr>
<td>Telephone and internet services</td>
<td>93,292</td>
</tr>
<tr>
<td>Utilities</td>
<td>170,608</td>
</tr>
<tr>
<td>Interest expense</td>
<td>766,488</td>
</tr>
<tr>
<td>Other expenses</td>
<td>90,886</td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>675,694</td>
</tr>
<tr>
<td>Total operating expenses</td>
<td>2,913,851</td>
</tr>
<tr>
<td>Total expenses</td>
<td>$5,407,496</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements.
Statement of Functional Expenses
For the year ended June 30, 2020

### Salaries

<table>
<thead>
<tr>
<th></th>
<th>Regular education</th>
<th>Special education</th>
<th>Food service</th>
<th>Total programs</th>
<th>Management &amp; general</th>
<th>Total program expenses and supporting services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional personnel</td>
<td>$1,562,296</td>
<td>$117,592</td>
<td>$-</td>
<td>$1,679,888</td>
<td>$-</td>
<td>$1,679,888</td>
</tr>
<tr>
<td>Administrative staff personnel</td>
<td>518,425</td>
<td>28,407</td>
<td>$-</td>
<td>546,832</td>
<td>163,339</td>
<td>710,171</td>
</tr>
<tr>
<td>Non-instructional personnel</td>
<td>189,568</td>
<td>15,165</td>
<td>203,588</td>
<td>408,321</td>
<td>174,402</td>
<td>582,723</td>
</tr>
<tr>
<td><strong>Total salaries</strong></td>
<td><strong>2,270,289</strong></td>
<td><strong>161,164</strong></td>
<td><strong>203,588</strong></td>
<td><strong>2,635,041</strong></td>
<td><strong>337,741</strong></td>
<td><strong>2,972,782</strong></td>
</tr>
</tbody>
</table>

### Operating expenses

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll taxes and fringe benefits</td>
<td>445,882</td>
<td>31,653</td>
<td>39,984</td>
<td>517,519</td>
<td>66,332</td>
<td>583,851</td>
</tr>
<tr>
<td>Retirement</td>
<td>59,754</td>
<td>4,242</td>
<td>5,358</td>
<td>69,354</td>
<td>8,889</td>
<td>78,243</td>
</tr>
<tr>
<td>Contracted services - financial and benefit administrative</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>198,538</td>
<td>198,538</td>
</tr>
<tr>
<td>Marketing/recruitment</td>
<td>4,066</td>
<td>289</td>
<td>365</td>
<td>4,720</td>
<td>605</td>
<td>5,325</td>
</tr>
<tr>
<td>Insurance</td>
<td>24,528</td>
<td>1,741</td>
<td>2,200</td>
<td>28,469</td>
<td>74,632</td>
<td>103,101</td>
</tr>
<tr>
<td>Legal and professional</td>
<td>49,483</td>
<td>3,513</td>
<td>4,437</td>
<td>57,433</td>
<td>7,361</td>
<td>64,794</td>
</tr>
<tr>
<td>Equipment leasing</td>
<td>49,405</td>
<td>3,507</td>
<td>4,430</td>
<td>57,342</td>
<td>7,350</td>
<td>64,692</td>
</tr>
<tr>
<td>Building and land rent and lease</td>
<td>15,902</td>
<td>1,129</td>
<td>1,426</td>
<td>18,457</td>
<td>2,366</td>
<td>20,823</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>14,694</td>
<td>1,043</td>
<td>1,318</td>
<td>17,055</td>
<td>2,186</td>
<td>19,241</td>
</tr>
<tr>
<td>Building security and maintenance</td>
<td>136,443</td>
<td>9,686</td>
<td>12,236</td>
<td>158,365</td>
<td>20,298</td>
<td>178,663</td>
</tr>
<tr>
<td>Office expense</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>25,614</td>
<td>25,614</td>
</tr>
<tr>
<td>Staff development</td>
<td>63,030</td>
<td>4,474</td>
<td>5,652</td>
<td>73,156</td>
<td>9,377</td>
<td>82,533</td>
</tr>
<tr>
<td>Student services</td>
<td>76,297</td>
<td>5,416</td>
<td>6,842</td>
<td>88,555</td>
<td>11,350</td>
<td>99,905</td>
</tr>
<tr>
<td>Supplies and instructional materials</td>
<td>67,671</td>
<td>4,804</td>
<td>6,068</td>
<td>78,543</td>
<td>10,067</td>
<td>88,610</td>
</tr>
<tr>
<td>Food costs</td>
<td>-</td>
<td>-</td>
<td>130,294</td>
<td>130,294</td>
<td>-</td>
<td>130,294</td>
</tr>
<tr>
<td>Transportation service</td>
<td>112,839</td>
<td>8,493</td>
<td>-</td>
<td>121,332</td>
<td>-</td>
<td>121,332</td>
</tr>
<tr>
<td>Telephone and internet services</td>
<td>79,757</td>
<td>5,662</td>
<td>7,152</td>
<td>92,571</td>
<td>11,865</td>
<td>104,436</td>
</tr>
<tr>
<td>Utilities</td>
<td>150,519</td>
<td>10,685</td>
<td>13,498</td>
<td>174,702</td>
<td>22,392</td>
<td>197,094</td>
</tr>
<tr>
<td>Interest expense</td>
<td>786,385</td>
<td>109,497</td>
<td>4,977</td>
<td>900,859</td>
<td>94,565</td>
<td>995,424</td>
</tr>
<tr>
<td>Other expenses</td>
<td>68,422</td>
<td>4,857</td>
<td>6,136</td>
<td>79,415</td>
<td>10,182</td>
<td>89,597</td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>620,746</td>
<td>44,066</td>
<td>55,665</td>
<td>720,477</td>
<td>92,346</td>
<td>812,823</td>
</tr>
<tr>
<td><strong>Total operating expenses</strong></td>
<td><strong>2,825,823</strong></td>
<td><strong>254,757</strong></td>
<td><strong>308,038</strong></td>
<td><strong>3,388,618</strong></td>
<td><strong>676,315</strong></td>
<td><strong>4,064,933</strong></td>
</tr>
</tbody>
</table>

| Total expenses                          | **$5,096,112** | **$415,921** | **$511,626** | **$6,023,659** | **$1,014,056**      | **$7,037,715**                           |

The accompanying notes are an integral part of these financial statements.
## SOUTH BRONX CHARTER SCHOOL FOR
### INTERNATIONAL CULTURES & THE ARTS

**Statements of Cash Flows**
For the years ended June 30,

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash flows from operating activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in net assets</td>
<td>$1,613,948</td>
<td>$1,217,551</td>
</tr>
<tr>
<td>Adjustments to reconcile change in net assets to net cash provided by operating activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>841,097</td>
<td>789,631</td>
</tr>
<tr>
<td>Amortization</td>
<td>23,192</td>
<td>23,192</td>
</tr>
<tr>
<td>Cancellation of debt</td>
<td>(697,569)</td>
<td>-</td>
</tr>
<tr>
<td>Changes in operating assets and liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and other receivables</td>
<td>(238,665)</td>
<td>(24,563)</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>(9,931)</td>
<td>(28,228)</td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>45,413</td>
<td>73,431</td>
</tr>
<tr>
<td>Accrued payroll and benefits</td>
<td>70,396</td>
<td>(5,206)</td>
</tr>
<tr>
<td>Accrued interest payable</td>
<td>(4,037)</td>
<td>(7,628)</td>
</tr>
<tr>
<td>Refundable advances</td>
<td>3,359</td>
<td>4,988</td>
</tr>
<tr>
<td><strong>Net cash provided by operating activities</strong></td>
<td>1,647,203</td>
<td>2,043,168</td>
</tr>
</tbody>
</table>

|                           |            |            |
| **Cash flows from investing activities** |            |            |
| Acquisition of fixed assets | (1,053,353)| (778,348)  |
| **Net cash used in investing activities** | (1,053,353)| (778,348)  |

|                           |            |            |
| **Cash flows from financing activities** |            |            |
| Repayment of bonds payable | (500,000) | (480,000)  |
| SBA loan - paycheck protection program | -         | 697,569    |
| **Net cash (used in)/provided by financing activities** | (500,000) | 217,569    |

|                           |            |            |
| **Net increase in cash, cash equivalents and restricted cash** | 93,850     | 1,482,389  |
| Cash, cash equivalents and restricted cash - beginning of year | 9,566,920  | 8,084,531  |
| **Cash, cash equivalents and restricted cash - end of year** | $9,660,770 | $9,566,920 |

|                           |            |            |
| **Cash, cash equivalents and restricted cash as reported within the statements of financial position** |            |            |
| Cash and cash equivalents | $7,617,709 | $7,524,816 |
| Reserves                  | 2,043,061  | 2,042,104  |
| **Total**                 | $9,660,770 | $9,566,920 |

|                           |            |            |
| **Supplemental disclosure** |            |            |
| Cash paid for interest    | $984,450   | $1,003,052 |

The accompanying notes are an integral part of these financial statements.
SOUTH BRONX CHARTER SCHOOL FOR
INTERNATIONAL CULTURES & THE ARTS
Notes to the Financial Statements
June 30, 2021 and 2020

Note 1  Organization

South Bronx Charter School for International Cultures & the Arts (the “School”), a 501(c) (3) tax-exempt organization, is a public charter school located in the Bronx, New York. The School opened in 2005 and through fiscal year 2018 operated classes from kindergarten to fifth grade. Sixth grade, seventh grade and eighth grade classes were added in fiscal year 2019, 2020 and 2021, respectively. The School’s current charters renewal expires on June 30, 2023. The School provides scientifically research-proven standards-based educational programs, with an emphasis on international cultures, the arts, and mastery of a second language.

Friends of South Bronx Charter School for International Culture & the Arts, Inc. (the “Friends of SBCSICA”), is a non-profit organization, founded in October 2018 under Section 402 of the Not-for-Profit Corporate Law of the State of New York. Friends of SBCSICA is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Friends of SBCSICA is controlled by the School in its capacity as the sole member of Friends of SBCSICA. As of June 30, 2021, Friends of SBCSICA has no financial activity, and as a result, the two entities did not consolidate as of and for the years ended June 30, 2021 and 2020.

Note 2  Summary of significant accounting policies

Basis of presentation and use of estimates. The financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America (“U.S. GAAP”), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and cash equivalents. The School considers all short-term, highly liquid investments, such as money market funds, to be cash equivalents.

Grants and other receivables. Grants and other receivables are recorded at net realizable value and do not bear interest. The allowance for doubtful accounts is the School’s best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability. Grants and other receivable amounted to $617,049 and $270,304 as of June 30, 2021 and 2020, respectively. There was no allowance recorded at June 30, 2021 and 2020, as all amounts are deemed collectible.
Note 2  Summary of significant accounting policies – (continued)

Financial statements presentation. The financial statements of the School have been prepared in accordance with U.S. generally accepted accounting principles ("US GAAP"), which require the School to report information regarding its financial position and activities according to the following net asset classifications:

Net assets without donor restrictions. Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the School.

Net assets with donor restrictions. Net assets subject to stipulations imposed by donors and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the organization or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net assets without donor restrictions in the statements of activities.

Revenue recognition. The School recognizes revenue from the state and local governments based on the School’s charter status and the number of students enrolled. Such revenue is recorded when services are performed, in accordance with the charter agreement. The New York State Department of Education mandates the rate per pupil. Such revenue is recognized ratably over the related school year in which it is earned.

Grant and contracts revenue. Grants and contracts revenue are recognized when qualifying expenditures are incurred and/or services are provided to the students during the applicable school year. Funds received in advance or any unspent funds for which qualifying expenditures have not been incurred are recorded as refundable advances. Any unspent amounts might be returned to the granting agency or the granting agency can approve that those amounts be applied to a future grant period.

Operating risk. The coronavirus outbreak may have an adverse effect on the results of operations. Given the uncertainty around the extent and timing of the potential future spread or mitigation of the coronavirus and around the imposition or relaxation of protective measure, the School cannot reasonably estimate the impact to future results of operations.
Note 2  Summary of significant accounting policies – (continued)

Property and equipment. Property and equipment are recorded at cost. Donated assets are capitalized at the estimated fair value at date of receipt. Maintenance and repairs are charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of $1,000. Depreciation is computed using the straight-line method over estimated useful lives of the respective asset. The estimated depreciable lives of the different classes of property are as follows:

<table>
<thead>
<tr>
<th>Asset</th>
<th>Useful Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>39 years</td>
</tr>
<tr>
<td>Furniture and fixtures</td>
<td>7 years</td>
</tr>
<tr>
<td>Computer, software and office equipment</td>
<td>3 years</td>
</tr>
</tbody>
</table>

Reserve contingency and escrow reserves. Reserve contingency and escrow reserves relate to reserve and escrow accounts that are required to be maintained by the School in accordance with the bond indenture and charter requirements.

Financing charge. Financing charges are amortized over the terms of the bonds and are reported net of accumulated amortization as of June 30, 2021 and 2020 in bonds payable, net, on the accompanying statements of financial position.

Refundable advances. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying statements of financial position.

Donated goods and services. The School receives donated services from unpaid volunteers. No amounts have been recognized in the accompanying statements of activities, since the services do not meet the specialized skill criteria for recognition under U.S. GAAP.

Income taxes. The School is tax-exempt under Section 501(c)(3) of the Internal Revenue Code (IRC) and has been classified as a publicly supported organization as described in IRC sections 509(A)(1) and 170(B)(1)(A)(II).

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken and recognize a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by taxing authorities. Management has analyzed the tax positions taken and has concluded that, as of June 30, 2021, there are no uncertain positions taken or expected to be taken that would require recognition or disclosure in the accompanying financial statements.

The School is no longer subject to income tax examination by federal, state or local tax authorities for years before June 30, 2018.
Note 2    Summary of significant accounting policies – (continued)

Functional expenses. The costs of providing program and other activities have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among program services, and supporting services. Such allocations are determined by management on an equitable basis.

