

# Application: Growing up Green Charter School II

Brian Martin - martin@gugcs.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

Completed Sep 17 2021

### Instructions

#### Required of ALL Charter Schools

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

## Entry 1 School Information and Cover Page

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

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

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

GROWING UP GREEN CHARTER SCHOOL II 342800860824

**a1. Popular School Name**

Growing Up Green II

**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**

CSD #28 - QUEENS

**d. DATE OF INITIAL CHARTER**

12/2015

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2016

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

MISSION STATEMENT

The Growing Up Green Charter School empowers children to be conscious, contributing members of their community through rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.

**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

Dedication to Academic Rigor: Our curricular team works to ensure that teachers are delivering both the direct instruction and collaborative components of our academic program with specific intention and rigor based on both Common Core State Standards and student data stemming from internal and external assessments. Our mathematical model incorporates direct instruction supported by enVision Math and TERC, enhanced by the constructive problem-solving strategies developed through Math in the City's inquiry-based program. In Literacy, students are involved in a specific mini-lesson daily followed by individualized strategy groups, guided reading groups, as well as differentiated rotations composed of word study and independent practice. Intervention teachers, co-teachers, and associate teachers support classroom teachers in each core academic subject, providing rigorous differentiation for both students who are struggling with content as well as students in need of more challenging enrichment opportunities. Science instruction is provided twice weekly by both

	<p>Science Lab teachers and classroom teachers, giving students the opportunity at least once per week for hands-on laboratory experiments. The Social Studies curriculum is guided by New York State Standards and incorporates elements from all other core academic areas to amplify the rigor level within each unit and lesson.</p>
<p>KDE 2</p>	<p>Expansive Support Services: At Growing Up Green, the Support Services Department works closely as a collaborative team to provide specialized support and instruction for at-risk students, English Language Learners, as well as students receiving special education services.</p>
<p>KDE 3</p>	<p><b>Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS):</b> Growing Up Green provides at least one <b>Integrated Co-Teaching (ICT) class</b> per grade, in which the general education teacher and special education teacher use a variety of co-teaching models in order to best provide instruction to a wide range of learners in a highly inclusive environment. Additionally, we have 4 learning specialists within the department who are able to support students within the ICT classrooms, as well as provide push-in and pull-out Special Education Teacher Support Services (SETSS) for students mandated for small group academic support. Regular opportunities are provided for learning specialists and classroom teachers to meet, observe one another, and discuss strategies for curriculum differentiation.</p>
<p>KDE 4</p>	<p><b>Intervention:</b> We have 3 intervention teachers at Growing Up Green who are able to provide support both in and out of the classroom for at-risk, struggling students who are identified by data or teacher referral. We implement the Response to Intervention (RtI) model through the use of our “Successful Students Committee” (SSC), a team comprised of Learning Specialists, Intervention Teachers, School Counselors, ELL Specialists, Directors of Instruction, and the Director of Support</p>

Services that meets on a weekly basis. Using a case-study approach, SSC serves as a forum for teachers and staff members to collaborate, share strategies for differentiation, and or design a targeted intervention plan. Intervention services run on 6-week cycles, ensuring that student progress is monitored regularly and that students who require more intensive support are quickly identified. This also allows for an intervention to be redesigned if necessary, to best support a student's particular learning needs. The primary goal of SSC is to ensure that a variety of strategies and consistent supports have been set in place prior to a student referral for special education services.

KDE 5

ELL: Growing Up Green employs the Sheltered Instruction Observation Protocol (SIOP) Model, in support of ELL students in the classroom or in small group instruction outside of the classroom. The SIOP Model is a research-based and validated instructional model for lesson design and delivery. We have an ELL coordinator and 2 ELL teachers who are experts in English as a Second Language and provide in and out of classroom support to ELL students at various levels of proficiency to develop their literacy skills.

KDE 6

Counseling: At Growing Up Green we believe in addition to providing high-quality academic instruction we must also provide support for our students' social, emotional, and behavioral needs. One of the ways we support social and emotional growth in our students is by providing counseling services. We have several school counselors on staff who are available to provide individual and group counseling services. School Counselors are also available to create and implement classroom workshops around relevant social and emotional topics. Additionally, students are encouraged to reach out to school counselors if they are experiencing challenges or stressors that are impacting them in a negative way. School counselors provide emotional guidance to our

students, help students process emotions that may be inhibiting their academic focus, encourage our students to implement healthy coping strategies into their daily lives, and provide behavioral management strategies. We provide a nurturing and supportive environment for our students and we value the social and emotional growth of our students equally as much as we value their academic learning.

KDE 7

Hands-On Learning in the Local Environment: Our model uses a multi-sensory approach that is enhanced by weekly visits to the school's Science Lab and regular field trips. These experiential activities engage students, promote retention of knowledge and develop critical thinking skills. Students gain first-hand understanding and appreciation of our community through neighborhood walks, community observations, resident interviews, guest speakers, and developmentally appropriate research.

KDE 8

Actionable Assessment System: Growing Up Green uses internally developed "Looking Forward, Looking Back" assessments to guide curriculum development and instructional planning, evaluate programs, focus professional development, and hold teachers accountable. Aligned to Common Core State Standards and administered every six weeks, these assessments provide actionable data that teachers use to refine their lessons and identify student's needs as well as content areas needing support. These assessments have been effective predictors of student performance on state tests, allowing school leaders and faculty to identify areas for growth and make progress towards meeting our goals and achieving our mission.

