

Application: Genesee Community Charter School

Shannon Hillman - shillman@GCCSchool.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jan 16 2022

[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)

GENESEE COMMUNITY CHARTER SCHOOL 261600860826

a1. Popular School Name

Genesee Community Charter School

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.

BOARD OF REGENTS

c. DISTRICT / CSD OF LOCATION

ROCHESTER CITY SD

d. DATE OF INITIAL CHARTER

7/2000

e. DATE FIRST OPENED FOR INSTRUCTION

8/2001

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

MISSION STATEMENT

The Genesee Community Charter School provides a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. Our local history-based and globally-connected program immerses our diverse population of children in investigation and discovery, extensively using the cultural and natural resources of our community. Using the EL Education design, we nurture children’s natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem-solvers. Our mission statement reflects our desire to prepare students with the skills, knowledge and habits to become 21st century leaders.

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	EL Education (EL). Our partnership with EL is now in its 20th year. As a nationally recognized school reform model, EL provides systems and structures that allow schools to develop a culture of quality, rigor, and equity. GCCS consistently receives high marks in our annual implementation review. EL is fully implemented at our school and we serve as one of 14 mentor schools in EL’s 150 school network. We are also one of 38 credentialed schools in the network. EL Credentialing recognizes schools that have attained remarkable achievement impacts in the areas of student character, high-quality work, and mastery of knowledge and skills.
KDE 2	Learning Expeditions. As an EL Education school, our students spend most of each school day embarking on purposeful, rigorous “learning expeditions” that involve intellectual, service and kinesthetic dimensions. Learning expeditions are

	<p>in-depth studies of a single theme or topic, generally lasting twelve weeks, and evolve from the GCCS Curriculum Framework. Learning expeditions are a fully implemented design element and each classroom engages in three expeditions per year.</p>
KDE 3	<p>GCCS Curriculum Framework. The GCCS Curriculum is an interdisciplinary program with social studies, science, literacy and language arts integrated through the study of local history. Students at all levels investigate the natural, social, political and economic history of our community. We structure the curriculum in this way to provide opportunities for deeper learning and a framework on which children can build their understandings year after year. All expeditions involve intensive research, reading, writing, scientific exploration and real world application. The framework offers challenging, interesting, and culturally relevant content for all students, regardless of their age and ability levels and is fully implemented at each grade level.</p>
KDE 4	<p>Final Products. Students at GCCS develop the knowledge and skills required to produce a substantial and ambitious final product for each expedition. Real deadlines and an authentic audience raise the stakes and motivate every student to produce excellent work. Final products are fully integrated into the curriculum design at GCCS and several products from our school are featured in the EL/Harvard Graduate School of Education’s Center for Student Work. Final products are fully implemented at all grade levels.</p>
KDE 5	<p>Field Work & Experts. Because “using cultural and natural resources of the community” is part of our mission, we view fieldwork as a natural part of the educational program at GCCS. Field studies are carefully structured to address the learning goals of the expedition, and afford students rich opportunities to “learn on location.” With a specific learning purpose in mind and armed with questions and note catchers, students visit local museums</p>

and parks, businesses and cemeteries, historic sites and nature centers. Field studies and guest experts are fully implemented into each learning expedition and in every classroom.

KDE 6

Rochester Museum & Science Center (RMSC). Because of our emphasis on science, local history and our community, the Rochester Museum & Science Center (RMSC) is an ideal partner and site for our charter school. The resources of the RMSC, the exhibits and collections, its Planetarium and Nature Center, the RMSC campus and neighborhood cultural institutions, provide an extensive network which support our demanding and engaging curriculum. Our use of the RMSC and its staff and resources are fully implemented into our school design.

KDE 7

Responsive Classroom & Character Development. Another key design that visitors often remark upon is the consistency in protocols, expectations and student behavior from classroom to classroom. From our first year, we chose the Responsive Classroom (RC) model to guide our social and emotional learning. A few hallmarks of RC that are consistent throughout the school include Morning Choice and Morning Meetings, logical consequences, and classroom organization. We have fully implemented the RC model in our school and nearly all teachers have taken RC training. In addition, we have developed seven character traits that frame our students' interpersonal and work habits. Within the last year, the School hired a Restorative Practice Coach to embed and weave the principles of Restorative Practices into our already implemented Responsive Classroom model. This further solidify's GCCS's commitment to restorative and proactive discipline.

KDE 8

Professional Development. Each year, the staff reviews multiple data sources and identifies the school's "focus areas" for the work plan. Focus areas are selected to improve student character and academic performance. The staff determines measurable goals, actions, and evaluation strategies for each focus area. We commit 313

hours of whole-staff professional development to address these focus areas. Staff also determines individual goals that are aligned to our school-wide focus areas. Our Teacher Development Accountability Process (TDAP) is designed to address the individual goals through collegial work groups. Instructional coaching also provides teachers with individualized professional development based on personal professional goals. Professional development is fully implemented at GCCS.

KDE 9

Arts Integration. An area where GCCS excels is in the integration of the arts into the curriculum. The arts teachers meet the NYS arts standards for their discipline through meaningful, integrated lessons that mutually support the objectives of the classroom teachers. Rather than being an “add-on” to the curriculum, the arts at GCCS are a valued part of our interdisciplinary curriculum. Classroom and arts teachers work together to plan and implement in-depth curriculum that allows children to use music, visual art, and dance as another language with which to experience, understand, and express what they are learning. GCCS has been nationally recognized for its arts integration model, because it so fully implemented at our school.

KDE 10

Family Participation & Involvement. Family members are an integral part of the school. Parents and caregivers are viewed as partners with school faculty and staff. We utilize the strengths of each family to involve them in the growth, development, and education of their children in a meaningful way. Our open door policy promotes communication between the School Leader, teachers, and families. Caregivers support learning by chaperoning fieldwork, sharing expertise as a guest expert, and volunteering in the classroom. A yearly family survey provides the school with feedback for school improvement. Parental and family involvement is fully implemented at GCCS.

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

www.gccschool.org

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

225

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

212

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

Check all that apply

Grades Served

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

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

No

FACILITIES INFORMATION

m. FACILITIES

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

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	657 East Ave Rochester NY 14607	5856971960	Rochester	K-6	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Shannon Hillman	585-271-4552		<a href="mailto:shillman@gccscho
ol.org">shillman@gccscho ol.org
Operational Leader	Maureen Milke	585-697-1960		<a href="mailto:mmilke@gccschoo
.org">mmilke@gccschoo .org
Compliance Contact	Shannon Hillman	585-271-4552		<a href="mailto:shillman@gccscho
ol.org">shillman@gccscho ol.org
Complaint Contact	Shannon Hillman	585-271-4552		<a href="mailto:shillman@gccscho
ol.org">shillman@gccscho ol.org
DASA Coordinator	Lisa O'Malley	585-697-1960		<a href="mailto:lomalley@gccscho
ol.org">lomalley@gccscho ol.org
Phone Contact for After Hours Emergencies	Shannon Hillman	585-746-7151		<a href="mailto:shillman@gccscho
ol.org">shillman@gccscho ol.org

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)

[Certificate of Occupancy GCCS.pdf](#)

Filename: Certificate of Occupancy GCCS.pdf **Size:** 74.2 kB

Site 1 Fire Inspection Report

[GCCS Fire Inspection 9-2021.pdf](#)

Filename: GCCS Fire Inspection 9-2021.pdf **Size:** 193.8 kB

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

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
		Due to the Charter School Office Requirement based on the		

1	Change in admissions/enrollment policy	<p>Corrective Action Plan and 2020 Renewal, GCCS weighted the lottery giving double the chance of admission for all families who identified that they spoke a language other than English at home increasing chances to admit ELL students. Additionally, the Enrollment and Admissions Policy was revised based on feedback from NYSED along with a template for revising the policy so it is easier to follow.</p>	March 10, 2021	April 2, 2021
2	Change in Bylaws	<p>Based on recommendations from the charter school office and to continue to uphold the school's values, the Bylaws were revised to clarify that the Education Governance Council is a non-voting advisory panel to the Board of Trustees. Other language was revised based on legal counsel 's feedback from the</p>	March 10, 2021	April 6, 2021

		charter school office.		
3				
4				
5				

More revisions to add?

No

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

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Shannon Hillman
Position	School Leader
Phone/Extension	585-697-1960
Email	shillman@gccschool.org

p. 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

q. 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

A handwritten signature in black ink on a light gray background. The signature reads "Jason M. Hillman" in a cursive script. The first name "Jason" is written in a more compact, rounded cursive, while "M. Hillman" is written in a more elongated, flowing cursive.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Michel Jonnagan" in a cursive script. The first name "Michel" is written in a large, sweeping cursive, while "Jonnagan" is written in a more compact, rounded cursive.

Date

Jul 30 2021



Thank you.

Entry 3 Progress Toward Goals

Completed Jan 16 2022

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.

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”.

2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
	90% of our students will make	i-Ready diagnostic growth reports for first through 6th grade compared with classroom		<p>Overall, 71% of students made a year's growth and according to Reading i-Ready, the overall average median growth in grades K-6 was 80%.</p> <p>Additionally, grades 2 - 6 average median growth in Reading ranged from 95% - 159% suggesting that more than half of the students made more than a year's growth in a year.</p>

Academic Goal 1	at least a year's growth each year in Reading.	assessments. K-2 Foundational Skills benchmark assessments were also used for grades K-3.	Not Met	<p>Our work is not done. We need to continue to use data to drive instructional approaches that will target student needs and accelerate their growth further. This year, the school's focus area is to create systems and practices for student target tracking and goal-setting to empower student learning and growth.</p>
				<p>Overall, 70% of students who are economically disadvantaged, English Language Learners, or students with IEPs made a year's growth and according to Reading i-Ready, the average median growth in Reading for students who are identified "at-risk" was:</p> <ul style="list-style-type: none"> • 49% for Economically Disadvantaged • 85% for Special Education

<p>Academic Goal 2</p>	<p>100% of targeted at-risk students in each class will make more than a year's growth in Reading.</p>	<p>i-Ready diagnostic growth reports for first through 6th grade compared with classroom assessments. K-2 Foundational Skills benchmark assessments were also used for grades K-3.</p>	<p>Not Met</p>	<ul style="list-style-type: none"> • 63% for English Language Learners <p>Over half of the students in each of these categories made a year's growth in each grade level. However, with a goal of 100%, GCCS plans to re-introduce and train staff on the intervention systems and procedures for supporting students who are in need of Tier 2 and 3 intervention, which often includes students in these demographic areas. GCCS is hiring a part-time Intervention Coach who will provide instructional coaching for classroom teachers who implement intervention practices in their classrooms.</p>
				<p>Overall, 59% of students made a year's growth and according to Math i-Ready, the overall average</p>

<p>Academic Goal 3</p>	<p>90% of our students will make at least a year's growth each year in Math.</p>	<p>i-Ready diagnostic growth reports for first through 6th grade compared with classroom assessments. Kindergarten is only assessed in the winter and Spring. Therefore teachers used progress towards Kindergarten mathematics standards to support claims.</p>	<p>Not Met</p>	<p>median growth in grades K-6 was 78%.</p> <p>It is clear that the curriculum is not fully serving the students as we have noticed larger gaps in proficiency and growth over the last few years. This year, the math teachers will be forming a professional learning community to specifically discuss program modifications and evidence-based best practices for mathematics instruction. Additionally, teachers will investigate other mathematics curriculum with plans for implementation by the 2022-23 school year.</p>
				<p>Overall, 55% of students who are economically disadvantaged, English Language Learners, or students with IEPs made a year's growth and</p>

Academic Goal 4	100% of targeted at-risk students in each class will make more than a year's growth in Math.	i-Ready diagnostic growth reports for first through 6th grade compared with classroom assessments. Kindergarten is only assessed in the winter and Spring. Therefore teachers used progress towards Kindergarten mathematics standards to support claims.	Not Met	<p>according to Math i-Ready, the average median growth in Math for students who are identified "at-risk" was:</p> <ul style="list-style-type: none"> • 45% for Economically Disadvantaged • 67% for Special Education • 41% for English Language Learners <p>With a goal of 100%, GCCS plans to re-introduce and train staff on the intervention systems and procedures for supporting students who are in need of Tier 2 and 3 intervention, which often includes students in these demographic areas. GCCS is hiring a part-time Intervention Coach who will provide instructional coaching for classroom teachers who implement intervention practices in their classrooms.</p>
Academic Goal 5				

Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. 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

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
				As of July 31, 2021, GCCS had a total of 525 Applications and 39 Accepted Invitations for Enrollment of new students for the 2021-22 school

Org Goal 1	Genesee Community Charter School will increase efforts to enroll multi-lingual/ English language learners, economically disadvantaged students, and students with disabilities.	Number of Applicants and Number of Enrolled Students in At-Risk Populations According to GoodSchoolsROC Online Application	Met	<p>year. Of those applicants:</p> <ul style="list-style-type: none"> • 62 identified as English Language Learners • 362 identified as Economically Disadvantaged • 78 Identified their child had an IEP <p>From the applicants, 2 ELL Kindergarteners accepted, 22 Economically Disadvantaged students accepted (15 of those were Kindergarteners), and 4 students with IEPs accepted (2 of those are Kindergarteners).</p> <p>This continues to increase our enrollment percentages in each demographic category.</p>
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				

Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2020-2021 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed Oct 27 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.

[Audited Financials GCCS 2020-2021](#)

Filename: Audited Financials GCCS 2020 2021.pdf Size: 708.6 kB

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

Completed Jan 16 2022

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.

Genesee Community CS BEDS-261600860826_2020-21

Filename: Genesee Community CS BEDS 2616008 0tlBzcf.xlsx **Size:** 75.2 kB

Entry 4c - Additional Financial Documents

Completed Jan 16 2022

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.

OtherFinancialDocuments2021

Filename: OtherFinancialDocuments2021.pdf **Size:** 103.3 kB

Entry 4d - Financial Services Contact Information

Completed Jan 16 2022

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

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Shannon Hillman	[REDACTED]	[REDACTED]

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Jeanne Buetner	[REDACTED]	[REDACTED]	21

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	Robin Blew	Robin Blew	68 Wood Creek Drive, Pittsford, NY 14534	[REDACTED]	[REDACTED]	14

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Jan 16 2022

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.

[GCCS 2021-2022arbudget template 102721](#)

Filename: GCCS 2021 2022arbudget template 102721.xlsx **Size:** 36.5 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jan 28 2022

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.

[GCCS BoT Disclosures](#)

Filename: GCCS BoT Disclosures.pdf **Size:** 2.0 MB

[GCCS BOT Financial Disclosures Jan 2022](#)

Filename: GCCS BOT Financial Disclosures Jan 2022.pdf **Size:** 1.3 MB

Entry 7 BOT Membership Table

Completed Jan 28 2022

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)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meetings Attended During 2020-2021
1	Michele Hannagan		Chair	Personnel Executive	Yes	5	7/1/2019	6/30/2022	11
2	Annemarie Wess		Vice Chair	Nomination Personnel	Yes	2	7/1/2019	6/30/2022	11
3	Kevin Sutherland		Treasurer	Executive Finance	Yes	2	7/1/2018	6/30/2021	6
4	Allison Shultes		Secretary	Executive Safety	Yes	1	4/1/2019	6/30/2021	11
5	Elizabeth Pietrzykowski		Secretary	Nominating Finance	No	1	11/6/2019	6/30/2021	11

6	Jessica Wanner		Parent Rep	Advocacy Personnel Diversity	Yes	1	7/1/2020	6/30/2023	11
7	Traci Terrance		Parent Rep	Diversity Discipline	Yes	1	7/1/2019	6/30/2022	9
8	Mark Schiesser		Trustee/Member	Advocacy Finance	Yes	4	7/1/2019	6/30/2022	8
9	Ryan O'Malley		Trustee/Member	Finance	Yes	1	7/1/2020	6/30/2023	11

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

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Tasha Stevens		Parent Rep	Advocacy Executive	Yes	1	7/1/2020	6/30/2021	10
11	Nolica Murray-Fileds		Trustee/Member	Discipline	Yes	1	8/7/2019	6/30/2021	7
12	Ivelisse Gonzalez		Trustee/Member	Discipline Advocacy	No	1	7/1/2020	2/10/2021	5 or less
13	Luke Wilson		Trustee/Member	Nominating Personnel	Yes	1	7/1/2020	6/30/2021	9
14	Cheryl Moeller		Trustee/Member	Diversity Nominating	No	1	7/1/2019	12/9/2020	5 or less
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	12
b.Total Number of Members Added During 2020-2021	3
c. Total Number of Members who Departed during 2020-2021	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	14

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 Jan 16 2022

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 Jan 16 2022

[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

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	<ul style="list-style-type: none">•Conducted a SWOT analysis with BreakThrough Leadership to determine community perception among current, perspective, and RCSD families, community based organizations, and other community representatives. This	

Economically Disadvantaged

included organizations that serve economically disadvantaged students.

- Continued contract with GoodSchoolsROC to join the Rochester Charter Schools' common application process and recruitment strategies
- TV and Radio Commercials through GoodSchoolsROC - English and Spanish
- TV and Radio commercials (specific for GCCS) through public broadcasting and traditionally popular stations for black and brown families in English and Spanish
- Ads from GoodSchoolsROC and GCCS in the City Newspaper
- Facebook Advertisement Boosts for GCCS and GoodSchoolsROC
- GoodSchoolsROC - Instagram, Google Ads, and YouTube Campaigns
- Postcards 2 times a year to households
- School Selection Booklet for all charters in Rochester
- Sent English and Spanish GCCS posters to urban neighborhood churches, bodegas, and convenience stores
- Sent English and Spanish GCCS posters to all city libraries, social services offices, pediatric offices, YMCAs and YWCAs, music schools, museums
- GCCS attended virtual recruitment fair hosted by GoodSchoolsROC
- Collaborated with new Board of Trustees Members who are connected with non-profit organizations and support these targeted

- Continue current efforts
- Hire a Director of Family and Community Engagement who will explore and strengthen partnerships with community-based organizations to increase the school's footprint in economically disadvantaged neighborhoods.
- Participate in off-site information sessions with translators to meet perspective families and provide information about our school as well as support families in filling out the school application
- Continue contracting with E3Rochester's Common Application on GoodSchoolsRoc.org that includes all Rochester Charter Schools. This will continue to provide easier access to the application and the online capability allows for the website and application to be translated into 20 different languages.
- Continue to strengthen the relationship with the charter schools in the Rochester area through Charter Advocacy groups and Foundations to share marketing and recruitment strategies and resources.

	<p>demographic groups (ex. New Board of Trustees member who is a social worker and foster parent to refugee students and another member who works for Ibero-American Action League).</p> <ul style="list-style-type: none"> • Held several virtual information sessions for perspective families with translators for Spanish and American Sign Language. • Created a promotional video for the school's YouTube channel and website. 	
<p>English Language Learners</p>	<ul style="list-style-type: none"> • Conducted a SWOT analysis with BreakThrough Leadership to determine community perception among current, perspective, and RCSD families, community based organizations, and other community representatives. This included organizations that serve dual language families. • Continued contract with GoodSchoolsROC to join the Rochester Charter Schools' common application process and recruitment strategies • TV and Radio Commercials through GoodSchoolsROC - English and Spanish • TV and Radio commercials (specific for GCCS) through public broadcasting and traditionally popular stations for black and brown families in English and Spanish • Ads from GoodSchoolsROC and GCCS in the City Newspaper • Facebook Advertisement Boosts for GCCS and GoodSchoolsROC • GoodSchoolsROC - Instagram, Google Ads, and YouTube Campaigns • Postcards 2 times a year to 	<ul style="list-style-type: none"> • Continue current efforts • Hire a Director of Family and Community Engagement who will explore and strengthen partnerships with community-based organizations to increase the school's footprint in bilingual and refugee neighborhoods. • Participate in off-site information sessions with translators to meet perspective families and provide information about our school as well as support families in filling out the school application • Continue contracting with E3Rochester's Common Application on GoodSchoolsRoc.org that includes all Rochester Charter Schools. This will continue to

	<p>households in English and Spanish</p> <ul style="list-style-type: none"> • School Selection Booklet for all charters in Rochester •Community Calendars with Recruitment Fairs • GCCS attended virtual recruitment fair hosted by GoodSchoolsROC • Provided fliers in multiple languages to an advocate in the refugee community for dispersement in several refugee support centers •Continued relationships with three agencies serving refugee programs to enlist their assistance recruiting applicants •Sent English and Spanish posters to urban neighborhood churches, bodegas, and convenience stores •The online application is available in multiple languages • Held several virtual information sessions for perspective families with translators for Spanish and American Sign Language. 	<p>provide easier access to the application and the online capability allows for the website and application to be translated into 20 different languages.</p> <ul style="list-style-type: none"> •Continue to strengthen the relationship with the charter schools in the Rochester area through Charter Advocacy groups and Foundations to share marketing and recruitment strategies and resources •Participate in charter school recruitment events and involve English as a New Language Teacher in these events to discuss our program offerings with families.
	<ul style="list-style-type: none"> •Conducted a SWOT analysis with BreakThrough Leadership to determine community perception among current, perspective, and RCSD families, community based organizations, and other community representatives. This included organizations that serve students with special needs and their families. •Continued contract with GoodSchoolsROC to join the Rochester Charter Schools' common application process and recruitment strategies • TV and Radio Commercials 	<ul style="list-style-type: none"> •Continue current efforts •Hire a Director of Family and Community Engagement who will explore and strengthen partnerships with community-based organizations to increase the school's footprint in serving students with disabilities. This includes strengthening a

Students with Disabilities	<p>through GoodSchoolsROC - English and Spanish</p> <ul style="list-style-type: none"> • TV and Radio commercials (specific for GCCS) through public broadcasting and traditionally popular stations for black and brown families in English and Spanish • Ads from GoodSchoolsROC and GCCS in the City Newspaper • Facebook Advertisement Boosts for GCCS and GoodSchoolsROC • GoodSchoolsROC - Instagram, Google Ads, and YouTube Campaigns • Postcards 2 times a year to households • School Selection Booklet for all charters in Rochester • Community Calendars with Recruitment Fairs • Held several virtual information sessions for perspective families with translators for Spanish and American Sign Language. • Sent English and Spanish posters to urban neighborhood churches, bodegas, and convenience stores • On the School's website and in any information session, always explained that our classrooms are inclusive and support both general education students and students who qualify for an IEP. 	<p>relationship with a local advocacy organization for families with disabilities.</p> <ul style="list-style-type: none"> • Participate in off-site information sessions sharing the school's program offerings for students with disabilities • Continue contracting with E3Rochester's Common Application on GoodSchoolsRoc.org that includes all Rochester Charter Schools. This will continue to provide easier access to the application and the online capability allows for the website and application to be translated into 20 different languages. • Participate in charter school recruitment events and involve our Special Education Coordinator and Social Worker in these events to discuss our program offerings with families • Promote an online blog article featuring GCCS's whole-child approach to inclusive education on social media.
----------------------------	---	---

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<ul style="list-style-type: none"> • Continued to fully implement a staff-family Diversity and Racial Equity Committee to increase 	

Economically Disadvantaged

involvement of, participation of, and support for families of color and ELL/MLL families in the life of the school

- Ensured that families who move within the city or county receive information about transportation options
- Maintained high level of parent satisfaction through excellent instructional program, communication, and family involvement opportunities
- Continuing to refine Discipline Policies by collaborating with the Discipline Committee to revise the school's Code of Conduct
- Hired a Restorative Practices Coach
- Social Worker to support school-wide initiatives to promote Social- Emotional Practices - this also included providing a GCCS-created community resource guide during the COVID-19 pandemic
- Continued professional development regarding culturally responsive teaching, unconscious bias, racial equity including staff initiatives to be more involved in the communities where their students live
- Provided summer tutoring virtually or at an agreed upon location for students who were most at risk of retaining information during closure.
- Created a system of "crews" for students and staff to help the community stay connected during a hybrid and virtual time.

- Continue current efforts
- Provide workshops and trainings for teachers, students, and families regarding identity within the community
- Hire a Director of Family and Community Engagement to work collaboratively with our Social Worker, Restorative Practice Coach, Family Association, and Diversity and Racial Equity Crew to ensure strong communication and collaboration among families who currently have a low socio-economic status.
- Create a system of "crews" for families to help the community stay connected.
- Continue racial equity discussions with families to hear concerns and respond to systemic racism and transition these important meetings to Diversity and Racial Equity Crew Meetings as well as Staff Professional Development.
- Implement Restorative Practices more broadly and thoroughly training staff and families in this approach.
- Fully adopt the revised Code of Conduct and Discipline Policy that includes Restorative Practices

•Continued to fully implement a

English Language Learners

parent-staff Diversity and Racial Equity Committee to increase involvement of, participation of, and support for families of color and ELL/MLL families in the life of the school

- Ensured that families who move within the city or county receive information about transportation options
- Maintained high level of parent satisfaction through excellent instructional program, communication, and parent involvement opportunities
- Continuing to refine Discipline Policies by collaborating with the Discipline Committee to revise the school's Code of Conduct
- Hired a Restorative Practices Coach
- Continued professional development regarding culturally responsive teaching, unconscious bias, racial equity including staff initiatives to be more involved in the communities where their students live
- Provided summer tutoring virtually or at an agreed upon location for students who were most at risk of retaining information during closure.
- Increased the FTE for the ENL teacher to evaluate and provide high quality ENL services to students
- Provided specific strategies to support ELL/MLL students during professional development for all staff
- Translated communication and/or provided support for non-English speaking families
- Provided translators for all

- Continue current efforts
- Provide workshops and trainings for teachers, students, and families regarding identity within the community
- Hire a Director of Family and Community Engagement to work collaboratively with our Social Worker, Restorative Practice Coach, Family Association, and Diversity and Racial Equity Crew to ensure strong communication and collaboration among families who speak a language other than English at home.
- Create a system of "crews" for families to help the community stay connected.
- Continue racial equity discussions with families to hear concerns and respond to systemic racism and transition these important meetings to Diversity and Racial Equity Crew Meetings as well as Staff Professional Development.
- Strengthen partnerships with the refugee and Latinx communities in Rochester to amplify community resources for our

	<p>parent-teacher conferences for families whose dominant language is not English</p> <ul style="list-style-type: none"> •Worked with refugee sponsors to ensure transportation and communication was effective •Involved the School Social Worker and ENL Teacher in connecting ELL/MLL families with community resources. •Created a system of "crews" for students and staff to help the community stay connected during a hybrid and virtual time. 	<p>existing ELL/MLL families.</p>
<p>Students with Disabilities</p>	<ul style="list-style-type: none"> •Increased the capacity of the Intervention Team to involve more staff members in Tier 2 and 3 Intervention Efforts •Hired a .5 FTE Math Intervention Specialist to support students in Tier 3 intervention for Mathematics •Adjusted the school schedule so the Intervention Team could meet twice a week with teams and once a week as a full intervention team to discuss school-wide and class wide trends and needs. •Classroom teachers, and often members of the Intervention Team, involved families early and met regularly to address behavioral or academic concerns •Met with Special Education Team regularly to discuss student progress and/or concerns and discussed ways families were involved in the process •Provided training for staff to utilize the Academic Intervention and Emotion Regulation Handbook created by GCCS. 	<ul style="list-style-type: none"> •Continue current efforts •Hire a Director of Family and Community Engagement to serve as a liaison between families and staff ensuring strong communication about resources provided through our inclusive education program •Continue training for the use of the Academic Intervention and Emotion Regulation Handbook with staff •Conduct professional development to train teachers on new intervention systems and best practices for a CSE referral process •Hire an Intervention Coach to support instructional coaching specific to supporting intervention systems and

	<ul style="list-style-type: none"> •Offered parent advocate support as needed •Provided summer tutoring virtually or at an agreed upon location for students who were most at risk of retaining information during closure. •Have the Special Education Coordinator join monthly meetings with other SPED coordinators from Rochester Area charter schools to share resources. 	<p>processes</p> <ul style="list-style-type: none"> •Create a protocol for training parent advocates to support new families going through the CSE process
--	---	---

Entry 10 - Teacher and Administrator Attrition

Completed Jan 16 2022

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.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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 Jan 16 2022

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	1
Total Category A: 5 or 30% whichever is less	1.0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category B: not to exceed 5	0.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	20

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	21



Thank you.

Entry 12 Organization Chart

Completed Jan 16 2022

[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

[2020-21 School Organization Chart](#)

Filename: 2020 21 School Organization Chart .pdf **Size:** 52.7 kB

Entry 13 School Calendar

Completed Jan 24 2022

[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.

[Calendar 2021-2022 Approved 7-14-21 with Inst](#)

Filename: Calendar 2021 2022 Approved 7 14 21 gIdIK30.pdf **Size:** 245.7 kB

[Calendar 2021-2022 GCCS-Final](#)

Filename: Calendar 2021 2022 GCCS Final.pdf **Size:** 178.0 kB

[Calendar 2021-2022 Approved 7-14-21 with Inst Hrs rev 1](#)

Filename: Calendar 2021 2022 Approved 7 14 21 vrKpikF.pdf **Size:** 176.4 kB

Entry 14 Links to Critical Documents on School Website

Completed Jan 16 2022

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: Genesee Community Charter School

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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.gccschool.org/wp-content/uploads/2021/07/1920AnnualReportGCCS.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.gccschool.org/news/district-safety-plan-hearing-on-july-14-2021/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.gccschool.org/about/board-of-trustees-2/
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?instid=800000050575&year=2020&createreport=1&OverallStatus=1&section_1003=1&EMStatus=1
4. Lottery Notice announcing date of lottery	https://www.gccschool.org/admissions/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://www.gccschool.org/about/dignity-for-all-students-act-dasa/
6. District-wide Safety Plan	https://www.gccschool.org/wp-content/uploads/2020/10/2020-GCCS-District-Safety-Plan.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.gccschool.org/wp-content/uploads/2020/07/Attachment-D-GCCS-Discipline-Policy-and-Code-of-Conduct-4-10-19-1.pdf
7. Authorizer-Approved FOIL Policy	https://www.gccschool.org/wp-content/uploads/2020/08/FOIL-Policy.pdf
8. Subject matter list of FOIL records	https://www.gccschool.org/about/board-of-trustees-2/

Thank you.



Entry 15 Staff Roster

Completed Jan 28 2022

[INSTRUCTIONS](#)

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.

[AnnualReportBoRStaffRoster_revJan2022](#)

Filename: AnnualReportBoRStaffRoster_revJan2022.xlsx **Size:** 32.8 kB

Genesee Community Charter School Organization Chart

GCCS Board of Trustees

School Leader

Curriculum
Coordinator

Coordinator of School
Operations and Data

Special Education
Coordinator

Music Teacher

Visual Arts
Teacher

P.E.
Teacher

(.5) Clerical
Assistant

(.5)
Communications
Coordinator

(.75) Restorative
Practice Coach

(.75) Social
Worker

Teacher on Special
Assignment
(Literacy
Specialist)

(.4) Food
Service
Assistant

(.5) ENL Teacher
(.5) Math
Intervention

(.25)
Transition
Coach

2 Kindergarten
Teachers

2 Second Grade
Teachers

2 Fourth Grade
Teachers

2 Sixth Grade
Teachers

2 First Grade
Teachers

2 Third Grade
Teachers

2 Fifth Grade
Teachers

Teaching
Assistant

Teaching Assistant

Teaching
Assistant

Teaching
Assistant

Teaching
Assistant

Teaching
Assistant

Teaching
Assistant

Other contracted positions:

(.2) Bookkeeper/Payroll Specialist

(.25). Information Technology Specialist

(.25) Audio Visual/Media Specialist

The Genesee Community Charter School
Board of Trustees
Education Governance Council
Final Meeting Minutes
August 12, 2020
Virtual Meeting via Zoom (Due to COVID-19)

Board Members Present: Michele Hannagan, Ryan O'Malley, Elizabeth Pietrzykowski, Allison Shultes, Traci Terrance, Jess Wanner, Annemarie Wess, Lukas Wilson (**Bold: BOT non-voting**)

Board Members Absent: Ivelisse Gonzalez, Nolica Murray-Fields, Cheryl Moeller, Mark Schiesser, Tasha Stevens, Kevin Sutherland (**Bold: BOT non-voting**)

Educational Governance Council Members Present: Becki Mason, Shannon Hillman
Educational Governance Council Members Absent: Maggie Deutschbein

Legal Counsel Present: George DesMarteau

1. Welcome, Call to Order, Agenda Overview

Meeting called to order by Michele Hannagan at: 5:39pm, no quorum present.

Welcome to new members Jessica Wanner, Luke Wilson, Ivelisse Gonzalez (not present), and Tasha Stevens (not present).

2. Greeting

Shannon led the group in a greeting and sharing exercise. Attendees each shared something you've tried to do this summer to maintain a sense of normalcy. Went around the group and shared the fun things we've done and been up to. Some examples are: Camping, meditating, quarantining on the beach, long walks, being outside, lots of trips to the Adirondacks, training puppy, gardening, self-care, summer camps at the RMSC, more reading, and being outside.

3. Teacher Presentation

None (normal for summer meetings with school not in session).

4. Review (Month) Minutes

The Board of Trustees has deferred re-approval of the December 2019, January 2020, and February 2020 meeting minutes until the September 2020 meeting, pending a quorum.

The Board of Trustees needs to re-approve previous meeting minutes including the approval of the contract with Deb Hamner (Breakthrough Leadership), but cannot re-approve at this meeting without a quorum. No changes to the meeting minutes will be made other than revisions to the voting vs. non-voting status for some members at those meetings. Members who were not members of the board at the time of those meetings will abstain from voting on those respective meeting minutes.

5. Finance Review/Budget Review

None (normal for summer meetings with school not in session)

6. Committee Updates

• Advocacy (Jessica Wanner)

Discussions & Future Actions: Chris Dolgos & Jess Wanner are co-chairs and have been working together to determine the direction of the Advocacy work for this year with a focus on the impact of the 3-year charter renewal. Also working with them are: Sonia Park (Diverse Charter Schools Coalition of NY) and Deb Hamner (Breakthrough Leadership) to establish goals. The committee also reached out to current members about their continued participation asking them to suggest peers to attend in their place if they would no longer participate. Committee will also put out a call for new members in the school's newsletter, *Currents*.

• Discipline (Nolica Murray-Fields)

Code of Conduct: The committee has been working hard this summer to continue the work on the code of conduct that was first started by the 6th graders last school year and presented to the Board at the June 2020 meeting. Committee members, Ivellisse Gonzalez, Jess Nordquist, Nolica Murray-Fields, Lauren Grimm, Alexis Stubbe, Kyle Skovira are currently developing the expectations for behavior across all grade bands. The committee hopes to have the Code of Conduct ready to implement this fall, pilot throughout the winter and finalize by mid-point in the year. This will give them time to get feedback from staff, students, and families on how it is working. This has been a big project, but the committee is excited to get this year's new class of 6th graders on board and continue this student led initiative.

Note: Kyle Skovira is the new hire who has been doing amazing work with teacher professional developments and training this summer, focusing on self-care.

• Nominating (Annemarie Wess)

Open Positions for 2020-2021; Approve Elizabeth Pietryzkowski

The Board will have 1 open position as Kevin Sutherland has decided to step away from his board of trustees position. The committee is looking for someone to replace him who can provide similar financial expertise but also support the board in other areas. The committee requests names of potential nominees to be sent to Annemarie for follow up. Kevin will stay on and help with the transition.

The Board of Trustees needs to officially approve Elizabeth Pietryzkowski at the next meeting when we have a quorum, ideally in September.

• Personnel (Michele Hannagan)

No Personnel Committee updates reported.

• Safety (Shannon Hillman)

No Safety Committee updates reported.

• **Diversity (Shannon Hillman)**

The committee reported on family, racial, and equity discussions that have been held every other week since early June. Between 10 - 15 attendees from the GCCS community, comprising school staff, the school leader, and parents, have attended each meeting. Traci Terrance has been working with Shannon on these conversations. The conversations began because of the national and local unrest in relation to racial justice and equity. The committee felt it was important to start these conversations and support people who want to have these conversations, but don't know how to have them. The discussions can help guide GCCS toward accomplishing the goal of racial equity in the school and across the community. The committee did provide input on the reopening plans through the lens of social-emotional learning and racial equity. The new topic of discussion is how GCCS can support families with their basic needs during uncertain times by keeping a sense of community across multiple cohorts and virtual groups. This work is very much in alignment with the work being done at the board level (i.e., retreat with Deb Hamner/Breakthrough Leadership) and with staff and students and contemporary connections in expedition planning.

Outstanding Business

7. *None*

New Business

8. Reopening & Safety Plan (Public Comment)

Reopening Plan:

An Executive Committee meeting was held on July 30, 2020 and the draft of the Reopening plan was voted on and approved prior to being sent to NYS for review.

Plans are on gccschool.org/reopening-plan/, the link to the plan is the first thing seen on the website. The plan is available in different languages. Minor revisions are in progress based on feedback from Governor Cuomo including: the school's response to contract tracing, how GCCS addresses virtual teaching (especially for those who have opted-in to 100% virtual learning), and the response to what happens if there is a positive case in the GCCS community. Shannon shared that she sent a video to families talking through different schedules using the GCCS new Youtube channel. This also includes videos of family town hall meetings including an overview and Q&A. GCCS has gone above and beyond the Governor's requirements of 3 town hall meetings and 1 staff meeting prior to opening. All GCCS meetings have been recorded and released publicly. Staff has met multiple times to review the plan and provide feedback. Additionally, a student focus group met to give input on the plans.

The Board of Trustees discussed the reopening plan and covered topics including: bussing and transportation, staff feedback and concerns, PPE availability, sharing of cohort information to families, plans for special education services.