The expenses that are allocated include the following:

<table>
<thead>
<tr>
<th>Expenses</th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$397,301</td>
<td>$397,031</td>
</tr>
<tr>
<td>Payroll taxes and fringe benefits</td>
<td>$1,568,300</td>
<td>$1,567,905</td>
</tr>
<tr>
<td>Contracted Services - financial and administrative</td>
<td>Direct allocation</td>
<td>Direct allocation</td>
</tr>
<tr>
<td>Legal and professional</td>
<td>Time and effort</td>
<td>Time and effort</td>
</tr>
<tr>
<td>Insurance</td>
<td>Square footage</td>
<td></td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>Time and effort</td>
<td></td>
</tr>
</tbody>
</table>

Note 3    Liquidity and availability

Financial assets available for general expenditures, that is, without donor or other restrictions limiting their use, within one year of June 30, are:

Financial assets:

<table>
<thead>
<tr>
<th>Financial assets</th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$7,617,709</td>
<td>$7,524,816</td>
</tr>
<tr>
<td>Grants and other receivables</td>
<td>508,969</td>
<td>270,304</td>
</tr>
<tr>
<td>Amount available for general expenditures within one year</td>
<td>$8,126,678</td>
<td>$7,795,120</td>
</tr>
</tbody>
</table>

Note 4    Reserves

Reserves as of June 30, are as follows:

<table>
<thead>
<tr>
<th>Reserves</th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest reserve</td>
<td>$397,301</td>
<td>$397,031</td>
</tr>
<tr>
<td>Debt service reserve</td>
<td>1,568,300</td>
<td>1,567,905</td>
</tr>
<tr>
<td>Reserve - contingency</td>
<td>77,460</td>
<td>77,168</td>
</tr>
<tr>
<td>Total reserves</td>
<td>$2,043,061</td>
<td>$2,042,104</td>
</tr>
</tbody>
</table>
Note 5  Property and equipment

Property and equipment consist of the following as of June 30:

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture and fixtures</td>
<td>$942,375</td>
<td>$923,000</td>
</tr>
<tr>
<td>Computer equipment and software</td>
<td>1,913,437</td>
<td>1,787,460</td>
</tr>
<tr>
<td>Office equipment</td>
<td>163,980</td>
<td>121,761</td>
</tr>
<tr>
<td>Land</td>
<td>1,823,000</td>
<td>1,823,000</td>
</tr>
<tr>
<td>Building</td>
<td>18,057,399</td>
<td>18,057,399</td>
</tr>
<tr>
<td>Construction in Progress</td>
<td>1,544,592</td>
<td>678,810</td>
</tr>
<tr>
<td>Total property and equipment</td>
<td>24,444,783</td>
<td>23,391,430</td>
</tr>
<tr>
<td>Less, accumulated depreciation</td>
<td>(5,843,455)</td>
<td>(5,002,358)</td>
</tr>
<tr>
<td>Property and equipment, net</td>
<td>$18,601,328</td>
<td>$18,389,072</td>
</tr>
</tbody>
</table>

During fiscal year 2020, the School paid an earnest money deposit of $500,000 for the future purchase of land and in both fiscal year 2020 and 2021, incurred various consulting costs to design and plan for a new building to expand its programs. Total expenditures in connection with this project were included in construction in progress at June 30, 2021 and 2020. The earnest money deposit is fully refundable if the purchase is not consummated.

Note 6  Retirement plan

The School offers a 401(k) plan (the “Plan”) for substantially all of its qualifying employees. Employees are eligible for the Plan immediately upon employment. Participation in the Plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation, up to IRS limits for each calendar year. The School matches an employee’s contribution up to 4% of the employee’s annual compensation. For the years ended June 30, 2021 and 2020, the School’s matching contribution was $74,248 and $78,243, respectively. Plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan’s participants and beneficiaries.

Note 7  Accrued payroll and benefits

Accrued payroll and benefits consist of amounts earned by the staff during the school year but paid over the summer months. As of June 30, 2021 and 2020, accrued payroll amounted to $547,882 and $477,486, respectively.
Note 8  SBA loan - paycheck protection program

On May 4, 2020, the School obtained a loan of $697,569 (the “PPP loan”) from a commercial bank pursuant to the Paycheck Protection Program (“PPP”) administered by the Small Business Administration (the “SBA”) pursuant to the Coronavirus Aid, Relief, and Economic Security Act (“CARES Act”). The PPP Loan and accrued interest will be forgivable after twenty-four weeks as long as the School uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. No payments of principal or interest were due during the six-month period beginning on the date of the PPP loan (the “Deferral Period”). The PPP loan balance as of June 30, 2020 was $697,569. During fiscal year 2021, the School received notification that the PPP loan had been forgiven. The School recorded cancellation of debt in the amount of $697,569.

Note 9  Bonds payable

On June 11, 2013, Build NYC Resource Corporation provided construction and permanent financing of $22,270,000 through the issuance of $21,650,000 in Tax-Exempt Revenue Bonds (the “Series 2013A Bonds”), bearing interest at 2.75% to 5% per annum, with principal due at varying amounts annually through maturity on April 15, 2043, and $620,000 in Taxable Revenue Bonds bearing interest at 6% per annum which were repaid in varying amounts through maturity on April 15, 2017. The proceeds of the bonds were used to construct a five-story building in the Bronx, New York, to be used as classroom, cafeteria, kitchen, art, music room and administrative space.

Future minimum principal payments for the next five years and in the aggregate thereafter are as follow:

<table>
<thead>
<tr>
<th>Year Ending June 30,</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>$ 520,000</td>
</tr>
<tr>
<td>2023</td>
<td>540,000</td>
</tr>
<tr>
<td>2024</td>
<td>560,000</td>
</tr>
<tr>
<td>2025</td>
<td>590,000</td>
</tr>
<tr>
<td>2026</td>
<td>615,000</td>
</tr>
<tr>
<td>Thereafter</td>
<td>16,715,000</td>
</tr>
<tr>
<td>Unamortized financing charge</td>
<td>(508,288)</td>
</tr>
<tr>
<td></td>
<td>$ 19,031,712</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonds payable - current</td>
<td>$ 520,000</td>
</tr>
<tr>
<td>Bonds payable - long term, net</td>
<td>18,511,712</td>
</tr>
<tr>
<td>Total bonds payable, net</td>
<td>$ 19,031,712</td>
</tr>
</tbody>
</table>

As of June 30, 2021 and 2020, the School was in compliance with all debt covenants pursuant to the bond agreement.
Note 10  Concentration of credit risk

The School maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The management of the School believes it is not exposed to significant credit risk on cash and cash equivalents.

The School received approximately 83% and 90% of its operating revenue, which is subject to specific requirements, from per pupil funding from the New York City Department of Education during the years ended June 30, 2021 and 2020, respectively. Additionally, all of the School’s grants receivable is due from the New York State Department of Education.

Note 11  Contingency

The School participates in a number of federal and state programs. These programs require that the School comply with certain laws, regulations, contracts, and agreements applicable to the programs in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government grants and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or results of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

Note 12  Subsequent events

Management has evaluated subsequent events through October 28, 2021, the date that the financial statements were available to be issued. Based on this evaluation, management has determined that no subsequent events have occurred which require disclosure in the financial statements.
Pursuant to the loan agreement, the School is required to comply with various debt covenants. The minimum requirement and actual results as of and for the year ended June 30, 2021 for each of the debt covenants are as follows:

<table>
<thead>
<tr>
<th>Minimum Requirement</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debt service coverage ratio</td>
<td>1.10</td>
</tr>
<tr>
<td>Days cash on hand</td>
<td>30</td>
</tr>
<tr>
<td>Net asset balance</td>
<td>$734,306</td>
</tr>
</tbody>
</table>

The debt service coverage ratio is calculated as follows:

Increase in net assets $1,613,948  
Add back: Interest expense $980,413  
Depreciation and amortization $864,289  
Net revenues available for debt service $3,458,650

Debt service payments
- Interest expense $980,413  
- Principal $500,000  
Total current debt service $1,480,413  
Net revenues available for debt service $3,458,650  
Total current debt service $1,480,413  
Debt service payments $1,480,413  
Debt service coverage ratio = 2.34

The days cash on hand is calculated as follows:

Total expenses $7,343,062  
Less: Depreciation and amortization (864,289)  
Net expenses $6,478,773  
Number of days 365  
Cash used per day $17,750  
Cash and cash equivalents at year end $7,617,709  
Cash used per day $17,750  
Days cash on hand = 429

The minimum net asset balance is calculated as follows:

Beginning net asset balance $7,112,879  
Net surplus/(deficit) $1,613,948  
Ending net asset balance $8,726,827  
Estimated required fund balance $1,480,413  
Gross revenue $8,957,010  
Percentage 17%  
Requirement percentage 10%  
Estimated required fund balance $734,306  
Amount over to meet fund balance $7,992,521
### Schedule of Expenditures of Federal Awards

For the year ended June 30, 2021

<table>
<thead>
<tr>
<th>Federal Grantor/Program or Cluster Title</th>
<th>Federal CFDA No.</th>
<th>Pass-through identifying number</th>
<th>Federal Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U.S. Department of Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass-through New York State Education Department:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Grants to Local Educational Agencies</td>
<td>84.010A</td>
<td>0021-21-4312</td>
<td>$266,832</td>
</tr>
<tr>
<td>Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)</td>
<td>84.367A</td>
<td>0147-21-4312</td>
<td>$58,816</td>
</tr>
<tr>
<td>English Language Acquisition State Grants</td>
<td>84.367A</td>
<td>0293-21-4312</td>
<td>$13,046</td>
</tr>
<tr>
<td>Student Support and Academic Enrichment program</td>
<td>84.424A</td>
<td>0204-21-4312</td>
<td>$32,855</td>
</tr>
<tr>
<td>Elementary and Secondary School Emergency Relief (ESSER) Fund</td>
<td>84.425D</td>
<td>589-021-4312</td>
<td>$235,851</td>
</tr>
<tr>
<td><strong>Total U.S. Department of Education</strong></td>
<td></td>
<td></td>
<td>$607,400</td>
</tr>
<tr>
<td><strong>U.S. Department of Agriculture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass-through New York State Department of Education:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Breakfast Program</td>
<td>10.553</td>
<td>280201860934</td>
<td>$57,099</td>
</tr>
<tr>
<td>National School Lunch Program</td>
<td>10.555</td>
<td>280201860934</td>
<td>$127,703</td>
</tr>
<tr>
<td><strong>Total Child Nutrition Cluster</strong></td>
<td></td>
<td></td>
<td>$184,802</td>
</tr>
<tr>
<td><strong>Total U.S. Department of Agriculture</strong></td>
<td></td>
<td></td>
<td>$184,802</td>
</tr>
<tr>
<td><strong>Total Expenditures of Federal Awards</strong></td>
<td></td>
<td></td>
<td>$792,202</td>
</tr>
</tbody>
</table>
Note 1  Basis of Presentation

The accompanying schedule of expenditures of federal awards (the “Schedule”) includes the federal grant activity of South Bronx Charter School for International Cultures & the Arts for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Office of Management and Budget (OMB) Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of South Bronx Charter School for International Cultures & the Arts, it is not intended to, and does not, present the financial position, changes in net position or cash flows of South Bronx Charter School for International Cultures & the Arts.

Note 2  Summary of Significant Accounting Policies

The accompanying schedule of expenditures of federal awards is presented using the accrual basis of accounting. The information in this Schedule is presented in accordance with the requirements of Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. The amounts reported as expenditures in this Schedule may differ from certain financial reports submitted to federal funding agencies, due to those reports being submitted on either the cash or modified cash basis of accounting.

Note 3  Indirect Cost Rate

South Bronx Charter School for International Cultures & the Arts has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.
Independent Auditors’ Report on Internal Control over Financial Reporting and on Compliance and other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

To the Board of Trustees of
South Bronx Charter School for International Cultures & the Arts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of South Bronx Charter School for International Cultures & the Arts, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2021.

Internal control over financial reporting

In planning and performing our audit of the financial statements, we considered South Bronx Charter School for International Cultures & the Arts’ internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of South Bronx Charter School for International Cultures & the Arts’ internal control. Accordingly, we do not express an opinion on the effectiveness of South Bronx Charter School for International Cultures & the Arts’ internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.
Compliance and other matters

As part of obtaining reasonable assurance about whether South Bronx Charter School for International Cultures & the Arts’ financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audits, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of South Bronx Charter School for International Cultures & the Arts’ internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering South Bronx Charter School for International Cultures & the Arts’ internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

New York, New York
October 28, 2021
Independent Auditors’ Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance

To the Board of Trustees of
South Bronx Charter School for International Cultures & the Arts

Report on Compliance for Each Major Federal Program

We have audited South Bronx Charter School for International Cultures & the Arts compliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on each of South Bronx Charter School for International Cultures & the Arts’ major federal programs for the year ended June 30, 2021. South Bronx Charter School for International Cultures & the Arts’ major federal programs are identified in the summary of auditors’ results section of the accompanying Schedule of Findings and Questioned Costs.

Management’s Responsibility

Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors’ Responsibility

Our responsibility is to express an opinion on compliance for each South Bronx Charter School for International Cultures & the Arts’ major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about South Bronx Charter School for International Cultures & the Arts’ compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.
We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of South Bronx Charter School for International Cultures & the Arts’ compliance.

**Opinion on Each Major Federal Program**

In our opinion, South Bronx Charter School for International Cultures & the Arts complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

**Report on Internal Control over Compliance**

Management of South Bronx Charter School for International Cultures & the Arts is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered South Bronx Charter School for International Cultures & the Arts’ internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of South Bronx Charter School for International Cultures & the Arts’ internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified.
The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

New York, New York
October 28, 2021
SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES & THE ARTS
Schedule of Findings and Questioned Costs
For the year ended June 30, 2021

Schedule I – Summary of auditor’s results

Financial statements

Type of report the auditors issued on whether the financial statements audited were prepared in accordance with GAAP: Unmodified opinion

Internal control over financial reporting:
- Material weakness(es) identified? ___yes  X no
- Significant deficiency(ies) identified that are not considered to be material weakness(es)? ___yes  X none reported

Noncompliance material to financial statements noted? ___yes  X no

Federal awards

Internal control over major federal programs:
- Material weakness(es) identified? ___yes  X no
- Significant deficiency(ies) identified that are not considered to be material weakness(es)? ___yes  X none reported

Type of auditor’s report issued on compliance for major federal programs: Unmodified opinion

Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance under Section 2CFR200.516(a) ___yes  X no

Identification of major federal programs:

<table>
<thead>
<tr>
<th>CFDA number(s)</th>
<th>Name of Federal Program or Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.010A</td>
<td>Title I Grants to Local Educational Agencies</td>
</tr>
<tr>
<td>10.553 and 10.555</td>
<td>Child Nutrition Cluster</td>
</tr>
</tbody>
</table>

Dollar threshold used to distinguish between Type A and Type B programs: $750,000

Auditee qualified as low-risk auditee? ___yes  X no
Section II – Financial Statement Findings

None noted.