KDE 9

Green Education: Green principles inform the curriculum, instruction, and culture of our schools. Green principles are those guided by sustainably creating a lifestyle or community that does not exceed usage of anything for which we cannot be responsible. Green lessons infuse our meals, code

of conduct, instructional materials, recycling practices, and facility design and choices. Green topics are integrated throughout the curriculum. Each grade level takes part in our “Green Ambassadors” program in which each grade level spearheads a particular aspect of sustainable practices, e.g., appreciation of nature, composting, energy reduction, and water conservation. This unit of study is enhanced by weekly Green Living classes co-led by general classroom teachers and the Science teaching team throughout the year. In addition, a segment of each day at GUGCS is known as Explore and Discover (ED) Time, where many of our green themes emerge as students work on interdisciplinary social studies projects that incorporate skills from all other subjects. This thematic approach engages students and develops a more complex understanding of skills and concepts. In addition, our Science department designs projects that meet NYS and Common Core State Standards while still incorporating themes of sustainability both in the Science Lab and across classrooms.

KDE 10

Deliberate School Culture: At Growing Up Green, sustainability refers not only to resources, but to relationships as well. We have built a collaborative school culture that sustains students, staff, and families alike. As a result, there has been limited faculty and staff turnover and virtually no leadership turnover. Since inception, we have used the Responsive Classroom approach school-wide to build social skills and foster a positive learning environment, which has resulted in a positive school culture with limited discipline issues and no expulsions ever.

**Need additional space for variables**

Yes

**g1. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

KDE 11	<p>Professional Environment: Growing Up Green expects teachers to be active learners and models of lifelong learning for students. Formal training opportunities occur during the summer and regular half-day Professional Development (PD) sessions throughout the school year. Five PD opportunities during the school year are dedicated to the analysis of data from our Looking Forward, Looking Back interim assessments and action planning for standards that need to be readdressed in future units and lessons. Science and Social Studies leaders at GUGCS collaborate with classroom teachers to plan professional developments addressing the question “What does it mean to be green?” and “How can we as a staff implement principles of sustainability into our classrooms?” In addition to guiding curricular development, the ED Time coordinators push into classrooms during ED Time. Finally, Growing Up Green has a robust team of academic leaders, including a Director of Curriculum, Director of Instruction for Kindergarten-2nd Grade, Director of Instruction for 3rd-5th Grade, Lower and Upper School Math and Literacy Coordinators, Director of Special Education and Intervention, Director of Assessment, Director of Counseling, Dean of Students, and ED Time and Specials Coordinator, all of whom collectively provide teachers with support ranging from planning to classroom observations and feedback to formal evaluations.</p>
KDE 12	(No response)
KDE 13	(No response)
KDE 14	(No response)
KDE 15	(No response)
KDE 16	(No response)
KDE 17	(No response)
KDE 18	(No response)

KDE 19	(No response)
KDE 20	(No response)

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

[www.gugcs.org](http://www.gugcs.org)

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

542

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

538

**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
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**l. 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?

	Yes, 2 sites
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### 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	84-35 152 St. Jamaica, NY 11432	347-642- 4306	NYC CSD 28	5-7	5-7

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	347-642-4306		<a href="mailto:greenberg@guacs.org">greenberg@guacs.org</a>
Operational Leader	Massomeh Spahr	347-642-4306		<a href="mailto:spahr@guacs.org">spahr@guacs.org</a>
Compliance Contact	Andrew Wintner	347-642-4306		<a href="mailto:wintner@guacs.org">wintner@guacs.org</a>
Complaint Contact	Brian Martin	347-642-4306		<a href="mailto:martin@guacs.org">martin@guacs.org</a>
DASA Coordinator	Jennifer Thomas	347-642-4306		<a href="mailto:jthomas@guacs.org">jthomas@guacs.org</a>
Phone Contact for After Hours Emergencies				

**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 152 st.pdf](#)

**Filename:** certificate of occupancy 152 st.pdf **Size:** 145.3 kB

## Site 1 Fire Inspection Report

[84-35 152 st Q 21.pdf](#)

**Filename:** 84-35 152 st Q 21.pdf **Size:** 189.2 kB

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### School Site 2

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#### m2. SCHOOL SITES

Please provide information on Site 2 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 2	89-25 161 Street, Jamaica, NY 11432	3476424306	NYC CSD 28	K-4	K-4

**m2a. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	347-642-4306		<a href="mailto:greenberg@guacs.org">greenberg@guacs.org</a>
Operational Leader	Massomeh Spahr	347-642-4306		<a href="mailto:spahr@guacs.org">spahr@guacs.org</a>
Compliance Contact	Tomi Okuyemi	347-642-4306		<a href="mailto:okuyemi@guacs.org">okuyemi@guacs.org</a>
Complaint Contact	Brian Martin	347-642-4306		<a href="mailto:martin@guacs.org">martin@guacs.org</a>
DASA Coordinator	Jennifer Thomas	347-642-4306		<a href="mailto:jthomas@guacs.org">jthomas@guacs.org</a>
Phone Contact for After Hours Emergencies				

**m2b. Is site 2 in public (co-located) space or in private space?**

Private Space

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

**m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 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 2 Certificate of Occupancy (COO)**

[CofodocumentContentServlet.pdf](#)

**Filename:** CofodocumentContentServlet.pdf **Size:** 280.1 kB

## Site 2 Fire Inspection Report

[89-17 161 st Q 21.pdf](#)

**Filename:** 89-17 161 st Q 21.pdf **Size:** 200.3 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)
1	Other	Adding a 12:1:1 classroom	1/19/2021	06/28/2021
2				
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	Brian Martin
Position	Assessment Coordinator
Phone/Extension	347-642-4306
Email	<a href="mailto:martin@quacs.org">martin@quacs.org</a>