- Shannon has been in contact with the Head of Transportation for RCSD and has been working to align the transportation plans for K-6 based on the reopening plan and bus schedules have been established.
- Shannon and Becki reported on the general feelings of the staff on reopening. Staff anxiety was high at first but with further explanation of the plans and scheduling, and with input from a parent nurse, they are feeling more confident as they are learning more about the plans and what the school year will look like.
- Staff are required to wear facemasks and GCCS has access to sufficient supply of PPE as needed (i.e. face shields, gloves, etc.).
- Shannon and the reopening task force are working through how to share information about students cohorts with families while maintaining confidentiality.
- Shannon and Maureen are leading the logistical coordination of determining the breakdown of students in each section of the hybrid model and are close to knowing the breakdown of virtual, hybrid, and ELL. Rough numbers as of now: 38 families all virtual; remaining families choosing hybrid; of the ELL population ~50% choosing 4-day option.
- There is an option for families to opt-in to choosing all virtual for 5 days out of the week rather than following the hybrid model. Families need to stay with their commitment until October 9th and can make a switch after that date.
- Board members, staff & parents in attendance shared a lot of positive feedback and support for the excellent work done to create a reopening plan, coordinate it's implementation, and be open to feedback and suggestions.
- Plans for coordinating special education services with RCSD are ongoing. Waiting on confirmation that GCCS will be able to maintain it's two providers but it is looking like that will be the case.

Safety Plan Updates: (Shannon)

The safety plan approval has been deferred to the September 2020 meeting pending quorum, Board of Trustees must review in anticipation of the vote at that meeting.

The Safety Plan must be submitted and approved by NYS by September 1, 2020. The plan is not changing extensively, but the policies/procedures are referenced in the reopening document. George suggests submitting the safety plan to the state with a note that the plan is pending ratification by the board of trustees. GCCS recognizes that the community as a whole has suffered trauma and that sirens and loud noises may be more stressful for students than normal. Staff are discussing drills and practice noise to help kids be prepared for those kinds of situations.

9. Review Bylaws-EGC Section

Revision of the Education Governance Council (EGC) section of the bylaws are being proposed because the GCCS Board of Trustees believes that it is important for the EGC to maintain participation in school management at Board meetings. The bylaws are also being revised to be in compliance with the New York charter law and avoid a conflict of interest.

A discussion on the historical background of the EGC's role in the original charter was had and it was emphasized that a key element of GCCS is that staff are important stakeholders in the management of the school with particular emphasis on educational matters. The proposed revisions acknowledge the importance of the advice and feedback from the faculty. The new bylaw language reflects that staff voices will be heard while retaining the authority of the Board of Trustees and respecting the original charter of the organization. Conversation was had regarding term length for faculty and the overall feeling of the attending board members was that the term should be 2 years on a rotating basis.

Note: George and Shannon will work to complete edits to the EGC bylaws and will send them out for review and approval in the September meeting pending a quorum.

Open Forum

10. *Future Agenda Topics and/or Public Comment*

7:00pm–Michele Hannagan opened up the meeting to public comment. No public comments were reported.

Meeting Wrap-Up

11. Review Actions and Agreements

Adjournment called by Michele Hannagan at 7:01pm.

Respectfully Submitted,
Allison Shultes
Secretary of GCCS Board of Trustees
GCCS Board Minutes/ August 12, 2020

The Genesee Community Charter School
Board of Trustees
Education Governance Council
Meeting Minutes
September 9, 2020
Virtual Meeting via Zoom (Due to COVID-19)

Board Members Present: Ivelisse Gonzalez, Michele Hannagan, Nolica Murray-Fields, **Cheryl Moeller**, Ryan O'Malley, Elizabeth Pietrzykowski, Mark Schiesser, Allison Shultes, Tasha Stevens, Traci Terrance, Jess Wanner, Annemarie Wess, Lukas Wilson
(Bold: BOT non-voting)

Board Members Absent: Kevin Sutherland **(Bold: BOT non-voting)**

Educational Governance Council Members Present: Maggie Deutschbein, Becki Mason, Shannon Hillman

Educational Governance Council Members Absent:

Guests: Maureen Milke

Legal Counsel Present: George DesMarteau

1. Welcome, Call to Order, Agenda Overview

Meeting called to order by Michele Hannagan at 5:32pm, Quorum was present.
Welcome to everyone! A few board members will be joining us late.

2. Greeting

Shannon led the group in the greeting. The exercise this evening was a simple greeting; sharing from the group recent adventures that we have had recently! Our recent adventures included: 8th birthday celebrations for twins at Letchworth, rehoming a lost homing pigeon from Canada, visiting Florida, camping at Letchworth, hiking in Naples, home rodent removal, first trip to Target since the pandemic began, loose ducks in a backyard, socially distant Webster Park exploration with friends, starting a new African dance class, hiking trip to Lake Placid with a new puppy, cleaning the gutters, rented a pontoon boat for a day out on Irondequoit Bay, whale watching for the first time in Massachusetts, getting dinner on the table for family.

3. Teacher Presentation and/or Sabbatical Share

None (normal for summer meetings with school not in session).

4. Review & Approve Monthly Minutes

Review and Approve August 2020 Minutes

Motion 200909.1

Upon motion of Annemarie Wess, and duly seconded by Nolica Murray-Fields, RESOLVED, that the minutes of August 12, 2020 be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.1 passed 6 to 0

Motion 200909.2

Upon motion of Annemarie Wess, and duly seconded by Michele Hannagan, RESOLVED, that the minutes of June 2020 be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.2 passed 6 to 0

Reapprove Dec-19, Jan-20, Feb-20 Minutes

At the August 12, 2020 meeting, the Board of Trustees needed to defer re-approval of the December 2019, January 2020, and February 2020 meeting minutes until tonight's meeting, pending a quorum. The Board of Trustees needs to re-approve previous meeting minutes including the approval of the contract with Deb Hamner (Breakthrough Leadership), but cannot re-approve at this meeting without a quorum. No changes to the meeting minutes will be made other than revisions to the voting vs. non-voting status for some members at those meetings. Members who were not members of the board at the time of those meetings will abstain from voting on those respective meeting minutes.

Motion 200909.3

Upon motion of Nolica Murray-Fields, and duly seconded by Ryan O'Malley, RESOLVED, that the minutes of February 2020 be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.3 passed 6 to 0

Motion 200909.4

Upon motion of Traci Terrance, and duly seconded by Annemarie Wess, RESOLVED, that the minutes of January 2020 be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.4 passed 6 to 0

Motion 200909.5

Upon motion of Michele Hannagan, and duly seconded by Annemarie Weis, RESOLVED, that the minutes of December 2019 be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.5 passed 6 to 0

Ratify Feb-20 Contract with Breakthrough Leadership Consulting

Motion 200909.6

Upon motion of Annemarie Wess, and duly seconded by Michele Hannagan, RESOLVED, to ratify the contract with Breakthrough Leadership Consulting.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.6 passed 6 to 0

5. Finance Review/Budget Review

None (normal for first meeting of the school year)

6. Committee Updates

a. *Advocacy (Jessica Wanner)*

Discussions & Future Actions: Shannon, Chris D and Jess met with Sonia Park (Diverse Charter Schools Coalition) for advice on advocating for charter schools and how to get GCCS info out there. Met with Deb Hamner to determine next steps including creating partnerships this year. From there looking to open up the group to faculty, staff, and community members.

b. *Discipline (Nolica Murray-Fields)*

Code of Conduct: Met in early August and looked at Polaris Charter School comparing what we're doing at GCCS and how it aligned and was incorporated in the 2019-2020 6th grade project. The committee has more work to do but is off to a great start.

c. *Nominating (Annemarie Wess)*

Approve Elizabeth Pietrzykowski

Elizabeth was not previously approved due to a lack of quorum.

The Board of Trustees needs to officially approve Elizabeth Pietrzykowski, RMSC Representative, as a member of the Board.

Motion 200909.7

Upon motion of Annemarie Wess, and duly seconded by Michele Hannagan, RESOLVED, that Elizabeth Pietryzkowski be approved for membership on the Genesee Community Charter Schools Board of Trustees, as an RMSC Representative, pending approval by NYSED.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.7 passed 6 to 0 ALL

Open Positions for 2020-2021:

Kevin Sutherland will be leaving the board. He has offered to stay on to support with finances but the Nominating Committee is still looking for a replacement for him. If anyone has replacement suggestions, please share them with Annemarie Weis.

d. *Personnel (Michele Hannagan)*

School Leader Evaluation

The Personnel Committee has met several times over the last several months, and has shared the evaluation in the drive for BOT members to review. Michele Hannagan presented a summary of the School Leader Evaluation and the process of rubric development in executive session.

Staffing Change

Learned last Thursday, that Maureen Lochner needs to take an emergency medical leave for an indeterminate time. Shannon is working on getting a long term substitute and has someone to start tomorrow into next week. Resumes have come in and they are holding interviews and wanted to make the board aware. At this time, the position will be within the required statutory benefits (no health or dental).

e. *Safety (Shannon Hillman)* No updates were presented.

f. *Diversity (Shannon Hillman & Traci Terrance)*

The Diversity Committee reported on progress since their last meeting in mid August and from participant feedback, there is a clear desire for support, connection, and conversations with others that are challenging given the distress in our community due to recent events. From these conversations the committee will implement anti-racism policies and procedures at the school. The reopening edition of *The Currents* was sent to families including an article about the reboot of the Diversity Committee sharing the purpose statement and an open invitation to the GCCS community. The next edition will soon be released featuring a social-emotional development section touching on racial equity and how GCCS is making changes to support students and families.

Maggie Deutschbein gave a teacher update about how the work of this committee and these conversations are also being embedded in instruction and curriculum for students.

Examples for grade K-1 and 6th were shared highlighting identity, historical context, and the impacts of the community's current events and trauma on young students. The 6th graders chose to focus on the theme of protesting and "What I Stand For". Between 10 and 15 families are currently participating in the committee and they expect to gain several staff members growing the group to 20 or 25.

7. Reopening: Teacher Share

The school reopened on Wednesday, September 2nd for the 2020-2021 school year. The years started with two days of student orientation including walking through arrival/dismissal procedures, classroom visits to see the physical layout and how things were different and similar from last year. After classroom visits, students got to meet their other teacher in the Auditorium where they picked up their Chromebooks and any other learning materials (school supplies, packets, kits, etc.) Cohort B had their first day of in-person classes on Friday, September 4th, and Cohort A had their first day on Tuesday, September 7th. Tuesday was much more smooth after having been through it on the previous Friday but overall it has been a very seamless start to the year. Today (Wednesday) was the first full virtual kick-off day and included a staff meeting. The staff were energized and more at ease now that reopening had happened.

Staff members expressed joy at seeing the kids again and explained the challenge in preparation for the start of the school year. The families have been appreciative, kind, and supportive. It's been a group effort for the teachers and parents to get the students prepared. Overall the chromebooks are making a big difference in virtual learning and picking up school supplies has helped students to get excited.

Shannon Hillman met with the Family Association this morning and they are working on identifying cohort parents to bridge the gaps for families and parent communication. New digital resources include GCCS Cares, a facebook page, and a Youtube channel.

Outstanding Business

8. Reopening & Safety Plan (Public Comment)

Motion to approve reopening & safety plan

Reopening Plan:

See August meeting minutes for additional detail. Minor changes were made to the plan, nothing material was added and revisions were primarily to language and wording.

Motion 200909.8

Upon motion of Traci Terrance, and duly seconded by Annemarie Weis, RESOLVED, that the reopening plan for the 2020-2021 school year be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.8 passed 7 to 0

Safety Plan Updates: (Shannon)

The safety plan approval had been deferred to tonight's meeting from the August 2020 meeting given that there was not a quorum at last month's meeting. Revisions to the safety plan include re-assigning emergency duties with the addition of the new Communications Coordinator position and the physical move of Lisa O'Malley's office from the River Room to the Main Office. The Safety Plan has been edited in accordance with COVID-19 best safety practices as well.

Motion 200909.9

Upon motion of Allison Shultes, and duly seconded by Mark Schiesser, RESOLVED, that the safety plan be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.9 passed 7 to 0

Changes to Lease (RE Cleaning Services)

Shannon spoke with the RMSC about the lease in reference to Midnight Cleaners. GCCS asked for a quote from the cleaner for additional sterilization on Wednesdays and Friday afternoons to clean between cohorts and the resulting quote was close to double what was originally being paid. It was decided that RMSC cleaning staff will do the Wednesday sterilization for an additional \$500 a month added to the lease. The lease pay schedule includes janitorial and the additional lower level basement space. The lease total without the additional sterilization comes to \$18,779.34, with the added \$500 per month the new lease total is \$19,279.34. The RMSC will provide a written agreement for the additional cleaning service.

Motion 200909.10

Upon motion of Mark Schiesser, and duly seconded by Michele Hannagan, RESOLVED, that a \$500 per month additional expenditure to cover cleaning costs during the school year/pandemic is approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.10 passed 7 to 0

9. Review Bylaws: Education Governance Council (EGC) Section

Ongoing discussions with NYSED about the EGC, looking to get accurate and in line with what the NYSED would prefer. George provided historical background information (See August Meeting minutes for more information) on the subject for the new board members in attendance. The new bylaw language reflects that staff voices will be heard while retaining the authority of the Board of Trustees and respecting the original charter of the organization. Term length for faculty was re-addressed and it was revised that the term should be 2 years, on a rotating basis, as opposed to a 1-year term. The last article from the Bylaws Code of Ethics was eliminated as a separate, independent Code of Ethics was developed and adopted in 2018. The School Leader remains the Chief Executive Officer and Chief Education Officer in the revision.

Motion 200909.11

Upon motion of Annemarie Wess, and duly seconded by Traci Terrance, RESOLVED, to approve the amended bylaw as presented.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.11 passed 7 to 0

New Business

10. Code of Ethics Policy

Board members need to sign this document annually--with specific regard to the conflict of interest section. Hard copies will be mailed or made available to Board members for review and signature. The intent is to complete this by the October Board meeting.

Open Forum

11. Future Agenda Topics and/or Public Comment

6:52pm--Michele Hannagan opened up the meeting to public comment. No public comments were reported.

Jess Wanner, on behalf of the Board, presented Shannon with a house cleaning gift of appreciation personally funded by the board members!!

Executive Session

12. Executive Session

Executive Session was entered at 6:55pm and the recording paused for the Personnel Committee to share updates on the School Leader Evaluation for the Board to review and discuss.

Motion 200909.12

Upon motion of Nolica Murray-Fields, and duly seconded by Mark Schiesser, RESOLVED, that the Board move into Executive Session to discuss the school leader evaluation.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.12 passed 7 to 0

Motion 200909.13

Upon motion of Nolicia Murray-Fields, and duly seconded by Allison Shultes, RESOLVED, that the Board adjourn from Executive Session and return to open meeting at 7:48pm.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.13 passed 7 to 0

Meeting Wrap-Up

13. Review Actions and Agreements

Motion 200909.14

Upon motion of Annemarie Weis, and duly seconded by Nolicia Murray-Fields, RESOLVED, that the Board adjourn the September meeting at 7:48pm.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Traci Terrance, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 200909.14 passed 7 to 0

Respectfully Submitted,

Allison Shultes

Secretary of GCCS Board of Trustees

GCCS Board Minutes/ September 9, 2020

The Genesee Community Charter School
Board of Trustees
Education Governance Council
FINAL Meeting Minutes
October 14, 2020
Virtual Meeting via Zoom (Due to COVID-19)

Board Members Present: Ivelisse Gonzalez, Michele Hannagan, Ryan O'Malley, **Elizabeth Pietrzykowski**, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner, Annemarie Wess, Lukas Wilson
(Bold: BOT non-voting)

Board Members Absent: Nolica Murray-Fields, **Cheryl Moeller (Bold: BOT non-voting)**

Educational Governance Council Members Present: Maggie Deutschbein, Becki Mason, Shannon Hillman **(Bold: BOT non-voting)**

Educational Governance Council Members Absent: None

Guests: Maureen Milke, Robin Blew, Melinda Perez (Heveron & Heveron)
Legal Counsel Present: George DesMarteau

1. Welcome, Call to Order, Agenda Overview

Meeting called to order by Michele Hannagan at 5:32pm.

Quorum is present. Welcome to guest, Melinda Perez, from *Heveron & Heveron*.

2. Greeting--Shannon Hillman

Really quick greeting this evening--question for the group is *How are You?* Based on Shannon and her team's check in that they do with the staff to say, "how are the children?" and remembering that it is important to check in with yourself as well. Meeting attendees replied in the Zoom Meeting's Chat box a brief statement about how we are doing. Responses were varied.

3. Review & Approve Monthly Minutes

Review and Approve September 2020 Minutes

Motion 201014.1

Upon motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, that the minutes of September 9, 2020 be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 201014.1 passed: 10 to 0

4. GCCS Audit Summary 2019-2020 -Heveron & Heveron

Melinda Perez from *Heveron & Heveron* reported their findings in the 2019-2020 Audit Report Summary. A draft of the report was sent to the board for review. Ms. Perez, the manager of the project, focused on the audit summary including information reviewed annually. The audit is necessary under the New York Department of Education for Charter Schools for compliance. The audit provides information reducing risk of financial loss or resources, and minimizes embarrassment over misuse of funds. Ms. Perez reported that while GCCS did have a separate audit completed last year by New York State, the audit completed by *Heveron & Heveron* does not look at the same things. It was also noted that new policies that were put into place by GCCS at the end of last school year, have been included but will be reviewed this coming year as they were implemented so late in the year.

The audit includes best practices and controls in place for things like paying bills, and ensures GCCS is up to date on new tax laws, accounting laws, and new legislation coming down the line. It is a resource for GCCS to use and its main objectives are to: help assure that the processes and systems in place at GCCS can be relied upon to help manage financial risks. Audit report findings indicate that at GCCS, these conditions are fair and good and would help mitigate theft within the organization. In all material respects, reports are clean and fairly stated; *Heveron & Heveron* reported no material weakness or significant deficiencies. Required communications are indicated on the draft of the Management Letter.

Ms. Perez shared that a previous recommendation of implementing a new procurement policy was completed in a timely manner and is noted in this year's report. Additionally, in this year's report *Heveron & Heveron* recommends that a physical inventory of the school should be taken on a yearly basis as it is helpful should the need arise for insurance claims. This was initiated last year but due to COVID closure, is being recommended that it is continued and implemented this year. It was found that all invoices were not initially dated by the treasurer, which may be attributed to challenges presented by COVID-19 but it recommended that for this year that all invoices be properly initialed, dated and signed-off on by the Board Treasurer. Appropriate timeliness, internal controls are good and management is responsive to recommendations and there are indications of illegal activity or fraud.

The Audit Report Summary includes major items, results, benchmark comparisons and highlights. See the summary document for details.

Heveron & Heveron also provided additional links and resources for nonprofits including details on upcoming changes to regulations. One of these upcoming changes will change how lease agreements and rent are presented on financial statements. Beginning in December 2021,

(impacting GCCS in June 2023), lease and rent agreements will need to be presented as a liability, indicating that the entire value of the lease over the years is both an asset (right of use) and liability (have to pay it) over the course of the entire lease. The Board questioned if any preparations or actions were needed to be taken for this now. Ms. Perez shared that no action is needed from the Board on this future regulation change at this point as it will mostly impact organizations looking to obtain loans as it can impact debt ratios.

Motion 201014.2

Upon motion of Mark Schiesser, and duly seconded by Jess Wanner, RESOLVED, that the GCCS 2019-2020 Audit Report as presented by *Heveron & Heveron* be approved pending the final review and approval with certification by the board Treasurer, Kevin Sutherland.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 201014.2 passed: 10 to 0

5. Finance Review/Budget Review - Kevin & Robin

Robin reported on the year end finances and actuals from June 2019. The review covered topics that were discussed throughout last year and included notes on:

- The per pupil revenue from RCSD that was budgeted incorrectly and meant that the budget ran at a deficit throughout the year and ended \$21,000 under budget because of those per pupil cost changes not from reduced enrollment;
- Lower grant funding was received last year than in year's past due to the timing of the dissemination grant
- A good investment gain of \$77K in Fidelity and Vanguard investments; received a private donation of ~\$23K; had normal reimbursement for teacher on special assessment and RCSD tech loan (recognized as support and expenses)
- Error in the budget in excel under administrative benefits - was corrected for 2021 budget.
- IT support contracts are currently under budget, but will change once invoices come in.
- Operations: student testing i-Ready with Title 4 funds, hired strategic leadership consultant so business expenses were higher.
- Robin reported that it was overall a good year with no major variances, just some changes in expenditures due to COVID.

Overall, the 2019-2020 year end came in at a deficit of \$2,300.

Financials for July and August of the new fiscal year (2020-2021) were reviewed and all reports were within normal variances. There is no expected increase in expenditure due to COVID-19 due to support from Monroe County for sanitizer and PPE supplies. GCCS has a strong cash flow and increased investments from last year.

Approve Form 990

Deferred to November meeting; draft will be uploaded to NYS Education portal.

6. Committee Updates

a. Advocacy (Jessica Wanner)

Updates: Jess shared that she, Shannon and Deb will meet in early November and start the SWOT interview process for a potential GCCS partnership. Deb is taking the lead on this and they are planning on holding their first meeting in mid November with parents. The committee is intentionally moving at a slower paces because everyone is still getting settled in this school year.

b. Discipline (Nolica Murray-Fields)

Updates: The committee is still working on the Code of Conduct. The process is going well, but is slow. The committee is more than half-way through and are going line by line to ensure the language is inclusive and restorative. The plan is for the team to take it for a test drive in the near future.

c. Nominating (Annemarie Wess)

Open Positions Update: Annemarie Wess moved to Florida for a new position and is asking to remain on the board remotely. Michele Hannagan expressed that this is unprecedented and a conversation with SED resulted in a response that nothing prohibits her from continuing. An open conversation was had amongst the board and the decision was to keep things as it is with Annemarie continuing as a board member and Vice President of the Board. Kevin Sutherland suggested documenting this precedent through board meeting minutes. Annemarie suggested that she would work to stay connected to the school and visit when she is town.

d. Personnel (Michele/Shannon):

School Leader Evaluation: Shannon took action to follow up with Deb Hamner and do a deep dive into the framework for administrative procedures. Deb sent a proposal and Michele will review and add an update to the November agenda.

e. *Safety: (Shannon)

District Safety Plan: Originally, it was planned to combine the district and building plans per the original safety audit. However, upon submission of the safety plan components, further feedback was given that GCCS would need a separate district safety plan that covers the school and RMSC campus. Along with the Safety Committee's input, Lisa Wing provided volunteer support on the development of this district plan. Most of the language came from the building plan and was filled out to reflect the district plan needs.

The GCCS website has a summary of all safety measures and the draft District plan is posted. While submission of the plan was delayed, the 30-day public comment period is important and thus, the draft of the District Plan was posted to the website on October 11th, 30 days before the next board meeting. The draft of the plan was also posted with the *Democrat & Chronicle* and was shared in outgoing emails to the GCCS school community from the School Leader, and in the latest issues of *Currents*, the GCCS newsletter. The public comment period on the draft of the District Safety plan remains open and anyone with questions or comments on the plan is invited to email the school leader.

Overall, the draft of the district plan is a high level document that details the overarching information about responses to threats and violence on our campus, including the RMSC. Additionally, the plan identifies best practices in response, identifies communication channels, highlights how GCCS is working with the RMSC, and how staff and students engage in trainings throughout the year to make sure everyone is prepared. The Safety Team members listed in the District Plan are the same team members that listed in the building plan. Prevention of threats or incidents is a big theme through the draft and highlights current practices that are in place to help prevent threats or violence on the campus. School security procedures outlined in the draft were reviewed with the Safety Committee, including the RMSC's new Facilities Director, Tom Gleason to ensure accuracy and shared input. That group agreed that the safety procedures for the school will be written into a letter, to be signed by the RMSC to formally recognize the agreements and best practices. The draft also highlights communications and notification procedures and reviews the aftermath response plan and resources. Trainings that occur throughout the year are also identified; many were shared that are done with both staff and students throughout each school. The State was very helpful with this process and a checklist of requirements was provided.

IMPORTANT The School Leader reviewed the district safety plan and that it is posted for public comment and approval will take place at November 11th board meeting. Within these 30 days, all are invited to email the school leader, Shannon Hillman at shillman@gccschool.org, if they have any additional comments or questions about the District Safety Plan.

The floor was open for public comment during this part of the meeting. No comments or questions were made by the Board and no one else attended the meeting.

f. ***Diversity: (Traci Terrance)**

Updates: The committee has been meeting biweekly and will be meeting tomorrow. The group is balancing the diversity, equity, and inclusion work with how to be helpful to the school. There is energy around partnering with Erica Dooley.

7. School Leader Update: Enrollment & Demographics, Tent Permit

Tent Permit

The School Leader thought they needed to obtain a tent permit (to be used as an outdoor classroom space) through the State Education Department, but in fact it needed to be done through the City of Rochester based on when GCCS Charter was initiated. When the permit

needed to be obtained through the State Education Department, it was going to need Board Approval, however board approval is not needed when obtaining the permit through the City.

Enrollment & Demographics

Shannon reviewed the "Who We Are" document provided to the board. This includes comparative data about the enrollment of the students including suburban vs. urban, and demographics, and special services.

District Enrollment: 80.6% of the student body is from the Rochester City School District and the remaining 19.4% are located in suburban districts. A table in the document outlines exactly what school districts the students are coming from. Work is being done with Deb Hamner to better determine what we want our target enrollment and demographic to be. Shannon expressed that staff was hearing from families that GCCS was a very white population and she wanted to have data to determine just how white the population is and be able evaluate change over time. Shannon will do a comparison of this data to county and city data and bring that information to the November board meeting.

Racial and ethnic enrollment: A comparison to the 2019 enrollment numbers shows GCCS has increased enrollment in the Black and African American population, decreased in the Multiracial population, increased in Hispanic population, remained the same in Asian and Pacific Islander population, and decreased in the White population. There also appears to be a correlation between students of color and free and reduced lunch with kindergarten with the highest percentage of students of color and free and reduced lunch and 6th grade with the lowest. This shows the school is making progress around enrollment and Shannon attributes this to the Good Schools ROC application.

Academic Support: This refers to the services provided to the students beyond general education. Shannon does argue with the state about the levels of support classifications as 504 Plans aren't listed with the state, only IEPs and students who qualify ELL. Shannon explained the numbers will appear slightly inflated than state numbers because they don't include 504 plans. Compared to last year GCCS has decreased in students with IEPs, 504 plans, but increased in ELL/MLL students.

Shannon and the Advocacy Committee will bring up this information to Deb Hamner in early November. Ivelisse suggested applying to table at Sundays in the Plaza at Clinton and Irondequoit to help diversify enrollment and reach out to the community. She will share this information with Shannon.

Attendance: GCCS sent out a memo with specific language about qualifications for attendance to families and then reached out to make sure they have what they need to be successful. The September attendance report has a 95.69% attendance rate, only about 2% points off the usual. Staff and the support team are checking in on families with attendance issues.

Outstanding Business

8. None

9. New Business: Dishwasher Purchase

Dishwasher Purchase

A new dishwasher is being purchased for the school. The board does not need to approve this purchase.

Building Insurance Renewal Package

Shannon reported that the building insurance package is up for review and the main change is that the cost is increasing by 8% due to the effects nationally of COVID-19 and the stock market. GCCS will renew with the insurance company.

10. Open Forum: Future Agenda Topics and/or Public Comment

7:24pm–Michele Hannagan opened up the meeting to public comment.

A discussion was had regarding how the staff is feeling. The staff expressed that there is joy in the classrooms and they are working hard to keep the feeling of crew and EL Education. Staff is tired because you have to plan for different scenarios for full time, hybrid, and full remote. Preparation is extremely important and the logistics are challenging, and it has been hard to see where students are academically. Staff believes the most important piece is that school is safe and fun. Shannon has been working hard just to keep the doors open beyond the everyday administrative and teaching support. Shannon feels that the school is in a better place than six weeks ago and moving forward, figuring out how to keep the virtual learners included. So far COVID free which is good news. The board applauded all GCCS staff for their hard work during these challenging times. The staff expressed that this is not a sustainable work load, they are just getting into the groove and finding the schedule. Shannon explained that being completely virtual or completely in-person are both not sustainable models. The board will continue to listen and receive feedback in order to provide action when needed.

11. Executive Session

Executive Session was not called during this meeting.

Meeting Wrap-Up

12. Review Actions and Agreements

Motion 201014.3

Upon motion of Michele Hannagan, and duly seconded by Traci Terrance, RESOLVED, that the Board adjourn the October meeting at 7:38pm.

Voting in the affirmative: Ivelisse Gonzalez, Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 201014. 3 passed 9 to 0

Respectfully Submitted,

Allison Shultes

Secretary of GCCS Board of Trustees

GCCS Board Minutes/ October 14, 2020

The Genesee Community Charter School
Board of Trustees
Education Governance Council
FINAL Meeting Minutes
November 11, 2020
Virtual Meeting via Zoom (Due to COVID-19)

Board Members Present: Michele Hannagan, Ryan O'Malley, Nolica Murray-Fields, **Eliza beth Pietrzykowski**, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner, Annemarie Wess
(Bold: BOT non-voting)

Board Members Absent: **Ivelisse Gonzalez (joined at 6:12pm)**, Cheryl Moeller, Lukas Wilson
(Bold: BOT non-voting)

Educational Governance Council Members Present: Maggie Deutschbein, Becki Mason, Shannon Hillman **(Bold: BOT non-voting)**

Educational Governance Council Members Absent:

Guests: Maureen Milke, Robin Blew

Legal Counsel Present: George DesMarteau

1. Welcome, Call to Order, Agenda Overview

Meeting called to order by Michele Hannagan at 5:33pm.

Quorum is present.

Welcome to everybody. Reminder to the group that the agenda is in the Google Drive and that the zoom links and documents for the meeting are available there.

2. Greeting--Shannon Hillman

Group typed answers into the chat to the question: "What gets them into the yellow zone?" At GCCS "Yellow Zone" is how students/staff express that they are feeling frustrated or anxious. Board answers included screen time, dog barking, walking on things that stick to your feet, having to clean gutters, cats, writing exhibit labels, everyone talking at once, and getting woken up from a nap.

3. Teacher Pulse Check: Climate and Culture Survey Data & Updates--Shannon Hillman

Shannon reported on the teacher survey sent out to staff 1.5 - 2 weeks ago on feelings about current school climate and culture, and how things are going. Teachers felt that as a group they are doing well and are able to share with each other and have trust in the school leader.

- Teachers were asked how they felt about this fall compared to previous years: 40.6% responded that this fall has been a difficult start, but could be compared to first year and 43.8% responded that this fall has been the most difficult experience that they have ever had at the beginning of the school year.

- A second survey specifically asked if the staff would prefer to stay with the hybrid model or go fully remote. 29% responded that they would stay with the existing hybrid model, 36.5% would move to a fully virtual model, and 32.3% would continue with the hybrid model, but consider modifying it.

On Monday GCCS was told that the school is in a yellow zone per Governor Cuomo's COVID response. This came with mandates for schools, including mandated testing for 20% of in-person staff and students. Tomorrow night the charter leaders are meeting with Dr. Mendoza to get more information. They can provide rapid tests, but in order to keep testing going you have to be a certified site which comes with a list of requirements. The reopening task force met Monday to discuss the pros and cons of staying hybrid for as long as possible or to get ahead of the potential to be forced to go remote if the area goes orange by going remote sooner. Further discussion happened in the Re-opening Task Force Update.

4. Review & Approve Monthly Minutes

Review and Approve October 2020 Minutes

Motion 201111.1

Upon motion of Annemarie Wess, and duly seconded by Traci Terrance, RESOLVED, that the minutes of October 14, 2020 be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 201111.1 passed: 10 to 0

5. Finance Review/Budget Review - Kevin & Robin

Robin reported on the budget review for September 2020. The review covered topics that were discussed at October's meeting and included new updates on:

- Budget to actual report for September 2020:
 - Revenue: as of the end of September 2020, 2 payments have come in (July-August, September-October). \$721K (actual) vs. 734K (budget). Students moved districts so the variance is due in part to timing. We will see this variance again next month. We are at full enrollments so billing should even out by January.
 - Food Service: Reimbursements for September were not able to be put in because the website was down. The website has since been fixed and we will catch back up next month.
 - Instruction: The substitute line was used for a staff member out on disability.
 - Supplies: Noted that supply expenses are always higher at the beginning of the year. Anticipating this evening out as the year progresses.
 - Operations: There was a change in an insurance carrier.
- Overall, the review reports that for September, finances are in the black and that we are close to projected bottom line and comparable to last year at this time.
- Balance Sheet Review:

- Cash on hand: \$467,000, up slightly from last year
- Accrued expenses are NY state teacher retirement
- Assets: down a little bit from last year, not as many grants
- Investments:
 - End of June 30th
 - Vanguard: has a small gain
 - Fidelity: 23K anonymous donation of stocks

Kevin reported on the Form 990 required by the IRS for all non-profits. Kevin completed his letter and review of the Form 990 per the board's request from the last meeting. He has approved the form and it can be submitted.

Motion 201111.2

Upon motion of Michelle Hannigan, and duly seconded by Kevin Sutherland, RESOLVED, that the final Form 990 be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 201111.2 passed: 10 to 0

Kevin reported on the Corrective Action Plan for the State Comptroller. NY State did an audit of expenses and made some recommendations. One of the suggestions from the audit was that the Treasurer review every transaction and supporting documents as opposed to a sampling and the process has been updated to meet that recommendation. There were disagreements about methodology for appropriate supporting documentation but suggestions for making GCCS processes better were reviewed and adopted.

Motion 201111.3

Upon motion of Nolica Murray-Fields, and duly seconded by Tasha Stevens, RESOLVED, that the Corrective Action Plan for the State Comptroller be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 201111.3 passed: 10 to 0

6. Committee Updates

a. Advocacy (Jessica Wanner)

Updates: The committee met with Deb Hamner last week and are moving forward on connecting with local groups including Teen Empowerment, Roc the Future, Ibero, Chamber of Commerce, Urban League, and Starbridge Foundation. The committee will meet next week with Roc the Future and want to have initial conversations with the other groups completed by winter break.

b. Discipline (Nolica Murray-Fields)

Updates: The committee has been continuing work on the code of conduct. The work is coming to an end and has gone through Level 1 which focuses on classroom behaviors and are now looking into Levels 4, 5, and 6 which focus on administrative responses and behaviors. The committee is going to work on wrapping up those last few sections to incorporate some old language into the new version. Once those updates are done, the Committee will be ready to share a finished product.

c. Nominating (Annemarie Wess)

Updates: None

d. Personnel (Michele/Shannon):

Breakthrough Leadership Proposal: The committee is working with Deb Hamner to take a deeper dive into the administrative structure to see what could be improved.

Motion 201111.4 (NOTE THAT NOLICA LEFT PRIOR TO THIS MOTION)

Upon motion of Michele Hannigan, and duly seconded by Jessica Wanner, RESOLVED, that the Breakthrough Leadership Proposal be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 201111.4 passed: 9 to 0

e. *Safety: (Shannon)

District Safety Plan Approval: Last month the open/public comment was held on the District Safety Plan. No feedback was received and it can now be sent to be approved by the State.

Motion 201111.5

Upon motion of Annemarie Wess, and duly seconded by Traci Terrance, RESOLVED, that the GCCS District Safety Plan be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 201111.5 passed: 9 to 0

f. *Diversity & Equity: (Traci Terrance)

Updates: Traci reported that Deb Hamner was at the last meeting to get a read on the group and parents, and has been very invested in getting information about the work that the committee has done so far. The committee is focusing on the Wednesday Community Circles and planning ahead for those.

7. School Leader Update: Enrollment & Family Survey Data

Enrollment

Shannon presented the "Who Are We?" document with the addition of regional comparisons. You can find this info on data.nysed.gov as well. Shannon doesn't believe that this accounts for parochial or private schools. She also compared the percentages to Census information using poverty as the match for free and reduced lunch, and people with disabilities for SPED. GCCS matches well with Monroe County demographic percentages for white students and students of color, but is below in the remaining categories. Progress is being made to more closely match Monroe County in those areas.

Family Survey Data

Shannon presented the high level survey data from the survey sent to families. It was encouraging that communication appeared very strong.

- 86.7% of families felt they knew the expectations for instruction in the fall.
- Email was the preferred method for school communications, followed by texting, letters/backpack mail, and phone calls.
- 52% of families felt this fall was the most challenging experience, 25.5% felt it was familiar to their first year. Comments were encouraging and that the right mechanisms were in place for students to get situated with the structure.
- 82.5% of families preferred staying with the hybrid model, 17.5% preferring switching to virtual instruction. This was asked prior to the changes on Monday with New York State COVID-19 cluster zoning.

Discussion was had on the data and questions about how the survey was shared with families, response rate and on alternatives for getting information out to families.

Outstanding Business:

8. None

New Business:

9. i-Ready Results

i-Ready is a benchmarking assessment tool for teachers and students. It is a helpful comparison tool against New York State tests. Fall assessments were completed by grades 1-6 and Kindergarten will be done in January. These i-Ready assessments were administered and taken by the students where they were: some took these at home, or at school where it was monitored by teachers. Assessments were done in both reading and math and show results in Tier 1 (Green--students at Grade Level; Tier 2 (Yellow--students at one grade level below); Tier 3 (Red--students at 2 or more grade levels below). The goal is to have students in the Green, Tier 1 zones.

- *Reading:* domains were encouraging: attributed to focused curriculum with focus on how to read and phonics. Concerns about informational text and comprehension were revealed.
- *Math:* results were lower than normal, beginning of the year and were anticipating slide

Overall, results were more in the "red" than a normal year and there is concern about time to get these students back on track. Today the teachers and staff spent time reviewing the results and thinking about what actions should be taken, and looking at the charts and different

breakdowns of the data. One of the result charts is broken into 5 levels, instead of just the 3 tiers, that include Above Grade Level and 3 or more Grade Levels Below. Additional demographic data can also be extracted broken down into race, ethnicity, ELL, SPED students and other disadvantaged students that identified achievement gaps across these different, historically marginalized groups. Staff worked to review their class data and how that compares to what they are seeing in their classrooms. i-Ready results as well as information from last fall for comparison are in the drive.