Section III – Federal Award Findings and Questioned Costs

None noted.
Corrective action plan is not applicable for the year ended June 30, 2021.
SOUTH BRONX CHARTER SCHOOL FOR
INTERNATIONAL CULTURES & THE ARTS
Summary Schedule of Prior Audit Findings
For the year ended June 30, 2021

There were no prior audit findings.
Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: **Elvira Barone**

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

South Bronx Charter School for International Culture & the Arts

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

   Member and former Chair

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

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

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

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

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

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

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

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

   Yes ☑️ No

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

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

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Nature of financial interest/transaction</th>
<th>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</th>
<th>Name of person holding interest or engaging in transaction and relationship to you</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Please write &quot;None&quot; if applicable. Do not leave this space blank.</td>
<td></td>
</tr>
</tbody>
</table>

   NONE

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."
<table>
<thead>
<tr>
<th>Organization conducting business with the school(s)</th>
<th>Nature of business conducted</th>
<th>Approximate value of the business conducted</th>
<th>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</th>
<th>Steps taken to avoid conflict of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Please write &quot;None&quot; if applicable. Do not leave this space blank.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HOME</td>
<td></td>
</tr>
</tbody>
</table>

Signature: Elvira Barone  
Date: June 18, 2021

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: 646 235 9061

Business Address:

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

Home Telephone: 718 792 1187

Home Address: 3320 Campbell Dr.

Bronx, N.Y. 10465

last revised 06/8/2020
Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Genna Fukuda

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

South Bronx Charter School of International Cultures and Art

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

   Board member

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

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

   n/a

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

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

   n/a

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

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

   n/a

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

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

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

___ Yes  ___ No

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

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

___ Yes  ___ No

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

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

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

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

Signature

Date: 6/24/2021

*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: gemma.fukuda@gmail.com

Home Telephone: 201-927-3213

Home Address: 115 Montague St #8A, Brooklyn, NY 11201

Last revised 06/8/2020
Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Angie Gonzalez

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

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

   Board member, member of the Personnel/Committee

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

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

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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None if applicable. Do not leave this space blank.

Signature: [Signature]  
Date: [6/22/21]

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] 963 7670

Business Address: 

E-mail Address: [agyiazza28@gmail.com]

Home Telephone: 

Home Address: 78D Concourse 196-Bronx NY 10451

Last revised 06/6/2020
Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Richard Izquierdo

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
South Brent Charter School for International Cultures and the Arts

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

2. Are you an employee of any school operated by the education corporation?  Yes [ ] No [ ]
   If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
   If Yes, please describe the nature of your relationship and how this person could benefit from your participation.
   [ ] Yes

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?
   If Yes, please describe the nature of your relationship and how this person could benefit from your participation.
   [ ] Yes

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?  [ ] Yes [ ] No
   If Yes, please describe the nature of your relationship and how this person could benefit from your participation.
6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes □ No □

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

---

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

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

Signature: 

Date: 06/24/2021

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Business Telephone: 347-291-8120 Ext. 207

Business Address: 3334 Park Avenue, Bronx, NY 10456

E-mail Address: izquierdorrey@gmail.com

Home Telephone: 718-510-7907

Home Address: 122 Outlook Avenue, Bronx, NY 10465

last revised 06/8/2020
Name:
Mariel Maran

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
South Bronx Charter School For International Culture of Arts

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

Parent representative

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

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

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

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

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

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

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

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

   Yes ☒ No

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

   ____________________________________________

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

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

**Signature**

6/24/2021 **Date**

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**Business Telephone:**

**Business Address:**

**E-mail Address:** moore3084@gmail.com

**Home Telephone:** 646-320-2432

**Home Address:** 626 Trinity Ave. #26 BX NY 11423

Last revised 06/8/2020
Name: Donald P. Matson

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
South Bronx Charter School for International Cultures and the Arts

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

2. Are you an employee of any school operated by the education corporation? Yes / No
   If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? No
   If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No
   If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No
   If Yes, please describe the nature of your relationship and how this person could benefit from your participation.
6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes ☐ No ☐

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

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

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Signature: [Signature] Date: 6/24/2021

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Business Telephone: __________

Business Address: ____________________________

E-mail Address: dmatison1@optonline.net

Home Telephone: (914) 472-8752

Home Address: 700 Scarsdale Ave, Scarsdale NY 10583
Name:

Priscilla Ocasio

South Bronx Charter School for International Cultures and The Arts

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

2. Are you an employee of any school operated by the education corporation? ___Yes X ___No
   If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
   If Yes, please describe the nature of your relationship and how this person could benefit from your participation.
   No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?
   If Yes, please describe the nature of your relationship and how this person could benefit from your participation.
   No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No
   If Yes, please describe the nature of your relationship and how this person could benefit from your participation.
6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   Yes ☒ No

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

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

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Priscilla Ocasio

Signature

June 22, 2021

Date

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Business Telephone: N/A

Business Address: N/A

E-mail Address: prescy7@aol.com

Home Telephone: 347-651-4905

Home Address: 181 East 161 Street Bronx, NY 10451

last revised 06/8/2020
Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

JOHN R. POTAPCHUK

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

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS

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

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

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

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

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

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

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

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

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

___ Yes ___ No

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

___ N/A ___

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

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

___ None ___

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”
<table>
<thead>
<tr>
<th>Organization conducting business with the school(s)</th>
<th>Nature of business conducted</th>
<th>Approximate value of the business conducted</th>
<th>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</th>
<th>Steps taken to avoid conflict of interest</th>
</tr>
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<tbody>
<tr>
<td><strong>NONE</strong></td>
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</table>

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

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**Signature:** John R. Potapchuk  
**Date:** 6/8/2021

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

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**E-mail Address:** JOHN.POTAPCHUKI@GMAIL.COM  
**Home Telephone:** 631-727-5809  
**Home Address:** 50 NAUTICAL DRIVE, RIVERHEAD, NY 11901

Last revised 06/8/2020
South Bronx Charter School for International Cultures and the Arts

www.sbsica.org | info@sbsica.org

Board of Trustees Meeting via Zoom
Thursday, July 23, 2020
Zoom Meeting: 94598970134
Password: NU5YTBT

Board Members in Attendance:
Donald Mattson (Chair)
John Potapchuk (Treasurer)
Priscilla Ocasio
Elvira Barone
Regrets:
Genna Fukuda

Non-Members:
Evelyn Hey (Principal)
Johanna Alfonzo (Assistant Principal)
Evelyn Ramirez (Operations)
Noel Kellier (Technology)
Stephany Cervantes
Paul Augello (BoostEd)
Robert McLaughlin, Attorney
Stephen Grasso, Partners for Architecture

Minutes

I. Welcome: Board Chair Donald Mattson opened Board Meeting at 11:08 am by welcoming the Board and attendees. First order on the agenda, approval of the June 18, 2020 minutes. Minutes were approved virtually. John motioned, seconded by Elvira and approved by Donald. Priscilla Ocasio excused herself and Genna was absent.

II. Principal's Report: Enrollment: 456 Attendance: June - August - 94.83% = 95%
Puerto Rico Initiative - On hold due to pandemic. Currently a hot spot.

- School's Reopening Plan (TIME - SENSITIVE Must be submitted to the state by July 30): Johanna Alfonzo presented the school's in-person reopening plan for the 2020-2021 school year.
- We will be initiating a reopening plan
- Sent out a survey to families
  - Results have been 50/50 -remote vs in-school full time session
- Vendors gave an estimate on PPE equipment to help promote social distancing
Evelyn Hey suggested that she will encourage staff to teach from their classrooms via webcams, live sessions, this will help avoid Wifi/technology issues
  ○ Paul adds, extra funding from the Cares Act- $270,000 Must be spent for supplies (e.g. cleaning, acrylic barriers, signs, etc.) in preparation for the reopening of the school.

Vera suggested a professional cleaning service that specializes in desanitizing/deep cleaning due to Covid - 19

Priscilla advised and suggested checking the materials and cleaning equipment that is being used with consideration to our student’s health.

Deep cleaning should be done on a weekly bases—possibility the weekend

**Get a proposal on the cleaning service to be discussed at the next meeting.**

Lunch will be on a rotation schedule between hot and bagged lunch.
  ○ Breakfast/Lunch to go bags will be provided for remote learners to pick up daily form 8:30-9:30.
  ○ Still waiting on the Health Department and John (Chef) regulations

Vera suggested limited transitions while students are in the building.

Priscilla raised the concern of having students sitting down for more than 5 - 6 hours
  ○ Recommended we promote physical education / movement breaks throughout the day for students.
  ○ Children that are asmetic should be accommodated on wearing the mask

Teachers will get additional time to provide support from 3pm - 5pm for students in our remote school sessions.

Still waiting for the school bus transportation protocol from the city.

Remote Learning Website is up to date for all remote learners.

**Motion to approve the school reopening plan for the 2020-2021 school year was made with the current information. Any changes made to the plan, the board will be immediately updated and will be contingent with the governor’s plan, CDC guidelines and DOE and other guidelines that we are following. Motioned by John, Second by Elvira Barone all unanimously agreed.**

**Personal Update - A 1st grade Spanish teacher was recently hired.** There is still one vacancy for an elementary teacher position. Moving forward, Stephany Cervantes will be taking the minutes during the board meeting.
  ○ **Luz Maria Vega Scholarship Fund** - The board was informed of a new scholarship fund, to be given to a student after graduation.
III. **Operations Report** - The bill payment list was reviewed and all is in good standing. American Express is being utilized to pay bills that do not incur a fee. Summary page of all American Express charges were attached to the Bill Payment List.

- Extra purchases (laptops, sleeves, and protective cases) were bought for all devices for 2020 - 2021 school year
- Ongoing Registration for new students in Kindergarten.
  - Registration appointments following social distance guidelines

IV. **BoostEd Financial Reports**: SBCSICA is trending ahead of budget and is ending the 2020 fiscal year on a strong note.

- Paul ran preliminary numbers for fiscal year ended June 30, 2020
  - Past our expectation from last year.
  - Going to accrue certain pandemic related items.

- At the last Board meeting, budget for the year July 1, 2020 to June 30, 2021 was approved assuming no change in per pupil reimbursement due to the Covid situation.
- At the next Board Meeting, the Board may seek further clarification of certain budgeted items.
- Justify the PPE Funding
  - The guideline on how to spend the budget is very flexible
  - What is the materiality affect of the purchases
  - Suggesting to recognize the PPE funding in 2020 and move it 2021 for accounting purposes as we are currently unsure if funds are a grant or a loan
  - There is an extension of time for using the PPE Fund

**Building acquisition update:**

- Difficulties. NYC department of building (Physically closed)
- NYCBD is causing a delay
  - Been difficult to file the project (was filed a week ago)
  - Chief examiner promised next week they should receive a denial
  - We are expecting a denial not an approval; once a denial is received, we can submit a variance application to the BSA (Board of Standards and Appeals)
  - NOT just a Covid thing, there has been a change in process throughout the NY boroughs
- Commissioner has been responding
- Spoke to Evelyn Hey
  - The only comment for the rep was that the union rep is to report once a week status to the board.
- With respect to an evaluation of the RFPs for the Owners Rep position, Stephen Grasso is coming up with a scoring rubric
- Giving three weeks and a week before the board meeting to review
- Stephen will be able to meet for the next board meeting to review final proposals

Next meeting can be held in the multipurpose room (August 27) following social distance guidelines
- BSA application cannot be filed just yet
- Design and Development drawing should be done by the end of August
- Solid 5 weeks have a set of design and development to get it done.
- Solar Panels or Green roofs have to be incorporated in this project
  - Stephen will be looking into any grants for green roofs. Monday July, 27th, 2020
    Meeting to discuss the water structure and drainage system for the new building.
- Due diligence period relating to the purchase of the property expires August 15, 2020
  - Two prior extensions have been granted due to covid
  - Should be able to get another extension; Bob McLaughlin will handle this issue

V. New Business:

Board discussion from 1:09 - 1:51 out of Executive Session
- Motion for approval of New Board Member, Richard Izqueirdo made by Elvira, Second by Priscilla all members unanimously agreed. (Evelyn Hey indicated that there is a 45 day process for new Board members to be cleared by the DOE.)
- Changing the stipulation in the stipend payment to the board members for any administrative type use of materials that a board member needs (printing, ink, etc.) become part of the $90 dollar stipend including transportation. Retroactive / Expenses that have occurred.
  For the Months April, May, June, July
- Motion for changing the stipulation in the stipend payment to the board members made by Priscilla, Second by John all members unanimously agreed.