**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:**

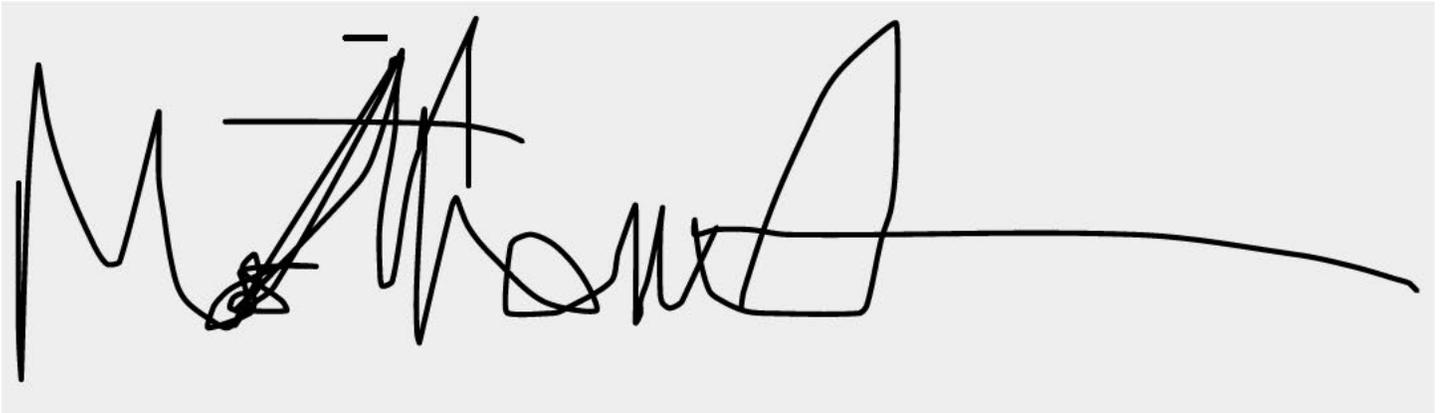
Yes

**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 is highly stylized and cursive, starting with a large 'M' and ending with a long horizontal flourish.

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

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read 'Cathryn Allwright'.

**Date**

Aug 2 2021

**Thank you.**



**Entry 3 Progress Toward Goals**

**Completed** Oct 29 2021

# Instructions

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

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

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

## Entry 3 Progress Toward Goals

### PROGRESS TOWARD CHARTER GOALS

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

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

### 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	Goal - Met, Not Met or Unable to	If not met, describe efforts
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		Toward Attainment of Goal	Assess	the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
				<p>GUGCS II received Approaches on Benchmark 1: Student Performance in the Board of Regents Charter School Performance Framework</p> <p>Moving forward GUGCS II will be making the following efforts to met this goal:</p> <ul style="list-style-type: none"> <li>- Add a Network Director of Curriculum to help unify Growing up Green Charter Schools' curriculum</li> <li>- Add a Network Director of Assessment to help unify Growing up Green Charter Schools' assessment program</li> <li>- Add an Assistant School Leader to GUGCS II Middle School</li> <li>- Add an Assessment Coordinator to GUGCS II Middle</li> </ul>

<p>Academic Goal 1</p>	<p>"GUGCS will meet the indicators for Benchmark 1: Student Performance in the Board of Regents Charter School Performance Framework, including growth and attainment for all tested subjects."</p>	<p>Board of Regents Charter School Performance Framework</p>	<p>Not Met</p>	<p>School</p> <ul style="list-style-type: none"> <li>- CKLA phonics program will be added for grades K-2. The scheduled is being realigned in order to include daily phonics instruction. Teachers will be trained on how to use the program.</li> <li>- Really Great Reading program, a research-based literacy skills program will be for grades 3 and 4. Students will use the program daily. Teachers will be trained through an online program.</li> <li>-There will be two teachers in every Kindergarten classroom to help build early foundational skills.</li> <li>- Guided Reading will be included in every grades K-4 daily schedule.</li> <li>-There will be ongoing literacy professional development for teachers throughout the year.</li> <li>- Students will be using an adaptive online literacy program which can be used in school</li> </ul>
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and at home.  
-After school tutoring programs will be made available.  
- Hiring of Middle School Director of Support Services to focus on developmentally appropriate individualized learning plans  
- Continued and refined implementation of Read 180 and Math 180 for approximately 20% of the middle school student population as a Tier II intervention  
- Continued and refined implementation of IXL to support individualized learning plans in Math and English Language Arts for all students in grades 5-7.  
- Continued and refined implementation of unit plans developed alongside Connected Math, Desmos and Teachers College Reading and Writing Project in Middle School.

				<p>- Continued and refined implementation of Culturally Sustaining Pedagogies across the contents.</p>
				<p>59.42% of all students enrolled for at least two consecutive BEDS dates (total of 308) took the FastBridge aReading assessment scored above the 50th percentile.</p> <p>Moving forward GUGCS II will be making the following efforts to met this goal:</p> <ul style="list-style-type: none"> <li>- Add a Network Director of Curriculum to help unify Growing up Green Charter Schools' curriculum</li> <li>- Add a Network Director of Assessment to help unify Growing up Green Charter Schools' assessment program</li> <li>- Add an Assistant School Leader to GUGCS II Middle School</li> <li>- Add an</li> </ul>