Board members discussed the results of the i-Ready testing. Maggie and Becki expressed their concerns about a continued slide in grade level and student performance. Their biggest concerns were about students in the red zones who are two or more grade levels behind and the compounding effects of having to reteach previous grade level content at the expense of current grade level content. Michele expressed concern at multiple factors causing the slide including COVID restrictions as well as family stress and asked about an action plan. Shannon and Becki explained that the Engage NY math curriculum is a big concern because the program did not work well with Response to Intervention (RTI), a system in place to determine students who need additional support and the level of support required from the intervention team. Staff are looking into simple changes to improve this while looking at the cultural implications of the program. Traci expressed appreciation for immediate action and higher level change that includes the breakdown of race and learning style which makes it easier to help specific students. Ryan asked about the realistic goals for improving student performance to get them to their current grade level. Shannon explained that the goal is to get students back on track in their current grade level or closing the gap to bring them closer to where they need to be. Staff is focusing on tightening RTI systems so there is a clear pathway to help students make the most growth they can in a school year. Jess expressed concern of a continued or greater slide if the students go to full remote instruction and would like for staff to have conversations with parents currently doing full remote instruction to help the transition should it happen.

10. Re-opening Task Force Update: Review of Instructional Model Proposal

The Re-opening Task Force met Monday night to discuss the possibility of GCCS being shut down due to the increasing COVID-19 infection rate and the classification of Monroe County as a Yellow Zone. The discussion, based on lessons learned from the March 2020 closure, was focused on the pros and cons of waiting until the school is forced to close due to government executive order, or being proactive and starting remote instruction after Thanksgiving break. The Task Force is recommending that after Thanksgiving Break, GCCS move to fully remote instruction for all students.

By setting a clear timeframe and planning in advance, the goal is to help prepare families and students for the transition, unlike the forced closure in March. The proposed time frame for fully remote learning is from Thanksgiving Break until March 12 (at the end of the next Expedition) at which time the school will phase in the hybrid model. During that time, the Re-opening Task Force would meet monthly to review state and county data and assess the return to a hybrid model sooner.

Board members engaged in a lengthy discussion and shared a variety of questions, concerns and feedback about the proposal including:

- Concerns about how moving to remote would widen gaps in access to families (heating problems, free & reduced lunch, single parents, etc.).
- Questions about spots in the RMSC Curiosity Club for GCCS families full time which are available through May.
- The impact of moving to remote instruction on teacher planning time and workload. Some teachers think that getting students all on the same schedule would be helpful for pacing, but expect it to present new challenges such as getting materials to families and prepping materials. Even the best laid plans will not work for all students and families.
- The need for unified communication from GCCS about the next steps and ensuring student to teacher ratios provide proper support.
- The overall teacher consensus is that moving to full remote instruction is a good idea at this time, though there is concern about the social and emotional impact on students over four months of remote instruction and recommendations have been made to re-evaluate the current in-use instruction model at the beginning of January.
- The board will actively engage in providing resources to deal with issues as they arise including student, family, and staff support that may not be available through the school, as well as technological needs. Ivelisse offered to gather resource information to share with Shannon that could help students and families who are struggling and need additional support beyond what the school can provide. The staff will continue to work with the intervention team to embed social and emotional support into instruction and provide additional support based on teacher recommendation.
- GCCS is looking into the feasibility of providing food service as they did in the spring.
- Concerns were expressed about ensuring that decision making is centered around the students and that the staff and board are transparent about that decision making.
- Shannon presented the COVID-19 Updates and Instructional Plan Revisions and Scenario 3: Virtual Instruction Model Information documents to better inform the board on current practices, lessons learned, and the planning that has begun by staff in the last 72 hours to create a master schedule for remote instruction.
 - The bulk of core instruction would occur in the morning and the arts instruction would occur in the afternoon with a more relaxed schedule.
- New York State will supply all schools with COVID tests though there are many questions that still need to be answered, hopefully in the meeting with Dr. Mendoza, including the school becoming a certified LSL testing site. Concerns were raised about testing compliance in order to stay open though it was determined that the testing method is the less invasive option.

The discussion came to a request for endorsement of the proposal by the board from Shannon. Michele expressed that she would entertain a motion to endorse the proposal with the caveat that the instructional model be reviewed in early January by the Re-opening Task Force.

Motion 201111.6

Upon motion of Michele Hannigan, and duly seconded by Ryan O'Malley, RESOLVED, to endorse the Re-Opening Task Force's proposal of moving to a fully remote instructional model after the Thanksgiving Break with plans in place to support that model through March 12, 2020 with the

caveat that the decision to continue in that model will be revisited in January 2021 and at each future Board meeting to determine if returning to a hybrid model can happen sooner (pending county and state regulations).

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner

Voting in the negative: None

Abstaining: None

Motion 201111.6 passed: 8 to 0

Open Forum

11. Future Agenda Topics and/or Public Comment

8:13pm—Michele Hannagan opened up the meeting to public comment. No comments were made.

Executive Session

12. Executive Session was not called during this meeting.

Meeting Wrap-Up

13. Review Actions and Agreements

Motion 201111.7

Upon motion of Michele Hannagan, and duly seconded by Allison Shultes, RESOLVED, that the Board adjourn the November 11, 2020 meeting at 8:13pm.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jess Wanner

Voting in the negative: None

Abstaining: None

Motion 201111.7 passed: 8 to 0

Respectfully Submitted,
Allison Shultes
Secretary of GCCS Board of Trustees
GCCS Board Minutes/ November 11, 2020

The Genesee Community Charter School
Board of Trustees
Education Governance Council
Final Meeting Minutes
December 9, 2020
Virtual Meeting via Zoom (Due to COVID-19)

Board Members Present: Ivelisse Gonzalez (joined at 6:05pm), Michele Hannagan, Ryan O'Malley, Elizabeth Pietrzykowski, Mark Schiesser, Allison Shultes, Tasha Stevens, Traci Terrance, Jess Wanner, Annemarie Wess, Lukas Wilson
(Bold: BOT non-voting)

Board Members Absent: Cheryl Moeller, Nolica Murray-Fields, Kevin Sutherland
(Bold: BOT non-voting)

Educational Governance Council Members Present: Maggie Deutschbein, Becki Mason, Shannon Hillman **(Bold: BOT non-voting)**

Educational Governance Council Members Absent:

Guests: Maureen Milke, Robin Blew, Deb Hamner (Breakthrough Leadership Consulting)
Legal Counsel Present: George DesMarteau

1. Welcome, Call to Order, Agenda Overview

Meeting called to order by Michele Hannagan at 5:32pm.

Quorum is present.

Welcome to everybody. Reminder to the group that the agenda is in the Google Drive and that the zoom links and documents for the meeting are available there.

Tonights' agenda was reviewed and it was noted that it is light on "routine" business and updated and that the majority of the meeting will be a presentation from Deb Hamner with Breakthrough Leadership Inc.

2. Greeting--Shannon Hillman

Shannon led the group in the greeting and the sharing of celebrations. Celebrations were shared across the group and included: the joys of connecting with students in remote learning, the virtual NYC trip with students learning through amazing virtual presentations and field trips; family visiting for holidays and shared hobbies and pastimes, health in the COVID chaos, the human spirit and giving, yay for snow today!

3. Teacher Presentation and/or Sabbatical Share

None

4. Review & Approve Monthly Minutes

Review and Approve November 2020 Meeting Minutes

Motion 201209.1

Upon motion of Traci Terrance, and duly seconded by Tasha Stevens, RESOLVED, that the minutes of November 11, 2020 be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Traci Terrance, Jess Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 201209.1 passed: 9 to 0

5. Finance Review/Budget Review - Kevin & Robin

Robin reported on the budget review as of October 31, 2020. The review covered topics that were discussed at previous meetings and included few new updates as there were very little expenses or variances out of the ordinary.

- Budget to actual report as of October 31, 2020:
 - Revenue: Still at full enrollment despite some students moving between districts. We won't see the catch-up in the billings until the January budget review.
 - Food Service: Food services is on track but not as strong as previous years due to hybrid and remote instruction models. As reported last month, the state's child nutrition website was down and running behind due to COVID challenges. GCCS should be reimbursed as we move through the end of the year.
 - Field Study: Nothing to report.
 - Instruction: No huge variance for this year, though summer stipends did go over, but professional development was under budget.
 - Supplies: As per usual, it was reported that supplies expenses are a bit higher than budgeted given it is still the beginning of the year. New update on the purchase of the Chromebooks and that that expense (~\$25K) will no longer be depreciated, but will be covered under the ESSER CARES (federal grant) funding. That funding has still not come in.
 - Operations: Running along as normal. Did get a refund from the insurance company and as bills come in, the insurance line will be reflective of the budget.
 - Expenditure: Nothing to report.
- Overall, the review reports that the current actuals are lower than budgeted due to timing with billing.
- Balance Sheet Review:
 - Cash on hand: Cash is strong, accounts receivable is where it should be compared to last year.
 - Assets: Good, they were similar this time last year.
- Investments: Still doing very well; \$23K anonymous donation from earlier this fall is reflected in investment accounts
 - Vanguard: Next quarterly statement will be in December.
 - Fidelity: Still showing a gain this month.

6. Committee Updates

a. Advocacy (Jessica Wanner)

Updates: Continued meeting with community partners and have more meetings scheduled with Roc the Future, Adrian Hale with Chamber of Commerce, and Doug Ackeley, the Head of Teen Empowerment.

b. Discipline (Nolica Murray-Fields)

Updates: None

c. Nominating (Annemarie Wess)

Updates: None

d. Personnel (Michele/Shannon):

Breakthrough Leadership Proposal: None

e. *Safety: (Shannon)

District Safety Plan Approval: None

f. *Diversity & Equity: (Traci Terrance)

Updates: Meeting is scheduled for tomorrow, the last meeting occurred prior to Thanksgiving. The group completed an internal survey to gain perspective on their own multicultural, anti-racist, and diverse inputs and will review the survey tomorrow and work together to make a plan for rolling that out to the school community.

7. School Leader Update: Remote Learning

Shannon reported that at almost the end of the second week of fully remote learning student attendance is stronger in the upper grades than the lower grades, but overall is doing well. Last week the school designer, Shannon, and Lisa O'Malley did a virtual "walkthrough" to see what was going on in order to collectively see the ingenuity of the staff. GCCS has been asked by EL to take part in a video about remote instruction and the 3rd grade will help with that. While in person instruction is always preferred, they are seeing more synchronous learning and more personal instruction with the remote instruction. The PD advisory group met and each of the teachers shared their perspectives.

Surveys are being developed by the Reopening Taskforce to go out at the end of this week to families and staff to gauge the current situation and comfort level with the return date for hybrid instruction. The school community has been informed that the Taskforce is making a plan for March, but hope to come back mid-January. Factors for return are bringing back bus drivers, RMSC operations, cleaning contracts, and COVID testing protocol. The RMSC will support GCCS regardless of a potential shutdown and the cleaning contract could be renewed or turned over to the RMSC. Nursing and special education shouldn't be an issue for returning to the hybrid model. New York State has changed regulations regarding testing protocols and the reopening task force has been working with a local pediatrician who can serve as oversight for certification as a testing site. The next steps are to determine how the teachers and families are feeling about coming back into a hybrid model and determining whether or not to come back in the same hybrid model or different version. In a conference all with private and charter schools, Dr. Mendoza, the Commissioner of Public Health for Monroe County Health, strongly suggested families quarantine for two weeks after traveling.

The Board had a lengthy discussion with many questions regarding the timeline, testing, staff input and feelings. The results of the surveys will help to continue the conversation, but many charters are also having these conversations as well. New York on Pause could change this timeline if it goes into effect. This will be discussed at the next board meeting.

Outstanding Business:

8. None

New Business:

9. Data Privacy Policy Approval

Maureen Milke is GCCS's Data Privacy Officer as named by the State last spring. In that role she is in charge of keeping GCCS compliant with student data privacy and agreements with online engagement platforms such as iReady, Seesaw, etc., about what they can and can't do with data. A policy and handbook has been created for GCCS and included in the policy is a Parents Bill of Rights. The Data Privacy and Security Policy, and it's Parents Bill of Rights need to approve it and be shared on the internet.

Motion 201209.2

Upon motion of Michele Hannagan, and duly seconded by Mark Schiesser, RESOLVED, that the Data Privacy and Security Policy and the Parent Bill of Rights be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Traci Terrance, Jess Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 201209.2 passed: 9 to 0

10. Deb Hamner: Strategic Planning Update (SWOT Analysis)

Welcome Deb Hamner back.

Objective: Board members will make decisions about the strategic direction for the school based on the SWOT findings. Decisions made today will be based on discussions ahead at the Board retreat discussions held in January 2020. Top priorities identified at the January retreat were: resources, diversity, expansion. Since that meeting a lot of information has been gathered through talking, listening and engaging with other community groups that GCCS has relationships with and those that the school might want to partner with down the road.

Over the course of the school's 20 year history, factors may change or sway decisions about the future such as the recent three year charter renewal and political landscape that GCCS and charter school across New York State are in. Tonight's goal is to get clarity from the Board about the school's direction and make "draft" decisions about the school's future. The Big Questions that were discussed include:

- Expansion: Should GCCS open more seats to students in Rochester & Monroe County?
- Diversity: Does GCCS want to serve a more racially and socioeconomically diverse student population than it currently does?

The Board engaged in a discussion about the SWOT analysis results and began discussing the strengths, weaknesses, opportunities and threats around the following questions: *What do you see? What stands out? What questions do you have?* Board members asked many questions and a robust discussion was had around a few main themes with particular emphasis on the communication of misinformation, traits/characteristics that fall in multiple categories and how some strengths (i.e location, small school, etc.) can also be weaknesses or threats. Also discussed was where the data and information was collected from, the potential impacts of diversity, equity and inclusion work, and the work to be done with either “track” of diversifying the school community or expanding it. Discussion was had on the timing of these efforts—and that they will likely happen simultaneously. Current DEI efforts are already evolving and both efforts are interwoven and support each other. It was acknowledged that these are both short and long term strategic decisions and that efforts can be made in the immediate future to engage in meaningful conversations at the board, parent and staff levels.

Deb continued the discussion focusing on the group’s fears associated with making these decisions or the potential of these opportunities. Fears and concerns shared and reflected on included special education services, logistics surrounding expansion (new building, moving, more grades or more students in same grade, etc.), maintaining strengths and positives with the current school model and culture should expansion happen, potential threats of being divided between multiple buildings, and competing mindsets and team divisions. Concerns were raised about how to focus on one direction as both big questions contain so many facets and moving pieces. With any changes there are cultural components that will persist and many logistical pieces that will need to be coordinated.

Deb continued to lead the group in a “draft decision” making activity to push the Board towards taking the first step in committing to actions, knowing that the group is committing to a direction, not details. While final decisions weren’t made tonight, the Board was reminded that there is a sense of urgency to the process given the current, and shorter, timeline of the charter renewal period.

The Board then took a short survey to gauge feedback on the big questions. Discussion was then had on those survey results and around any significant questions or concerns. A significant majority of the Board indicated on the survey that they are in favor of expansion and diversity efforts. Deb re-shared relevant discussion points from when the group met back in January. Michele brought the group back together to invite Board members to share any questions that they may still have with Deb in an effort to create a space to raise them and support the forward motion of the process. Deb’s email was shared with the group to facilitate the sharing of those questions.

Open Forum

11. Future Agenda Topics and/or Public Comment

7:29pm—Michele Hannagan opened up the meeting to public comment. No comments were made.

Executive Session

12. Executive Session was not called during this meeting.

Meeting Wrap-Up

13. Review Actions and Agreements

None to review.

Motion 201209.3

Upon motion of Mark Schiesser, and duly seconded by Jessica Wanner, RESOLVED, that the Board adjourn the December 9, 2020 meeting at 7:30pm.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Jess Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 201209.3 passed: 8 to 0

Respectfully Submitted,
Allison Shultes
Secretary of GCCS Board of Trustees
GCCS Board Minutes/ December 9, 2020

The Genesee Community Charter School
Board of Trustees
Education Governance Council
Final Meeting Minutes
January 13, 2021
Virtual Meeting via Zoom (Due to COVID-19)

Board Members Present: Ivelisse Gonzalez, Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Elizabeth Pietrzykowski, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess (joined at 7:09pm), Lukas Wilson
(Bold: BOT non-voting)

Board Members Absent: Cheryl Moeller, Mark Schiesser, Kevin Sutherland
(Bold: BOT non-voting)

Educational Governance Council Members Present: Maggie Deutschbein, Becki Mason, Shannon Hillman **(Bold: BOT non-voting)**

Educational Governance Council Members Absent:

Guests: Maureen Milke, Robin Blew

Legal Counsel Present: George DesMarteau

1. Welcome, Call to Order, Agenda Overview

Meeting called to order by Michele Hannagan at 5:32 pm.

Quorum is present.

Welcome to everybody and Happy New Year. Reminder to the group that the agenda is full tonight and resources and supporting documents can be found in the Google Drive.

2. Greeting--Becki Mason

Becki Mason led the group in the greeting that the 2nd grade teachers did today. Becki shared her screen to show the group a photo with a bunch of different small objects. The goal of the greeting is for participants to introduce themselves and ask a question to try and identify the object that Becki is thinking about--sort of like a virtual version of 20 questions. Board members went two rounds greeting each other and asking questions to identify the "mystery objects"--the orange button and the tree frog!

3. Teacher Presentation and/or Sabbatical Share

None

4. Review & Approve Monthly Minutes

Review and Approve December 2020 Meeting Minutes

Motion 210113.1

Upon motion of Traci Terrance, and duly seconded by Tasha Stevens, RESOLVED, that the minutes of December 9, 2020 be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 210113.1 passed: 8 to 0

5. Finance Review/Budget Review - Robin

Robin reported on the budget to actual review as of November 30, 2020. This month's report indicates that there are no major variances in revenue or expenditures to report since our last meeting in December 2020.

- Revenue:
 - Per Pupil Revenue: There is a variance due to movement of students between urban and suburban districts due to family choices made during the COVID-19 pandemic. Students are fluctuating between 214 and 217 in enrollment. Shannon reports that we have a large waitlist to use to fill spots and the numbers will true up as the fiscal year progresses.
 - Title I & II: Funds have now been released. Should start to see that revenue come in by the end of this month
- Food Service: Running a little differently this year because of COVID, not as much purchased as usual, likely due to remote learning versus previous hybrid. Budget is based on more purchases of food service per normal school year.
- Field Study: Nothing to report
- Administration: Nothing to report
- Instruction: Budget is always built with a little cushion. This month's report reflects a staff member being out on disability.
- Supplies: Instructional supplies are always higher in the beginning of the year; not anticipate to go higher as the year goes on.
 - COVID/ technological support supplies such as chrome books will be reflected in coming months. Printing and copying was a bit high last month and has come down since due to materials going out all at once at the beginning of the year. Finance set up a class in quickbooks that tracks COVID expenses separately to help plan the next budget. The majority of COVID expenses were long term supplies that won't result in a continuous cost over time.
- Operations: Nothing to report.
- Expenditures: \$1.132 million total, a little higher this year as compared to last due COVID and ESSER expenditures.
- Overall, the budget review reports that we are in the black, \$129,533 and that when the additional ESSER revenue comes in the bottom line will look even better. Expenditures at this last year were at \$130K.
- Balance Sheet Review: Nothing to report. Cash on hand, investments, assets all doing well with little liability.

6. Committee Updates

a. Advocacy (Jessica Wanner)

Updates: None

b. Discipline (Nolica Murray-Fields)

Updates: None

c. Nominating (Annemarie Wess)

Open Board Position: Shannon shared an update on Annemarie's behalf regarding the opening of a board position. Cheryl Moeller will be stepping down from her board position and thus, we are looking for a new board member. The committee is interested

in filling the seat with a community representative of a similar background or with financial experience. If you have any questions or suggestions, please let the Nominating Committee know.

d. Personnel (Michele/Shannon):

Staff Handbook: Shannon reported on page 39, section 4 of the staff handbook. A change was made to this section to clarify that GCCS is adhering to the new New York State Sick & Safe Leave law. GCCS policy is already in compliance, this change is specifically for clarification purposes.

Motion 210113.2

Upon motion of Michele Hannagan and duly seconded by Jessica Wanner, RESOLVED, that the staff handbook changes in regards to the New York State Sick & Safe Leave Law be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 210113.2 passed: 8 to 0

e. *Safety: (Shannon)

Updates: None

f. *Diversity & Racial Equity: (Traci Terrance)

Updates: Traci Terrance updated the board that the first meeting of 2021 is 1/14/21. Before the holiday break the co-facilitator and Traci met with Shannon to firm up the purpose of the group and to identify goals for future work. They are currently surveying the group to see what skills the members bring to the table and where they would like to focus those skills. The committee will have opportunities in Community Circle to highlight diversity and equity, possibly leading a circle or two.

7. School Leader Update: Final Product Promotion & Remote Learning Update

Final Product Promotion: Digital Final Products:

https://docs.google.com/document/d/12JIGf45ncSB_jU2_EbR1-sz8lbp4xsqjHHvCXN6vDHs/edit?usp=sharing

This document was created by staff after the Fall exhibition night to capture all of the products that were completed in the expedition. The day before holiday break there was a celebration where classroom teams shared their products with staff and parents, sharing praise.

Maggie shared her team's final product. Their expedition was about "how we are so much more," creating a directory called the "Wonder Watcher Directory" inspired by early Rochester directories. You can click on each first grader and see information about each child, including four elements of identity.

Becki shared her team's final product. Their expedition was about slavery and civil rights. Students picked a historical figure and dressed up as the figure to practice having conversations "over tea." Students introduced their figures with a script and then had an unscripted conversation. The board watched a short clip of the civil rights quotes video showing students dressed as their figures saying a chosen quote from that person.

Each of the grades are highlighted in the document and the products on the side are additional art and dance links included in the final product. Board members can add comments to tell them how great they did.

Remote Learning Update: The Reopening Task Force met on Monday 1/11/2021 to review numbers and data from the family survey. A survey was sent out to families about how they were going to commit to the shift in learning on February 1. Currently:

- 98 families want to go back to hybrid
- 20 families would like to stay remote

The data is showing that there will likely be slightly more in person learners back on campus come February then there was in the fall. Staff also began and are continuing discussions about how they would adjust instruction with the shift back to hybrid learning and are considering synchronous learning. This would mean students would have 5 days of new lessons and teachers would not have to repeat lessons across classes and cohorts. The Reopening Task Force is still meeting regularly and working on a plan for bringing all students back in the spring but there are still a lot of logistics to confirm before it can be shared with the staff and GCCS community. Board members express thankfulness for the staff's hard work in supporting students and families during this time.

Outstanding Business:

8. Approval of Corrective Action Plan (CAP) Next Steps

GCCS received an email from the State Education Department (SED) addressing a specific line in the Corrective Action Plan asking GCCS to weigh the lottery based on the renewal conditions. A subsequent conversation was had between the School Leader, Board President & Vice President and SED representatives; that conversation was drafted into a letter per SED's request. The letter outlines the discussion and the intention of GCCS to weigh the lottery for English Language Learner (ELL) students only for the 2021 lottery this spring.

Motion 210113.3

Upon motion of Traci Terrance, and duly seconded by Tasha Stevens, RESOLVED, that the response letter to the renewal condition be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 210113.3 passed: 8 to 0

Motion 210113.4

Upon motion of Jessica Wanner, and duly seconded by Ryan O'Malley, RESOLVED, that the revision of the Enrollment and Admissions Policy be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 210113.4 passed: 8 to 0

New Business:

9. Follow Up from December's Meeting with Breakthrough Leadership

In continuation of conversations had at both the December meeting with Deb Hamner of *Breakthrough Leadership*, and during Board retreats held over the past year about GCCS's

strategic planning, an opportunity has been presented to the school to continue this work in an action-oriented way. Growth is something that GCCS is interested in and replication and/or expansion of the school have been encouraged by the community and charter school authorizers in recent years. While the discussions on replication or expansion had at the December 2020 meeting were merely dreams of the future, an opportunity to consider replication now has become available. Despite being in the midst of an ongoing pandemic and a divisive time in our country and city, the time seems right to consider taking action on the replication of the successful model of GCCS.

Learning of an opportunity, Shannon began research on the request for proposal process with SUNY Charter Schools Institute. The SUNY portfolio of charter schools is impressive and features many diverse-by-design schools with really strong models. We believe their mission is a strong match to ours. The timeline for the application process is tight. SUNY has two cycles to apply; one happening now and one in the spring and it's advised that we apply in the current cycle. The timeline is as follows:

- February 2, 2021: Intent to apply
- February 16, 2021: Application due
- March 2021: Proposal review notification
- Fall 2021: Approval notification
- Fall 2022: Potential opening of the new school

GCCS would be applying for a true replication of the school and would be applying to start another K-6th grade school with classrooms of 26-28 students. The school would start with grades K-2 in the first year. Replication of the GCCS curriculum model focused on local connection and arts integration would bring additional opportunity to students in the Rochester community. Shannon shared that there is interest from the RMSC to support GCCS in their replication and to further collaborate and support their families with additional programming opportunities in STEM/science. Facilities are also possibly available on the museum campus which could help with the transition of the opening and discussions are being had with stakeholders in this regard.

Shannon paused for comment and to give the Board time to process this new information. Board members expressed excitement and positive statements around replication and being able to provide the Rochester community with additional opportunities to enroll. A clarification was made around the reason for replication instead of expansion. Shannon explained replication was preferred over expansion in order to keep the small tightly knit community that already exists at the school and to avoid logistical problems with classroom proximity that expansion creates. The overall feeling was that this was a good opportunity to move forward with the replication that had already been discussed as a hope for the school's future.

Shannon explained that Deb Hamner's original plan had been to have the conversation around replication later engaging the board with the community around the subject. With this new proposal the school needs to get the word out quickly and engage with the community to get input on the potential new school. Shannon provided dates for virtual zoom meetings that are meant to engage the community through a short presentation and discussion with interested community members. Additionally the school wants families to fill out intent to apply forms that will include comments on the school for feedback purposes. Shannon is asking that board members attend one or more of these meetings to help her engage the community.

Michele asked how we could engage ELL groups in the community. Shannon suggested promoting to daycares, headstarts, and other centers in the area. Ivelisse suggested promoting it on the Ibero radio station and daycare. Michele asked if Ivelisse would be willing to speak with

Spanish speakers on behalf of the school about this opportunity and Ivelisse agreed. The press release will go out tomorrow to make people aware of this opportunity. Luke suggested reaching out to church communities. Shannon explained that there will be a separate, but connected, facebook and twitter page for the new school. She will send out digital materials to board members to share on their social media and in other ways. Additionally, the school has been fostering a good relationship with ASL interpreters and one of the sessions will likely be ASL focused.

The board then discussed the need to develop a Task Force to support GCCS leadership in the application process. If/when the school is replicated, that Task Force will then act as a subset of the GCCS Board for the new school. That board subset will need to include approximately 5 current voting board members committed to attending meetings of the board for both the current and new school. It was decided that representatives of the Task Force, and the board subset, include members representing all parts of the Board (Family representative, alumni, RMSC representative, community representative, etc.)

Given a short timeline for the application process, GCCS reached out to Empire Charter to consult on the replication proposal. A Memorandum of Understanding from Empire Charter was presented to the board for approval per their consultation on this application. GCCS will lead the work to maintain ownership of the charter and be responsible for development of the budget.

Annemarie Wess joined the meeting during this discussion.

Motion 210113.5

Upon motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, that the concept of replicating the GCCS and the formation of a Task Force to implement the SUNY RFP application process be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 210113.5 passed: 9 to 0

Motion 210113.6

Upon motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, that the Memorandum Of Understanding with Empire Charter be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 210113.6 passed: 9 to 0

Open Forum:

10. Future Agenda Topics and/or Public Comment

7:18pm–Michele Hannagan opened up the meeting to public comment. No comments were made.

Executive Session:

11. Personnel Matter

Motion 210113.7

Upon motion of Nolica Murray-Fields, and duly seconded by Michele Hannagan, RESOLVED, that the Board move into Executive Session to discuss a personnel matter specific to reviewing salary for a long term substitute position.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 210113.7 passed 9 to 0

Motion 210113.8

Upon motion of Michele Hannagan, and duly seconded by Traci Terrance, RESOLVED, that the Board adjourn from Executive Session and return to open meeting.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 210113.8 passed 9 to 0

Motion 210113.9

Upon motion of Michele Hannagan, and duly seconded by Tasha Stevens, RESOLVED, that Breanna Knab to move from long term substitute to full-time equivalent art teacher for balance of the 2020-2021 school year as discussed during Executive Session.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 210113.9 passed 9 to 0

Meeting Wrap-Up

12. Review Actions and Agreements

None to review.

Motion 210113.10

Upon motion of Nolica Murray-Fields, and duly seconded by Ryan O'Malley, RESOLVED, that the Board adjourn the January 13, 2021 meeting at 7:29pm.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 210113.10 passed: passed 9 to 0

Respectfully Submitted,

Allison Shultes

Secretary of GCCS Board of Trustees

GCCS Board Minutes/ January 13, 2021

The Genesee Community Charter School
Board of Trustees
Education Governance Council
FINAL Meeting Minutes
February 10, 2021
Virtual Meeting via Zoom (Due to COVID-19)

Board Members Present: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, **Elizabeth Pietrzykowski**, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanne, Annemarie Wess
(**Bold: BOT non-voting**)

Board Members Absent: Ivelisse Gonzalez, **Cheryl Moeller**, Traci Terrance, Lukas Wilson
(**Bold: BOT non-voting**)

Educational Governance Council Members Present: Maggie Deutschbein, Becki Mason, Shannon Hillman (**Bold: BOT non-voting**)

Educational Governance Council Members Absent:

Guests: Maureen Milke, Robin Blew

Legal Counsel Present: George DesMarteau

1. Welcome, Call to Order, Agenda Overview

Welcome to everybody! The meeting was called to order by Michele Hannagan at 5:32 pm. Quorum was not present when the meeting was called to order. Mark Schiesser and Kevin Sutherland joined at 5:33pm making quorum.

2. Greeting-Shannon Hillman

Warm Wind Blows: When this student greeting is done in school students stand in a big circle and respond to a prompt of "The Warm Wind Blows for..." and then the people that the prompt is true for steps into the circle. For tonight's greeting (given the winter weather!, the prompt became "The Snow Blows for.." To do this virtually, Board Members start with their cameras off, a prompt is said and for the people that the prompt applies for, they turn their cameras on. This way the group can "share " what they have been up to: skiing, participating in winter events, vaccinated for COVID-19, has Valentine's Day plans, etc.

3. Teacher Presentation and/or Sabbatical Share

None

4. Review & Approve Monthly Minutes

Review and Approve January 2021 Meeting Minutes

Motion 210210.1

Upon motion of Allison Shultes, and duly seconded by Ryan O'Malley, RESOLVED, that the minutes of January 13, 2021 be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner

Voting in the negative: None

Abstaining: None

Motion 210210.1 passed: 8 to 0

5. Finance Review/Budget Review - Robin & Kevin

Robin reported on the budget to actual review as of December 31, 2020. This month's report indicates that there are no major variances in revenue or expenditures to report since our last meeting in December 2020.

- Revenue:
 - Per Pupil Revenue: Nothing new to report.
 - Grants: COVID grants & ESSER funds are now being reflected.
 - Title I & II: These will increase month to month as we have more expenditures for those programs as the year progresses.
- Food Service: Remains the same (lower) because of COVID and school closure.
- Field Study: None due to COVID and closure
- Administration: Expenditures are in line with budget and benefits are leveling out.
- Instruction: Nothing new to report, do have a teacher out for the rest of the year and a long-term substitute filling the role.
- Supplies: Started year out high and is starting to show a leveling out. Technology support/supplies are right on track for the month and for the year reflect higher costs due to COVID.
- Operations: Nothing new to report.
- Expenditures: Nothing new to report.
- Overall: The budget review reports that we are in the black at \$202,282 including possible depreciation at this point, ~\$136K. Capital expenditures threshold was adjusted to items of \$5K. There are no large variances between last year and this year at this point. Robin put together a summary report/budget overview document to reflect purchases made with COVID Cares & ESSER funds as a more detailed/itemized report.
- Balance Sheet Review: Healthy balance sheet. Accounts receivable is a little higher than usual for this time because of timing with RCSD. Some districts paid ahead of the January bill reflected in unearned revenue. Still seeing a gain on investments.
- Investments: Both the Vanguard & Fidelity investment accounts are both showing a gain on the statements from December 2020.

Shannon also reported that GCCS may be eligible for additional CARES funding during the summer months (July-Sept 2019) to cover expenses that were incurred for remote learning needs (technology and even professional development for remote teaching/learning) and not covered so far this year. The Finance Committee is discussing and an application is in process.

6. Committee Updates

a. Advocacy (Jessica Wanner)

Committee Name Change Update: The committee will now be called the Community Engagement committee. The committee had a well attended first meeting and are looking at member roles and committee goals.

b. Discipline (Nolica Murray-Fields)

Code of Conduct Update: The Discipline Committee is hoping to bring the Code of Conduct to the next board meeting. The committee has been focusing on level 6 offenses and ensuring that restorative practices run through the entire document. Additionally the committee is working to use language that encourages alternative discipline options and teacher managed behavior so that teachers can decelerate the situation before going to an administrator. Members are also focusing on including discipline for known outlying situations, equity, and bringing language from other documents into this one Code of Conduct.

c. **Nominating (Annemarie Wess)**

Open Board Position: The Board has two open positions with Cheryl Moeller and Ivelisse Gonzalez leaving. The Nominating Committee is looking to bring on people with strong community ties, in particular to the Latinx community. If you have any suggestions for these open positions contact Annemarie or anyone on the committee.

d. **Personnel (Michele/Shannon):**

Updates: None

e. ***Safety: (Shannon)**

COVID & Vaccination Updates: The Personnel committee met with Shannon to create a statement to send out to families about COVID vaccinations. The statement is available in the google board folder. It states that GCCS highly recommends vaccination, but does not require it. The school is offering staff one day of rest after the vaccination in case of side effects without losing an absence day. This has already gone out to staff.

f. ***Diversity & Racial Equity: (Traci Terrance)**

Updates: Jess Wanner updated the board on behalf of Traci Terrance. The committee is meeting tomorrow night. Since the last meeting the committee created an excel document with ideas and suggestions that pair with the curriculum as extra help for teachers. Erica will go over this with staff during professional development next week.

7. School Leader Update: Student Led Conferences & Hybrid Report

Student Led Conferences: Today was the first day of remote Student Led Conferences (SLC) held entirely virtually. The virtual experience was just as “magical” as the in-person student led conferences usually are! (Shannon’s two children had their SLCs today and had lots to share!) SLC’s were running all day today and feedback so far is that students came to the conferences with energy and enthusiasm. For the virtual format, the structure of the SLC was adjusted to be more “interview” style to create more opportunities for students and teachers to have conversations. Teachers shared that the shift in conversational style was a great addition to the process. Becki Mason shared that they would like to explore having SLCs more than once per year; using Zoom as a platform in addition to a regular in-person SLC.

Maggie shared on the 1st grade experience and reported that it is a little bit different with the younger students and that preparing them for SLCs has some challenges and can be stressful. However, the more casual conversational style that the Zoom platform enabled went over well with the class and overall, preparation for virtual SLCs was less stressful for teachers, students & families. The conversational format gave students great practice at question answering and gave teachers insight on the student’s personalities and their comfort level talking and sharing.

Hybrid Report: Shannon gave an update on the “instructional journey” so far this year and reminded the Board of the three scenarios that the Re-Opening Task Force laid out before the year started. GCCS has functioned in two of the scenarios: remote learning and hybrid learning. The numbers of totally remote students are decreasing now that GCCS is back in the hybrid model but continue to shift as family circumstances change and vaccines become prevalent.

The Re-Opening Task Force is now exploring Scenario 1: In-Person Instruction starting March 15 through June 23 (the entire Spring Expedition). The Task Force is using data from a Survey done in January 2021 to gauge family and interest in the shift of instruction. The Family Survey reflected that 79% of families reflected that they would be interested in returning to in-person learning. The following have been identified as three of the potential barriers:

- Transportation: This was deemed a null issue after discussions with RCSD determined that busing will be available as needed.
- Space: Facilities conversations were had with RMSC leadership to determine that space at the museum can be made available at no additional cost to GCCS for the remainder of the school year.
- Food: Shannon has had conversations with Julia K Catering and is confident that she will be willing and able to support the shift back to in-person instruction.

Staff interest and feelings on returning to full in-person learning tells a different story than the family survey data: ~50% of the staff are supportive of the move back to in-person; ~30% still have reservations but are ready to discuss. The staff that expressed apprehension have spoken with Shannon and it is believed to be rooted in the fact that this would be yet another change and that it would mean splitting up the teams of co-teachers.

In the survey, staff were also asked about their preferences regarding the number of days of instruction—4 days of instruction vs 5 days. 4-days would enable a full day on Wednesday of prep, planning and touching base with their co-teachers. Should restrictions change, the conversation about moving into a 5 day model will be addressed at that time.

A question about how classes will be spread out across spaces was asked. Starting from the top of the building and moving down:

- 6th grade would move into two classrooms in the museum (on the 1st Floor) This would be the only grade that would be out of the GCCS building.
- 5th grade will be in their room and overflow into the 6th grade room.
- For other grades, alternate spaces are being identified to turn “into” classrooms throughout the building and 4th grade will share between their room and the PE studio.
- The entire 3rd grade will move the entire class into the auditorium and will not be split up but will need to modify the space to make it feel more classroom-like and homey.
- 1st grade will split into the now open 3rd grade classroom.
- 2nd grade will expand into the RMSC ballroom
- K will be in their classroom and the lobby space using some dividers.