Meeting concluded, motion to adjourn meeting was made by Donald at 2:00

August 27 is the next meeting in person.
Board Members in Attendance:
Donald Mattson (Chair)
John Potapchuk (Treasurer)
Priscilla Ocasio
Elvira Barone
Genna Fukuda

Non-Members:
Evelyn Hey (Principal)
Johanna Alfonzo (Assistant Principal of Curriculum)
Evelyn Ramirez (Coordinator of Operations & Pupil Services)
Delia Gonzalez (Coordinator of Human Resources)
Stephany Cervantes
Paul Augello (BoostEd)
Richard Izquierdo Arroyo
Stephen Grasso, Partners for Architecture

Minutes

I. Welcome: Board Chair Donald Mattson opened the Board Meeting at 5:00 pm by welcoming the Board and attendees. First order on the agenda, approval of the July 23, 2020 minutes. Minutes were approved in person. John motioned, seconded by Elvira and approved by Donald. Accepted as written

II. Principal's Report: Enrollment: 500; it is expected that about 170 students will be in a classroom and about 330 students will learn remotely. Attendance: School not in session
- Students and parents agreed to commit to remote learning till November.
- Student enrollment might change once public schools are open. Students might go to their zone school.
- New registers will be remote only.
  Capacity per room is limited to thirteen students.
School reopening progress
- Three town hall meetings with parents. Two in the morning, one in the evening. Deadline was August 21, 2020. Meetings were conducted in English and Spanish. We are required to have 5 parent forums. So far we have conducted 4 of them.
- Classes are expected to begin on August 29, 2020.
- Protocols for picking up of materials and laptops were set for remote learners.
- 50% new staff members-
  - Interviews/hiring is still going.
  - Six school aides have been hired part time.
- Two individuals ask for a leave of absence.
- All classrooms have been set up with PPE.
- Classroom capacity: Thirteen per classroom
- Teachers understand there is a Remote School and there is an in school program. All teachers will work in a classroom in the School.
  - Afterschool will be conducted for those students who are learning remotely.
  - No in school afterschool for now.
- Enrollment
  - Kindergarten and First grade have separate systems.
    - Two Kindergarten teachers are in school. One will teach remote students.
    - Two First Grade teachers are in school. Two will teach remote students.
  - 2nd, 3rd, 4th and 5th have been teaching simultaneously with remote and in school students.
    - Extra prep periods have been accommodated for the teachers to address their remote learners.
- Bussing transportation is still pending.
  - Private bussing cost = $1,100 a day for two busses.
- Breakfast, lunch and snacks will be served in the classroom.
  - Minimizing the students' movements.
  - Hallway monitors are scheduled on all floors to make sure social distancing protocols are being followed for bathroom use.
  - Meal pick up bags will be provided for the students that are learning remotely.
- New Equipment
  - Microphones, headphones, mobile desk, elmos, second device per teacher, smartboards.
  - Thermal camera to take temperature of everyone as they walk into the school
    - 3 for about $10,000.
  - We have also purchased portable thermometers.
  - Every teacher received new devices. Chromebook laptop, Apple Ipad.
- Blooms will be a mandatory application to use to communicate with parents.
- Cares Act documentation was submitted on time. This will help fund all the new PPE and equipment. We have until September, 2022 to spend the money. Cost is expected to approximate $270,000.

- Authorizer says the opening plan is very solid and comprehensive
- Puerto Rico Initiative tabled until the September meeting.
- Parents & Family Engagement policy
  - Policy is required to be established in connection with Title I funding.
  - Need to vote on the Parents and Family Engagement Policy
    - Following approval of the policy by the Board, a plan will be created with the parents and will include all the items set forth by the state department.
    - Motion to approve the parent policy for 2020-2021 school year. Motioned by Priscilla, Second by John, all unanimously agreed.
- Local Educational Agency Policy on the Education of Students in Temporary Housing
  This homeless/shelter policy will provide students with the necessary materials covered through our Title I funding.
  - Double up (Family that is living with another household) also qualify for funding under the LEA Policy on the Education of Students in Temporary Housing.
  - We have approximately 10 - 15 students in homeless shelters.

Motion to accept the Local Educational Agency Policy on the Education of Students in Temporary Housing. Motioned by Genna, Second by Donald, all unanimously agreed.

Building acquisition update:
- Stephen Grasso, Partners for Architecture explained the Geo-Tech report
- Groundwater is very high that caused concern for anchoring the building.
  - As a result, cost of building with a cellar would be cost prohibitive.
- Need to relocate the dance, music and studio rooms.
- A floor was added to the Building Plan and the cellar was eliminated, keeping the building above the grid but still remaining within the zoning limits.
- Project Manager Position
  - 4 candidates applied for the position
    - Including the company that assisted with the SBCSICA building.
- September meeting...
  - In-school presentation for the candidates.
  - Use a rubric to score.
  - Requested a set of questions from Stephen as well as his presence.
- Concerns about construction.
  - City agencies vs time.
  - With the pandemic delays/prolong the opening.
III. Operations
- Purchases are still being made to help support a safe environment.
- Leaf is replacing CIT. This is the company we were leasing our copier machines.
- Ordered licensing for the chromebook
  - Chase and American Express bill will be presented in the next meeting
  - Little Bird and Trinet merged

IV. BoostEd Financial Reports: SBCSIICA is trending ahead of budget and is ending the 2020 fiscal year on a strong note.
- For the preliminary closing, 1.9 debt coverage when we need to be 1.1
- Submission to the change of our charter will occur by November 1, 2020.
- If all goes as plan, closing on our property can happen as early as May or June

Meeting concluded, motion to adjourn meeting was made by Donald at 6:43 Executive Session

Next Meeting will be on Thursday, September 24, 2020
Board Members in Attendance:
Donald Mattson (Chair)
John Potapchuk (Treasurer)
Priscilla Ocasio
Elvira Barone
Genna Fukuda
Richard Izquierdo Arroyo

Non-Members:
Evelyn Hey (Principal)
Evelyn Ramirez (Coordinator of Operations & Pupil Services)
Delia Gonzalez (Coordinator of Human Resources)
Stephany Cervantes
Paul Augello (BoostEd)
Stephen Grasso, Partners for Architecture

Minutes

I. Welcome: Board Chair Donald Mattson opened the Board Meeting at 4:41 pm by welcoming the Board and attendees. First order on the agenda, approval of the August 27, 2020 minutes. Minutes were approved in person. John motioned, seconded by Priscella and approved by Donald. Accepted as written

II. Principal’s Report: Enrollment: 489; Remote: 154; Remote: 335
- Most classes are at full capacity
  - Classroom capacity is 13 students.
  - A wait list was created for any student that would like to attend in-person.
- Bussing has begun
  - Currently have 60 students that are taking the DOE bus
  - 6 buses in the afternoon, only 11 students are allowed on the bus
  - No private bussing is currently being provided
- Student Roster is continuously updated with discharged students and enrollments
- Attendance is taken meticulously
- Khalil Fantauzzi (Humanities teacher) has resigned
  - Position was filled by Isaac Selchaif
- Certified teacher
  - Dulce Nuñez (First grade Spanish teacher) has resigned
    - Position was filled by Rita Moseler
    - Currently working on the certification
- Three teachers have gotten the certification thru the Emergency COVID-19 Certificate
- Remote Student Schedule
  - 8:00 - 8:30
    - Remote students do a morning greeting
  - 3:00 - 4:00
    - Afternoon session for remote students
  - 4:00 - 5:30
    - After School session
  - 12:30pm - 4:00pm
    - Friday are half day

Evaluation of New Construction Project
  - Can't excavate, there was a removal of the cellar
  - A sixth floor has been added

III. Operations
  - Evelyn Ramirez explains the bill payment.
  - Computer Control Security is an annual charge
  - American Express bill is very high
    - Computers
    - Carts
    - PPE (mask, shield, and gowns)
      - Thermo cameras
      - Hand held thermometers
      - 11 - Water stations and filters
  - Little Bird was bought by TriNet
    - Higher dues because of the increase of staff members.

IV. Financial Report
  - Paul Augello reviewed the August financial report; all looks good
  - Paul noted that revenue will be adjusted downward in September due to changes in enrollment
  - The draft audit report for FY ended 6/30/2020 will be available in mid to late October.

NEW BUSINESS
  - Friends of BOT is still on hold.
OWNER’S REPRESENTATIVE INTERVIEWS

Interviewing Strategic Development Group (5:40 -6:02 )
- Interview Video (Please click on the blue underlined word)

Interviewing Richard Rose - RDR PM, LLC (6:10 - 6:47)
- Interview Video (Please click on the blue underlined word)

Interviewing DBI (7:00 - 7: 27)
- Interview Video (Please click on the blue underlined word)

Thoughts and Feeling
- Vera’s experience with Mr. Bastardi of Strategic Development Group
  - Attended every meeting
  - Monthly report were heavily detailed
  - Status of the project was recorded
  - Always accessible at anytime
- Evelyn Hey experience
  - The contractor was vested in the project, but Evelyn noted certain incompatible
    personality traits with one of the representatives of the Group
    - Priscella vouches for the experience
  - Agrees he is extremely knowledgeable
  - Both agreed that the contractor was excellent and dedicated the time needed to
    finish the project on time.
    School is familiar with the first company
- RDR Development (Richard Rose) - Sole practitioner; there was uncertainty whether he
  had the bandwidth to complete the assignment.
- Donald and other Board members felt that Richard’s interview was not great.
- DBI - looks great but the Board is concerned about the experience and expense.
- Feels comfortable with Bastardi and the work that they have done on the current building

Bastardi was approved to become the Owner’s Representative
- Evelyn Hey will pass the message to Steve

Meeting concluded, Richard motion to adjourn meeting, second by John and all in favor. The
meeting adjourned at 7:45. No Executive Session

Next Meeting will be on Thursday, October 29,2020
Board Members in Attendance:
Donald Mattson (Chair)
John Potapchuk (Treasurer)
Elvira Barone
Genna Fukuda
Richard Izquierdo Arroyo
Regrets:
Priscilla Ocasio

Non-Members:
Evelyn Hey (Principal)
Johanna Alfonzo (Assistant Principal of Curriculum)
Evelyn Ramirez (Coordinator of Operations & Pupil Services)
Stephany Cervantes
Paul Augello (BoostEd)
Robert McLaughlin
Stephen Grasso, Partners for Architecture

Minutes

I. Welcome: Board Chair Donald Mattson opened the Board Meeting at 5:11 pm by welcoming the Board and attendees. First order on the agenda, approval of the September 24, 2020 minutes.
Minutes were approved in person. Vera motioned, seconded by John and approved by Donald. Accepted as written

II. Principal's Report: Enrollment: 470; Attendance: In-School = 90.29% Remote = 64.04% Total = 80.33%
- Remote attendance continues to be a challenge
- After November 16, 2020, first grade will expand to 4 classes in school.
  - This will open up seating for 26 additional students to switch from remote to in-person
  - Remaining remote students will be equally distributed amongst the four first grade classroom
- After November 16, 2020, another seventh grade class will be opening
- This will open up seating for 13 additional students to switch from remote to in-person.
- Continuing to backfill open seats in the classroom. Currently at capacity with most grades.
- Time restriction has been added to all school devices to avoid any security issues.
  - Devices will only be available daily from 8:00 am - 8:00 pm.
- GoGuardian has been distributed amongst teachers to help monitor screen activity.
  - Help prevent students from cheating on exams.
  - Another source of communication to students.
  - Helps to lock devices and redirect students back to their studies.

- **Auditor's Presentation** - Eli Burke, James Chang, Miaoling Lin [Video](#) (click on underline word to see video)
  - An Overview of the fiscal year 2020 Audit was presented.
  - Audit is approached on three phases: planning, review of internal controls, year end audit procedures.
  - Net surplus results were presented comparing the year 2019 and 2020.
    - That increase is partially due to higher revenue and lower expenses in 2020.
  - Liabilities and Net assets results were presented comparing the year 2019 and 2020.
    - Bulk of liability increase was due to the SBA loan which is new for the year 2020.
      - Funding is only available for small businesses due to the pandemic. This "loan" may be forgiven in fiscal 2021.
    - Bond financing obligation continues to go down.
    - Net assets have increased.
  - Revenue and expense assets results were presented comparing the year 2019 and 2020.
    - Bulk of the increase is due to tuition, enrollment, and rate.
    - Decrease in expenditure due to the closing of the school from March - June.
  - This year there are no management letter comments.
  - Required communication with the board
    - Completed the audit and will issue an unmodified opinion relating to the School's June 30, 2020 financial statement.
    - No outside consultation was needed through the process.
    - No other findings or issues to communicate.
    - Included supplementary information including bond covenants.
  - Once edits are finalized, audit report will be distributed.
- Rep letter will be signed by Paul and Evelyn Hey

- **New Construction Status - Stephen Grasso** VIDEO (click on underline word to see video)
  - Reviewed the listing that was distributed by Evelyn Hey during the meeting
  - Kitchen designs are finalized with the assistance of John the head chef and a kitchen consultant
    - Confirmed the capacity of the cafeteria at 200
  - Weekly meetings are in progress with the BSA team which consist of the attorney and environmental engineers for the Board of Standards and Appeals application for the special permit. The permit was filed at the beginning of September.
  - Weekly meetings are in progress with the internal team: Partners for Architecture, all the consultants and engineers.
  - Architectural kitchen, mechanical, electrical, plumbing, fire protection, fire alarms, and instructional engineering drawings are progressing into construction documents.
  - PFA is working with the expeditor, Linda.
    - Trying to get an examiner to review the drawings before BSA final approval which can help advance us 3-4 months.
  - Owner’s representative has been selected.
    - Christian Bastardi, selected Owners Rep., has submitted a contract to be reviewed.
    - Board needs to decide when the owner representative can come on board. Steve Grasso suggested an early January 2021 timeframe.
  - The initial Proposal that was submitted by the environmental engineers to do traffic and noise monitoring included only two intersections. There has been an amendment to the proposal to include seven intersections. This additional work will cost up to $50,000.
  - Payments have been delayed due to the invoices being submitted late.
    - Request of expedited payment to the delayed paycheck of companies
  - Received notice of comments from the Board of Standards and Appeal for additional information and things they would want to see.
  - Return submission is due December 16, 2020.
    - Teams goal is to submit a month earlier to expedite the process.
  - The Board of Standards and Appeals initial public hearing will be held December 11, 2020. It will be remote.
  - Submitted the environmental assessment report.
  - Ambience noise monitoring is completed.
  - BSA requested a draft for arrival/dismissal protocol and school safety plan.
  - Traffic transportation project assessment will be supplemented in the environmental assessment which is due December 20, 2020.
- Owner of the land spoke to Evelyn Hey to inform her about the usage of the property as parking space until the lease is up.
- Due to the pandemic there are delays in construction and there have been extensions on deadline given.
- Targeting to finish the construction document by the end of the year or beginning of January.
  - A month is needed to negotiate the contract.
  - Two months before signing on the GC is when the owner’s representative should come on board.
- Building account is set up separately.
  - Expenses are being meticulously tracked.
  - Does not affect budget or operation.

- **In-School and Remote Learning - Johanna Alfonzo**
  - Donald and Vera gave recognition to Johanna Alfonzo about their visit to school on October 8th.
  - First Grade teacher began going live five times a week for ELA and Math
    - Live instruction from 8am - 1:00 pm, including an hour of studio.
  - Parents have filled out surveys about the workload of their children.
    - Adjustments have been made from parents requesting that remote students classwork be counted as homework.
  - ACS has been contacted for families and students that have not been responding.
  - Home visits are being implemented.
  - Going to begin to implement an elevated risk conference (ERC) for remote learners.
    - To assist families to overcome learning obstacles challenges during this time.
  - November 16, 2020 - More students will be coming into the building
    - Targeting struggling remote students
  - Communication with parents is consistant, with updates of school policies.
    - Feedback from community has been very positive.
  - Survey for staff development has been distributed for November 3, 2020
    - Students will have a remote learning day and will count as an instructional day.
    - Teachers will check in with students in the morning to explain the assignments and then again in the afternoon to see the progress and results.
  - Gradebooks for term 1 were closed on October 28 with assessments and DRA in Spanish and English.
  - Progress reports are sent out weekly on Friday.
- Parent teacher conference will be virtually held November 11, 2020.
  - Middle school students will continue to do student led conferences.