<p>Academic Goal 2</p>	<p>"Each year, 75% of all students (Grades 1-5) who were enrolled at GUGCS or at least two consecutive BEDS dates, will perform at or</p>	<p>FastBridge Learning - aReading assessment</p>	<p>Not Met</p>	<p>Assessment Coordinator to GUGCS II Middle School</p> <ul style="list-style-type: none"> <li>- CKLA phonics program will be added for grades K-2. The scheduled is being realigned in order to include daily phonics instruction. Teachers will be trained on how to use the program.</li> <li>- Really Great Reading program, a research-based literacy skills program will be for grades 3 and 4. Students will use the program daily. Teachers will be trained through an online program.</li> <li>-There will be two teachers in every Kindergarten classroom to help build early foundational skills.</li> <li>- Guided Reading will be included in every grades K-4 daily schedule.</li> <li>-There will be ongoing literacy professional development for teachers throughout the year.</li> <li>- Students will be using an adaptive</li> </ul>
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above grade level  
on the NWEA MAP  
Reading test."

online literacy  
program which can  
be used in school  
and at home.  
-After school  
tutoring programs  
will be made  
available.  
- Hiring of Middle  
School Director of  
Support Services  
to focus on  
developmentally  
appropriate  
individualized  
learning plans  
- Continued and  
refined  
implementation of  
Read 180 and  
Math 180 for  
approximately  
20% of the middle  
school student  
population as a  
Tier II intervention  
- Continued and  
refined  
implementation of  
IXL to support  
individualized  
learning plans in  
Math and English  
Language Arts for  
all students in  
grades 5-7.  
- Continued and  
refined  
implementation of  
unit plans  
developed  
alongside  
Connected Math,  
Desmos and  
Teachers College

				<p>Reading and Writing Project in Middle School.</p> <ul style="list-style-type: none"> <li>- Continued and refined implementation of Culturally Sustaining Pedagogies across the contents.</li> <li>- Small group protected independent reading time for all middle school students</li> <li>- Guided reading for 5th grade students reading 1 year or more below grade level as outlined by Fountas and Pinnell running records</li> <li>- Co-taught Tier 1 classrooms for 50% of all ELA classes in the middle school</li> </ul>
				<p>This year, we administered the Pioneer Valley Online Reading Assessment remotely in lieu of Fountas and Pinnell Benchmark Assessment System. GUGCS II plans to move back to Fountas</p>

and Pinnell  
Benchmark  
Assessment  
System for the  
2021-22 school  
year.

49.32% of 1st  
graders (total 73)  
59.70% of 2nd  
graders (total 67)  
72.06% of 3rd  
graders (total 68)  
48.39% of 4th  
graders (62 total)  
57.63% of 5th  
graders (total 59)  
performed on or  
above grade level.

Moving forward  
GUGCS II will be  
making the  
following efforts to  
met this goal:

- Add a Network  
Director of  
Curriculum to help  
unify Growing up  
Green Charter  
Schools'  
curriculum
- Add a Network  
Director of  
Assessment to  
help unify Growing  
up Green Charter  
Schools'  
assessment  
program
- Add an Assistant  
School Leader to  
GUGCS II Middle  
School
- Add an

Academic Goal 3	<p>"Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System."</p>	<p>Fountas and Pinnell Benchmark Assessment System</p>	<p>Not Met</p>	<p>Assessment Coordinator to GUGCS II Middle School</p> <ul style="list-style-type: none"> <li>- CKLA phonics program will be added for grades K-2. The scheduled is being realigned in order to include daily phonics instruction. Teachers will be trained on how to use the program.</li> <li>- Really Great Reading program, a research-based literacy skills program will be for grades 3 and 4. Students will use the program daily. Teachers will be trained through an online program.</li> <li>-There will be two teachers in every Kindergarten classroom to help build early foundational skills.</li> <li>- Guided Reading will be included in every grades K-4 daily schedule.</li> <li>-There will be ongoing literacy professional development for teachers throughout the year.</li> <li>- Students will be using an adaptive</li> </ul>
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			<p>online literacy program which can be used in school and at home.</p> <ul style="list-style-type: none"> <li>-After school tutoring programs will be made available.</li> <li>-Middle School will use a tiered intervention system to address the needs of students reading below level</li> <li>-Tier II intervention Read 180, and IXL</li> <li>-Tier III Intervention - Teacher created individualized plans steeped within the tenets of Leveled Lexile Inventory (LLI)</li> </ul>
			<p>This year we administered the Pioneer Valley Online reading Assessment remotely in lieu of Fontas and Pinnell Benchmark Assessment System. GUGCS II plans to move back to Fountas and Pinnell Benchmark Assessment System for the 2021-22 school year.</p>

<p>Academic Goal 4</p>	<p>"Each grade level of students (K-5) who remained in the school for the entire year will show at least 3 levels of growth on the Fountas &amp; Pinnell Benchmark Assessment</p>	<p>Fountas and Pinnell Benchmark Assessment System</p>	<p>Not Met</p>	<p>24.71% of Kindergarten students (85 total)  83.91% of 1st-Grade students (87 total)  72.50% of 2nd-Grade students (80 total)  78.08% of 3rd-Grade students (73 total)  86.57% of 4th-Grade students (67 total)  52.11% of 5th-Grade students (71 total)  showed three levels of growth from September to June.</p> <p>Moving forward GUGCS II will be making the following efforts to met this goal:</p> <ul style="list-style-type: none"> <li>- Add a Network Director of Curriculum to help unify Growing up Green Charter Schools' curriculum</li> <li>- Add a Network Director of Assessment to help unify Growing up Green Charter Schools' assessment program</li> <li>- Add an Assistant</li> </ul>
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System between  
September and  
June of each school  
year."