Discussion was had on shared bathrooms, hand-washing stations, and grouping students based on their needs in the best possible spaces. The idea of bringing on TES Subs for K-2nd to add an additional support person in each of those grade level classrooms was also discussed. The Re-Opening Task Force is fully behind their recommendation to move back into in-person learning for the spring and are ready to make the definitive decision.

Motion 210210.2

Upon motion of Michele Hannagan, and duly seconded by Tasha Stevens, RESOLVED, that the school calendar be adjusted as needed for a modification of the facilities to return to in-person learning without prejudicing the annual school days requirement.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 210210.2 passed: passed 9 to 0

Outstanding Business:

8. Replication Update

The Replication Task Force has been busy and is almost ready to submit the SUNY application for replication. The process is going well and is similar to the charter renewal. There are multiple sections and pieces to complete and many of those pieces need to be merged and uploaded.

This will happen on Friday and will get merged into Epicenter. A link to a folder with materials was shared for the Board to access.

Organizational Chart: These organizational charts were created in conjunction with Deb & Steve Hamner of Breakthrough Leadership. Positions in green are shared across both schools and positions outlined in blue outlined are the "bench", the senior staff and leadership team that could move into the Executive Directorship.

- Year 5: Many of the roles identified on this chart already exist, but a few new ones have been outlined. These new positions would include:
 - Part-time Technology coordinator
 - Math Coordinator would help with instructional coaching as well as intervention with students and support professional development across both schools.
 - Director of Community Engagement and Partnership would be in charge of strategic planning for recruiting and onboarding new staff and students and work as a liaison with the Family Association. (Only in Year 5)
 - Renaming Restorative Practice Coach as Student Culture Coordinator.
- Year 1: Similar to the Year 5 chart, the River Campus (current school) will bring new positions within their budget. A portion of the time in these positions will be spent supporting the Flour City Campus. An emphasis would be placed on reading and the implementation of expeditions and time for the Literacy Coordinators and intervention Teachers would help support Flour City.

The hiring of diverse staff into the new positions has been identified as a top priority for the team and will be working with Breakthrough Leadership for help with a strategy for recruitment. Considerations may include a sub committee to support in interviews, recruiting, etc.

Finances: The shared campuses will provide savings because the River Campus would only provide a portion of the funds in for certain positions for supporting the Flour City Campus and overall are only looking at a \$45k increase over the year. Budget Assumptions include:

- Won't receive an increase in per pupil funding across all 5 years (SUNY prefers conservative budgeting)
- Will not receive title funding for the Flour City Campus
- Administrative positions will be shared across campuses

A Yearly Budget Report was reviewed and it was recognized that there will be significant revenue of \$1 million in Charter Schools Programming funds into the budget over the first 3 years and could potentially be invited to get an additional \$250-300K in facilities support. Shannon is having another meeting with the Charter Growth Fund about additional funding and is exploring multiple avenues to find support. They have been in touch with Adrian Hale from the Chamber of Commerce about potential investors, and will explore reaching out to other resources including the Greater Rochester Health Foundation and the Farash Foundation.

Shannon shared more details about yearly revenue including the CSP funds, RCSD textbook/library support, Per Pupil Revenue that increases each year as more students attend and an increased number of total students in each classroom to 30 students. Expenditures were discussed and they reflect similarities, on a scaled version, to the current school budget and including salaries, supplies, and rent assumptions, etc. A dissolution account was recommended, but may not be needed after the merger. Overall, the 5 year budget is in the black. CSP support ends after Year 3 making Year 4 being the tightest fiscal year.

Shannon suggested that the board talk in the future about seeing if both Assistant Director positions could be hired and trained so that they would be ready within Year 1 to take on their

duties allowing for an easier transition. Additionally she suggested the board see if they can hire the Director of Community Engagement position earlier than Year 5.

Facilities: Shannon worked with RMSC Facilities, LaBella, and Joe Graves, former RMSC Facilities Director, to look at the campus and potential additions for the new school. Shannon showed a LaBella draft schematic as a potential idea for the SUNY submission. Arts spaces could be factored into various areas in the renovation. Preference is to be on RMSC campus where that facilities and security would continue to be a part of the lease agreement.

New Business:

9. Additional Temporary Employment Services (TES) Staffing

With the shift into in-person instruction a strong possibility for the spring, Shannon has requested bringing on three additional daily, regular substitute (through TES Staffing) to provide additional support for grades K-2 upon the return to in-person learning for the remainder of the school year (March 15-June 23).

Motion 210210.3

Upon motion of Jessica Wanner, and duly seconded by Michele Hannagan, RESOLVED, upon the return to in-person fund three, regular daily TES substitutes to support in the K-2 classrooms for the remainder of the school year.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 210210.3 passed: passed 9 to 0

Open Forum:

10. Future Agenda Topics and/or Public Comment

Michele Hannagan opened up the meeting to public comment at 7:33pm. No comments were made.

11. Executive Session was not called during this meeting.

Meeting Wrap-Up

12. Review Actions and Agreements

The Board will connect with Jess Wanner to help support making a basket for the Family Associations fundraiser "2020 Baskets for 20 Years".

Motion 210210.4

Upon motion of Allison Shultes, and duly seconded by Mark Schiesser, RESOLVED, that the Board adjourn the February 10, 2021 meeting at 7:40 pm.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 210210.4 passed: passed 9 to 0

Respectfully Submitted,
Allison Shultes
Secretary of GCCS Board of Trustees
GCCS Board Minutes/ February 10, 2021

The Genesee Community Charter School
Board of Trustees
Education Governance Council

FINAL Meeting Minutes | March 10, 2021
Virtual Meeting via Zoom (Due to COVID-19)

Board Members Present: Michele Hannagan, Ryan O'Malley, Nolica Murray-Fields, **Elizabeth Pietrzykowski**, Mark Schiesser, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson
(Bold: BOT non-voting)

Board Members Absent: Kevin Sutherland
(Bold: BOT non-voting)

Educational Governance Council Members Present: Maggie Deutschbein, Becki Mason (left meeting 6:30pm), Shannon Hillman **(Bold: BOT non-voting)**

Educational Governance Council Members Absent:

Guests: Maureen Milke, Robin Blew, Deb Hamner
Legal Counsel Present: George DesMarteau

1. Welcome, Call to Order, Agenda Overview

Welcome to everybody! The meeting was called to order by Michele Hannagan at 5:33 pm. A quorum was present.

2. Greeting-Shannon Hillman

Shannon led the greeting for the evening based on today's staff greeting which was "If You Were a Water Molecule What Would You Be". The discussion and greeting the staff did was about the different states of matter and forms that it takes. Board members shared which form of water they'd be: muck, fog, the oxygen molecule, dew, spring rain, water vapor (excited state!), a flood, evaporation, "going with the flow", and other examples.

3. Teacher Presentation and/or Sabbatical Share

None.

4. Review & Approve Monthly Minutes

Review and Approve February 2021 Meeting Minutes

Motion 31021.1

Upon motion of Annemarie Wess, and duly seconded by Jess Wanner, RESOLVED, that the minutes of February 10, 2021 be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 31021.1 passed: 8 to 0

5. Finance Review/Budget Review & Board Designated Funds Discussion- Robin & Kevin

Robin reported on the budget to actual review through January 2021:

- Revenue:
- Per Pupil Revenue: Nothing to report.
- Grants: COVID grants & ESSER funds
- Title I & II: Nothing to report.
- Food Service: We have caught up on State reimbursement money. Expenditures remain down because school wasn't in person.
- Field Study: Nothing to report
- Administration: Nothing new to report.

- Instruction: Nothing new to report, long term substitute has taken over for another teacher no longer paid, won't reflect until next budget report.
- Supplies: Known that these start the year high, have leveled out.
- COVID Technology/ESSER Cares: Robin shared that she has broken out the expenditures that relate to COVID/ESSER Cares Act funding to help itemize those expenses. These expenditures were higher than budget and summer stipends were higher than budgeted.
- Operations: Additional expenditures for business expenditures that the board is aware of including charter association membership fees and Breakthrough Leadership contract.
- Expenditures: Nothing unusual. COVID and reopening did cause higher expenses than the original budget. Some stipends were higher. No impact on bottom line budget. Salaries remained flat for this year.
- Overall: The budget review reports that we are in the black at \$188,644, compared to last year at \$137K. Applications are being finalized for additional grant funds to support COVID related expenditures and there should be an application status update at next month's meeting.
- Balance Sheet Review: Strong cash flow. Accounts receivable variance is due to timing.
- Investments: Nothing new to report on Vanguard. Fidelity did go down a touch due to a downward turn in the stock market, but believe that has rebounded. Overall, investments have a gain over the fiscal year.

Shannon provided an update on the number of Chromebooks that sustained damages during remote learning. IT reports that ~30 have been damaged. While insurance was purchased, there were costs involved. A "Go Fund Me" page has been created and shared with families to ask for financial donations to help support maintenance and repairs on the Chromebooks.

Board Designated Funds Discussion—Shannon & Finance Committee

The Finance Committee met this past week and had a conversation regarding the \$2 million in assets and that it might be time to designate the funding for future actions and assign certain amounts of funds to certain future projects, like replication or facilities. Robin explained that this needs to be voted including how much needs to be designated and what kind of label put on those funds. The funds can be designated to multiple labels and the board can shift and change the designations at any time. The government likes to see that you have some purpose that the money is meant to go toward in the future. Mark felt that replication will likely solve the issue of having bulk savings and Michele didn't feel the board needed to have a motion at this time, but perhaps in the future.

6. Committee Updates

- a. **Community Engagement (fka as Advocacy) (Jessica Wanner)**
Update: Commitment and participation in the meetings is going really well! Will be again later this month and in that meeting they group will be creating talking points about facts regarding the replication so committee members can be knowledgeable and share with others in the community.
- b. **Discipline (Nolica Murray-Fields)**
Updates: None.
- c. **Nominating (Annemarie Wess)**
Open Board Position: Still have open board positions, so if you know anyone who is interested please share and a meeting will be scheduled for strategizing.
- d. **Personnel (Michele/Shannon)**
Updates: None.
- e. ***Safety (Shannon)**
COVID & Vaccination Updates: An Executive Order was sent out regarding reporting staff vaccinations however, the guidance around the order remains and requests for further information have not been provided. Anecdotally, Shannon reports that the majority of the staff have been vaccinated based on no more staff communicating a need to schedule an appointment. The school is still adhering to 6-foot social distancing guidelines until further information is shared

f. ***Diversity & Racial Equity (Traci Terrance)**

Updates: The committee started to read the book "My Grandmother's Hands" about racialized trauma. It unpacks racialized trauma for both people of color and white people. The committee meets twice per month; the first meeting is on the book and the second is business. The next meeting will include discussion about proactive planning with Community Circle and cultural heritage months.

7. School Leader Update: Hybrid Report & Family Culture & Climate Survey Data Review-Shannon

Hybrid Report

At the last board meeting the decision to return to in-person learning 4-days a week was supported and approved by the Board. Since then, Shannon and the staff have been busy getting the school building ready for that transition and students will return on Monday, March 15th. In order for this to happen, some schedules in remote learning were adjusted this week and a professional development day was added on Friday so teachers can continue to set up.

A moving company was hired to help move classrooms and the movers were on campus all day today to help. Other schools, community organizations (Harley, YMCA, etc.) and parents helped coordinate and loaned furniture and materials for classrooms. The majority of desks and Triumph boards (like SmartBoards) were donated, but 30 desks were purchased.

Staff morale feels like it has gone up due to increased in-person time together. The in-person time spent over February Break feels like it was well spent and Wednesday has been helpful in bringing the staff back together to get ready. Maggie reported about the needs of the move for the 1st grade which is one of the easiest moves, just expanding right across the hall and expressed gratitude and encouragement for other staff making more difficult moves. The 2nd and 3rd grade teams have the most challenging moves and will be operating in the shared spaces (lobby, Ballroom & Auditorium respectively) of the Eisenhart building. Becki reported on the 5th grade move—they are expanding into another classroom but on another level—is viewing it as an adventure and new challenge. Students are expressing a lot of joy and excitement to return to the classroom and seeing their classmates again.

95% of students are coming back and only 11 fully remote learners remain. Reasons for remaining remote are varied and unique to each family. Overall, families are excited and for some families this will be the first time their students are in the building. The staff is doing their best to send out information and make the transition as easy as possible. Board members inquired about how easy the transition from remote learning would be should a student want to return after Monday—this decision would be fully supported by the school and classrooms.

Family Culture & Climate Survey Data Review

GCCS sent out the annual survey that combines elements of an EL survey and parent satisfaction survey that has been used for the past few years. 125 responses were received which is a good response rate. The survey shows that families are happy about how GCCS is communicating with them and how often. Responses to the community culture questions were typical and similar to results from previous years and many families feel they can be open and honest with teachers and leadership. Responses to the question of being open and honest with other families are more mixed. The question of "If my child was involved in a peer conflict, it was resolved respectfully" is a question Shannon watches and this year they haven't had many conflicts due to remote learning which may be responsible for 34.4% of respondents saying they neither agree nor disagree. Questions on family association events were removed due to COVID.

The 6th graders are going to send out the student survey this year. They will be looking at the previous year's survey and making tweaks to send it out in the next week or so. Shannon will bring that to the next meeting.

Outstanding Business:

8. Replication Update –Shannon

There are not a lot of updates for the Board at this point as the Replication Task Force is still waiting to hear back from SUNY on whether or not we'll be invited to participate in a Capacity Interview. We should hear back by March 23rd if we have if we are moving into the Capacity Interview step of the process. If

invited, the interview would be held on either March 30, March 31 or April 1. The Task Force is "studying up" and reviewing documents and resources to help them prepare for the interview should we be invited and will be meeting again next week to participate in a mock interview session with Empire Charter Associates.

9. Breakthrough Leadership Update --Shannon & Deb Hamner

Shannon welcomed Deb Hamner to lead the board in a discussion about how the board can continue to move forward and make concrete decisions about diversity and defining what it means at GCCS is a very specific way. Defining this is important for the school community and in the work being done for the replication process, so that when it is discussed everyone is clear on what it means for and within the GCCS community.

Diversity was identified as one of two main topics for the board to continue working on in a strategic way back in the first meeting with Deb and Breakthrough Leadership in January 2020. (The other main goal was "expansion" which with the events of the last few months actions and decisions have already been made on and the wheels are now in motion for that). Diversity was the main topic discussed at the summer board retreat in July/August, the board continued deeper conversations about why we were having a hard time defining what diversity means to GCCS and what we mean when we say that we are diverse by design school and want to be in service of a more diverse school community. *What does it mean? Are we talking about just increasing percentages of racial/ethnic subgroups of students? Of staff?* This lack of clarity has been identified as a point of confusion for some community members and the goal for tonight is for the Board to provide clarity and support for the plan as outlined in the Updated GCCS Statement on Community document.

Enrollment Slides:

Shannon presented slides on Enrollment Information and student population demographics. Highlights from the data presented include::

- Student population demographic data over the 4-year span from the 2017-2018 to the 2020-2021 school year:
 - Black/African American population has increased from 21% to 28%
 - Hispanic population has increased from 8% to 12%
 - White population has decreased from 62% to 55%
 - Economically Disadvantaged population has increased from 34% to 38%
 - English Language Learners has increased from 0.3% to 4%
 - Special Education population has decreased from 11% down to 8%
- Comparison information from the Rochester City School District most recent and available data indicating that their student population is: 56% Black/African Americans; 33% Hispanic and 10% White. When families are looking for schools, they can see that GCCS looks very different from other schools in Rochester.
- Overall student population demographic changes are trending between 4-5% across the last few years with the biggest increases:
 - over the last year due to major changes in the application process (moving to the Good Schools Roc online format vs. the paper format), providing tours, and to the format of the Parent Information night, etc.
 - at the Kindergarten level as that is where the majority of new enrollment occurs
- There are currently 285 applications (121 Kindergarten, 66% economically disadvantaged, 3% ELL, 12% special education) submitted for this year's lottery which takes place on April 6th. GCCS is anticipating lower application numbers than last year due to changes in recruitment because of COVID but may also see applications come in even after the lottery is complete

Questions from the Board were raised about the definitions of Economically Disadvantaged and if there is any data on if that number changes over the years or even within a year. Luke asked questions about comfortability within the staff to the shift in student demographic, asking how comfortable will GCCS staff be when students don't look like their teachers? How will the teaching shift? Shannon responded that we know there is alignment with race and economic status in Rochester and it is a major thing Deb and Shannon discussed. She explained that GCCS can't bring black and brown students into the school and nothing changes. There needs to be a lot of shifts at the same time and many of those are already in progress.

Updated Statement on Community:

Shannon shared the updated *Statement on Community* that she and Deborah had been working on. The document recognizes GCCS's awareness that Rochester is a highly segregated city and that we understand and acknowledge the history that has created that. It includes GCCS's statement acknowledging this and the school's commitment to doing what they can as a school to make even small changes in breaking down barriers to racial and social equity in our city. This statement outlines targeted goals of this work including the first steps of recruiting black and brown students which include recruiting more diverse staff, supporting family connections and building the capacity for culturally relevant practice. It includes components and outlines key targets we'd like to see within the next 3 years including intentional recruitment of students of color and English Language Learners, and enrollment expansion as GCCS intends to open a second campus that will provide an additional 210 student seats and plans to increase enrollment in racial demographic percentages among students of color by at least 5%.

Deb explained that there needs to be someone solely focused on this work in order to make substantive change. We don't need a diversity officer, we need someone focused on community engagement, building relationships, and making authentic connections that help in an academic and community setting.

A robust board discussion was had with questions about the statement and other questions on what this will look like for us:

- Nolica commented that this will not be an instantaneous change and that when we go through the motions of life it is common to go back into the comfort zone and return to old habits. She would like to see restorative practices be intertwined with this work so that blindspots of implicit bias can be identified and a conversation can be had that isn't punitive. Additionally she would like to see the student body have a voice in these shifts and be able to bring things to light that adults would not necessarily see.
- Jess expressed that "trust" is a word that doesn't come up a lot in conversations about school and that there needs to be a culture shift in earning the trust of families.
- Tasha explained the need for increased support systems that parents can see when they come in the door and suggested a parent group that speaks and shares current and upcoming community needs.
- Traci expressed the importance of engaging the GCCS community along with the greater Rochester community in these shifts so that the school community can understand the choices being made and the intention behind them.
- Ryan suggested scheduling regularly-intervalled check-ins with parents, teachers, and community partners that might be placed on a calendar to guarantee follow through.
- Michele expressed the need for structures of communication and accountability, and to put funds toward this work. She added that this is a tremendously different conversation from ones had with the board in the past and shows great progress.
- Deb explained that other work related to all of the comments made in discussion is happening and some of the strategy documentation isn't included in the Statement on Community, but does exist in another bucket. She also explained that because of replication some of this is having to happen out of order.
- Shannon further explained that the work she has been doing with Deb has been to synthesize the conversations and work that has already been done amongst staff, the board, and the community. This document is an anchor to create the strategic plans for moving forward with the other documentation.

Motion 31021.2

Upon the motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, to approve the updated Statement on Community.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 31021.2 passed: 10 to 0

10. Bylaws Revision Per NYSED

The bylaws were approved back in September after we received feedback from the Board of Regents/New York State Education Department that some minor changes be made. Revisions were made based on those recommendations and the revised bylaws need to be approved.

Motion 31021.3

Upon the motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, to approve the reviewed bylaws based on the feedback from the Charter School Office of the New York State Education Department.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 31021.3 passed: 10 to 0

11. *Enrollment and Admissions Policy Revision per NYSED*

The Enrollment and Admissions Policy was revised based on feedback from NYSED along with a model of how to redo the policy so it is easier to follow and in compliance.

Motion 31021.4

Upon the motion of Traci Terrance, and duly seconded by Mark Schiesser, RESOLVED, to approve the revisions made to the Enrollment & Admissions Policy as required per New York State Education Department.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 31021.4 passed: passed 10 to 0

New Business:

12. *Data Security and Protection Policy - George DesMarteau*

GCCS is in the process of rolling out the necessary steps to comply with requirements for student protection policies. FERPA addresses parental rights to student data and has recently been updated to address digital data. The law requires that the school has a policy in place to protect the data, make sure that parents are aware of their rights to the data, take steps with vendors to adhere to the policy, and have staff trained in data protection. The Board did previously approve the Parental Bill of Rights which was the first step and the next step is to adopt the Data Security and Protection Policy. The documents are based on ones prepared by the government and are in compliance. George proposed that the Board adopt the policy which will be posted on the website in compliance. Small areas will need to be updated with footnotes, but the policy must be in place to be in compliance.

Motion 31021.5

Upon the motion of Mark Schiesser, and duly seconded by Tasha Stevens, RESOLVED, to adopt the proposed GCCS Data Security & Protection Policy as presented.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 31021.5 passed: passed 10 to 0

Open Forum:

10. *Future Agenda Topics and/or Public Comment*

Michele Hannagan opened up the meeting to public comment at 7:46 pm. No comments were made. George gave an update that we will need to be looking at third party vendor contracts to adhere to the policy in the future.

11. *Executive Session* was not called during this meeting.

Meeting Wrap-Up:

12. Review Actions and Agreements

Motion 31021.6

Upon the motion of Michele Hannigan , and duly seconded by Ryan O'Malley, RESOLVED, that the Board adjourn the March 10, 2021 meeting at 7:48 pm.

Voting in the affirmative: Michele Hannigan, Ryan O'Malley, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Tasha Stevens, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 31021.6 passed: passed 10 to 0

Respectfully Submitted,

Allison Shultes

Secretary of GCCS Board of Trustees

GCCS Board Minutes/ March 10, 2021

The Genesee Community Charter School
Board of Trustees
Education Governance Council

FINAL Meeting Minutes | April 14, 2021
Virtual Meeting via Zoom (Due to COVID-19)

Board Members Present: Michele Hannagan, Ryan O'Malley, **Elizabeth Pietrzykowski**, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson
(**Bold: BOT non-voting**)

Board Members Absent: Nolica Murray-Fields, Mark Schiesser (**Bold: BOT non-voting**)

Educational Governance Council Members Present: Maggie Deutschbein, Shannon Hillman, Becki Mason (**Bold: BOT non-voting**)

Educational Governance Council Members Absent:

Guests: Maureen Milke, Robin Blew

Legal Counsel Present: George DesMarteau

1. Welcome, Call to Order, Agenda Overview

Michele Hannagan called the meeting to order at 5:35pm. A quorum is present. Welcome to all!

2. Greeting - Shannon Hillman

The greeting tonight came from a teaching & learning exercise introduced by Kyle, the Restorative Practice Coach at GCCS. The exercise celebrates that spring and that blooms, buds and thorns are all around us and all can live on the same plant and all are valuable. Participants were asked to share a bloom: a current excitement; bud: something exciting in the future; thorn: a frustration or challenge you are facing. Participants shared a mix of blooms, bud & thorns: from completed dissertations, frustrations with technology, challenges at work, yard work and gardening, COVID vaccinations, family moves, the joys of making music, birthdays, starting businesses, vacation, and the world returning to normal.

3. Teacher Presentation and/or Sabbatical Share

None.

4. Review & Approve Monthly Minutes

Review and Approve March 2021 Meeting Minutes

Motion 41421.1

Upon motion of AnneMarie Wess, and duly seconded by Tasha Stevens, RESOLVED, that the minutes of March 10, 2021 be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 41421.1 passed: 9 to 0

5. Finance Review/Budget Review; Board Designated Funds and New Positions for 21-22 School Year

Discussion- Robin, Kevin & Shannon

Robin reported on the budget to actual review July 2020-February 2021:

- Revenue:
- Per Pupil Revenue: Small variance due to movement between districts and drop in enrollment by 1 student.
- Grants: COVID grants & ESSER funds
- Title I, II, & IV: Nothing to report.
- Food Service: Running behind in free and reduced but is balancing out. The variance may be due to two factors: the State website was down earlier in the year and because the

lunch count for the vendor is different this year due to COVID and is counted monthly instead of weekly.

- Field Study: Nothing to report due to COVID.
- Administration: Nothing to report.
- Instruction: Nothing to report.
- Supplies: Running heavier at the beginning of the year, but has leveled out.
- COVID Technology/ESSER Cares: Nothing new to report since last month.
- Operations: Nothing new to report.
- Marketing and Recruitment: Holding steady, will see some expenses next month.
- Expenditures: variable expenses due to capital & facilities due to RMSC, have not paid yet (paid yearly)
- Overall: Coming in in the black at \$165K
- Balance Sheet Review: Healthy balance sheet
- Investments: Investments remain steady; Vanguard report is shared quarterly; Fidelity is reported on monthly and has gone up since the end of June, but down since the Board reviewed it in January.

Board Designated Funds Discussion—Shannon

GCCS has 2.2 million dollars in investments. The Finance Committee recommends that the board makes a board designated fund of \$750,000 for designation. The designations are not permanent and could be changed at any time. This designation would show commitment to our retainer funds for this purpose and be helpful as we look for additional funding sources and donors.

Motion 41421.2

Upon motion of Kevin Sutherland, and duly seconded by Jess Wanner, RESOLVED, that the Board approve the designation of \$750,000 of investment funds for expansion.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 41421.2 passed: 9 to 0

New Positions for 21-22 School Year—Shannon

The Finance committee has been working on a draft budget for next school year and in their thinking about fund designations for expansion, have also been thinking about necessary staff positions that will be needed to begin the process of replication. Both of these positions would be part of next year's budget for the flagship school, knowing that we may be thinking about using some of the designated funds since they will be part of the process of the Flour City Campus replication.

Two positions are being proposed to be approved for next school year. The first position is the: Assistant School Leader. This full-time position will be temporary for the 2021-2022 school year, at an approximate annual salary of \$70,000 and will be part of the leadership and administrative team. This position will work side by side with Shannon next year to get up to speed on school operations and leadership and will transition into the School Leader position at the Flour City Campus after the 2021-2022 school year. It was announced that Board member, Luke Wilson, may be interested in applying for this position and will abstain from the vote for approval.

The suggestion for the second position has come from conversations with Deb Hamner and it is recommended that the Board consider a position that has a working title of "Director of Community Engagement & Inclusion". This position would play a key role with the replication of the Flour City Campus and would be a leader in the recruitment process for staff, with particular prioritization on recruiting staff of color; student recruitment and would set a strategic action plan for inclusion and representation of our city and school community needs. They would work alongside the Executive Director and School Leaders and would be a Full Time position at an approximate starting annual salary of \$70,000.

Traci posed a question about the recruitment process for these positions; especially the Community Engagement and Inclusion position and inquired about who would have a role in hiring and what the plan for recruiting and hiring would be for these to insure inclusion for people from diverse backgrounds. Recruitment has been part of conversations within the Diversity Committee. The details for recruitment

have not been planned yet but a conversation in process and would be happy to include that committee in the process. Traci would ask to be included because it is hard to separate internal and external. Michele - want a robust and rigorous process.

Motion 41421.3

Upon motion of Michele Hannagan, and duly seconded by Traci Terrance, RESOLVED, that the Board approve the full-time Assistant School Leader position with the approximate annual salary of \$70,000 for the 2021-2022 school year.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess,

Voting in the negative: None

Abstaining: Lukas Wilson

Motion 41421.3 passed: 9 to 0

Motion 41421.4

Upon motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, that the Board approve the full-time position currently entitled Director of Community Engagement & Inclusion (temporary title) position with the approximate annual salary of \$70,000 for the 2021-2022 school year.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None.

Motion 41421.4 passed: 9 to 0

6. Committee Updates

a. *Community Engagement (fka as Advocacy) (Jessica Wanner)*

Myths & Truths Document Review: The committee developed a document on Myths & Truths about GCCS. Parts of the document were shared with the GCCS community through the Currents Newsletter, but the goal is to have all of it made available to the entire school community. This will be a working document that outlines truths and myths behind who GCCS is, what charter schools are and is a helpful document for current families and will be made available in the shared Google Drive for Board review.

b. *Discipline (Nolica Murray-Fields)*

Updates: None.

c. *Nominating (Annemarie Wess)*

Open Board Positions: There are two open positions on the Board and there are three potential candidates for those positions. The three candidates each bring a unique perspective--facilities: Nate Shepard, marketing and media: Annelise Frost; and fundraising and financial experiences: Josh Staff. There are currently 4 candidates for a new parent representative.

Board Officer Nominations: If you would like to nominate someone for a board officer position share your nominations with Annemarie and she will convene the Nominating Committee to discuss. Nominations will be brought forward at the May meeting.

d. *Personnel (Michele/Shannon)*

Recruitment & Sabbatical Updates:

Sabbaticals had a pause on them for 2020-2021, but there is interest for sabbaticals next year. Sabbaticals were on pause for 2020-2021 due to COVID. There is interest for sabbaticals for the 2021-2022 school year. There is surplus in the budgeted staff salaries line that can cover two sabbaticals next school year.

The committee is also proposing a mini sabbatical for teaching assistants through the Pathways to Teaching program allowing them to spend three weeks student teaching outside of GCCS working toward a teaching certification. The committee would like to approve the mini sabbatical for this year regardless of if it is used, and continue to offer them in future years.

Shannon went over the details of the sabbaticals and shared the outline documents:

- Teaching Sabbatical is 12 weeks with full pay
- The teacher completes work that helps them grow professionally
- The teacher will present the final product
- Examples include:
 - Working toward a leadership certificate
 - Taking college level math courses and spending time with a math specialist at another school

Motion 41421.5

Upon motion of Michele Hannagan, and duly seconded by Ryan O'Malley, RESOLVED, that the Board approve the Teacher Sabbatical as outlined in the discussion this evening.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None.

Motion 41421.5 passed: 9 to 0

Motion 41421.6

Upon motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, that the Board approve the Teaching Assistant Sabbatical as outlined in the discussion this evening.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None.

Motion 41421.6 passed: 9 to 0

The Personnel Committee has requested that the School Leader begin work on completing their narrative review as part of the School Leader Evaluation (SLE). After the June board meeting the Personnel Committee will meet to review the narrative that Shannon creates. The SLE will be presented to the Board for consideration and approval at the July meeting.

Allison Shultes left the meeting at 6:45 pm.

e. ***Safety (Shannon)**

Updates: None.

f. ***Diversity & Racial Equity (Traci Terrance)**

Updates: The committee spent time focusing on the Statement of Community and how the work they work to support or align with it and how the group can be included in all of the changes happening within the school community. The committee is also in conversation with Shannon on how to bring groups together because separate conversations are happening and the goal is to work together to make sure all voices are heard and processes are integrated and inclusive.

7. School Leader Update: Hybrid Report; Family and Student Culture and Climate Survey Data Review; Attendance and Discipline Data Updates -Shannon

Family Culture & Climate Survey Data Review

Staff Belonging:

- Majority of staff say they feel they belong at GCCS
- Staff are having conversations about sharing honest thoughts and opinions
 - Most staff meetings have been remote which changed how they were interacting with one another and being in person the last few weeks has helped to rekindle relationships and improve honest and open conversation

Student belonging:

- 197 students responded
- Most students say they have a friend at GCCS to count on and ask for help
- Most students say they have a teacher or adult at GCCS to count on or ask for help

- Many students disagreed that they felt they had to change who they are to fit in
 - There are conversations happening around this data
- Most students feel they belong at GCCS

Family Belonging:

- Completed just after February
- Majority of families say they can be open and honest with teachers
- Many agree they can be open and honest with other families
- Many feel respected and included by children's teachers
- Many feel respected and included by other families
 - Lower numbers were expected because of fewer social activities outside of school

It was suggested that the diversity committee review and discuss the disaggregated data once it is available for review.

Attendance & Discipline Data Updates

Attendance and Discipline:

- Averaging 98% attendance rates (may be slightly different at this point)
- Very few incidents that had to go to Shannon and all had restorative outcomes
- Majority of incidents were resolved in classroom or with the coaches

Shannon explained that staff and students are getting into a rhythm now that they are back to full days. They expect to see an uptick in student challenges and needs because they are back in the classroom. Michele suggested getting more information on restorative practice opinions as we look toward replication because it will be something that we will likely have an increased need for. Shannon explained statistics and information around this will be in the Board Report.

Traci Terrance left the meeting at 6:57 pm

Outstanding Business:

8. Flour City Replication Update --Shannon

Capacity/Trustee Interview

Shannon reported that the interview went very well and all participants did very well. All participating members agreed. Revisions to the bylaws and enrollment and admissions policy do not need to be reapproved. There are revisions, but the previous approval is sufficient for finalization without additional motions. Shannon received an email to call SUNY and was informed that GCCS was being recommended to the SUNY Board of Trustees for replication. The approval is not official yet, but things look good. The next meeting will be June 15th and the Board will be updated.

New Business:

11. 2021-2022 School Calendar

Shannon presented the proposed school calendar for 2021-2022:

- Aligns with the RCSD school calendar with the biggest difference in December
- 978.5 instructional hours (183 school days), above the 900 required by the State
- 3 snow days included
- 5 RCSD non-bussing days

A question was raised about how to proceed with non-bussing days. Shannon responded that we could potentially pay for bussing and Maureen added that they could get a quote for the cost.

Motion 41421.7

Upon the motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, to adopt the proposed GCCS 2021-2022 School Calendar as presented.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 41421.7 passed: 7 to 0

Open Forum:

12. Future Agenda Topics and/or Public Comment

Michele Hannagan opened up the meeting to public comment at 7:13 pm. Michele suggested setting July 21st and August 18th as the summer meeting dates and there was agreement among the Board. The Board will review the 2021-2022 Board calendar and approve it at the next meeting.

13. Executive Session was not called during this meeting.

Meeting Wrap-Up:

14. Review Actions and Agreements

- Shannon will get a quote for 2021-2022 bussing on RCSD non-bussing days.
- Approve 2021-2022 board meeting dates.

Motion 41421.8

Upon the motion of Michele Hannagan, and duly seconded by Ryan O'Malley, RESOLVED, that the Board adjourn the April 14, 2021 meeting at 7:16 pm.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 41421.8 passed: 7 to 0

Respectfully Submitted,
Allison Shultes
Secretary of GCCS Board of Trustees
GCCS Board Minutes/ April 14, 2021

The Genesee Community Charter School
Board of Trustees
Education Governance Council

FINAL Meeting Minutes | May 12, 2021
Virtual Meeting via Zoom (Due to COVID-19)

Board Members Present: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, **Elizabeth Pietrzykowski**, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess, Lukas Wilson
(Bold: BOT non-voting)

Board Members Absent: **(Bold: BOT non-voting)** Traci Terrance

Educational Governance Council Members Present: Maggie Deutschbein, Shannon Hillman, **Becki Mason**
(Bold: BOT non-voting)

Educational Governance Council Members Absent:

Guests: Maureen Milke, Robin Blew

Legal Counsel Present: George DesMarteau

1. Welcome, Call to Order, Agenda Overview

Michele Hannigan called the meeting to order at 5:40pm. A quorum is present. Welcome to all--apologies for the late start due to technical issues!

2. Greeting - Shannon Hillman

The greeting tonight was a simple check-in and hello from participants. Board members were invited to share thoughts on how they are feeling in the chat box. Feelings ranged from feeling overwhelmed, to grateful for spring, to a "fear of missing out" with family members off doing fun things, busy in general etc. Michele led the group in a quiet moment of reflection to center our thoughts and take a deep breath.

3. Teacher Presentation and/or Sabbatical Share

None.

4. Review & Approve Monthly Minutes

Review and Approve April 2021 Meeting Minutes

Motion 51221.1

Upon motion of Tasha Stevens, and duly seconded by Nolica Murray-Fields, RESOLVED, that the minutes of April 14, 2021 be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 51221.1 passed: 10 to 0

5. Finance Review/Budget Review -Robin, Kevin & Shannon

Robin reported on the budget to actual review July 2020- March 2021:

- Revenue: Looking good right now.
- Per Pupil Revenue: Some movement, but evening out.
- Grants: COVID grants & ESSER funds
- Title I, II, & IV: Nothing to report.
- Food Service: Food service has caught up to the State that was behind on payments. The website had been down earlier in the year but is now back up and running. When we budgeted last year didn't know the impacts of COVID on parent participation in paid lunch and is thus way down. The lunch count for the vendor is also different this year due to COVID and is counted monthly instead of weekly.
- Field Study: Nothing to report due to COVID.

- Administration: Nothing to report.
 - Instruction: Nothing to report.
 - Supplies: Nothing new to report.
 - COVID Technology/ESSER Cares: Nothing new to report since last month.
 - Operations: Nothing new to report.
 - Capital and Facilities: A little bit of a variance there.
 - Marketing and Recruitment: Nothing to report.
 - Expenditures: Nothing to report.
 - Overall: Coming in in the red at a deficit of \$9,858. At this point last year we were at a deficit of \$5,409.
- Balance Sheet Review: Cash flow is strong. Accounts receivable is a little higher, but will even out with payments. Liabilities increase a little each year. Unearned revenue which includes the April billing for this year.
 - Investments: Received an updated Vanguard statement in March (we received quarterly updates from them) and shows it is up from the end of January. Fidelity, which we review monthly, is also showing a gain since last month.

a. 2021-2022 Budget Review & Approval

Shannon began the review of the draft of the 2021-2022 school year budget by reporting on the anticipated revenue and expense for next school year. The budget includes the following:

Revenue: She reported that the Finance Committee made some changes to have the most accurate per pupil allocation as possible given that per pupil numbers aren't all that different from last year.