- **Lease Assistance**
  - DOE attorneys have approved the lease assistance funding that is owed the school. They have forwarded the file to the attorneys of the State Education Department in order to receive a disposition from the Attorney General.
  
  - Revision to the charter will be submitted by Monday, November 2, 2020
    - Deborah, Keith Wilhelmina and the Principal have been actively working on the revision.
  
  - Evelyn Hey proposed a new resolution to increase the numbers in middle school from 64 students per grade to 90 students for sixth, seventh, and eighth grade once the proposed new building is open.

  **Motion to increase the numbers of middle school students from 64 students per grade to 90 students per grade. Motioned by Richard, Second by Genna, all unanimously agreed.**

- **Personal Update**
  - Melania Ulloa was hired as a first grade certified spanish teacher
  
  - Iris Ayala, Special Education Coordinator and SETSS teacher
  
  - Third grade vacancy
    - Currently waiting on a potential candidate

**III. Operations**
- Evelyn Ramirez explains the bill payment.
  - Partners for Architecture are paid once the school was billed.
  - Annual fees were marked so that is easily identifiable.
  - JDP fees are background checks for hiring.
  - Graphic Services are for the social distancing posters and barriers.
  - Filters were bought through Amazon. Prior company partially reimbursed the school due to lack of material.
  - Books were brought to fill up the middle school classroom libraries.
  - Apple charges for the ipads represent purchases in order to provide teachers with an additional device for teaching.
  - U-haul charges were incurred to transport furniture and store materials not needed in the current building.
  - Blind-to-go charges are to provide shades for teachers and staff to work in the nook area and avoid harsh glares and distractions for students.

**IV. Financial Report**
- Paul Augello reviewed first quarter results slightly down on enrollment and operating expenses are running lower.
- All the bond information is due by November 15, 2020.
  - Audit will be submitted on Monday, November 2, 2020
- We are in compliance with all bond covenants.

V. Old Business
- none

NEW BUSINESS
- Form subcommittee amongst the board
  - Finance and audit committee- John / Genna
  - School environment and curriculum committee - Vera / Donald
  - Bylaws and nominating committee - Priscilla
  - Personal committee - Richard/ Vera
- Purpose of the committees is to gather information prior to the board meeting and write up a report to be shared at the subsequent board meeting. This will create more efficiency and have a check and balance system.
- Expand membership on the board from six to nine
  - A resume of one potential candidate was provided to the Board.
  - Donald will share the other two resumes of potential candidates with the board
  - Once the application is submitted it takes up to 45 days to receive approval as a board member.

Meeting concluded, motion to adjourn meeting was made by Richard at 6:53, John second, all unanimously agreed. Executive Session ended at 8:30 pm - no action was taken.

Next Meeting will be on Thursday, November 19, 2020
South Bronx Charter School for International Cultures and the Arts
www.sbcrica.org | info@sbcrica.org

Board of Trustees Meeting
Monday, November 30, 2020

Board Members in Attendance:
Donald Mattson (Chair)
John Potapchuk (Treasurer)
Elvira Barone
Genna Fukuda
Richard Izquierdo Arroyo
Priscilla Ocasio

Non-Members:
Evelyn Hey (Principal)
Johanna Alfonzo (Assistant Principal of Curriculum)
Evelyn Ramirez (Coordinator of Operations & Pupil Services)
Stephany Cervantes
Paul Augello (BoostEd)
Angie Gonzalez

Minutes

I. Welcome: Board Chair Donald Mattson opened the Board Meeting at 4:10 pm by welcoming the Board and attendees. First order on the agenda, approval of the October 29, 2020 minutes. Minutes were approved virtually. John motioned, seconded by Donald and approved by Donald. Accepted as written

II. Principal’s Report: Enrollment: 464; Attendance: In-School = 89.1%
- School Status - Evelyn Hey
  - Remote attendance remains to be a challenge
    - Supporting staff calls everyday for any student that did not submit attendance or any work.
  - Initial decision made Friday, November 27, 2020 was for the entire school to remain remote till January 6, 2020.
    - This decision came due to lack of community responses from the survey.
      - Survey was sent November 18, 2020.
      - Supporting staff called families to share and collect surveys.
    - Help provide time and opportunity to find childcare.
    - Prioritize the safety for the school population.
  - SBCSICA is currently in a yellow zone.
- Yellow zone protocol states schools that remain open must support weekly
testing of 20% of the in-person student, staff, and teacher.
  - Testing of 20% must be done at random
- If the school becomes an orange or red zone, EVERYONE must be tested on a
  weekly basis.
- Revised decision to open school Monday, December 7, 2020
  - Working on reopening the school for ALL grades, Kindergarten thru eighth grade.
  - Students will not be able to enter the building if they did not get tested.
  - Students will not be able to enter the building if families do not consent to testing:
    - Written consent must be collected to verify consent for testing.
- Survey will be rewritten and distributed on Tuesday, December 1, 2020
  - Will be distributed digitally through Google classroom.
  - Survey will be broken up into multiple simple questions.
  - Supporting staff will follow up with families via phone calls varying their
    choice.
  - Remind the families the importance of getting tested.
- Begin testing on Thursday, December 3, 2020 from Brook Avenue Total Care
  - Can do on-site testing
  - Can administer rapid exams (15 min) if the school applies to have a
    temporary laboratory on site.
  - Charge the individual or family insurance
  - If the family does not have insurance, there is a federal act that allows
    testing to be administered free of cost.
  - Located a few blocks away from school
    - Parent teacher organization (PTO) has already shared numerous
      testing sites and location with the school community
    - SBSCICA staff and teachers visit Park Avenue Medical Group for
      rapid exams.
- If a student is sent home from a school due to fever, they must get tested and
  come back with proof of negative covid result.
- New Construction Status
  - Resubmitted to the BSA a revised letter.
- Puerto Rico Initiative
  - Site has not been identified yet
    - Currently looking to get approval in a site in San Tulse
  - Museum of Art in San Juan
    - Willing to incubate for a couple of years pending on schedule and space
      availability.
  - Two consultants have been hired for this project
    - Robertha and Sorieya
- Working on the consultation of the community.
  - Demonstrate attendance sheet, agendas, and produce materials and brochure to inform the community.
  - Educating the community on what is a charter school.
  - Collecting and acknowledging local feedback.
- Sorieya will be responsible for the community outreach that is essential to the application package.
- Funding is being provided within the SBSCICA funds
- Application deadline is December 30, 2020
- Working on building credibility and support from the local community
  - Collecting letters of support from the former governor of Puerto Rico, from the Museum of Art, and legislator
    - Former governor of Puerto Rico, Sila María Calderón Serra, has a foundation that provides for special needs communities throughout the island. She will provide the school with a letter of support
    - Law firm, McConnell Valdés are providing a letter of support.
      - willing to take on the school pro bono to provide all the legal services and to get the incorporation created if the school is chartered
  - Elected officials from the area
    - The Representative, House of Representative and the Senator, who is the mayor elect, will be providing a letter of support.
  - Local organization in San Tulse, that provide free space, press to local artist will support by giving a letter of support
  - School will begin with Kindergarten and First Grade
    - 150 students with three classes in each grade, space permitted
  - The Education Department in Puerto Rico is very rigorous due to how the funding is provided.
- In-School and Remote Learning - Johanna Alfonzo
  - Schedules remain relatively the same between transition from hybrid to fully remote.
    - Students still receive every single class including art, physical education, dance and chess.
    - Curriculum remains the same...
      - Students are live majority of the day.
  - Parents feedback are positive
    - Great quality of school work and consistent live instruction
  - Formal Observations are being conducted, including remotely.
  - TBL learning is being implemented in the classroom
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- Working one on one with the TBL coach, Azizi

**Personal Update**
- David Janovsky was terminated November 24, 2020
- Andelkyz De Los Santos was hired as a Fourth Grade Teacher.
- Donna Figueroa was hired as a Library Technology Assistant on December 1, 2020.
- Jacqueline Goins was hired as Human Resource Director on November 23, 2020.
- The HRIS system will be converted from Paylocity to ADP.
  - ADP provides legal support that can be contacted for neighbor laws
    On HR related issues.
- Jacqueline Goins is working on a New employee orientation that all staff will
  attend once the new benefits go into effect.
- Working on the Human Resources policy and procedures manual, the draft will
  be created within 30 days.
- Human Resource files are audit ready and secure with all documents.
- Yoelsi Restituyo, Kindergarten teacher, has been certified.

**III. Operations**
- Evelyn Ramirez explains the bill payment.
  - GTT Americas LLC is high because it is a summary of two months.
  - Credit Card Receipts are organized and ready to be reviewed in the building.
  - NCheng LLP a replacement check was sent, old check was voided.
    - Annual fee for the auditing
  - Tuscan Dairy is high because it is two months in the bill.
  - Quality Education charged the second payment for 5 year service.
    - Provide assistance in monitoring all students and teacher devices.
    - Provide licence to help assist the application (go guardian) in monitoring
      devices inside and outside the building.
  - Addressed the $5,000 charge for Zern, math program.
  - Purchases were made from United Home Wrecking, furniture for the new
    building.
  - School spent $270,000 which was an allocated grant for COVID-19 related supplies and
    equipment such as thermal cameras, acrylic barriers, cleaning supplies, etc. The School
    will be reimbursed for these expenditures.

**IV. Financial Report**
- Audit Report has been completed and submitted to the appropriate third parties.
  - Successfully completed another clean audit.
- October financials went out and trending about $100,000 ahead of budget on the net income line
  - Even with a slight decrease in enrollment
  - Made up for shortfall in revenue due to the timing of staffing and open position and having general operating expenses running low.

- Began the budget amendment process for this year earlier than prior years.
  - Will share with the financial committee
- The ESSA was due December 1, 2020
  - A transparency report that is a standardized format across the state.
  - Already submitted on November 17, 2020
- Finance is in process of converting the PPE loan to a grant
  - Going into the portal with Signature bank.
  - Working on completing it within the upcoming weeks.
- Overall in compliance

V. Old Business
- Priscilla will like to participate in the Personal committee with Vera and Richard

NEW BUSINESS
- Meet Angie Gonzalez
  - Prospective candidate for the Board of Trustee.
  - Works heavily with the community and help provide support based on the needs:
    - Facilitating large training
      - Training and coaching
    - Has ran a leadership program
    - Skills in management and creating strategic plans to obtain the goals.
  - Sat on the board of NAICA (Neighborhood Association for Inter-Cultural Affairs)
    - Replaced Vera position in NAICA
    - Stepped down to take on the position as a site director in the NAICA organization.
  - Passionate about community organizing and would like to contribute her skills to the school.
- Questions with the members

Motion to accept Angie Gonzalez as a new member on the board. Motioned by Priscilla, Second by Vera, all unanimously agreed.
- Takes 45 days after application is submitted to become an active board member.
Meeting concluded, motion to adjourn meeting was made by Donald at 6:16, Elvira Barone second, all unanimously agreed. The Executive Session ended at 7:30 pm

At the Executive Session, the Board approved an action for the School to issue holiday gift cards to all employees and distribute bonuses to various employees based on the employees’ tenure at the School.

Next Meeting will be on: December 17, 2020
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Board of Trustees Meeting
Thursday, December 17, 2020

Board Members in Attendance:
Donald Mattson (Chair)
John Potapchuk (Treasurer)
Elvira Barone
Genna Fukuda
Richard Izquierdo Arroyo
Priscilla Ocasio
Angie Gonzalez

Non-Members:
Evelyn Hey (Principal)
Johanna Alfonzo (Assistant Principal of Curriculum)
Evelyn Ramirez (Coordinator of Operations & Pupil Services)
Stephany Cervantes
Paul Augello (BoostEd)

Minutes

I. Welcome: Board Chair Donald Mattson opened the Board Meeting at 4:08 pm by welcoming the Board and attendees. First order on the agenda, approval of the November 30, 2021 minutes.
Minutes were approved virtually. John motioned, seconded by Priscilla and approved unanimously.

II. Principal’s Report: Enrollment: 464 ; Attendance :Online Dec 1 - Dec 17 = 94.31%
- School Status - Evelyn Hey
  - School has been conducting remote learning for the two weeks in December
  - 26 observations have been completed
    - Reflections and Rubrics are being completed by the teachers
    - All lessons are recorded
    - Marshall Observation and Danielson Framework for Teaching models are used.
    - Included a thinking based learning rubric, (TBL)
    - Professional Development and support will continue to be added.
  - Remote Learning attendance.work still remains to be a struggle
    - Students are not setting themselves in an appropriate learning environment.
    - Supporting staff members continuously oversees through goguardian.
- Parents and families are consistently notified.
  - Some parents have requested to NOT be contacted about the students attendance and class progress.

- **Re-Opening Plan**
  - Classes resume January 4th
    - Teachers and staff members will be tested the morning of January 4th
    - Students that HAVE already attended school in-person, will be tested in the afternoon.
    - January 5th, testing will continue for returning students
    - Wednesday, January 6th, testing can be opened up to students that want to begin in-person instruction for the first time.
  - School has registered to be certified to administer the Covid- Rapid testing at the school.
    - Selected staff members will be trained to administer the test, once the application is approved

- **Personal Update**
  - Andelklyz De Los Santos will be leaving.
    - Three interviews will follow.