School Leader to  
GUGCS II Middle  
School  
- Add an  
Assessment  
Coordinator to  
GUGCS II Middle  
School  
- CKLA phonics  
program will be  
added for gradesK-  
2. The scheduled is  
being realigned in  
order to include  
daily phonics  
instruction.  
Teachers will be  
trained on how to  
use the program.  
- Really Great  
Reading program,  
a research-based  
literacy skills  
program will be for  
grades 3 and 4.  
Students will use  
the program daily.  
Teachers will be  
trained through an  
online program.  
-There will be two  
teachers in every  
Kindergarten  
classroom to help  
build early  
foundational skills.  
- Guided Reading  
will be included in  
every grades K-4  
daily schedule.  
-There will be  
ongoing literacy  
professional  
development for  
teachers

				<p>throughout the year.</p> <ul style="list-style-type: none"> <li>- Students will be using an adaptive online literacy program which can be used in school and at home.</li> <li>-After school tutoring programs will be made available.</li> </ul>
Academic Goal 5	Each year, the school will make Adequate Yearly Progress (AYP) in Math, ELA and Science and will be deemed in "Good Standing" on its NYSED Report Card.	New York State Testing program and NYSED Report Card	Met	<p>The NYSED Report Card no longer indicates whether or not a school has made (AYP). Growing Up Green Charter School II has an accountability status of "Good Standing" according to the 2019-2020 New York State Report Card.</p>
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
Org Goal 1	"Each year, the school will have an average daily student attendance rate of at least 93%."	Growing Up Green uses PowerSchool, a school management program, to document daily attendance.	Met	Growing up Green II's daily attendance rate was 94% in 2020-2021
Org Goal 2	"Each year, 95% of all students enrolled on the last day of the school year will return the following school year."		Met	During the 2020-2021 school year, 96.2% of students enrolled on the last day will return the following school year. We lost some families who moved out of NYC because of the pandemic
	"Each year, the			

<p>Org Goal 3</p>	<p>school will comply with all applicable laws, rules, regulations and contract terms, including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act."</p>		<p>Met</p>	<p>"GUGCS II complies with all applicable laws, rules, regulations and contract terms as noted in our Employee Handbook, our Family Handbook, and our Board policies."</p>
	<p>Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets</p>			<p>"GUGCS II utilizes a variety of strategies to attract, retain, meet, or exceed enrollment and retention targets. We begin with a mass mailing to all families residing within District 28. This mailing includes information about our mission, core values, academic program, school community, and our application process via lottery. In addition to this mailing, GUGCS II participates in the NYC Charter</p>

Org Goal 4	as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.		Met	School Common application process, which allows families from District 28 (and families in other NYC school districts who are interested) in accessing our application online. GUGCS II hosts weekly school tours during our enrollment period which are open to all families interested in GUGCS II. We post application information on our school website as well as on our Facebook page to reach additional members of our community."
Org Goal 5	"Each year student enrollment will be at or within 15% below full enrollment as delineated in the charter. This will be measured each year by an analysis of student enrollment figures in ATS."		Met	GUG II was at 99.6% of our enrollment goal for the year.
	"Each year, parents will			

Org Goal 6	<p>express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of the parents participate in the survey."</p>	NYC School Survey	Unable to Assess	<p>"This is not applicable as this is no longer a measure used by the NY Department of Education. Due to COVID-19, scores are not available for any schools for the 2019-20 school year."</p>
Org Goal 7	<p>"Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four</p>	NYC School Survey	Unable to Assess	<p>"This is not applicable as this is no longer a measure used by the NY Department of Education. Due to COVID-19, scores are not</p>

	survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of the teachers participate in the survey."			available for any schools for the 2019-20 school year."
Org Goal 8	"Each year, 85% of teachers whose contract was renewed at the end of the previous school year will return to teach at GUGCS II."	85% of teachers whose contract was renewed at the end of the 2020-21 school year will return to teach at GUGCS II.	Met	
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	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings. A finding is "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.	"Independent Financial Audit Findings PKF O'Connor Davies, LLP conducted our Interim Audit for 2020-2021. It was a clean interim Audit which resulted in an unqualified opinion with no major findings. The final part of the Audit will take place early- August 2021 and we fully expect our goal to be met."	Met	
	"Each year, the School will operate on a balanced	"Monthly and weekly financial statements are prepared, analyzed by the		

Financial Goal 2	budget and maintain a stable cash flow. A budget will be considered "balanced" if revenues equal or exceed expenditures."	Director of Finance and then distributed to the school administration and board of directors. Financials are all posted on our School's website and indicate that our Goal for 2020-2021 was met."	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

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

(No response)

**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 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

**Thank you.**

## Entry 4 - Audited Financial Statements

Completed Oct 28 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.**

### Growing Up Green Charter School II FST

Filename: Growing Up Green Charter School II FST.pdf Size: 250.4 kB

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

Completed Dec 20 2021

### Instructions - Regents-Authorized Charter Schools ONLY

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

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

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

### Growing Up Green CS II BEDS-342800860824 2020-21

Filename: Growing Up Green CS II BEDS 34280 0mcdwRO.xlsx Size: 82.4 kB

## Entry 4c - Additional Financial Documents

Completed Nov 1 2021

**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<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

<sup>[1]</sup> 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.**

## [GUGCS II Entry 4C for Annual Report](#)

Filename: GUGCS II Entry 4C for Annual Report.pdf Size: 241.8 kB

## Entry 4d - Financial Services Contact Information

Completed Sep 17 2021

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

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Anita Amoh	[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
	Gus Saliba	[REDACTED]	[REDACTED]	5

**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
	Charter School Business Management	Karen Daniels	237 West 35th St., Suite 301, New York, NY 10001	[REDACTED]	[REDACTED]	6