- A target number of 215 students was used to determine per pupil revenue for students in RCSD and students in the suburbs. The budget is broken down to reflect 175 of those students being from RCSD and 40 students from the suburbs.
- For this draft of the budget instead of taking the per pupil numbers for all the suburbs and taking the median, it was calculated using the mean. The difference between the two calculations is not major, but the mean felt like a more accurate reflection of the numbers.
- The Finance committee wanted to be as true to Title funding (Title I, II & IV) as possible this year. In the current school year (20-21) the budget was \$75K, but as the year went on it was closer to \$65K actual. For next school year (21-22) it was budgeted more closely to actual but will know more this summer.
- Additionally, there are two grant opportunities that we would qualify for and the amounts that we qualify for—Shannon noted that we just got the information about these grant opportunities (the description of these opportunities indicate that some of it would need to be allocated to “catch up” from COVID) and she is optimistic about applying and receiving those funds. Those funds total \$502K—these funds are NOT in the draft budget, just side notes about possible other opportunities.
- Plans are moving forward for the Genesee River Field Study overnight that normally happens in the fall. The budget reflects the hope that other Field Study overnights can happen as well and that parent contributions to the food service program will be back to budget as well.

Administration: Some changes were made to this section so it is a nice, clean and easy to read report that clearly shows what the allocations are for. The draft budget for this section includes:

- A salary increase for all staff based on a sliding scale of 1.5-3% (Those with lower salary will get the higher increase and vice versa)
- The new positions that are currently being recruited for:
 - Director of Family and Community Engagement
 - Assistant School Leader
- The instructional technology support line was moved down to the operations line because they are a vendor and not an employee. This results in a far greater number than usual, but that is mostly due to the new positions.
- Moving the restorative practice coach up to a Full-Time position.

Instruction:

- Total teacher salaries actually went down a little in the draft for 21-22 because we tend to over budget there. The draft number is a little more true to past actuals while giving a little cushion and providing room for the salary increase.

- The substitute line is up a small amount as there will be two long term sub positions to fill in 21-22 (one for 6 months and the other is to be determined) for maternity leaves. The one determined 6 month position will be both paid and unpaid.
- EL Education has come forward with their contract and the particular professional development they are offering is hybrid (virtual in the fall and spring potentially in person). For Professional Development, don't foresee as much travel next year so the line is up a bit but not back to normal amounts. Amount for summer PD was increased as more staff will be joining the team and attending those August sessions.
- Field studies were increased to account for resuming overnights and other field studies.

Supplies and Operations: Very little change in these lines is anticipated. While it's unknown if we'll need it, a COVID contingency expense line remains in the draft.

Capital/Facilities: Rent will stay the same for next year and the hope is to renew the lease agreement for the next 5 years. The draft budget does reflect allocations for the purchase of furniture for the offices of the new positions being added.

Summary: Overall, the review reflects that we are pulling a lot from board designated funds to balance the budget for 2021-2022, but if we get grant funds it could mean we don't need to pull any of it.

Review of Year-over-Year Financial Comparison with Replication

The Finance Committee suggested that a document be put together that outlines a year-over-year comparison of revenue and expenses for the River Campus and the Flour City Campus that will begin to sustain over time. In the document, the numbers begin to even out and become the same for both campuses once the Flour City Campus is fully functional.

A discussion was had about the document and it was explained that it was good to look at this document to show how the financials for the schools would even out over time from years 1 to 5. Conversations were had about the River City Campus taking on the majority of the expenses early on creating a significant deficit for the school. It was discussed that this comparison did not include funds such as the CSP and grants which would help to finance the replication resulting in a \$1.5-\$1.6 million dollar expense. The board asked that the finance committee look further into the comparison to get numbers that more accurately reflect the likely numbers given grants and CSP money that the board could review.

Additionally, there was concern about the cost of parent contributions to field study and being aware that having a more diverse school will require additional fundraising and scholarships for students to complete field study.

Budget Question on Transportation: Maureen received a quote from RCSD for additional bussing on days when GCCS is in session and RCSD is not, which totals 4 day. The quote was for \$305 per bus per day and GCCS would require 6 buses. This would total \$7,320 for the total of 4 days needed. The board agreed that bussing should be provided for equity purposes and moved to amend it to the 2021-2022 budget.

Motion 51221.2

Upon motion of Michele Hannagan and duly seconded by Jessica Wanner, RESOLVED, that the Board approve up an amendment to the budget to add \$10,000 to the transportation line of the proposed 2021-2022 budget for transportation for students who need for the days where bussing is not covered by the district of residence.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 51221.2 passed: 10 to 0

Motion 51221.3

Upon motion of Michele Hannigan and duly seconded by Kevin Sutherland, RESOLVED, that the Board approve the budget for the 2021-2022 school year.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 51221.3 passed: 10 to 0

6. Committee Updates

a. *Community Engagement (fka as Advocacy) (Jessica Wanner)*

Updates: The committee has been helping Shannon recruit for the new positions and there are a lot of applicants for all positions coming forward. The Committee is not planning on meeting over the summer unless something comes up.

b. *Discipline (Nolica Murray-Fields)*

Updates: The committee met on May 7th and is continuing to finalize the Code of Conduct. Lisa O'Malley is going to pull the pieces together on the 20th. The Code of Conduct is being soft-piloted by Kyle (staff member) currently. The 6th grade students will be presenting at the Board Meeting next month and the Committee will bring the final version of the Code of Conduct to the July meeting with the restorative language and to have it in the parent handbook.

c. *Nominating (Annemarie Wess)*

Open Board Positions and Term Renewals: We currently have two vacant positions, one for a 1-year term and the other for a 2-year term. The committee interviewed two people this week and would like to place their names forward for nomination to those positions on the Board.

- Josh Stapf has a fundraising and finance background and works at Literacy Rochester which helps adults reading at 6th grade level and below gain literacy.
- Nathaniel Sheppard who has a facilities background and asked engaging questions during his interview about what the Board was working regarding diversity and equity.

Motion 51221.4

Upon motion of Annemarie Wess and duly seconded by Allison Shultes, RESOLVED, that the Board approve the nomination of Josh Stapf as the community representative for the open board position that would start effectively immediately and end on June 30, 2022 subject to approval by the New York State Education Department.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 51221.4 passed: 10 to 0

Motion 51221.5

Upon motion of Annemarie Wess and duly seconded by Michele Hannagan, RESOLVED, that the Board approve the nomination of Nathaniel Sheppard as the community representative for the open board position that would start effectively immediately and end on June 30, 2023 subject to approval by the New York State Education Department.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 51221.5 passed: 10 to 0

RMSC Representatives Term Renewals: It was requested that both current Rochester Museum & Science Center (RMSC) representatives Elizabeth Pietrzykowski and Allison Shultes continue for another 3-year term on the Board. RMSC representative positions on the Board are appointed by the President/CEO of the RMSC and Hillary Olson, President/CEO of the RMSC has supported the continuation of the terms for both current representatives.

Motion 51221.6

Upon motion of Michele Hannagan and duly seconded by Kevin Sutherland, RESOLVED, that the Board accept the appointment of Elizabeth Pietrzykowski as the RMSC representative for the term that would start on July 1, 2021 and end on June 30, 2024 subject to approval by the New York State Education Department.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess, Lukas Wilson
Voting in the negative: None

Abstaining: None

Motion 51221.6 passed: 10 to 0

Motion 51221.7

Upon motion of Michele Hannagan and duly seconded by Tasha Stevens, RESOLVED, that the Board accept the appointment of Allison Shultes as the RMSC representative for the term that would start on July 1, 2021 and end on June 30, 2024 subject to approval by the New York State Education Department.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 51221.7 passed: 10 to 0

Teacher Representatives: Becki's teacher representative position term is up and will talk with staff on who will fill that position.

Board Officer Elections: No nominations for new Board Officers have been submitted. The current officers are being proposed as the slate of offices for next year unless any new nominations come forward or current officers share their intent not to serve in the position again. The board has until next month's meeting to nominate others. The vote on Board Officers will be next month.

d. **Personnel (Michele/Shannon)**

Recruitment & Sabbatical Updates: In good shape for the applicant pools for all positions. Still forming the interview committee. Sabbatical - did have some potentially interested candidates, but not interested for next year, so don't have any next year. May have a number for next year.

Visual Arts Teacher Position Update: There is an open visual arts teacher position. There is a long term substitute teacher who has been filling that position for the majority of the year and she is being considered, but other candidates will be interviewed as well beginning next week.

e. ***Safety (Shannon)**

Updates: None.

f. ***Diversity & Racial Equity (Traci Terrance)**

Updates: Dre, Deb Hanmer, Shannon, and Lisa O'Malley met and will still be on all committees, but will be more on the same page.

7. School Leader Update: Hybrid Report-Shannon

Hybrid Report

Shannon reported that the school is seeing an uptick in COVID cases in the school community and that the exposures were happening outside of school. Yesterday, the first rapid test came back positive. Protocols were followed and with additional rapid testing, two more positive cases were found. Contact tracers are still working to determine if those cases are connected and if the exposures happened from each other or not. The school community has been kept informed and will be upping preventative measures, in particular mask wearing as there are some students who aren't as vigilant in proper mask wearing. Should students continue to have issues wearing masks, they will go remote if necessary. Currently, there are 7 full-time remote learners, otherwise the majority of students are in the school. The Board had positive feedback to the School Leader about following protocols and good communication.

The teacher representatives explained they worked to bring the class together to create comradery and do activities where they pair students from different cohorts. It was also shared that being back in the classroom gives more opportunities for students to do things that they couldn't do from home. When the teachers announced that Expedition Night will be in person, the students were super excited!

Annemarie Wess left the meeting at this point.

Outstanding Business:

8. Flour City Replication Update --Shannon

Capacity/Trustee Interview

Shannon reported that the FAs were submitted and there was an interview with SUNY Board of Trustees representative Joseph Belluck and it went very well. They explained this was a formality and plan to recommend GCCS for replication at the June 15th vote.

New Business:

9. Data Protection Vendor Contract Review & Approval -Maureen Milke

Maureen explained that this is the third layer in a four layer data protection process: anybody that GCCS contracts with that has access to personally identifiable information has to sign a policy to follow the data protection policy required by the New York State Education Department (NYSED) and from there it needs to be posted on the website. GCCS used a template from NYSED that was adopted for the school to be signed by vendors like iReady, School Tool, the IT technician, etc.

Motion 51221.8

Upon the motion of Michele Hannagan , and duly seconded by Jess Wanner, RESOLVED, to approve the Data Protection Vendor Contract template as provided by the New York State Education Department and modified by GCCS as presented.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 51221.8 passed: 9 to 0

10. Lease Renewal

The Finance Committee reviewed this at length and is recommending a 5- year renewal of the current lease with the Rochester Museum & Science Center, including the amendment from last year that increased the square footage. With the upcoming replication, having an approved and solid footing on the lease for the next few years is important.

Motion 51221.9

Upon the motion of Kevin Sutherland, and duly seconded by Mark Schiesser, RESOLVED, to approve to exercise the option to extend the lease for an additional 5-year period under the terms specified in the lease.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Lukas Wilson

Voting in the negative: None.

Abstaining: None.

Motion 51221.9 passed: 9 to 0

11. Board Calendar

For the 2021-2022 school year includes dates from July 2021 to June 2022 following the pattern of the second Wednesday in each month.

Motion 51221.10

Upon the motion of Michele Hannagan, and duly seconded by Nolica Murray-Fields, RESOLVED, to approve the 2021-2022 GCCS Board of Trustees Meeting Calendar as presented.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Lukas Wilson

Voting in the negative: None

Abstaining:None

Motion 51221.10 passed: 9 to 0

12. Disclosure of Financial Interest Forms

Reminder that the Disclosure of Financial Interest Forms must be completed and signed by all Board Members and returned to Maureen by the end of June. The document can be found in a recent email from Shannon.

Open Forum:

12. Future Agenda Topics and/or Public Comment

Michele Hannagan opened up the meeting to public comment at 7:31pm.

Future Agenda Topics: Shannon noted that next month the Board meeting would normally start early followed by a board reception and was looking for ideas/suggestions on what to do this year. Suggestions included hand written notes from the Board or potentially using the big tent if we wanted to do something outside. Michele and Shannon will take the conversation offline to come up with a plan.

13. Executive Session

Motion 51221.11

Upon motion of Michele Hannigan, and duly seconded by Jess Wanner, RESOLVED, that the Board move into Executive Session to discuss the potential termination of an employee.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 51221.11 passed 9 to 0

Motion 51221.12

Upon motion of Michele Hannigan, and duly seconded by Tasha Stevens, RESOLVED, that the Board adjourn from Executive Session and return to open meeting.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 51221.12 passed 9 to 0

Meeting Wrap-Up:

14. Review Actions and Agreements

- The Finance Committee has been asked to review the revenue & expense comparison document for River Campus and Flour City Campus to get more real numbers including grants, CSP and contingencies to better show the Board what a more realistic outlook would be

Motion 51221.13

Upon the motion of Michele Hannigan, and duly seconded by Jess Wanner, RESOLVED, that the Board adjourn the May 12, 2021 meeting at 7:42 pm.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Jessica Wanner, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 51221.13 passed: 9 to 0

Respectfully Submitted,
Allison Shultes
Secretary of GCCS Board of Trustees
GCCS Board Minutes/ May 12, 2021

The Genesee Community Charter School
Board of Trustees
Education Governance Council

FINAL Meeting Minutes | June 9, 2021
Virtual Meeting via Zoom (Due to COVID-19)

Board Members Present: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, **Elizabeth Pietrzykowski**, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson (**Bold: BOT non-voting**)

Board Members Absent: (**Bold: BOT non-voting**)

Educational Governance Council Members Present: Maggie Deutschbein, Shannon Hillman, **Becki Mason** (**Bold: BOT non-voting**)

Educational Governance Council Members Absent:

Guests: Maureen Milke, Robin Blew

Legal Counsel Present:

Legal Counsel Absent: George DesMarteau

1. Welcome, Call to Order, Agenda Overview

Michele Hannigan called the meeting to order at 5:33 pm. A quorum is present.

2. Greeting -Sixth Graders

The greeting tonight was presented by the sixth graders. Ms. Stubbe introduced seven 6th grade students that are joining us this evening. Maya welcomed us and invited us to join them in a greeting. Board members are invited to share their names, pronouns they identify with and one thing they love about GCCS. Participants shared numerous things they love about the GCCS; examples include: how GCCS feels like a family, the 6th graders who are so fun and passionate, the sense of community and the way everyone really cares about each other, watching each personality grow from K-6th grade, arts and music projects that are shared across campus, the students and teachers who make GCCS so amazing, the creativity throughout every grade, GCCS's heart, how GCCS doesn't back away from a challenge, hands-on experiences and field studies, all about the 6th graders and their curiosity and willingness to challenge norms and themselves, the expeditions and integration of music, PE, and dancing, the critical thinking and culture of non-stop learning, finally taking off a heavy backpack and getting to your cubby, the building of trust between parents, staff, students, the exploratory learning and that the students have a voice in their learning, and GCCS's way of exploring different topics and learning styles.

Themes that were noticed include: *community, family, arts integration, trust and relationships, the people, creativity, staff and family connections, essence of feeling safe and a place where you can be yourself and explore what you are liking around you, opportunities that GCCS creates.*

Why was it important to share our pronouns as part of our greeting/welcome this evening?

Being able to use the right pronouns for someone reflects that you see them as themselves, creating a safe space, much like getting names correct when you meet someone it establishes a level of trust, respect and establishes a safe space for all.

3. Teacher Presentation and/or Sabbatical Share-Sixth Graders

Sixth Grade Presentation on Student Culture & Climate

Muriel introduced the work focused on belonging and identity that the 6th graders embarked on this year. She explained that students came back to school in a pandemic. They knew that they would need to be flexible and passionate and that building community would be important. 6th grade read texts on activism and how to use your voice to stand up for what you believe in. Students spent time learning about what they care about and made posters on topics they care strongly about.

Tah'jai introduced the winter exhibition which was remote where 6th graders continued to learn about identity and explored more about the teenage brain and how it's unique. This helped them learn about who they are as people. Students wrote poems after reading the book *Crossover* that were very personal. They spent a week learning about bias, what it is and how it impacts others and themselves.

Muriel continued the presentation and talked about the spring expedition focused on belonging. This includes what it feels like to belong and not belong. Students revised the Student Caring Community Survey and updated it and worked with Deb Hamner on data questioning work. GCCS students Kindergarten through grade 3 completed the survey and 6th grade analysed the findings.

What they found is that most students felt like they belonged at GCCS but some students—especially girls of color felt like they didn't belong at the school, others shared that they didn't know about didn't know about gender or racial identity. Because of these findings the 6th graders led a teacher learning on a Wednesday to help them learn how to teach these concepts even to students in the younger grades. They reported that they are continuing to work on their final product, an Adobe Spark Page, that they will share with the Board when it's complete.

Audrey reported on the re-inventing of crew at GCCS to support social emotional wellness. There were hard conversations and sharing experiences, reading texts about hard stories, and finding a way for them to build community, hear each other, share more, and feel belonging. In staff groups, GCCS teachers take their experiences to help build the structure of the crew across GCCS next year.

Jacob explained that the data showed that girls of color don't feel like they belong to our school and need to change to feel like they belong. He stated that this needs to change and there is a need for teachers of color, not just teacher assistants. Having a curriculum that speaks to all students, cultural perspectives, and that teaches hard history with multiple perspectives allows students to create their own opinions. 6th grade recommends revising the curriculum to reflect these changes and needs to be done consistently at all grade levels. Teaching hard history lifts up multicultural perspectives and teaches about anti-racist work.

Ellis continued the presentation explaining that the hiring of the restorative practices coach was very helpful and the students are very grateful for Kyle. However, the GCCS community school does not know about the new Code of Conduct document. 6th grade recommends that everyone should read it, so teachers and staff know what is included and for families to know what to expect during the school year.

Madison thanked the Board members for listening to the presentation and considering the 6th grade recommendations. The students believe that these changes will help them reach their full potential by creating a space to learn in a safe and welcoming environment.

The final expedition night is **June 17th at 7pm**, in the 6th grade classroom at GCCS. The presentation was opened up to questions and comments from the Board. Questions asked included: *What can the Board do to hold people accountable to the new Code of Conduct? The 6th graders believe that the Board can support this work by helping to educate.* Many positive comments and affirmations were shared about the project, the presentation and the use of data to support their recommendations. Students explained that this was hard and emotional work, but was important and meaningful.

4. Review & Approve Monthly Minutes

Review and Approve May 12, 2021 Meeting Minutes

Motion 060921.1

Upon motion of Annemarie Wess, and duly seconded by Jess Wanner, RESOLVED, that the minutes of May 12, 2021 be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 060921.1 passed: 11 to 0

Review and Approve May 28, 2021 Special Meeting Minutes

Motion 060921.2

Upon motion of Traci Terrance, and duly seconded by Nolica Murray-Fields, RESOLVED, that the minutes of May 28, 2021 be approved.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 060921.2 passed: 11 to 0

5. Budget Review: April Financials & Flour City and River Campus Comparison -Robin, Kevin & Shannon

April 2021 Financial Review

Robin reported on the budget to actual review July 2020- April 2021:

- Revenue: On budget.
- Per Pupil Revenue: On budget.
- Grants: COVID grants & ESSER funds
- Title I, II, & IV: On budget.
- Food Service: Down due to COVID.
- Field Study: Down due to COVID.
- Administration: Nothing to report.
- Instruction: Nothing to report.
- Supplies: Nothing to report.
- COVID Technology/ESSER Cares: Nothing to report.
- Operations:
- Capital and Facilities: Nothing to report.
- Marketing and Recruitment: Nothing to report.
- Expenditures: Nothing to report.
- Overall: Nothing big to report, April was a quiet month.
- Balance Sheet Review: Cash on hand is strong and consistent to where it was last year. Restricted cash of \$100K is the required dissolution money. Accounts Payable: payroll always increases this time of year due to some teachers spreading their salary across the summer
- Investments: Vanguard—reports come quarterly so the number reported is from the end of March; Fidelity is a monthly report. Reporting a gain of \$1422 in investments.

Tasha asked about bussing for students on non-RCSd school dates. Maureen stated that she did reach out to some of the school districts for numbers and is waiting to hear back.

Flour City and River Campus Budget Comparison

During the last Board meeting a budget comparison was reviewed between the Flour City and River Campuses. Board members had a handful of questions regarding the planning for the next 5 years. Some changes were made to the document as a result.

The main differences in this budget from a normal GCCS budget lie in the Administrative category. More positions are being added to support both campuses. In the summary presented, new positions were identified and how they were utilized across both campuses over the 5 year plan was explained. There are other instructor positions that toggle back and forth between campuses which were broken down in the review.

A review of the summary reveals an unequal distribution of salary expenses across campuses until Year 5 when the costs are just about equal across both campuses.

Shannon went back to the Expense/Revenue comparison of the campuses. There are a lot of unknown factors so they added the CSP grant and the two CARES and COVID grants since we know they are guaranteed. The administrative expenses are aligned now and the instructional expenses are now more lined up for both campuses. The operations line is still off because they still need to go through it line by line. Now by year 5 it looks much more manageable and a sustainable model.

The Board expressed accolades on the work done to present this comparison and to help walk us through the variances, planning process and get a better understanding of the shared expenses and expectations at the end of the 5 years. Pleased that this model reflects the sustainable model of replication and fiscal responsibility in the planning process.

6. Committee Updates

- a. **Community Engagement (fka as Advocacy) (Jessica Wanner)**
Updates: Last meeting of the year was last night and they decided that next year they will focus on working with the new Director of Family & Community Engagement and on connecting with alumni.
- b. **Discipline (Nolica Murray-Fields)**
Updates: The committee met today to align with the Caring and Community Agreement and Plan to make sure it was aligning with the Guide to Discipline. The committee is meeting again this week and is working to ensure the report is ready to be presented to the Board at the July meeting.
- c. **Nominating (Annemarie Wess)**
Open Board Positions and Board Officer Elections:

Open Board Positions: Two board members will be leaving us—Luke and Tasha— will be ending their terms. Thank you to both of them for sharing their time and talents with us on the Board. The Board is very grateful for their willingness to serve. However, Tasha would like to stay on the Board and serve as a Community Representative. With Luke leaving, there is now an open Community Representative position. Therefore,

Motion 060921.3

Upon motion of Annemarie Wess, and duly seconded by Michele Hannagan, RESOLVED, that Tasha Stevens be approved as a Community Board Representative for a term of 3 years starting July 1, 2021 and ending June 30, 2024.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 060921.3 passed 11 to 0

Board Officer Elections:

Motion 060921.4

Upon motion of Annemarie Wess, and duly seconded by Jess Wanner, RESOLVED, that the slate of candidates as nominated by the Nominating Committee be approved, the candidates are Michele Hannagan as President of the Board of Trustees, AnneMarie Wess as Vice President of the Board of Trustees, Kevin Sutherland as Treasurer of the Board of Trustees, and Allison Shultes and Elizabeth Pietrzykowski as co-Secretaries of the Board of Trustees.

Voting in the affirmative: Michele Hannagan, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess, Lukas Wilson

Voting in the negative: None

Abstaining: None

Motion 060921.4 passed 11 to 0

- d. **Personnel (Michele/Shannon)**
Open Positions & Hiring Process: In the process of interviewing candidates for the Director of Family & Community Engagement and the open art teacher position. Additionally, they are narrowing in on part-time positions for the upcoming maternity leaves. There is a new opening in a primary position and are now recruiting for that opening and are hoping to get through interviews and the demo lessons by the end of the year which is an important part of that process. The Personnel committee shared that more candidates are people of color than they have seen in the past and that there are many great applicants.

- e. ***Safety (Shannon)**
Updates: None.

- f. ***Diversity & Racial Equity (Traci Terrance)**
Updates: The committee has been participating in the interviews for the Director of Family and Community Engagement, last meeting for the school year is June 24th and will do some reflection and forward thinking.

7. School Leader Update: Year-End Board Report Presentation --Shannon

Year-End Board Report Presentation:

Shannon reported that this was a very unique and challenging year and while it is one that many of us are excited to forget, we will remember it for a long time. This year brought GCCS to a crossroads:

- We've achieved 20 years as a school
- We've reflected on what is important to us, what matters, and the path we want to take next
- Teachers, parents, students, and the Board have all learned a lot
- Staff have learned new ways to teach
- There is a strong school culture no matter where we are
- We learned about our key design elements in a different way and that even though they may look different GCCS still believes in expeditions and the core pieces of what makes this school special
- Took on replication and the Board decided to make some strong moves about new opportunities for more families in the city of Rochester including who we want to serve and how we'll do it

Data:

- Gains came from students who worked very closely with targeted instruction and intervention--these students tripled their growth. This was identified as a key helper in growth and the staff has been discussing how to replicate this model so all students get access to those same gains and opportunities for growth
- Report shows that there is still room for growth and gains in the vulnerable student populations

6th Grade Passage Presentations:

- It was reported that the 6th grade presentations from this year were some of the best in the history of GCCS. Students spoke very eloquently about their growth through the vulnerability they experienced in the conversations about belonging, racial identity, and bias. *Board members expressed interest in taking the recommendations made earlier in the meeting to heart and positioning student social and emotional growth as a strategic goal of the Board.*

Staff Conversations:

- Have been having conversations around the current Math curriculum. Teachers aren't happy teaching it and the 5th grade team surveyed 2nd-6th grade students to find out what they think about math. The findings are that students think it is fun, they like the teachers teaching it but results were mixed on student comprehension and understanding the content. Will be pursuing a new program/curriculum to support teachers in their growth in this subject area.

Michele suggested continuing this conversation at the July meeting.

Outstanding Business:

8. None.

New Business:

9. Approve 2021-2022 Vendor Contracts

Food Service

The provided contract is comparable to last year's contract and costs for meals were only increased by a few cents. Board members had questions regarding the option of snacks and it was shared that these would be very costly and they could only be provided during the after school hours

Motion 060921.5

Upon motion of Michele Hannagan, and duly seconded by Traci Terrance, RESOLVED, that the food service contract with Julia K Catering be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 060921.5 passed 9 to 0

School Mint

SchoolMint products and services to support your enrollment and behavior practices and the Good Schools Roc application and lottery process.

Motion 060921.6

Upon motion of Mark Schiesser, and duly seconded by Annemarie Wess , RESOLVED, that the contract with SchoolMint for the school lottery be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 060921.6 passed 9 to 0

IT Specialist

Motion 060921.7

Upon motion of Mark Schiesser, and duly seconded by Annemarie Wess, RESOLVED, that the contract with Ken Haslip and Spectrum Solutions be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 060921.7 passed to 0

EL Education Contract

Motion 060921.8

Upon motion of Michele Hannagan, and duly seconded by Traci Terrance, RESOLVED, that the contract for with EL Education be approved.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess

Voting in the negative:

Abstaining: None

Motion 060921.8 passed 9 to 0

The contracts for the Legal Counsel and Accountant will be considered and approved at the July meeting of the Board.

Open Forum:

10. Future Agenda Topics and/or Public Comment

Michele Hannagan opened up the meeting to public comment at 7:42 pm.

Future Agenda Topics:

July Agenda:

- Committee positions/assignments
- Approval of contracts for the Legal Counsel and Accountant and management letter for Heveron & Heveron
- Discussion regarding the Lease Agreement
- Discipline Committee: Code of Conduct Report
- District Safety Plan
- New Hires
- School Leader Evaluation

August Agenda:

- How do we re-engage with strategic goals and Board work with Deb Hamner

11. Executive Session

Executive Session was not called during this meeting.

Meeting Wrap-Up-Allison Shultes

12. Review Actions and Agreements

Motion 060921.9

Upon the motion of Michele Hannagan, and duly seconded by Traci Terrance, RESOLVED, that the Board adjourn the June 9, 2021 meeting at 7:49 pm.

Voting in the affirmative: Michele Hannagan, Ryan O'Malley, Mark Schiesser, Allison Shultes, Tasha Stevens, Kevin Sutherland, Traci Terrance, Jessica Wanner, Annemarie Wess

Voting in the negative: None

Abstaining: None

Motion 060921.9 passed: 9 to 0

Respectfully Submitted,

Allison Shultes

Secretary of GCCS Board of Trustees

GCCS Board Minutes/ June 9, 2021

GENESEE COMMUNITY CHARTER SCHOOL
657 East Avenue
Rochester, New York 14607

October 13, 2021

Heveron & Company CPAs
260 Plymouth Avenue South
Rochester, New York 14608

This representation letter is provided in connection with your audit of the financial statements of Genesee Community Charter School for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material regardless of size, if they involve an omission or misstatement of accounting information which, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of June 30, 2021 and 2020, the following representations made to you during your audits.

Financial Statements

- We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated July 9, 2021.
- The financial statements referred to above are fairly presented in conformity with U.S. generally accepted accounting principles.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.

- All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
- The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
- Guarantees, whether written or oral, under which the organization is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.

Information Provided

- We have provided you with:
 - Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
 - Additional information that you have requested from us for the purpose of the audit.
 - Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
- All material transactions have been recorded in the accounting records and are reflected in the financial statements.
- We have no knowledge of any fraud or suspected fraud that affects the organization and involves:
 - Management,
 - Employees who have significant roles in internal control, or
 - Others where the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud or suspected fraud affecting the organization's financial statements communicated by employees, former employees, grantors, regulators, or others.
- We have disclosed to you all known instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
- We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP and we have not consulted with a lawyer concerning litigation, claims, or assessments.
- We have disclosed to you the identity of the organization's related parties and all the related party relationships and transactions of which we are aware.
- The organization has satisfactory title to all owned assets, and there are no undisclosed liens or encumbrances on such assets nor any undisclosed asset that have been pledged as collateral.
- We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.

- Genesee Community Charter School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the Organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.

No events have occurred subsequent to the statement of financial position date and through the date of this letter that would require adjustment to or disclosure in the aforementioned financial statements.

Sincerely,

A handwritten signature in black ink, appearing to read "Shannon Hillman". The signature is written in a cursive style with a large initial "S".

Shannon Hillman
School Leader



Auditors' Communications

September 24, 2021

To The Board of Trustees
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Board Members:

This letter is intended only for the board and those responsible for management and governance. Although we did review some of your internal controls, we did not perform an examination of them that would allow us to give an opinion on the adequacy of your controls.

Those charged with management and governance are responsible for:

- safeguarding your assets,
- ensuring that your resources are used as directed by funders, donors, and as required by charities laws and your own articles of incorporation,
- assuring that you are complying with laws, regulations, contracts and grants associated with your funding,
- properly recording and reporting results of operations and account balances, and
- proper business practices, operating procedures, documentation and controls.

Our audit was designed to help you with those responsibilities, and is also designed and intended to help you to benchmark your administrative operations to best practices.

Our Responsibilities to You

As part of our audit, we are required to inform you of significant deficiencies and material weaknesses in your controls that we become aware of.

Controls are procedures, policies, and responsibilities that you put in place to make sure that appropriate transactions take place and are reported properly on your financial statements. Examples of controls are timely billing for services you perform, ensuring proper payments are received and recorded, and measures to prevent overpayment of payroll or vendors.

260 Plymouth Ave. South,
Rochester, New York 14608-2239

P 585.232.2956 • F 585.423.0599

heveroncpa.com



Care, Competence & Common Sense™

Certified Women Owned Business

Control deficiencies result when proper procedures are not in place to assure that appropriate transactions are carried out, recorded and reported properly.

Significant deficiencies are control deficiencies or combinations of control deficiencies that are less severe than material weaknesses, yet important enough to merit attention by those charged with governance.

Material weaknesses are significant deficiencies or combinations of significant deficiencies 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.

The Role of Internal Controls

Internal controls are managements' standards to safeguard your assets. They include the following components:

- Setting expectations of integrity and ethical conduct, with actions such as proper hiring and training,
- Assessing risks based on your operations and your staffing,
- Establishing control activities, such as separation of responsibilities, to reduce risks,
- Communications from senior management to all involved staff about internal controls, and
- Monitoring - ongoing evaluation of whether controls are appropriate and are working.

General Observations

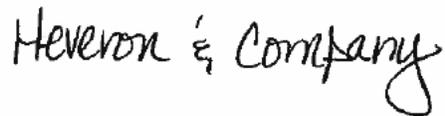
Our general observations are that:

- Recordkeeping appears to be done in a timely, complete and conscientious manner.
- Internal controls are good for an organization of your size and staffing.
- The attitude of management regarding the importance of proper systems and controls seems appropriate.
- We confirm that the significant accounting policies used by management, the significant estimates made by management (about areas such as useful life and collectibility), and the disclosures are appropriate for these financial statements.
- Management may disagree with auditors about areas needed to be accessed for audits or about conclusions that are reached with respect to amounts or disclosures. Management may explain their position and may also reach out to other CPAs or experts. We did not have any such disagreements or difficulties with management.
- We did not become aware of fraud or illegal acts, and we did not note any significant financial statement adjustments or unusual transactions.
- Whenever we become aware of adjustments or corrections that are not clearly trivial, we will discuss them with management. No unanticipated material accounting adjustments were required to make your financial statements materially correct.

Our consideration of internal control was for the limited purpose described above and was not designed to identify all deficiencies in internal control that might be material weaknesses. 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.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

Sincerely,

A handwritten signature in cursive script that reads "Heveron & Company". The signature is written in black ink and is positioned below the word "Sincerely,".

Heveron & Company CPAs



September 24, 2021

To The Finance Committee
of the Board of Trustees
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Committee Members:

In addition to the required communications that we included in a separate letter, we have some observations about financial trends and recommendations for improvements.

Trends

Comparative financial information and trends for the current and prior three years are also enclosed. This information should assist you in analyzing your financial results, and may be useful for budgeting and planning. Significant trends that we noted include:

- Investments are up 17% for 2021 when compared to 2020. This \$184,000 increase is the result of \$20,000 in donated stock combined with good performance in the stock market after the initial COVID-19 stock price decline in 2020.
- In the 2020-2021 school year the School received CARES ACT funds to help with COVID-19 related expenses. These additional funds increased Federal Grant income by \$69,000 when compared with 2020.
- Other Professional Fees increased 78% from 2020 to 2021 due to \$23,000 spent on consulting related to board development. In addition, the School added three long-term substitute teachers to the staff. These additional teachers were added to assist in social distancing protocol in after school programs when the students transitioned to in-person learning.

260 Plymouth Ave. South,
Rochester, New York 14608-2239

P 585.232.2956 • F 585.423.0599

heveroncpa.com



Care, Competence & Common Sense™

Certified Women Owned Business

Control Deficiencies

The following are not considered significant deficiencies or material weaknesses.

- Regularly using purchase orders will allow for better tracking of spending. In the School's latest New York State Comptroller Audit it was recommended that purchase orders be used for all purchases. We noted that the new accounting procedures manual says purchase orders should be used for all items purchased, however, we found that purchase orders are not being used consistently.
- Additionally, the New York State Comptroller Audit and the School's policies state that checks should not be made out to cash when funds are needed to be withdrawn from the bank. During our audit it was determined that this policy is not being followed. It is important to write checks to the individual who is going to cash the check because it creates a safeguard against misappropriation of funds.

Policies and Documentation

- There are a few old outstanding checks and deposits from the School's checking account that should be resolved. Some, or all of the outstanding checks may be required to be remitted to New York State under the unclaimed funds law. You should review all older reconciling items on your bank reconciliation to determine if corrections need to be made, if checks should be re-issued to the payees, or amounts should be remitted to New York State.
- We are aware that there is not always adequate staffing to take a physical inventory and compare it to records. You should consider taking pictures or a video of all your rooms with equipment for records in case of an insurance claim.
- The I-9's are maintained within the each employee's personnel file. The USCIS (U.S. Citizenship and Immigration Services) recommends I-9's be kept in a separate file.

Please contact us if you have any questions about this letter or if we can help in any other way.

Sincerely,

Heveron & Company

Heveron & Company CPAs

GENESEE COMMUNITY CHARTER SCHOOL

FINANCIAL STATEMENTS

June 30, 2021



TABLE OF CONTENTS

	<u>Page No.</u>
INDEPENDENT AUDITORS' REPORT	1
FINANCIAL STATEMENTS	
Balance Sheets	3
Statements of Activities	4
Statement of Functional Expenses	5
Statements of Cash Flows	6
Notes to Financial Statements	8
SUPPLEMENTARY INFORMATION	
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	20



INDEPENDENT AUDITORS' REPORT

To The Board of Trustees
Genesee Community Charter School
Rochester, New York

We have audited the accompanying financial statements of Genesee Community Charter School (a New York State nonprofit organization), which comprise the balance sheets as of June 30, 2021 and 2020, the related statements of activities and cash flows for the years then ended, the statement of functional expenses for the year ended June 30, 2021, 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.

260 Plymouth Ave. South,
Rochester, New York 14608-2239

P 585.232.2956 • F 585.423.0599

heveroncpa.com



Care, Competence & Common Sense™

Certified Women Owned Business

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

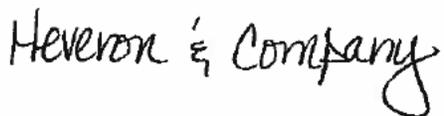
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Genesee Community Charter School as of June 30, 2021 and 2020 and the changes in net assets and cash flows for the years then ended, and the functional expenses for the year ended June 30, 2021 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Genesee Community Charter School's statement of functional expenses for the year ended June 30, 2020, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 27, 2020. In our opinion, the summarized comparative information presented herein, as of and for the year ended June 30, 2020 is consistent, in all material respects with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 13, 2021 on our consideration of Genesee Community Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is 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 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 Genesee Community Charter School's internal control over financial reporting and compliance.