**III. Operations**
- Evelyn Ramirez explains the bill payment.
  - Credit card statements were forwarded to John.
  - JD Palatine - company that those the background checks
  - Edgardo Melendez - was assisting with training for the new hire, Donna.
  - Larry Cash is a painting that was purchased for the new building
  - Payments to the New York Department of Health for testing certification
  - Seasoned Culinary Management Group
    - One week in december, and made lunches and delivery for the students and family
    - Head Chef John, was able to organize a food and route system for students that reapplied to his lunch form request.
  - American Express is used on any expenses that do not require any interest charges
    - Soundbars have been provided to enhance the classroom quality
    - Ball State Glass is the three thermal cameras
    - PFS Metro NY is were Jon purchases food
  - **Puerto Rico Project Expenses**
    - All expenses related to the Puerto Rico initiative will be categorized separately and may be transferred over to the Friends of Organization in the future
- A set budget will be set for all expenses related to the PR initiative
- Expenses will be backtracked for two years

IV. Financial Report
- Trending in the right direction
- Adjustments has been made for the Per Pupil Billing effective December 1, 2020 for the enrollment number of 465
  - Original budget was 487.
  - Change can create a 355,000 shortfall due to the enrollment
- Other areas in the budget that offsets the decrease, such as personnel budget.
- General operation expenses are predicted to be fine
- When rolling out the projection, will include the budget amendment coinciding with a 6% running projection
- Balance sheet is healthy
- Full compliance with the Cares Act

V. Old Business
- Insurance update for the staff
  - Little Bird was sold to TriNet
  - The HR director is working with a broker to keep the same employee insurance coverage package as HR will no longer be outsourced
  - Having HR in-house can potentially save the school $22,000 a year
  - The School with transition to the HRIS from Paylocity to ADP in January 2021
  - The 401K administrator will remain the same
  - Health insurance coverage amounts will remain the same
  - The new HR director has transitioned smoothly

NEW BUSINESS
- Election of Board Officers
  - Donald Mattson nominated Richard Izquierdo for the Board of Chair, Mr. Izquierdo accepted.
  - Richard Izquierdo nominated Donald Mattson for Vice Chair, Mr. Mattson accepted.
  - John is unanimously nominated for treasurer, Mr. Potapchuk accepted.
  - Richard Izquierdo nominated Elvira Baron for Secretary, Ms. Barone accepted
Pricilla Ocasio motioned to approve all nominations, seconded by Donald Mattson. Motion carried unanimously.

- Committee Assignments provide more involvement from BOT members
- The following committees will at some point become the standing committees of the school, and it will be written in the by-laws
- Reports and Recommendations will be reported by the head of each committee
  - Finance/Audit
    - Chaired by John Potapchuk
    - Members will be Donald Mattson and Genna Fukuda
    - Important aspect of school governance
    - In charge of meeting with the auditors prior to the audit
    - Sit with the auditor during the exit interview, prior to the management letter being written
    - Recommendations will be made to full BOT
- Nominating/By-Laws
  - Chaired by Priscilla Ocasio
  - Members will be Angie Gonzalez and Richard Izquierdo
  - In charge to vet any new potential members
  - Overview the BOT by-laws
- School Environment/Curriculum & Instruction
  - Chaired by Donald Mattson
  - Members will be Elvira Barone and John Potapchuk
  - Bringing new ideas to help enhance the school environment
- Personnel/Grievance
  - Chaired by Richard Izquierdo
  - Members will be Elvira Barone and Priscilla Ocasio
- Development
  - Chaired by Elvira Barone
  - Members will be John Potapchuk, Richard Izquierdo, Angie Gonzalez
  - Will oversee new construction, fundraising, acquisition of real estate, charter renewals, etc.
Meeting concluded, motion to adjourn meeting was made by John at 5:18, Priscilla second, all unanimously agreed. The Board went into the Executive Session at 4:40 to discuss personnel matters. Executive session ended at 5:18pm.

Next Meeting will be on: January 21, 2020 rescheduled for January 28, 2020
Welcome/Opening Remarks:
Board Chair, Richard Izquierdo called the meeting to order at 4:10pm by welcoming the Board and attendees and provided opening remarks. Staff present were: Evelyn Hey, Johanna Alfonso, Evelyn Ramirez, and Stephanie Cervantes. Guests present were: Paul Augello and Robert McLaughlin, Esq.

Roll Call:
Present were Board Trustees: Elvira Barone, Genna Fukuda, Angie Gonzalez, Richard Izquierdo, Priscilla Ocasio, and John Potapchuk. Excused was Donald Mattson.

Ms. Barone motioned to excuse Mr. Donaldson, seconded by Ms. Fukuda. Approved unanimously.

Approval of Agenda:
Motion to approve the agenda by Ms. Fukuda, seconded by Ms. Ocasio. Approved unanimously.

Principal’s Report:
Ms. Hey provided her report to the Board and answered questions from the Trustees. Motion to approve the Principal’s Report by Mr. Potapchuk, seconded by Ms. Barone. Approved unanimously. (Principal’s Report is attached)

Operations Report:
- Evelyn Ramirez explained the bill payments for the month.
  - Credit card statements were forwarded to Mr. Potapchuk.
  - Equity and Environmental Engineering, also PVE, LLC is for the new construction.
    - Moving forward, anything pertaining to the new construction will be noted in advance
  - Bill filled with usual monthly expenses
- Allied payment is a high due to the four weeks of security
- Little Bird, third party is no longer contracted. The school now an independently provider of benefits.
- A construction progress report will be created to keep track of the new building expenses.
  - Will be grouped by vendors
- Software for security was paid in euro.
BoostED Finance Report:
- July - December report, is still compared to the original budget
  - Trending about $66,000 ahead.
- The 2nd quarter report was shared with the bondholder on EMMA.
- New facility costs projection was sent to the Board’s Finance Committee
  - Included project cost
  - Amendment to the current year budget
- Budget amendment for this year shows a higher net income

Committee Reports

Nominating/By-Laws Committee
The committee met January 25, 2021
- Reviewed the last updated bylaws from February 2016.
  - Material changes were made to the bylaws establishing the standing committees with specified responsibilities
  - Officers of the Board are also included
  - Annual Meeting will be December of every year, with the agenda including election of officers and setting the calendar for Board meetings for the following calendar year.
  - Composition of the Board includes a parent representative.
    - Automatically given to the PTO president, if they are unable to serve, then they can select another parent representative

Motion to adopt the updated bylaws by Ms. Fukuda, seconded by Ms. Gonzalez Angie. Approved unanimously.

Development Committee
Ms. Barone, Committee Chair Elvira reported on the following:
- An immense block of time was spent negotiating with the Strategic Group’s contract. It took at least 7-8 revisions.
- Owner’s representative contract was finalized on January 14 for the original $400,000, 24-months
- Christian Bastardi is the project manager as the owner’s representative and point person for the project.
- Hearing with the Bureau of Standards and Appeal (BSA)
  - Changes were requested such as location of entrances, sidewalk size, noise barriers
  - Suggestion was made to hire a sound engineer
- Need to return to the BSA with new reports showing how their concerns were addressed.
- Build NYC, Mr. McLaughlin sent the application with the fees, waiting for a response
- Project was presented to the Community Planning Board and received support and a unanimous vote in favor of the new school building.
- Timeframe for looking for a general contractor
  - January - February
- Waiting for the approval for the high school from the Board of Regents.

**Personal Committee**

- Mr. Izquierdo, Committee Chair reported on the following:
  - Committee met January 27, 2021 and met with Jacqueline Groins, Director of HR to get an overview on the day to day.
  - The creation of the Human Resource Policy and Procedure manual is ongoing
  - The update/revisions to the Employee Manual is ongoing
    - Updating the state and local laws
  - Transition of the HRIS is completed from Paylocity to ADP
  - The new employee orientation has been revamped
  - Considering extended probationary period for incoming new staff members and a longer probationary period for new teachers.
  - Revision to the principal contract
    - A full evaluation of the Principal’s performance will be conducted by June 30, 2021.
  - New HR Manual will include general policy for COVID and general safety

**New Business**

**A. Renewal of the 5-year terms for Trustees**
- Donald Mattson started on the board in February 2013
- John Potapchuk started on the board in August 2014
- Priscilla Ocasio started on the board in April 2013
- Elvira Barone returned to the Board in June 2016
- Genna Fukuda started on the board in October 2018
- Angie Gonzalez started on the board in January 2021
- Mr. Mattson, Mr. Potapchuk, and Ms. Ocasio are up for renewal.

Motion to approve a 5 year-term renewal membership for Mr. Mattson, Mr. Potapchuk, and Ms. Ocasio. By Ms. Barone, seconded by Ms. Gonzalez. Approved unanimously.

**B. Development Items**
- Amendment to an existing declaration of official intent for the bonds for the new building
  - Intent to borrow from a public issuer of bonds
- Originally this was done in July 2018- a declaration of intent estimated $15 million.
- This was then increased on July 2019 to $35 million
- Friends of SBCSICA also approved resolution for 35 million
- Estimate is about $63 - $68 million
   - This includes debt service reserve funds and capitalized interest and cost of issuance that is paid on the bond closing
- Amendment has been adjusted to $75 million
   - Similar resolution will be adopted by the Friends of SBCSICA’s Board of Directors.

Resolution of the Board of Trustees 01.28.2021.01
Amendment to existing declaration of official intent with respect to reimbursement to be made from subsequent borrowings. (Resolution attached)

Motion to adopt by Ms. Fukuda, seconded by Mr. Potapchuck. Approved unanimously.

Resolution of the Board of Trustees 01.28.2021.02
Authorizing and approving a certain financing with Build NYC Resource Corporation. (Resolution attached)

Motion to adopt by Ms. Barone, seconded by Ms. Fukuda. Approved unanimously. (Resolution attached)

Adjournment:
Motion to by Ms. Gonzalez Angie at 5:35pm, seconded by Mr. Potapchuk. Approved unanimously.
Minutes

Welcome/Opening Remarks:
Board Chair, Richard Izquierdo called the meeting to order at 4:44pm by welcoming the Board and attendees and provided opening remarks. Staff present were: Evelyn Hey, Johanna Alfonso, Evelyn Ramirez, and Stephany Cervantes. Guests present were: Paul Augello and Robert McLaughlin, Esq.

Roll Call:
Present were Board Trustees: Elvira Barone, Genna Fukuda (via Zoom video), Angie Gonzalez, Richard Izquierdo, Donald Mattson, Priscilla Ocasio, and John Potapchuk. Excused was Angie Gonzalez.

Ms. Ocasio motioned to excuse Ms. Gonzalez, seconded by Ms. Barone. Approved unanimously.

Approval of Agenda:
Motion to approve the agenda by Ms. Barone, seconded by Ms. Ocasio. Approved unanimously.

Approval of Minutes:
Motion to approve the minutes of the January 28, 2021 Board meeting by Mr. Potapchuk, seconded by Ms. Ocasio. Approved unanimously.

Principal’s Report:
Ms. Hey provided her report to the Board and answered questions from the Trustees. Motion to approve the Principal’s Report by Mr. Mattson, seconded by Ms. Ocasio. Approved unanimously. (Principal’s Report is attached)

Operations Report:
- Evelyn Ramirez explained the bill payments for the month.
- Credit card statements were forwarded to Mr. Potapchuk.
- Two payments were provided to Empire Blue Cross Blue Shield due to a delay in receiving the company’s invoice.
- Two payments were provided to Partners for Architecture due to a delay in receiving the company’s invoice.

BoostED Finance Report:
- Mr. Augello presented the final version of the fiscal year 2021 budget amendment after incorporating suggestions from the Finance Committee. The budget amendment reflects net surplus of $1,050,000, including recognition of Paycheck Protection Plan proceeds and Cares Act funds. Expected to hear about per pupil funding rates in March for next year.
- The School remains in good standing with its current bonds.
- The marketplace for new bond issuances is still strong and rates are favorable; however, the School's underwriter is slightly concerned with the proposed level of debt resulting from the new construction.

Resolution of the Board of Trustees 01.28.2021.01
Amendment to adopt the budget amendment and revised forecast for the current fiscal year

Motion to adopt by Mr. Potapchuk, seconded by Ms. Barone. Approved unanimously.

Committee Reports

Development Committee
Ms. Barone, Committee Chair Elvira reported on the following:
- Devoted to trying to satisfy the BSA
  - Steven is redoing the drawing
  - Want a detail report on all the updated changes requested
- Next hearing will focus on a new material that will be used on the facade of the building
- Recent Financing Results of other charter schools were shared
- Contacted Christian Bastardi with an update for the RFP. The Requests for Proposal will be sent to nine construction companies on February 22nd with instructions to submit bids by March 23rd.

Personal Committee
- Mr. Izquierdo, Committee Chair reported on the following:
- Committee met February 24, 2021 and met with Jacqueline Groins, Director of HR to get an overview on the day to day.
- The creation of the Human Resource Policy and Procedure manual is ongoing
  - New HR Manual will include general policy for COVID and general safety
- The update/revisions to the Employee Manual is ongoing
  - Updating the state and local laws
- The new employee orientation has been revamped
- Considering extended probationary period for incoming new staff members and a longer probationary period for new teachers.
- Revision to the principal contract
  - Discussed creating a meaningful Principal's self-evaluation process.
- Review parent, teacher and staff surveys from last year.
- Will review ongoing assessments from September, January and the last month of the school year
  - Information will be provided in graph forms.
- A full evaluation of the Principal's performance will be conducted by June 30, 2021.

Nominating/By-Laws Committee
- Ms. Ocasio Committee Chair reported on the following:
  - No new updates
  - Review that none of the by-laws conflict with the current charter. Once revisions are made, they will be provided to all board members.

Adjournment:
Motion to by Ms. Priscilla Ocasio at 5:50pm, seconded by Mr. Mattson. Approved unanimously.
Minutes

Welcome/Opening Remarks:
Acting Board Chair, Donald Mattson called the meeting to order at 4:08pm by welcoming the Board and attendees and provided opening remarks. Staff present were: Evelyn Hey, Johanna Alfonso, Evelyn Ramirez, and Stephany Cervantes. Guests present were: Paul Augello

Roll Call: Present were Board Trustees: Elvira Barone, Genna Fukuda, Angie Gonzalez, Donald Mattson, Priscilla Ocasio, and John Potapchuk (joined via phone). Excused was Richard Izquierdo, Genna Fukuda.