**Entry 5 - Fiscal Year 2021-2022 Budget**

**Completed** Sep 17 2021

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

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

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

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

**[GUG II Budget for SED Annual Report FY21-upload](#)**

**Filename:** GUG II Budget for SED Annual Repor ZvYgpHc.xlsx **Size:** 74.6 kB

**Entry 6 - Board of Trustees Disclosure of Financial Interest Form**

**Completed** Sep 17 2021

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

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

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation**

**is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

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

### **[Kathryn Klingenstein - GUGCS BOT Financial Disclosure 2020-21](#)**

**Filename:** Kathryn Klingenstein GUGCS BOT Fi qUqPuvh.pdf **Size:** 228.1 kB

### **[Reid Chase - GUGCS BOT Financial Disclosure 2020-21](#)**

**Filename:** Reid Chase GUGCS BOT Financial Di QDPABQy.pdf **Size:** 224.4 kB

### **[Kate Hooker - GUGCS BOT Financial Disclosure 2020-21](#)**

**Filename:** Kate Hooker GUGCS BOT Financial D C5LEMkd.pdf **Size:** 224.4 kB

### **[Anne Levonen - GUGCS BOT Financial Disclosure 2020-21](#)**

**Filename:** Anne Levonen GUGCS BOT Financial cgA0p55.pdf **Size:** 225.6 kB

### **[Kelly Russotti - GUGCS BOT Financial Disclosure 2020-21](#)**

**Filename:** Kelly Russotti GUGCS BOT Financia EwuozZF.pdf **Size:** 224.9 kB

### **[Kiah Hufane - GUGCS BOT Financial Disclosure 2020-21](#)**

**Filename:** Kiah Hufane GUGCS BOT Financial D hxCAmph.pdf **Size:** 223.7 kB

### **[Marc Greenberg - Financial Disclosure Form](#)**

**Filename:** Marc Greenberg Financial Disclosure Form.pdf **Size:** 1.1 MB

### **[Peter Davis - GUGCS BOT Financial Disclosure 2020-21](#)**

**Filename:** Peter Davis GUGCS BOT Financial D z2f8phK.pdf **Size:** 191.8 kB

### **[Jeff Mueller - GUGCS BOT Financial Disclosure 2020-21](#)**

**Filename:** Jeff Mueller GUGCS BOT Financial ImS3Ugw.pdf **Size:** 225.2 kB

### **[Dr](#)**

**Filename:** Dr. Shadiatu Moustapha GUGCS BOT NyTmVXL.pdf **Size:** 3.1 MB

### **[Pastor Corwin Mason - GUGCS BOT Financial Disclosure 2020-21](#)**

**Filename:** Pastor Corwin Mason GUGCS BOT Fin LoXUewN.pdf **Size:** 196.7 kB

## **Entry 7 BOT Membership Table**

**Completed** Sep 17 2021

# Instructions

## Required of All charter schools

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

### Entry 7 BOT Table

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

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

	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	Jeff Mueller		Trustee/Member	Executive, Finance	Yes	3	07/01/2020	06/30/2022	5 or less
2	Reid Chase		Trustee/Member	Executive, Finance	Yes	3	07/01/2020	06/30/2022	5 or less
3	Kate Hooker		Chair	Executive, Academic, New	Yes	3	07/01/2020	06/30/2022	10

			Member Mentoring						
4	Kathryn Klingenstein		Chair	Executive, Academic, Finance	Yes	3	07/01/2020	06/30/2022	11
5	Marc Greenberg		Trustee/Member	Executive, New Member Mentoring	Yes	2	07/01/2021	06/30/2023	12
6	Pastor Corwin Mason		Trustee/Member	Executive	Yes	2	07/01/2021	06/30/2023	5 or less
7	Kelly Russotti		Secretary	Executive, Academic, Finance	Yes	1	04/21/2020	06/30/2022	8
8	Kiah Hufane		Trustee/Member	Executive	Yes	1	02/21/2021	06/30/2023	7
9	Peter Davis		Trustee/Member	Executive	Yes	1	04/21/2021	06/30/2023	5 or less

**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	Anne Levonen		Treasurer	Executive, Finance	Yes	1	04/21/2021	06/30/2023	11
11	Shadiatu Moustapha		Parent Rep		No	1	07/01/2021	06/30/2022	7
12									
13									
14									
15									

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

(No response)

**1d. 2020-2021 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
16									
17									
18									
19									
20									
21									