Heveron & Company CPAs

Rochester, New York

October 13, 2021

**GENESEE COMMUNITY CHARTER SCHOOL
BALANCE SHEETS
June 30, 2021 and 2020**

ASSETS

	<u>2021</u>	<u>2020</u>
<u>Current Assets</u>		
Cash and Cash Equivalents	\$ 282,976	\$ 340,246
Accounts Receivable	16,334	54,706
Pledges and Grants Receivable	116,743	76,847
Prepaid Expenses	<u>60,402</u>	<u>68,454</u>
Total Current Assets	<u>476,455</u>	<u>540,253</u>
<u>Fixed Assets</u>		
Leasehold Improvements and Equipment, Net	<u>556,463</u>	<u>684,276</u>
<u>Other Assets</u>		
Investments	1,278,580	1,094,833
Restricted Cash - Escrow Account	100,116	100,066
Deposits	<u>3,478</u>	<u>3,478</u>
Total Other Assets	<u>1,382,174</u>	<u>1,198,377</u>
TOTAL ASSETS	<u>2,415,092</u>	<u>2,422,906</u>

LIABILITIES AND NET ASSETS

<u>Current Liabilities</u>		
Accounts Payable	26,400	9,179
Accrued Payroll	282,903	217,842
Accrued Liabilities	183,308	184,868
Deferred Revenue	<u>5,175</u>	<u>-</u>
Total Current Liabilities	<u>497,786</u>	<u>411,889</u>
<u>Net Assets</u>		
Net Assets Without Donor Restrictions:		
Undesignated	1,067,306	1,911,017
Designated by the Board	<u>850,000</u>	<u>100,000</u>
Total Net Assets Without Donor Restrictions	<u>1,917,306</u>	<u>2,011,017</u>
Total Net Assets	<u>1,917,306</u>	<u>2,011,017</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,415,092</u>	<u>\$ 2,422,906</u>

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
For The Years Ended June 30, 2021 and 2020

	2021	2020
<u>Revenues, Gains and Other Support:</u>		
Public School District:		
Resident Student Enrollment	\$ 2,908,265	\$ 3,007,233
Federal Grants	138,698	69,884
State Grants	17,738	18,025
Contributions	36,291	34,685
Food Service Fees	66,729	63,824
Field Study Fees	-	26,724
Other Income	825	18,610
Interest/Dividends Income	32,723	25,386
Net Investment Returns	130,798	52,728
Total Revenues, Gains, and Other Support	3,332,067	3,317,099
<u>Expenses:</u>		
<u>Program Services:</u>		
Regular Education	2,739,466	2,714,903
Special Education	124,896	88,679
Food Services	82,547	85,888
Total Program Services Expense	2,946,909	2,889,470
<u>Supporting Services:</u>		
Management and General	478,869	432,749
Total Expenses	3,425,778	3,322,219
Change in Net Assets	(93,711)	(5,120)
Net Assets - Beginning of Year	2,011,017	2,016,137
Net Assets - End of Year	\$ 1,917,306	\$ 2,011,017

See Independent Auditors' Report and Notes to Financial Statements.

**GENESEE COMMUNITY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES**

For The Year Ended June 30, 2021

(With Comparative Totals For The Year Ended June 30, 2020)

	No. of Positions	Program Services				Management and General	Totals	
		Regular Education	Special Education	Food Services	2021		2020	
Personnel Services Costs								
Instructional Personnel	29	\$ 1,434,113	\$ -	\$ -	\$ -	\$ 1,434,113	\$ 1,508,729	
Administrative Staff Personnel	3	81,255	95,212	-	216,397	392,864	354,152	
Non-Instructional Personnel	5	91,777	-	10,430	-	102,207	53,859	
Total Salaries	37	1,607,145	95,212	10,430	216,397	1,929,184	1,916,740	
Employee Benefits and Payroll Taxes		381,572	10,626	834	56,169	449,201	426,089	
Retirement Expense		135,730	-	-	30,464	166,194	158,518	
Total Personnel Services		2,124,447	105,838	11,264	303,030	2,544,579	2,501,347	
Rent		201,828	6,765	2,255	9,020	219,868	172,141	
Other Purchased Services		52,617	-	-	107,173	159,790	89,863	
Depreciation and Amortization		129,557	4,007	-	-	133,564	137,666	
Food Service		-	-	68,265	-	68,265	70,695	
Technology		52,058	-	-	480	52,538	10,057	
Staff Development		32,541	4,473	-	3,661	40,675	66,647	
Office Expense		28,477	-	-	11,312	39,789	44,502	
Supplies and Materials		38,507	-	-	252	38,759	44,330	
Insurance		22,116	3,813	763	11,440	38,132	40,203	
Student Services		38,228	-	-	-	38,228	91,611	
Accounting and Auditing Fees		-	-	-	22,951	22,951	22,802	
Furniture		10,601	-	-	-	10,601	10,601	
Legal		-	-	-	9,550	9,550	9,688	
Repairs and Maintenance		8,489	-	-	-	8,489	10,066	
Total Expenses		\$ 2,739,466	\$ 124,896	\$ 82,547	\$ 478,869	\$ 3,425,778	\$ 3,322,219	

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2021 and 2020

	<u>2021</u>	<u>2020</u>
<u>Cash Flows From Operating Activities</u>		
Receipts from School Districts	\$ 2,950,848	\$ 2,980,158
Other Sources	99,770	127,142
Contributions	7,557	14,396
Grants	84,195	150,730
Payments to Vendors for Goods and Services Rendered	(680,098)	(630,974)
Payments to Charter School Personnel for Services Rendered	<u>(2,481,085)</u>	<u>(2,536,714)</u>
Net Cash Flows Provided/(Used) By Operating Activities	<u>(18,813)</u>	<u>104,738</u>
<u>Cash Flows From Investing Activities</u>		
Purchase of Fixed Assets	(5,750)	-
Purchase of Investments	<u>(32,657)</u>	<u>(25,262)</u>
Net Cash Flows Used By Investing Activities	<u>(38,407)</u>	<u>(25,262)</u>
Net Increase/(Decrease) in Cash, Cash Equivalents, and Restricted Cash	(57,220)	79,476
Cash and Cash Equivalents, and Restricted Cash - Beginning of Year	<u>440,312</u>	<u>360,836</u>
Cash and Cash Equivalents, and Restricted Cash - End of Year	<u>\$ 383,092</u>	<u>\$ 440,312</u>

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2021 and 2020
(Continued)

	2021	2020
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Change in Net Assets	\$ (93,711)	\$ (5,120)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	133,564	137,666
Net Investment Returns	(130,798)	(52,728)
(Increase)/Decrease In:		
Accounts Receivable	38,369	(33,824)
Pledges and Grants Receivable	(60,186)	60,557
Prepaid Expenses	8,052	46,664
Increase/(Decrease) In:		
Accounts Payable	17,221	(4,563)
Accrued Payroll	65,061	(10,864)
Accrued Liabilities	(1,560)	(24,502)
Deferred Revenue	5,175	(8,548)
 Net Cash Flows Provided/(Used) By Operating Activities	 \$ (18,813)	 \$ 104,738

See Independent Auditors' Report and Notes to Financial Statements.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Genesee Community Charter School (the School) is a nonprofit organization that was formed to provide a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. The School's local history-based and globally-connected programs immerse the children in investigation and discovery, extensively using the cultural and natural resources of the Rochester, NY community. The School focuses on nurturing the children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers, enabling them to reach exemplary standards. The School's revenue is predominantly Charter School Basic Tuition from the Rochester City School District and a few other surrounding school districts.

The main programs of the School are as follows:

REGULAR EDUCATION: The School curriculum is organized around six historical time periods - Prehistory, Early People/Woodland Peoples, Native Americans/Explorers/Settlers, Village to City, City Grows, and Today and Tomorrow. The School integrates Math, Science, Social Studies, Language Arts, Art, Music, and Physical Education to provide a rich and challenging curriculum, while keeping in alignment with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment to students with disabilities. The primary service delivery for students with special needs is inclusion. For students requiring supplemental services, the School contracts with local individuals or agencies to provide the required services outlined in the student's Individual Education Plan or 504 Plan.

FOOD SERVICES: The School believes that healthy meals are an important part of a child's day. Breakfast and lunch are delivered and served "family style" every day, as the School does not have a cafeteria or kitchen facilities. The children eat and socialize with each other, parents, and teachers in their classrooms. All meals meet the required New York State Child Nutrition Standards, and the School subscribes to the New York State free and reduced priced meal program.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)**

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Net Assets

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The governing board has designated, from net assets without donor restrictions, net assets for an operating reserve.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Contributions restricted by donors are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, based on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

There were no net assets with donor restrictions at June 30, 2021 and 2020.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)**

Contributions

The School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Contributions that are expected to be received in future years are recorded at their present value. Conditional promises to give, that is, those with a measurable performance or other barrier and a right of return are not recognized until the conditions on which they depend have been met.

Revenue and Revenue Recognition

A portion of the School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the balance sheet.

The School recognizes revenue derived from tuition and food service. Tuition income is recognized during the school year based on enrollment. Food service revenue is recognized when earned at the time of service.

In 2020, the School analyzed the provisions of ASU 2014-09, "*Revenue from Contracts with Customers*", and determined that no significant changes in the way the school recognizes revenue were necessary, however, the presentation and disclosures of revenue has been enhanced.

Deferred Revenue

Deferred revenue represents funds received related to the next school year.

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America, require management to make estimates and assumptions that affect the amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the amounts of revenue and expenses. Actual results could differ from those estimates.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)**

Accounts, Pledges, and Grants Receivable

Accounts, pledges, and grants receivable are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, if necessary, management provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2021 and 2020.

Determining Fair Value of Financial Assets and Liabilities

Accounting principles generally accepted in the United States of America established a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements), and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1: Inputs to the valuation method are unadjusted quoted market prices in active markets for identical assets or liabilities.

Level 2: Inputs to the valuation method include:

- quoted prices for similar assets or liabilities in active markets;
- quoted prices for identical or similar assets or liabilities in inactive markets;
- inputs other than quoted prices that are observable for the asset or liability;
- inputs that are derived principally from or corroborated by observable market data by correlation or by other means.

Level 3: Inputs to the valuation method are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used, need to maximize the use of observable inputs and minimize the use of unobservable inputs.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)**

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program, and management and general categories. An immaterial amount of fund raising costs for the years ended June 30, 2021 and 2020 are included in management and general expenses.

The financial statements report certain categories of expenses that are attributed to both program and supporting functions. Therefore, allocation on a reasonable basis that is consistently applied is required. The expenses that are allocated include occupancy, depreciation, and amortization, which are allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, professional services, office expenses, information technology, insurance, and other expenses, which are allocated on the basis of estimates of time and effort for each category.

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code. As a result, no provision for federal or state income taxes has been made.

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2020 from which the summarized information was derived.

Fixed Assets

Leasehold improvements and equipment are stated at cost, less accumulated depreciation and amortization. The School capitalizes property and equipment with a cost of over \$5,000 and an estimated life of three or more years. The cost and accumulated depreciation of property items sold or retired are eliminated from the accounts. Minor expenditures for maintenance, repairs, and renewals are expensed. Donated assets are recorded at their estimated fair market value at the time of donation.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)**

Fixed Assets (Continued)

Fixed assets consisted of the following at June 30:

	2021	2020
Leasehold Improvements	\$ 2,020,999	\$ 2,020,999
Equipment	356,628	350,878
Less: Accumulated Depreciation and Amortization	(1,821,164)	(1,687,601)
Net Improvements and Equipment	\$ 556,463	\$ 684,276

Depreciation and amortization is computed on a straight-line basis over the estimated useful lives of assets. The ranges of estimated useful lives used in computing depreciation are as follows:

	Years
Leasehold Improvements	7-12
Equipment	3-10

Depreciation and amortization expense amounted to \$133,564 and \$137,666 for the years ended June 30, 2021 and 2020, respectively.

Recent Accounting Pronouncements

In May 2014, the FASB issued Accounting Standards Update (ASU) No. 2014-09, *Revenue from Contracts with Customers*. This guidance implements a single framework for recognition of all revenue earned with customers. This framework ensures that entities appropriately reflect the consideration to which they expect to be entitled in exchange for goods and services by allocating transaction price to identified performance obligations and recognizing revenue as performance obligations are satisfied. Qualitative and quantitative disclosures are required to enable users of financial statements to understand the nature, timing, and uncertainty of revenues and cash flows arising from contracts with customers. The guidance was effective for the Organization's year ended June 30, 2020.

During the year ended June 30, 2020, the School adopted ASU No. 2014-09 along with the practical expedient, which allows modifications to contracts to be applied at the time of adoption. The School receives revenue from several sources and recognizes revenue based on when performance obligations are met.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)**

Recent Accounting Pronouncements (Continued)

In June 2018, the FASB issued ASU 2018-08, Not-for-Profit Entities (Topic 958), *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The ASU clarifies and improves guidance for contributions received and contributions made, and provides guidance to organizations on how to account for certain exchange transactions. This change is preferable in that it clarifies whether to account for transactions as contributions or as exchange transactions. In addition, it clarifies whether a contribution is conditional or unconditional. As a result, it enhances comparability of financial information among not-for-profit entities.

The change in accounting principle was adopted on a modified prospective basis. As a result, there was no cumulative-effect adjustment to opening net assets without donor restrictions or opening net assets with donor restrictions as of June 30, 2019.

NOTE 2 - LIQUIDITY AND AVAILABILITY

The School regularly monitors the availability of resources required to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the School considers all expenditures related to its ongoing activities, as well as the conduct of services undertaken to support those activities to be general expenditures.

At June 30, the following financial assets could readily be made available within one year of the balance sheet date to meet general expenditures:

	2021	2020
Cash and cash equivalents	\$ 282,976	\$ 340,246
Accounts receivable	16,334	54,706
Pledges and grants receivable	116,743	76,847
	\$ 416,053	\$ 471,799

Resident Student Enrollment fees are received throughout the school year to provide additional funds for general expenditures.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

NOTE 3 - COMMITMENTS

The School has an operating lease for its facilities, however, it expired in June 2021 and they are currently negotiating a new agreement. They will continue to pay rent based on the original agreement on a month to month basis. Annual base rent during each year of the lease ending June 2021 was \$172,500, including utility costs and janitorial labor. After June 30, 2020, the School amended the lease to rent additional space at a rate of \$25,006 per year. During the year ended June 30, 2017, the School advanced the cost for HVAC and window upgrades totaling \$183,713. This cost will be recouped by the School in the form of an annual credit against the rent in an amount equal to 1/10 of 1/2 of the final expenditures. This discount will be applied beginning with the September 2016 payment.

Rent expense for the years ended June 30, 2021 and 2020 totaled \$219,868 and \$172,141, respectively. Rental expense for year ending June 30, 2021 included an additional donated rent of \$17,734 for use of additional space (also see Note 10).

NOTE 4 - CASH AND CASH EQUIVALENTS, AND RESTRICTED CASH

For the purposes of the statements of cash flows, cash and cash equivalents include all cash on hand and in banks, which at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

The School maintains cash in an escrow account in accordance with the terms of their charter agreement. The escrow is restricted to fund legal and other costs related to the dissolution of the School. The School also has a \$200,000 line of credit available if needed.

Cash and cash equivalents, and restricted cash consisted of the following at June 30:

	<u>2021</u>	<u>2020</u>
Checking	\$ 250,520	\$ 298,048
Money Market	32,456	29,729
Undeposited Funds	<u>-</u>	<u>12,469</u>
Total Cash and Cash Equivalents	282,976	340,246
Restricted Cash - Escrow	<u>100,116</u>	<u>100,066</u>
Total Cash and Cash Equivalents, and Restricted Cash	<u>\$ 383,092</u>	<u>\$ 440,312</u>

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

NOTE 5 - LINE OF CREDIT

The School has a line of credit with a maximum authorization of \$200,000. Advances against this line bears interest at a rate of 1.5% above the current bank prime rate. There were no amounts outstanding at June 30, 2021 and 2020.

NOTE 6 - BOARD-DESIGNATED NET ASSETS

As of June 30, 2021 and 2020, the Board designated net assets included \$100,000 to be held in an escrow account in case of a future dissolution as required by the New York State Department of Education.

In addition, as of June 30, 2021 the Board designated net assets of \$750,000 to assist with a new charter school that will be a replication of their existing school.

NOTE 7 - INVESTMENTS

Investments in equity securities with readily determinable fair values and all investments in debt securities are measured at fair market value. Unrealized gains or losses on securities result from differences between the cost and fair market value of securities on a specified valuation date.

Investment securities are exposed to various risks, such as interest rate, market, economic conditions, world affairs and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term, and that such changes could materially affect the amounts reported in the accompanying financial statements.

A summary of investments at market value at June 30, is as follows:

	<u>2021</u>	<u>2020</u>
Mutual Funds - Equities	\$ 578,144	\$ 270,455
Mutual Funds - Bonds	<u>700,436</u>	<u>824,378</u>
Total	<u>\$ 1,278,580</u>	<u>\$ 1,094,833</u>

Mutual fund investments are based on Level 1 inputs in the hierarchy as described in Note 1.

There were no changes in the valuation techniques during the year.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

NOTE 8 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System provides retirement, disability, withdrawal, and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after July 27, 1976 and before January 1, 2010 with less than ten years of membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Those joining after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary, for their entire working career. Employers are required to contribute at an actuarially determined rate. Rates applicable to the fiscal years ended June 30, 2021 and 2020 were 9.53% and 8.86%, respectively.

The retirement contribution expense totaled \$157,166 and \$154,157 for the years ended June 30, 2021 and 2020, respectively.

The School also has a 403(b) annuity retirement plan for its employees. After one year of service, employees at least 21 years of age that work a minimum of 1,000 hours annually, may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The Board of Trustees voted not to make a discretionary contribution for the years ended June 30, 2021 and 2020.

NOTE 9 - SPECIAL EDUCATION AND OTHER SERVICES

The majority of special education services required by students of the School are provided by the Rochester City School District. The Rochester City School District also provided transportation. The School was unable to determine a value for these services, thus, these financial statements do not reflect revenue or expenses associated with those services.

Occasionally, the School does need to offer special education services that are not provided through the Rochester City School District. The School uses contracted services at these times; the revenue and expense for these services have been included in the financial statements.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

NOTE 9 - SPECIAL EDUCATION AND OTHER SERVICES (Continued)

The School also receives State Aid in the form of textbooks, computer hardware, computer software, and library materials through the Rochester City School District. The total aid received for the years ended June 30, 2021 and 2020 was \$17,738 and \$18,025, respectively.

NOTE 10 - DONATED SERVICES AND GOODS

The School receives donated services that do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America. During the years ended June 30, 2021 and 2020, approximately 33 and 150 families provided 165 and 2,325 hours of service, respectively. There were also 14 and 15 board members who donated 310 and 300 hours during the years ended June 30, 2021 and 2020, respectively. Volunteers help with many tasks at the School such as serving meals, chaperoning field studies, preparing classroom materials, and serving on the board.

The School also receives donated goods, services, and use of facilities that do meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America.

The School received the following gifts-in-kind for the years ended June 30:

	<u>2021</u>	<u>2020</u>
Facilities	\$ 17,734	\$ -
Equipment	<u>11,000</u>	<u>-</u>
	<u>\$ 28,734</u>	<u>\$ -</u>

The School's policy related to gifts-in-kind is to utilize the assets given to carry out the mission of the School. If an asset is provided that does not allow the School to utilize it in its normal course of business, the asset will be sold at its fair market value as determined by appraisal or specialist depending on the type of asset.

The School required the use of additional classroom space due to COVID-19 social distancing protocol this fiscal year. The space was provided by the lessor at no cost to the School but based on current lease square footage rate, the School would have paid \$17,734 for the year ended June 30, 2021 (also see Note 3).

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2021

(Continued)

NOTE 11 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 13, 2021, which is the date the statements were available for issuance.

As a result of the spread of the COVID-19 coronavirus, economic uncertainties continue to have a negative impact on investments, revenues and support. There continues to be considerable uncertainty around the duration. Therefore, the related financial impact and duration cannot be reasonably estimated at this time.

GENESEE COMMUNITY CHARTER SCHOOL

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2021



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

To the Board of Trustees
Genesee Community Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Genesee Community Charter School (a nonprofit organization), which comprise the balance sheet as of June 30, 2021, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 13, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Genesee Community Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Genesee Community Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Genesee Community Charter School's internal control.

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



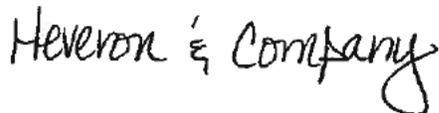
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Genesee Community Charter School's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Heveron & Company CPAs

Rochester, New York
October 13, 2021

**GENESEE COMMUNITY CHARTER SCHOOL
REVENUE AND EXPENSE ANALYSIS
June 30**

YEARS ENDING:	2021	2020	2019	2018
REVENUE, GAINS AND OTHER SUPPORT				
Resident Student Enrollment	\$2,908,265	\$3,007,233	\$2,990,578	\$2,853,023
Special Charter School Aid	-	-	60,052	-
State and Federal Grants	156,436	87,909	257,859	261,574
Contributions	36,291	34,685	13,212	11,223
Food Service Fees	66,729	63,824	74,896	75,043
Field Study Fees	-	26,724	34,003	44,851
Other Income	825	18,610	11,469	18,128
Interest/Dividends Income	32,723	25,386	31,244	26,710
Net Investment Returns	<u>130,798</u>	<u>52,728</u>	<u>41,272</u>	<u>27,091</u>
 Total Revenue, Gains and Other Support	 <u>3,332,067</u>	 <u>3,317,099</u>	 <u>3,514,585</u>	 <u>3,317,643</u>
EXPENSES				
Program Services	2,946,909	2,889,470	2,900,172	2,882,006
Supporting Services	<u>478,869</u>	<u>432,749</u>	<u>506,485</u>	<u>505,144</u>
 Total Expenses	 <u>3,425,778</u>	 <u>3,322,219</u>	 <u>3,406,657</u>	 <u>3,387,150</u>
 Change in Net Assets	 <u>\$ (93,711)</u>	 <u>\$ (5,120)</u>	 <u>\$ 107,928</u>	 <u>\$ (69,507)</u>

Prepared by Heveron & Company CPAs

GENESEE COMMUNITY CHARTER SCHOOL
TREND ANALYSIS
June 30

YEARS ENDING:	2021	2020	2019	2018
<i>BALANCE SHEET SUMMARY</i>				
ASSETS				
Cash and Cash Equivalents	\$ 282,976	\$ 340,246	\$ 284,949	\$ 85,381
Accounts Receivable	16,334	54,706	20,885	22,229
Pledges and Grants Receivable	116,743	76,847	137,404	196,081
Investments	1,278,580	1,094,833	1,016,839	944,427
Prepaid Expenses	60,402	68,454	115,118	106,769
Restricted Cash - Escrow Account	100,116	100,066	75,887	75,826
Deposits	3,478	3,478	3,478	3,478
Fixed Assets, Net	<u>556,463</u>	<u>684,276</u>	<u>821,943</u>	<u>956,750</u>
Total Assets	<u>2,415,092</u>	<u>2,422,906</u>	<u>2,476,503</u>	<u>2,390,941</u>
LIABILITIES AND NET ASSETS				
Liabilities	497,786	411,889	460,366	482,732
Net Assets	<u>1,917,306</u>	<u>2,011,017</u>	<u>2,016,137</u>	<u>1,908,209</u>
Total Liabilities and Net Assets	<u>\$2,415,092</u>	<u>\$2,422,906</u>	<u>\$2,476,503</u>	<u>\$2,390,941</u>
<i>STATEMENT OF ACTIVITIES SUMMARY</i>				
REVENUE, GAINS AND OTHER SUPPORT				
	\$3,332,067	\$3,317,099	\$3,514,585	\$3,317,643
EXPENSES				
Program Services	2,946,909	2,889,470	2,900,172	2,882,006
Supporting Services	<u>478,869</u>	<u>432,749</u>	<u>506,485</u>	<u>505,144</u>
Total Expenses	<u>3,425,778</u>	<u>3,322,219</u>	<u>3,406,657</u>	<u>3,387,150</u>
Change in Net Assets	(93,711)	(5,120)	107,928	(69,507)
Net Assets - Beginning	<u>2,011,017</u>	<u>2,016,137</u>	<u>1,908,209</u>	<u>1,977,716</u>
Net Assets - Ending	<u>\$1,917,306</u>	<u>\$2,011,017</u>	<u>\$2,016,137</u>	<u>\$1,908,209</u>

Prepared by Heveron & Company CPAs

**GENESEE COMMUNITY CHARTER SCHOOL
REVENUE AND EXPENSE ANALYSIS**

June 30

YEARS ENDING:	2021	2020	2019	2018
PERCENTAGE DATA				
REVENUE, GAINS AND OTHER SUPPORT				
Resident Student Enrollment	87.3	90.6	85.1	86.0
Special Charter School Aid	-	-	1.7	-
State and Federal Grants	4.7	2.7	7.3	7.9
Contributions	1.1	1.0	0.4	0.3
Food Service Fees	2.0	1.9	2.1	2.3
Field Study Fees	-	0.8	1.0	1.4
Other Income	-	0.6	0.3	0.5
Interest/Dividends Income	1.0	0.8	0.9	0.8
Net Investment Returns	<u>3.9</u>	<u>1.6</u>	<u>1.2</u>	<u>0.8</u>
 Total Revenue, Gains and Other Support	 <u>100.0</u>	 <u>100.0</u>	 <u>100.0</u>	 <u>100.0</u>
EXPENSES AS A PERCENT OF REVENUE, GAINS AND OTHER SUPPORT				
Program Services	88.4	87.1	82.5	86.9
Supporting Services	<u>14.4</u>	<u>13.0</u>	<u>14.4</u>	<u>15.2</u>
 Total Expenses	 <u>102.8</u>	 <u>100.1</u>	 <u>96.9</u>	 <u>102.1</u>
 Change in Net Assets	 <u>(2.8)</u>	 <u>(0.1)</u>	 <u>3.1</u>	 <u>(2.1)</u>
KEY STATISTICS				
Salaries and Related Expenses as a % of Total Expenses	74.3	75.3	73.3	72.2
Payroll Overhead as a % of Total Payroll	31.9	30.5	31.9	32.6
Rent as a % of Total Expenses	6.4	5.2	5.1	5.1

Prepared by Heveron & Company CPAs



CITY OF ROCHESTER

CERTIFICATE NO.: 83901
DATE ISSUED: AUGUST 11, 2014
EXPIRATION: NOT APPLICABLE
LEGAL USE: SCHOOL



**CERTIFICATE OF OCCUPANCY
(PARTIAL)**

PROPERTY LOCATION: 0014-22 S GOODMAN ST

This is to certify that the above property may be legally occupied in the following manner:

BRICK 2 STORIES

CERTIFICATE FOR ADDITION OF EAST SIDE OF THE CHARTER SCHOOL (2,250 SQUARE FEET)

This Certificate is issued and based on the application made by:

ROCH MUSEUM & SCIENCE CEN, (OWNER), ON AUGUST 8, 2013

The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above, unless sooner terminated by the occurrence of any of the events enumerated in Section 90-16A(2) of the City Code and must be renewed, if applicable, no later than the expiration date of this Certificate.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.

CODE COMPLIANCE COORDINATOR

NOTICE AND DISCLAIMER

PROPERTY INSPECTIONS ARE VISUAL AND NON-DESTRUCTIVE ONLY AND ARE NOT INTENDED TO PROVIDE INFORMATION CONCERNING POSSIBLE HIDDEN DEFECTS WITHIN OR BEHIND WALLS, CEILINGS, PARTITIONS OR FLOORS. IN ADDITION, THE CITY MAKES NO REPRESENTATION, CERTIFICATION OR GUARANTEE TO ANY PERSON OR ENTITY, AND ASSUMES NO LIABILITY FOR REAL OR CLAIMED FAILURE TO OBSERVE OR CITE ANY DEFECTS, WHETHER HIDDEN OR OBVIOUS, IN CONJUNCTION WITH ANY INSPECTION REQUISITE FOR ISSUANCE OF A CERTIFICATE OF OCCUPANCY. PROPERTY INSPECTIONS MAY RESULT IN CERTAIN DEFICIENCIES BEING NOTED BUT NOT CITED AS VIOLATIONS BASED ON THEIR CATEGORIZATION AS MINOR IN NATURE. CITY INSPECTIONS ARE DONE TO PROMOTE THE HEALTH, SAFETY AND WELFARE OF THE PUBLIC AS A WHOLE. BY ENHANCING THE CITY'S HOUSING STOCK AND RESIDENTIAL NEIGHBORHOODS.

LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.

EEO Employer/Handicapped



CITY OF ROCHESTER

CERTIFICATE NO.: 56153
DATE ISSUED: AUGUST 10, 2001
EXPIRATION: NOT APPLICABLE
LEGAL USE: CHARTER SCHOOL

AUG 20 2001

CASE NO.: C-21

CERTIFICATE OF OCCUPANCY

PROPERTY LOCATION: 0014-22 S GOODMAN ST

This is to certify that the above property may be legally occupied in the following manner:

TYPE 2B 2 STORIES C5.5
BASEMENT, FIRST AND SECOND FLOOR - CHARTER SCHOOL
(GENESEE COMMUNITY)
8,715 SQ. FT.

This Certificate is issued and based on the application made by
JOSEPH GRAVES, (OWNER'S AGENT), ON APRIL 18, 2001

The Certificate of Occupancy remains in effect for a period of five years from the date of issuance unless otherwise noted and must be renewed not later than the expiration date of this Certificate.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S. Multiple Residency Law.

ADMINISTRATOR OF CODE COMPLIANCE

DEPUTY COMMISSIONER/
DIRECTOR OF BUILDINGS AND ZONING

NOTICE AND DISCLAIMER

PROPERTY INSPECTIONS ARE VISUAL AND NON-DESTRUCTIVE ONLY AND ARE NOT INTENDED TO PROVIDE INFORMATION CONCERNING POSSIBLE HIDDEN DEFECTS WITHIN OR BEHIND WALLS, CEILINGS, PARTITIONS OR FLOORS. IN ADDITION, THE CITY MAKES NO REPRESENTATION, CERTIFICATION OR GUARANTEE TO ANY PERSON OR ENTITY, AND ASSUMES NO LIABILITY FOR REAL OR CLAIMED FAILURE TO OBSERVE OR CITE ANY DEFECTS, WHETHER HIDDEN OR OBVIOUS, IN CONJUNCTION WITH ANY INSPECTION REQUISITE FOR ISSUANCE OF A CERTIFICATE OF OCCUPANCY. PROPERTY INSPECTIONS MAY RESULT IN CERTAIN DEFICIENCIES BEING NOTED BUT NOT CITED AS VIOLATIONS BASED ON THEIR CATEGORIZATION AS MINOR IN NATURE. CITY INSPECTIONS ARE DONE TO PROMOTE THE HEALTH, SAFETY AND WELFARE OF THE PUBLIC AS A WHOLE, BY ENHANCING THE CITY'S BUSINESS STOCK AND RESIDENTIAL NEIGHBORHOODS. LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.

revised 11.12.2020

2021-2022

NONPUBLIC FIRE AND BUILDING SAFETY REPORT

Per NYS Education Law 807-A(1) All school buildings containing classroom, dormitory, laboratory, physical education, dining or recreational facilities for student use, which are owned, operated, or leased by nonpublic schools must be inspected at least annually for hazards which may endanger the lives of students, teachers and employees therein and for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

NONPUBLIC SCHOOL BEDS CODE#

2	6	1	6	0	0	8	6	0	0	2	6
---	---	---	---	---	---	---	---	---	---	---	---

School Name

G	e	n	e	s	e	e	c	o	m	m	u	n	i	t	y	c	h	a	r	t	e	r
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Facility/Building Name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Street Address (NO PO Box Numbers)

6	5	7		E	a	s	t		A	v	e											
---	---	---	--	---	---	---	---	--	---	---	---	--	--	--	--	--	--	--	--	--	--	--

City/Town/Village

Zip Code

R	o	c	h	e	s	t	e	r		N	y											

Name of Municipality Responsible for Local Code Enforcement

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

INSTRUCTIONS

- Read the "Manual for Nonpublic School Facility - Fire & Building Safety Inspections" prior to inspecting the facility and complete a separate report for each facility/building and location.
- **Part I:** General Information. School officials must complete this section annually.
- **Part II:**
 - Items 08A-2 through 08E-2 on the Non-Conformance Report Sheet – Must be completed for facilities with electrically operated partitions per Regulations of the Commissioner 155.25
 - Items 09A-2 through 26 on the Non-Conformance Report Sheet – Must be completed for all facilities per 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.
- **Part III (A, B, C & D) Certifications** -To be completed by individuals as indicated.

A copy of this form must be kept on file at the school for three years and must be available for public review.

Part I: General Information and Fire/Life Safety History (complete annually)

Inspection Date

Note: Please insert the date the actual inspection took place.

Inspections shall be performed between July 1st and December 1st of the current school year.

1. Please indicate the primary use of this facility:

- STUDENT INSTRUCTION
 OTHER STUDENT USE

Please Specify:

2. Is there a fire sprinkler system in this facility?

YES NO

If 'yes', is the sprinkler alarm connected with the building alarm?

YES NO

3. Is there a fire hydrant system for facility protection?

YES NO

If YES, indicate ownership of system (select one):

_____ public owned
_____ school owned
other (please specify)

4. Indicate the ownership of this facility

- LEASED
 OWNED

5. What is the current gross Square footage of this facility?

(to the nearest whole ten feet)

6. Fire and Emergency Drills

- a. Per Section 807, paragraph 2 of the New York State Education Law entitled Fire and Emergency Drills, confirm that a copy of Section 807 has been printed and distributed as guidance to teaching staff as required _____ YES NO
- b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1st and June 30th of the previous school year:

FIRE & EMERGENCY DRILLS

NOTE Eight (8) are required between September 1, and December 31

Eight (8) drills are required to be evacuation drills.

Four (4) drills are required to be lockdown drills

	Date	Evacuation	Lockdown
1	3.02	9/15/2020	X
2	2.16	9/25/2020	X
3	1.58	9/28/2020	X
4	1.52	10/2/2020	X
5	2.49	10/5/2020	X
6	2.19	10/8/2020	X
7	7.0	10/13/2020	X
8	8.0	10/16/2020	X
9	6.0	11/2/2020	X
10	9.0	11/6/2020	X
11	2.40	4/16/2021	X
12	5.0	5/27/2021	X

= 50.36

c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

d. Average time to evacuate this facility was: 4 minutes 20 seconds

e. Confirm that arson and fire prevention instruction was provided in accordance with Section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson and fire prevention; injury prevention and life safety for each month that school is in session.

_____ YES X _____ NO

f. Confirm that employee fire prevention, evacuation and fire safety training was provided and records maintained are being maintained in accordance with Section F406 of the NYS Fire Code

_____ X _____ YES _____ NO

7. Have there been any fires in this facility since the last annual fire safety inspection report?

_____ YES X _____ NO

a. If YES, indicate: _____ total number of fires

b. _____ total number of injuries

c. _____ total cost of property damage

8. If the fire alarm system was activated since the last fire safety inspection, was the fire department immediately notified in accordance with Section F401.3.2 of the NYS Fire Code? *N/A*

_____ YES _____ NO

Part III: NonPublic School Certifications

All sections are required to be completed: Section III-A; III-B III-C & III-D

Section III-A Fire Inspection Method

Which method(s) did the school authorities use to complete the annual fire safety inspection for this building?

Check appropriate box or boxes

- Inspection by the **fire department** of the city, town, village or **fire district** in which the building is located
- Inspection by a **fire corporation** whose territory includes the school building
- Inspection by the **county fire coordinator**, or the officer performing the powers and duties of a county fire coordinator pursuant to a local law, of the county in which the building is located
- Inspection by a **fire inspector (Building Safety Inspector or Code Enforcement Official)** who holds a valid certification

For additional information regarding these methods, please see: <https://www.nysenate.gov/legislation/laws/EDN/807-A>

Section III-B-Fire Inspection by Local Fire Department, Fire District, Fire Corporation, County Fire Coordinator and/ or Fire Inspector (Building Safety Inspector or Code Enforcement official) who holds a valid certification.

The individual noted below inspected this building on _____ (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to 19 NYCRR 1208-3.1.

Inspector's Name: Thomas Trubb Title: Inspector

Signature: [Handwritten Signature] Date: 9/15/11

Inspector's Organization: RFD

Inspector's Telephone # [Redacted] Inspector's Email: thomas.trubb@CityofLakewood, NY

Inspector's Code Enforcement Certification # 1211-0343
(as assigned by the NYS Department of State)

Section III-C Contact info for the Authority-Having-Jurisdiction [AHJ] Local Municipality, Town or Village

Name of Local/Municipal Code Enforcement Office : _____

Address: _____

Name of contact person : _____ Title: _____

Telephone #: _____ Email address: _____

Section III-D School or Building Administrator, Director, or Headmaster

The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Nonpublic School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. Violations which were not corrected immediately shall be corrected within an accepted period of time as approved by the Commissioner.

Name: Shannon Hillman Title: School Leader

Signature: [Handwritten Signature] Telephone: [Redacted]

Email: [Redacted]

New York State Education Department

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

2021-2022 Budget & Cash Flow Template

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

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

Genesee Community Charter School

PROJECTED BUDGET FOR 2021-2022

PROJECTED BUDGET FOR 2021-2022							Assumptions
July 1, 2021 to June 30, 2022							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	3,313,817	-	25,000	-	-	3,338,817	
Total Expenses	2,628,607	77,832	73,379	-	558,999	3,338,817	
Net Income	685,210	(77,832)	(48,379)	-	(558,999)	(0)	
Actual Student Enrollment	-	-	-	-	-	-	
Total Paid Student Enrollment	-	-	-	-	-	-	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Building and Land Rent / Lease	178,753	-	-	-	-	178,753	
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	232,848					232,848	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	placed under Cash Flow Adjustment in the renewal application.
TOTAL EXPENSES	2,628,607	77,832	73,379		558,999	3,338,817	
NET INCOME	685,210	(77,832)	(48,379)		(558,999)	(0)	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	Roc hester		215				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT			215				
REVENUE PER PUPIL			116				
EXPENSES PER PUPIL			341				

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

Name:

Iveliss Gonzalez

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

Genesee Community Charter School

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

Community Representative

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? 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.