Approval of Agenda:
Tabled to the next meeting

Approval of Minutes:
Tabled to the next meeting

Principal’s Report:
Ms. Hey provided her report to the Board and answered questions from the Trustees. Motion to approve the Principal’s Report by Ms. Barone, seconded by Ms. Gonzalez. Approved unanimously. (Principal’s Report is attached)

Operations Report:
- Evelyn Ramirez explained the bill payments for the month.
  - Credit card statements were forwarded to Mr. Potapchuk.
  - Receipts are organized to be reviewed by Mr. Potapchuk.
  - Reimbursements checks will be mailed out.
  - Universal Security Services bill weekly for security guards.
Motion to approve the Operation Report by Mr. Potapchuk. seconded by Mr. Mattson. Approved unanimously. (Operations Report is attached)

BoostED Finance Report:
- February reporting package is being compared to the amended budget
  - Food service spending is abnormal due to this year unsteadiness on how many meals are served on a daily basis.
  - Filed for the Paycheck Protection Plan (PPP) forgiveness program, and the first review was approved. All documents and evidence have been submitted to justify forgiveness of the entire PPP loan.
- The preliminary amount given by the New York City Charter Center is that the per pupil amount might increase by $700.
- Begin to work on next year’s budget; Mr. Augello expects to be able to present a draft by the May board meeting.

Motion to approve the BoostED Finance Report by Ms. Gonzalez. seconded by Mr. Potapchuk. Approved unanimously. (Finance Report is attached)

Committee Reports

Development Committee
Ms. Barone, Committee Chair Elvira reported on the following:
- March 9 there was a zoom meeting with the Bureau of Standards and Appeals (BSA)
- Before the school can get certified, there are missing sign-offs from multiple agencies and departments (e.g. Fire, Transportation, etc.)
- Next scheduled meeting with the BSA is April 12, 2021.
- The development committee, Evelyn Hey, Christian Bastardi and Steve Grasso will review the general contractor RFP and select 3 finalists to present to the board in April for final approval.

Curriculum Committee
Mr. Matteson, Committee Chair reported on the following:
- Packets will be provided in the next meeting.
- Committee members visited and reported on a school visit on March 16, 2021 meeting with Evelyn Hey, Johanna Alfonzo, and Carmen Aquino.
- Reviewed the school quality snapshot from 2018 - 2019, which mostly results from parents and teacher surveys.
- Measuring students’ achievement, rigorous instruction, collaborative teacher, supportive environment, strong families and community ties, and trust.
- Student achievement (i.e. the percentage of students testing at Levels 3 or 4 in the State exams) at the School in 2018-19 significantly exceeded the results for District No. 7 in both ELA and Math and exceeded the results for New York City in ELA.
- Johanna Alfonzo presented the strategies being implemented to address math in the building. Including tests, quizzes, and type of math program being introduced to the grades to help improve the overall performance in that subject.
- School overall quality was rated 4 out of 4.
- Collaborative teacher was rated 3 out of 4.
- Overall rating for the supportive environment was rated fair.
- Overall rating of effective school leadership was rated a 3 out of 4
- Overall rating of families and communities ties was rated a 3 out of 4
- Met with Parent Coordinator, Carmen Aquino and discussed events she already held and possible future events for the community.
Motion to approve the Curriculum Committee report by Ms. Gonzalez. seconded by Ms. Ocasio. Approved unanimously.

Nominated/By-Laws Committee
- Ms. Ocasio Committee Chair reported on the following:
  - No new updates

Adjournment:
Motion to by Ms. Angie Gonzalez at 4:58pm, seconded by Mr. Ocasio. Approved unanimously.
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Board of Trustees Meeting
Thursday, April 29, 2021

Minutes

Welcome/Opening Remarks:
Board Chair, Richard Izquierdo called the meeting to order at 5:00 pm by welcoming the Board and attendees and provided opening remarks. Staff present were: Evelyn Hey, Johanna Alfonso, Evelyn Ramirez, and Stephany Cervantes. Guests present were: Paul Augello

Roll Call: Present were Board Trustees: Elvira Barone, Genna Fukuda, Angie Gonzalez, Richard Izquierdo, Donald Mattson, Priscilla Ocasio, and John Potapchuk.

Approval of Agenda:
Motion to approve the agenda by Ms. Barone, seconded by Ms. Gonzalez. Approved unanimously.

Approval of Minutes:
Motion to approve February 25 minutes by Ms. Gonzalez, seconded by Mr. Mattson. Approved unanimously.
Motion to approve March 25 minutes by Mr. Potapchuk, seconded by Ms. Ocasio. Approved unanimously.

Principal’s Report:
Ms. Hey provided her report to the Board and answered questions from the Trustees. Motion to approve the Principal’s Report by Ms. Fukuda, seconded by Mr. Mattson. Approved unanimously. (Principal’s Report is attached)

Operations Report:
- Evelyn Ramirez explained the bill payments for the month.
  - Credit card statements were forwarded to Mr. Potapchuk.
  - Receipts are organized to be reviewed by Mr. Potapchuk.
  - Still working to retrieve the mail from the post office.
  - Sun Life and Empire payments and bills are organized and up-to-date
  - Utility expenses are high due to the fact that the Direct Energy contract has expired and Con Edison was paid directly as well as a one-time adjustment to the billing.
  - Currently looking for a company to assist in lowering down expenses for electricity and gas.
BoostED Finance Report:
- Three months left in the fiscal year and still in line with the pre approved amended budget presented in the last meeting.
- Food service and expenses fluctuate due to the hybrid style of the school.
- Required information was submitted to Bondholders before the deadline of May 15, keeping the school in compliance.
- Expected increase in budgeted revenues for fiscal 2021-2022 due to the higher per pupil fee.
- The Principal and Personnel I Committee will be drawing up the staffing model and compensation plans for next year.
- Information will be passed to Paul who will prepare the budget and projections.
- New grant packages similar to the Cares Act might be four times higher, and spending rules might be more flexible.

Committee Reports

Development Committee
Ms. Barone, Committee Chair Elvira reported on the following:
- March 30 there was a Zoom meeting with ChristianBastardi of the Strategic Development Group to discuss the process of hiring a general contract manager.
- The BSA favors the school request but there are still delays with the Building Department and Department of Transportation.
- BSA gave a special meeting for the school to accelerate the application process.
- All three candidates for general contractor were interviewed on April 22, 2021.
- The SISCA Organization was highly favored by the committee and extended an invite to introduce themselves to the board.

Resolution of the Board of Trustees 04.29.2021.01
Resolve that the Board of Trustees approves the School’s engagement of The SISCA Organization as the general contractor for the new building to expand the South Bronx Charter School for International Cultures and the Arts campus at the price of $33,762,300 to be expended over a sixteen month period from commencement date of construction.

Motion to adopt by Ms. Gonzalez, seconded by Mr. Mattson. Approved unanimously.

Personal/Grievance
Mr. Izquierdo, Committee Chair reported on the following:
- Reviewed the cost analysis of the current health care services and what would be the difference to provide free healthcare for the staff.
- Jacqueline Goins has prepared a draft of the policy procedure manual for the managers.
- A Human Resource Manual will be drafted following the approval of the policy procedure manual.
- Covid policies continue to be updated since it’s constantly changing.
- FSA modification updates school insurance, workers compensation, cyber sexual abuse workshops will be mention in the manuel.
- Repair and Replacement of the chromebook policies will be updated, students will be providing a refundable deposit to assist with any repair or lost damage of the device they are responsible for.
- Principal contract ends June 30th
- Principal Evaluation will be made up of self-assessment, parent-teacher survey from 2019- 2020, and the scores from the students assessments from beginning to the end of the year.
- To assist with the expansion of the school, an administrative assistant will be hired to take over the clerical responsibilities in regards to organizing and keeping track of the Board's documents.
- A special assistant will be hired to assist with the development of the school in Puerto Rico and the expansion of the high school.
- A timeline will be prepared with staff hire
- A board retreat will be held to discuss the future of the organization, including Board governance, startegic planning and plans for the new high school.

Nominating/By-Laws Committee
- Ms. Ocasio Committee Chair reported on the following:
  - Corrections and updates have been made to the by-laws that were previously update in 2016

Motion to adopt the updated and revised by-laws by Mr. Mattson, seconded by Mr. Potapchuk

Adjournment:
Motion to by Ms. Barone at 6:58pm, seconded by Mr. Ocasio. Approved unanimously.
Board of Trustees Meeting
May, 20, 2021

Minutes

Welcome/Opening Remarks:
Board Chair, Richard Izquierdo called the meeting to order at 5:09 pm by welcoming the Board and attendees and provided opening remarks. Staff present were: Evelyn Hey, Johanna Alfonso, Evelyn Ramirez, and Stephany Cervantes. Guests present were: Paul Augello, Mariel Manon (PTO President)

Roll Call: Present were Board Trustees: Elvira Barone, Genna Fukuda, Angie Gonzalez, Richard Izquierdo, Donald Mattson, Priscilla Ocasio, and John Potapchuk.

Approval of Agenda:
Motion to approve the agenda by Ms. Gonzalez, seconded by Mr. Potapchuk. Approved unanimously.

Approval of Minutes:
Motion to approve April 29th minutes by Mr. Potapchuk, seconded by Ms. Ocasio. Approved unanimously.

Principal's Report:
Ms. Hey provided her report to the Board and answered questions from the Trustees. Motion to approve the Principal’s Report by Ms. Fukuda, seconded by Mr. Mattson. Approved unanimously. (Principal's Report is attached)

Operations Report:
- Evelyn Ramirez explained the bill payments for the month.
  - Credit card statements were forwarded to Mr. Potapchuk.
  - Receipts are organized to be reviewed by Mr. Potapchuk.
  - Architectures are done per Invoice
  - School successfully spent the FAMIS money on software and books.

BoostED Finance Report:
- The PPE loan was officially converted into a grant.
- New grant packages have been approved to cover “lost learning”. Lost learning is any expense in the operation that supports the education mission of the School. The two new grants are highlighted below:
  - Elementary and Secondary School Emergency Relief Fund (ESSERF) component of up to $947,000 has a two year spending period with possible extension from the state.
Committee Reports

Development Committee
Ms. Barone, Committee Chair Elvira reported on the following:
- BSA special hearing on our Building Project, BSA voted unanimously to approve.
- Applying to Build NYC for issuance of Bonds.
- Mayor's approval for Bonds to be issued.
- Board of Regents will vote on the approval of the project on June 7th and 8th
- Bonds are expected to be issued within 60 - 180 days after all the approvals above.
- Currently looking for a lobbyist

Personal/Grievance
Mr. Izquierdo, Committee Chair reported on the following:
- Discussed performance appraisal, which is a performance evaluation of all staff
- Human Resource Director and Evelyn Hey created a self-evaluation that will go out to the staff prior to their final evaluation
- Working on creating a pay scale specific to the school for all staff, taking into account experience and credentials
- Revised administrative salary increases for the next fiscal year
- Committee has created a rubric for the principal evaluation
- Discussed teachers receiving an engagement letter and not a contract.
- Reviewed details and agenda for BOT retreat

Curriculum
Mr. Mattson Committee Chair reported on the following:
- Working with the Principal and Assistant Principal on the Middle school and High school curriculum.

- The American Rescue Plan (ARP) grant of $2,127,000 has a three year spending limit with possible extension from the state.
- Bill Brinkman is the consultant working closely with Evelyn Hey, Johanna Alfonzo to prepare a narrative regarding the use of the funds. He expects to have a plan for use and timing of the funds by mid-June.
- Money to fund special education is based on the number of special education students served in the prior school year.
  - School is working on improving the number of special education students that are serviced in the school to complete the requirement of servicing 8% - 9% special education students before renewal year.
  - School is working on opening an IEP class starting with kindergarten
Adjournment:
Motion to by Ms. Barone at 6:45pm, seconded by Mr. Gonzalez. Approved unanimously.
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>6</td>
<td>Monday</td>
<td>Labor Day (Schools Closed)</td>
</tr>
<tr>
<td>September</td>
<td>7</td>
<td>Tuesday</td>
<td>First Day of School for all students.</td>
</tr>
<tr>
<td>October</td>
<td>11</td>
<td>Monday</td>
<td>Columbus Day (Schools Closed)</td>
</tr>
<tr>
<td>November</td>
<td>2</td>
<td>Tuesday</td>
<td>Election Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Remote Day for ALL Students</td>
</tr>
<tr>
<td>November</td>
<td>11</td>
<td>Thursday</td>
<td>Veterans Day (Remote Day for ALL Students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Parent Teacher Conference All Grades</td>
</tr>
<tr>
<td>November</td>
<td>24-26</td>
<td>Wednesday-Friday</td>
<td>Thanksgiving Recess (Schools Closed)</td>
</tr>
<tr>
<td>December</td>
<td>20</td>
<td>Monday-Friday</td>
<td>Winter Recess December 20 – December 31st (School Closed)</td>
</tr>
<tr>
<td>December</td>
<td>31</td>
<td>Monday-Friday</td>
<td>Students return to school on Monday January 3, 2022</td>
</tr>
<tr>
<td>January</td>
<td>17</td>
<td>Monday</td>
<td>Dr. Martin Luther King Jr. Day Observed (Schools closed)</td>
</tr>
<tr>
<td>February</td>
<td>21-25</td>
<td>Monday-Friday</td>
<td>Midwinter Recess (Schools closed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students return to school on Monday February 28, 2022</td>
</tr>
<tr>
<td>March</td>
<td>9</td>
<td>Wednesday</td>
<td>Parent Teacher Conference-All Grades (Remote Day for ALL Students)</td>
</tr>
<tr>
<td>March</td>
<td>29-31</td>
<td>Tuesday-Thursday</td>
<td>NYS ELA EXAM Grades 3-8</td>
</tr>
<tr>
<td>April</td>
<td>15-18</td>
<td>Friday-Monday</td>
<td>Good Friday &amp; Easter Observance Students return to school on Tuesday April 19, 2022</td>
</tr>
<tr>
<td>April</td>
<td>26-28</td>
<td>Tuesday-Thursday</td>
<td>NYS MATH EXAM Grade 3-8</td>
</tr>
<tr>
<td>May</td>
<td>24-31</td>
<td>Tuesday-Tuesday</td>
<td>Memorial Day Observed (School closed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students return to school on Wednesday June 1, 2022</td>
</tr>
<tr>
<td>June</td>
<td>6</td>
<td>Monday</td>
<td>NYS SCIENCE EXAM Grade 8</td>
</tr>
<tr>
<td>June</td>
<td>20</td>
<td>Monday</td>
<td>Juneteenth Observed (School closed)</td>
</tr>
<tr>
<td>June</td>
<td>24</td>
<td>Friday</td>
<td>Last Day of School Half Day</td>
</tr>
</tbody>
</table>

Please be advised that there is a half day on the 3rd Friday of every month.