**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	11
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

### 3. Number of Board meetings held during 2020-2021

12

### 4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

## Entry 8 Board Meeting Minutes

Completed Sep 17 2021

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

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

### **[7 2020 - July Board Minutes GUGII](#)**

**Filename:** 7 2020 July Board Minutes GUGII.pdf **Size:** 60.4 kB

### **[8 2020 - August Board Minutes GUGII](#)**

**Filename:** 8 2020 August Board Minutes GUGII.pdf **Size:** 55.5 kB

### **[9 2020 - September Board Minutes GUGII](#)**

**Filename:** 9 2020 September Board Minutes GUGII.pdf **Size:** 59.3 kB

### **[10 2020 - October Board Minutes GUGII](#)**

**Filename:** 10 2020 October Board Minutes GUGII.pdf **Size:** 58.7 kB

### **[11 2020 - November Board Minutes GUGII](#)**

**Filename:** 11 2020 November Board Minutes GUGII.pdf **Size:** 54.4 kB

### **[12 2020 - December Board Minutes GUGII](#)**

**Filename:** 12 2020 December Board Minutes GUGII.pdf **Size:** 62.8 kB

### **[1 2021 - January Board Minutes GUGII](#)**

**Filename:** 1 2021 January Board Minutes GUGII.pdf **Size:** 68.8 kB

## [2 2021 - February Board Minutes GUGII](#)

**Filename:** 2 2021 February Board Minutes GUGII.pdf **Size:** 60.7 kB

## [3 2021 - March Board Minutes GUGII](#)

**Filename:** 3 2021 March Board Minutes GUGII.pdf **Size:** 83.5 kB

## [4 2021 - April Board Minutes GUGII](#)

**Filename:** 4 2021 April Board Minutes GUGII.pdf **Size:** 75.5 kB

## [5 2021 - May Board Minutes GUGII](#)

**Filename:** 5 2021 May Board Minutes GUGII.pdf **Size:** 81.4 kB

## [6 2021 - June Board Minutes GUGII](#)

**Filename:** 6 2021 June Board Minutes GUGII.pdf **Size:** 103.3 kB

## [Letter about June Board Meeting Minutes](#)

**Filename:** Letter about June Board Meeting Min eRdijXu.pdf **Size:** 88.4 kB

## **Entry 9 Enrollment & Retention**

**Completed** Sep 17 2021

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

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

## **Entry 9 Enrollment and Retention of Special Populations**

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

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

**Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	<p>Growing Up Green already has a positive presence in the community through partnerships and service learning activities. We partner with these community-based organizations, many of them serving at-risk youth/families, who recommend students to our school, spread our recruitment information/events, or allow us to present about our school to their families. Furthermore, the “green” aspects of the school are clearly described in marketing materials, presentations, and discussions with interested families. Few highlights: three recruitment events at Queensbridge and Revenswood public housing as well as targeted school tours for parents in that community.</p>	<p>We hired the Associate Director of Student Enrollment to manage recruitment and retention efforts across all schools. Since we are back in person will have both remote and in-person open houses. We partner with these community-based organizations, many of them serving at-risk youth/families, who recommend students to our school, spread our recruitment information/events, or allow us to present about our school to their families. Furthermore, the “green” aspects of the school are clearly described in marketing materials, presentations, and discussions with interested families. Few highlights: three recruitment events at Queensbridge and Revenswood public housing as well as targeted school tours for parents in that community.</p>
English Language Learners	<p>In order to recruit English Language Learners, our materials are translated, our ELL program is described, and our ELL Coordinator and teachers assist with recruitment. We also have bilingual staff to help families with the application process and</p>	<p>We will work with Community-Based Organizations to recruit in the MLL population as well as continue to have remote and in-person events where multiple languages are spoken</p>

	these staff members participate in weekly school tours for potential families as well.	
Students with Disabilities	For students with special needs, the school website and recruitment materials clearly describe the school's inclusion model, special education services, and staffing as well as counseling supports. Furthermore, our Director of Special Education participates in recruitment activities for our future and our incoming families.	We will work with our community-based organizations serving students with disabilities to join recruitment events in person or online to engage with this community.

### Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	Growing Up Green has a diverse background of students from many economic backgrounds. We provide subsidized afterschool programming, extra support services through our Special Education department, small classroom sizes to provide extra attention to students in need as well as monthly workshops for families around math, literacy, and behavioral models, to name a few for parents to solidify learning taught at school at home.	Continue to provide our families an open space to address their concerns and be involved in our community. This includes monthly parent association meetings, presence at Parent-Teacher Organization meetings, and any other communication methods (email, phone, etc).
	Our ELL Coordinator and ELL teachers support limited English proficient students through immersion techniques, direct instruction, and the use of the SIOP model. GUGCS is a school where students and their families	Continue to provide our families an open space to address their concerns and be involved in our community. This includes monthly parent association

English Language Learners	are known well by the faculty and staff and students do not fall through the cracks. We also work closely with community organizations to ensure families have the supports they need so their children can succeed.	meetings, daily morning meetings, and any other communication method (email, phone, etc). Also utilizing the translation service and bilingual staff to accomplish this goal.
Students with Disabilities	Regarding retention, GUGCS has a track record of strong student retention; any student leaving the school is primarily due to family relocation. We have achieved this success by developing a close, supportive community among students, staff, and families through regular communication and events such as orientations, family workshops, conferences, celebrations, and performances. Moreover, the school retains students classified with disabilities through the scope of services it offers to serve a variety of student needs. For example, GUGCS provides an ICT class on each grade and special education services, such as speech and language therapy, occupational therapy, hearing services, counseling, and physical therapy throughout the whole school.	Continue to provide all our families with the services that they need especially with IEP meetings, speech/language therapy, occupational therapy, hearing services, counseling, and physical therapy.

## Entry 10 - Teacher and Administrator Attrition

Completed Sep 17 2021

### Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

## **A. TEACH System - Employee Clearance**

Charter schools must ensure that all prospective employees<sup>[1]</sup> 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.

<sup>[1]</sup> 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.

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## **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>.

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### **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** Sep 17 2021

### **Instructions**

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

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

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	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)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	5.0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	1
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
<b>Total Category B: not to exceed 5</b>	<b>1.0</b>

**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)	4
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
<b>Total Category C: not to exceed 5</b>	<b>4.0</b>

**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
<b>Total Category D</b>	<b>2</b>

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

	FTE Count
<b>Total Category E</b>	<b>47</b>

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	59



Thank you.