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Michele Hannagan

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

Genesee Community Charter School

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

President, Community Rep

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 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.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) 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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 2em; font-weight: bold;">NONE</p>			

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

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

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

Name:

Cheryl Moeller

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

Genesee Community Charter School I

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

Community 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? 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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 1.5em;">None</p>			

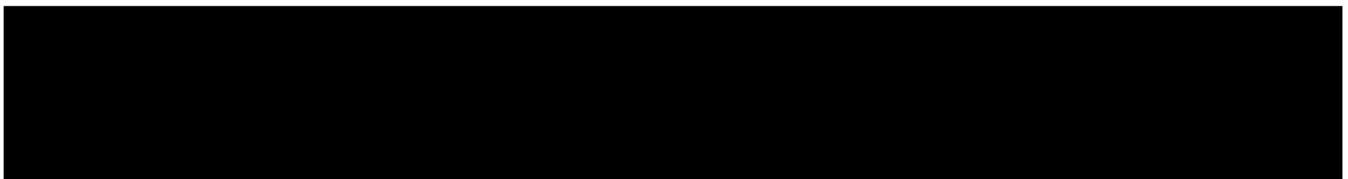
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

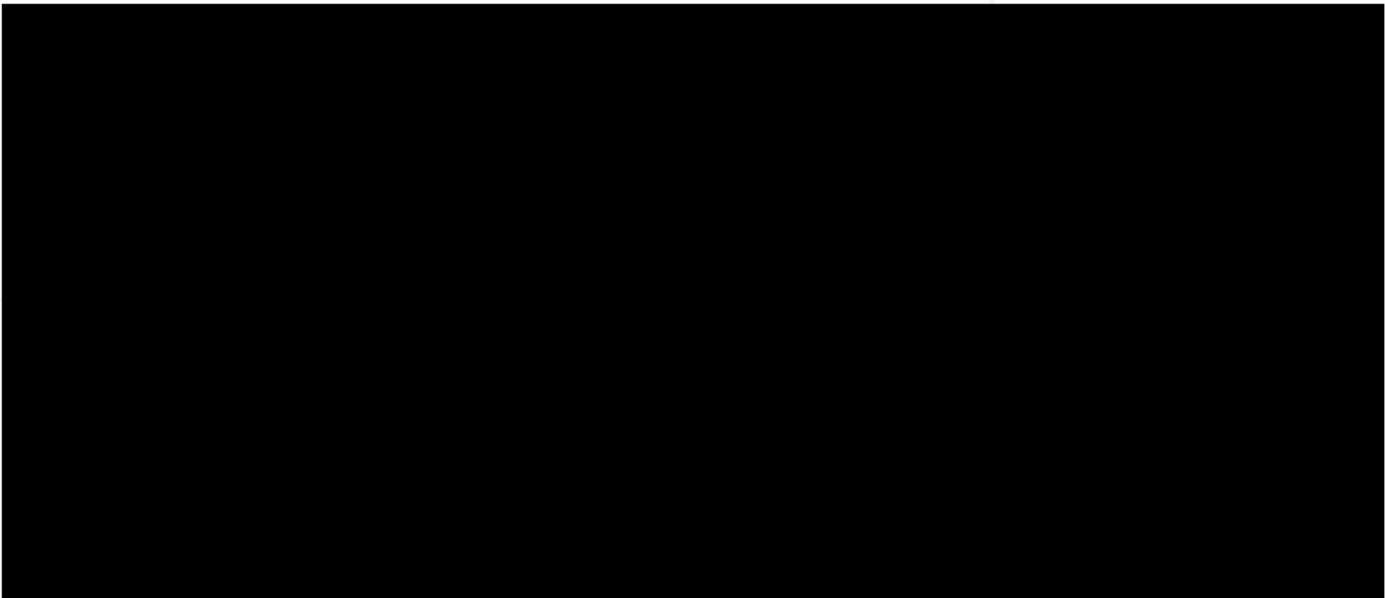
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

Cheryl Moeller /mam
Signature

7/30/2021
Date

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





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

Name:

Nolice Murray-Fields

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

Genesee Community Charter School

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

Community Representative

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? 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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">None</p>			

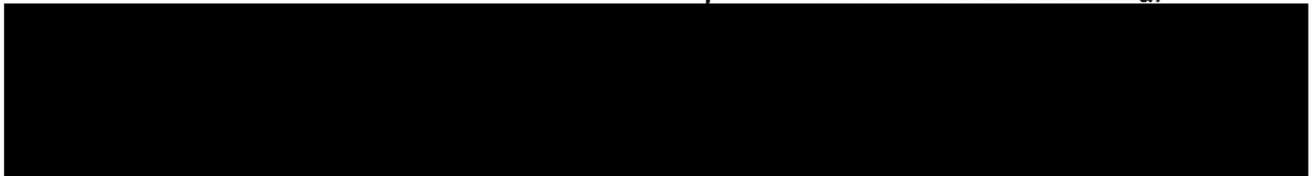
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

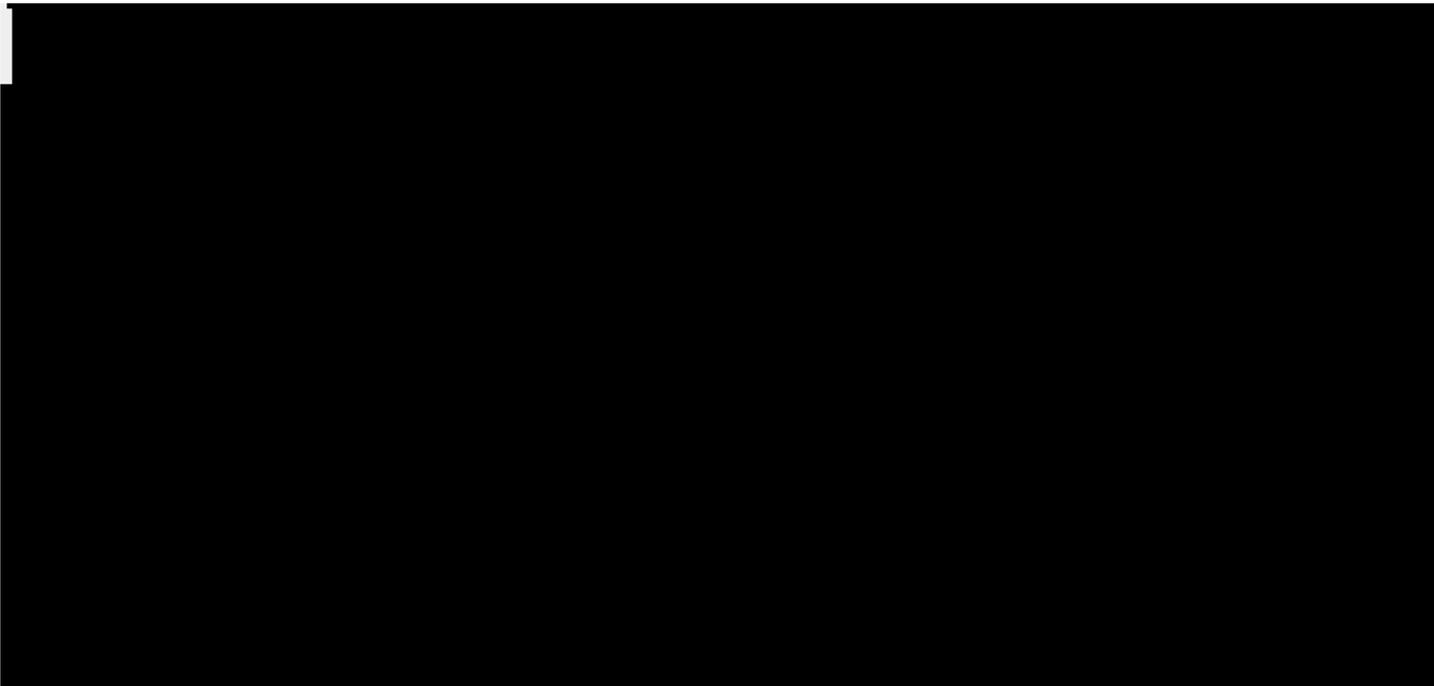
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

Nolita Murray - Fields/mam
Signature

7/30/2021
Date

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





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

Name:

RYAN O'MALLEY

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

GENESEE COMMUNITY CHARTER SCHOOL

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

BOARD MEMBER (ALUMNI REP), FINANCIAL 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.

N/A

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. LISA O'MALLEY (MOTHER) IS THE CURRICULUM SPECIALIST. I ABSTAIN FROM ANY VOTES REGARDING HER SALARY.
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.

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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write <i>"None"</i> if applicable. Do not leave this space blank. NONE	NONE	NONE	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."

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

[Handwritten Signature]
Signature

6/14/2021
Date

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





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

Name: Elizabeth Pietrzykowski

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

Genesee Community Charter School

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

RMSC Representative, Co-Secretary

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.

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

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."

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

Elizabeth A. Petr
Signature

6/14/2021
Date

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



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

Name:

MARK Schiesses

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

Genesee Community Charter School

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

Commonly member

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

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

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

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

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

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

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

NO

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

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

Yes No

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

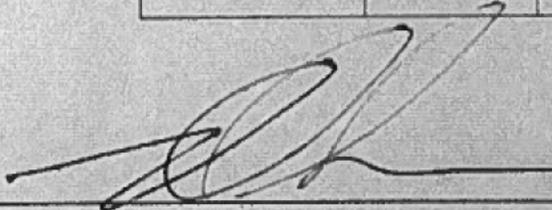
7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the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

None

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

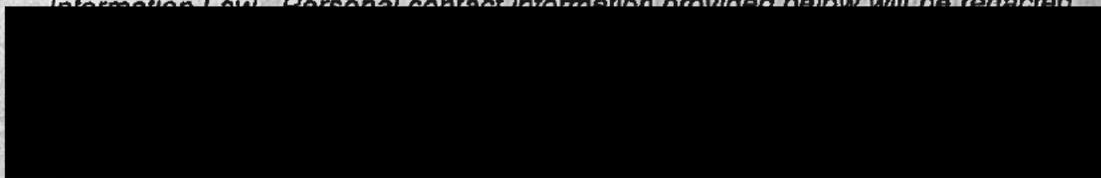
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

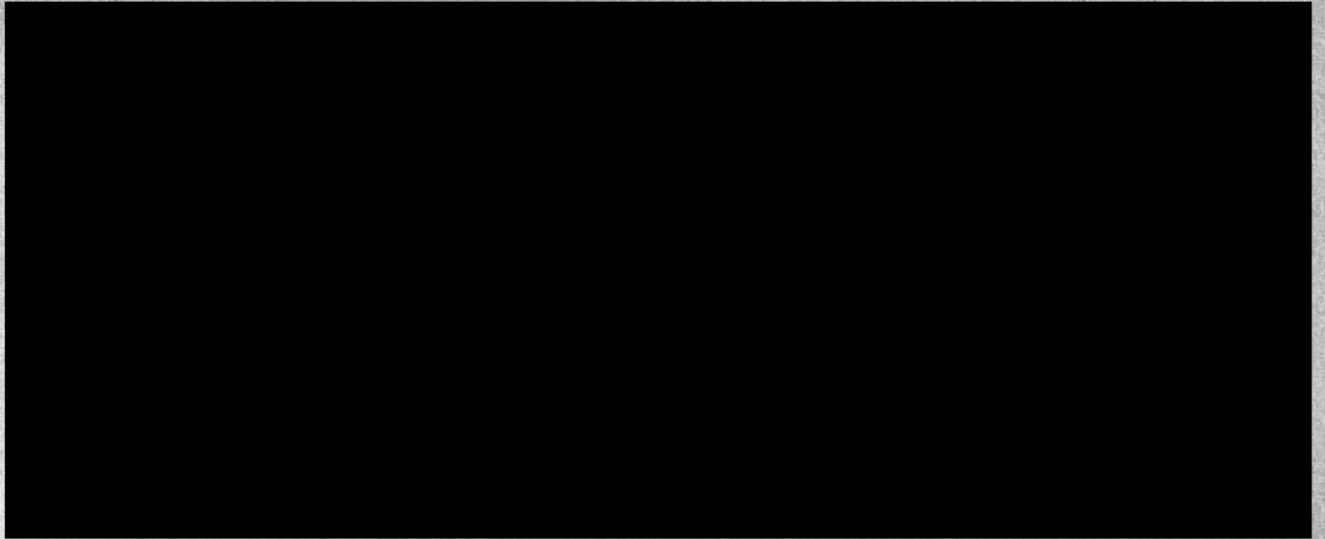
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold;">None</p>				


 Signature

6/15/2021
 Date

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





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Allison Shultes

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

Genesee Community Charter School

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

Rochester Museum & Science Center Representative, Secretary

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 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.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) 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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>

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

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

NONE	NONE	NONE	NONE	NONE
------	------	------	------	------

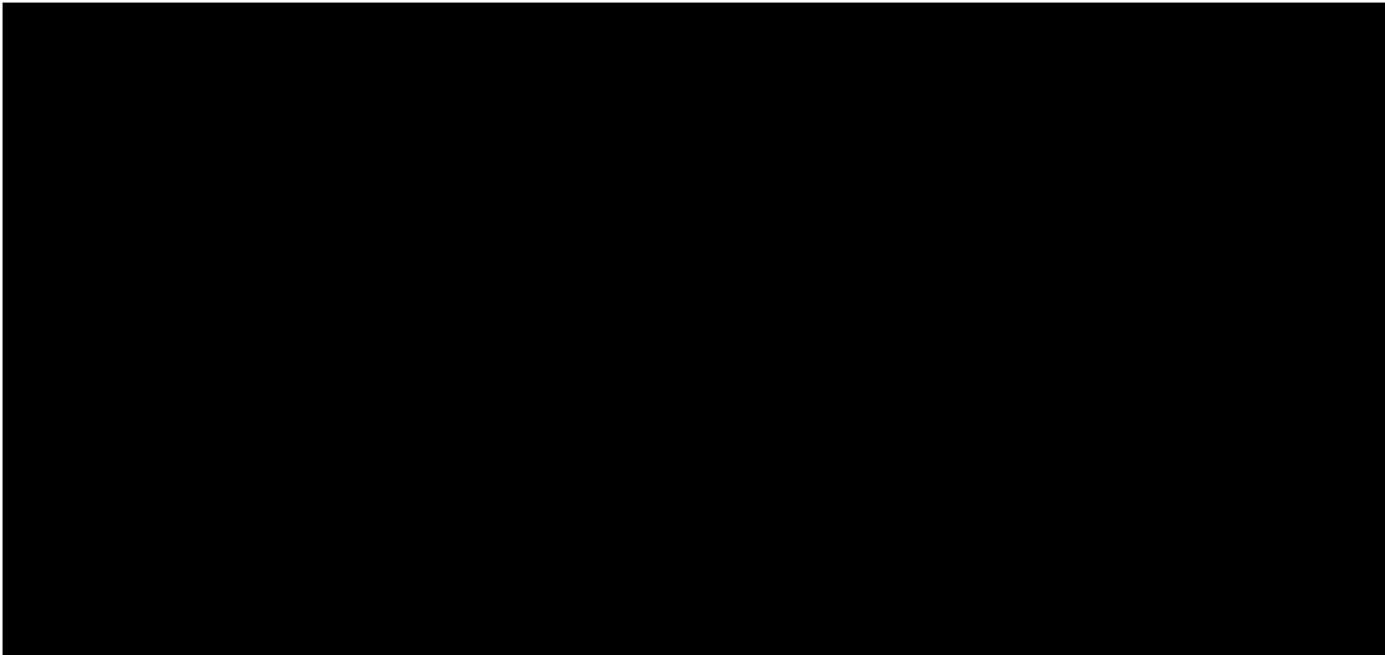
auge

June 10, 2021

Signature

Date

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



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

Name:

Tasha Y. Stevens

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

GCCS Charter School

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

parent representative community 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? 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

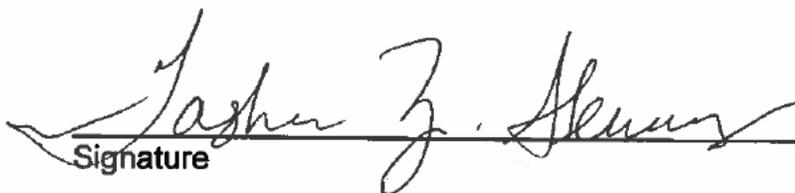
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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.

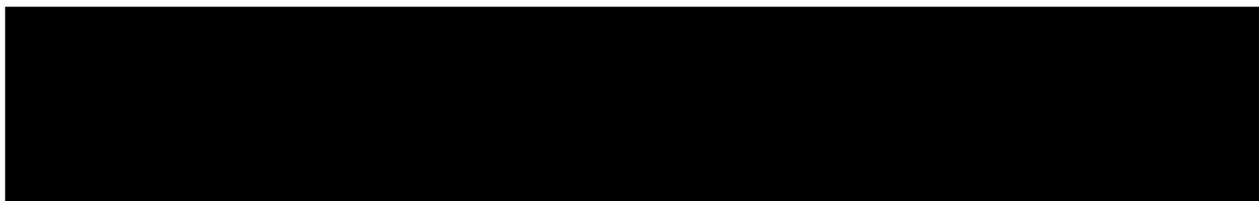
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.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

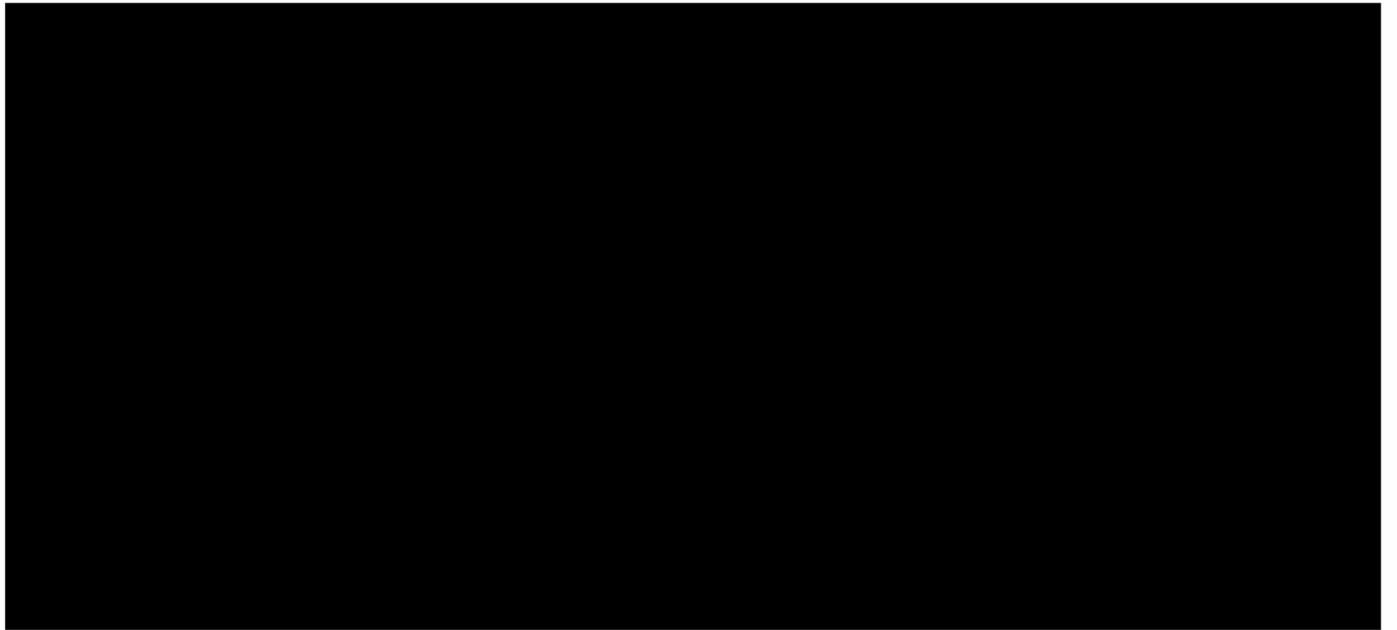
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation 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."

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


6/22/21
 Signature Date

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





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

Name:

Kevin Sutherland

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

Genesee Community Charter School

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

Treasurer

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

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

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

No

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

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

No

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

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

No

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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>None</i> Please write "None" if applicable. Do not leave this space blank.</p>			

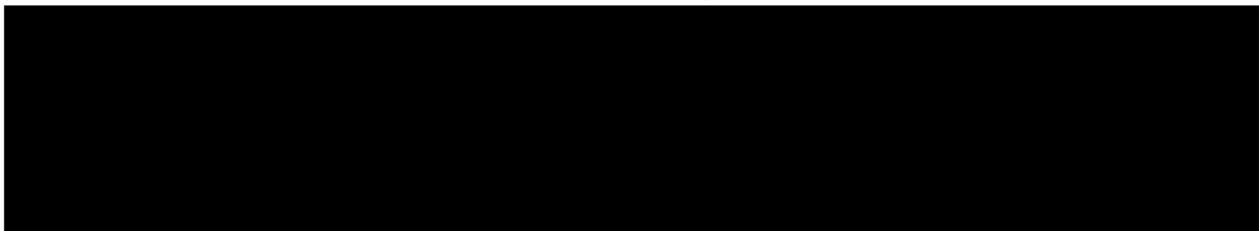
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

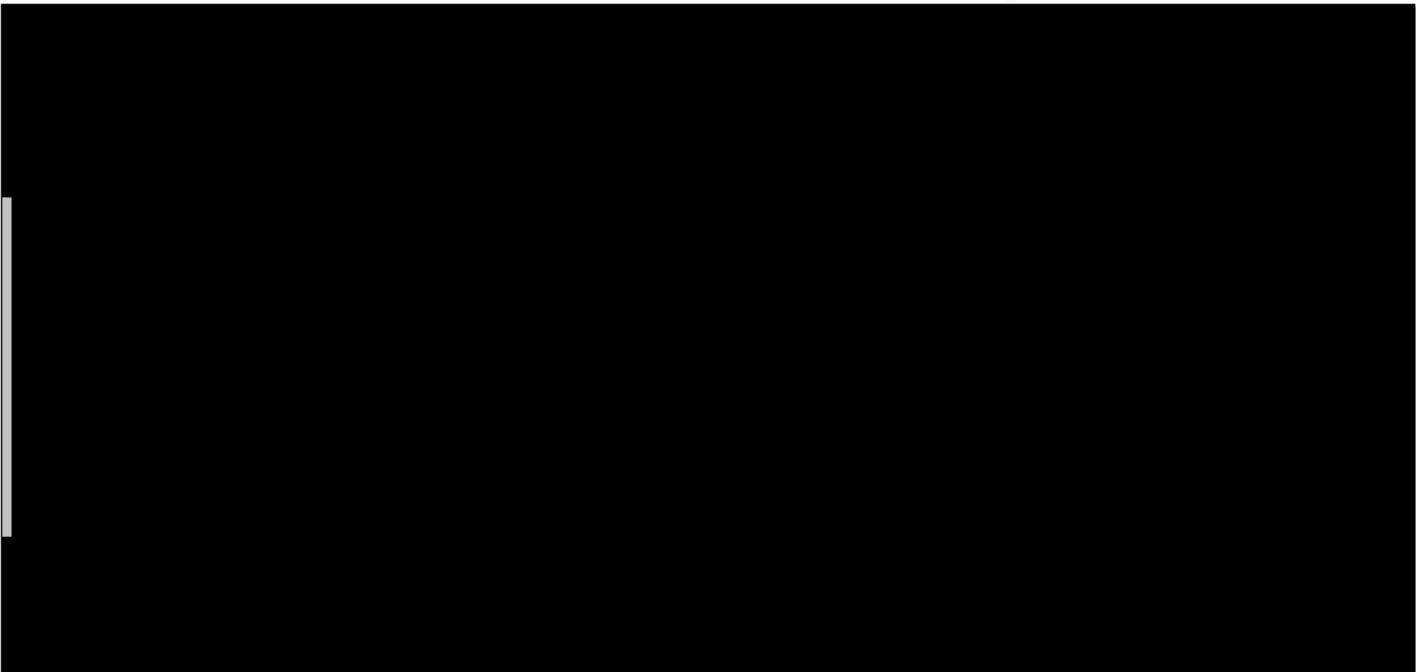
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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


 Signature

7/14/21
 Date

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





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

Name:

Traci Terrance

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

Genesee Community Charter School

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 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? 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.

* Mrs. Terrance has a daughter entering grade 4 in 2021-2022.

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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 1.5em;"><i>None</i></p>			

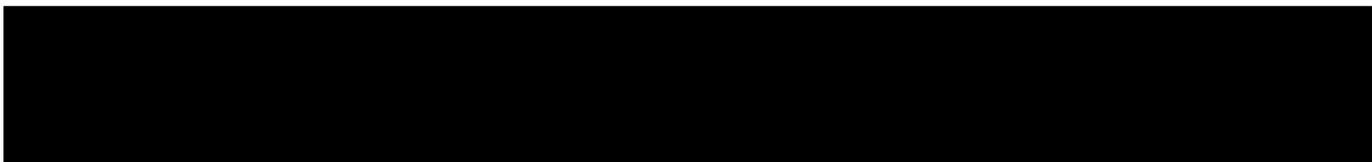
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

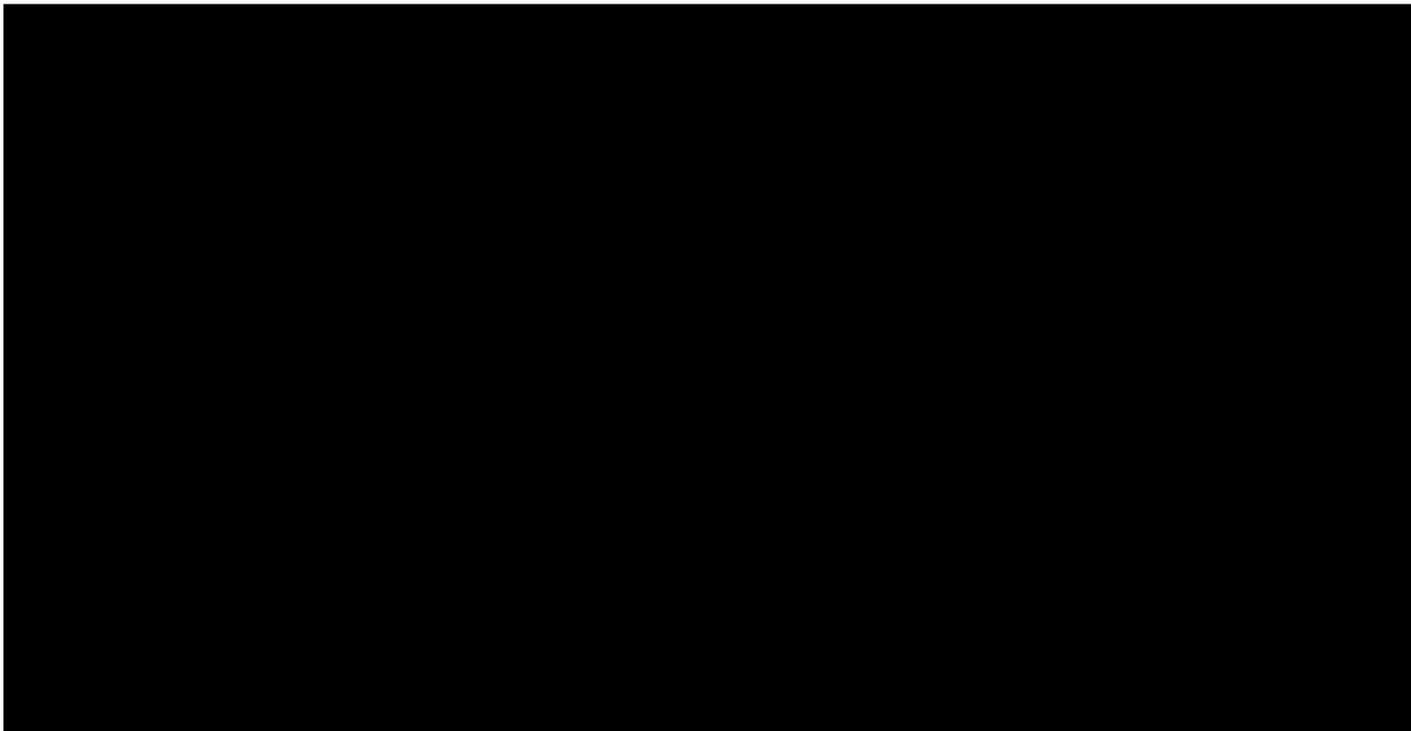
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; margin-left: 300px;">None</p>				

Traci C. Terrance /mm
Signature

7/30/2021
Date

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





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

Name:

_____ **Annemarie E Wess** _____

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

_____ **The Genesee Community Charter School** _____

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

Vice-President, Nominating Committee Chair

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?

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.

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

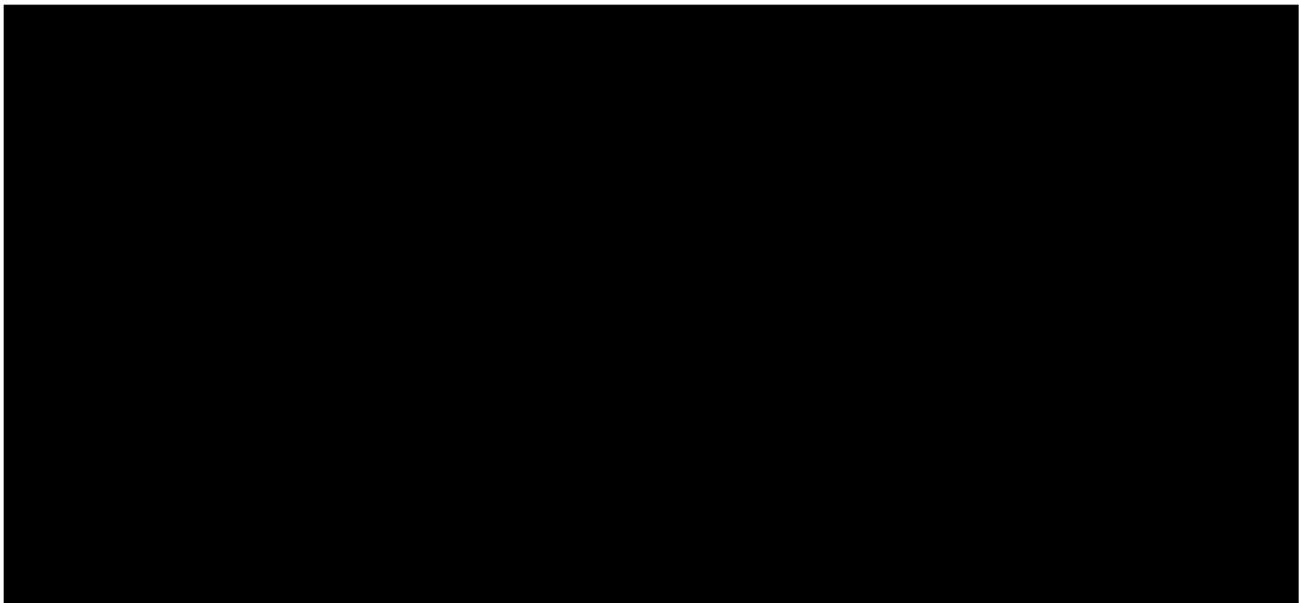
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation 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."

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

Annemarie J. Weiss
 Signature

_____ 6/15/21 _____
 Date

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Luke Wilson

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

Crenesec Community Charter School

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) 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.

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	N/A			

J. Williams

Signature

8/20/20

Date

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Jessica Winterhalt Wanner

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

Genesee Community Charter School

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

parent representative
co-chair community engagement 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 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.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you

in your house have held or engaged in with the charter school(s) 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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>None</p>			

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

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

NONE				
------	--	--	--	--

Signature _____ Date 5/11/21

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.



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

Name:

Iveliss Gonzalez

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

Genesee Community Charter School

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

Community 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? 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.

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



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

Name:

Michele Hannagan

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

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

Community Member, President, Chair 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.

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

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


 Michele Hahnagan (Jan 27, 2022 18:23 EST)
 Signature

Jan 27, 2022
 Date

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





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

Name:

Cheryl Moeller

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

Genesee Community Charter School 1

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

Community Representative

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? 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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 1.5em;">None</p>			

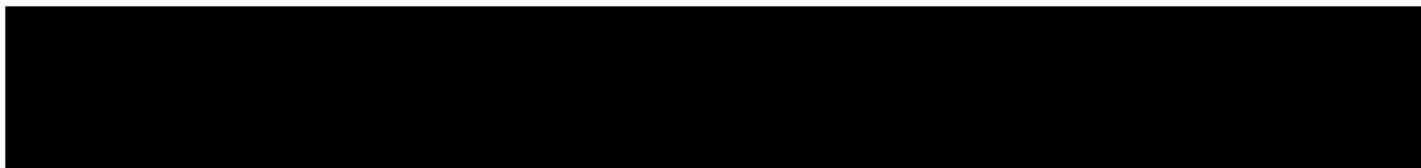
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

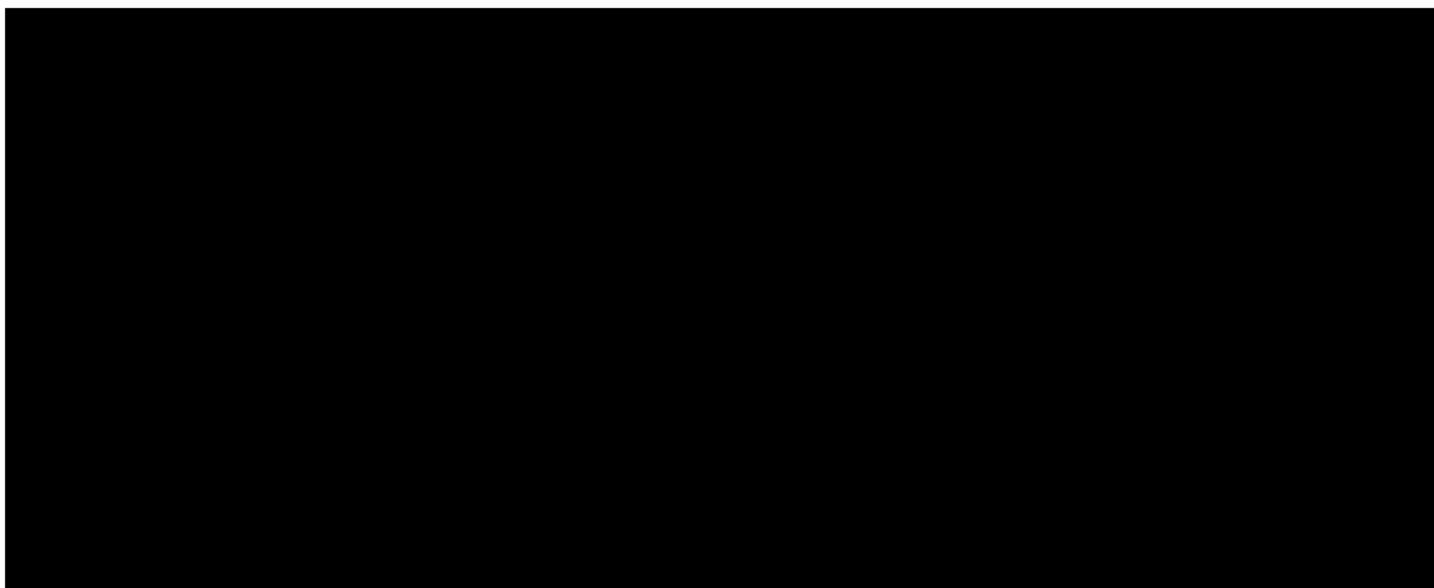
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

Cheryl Moeller / MAM
Signature

7/30/2021
Date

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





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

Name:

Notica Murray-Fields

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

Genesee Community Charter School

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

Community 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? 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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 1.5em;">None</p>			

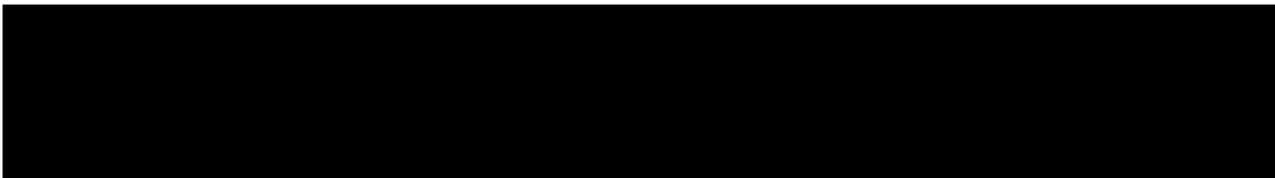
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

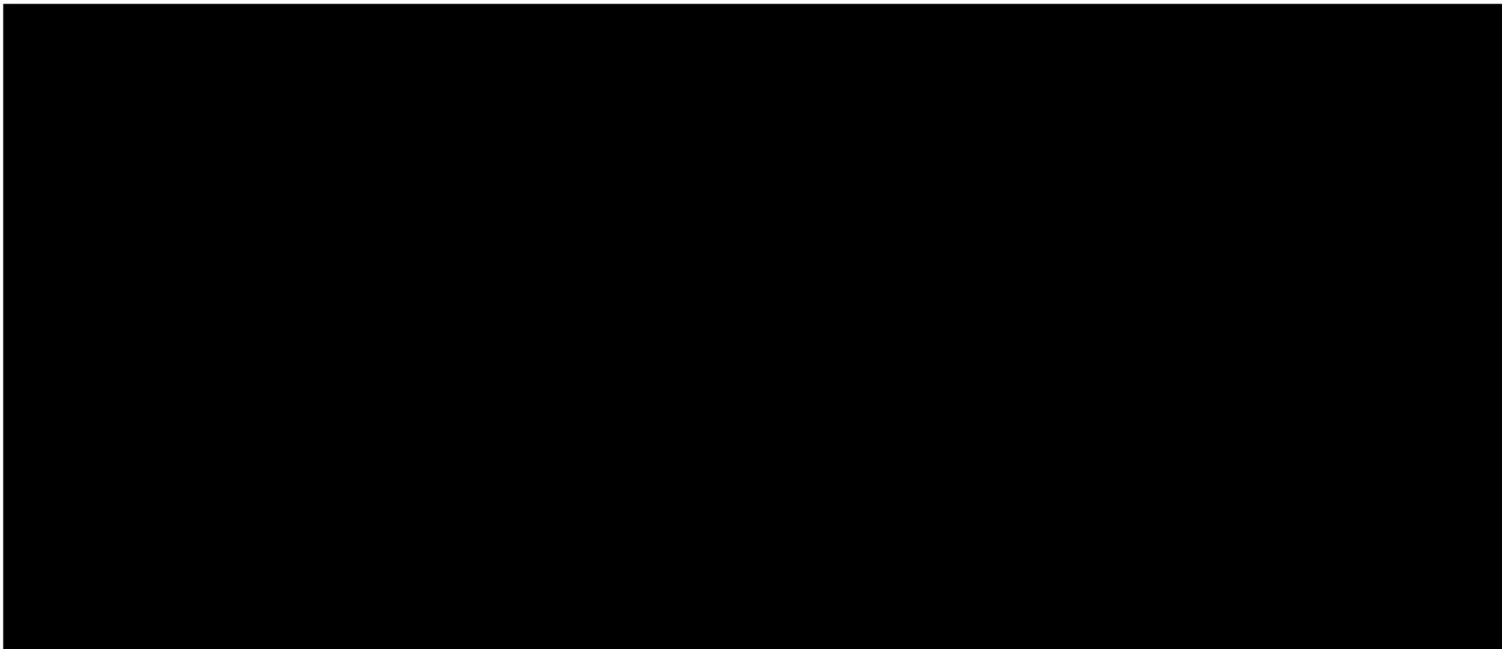
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

Nolita Murray-Fields/mam
Signature

7/30/2021
Date

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





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

Name:

Ryan O'Malley

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

Genesee Community Charter School

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

Community Member (Alumni Representative), Member of the Finance 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?
YES

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

Yes, Lisa O'Malley (Mother) is the Curriculum Coordinator at the school. I abstain from any votes regarding her salary.