***Please be advised dates are subject to change.
**Report of Inspection/Test**

*Quarterly NFPA 25*

**2021-06-29**

**Property**  
South Bronx Charter School  
P070200  
611 East 133rd Street  
Bronx NY 10454  
Frigg Helen  
Print Date: 2021-06-29

Conducted by: Akil Nelson  
886318585 512 05/25/2022  
88672530513 06/22/2022  
Capitol Fire Sprinkler  
51-51 59th Place  
Wooomacy NY 11377

## Instructions

See Monthly Inspection Report for Details

## Report of Inspection/Test General Questions

### FIRE DEPARTMENT CONNECTION

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the FDC plainly visible?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the FDC easily accessible?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the FDC swivels and couplings not damaged?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the FDC caps and plugs in place?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the FDC check valve drip free?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the clapper and automatic drain valve in place and properly operating?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the FDC identification sign(s) in place?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SPRINKLER HEADS

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dry-type sprinklers replaced or successfully sample tested within last 10 years?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprinkler heads ARE NOT more than 50 Years Old OR have been tested within the last 10 Years?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### VALVE AREA

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the control valves (including valves on backflow preventers) with locks or electrical supervision in correct (open or closed) position?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the control valves (including valves on backflow preventers) with locks or electrical supervision locked or is supervision in place?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the control valves (including valves on backflow preventers) with locks or electrical supervision accessible?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the control valves (including valves on backflow preventers) with locks or electrical supervision free from any leaks?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the control valves (including valves on backflow preventers) with locks or electrical supervision properly identified?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all check valves externally inspected, operating properly, and are in good condition?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the gauges on system in good condition and showing normal water supply pressure?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are Pressure reducing valves in open position and not leaking?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are Pressure reducing valves in good condition including no handwheels broken?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the mechanical waterflow alarm devices passed tests by opening inspector's test connection/bypass connection with alarms actuating and flow observed?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ALARMS**
## Report of Inspection/Test
### Quarterly NFPA 25

**2021-06-29**

**Property**
South Bronx Charter School  
P.O. Box 200  
611 East 133rd Street  
Bronx NY 10454  
Frigg Helen  
Print Date: 2021-06-29

**Conducted by:** Akil Nelson  
88631858 S12 05/25/2022  
88672530 S13 06/22/2022  
Capitol Fire Sprinkler  
51-51 59th Place  
Woodside NY 11377

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are alarms and supervisory devices not damaged?</td>
<td>Yes</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Is the alarm valve free from physical damage?</td>
<td>Yes</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Is the trim in correct (open or closed) position?</td>
<td>Yes</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Is there no leakage in the retarding chamber or drains?</td>
<td>Yes</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Have gauges been checked by a calibrated gauge or replaced?</td>
<td>Yes</td>
<td>No</td>
<td>NA</td>
</tr>
</tbody>
</table>

---

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**Report of Inspection/Test for System - Wet 1**

**GAUGE READINGS**

| Sprinkler Supply Gauge (PSI): | 40 |
| Sprinkler System Gauge (PSI): | 165 |

**Deficiency Misc.**

- Were all deficiencies reported? Mark "NO" to add deficiency.
  - Yes
  - No
  - NA
  - Yes
  - No
  - NA

**Report of Inspection/Test for Asset - Stand Pipe 1**

**INSPECTION**

- Are the control valves with locks or electrical supervision accessible?
  - Yes
  - No
  - NA
  - Yes
  - No
  - NA

- Are the control valves have seals in place?
  - Yes
  - No
  - NA
  - Yes
  - No
  - NA

- Are the control valves properly identified?
  - Yes
  - No
  - NA
  - Yes
  - No
  - NA

- Are the control valves on the piping free of damage?
  - Yes
  - No
  - NA
  - Yes
  - No
  - NA

**STANDPIPE FLOW TEST**

| Record static pressure (psi) | n/a |
| Record residual pressure (psi) | n/a |

- Is flow observed?
  - Yes
  - No
  - NA
  - Yes
  - No
  - NA

**Report of Inspection/Test for Asset - Fire Pump 1**

**TESTING**

- Fire pump starts in response to pressure drop?
  - Yes
  - No
  - NA
  - Yes
  - No
  - NA

- Casing relief valve stops flowing when fire pump shuts off?
  - Yes
  - No
  - NA
  - Yes
  - No
  - NA

- Casing relief valve flows in drain while fire pump is running?
  - Yes
  - No
  - NA
  - Yes
  - No
  - NA

- Log suction operating pressure:
  - 30

- Log discharge operating pressure:
  - 150

- Monitor pump packing temperature
  - Yes
  - No
  - NA
  - Yes
  - No
  - NA
Report of Inspection/Test  
Quarterly NFPA 25

2021-06-29  
Property  
South Bronx Charter School  
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Capitol Fire Sprinkler  
51-51 59th Place  
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<table>
<thead>
<tr>
<th>Stuffing box drains freely?</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Pump operation signals fire alarm panel service?</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jockey pump returned to automatic?</td>
<td>Yes</td>
<td>No</td>
<td>NA</td>
<td>Fire pump returned to automatic?</td>
<td>Yes</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Fire alarm panel returned to service?</td>
<td>Yes</td>
<td>No</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FLOW TEST**

| Did the pump perform at all conditions without objectionable overheating of any component? | Yes | No | NA | Were there no vibrations that could damage any fire pump component? | Yes | No | NA |

**MAIN DRAIN FLOW TESTS**

<table>
<thead>
<tr>
<th>System</th>
<th>Initial static</th>
<th>Residual</th>
<th>Static</th>
<th>Seconds to Return to Initial Static</th>
<th>Flow Observed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wet 1</td>
<td>165</td>
<td>35</td>
<td>40</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Copyright 2021 Inspect Point
# Fire Pumps
## Annual Inspection

**Date:** 3/29/21  
**Inspector:** Paul J. Attison  
**System:** Combination  
**Location:** 611 East 132nd Street

<table>
<thead>
<tr>
<th>Y</th>
<th>Satisfactory</th>
<th>N</th>
<th>Unsatisfactory (explain below)</th>
<th>N/A</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Pumps—Hydraulic System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suction pressure gauge:</td>
<td>40 psi (bar).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discharge pressure gauge:</td>
<td>160 psi (bar).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pump starting pressure from pressure switch in controller:</td>
<td>120 psi (bar).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pump run time from controller:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suction line control valves are sealed open.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discharge line control valves are sealed open.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bypass line control valves are sealed open.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All control valves are accessible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suction reservoir is full.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pump shaft seals dripping water (1 drop per second).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System is free of vibration or unusual noise when running.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Packing boxes, bearings, and pump casing are free of overheating.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electric Fire Pumps Only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isolating switch is monitoring abnormal power.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal-phase rotation pilot light is &quot;on.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reverse-phase pilot light is &quot;off.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil level in vertical motor sight glass is in normal range.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steam Fire Pumps Only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steam pressure gauge reading normal:</td>
<td></td>
<td>N/A</td>
<td>psi (bar).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record time to reach running speed:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diesel Fire Pumps Only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diesel tank is 4/3 full.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Batteries are fully charged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battery-charger is operating properly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battery terminals are clean.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battery state of charge is checked.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battery pilot lights are &quot;on.&quot;</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battery-failure pilot lights are &quot;off.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engine-running-time meter is recording pump operation properly.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Oil level in right-angle gear drive is normal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Diesel engine oil level is full.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Fire Pumps</td>
<td>Annual Inspection (cont.)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>-------------</td>
<td>--------------------------</td>
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<td></td>
</tr>
<tr>
<td>Diesel Fire Pumps Only</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Diesel engine water level is full.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water-jacket heater appears to be working properly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water-jacket piping is drip tight.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diesel engine water hose is in good condition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coolant antifreeze protection is adequate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooling line strainer is clean.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solenoid valve is operating correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bearings and valves are lubricated.</td>
<td></td>
<td></td>
<td></td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>All pumps—controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casing relief valve is free of damage.</td>
</tr>
<tr>
<td>Pressure-relief valve is free of damage.</td>
</tr>
<tr>
<td>All valves, fittings, and pipe are leak tight.</td>
</tr>
<tr>
<td>Condensate drain trap is clean.</td>
</tr>
<tr>
<td>Fire pump controller power is “on.”</td>
</tr>
<tr>
<td>Transfer-switch normal pilot light is “on.”</td>
</tr>
<tr>
<td>Jockey pump is operational.</td>
</tr>
<tr>
<td>Jockey pump controller power is “on.”</td>
</tr>
<tr>
<td>Jockey pump controller is set on “auto.”</td>
</tr>
<tr>
<td>Fire pump shaft coupling appears properly aligned.</td>
</tr>
<tr>
<td>Packing glands appear properly adjusted.</td>
</tr>
<tr>
<td>Test header control valve is closed.</td>
</tr>
<tr>
<td>Test header is in good condition.</td>
</tr>
<tr>
<td>Test header valves and caps are in good condition.</td>
</tr>
<tr>
<td>Test header valve handles are in good condition.</td>
</tr>
<tr>
<td>Test header valve swivel rotation is nonbinding.</td>
</tr>
<tr>
<td>Bypass control valves are open.</td>
</tr>
<tr>
<td>Control valves are sealed/not tampered.</td>
</tr>
<tr>
<td>Control valves are locked/tampered.</td>
</tr>
<tr>
<td>Control valves are properly tagged and identified.</td>
</tr>
<tr>
<td>Flow meter control valves are closed.</td>
</tr>
<tr>
<td>Relief valve and cone are operational.</td>
</tr>
<tr>
<td>Relief-valve pressure appears properly adjusted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue on reverse if necessary.</td>
</tr>
</tbody>
</table>

Copyright © 2000 National Fire Protection Association
PUMP TEST FORM

LOCATION: South Bronx Charter School
611 East 133rd Street
Bronx, NY 10454

DATE: 3/29/21

PUMP MAKE & MODEL: A-C Fire Pump, vertical in-line, model 7183

PUMP RATING:
- GPM: 750
- RPM: 3550
- Psig: 95
- LDPS: 77
- Max: 124

SERIAL NUMBER: 14-068401-01-02/QRT294

MONSTER SIZE:
- (1) 2½" hose monster, no insert

<table>
<thead>
<tr>
<th>Flow</th>
<th>Pump Suction</th>
<th>Pump Discharge</th>
<th>RPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pump Churn</td>
<td>40</td>
<td>160</td>
<td>3550</td>
</tr>
<tr>
<td>100%</td>
<td>35</td>
<td>150</td>
<td>3554</td>
</tr>
<tr>
<td>150%</td>
<td>30</td>
<td>125</td>
<td>3552</td>
</tr>
</tbody>
</table>

NOTES: 

PUMP TEST PERFORMED BY: Paul J. Atkinson
# Certificate of Occupancy

CO Number: 220290593F

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

<table>
<thead>
<tr>
<th>A. Borough:</th>
<th>Bronx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>164 BRUCKNER BOULEVARD</td>
</tr>
<tr>
<td>Building Identification Number (BIN):</td>
<td>2003585</td>
</tr>
</tbody>
</table>

| Block Number: | 02546 |
| Lot Number(s): | 27 |
| Certificate Type: | Final |
| Effective Date: | 09/25/2015 |

| Building Type: | New |

This building is subject to this Building Code: 2008 Code

For zoning lot metes & bounds, please see BISWeb.

| B. Construction classification: | 1-B |
| Building Occupancy Group classification: | E |
| Multiple Dwelling Law Classification: | None |

| No. of stories: | 5 |
| Height in feet: | 70 |
| No. of dwelling units: | 0 |

| C. Fire Protection Equipment: |
| Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system |

| D. Type and number of open spaces: |
| None associated with this filing |

| E. This Certificate is issued with the following legal limitations: |
| Board of Standards and Appeals - Recording Info: 78-06-52 |

| Borough Comments: | None |

---

[Signatures]

Borough Commissioner

Commissioner

DOCUMENT CONTINUES ON NEXT PAGE
## Certificate of Occupancy

**Permissible Use and Occupancy**

All Building Code occupancy group designations below are 2008 designations.

<table>
<thead>
<tr>
<th>Floor From To</th>
<th>Maximum persons permitted</th>
<th>Live load lbs per sq. ft.</th>
<th>Building Code occupancy group</th>
<th>Dwelling or Rooming Units</th>
<th>Zoning use group</th>
<th>Description of use</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEL 6</td>
<td>OG</td>
<td>F-2</td>
<td>3B</td>
<td></td>
<td></td>
<td>FIRE PUMP ROOM, MECHANICAL EQUIPMENT ROOMS AND FUEL PUMP ROOM AND WALK IN FREEZER.</td>
</tr>
<tr>
<td>CEL</td>
<td>OG</td>
<td>S-2</td>
<td>3B</td>
<td></td>
<td></td>
<td>KITCHEN STORAGE</td>
</tr>
<tr>
<td>CEL</td>
<td>OG</td>
<td>U</td>
<td>3B</td>
<td></td>
<td></td>
<td>LOCKER ROOMS</td>
</tr>
<tr>
<td>001 001 191</td>
<td>100</td>
<td>A-3</td>
<td>3A</td>
<td></td>
<td></td>
<td>CAFETERIA/MULTIPURPOSE ROOM, NON-SIMULTANEOUS USE.</td>
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<td>3B</td>
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<td>REFUSE ROOM AND ELECTRICL ROOM.</td>
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<td>100</td>
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<td>3B</td>
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<td>BOYS, GIRLS AND ADULT TOILET ROOMS.</td>
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<td>001 001 4</td>
<td>100</td>
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<td>3B</td>
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<td>KITCHEN.</td>
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<td>3A</td>
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<td>MEDIA CENTER.</td>
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**Borough Commissioner**

**Commissioner**

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<td>BOYS, GIRLS AND STAFF TOILETS</td>
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</table>
## Certificate of Occupancy

**CO Number:** 220290593F

### Permissible Use and Occupancy

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Borough Commissioner

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BSA APPROVED UNDER CALENDAR #78-08-BZ EXHIBIT I CRFN #20080003359294 RESTRICTIVE DECLARATION CRFN #2008000345309 EXHIBIT III CRFN #2013000287032

END OF SECTION

END OF DOCUMENT