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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
.....	<i>None</i>

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

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

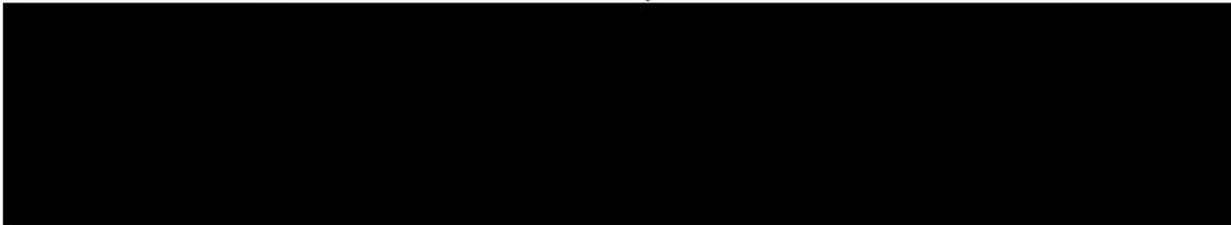
Ryan O'Malley
Ryan O'Malley (Jan 26, 2022 08:09 EST)

Signature

Jan 26, 2022

Date

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





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

Name:

Elizabeth Pietrzykowski

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

Genesee Community Charter School

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

Rochester Museum & Science Center Representative, Co-Secretary

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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
.....	<i>None</i>

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

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

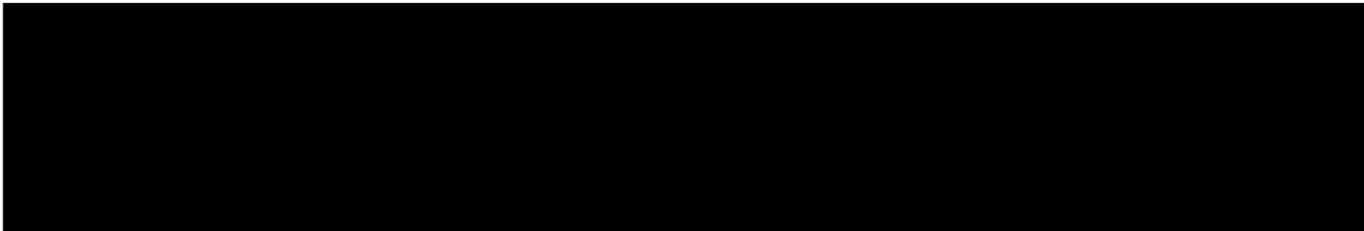
Elizabeth Pietrzykowski
Elizabeth Pietrzykowski (Jan 28, 2022 12:38 EST)

Signature

Jan 28, 2022

Date

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





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

Name:

Allison Shultes

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

Genesee Community Charter School

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

Rochester Museum & Science Center Representative, Secretary

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.

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

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

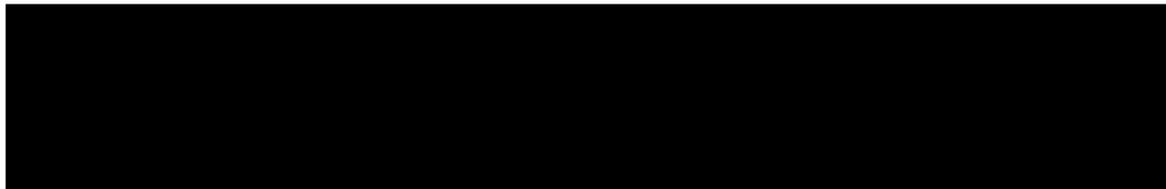
AMR

Jan 26, 2022

Signature

Date

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





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

Name:

Tasha Y. Stevens

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

Genesee Community Charter School

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? **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.

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p>..... None</p>				

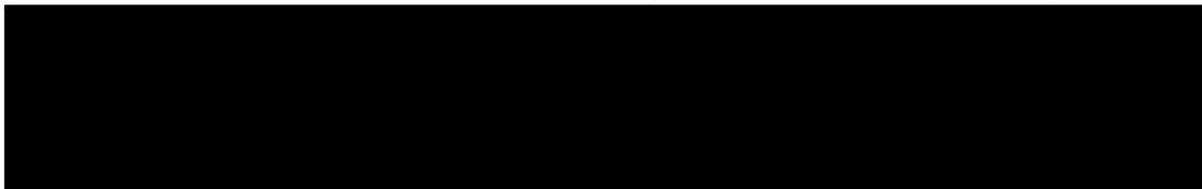

Tasha Y. Steven [Jan 26, 2022 06:05 EST]

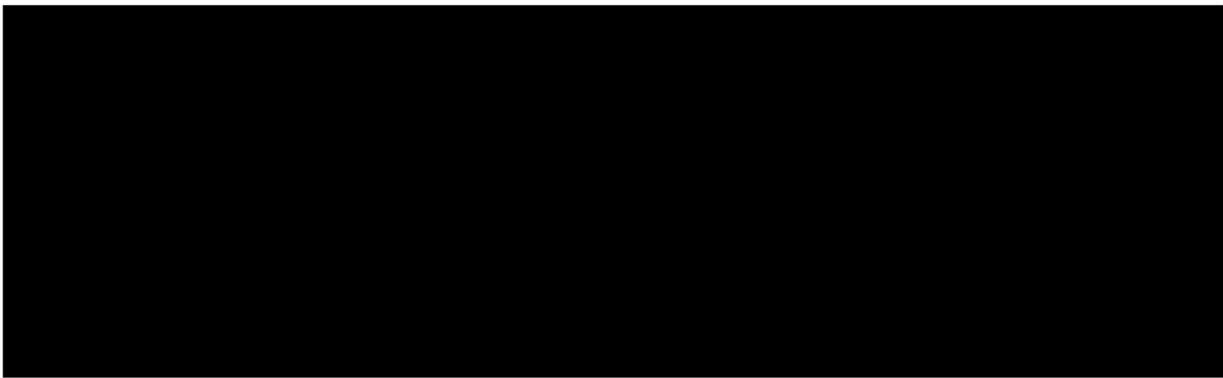
Signature

Jan 26, 2022

Date

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





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

Name:

Mark Schiesser

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

Genesee Community Charter School

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

Community Representative, (former) President, (former) Treasurer

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

Yes No

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

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

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

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

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

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

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.

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

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

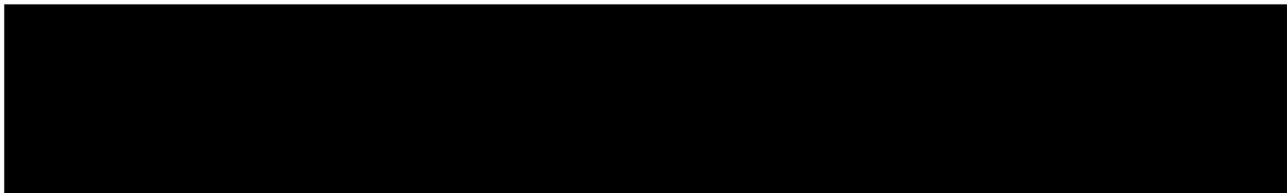
Mark Schisser

Signature

Jan 28, 2022

Date

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





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

Name:

Kevin Sutherland

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

Genesee Community Charter School

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

Treasurer Community 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?

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

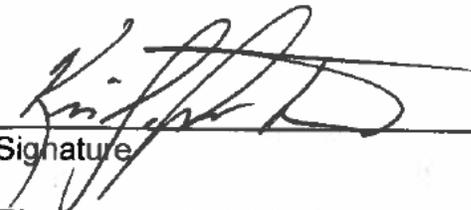
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>None</i> Please write "None" if applicable. Do not leave this space blank.</p>			

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

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

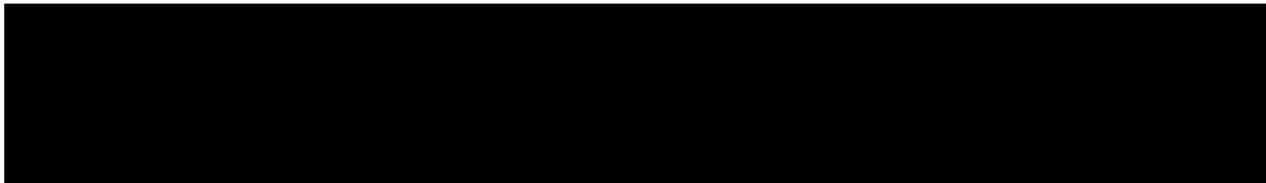


 Signature

7/14/21

 Date

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





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

Name:

Traci Terrance

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

Genesee Community Charter School

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 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? 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.

* Mrs. Terrance has a daughter entering grade 4 in 2021-2022.

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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">None</p>			

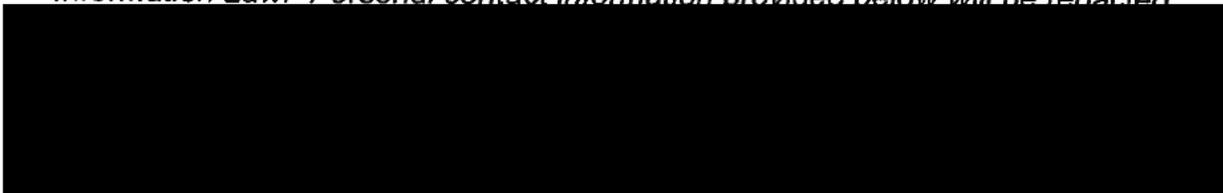
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

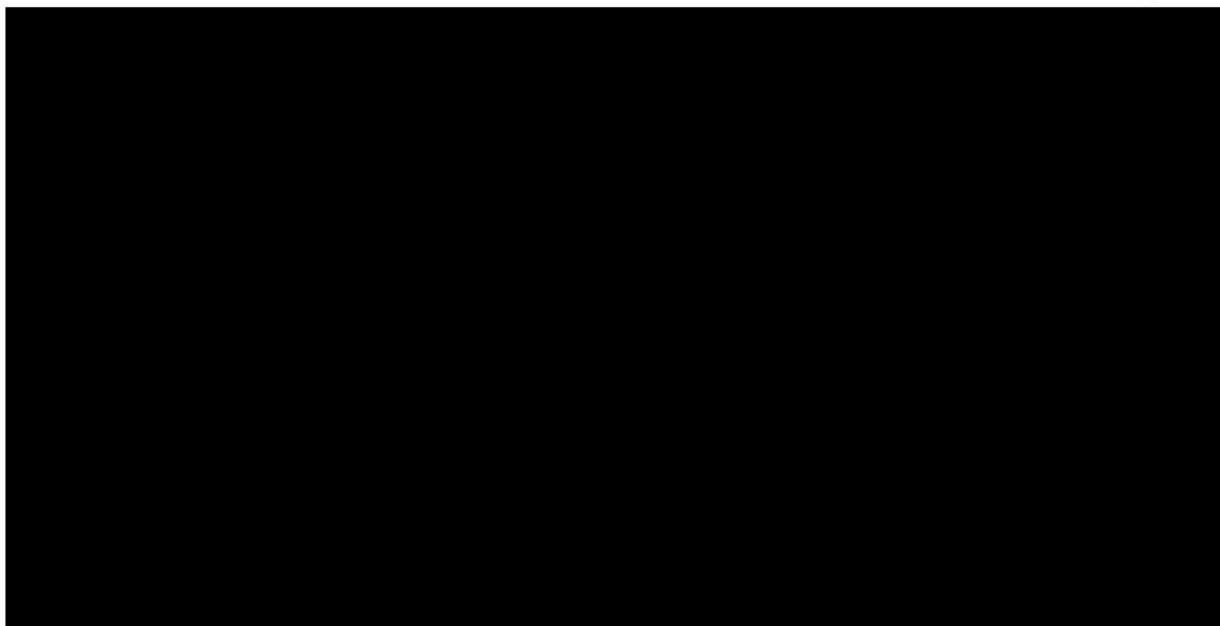
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 1.5em;">None</p>				

Traci C. Terrance /mm
Signature

7/30/2021
Date

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





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

Name:

Annemarie E Wess

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

Genesee Community Charter School

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

Vice President, Community Representative, Nominating Committee Chair

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?
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.

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

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

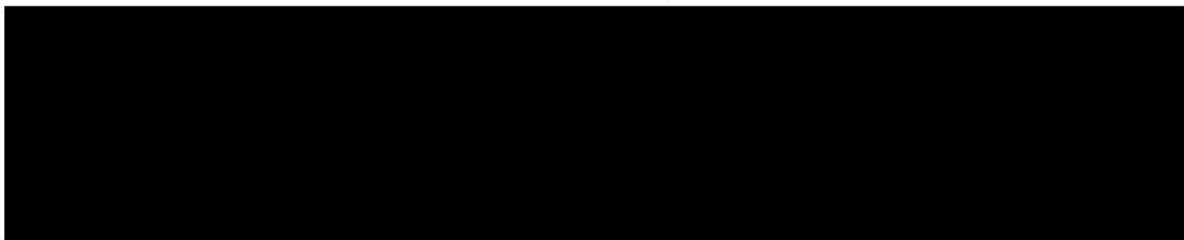

Annemarie E. Weiss (Jan 26, 2022 08:28 EST)

Signature

Jan 26, 2022

Date

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





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

Name:

Luke Wilson

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

Genesee Community Charter School

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

Community Representative, 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.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
-----	-----	<i>None</i> -----	-----

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

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

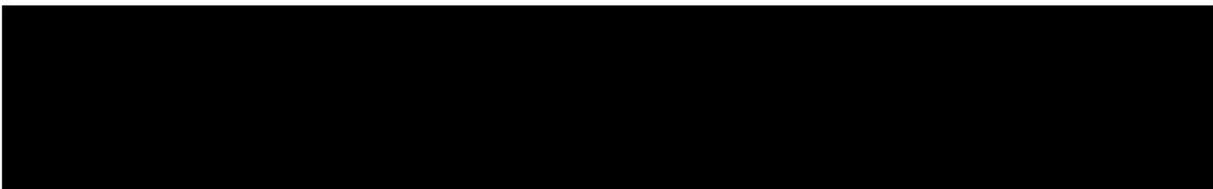

Luke Wilson (Jan 26, 2022 04:02 EST)

Signature

Jan 26, 2022

Date

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





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

Name:

Jessica Winterhalt Wanner

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

Genesee Community Charter School

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

Parent Representative, Co-Chair Community Engagement 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.

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

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

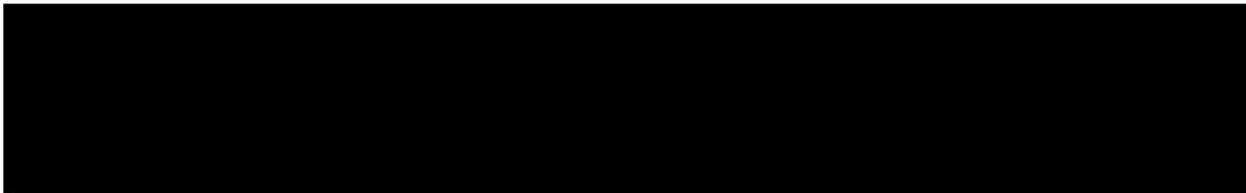

Jessica Wonerhalt Wanner (Jan 26, 2022 06:14 EST)

Signature

Jan 26, 2022

Date

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







Annual Financial Statement Audit Report

for Board of Regents Authorized Charter Schools

School Name:	Genesee Community Charter School
Date (Report is due Nov. 1):	November 1, 2021
Primary District of Location (If NYC select NYC DOE):	Rochester City School District
If located in NYC DOE select CSD:	-
School Fiscal Contact Name:	Shannon Hillman
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Heveron & Company
School Audit Contact Name:	Jeanne Beutner
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]
Audit Period:	2020-21
Prior Year:	2019-20

The following items are required to be included:

- 1.) The independent auditor's report on financial statements and notes.
- 2.) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- 3.) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	included
Management Letter Response	included
Form 990	included
Federal Single Audit (A-133)	NA
Corrective Action Plan	NA

Genesee Community Charter School
Statement of Financial Position
as of June 30

	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 282,976	\$ 340,246
Grants and contracts receivable	116,743	54,706
Accounts receivables	16,334	76,847
Prepaid Expenses	60,402	68,454
Contributions and other receivables	-	-
Other current assets	-	-
TOTAL CURRENT ASSETS	<u>476,455</u>	<u>540,253</u>
<u>NON-CURRENT ASSETS</u>		
Property, Building and Equipment, net	\$ 556,463	\$ 684,276
Restricted Cash	100,116	100,066
Security Deposits	3,478	3,478
Other Non-Current Assets	<u>1,278,580</u>	<u>1,094,833</u>
TOTAL NON-CURRENT ASSETS	<u>1,938,637</u>	<u>1,882,653</u>
TOTAL ASSETS	<u><u>2,415,092</u></u>	<u><u>2,422,906</u></u>
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 26,400	\$ 9,179
Accrued payroll, payroll taxes and benefits	282,903	217,842
Current Portion of Loan Payable	183,308	184,868
Due to Related Parties	-	-
Refundable Advances	-	-
Deferred Revenue	5,175	-
Other Current Liabilities	-	-
TOTAL CURRENT LIABILITIES	<u>497,786</u>	<u>411,889</u>
<u>LONG-TERM LIABILITIES</u>		
Loan Payable; Due in More than One Year	\$ -	\$ -
Deferred Rent	-	-
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM LIABILITIES	<u>-</u>	<u>-</u>
TOTAL LIABILITIES	<u>497,786</u>	<u>411,889</u>
<u>NET ASSETS</u>		
Unrestricted	\$ 1,067,306	\$ 1,911,017
Temporarily restricted	850,000	100,000
Permanently restricted	-	-
TOTAL NET ASSETS	<u>1,917,306</u>	<u>2,011,017</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>2,415,092</u></u>	<u><u>2,422,906</u></u>

Genesee Community Charter School
Statement of Activities
as of June 30

	2021			2020
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	\$ 2,908,265	\$ -	\$ 2,908,265	\$ 3,007,233
State and Local Per Pupil Revenue - SPED	-	-	-	-
State and Local Per Pupil Facilities Revenue	-	-	-	-
Federal Grants	138,698	-	138,698	69,884
State and City Grants	17,738	-	17,738	18,025
Other Operating Income	-	-	-	26,724
Food Service/Child Nutrition Program	66,729	-	66,729	63,824
TOTAL OPERATING REVENUE	3,131,430	-	3,131,430	3,185,690
EXPENSES				
Program Services				
Regular Education	\$ 2,739,466	\$ -	\$ 2,739,466	\$ 2,714,903
Special Education	124,896	-	124,896	88,679
Other Programs	82,547	-	82,547	85,888
Total Program Services	2,946,909	-	2,946,909	2,889,470
Management and general	478,869	-	478,869	432,749
Fundraising	-	-	-	-
TOTAL EXPENSES	3,425,778	-	3,425,778	3,322,219
SURPLUS / (DEFICIT) FROM OPERATIONS	(294,348)	-	(294,348)	(136,529)
SUPPORT AND OTHER REVENUE				
Interest and Other Income	\$ 33,548	\$ -	\$ 33,548	\$ 43,996
Contributions and Grants	36,291	-	36,291	34,685
Fundraising Support	-	-	-	-
Investments	130,798	-	130,798	52,728
Donated Services	-	-	-	-
Other Support and Revenue	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	200,637	-	200,637	131,409
Net Assets Released from Restrictions / Loss on Disposal of Assets	\$ -	\$ -	\$ -	\$ -
CHANGE IN NET ASSETS	(93,711)	-	(93,711)	(5,120)
NET ASSETS - BEGINNING OF YEAR	\$ 2,011,017	\$ -	\$ 2,011,017	\$ 2,016,137
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS - END OF YEAR	\$ 1,917,306	\$ -	\$ 1,917,306	\$ 2,011,017

**Genesee Community Charter School
Statement of Cash Flows**

as of June 30

	<u>2021</u>	<u>2020</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (57,220)	\$ 79,476
Revenues from School Districts	2,950,848	2,980,158
Accounts Receivable	-	-
Due from School Districts	38,369	(33,824)
Depreciation	133,564	137,666
Grants Receivable	(60,186)	60,557
Due from NYS	-	-
Grant revenues	84,195	-
Prepaid Expenses	8,052	46,664
Accounts Payable	17,221	(4,563)
Accrued Expenses	65,061	(10,864)
Accrued Liabilities	(1,560)	(24,502)
Contributions and fund-raising activities	7,557	14,396
Miscellaneous sources	99,770	127,142
Deferred Revenue	5,175	(8,548)
Interest payments	-	-
Other	(680,098)	(630,974)
Other	(2,481,085)	(2,536,714)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	<u>\$ 129,663</u>	<u>\$ 196,070</u>
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	(130,798)	(52,728)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	<u>\$ (130,798)</u>	<u>\$ (52,728)</u>
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	(32,657)	(25,262)
Other	(23,428)	(38,604)
NET CASH PROVIDED FROM FINANCING ACTIVITIES	<u>\$ (56,085)</u>	<u>\$ (63,866)</u>
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	<u>\$ (57,220)</u>	<u>\$ 79,476</u>
Cash at beginning of year	440,312	360,836
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u><u>\$ 383,092</u></u>	<u><u>\$ 440,312</u></u>

**Genesee Community Charter School
Statement of Functional Expenses
as of June 30**

		2021							2020		
		Program Services				Supporting Services					
No. of Positions		Regular	Special	Other Education	Total	Fundraising	Management and	Total	Total		
		Education	Education				General				
	Personnel Services Costs	\$	\$	\$	\$	\$	\$	\$	\$	\$	
	Administrative Staff Personnel	3.00	81,255	95,212	-	176,467	-	216,397	216,397	392,864	1,508,729
	Instructional Personnel	29.00	1,434,113	-	-	1,434,113	-	-	-	1,434,113	354,152
	Non-Instructional Personnel	5.00	91,777	-	10,430	102,207	-	-	-	102,207	53,859
	Total Salaries and Staff	37.00	1,607,145	95,212	10,430	1,712,787	-	216,397	216,397	1,929,184	1,916,740
	Fringe Benefits & Payroll Taxes		381,572	10,626	834	393,032	-	56,169	56,169	449,201	426,089
	Retirement		135,730	-	-	135,730	-	30,464	30,464	166,194	158,518
	Management Company Fees		-	-	-	-	-	-	-	-	-
	Legal Service		-	-	-	-	-	9,550	9,550	9,550	9,688
	Accounting / Audit Services		-	-	-	-	-	22,951	22,951	22,951	22,802
	Other Purchased / Professional / Consulting Services		52,617	-	-	52,617	-	107,173	107,173	159,790	89,863
	Building and Land Rent / Lease		201,828	6,765	2,255	210,848	-	9,020	9,020	219,868	172,141
	Repairs & Maintenance		8,489	-	-	8,489	-	-	-	8,489	10,066
	Insurance		22,116	3,813	763	26,692	-	11,440	11,440	38,132	40,203
	Utilities		-	-	-	-	-	-	-	-	-
	Supplies / Materials		38,507	-	-	38,507	-	252	252	38,759	44,330
	Equipment / Furnishings		10,601	-	-	10,601	-	-	-	10,601	10,601
	Staff Development		32,541	4,473	-	37,014	-	3,661	3,661	40,675	66,647
	Marketing / Recruitment		-	-	-	-	-	-	-	-	-
	Technology		52,058	-	-	52,058	-	480	480	52,538	10,057
	Food Service		-	-	68,265	68,265	-	-	-	68,265	70,695
	Student Services		38,228	-	-	38,228	-	-	-	38,228	91,611
	Office Expense		28,477	-	-	28,477	-	11,312	11,312	39,789	44,502
	Depreciation		129,557	4,007	-	133,564	-	-	-	133,564	137,666
	OTHER		-	-	-	-	-	-	-	-	-
	Total Expenses		\$ 2,739,466	\$ 124,896	\$ 82,547	\$ 2,946,909	\$ -	\$ 478,869	\$ 478,869	\$ 3,425,778	\$ 3,322,219

GENESEE COMMUNITY CHARTER SCHOOL
657 East Avenue
Rochester, New York 14607

October 13, 2021

Heveron & Company CPAs
260 Plymouth Avenue South
Rochester, New York 14608

This representation letter is provided in connection with your audit of the financial statements of Genesee Community Charter School for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material regardless of size, if they involve an omission or misstatement of accounting information which, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of June 30, 2021 and 2020, the following representations made to you during your audits.

Financial Statements

- We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated July 9, 2021.
- The financial statements referred to above are fairly presented in conformity with U.S. generally accepted accounting principles.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.

- All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
- The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
- Guarantees, whether written or oral, under which the organization is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.

Information Provided

- We have provided you with:
 - Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
 - Additional information that you have requested from us for the purpose of the audit.
 - Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
- All material transactions have been recorded in the accounting records and are reflected in the financial statements.
- We have no knowledge of any fraud or suspected fraud that affects the organization and involves:
 - Management,
 - Employees who have significant roles in internal control, or
 - Others where the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud or suspected fraud affecting the organization's financial statements communicated by employees, former employees, grantors, regulators, or others.
- We have disclosed to you all known instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
- We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP and we have not consulted with a lawyer concerning litigation, claims, or assessments.
- We have disclosed to you the identity of the organization's related parties and all the related party relationships and transactions of which we are aware.
- The organization has satisfactory title to all owned assets, and there are no undisclosed liens or encumbrances on such assets nor any undisclosed asset that have been pledged as collateral.
- We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.

- Genesee Community Charter School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the Organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.

No events have occurred subsequent to the statement of financial position date and through the date of this letter that would require adjustment to or disclosure in the aforementioned financial statements.

Sincerely,

A handwritten signature in black ink, appearing to read "Shannon Hillman". The signature is written in a cursive style with a large initial "S".

Shannon Hillman
School Leader

M&T Bank

1882 East Avenue, Rochester, NY 14610
585 442 1821

October 25, 2021

To: Whom It May Concern

Re: The Genesee Community Charter School- Dissolution Account ending in 4209.
657 East Ave
Rochester, NY 14607

The Genesee Community Charter School is currently a client of our banking institution. Please accept this letter as balance verification for Genesee Community Charters School's Commercial Savings account ending in #4209 subtitled Dissolution Account. The current balance as of October 25, 2021 is \$100,118.87.

The Genesee Community Charter School is well known to us, and in our opinion, is of good financial standing and high business integrity.

This reference is issued for the interested party and does not impose any responsibility to the bank.

If I can be of further assistance in this matter, please do not hesitate to contact me directly at 585-442-4465.

Sincerely,

George Tsanis, V.P.

George Tsanis
Vice President
Commercial Branch Manager



Genesee Community Charter School
at the Rochester Museum & Science Center

657 East Avenue · Rochester, NY 14607 · (585) 271-4320 · www.GCCSschool.org

October 28, 2021

To Whom It May Concern:

These items from the 2020-21 Board of Regents annual report were not applicable to our school for the following reasons:

- Federal Single Audit – Genesee Community Charter School did not expend federal funds of more than the \$750,000 Threshold
- CSP Agreed-Upon Procedure Report – No CSP grants were awarded
- Corrective Action Plan for Audit Findings and Management Letter Recommendations – No Corrective Action Plan was warranted from the Audit Findings and Management Letter

Sincerely,

Kevin Sutherland
GCCS Board Treasurer



Genesee Community Charter School

2021-2022

Revised and Approved by GCCS Board of Trustees – July 14, 2021

Staff only/No students	School is Closed	Half Day for Conferences
------------------------	------------------	--------------------------

August 2021					September 2021					October 2021				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3					1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29

August:

Professional Development: 8/9-8/31

September: 133 Student hours

First Day for 1st-6th Grade: 9/1
 Kindergarten Screenings: 9/1-3
 1:00 Dismissal: 9/1, 9/2, 9/3
 Labor Day: 9/6
 Kindergarten Orientation: 9/7

October: 125 Student hours

Professional Development: 10/8
 Indigenous Peoples' Day: 10/11

November 2021					December 2021					January 2022				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5			1	2	3	3	4	5	6	7
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
29	30				27	28	29	30	31	31				

November: 106 Student hours

Veteran's Day, PD for Staff: 11/11
 Professional Development: 11/22-11/23
 Thanksgiving Recess: 11/24-11/26

December: 100.5 Student hours

Conferences 11:30 Dismissal: 12/7
 Winter Recess: 12/23-12/31

January: 118 Student hours

Professional Development: 1/3-1/4
 Martin Luther King Day: 1/17

February 2022					March 2022					April 2022				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	2	3	4		1	2	3	4					1
7	8	9	10	11	7	8	9	10	11	4	5	6	7	8
14	15	16	17	18	14	15	16	17	18	11	12	13	14	15
21	22	23	24	25	21	22	23	24	25	18	19	20	21	22
28					28	29	30	31		25	26	27	28	29

February: 99 Student hours

Student-led Conferences: 2/18
 February Recess: 2/21 – 2/25
 Professional Development: 2/23-2/25

March: 147.5 Student hours

Conferences 11:30 Dismissal: 3/24
 3-6 NYS ELA Exams: 3/29-3/31

April: 99 Student hours

Professional Development: 4/15
 Spring Recess: 4/18 – 4/22
 3-6 NYS Math Exams: 4/26-4/28

May 2022					June 2022				
M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3
9	10	11	12	13	6	7	8	9	10
16	17	18	19	20	13	14	15	16	17
23	24	25	26	27	20	21	22	23	24
30	31				27	28	29	30	

May: 132 Student hours

Professional Development: 5/27
 Memorial Day: 5/30

June: 93.5 Student hours

Conferences 11:30 Dismissal: 6/2
 Juneteenth: 6/20
 Last Day of School for Students: 6/22
 Professional Development: 6/23-6/24

School Hours:
 M, T, Th, F: 8:00 – 3:00
 Every Wed.: 8:00 – 1:00

Number of Instructional Days:
 181 (1 snow day included)

1153.5 Total Student Hours

Emergency Make-up Days:
 4/15, 5/27, 6/20



Genesee Community Charter School 2021-2022

Revised and Approved by GCCS Board of Trustees – July 14, 2021

Staff only/No students	School is Closed	Half Day for Conferences
-------------------------------	-------------------------	---------------------------------

August 2021					September 2021					October 2021				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1*	2*	3*					1
9	10	11	12	13	6	7*	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29

August:

Professional Development: 8/9-8/31

September:

First Day for 1st-6th Grade: 9/1
 Kindergarten Screenings: 9/1-3
 1:00 Dismissal: 9/1, 9/2, 9/3
 Labor Day: 9/6
 Kindergarten Orientation: 9/7

October:

Professional Development: 10/8
 Indigenous Peoples' Day: 10/11

November 2021					December 2021					January 2022				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2*	3	4	5			1	2	3	3	4	5	6	7
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
29	30				27	28	29	30	31	31				

November:

Veteran's Day, PD for Staff: 11/11
 Professional Development: 11/22-11/23
 Thanksgiving Recess: 11/24-11/26

December:

Conferences 11:30 Dismissal: 12/7
 Winter Recess: 12/23-12/31

January

Professional Development: 1/3-1/4
 Martin Luther King Day: 1/17

February 2022					March 2022					April 2022				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	2	3	4		1	2	3	4					1
7	8	9	10	11	7	8	9	10	11	4	5	6	7	8
14	15	16	17	18	14	15	16	17	18	11	12	13	14	15
21	22	23	24	25	21	22	23	24	25	18	19	20	21	22
28					28	29	30	31		25	26	27	28	29

February:

Student-led Conferences: 2/18
 February Recess: 2/21 – 2/25
 Professional Development: 2/23-2/25

March:

Conferences 11:30 Dismissal: 3/24
 3-6 NYS ELA Exams: 3/29-3/31

April:

Professional Development: 4/15
 Spring Recess: 4/18 – 4/22
 3-6 NYS Math Exams: 4/26-4/28

May 2022					June 2022				
M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3
9	10	11	12	13	6	7	8	9	10
16	17	18	19	20	13	14	15	16	17
23	24	25	26	27	20	21	22	23	24
30	31				27	28	29	30	

May:

Professional Development: 5/27
 Memorial Day: 5/30

June:

Conferences 11:30 Dismissal: 6/2
 Juneteenth: 6/20
 Last Day of School for Students: 6/22
 Professional Development: 6/23-6/24

School Hours:
 M, T, Th, F: 8:00 - 3:00
 Every Wed.: 8:00 - 1:00

Number of Instructional Days:
 181 (1 snow day included)

*No RCSD Buses

Emergency Make-up Days:
 4/15, 5/27, 6/20



Genesee Community Charter School

2021-2022

Revised and Approved by GCCS Board of Trustees – July 14, 2021

Staff only/No students	School is Closed	Half Day for Conferences
------------------------	------------------	--------------------------

August 2021					September 2021					October 2021				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3					1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29

August:

Professional Development: 8/9-8/31

September:

First Day for 1st-6th Grade: 9/1
 Kindergarten Screenings: 9/1-3
 1:00 Dismissal: 9/1, 9/2, 9/3
 Labor Day: 9/6
 Kindergarten Orientation: 9/7

October:

Professional Development: 10/8
 Indigenous Peoples' Day: 10/11

November 2021					December 2021					January 2022				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2*	3	4	5			1	2	3	3	4	5	6	7
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
29	30				27	28	29	30	31	31				

November:

Veteran's Day, PD for Staff: 11/11
 Professional Development: 11/22-11/23
 Thanksgiving Recess: 11/24-11/26

December:

Conferences 11:30 Dismissal: 12/7
 Winter Recess: 12/23-12/31

January

Professional Development: 1/3-1/4
 Martin Luther King Day: 1/17

February 2022					March 2022					April 2022				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	2	3	4		1	2	3	4					1
7	8	9	10	11	7	8	9	10	11	4	5	6	7	8
14	15	16	17	18	14	15	16	17	18	11	12	13	14	15
21	22	23	24	25	21	22	23	24	25	18	19	20	21	22
28					28	29	30	31		25	26	27	28	29

February:

Student-led Conferences: 2/18
 February Recess: 2/21 – 2/25
 Professional Development: 2/23-2/25

March:

Conferences 11:30 Dismissal: 3/24
 3-6 NYS ELA Exams: 3/29-3/31

April:

Professional Development: 4/15
 Spring Recess: 4/18 – 4/22
 3-6 NYS Math Exams: 4/26-4/28

May 2022					June 2022				
M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3
9	10	11	12	13	6	7	8	9	10
16	17	18	19	20	13	14	15	16	17
23	24	25	26	27	20	21	22	23	24
30	31				27	28	29	30	

May:

Professional Development: 5/27
 Memorial Day: 5/30

June:

Conferences 11:30 Dismissal: 6/2
 Juneteenth: 6/20
 Last Day of School for Students: 6/22
 Professional Development: 6/23-6/24

School Hours:
 M, T, Th, F: 8:00 – 3:00
 Every Wed.: 8:00 – 1:00

***No RCSD Buses**
 (suburban residents
 check with district)

GCCS Closings will be announced
 on WHEC Channel 10, WROC TV
 Channel 8, and posted on the
 website.

Emergency Make-up Days:
 4/15, 5/27, 6/20