## Entry 12 Organization Chart

Completed Sep 17 2021

### [Instructions](#)

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

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

### **[OrgChart 20-21 Annual Report GUG2](#)**

Filename: OrgChart 20 21 Annual Report GUG2.pdf Size: 55.9 kB

## Entry 13 School Calendar

Completed Sep 17 2021

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

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

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

## [GUG Calendar 2021-2022 with days \(updated 8\)](#)

Filename: GUG Calendar 2021 2022 with days up SSuP65T.pdf Size: 81.2 kB

### Entry 14 Links to Critical Documents on School Website

Completed Sep 17 2021

#### Instructions

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

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

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

### Form for Entry 14 Links to Critical Documents on School Website

School Name: **Growing up Green Charter School II**

#### **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)	<a href="https://www.quacs.org/apps/pages/index.jsp?dir=NYSED%20Annual%20Reports/GUG%20II/2019%2020&amp;uREC_ID=209356&amp;type=d&amp;termREC_ID=&amp;pREC_ID=409549">https://www.quacs.org/apps/pages/index.jsp?dir=NYSED%20Annual%20Reports/GUG%20II/2019%2020&amp;uREC_ID=209356&amp;type=d&amp;termREC_ID=&amp;pREC_ID=409549</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.quacs.org/apps/pages/index.jsp?uREC_ID=209358&amp;type=d">https://www.quacs.org/apps/pages/index.jsp?uREC_ID=209358&amp;type=d</a>

2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://quacs.org/apps/pages/index.jsp?dir=COVID%2019%20Board%20Meetings%20Transcriptions%20and%20Recordings/School%20Year%2020-21&amp;uREC_ID=209358&amp;type=d">https://quacs.org/apps/pages/index.jsp?dir=COVID%2019%20Board%20Meetings%20Transcriptions%20and%20Recordings/School%20Year%2020-21&amp;uREC_ID=209358&amp;type=d</a>
3. Link to NYS School Report Card	<a href="https://quacs.org/apps/pages/index.jsp?uREC_ID=209356&amp;type=d&amp;termREC_ID=&amp;pREC_ID=860859">https://quacs.org/apps/pages/index.jsp?uREC_ID=209356&amp;type=d&amp;termREC_ID=&amp;pREC_ID=860859</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.quacs.org/apps/news/show_news.jsp?REC_ID=733124&amp;id=0">https://www.quacs.org/apps/news/show_news.jsp?REC_ID=733124&amp;id=0</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	<a href="https://www.quacs.org/annual_report_financials/Dignity%20for%20All%20Students%20Act%20Policy%20-%207_15_21.pdf">https://www.quacs.org/annual_report_financials/Dignity%20for%20All%20Students%20Act%20Policy%20-%207_15_21.pdf</a>
6. District-wide Safety Plan	<a href="https://www.quacs.org/apps/pages/index.jsp?dir=NYSED%20Annual%20Reports/GUG%20II/2019-2020&amp;uREC_ID=209356&amp;type=d&amp;pREC_ID=409549">https://www.quacs.org/apps/pages/index.jsp?dir=NYSED%20Annual%20Reports/GUG%20II/2019-2020&amp;uREC_ID=209356&amp;type=d&amp;pREC_ID=409549</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://www.quacs.org/apps/pages/index.jsp?dir=NYSED%20Annual%20Reports/GUG%20II/2019-2020&amp;uREC_ID=209356&amp;type=d&amp;pREC_ID=409549">https://www.quacs.org/apps/pages/index.jsp?dir=NYSED%20Annual%20Reports/GUG%20II/2019-2020&amp;uREC_ID=209356&amp;type=d&amp;pREC_ID=409549</a>
7. Authorizer-Approved FOIL Policy	<a href="https://www.quacs.org/apps/pages/index.jsp?uREC_ID=209356&amp;type=d&amp;termREC_ID=&amp;pREC_ID=860895">https://www.quacs.org/apps/pages/index.jsp?uREC_ID=209356&amp;type=d&amp;termREC_ID=&amp;pREC_ID=860895</a>
8. Subject matter list of FOIL records	<a href="https://www.quacs.org/apps/pages/index.jsp?uREC_ID=209356&amp;type=d&amp;termREC_ID=&amp;pREC_ID=860895">https://www.quacs.org/apps/pages/index.jsp?uREC_ID=209356&amp;type=d&amp;termREC_ID=&amp;pREC_ID=860895</a>

**Thank you.**



# **Growing Up Green Charter School II**

Financial Statements

June 30, 2021 and 2020

## **Independent Auditors' Report**

### **Board of Trustees Growing Up Green Charter School II**

#### ***Report on the Financial Statements***

We have audited the accompanying financial statements of Growing Up Green Charter School II (the "School"), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

#### ***Management's Responsibility for the Financial Statements***

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

#### ***Auditors' Responsibility***

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

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

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

***Opinion***

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

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 19, 2021, on our consideration of the 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's 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 the School's internal control over financial reporting and compliance.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 19, 2021

## Growing Up Green Charter School II

### Statements of Financial Position

	June 30,	
	2021	2020
<b>ASSETS</b>		
Current Assets		
Cash	\$ 3,554,716	\$ 2,413,029
Grants and contracts receivable	153,434	188,466
Due from related party	209,460	-
Prepaid expenses and other current assets	274,591	231,425
Total Current Assets	4,192,201	2,832,920
Property and equipment, net	1,954,078	1,700,787
Restricted cash	75,425	75,386
Security deposits	200,165	199,665
	\$ 6,421,869	\$ 4,808,758
<b>LIABILITIES AND NET ASSETS</b>		
Current Liabilities		
Accounts payable and accrued expenses	\$ 329,817	\$ 112,221
Accrued payroll and payroll taxes	823,861	495,388
Deferred rent, current portion	1,060,564	113,100
Refundable advances	29,021	-
Due to related party	511,397	358,691
Total Current Liabilities	2,754,660	1,079,400
Paycheck Protection Program loan payable	807,328	807,328
Deferred rent	2,571,983	1,491,300
Total Liabilities	6,133,971	3,378,028
Net assets, without donor restrictions	287,898	1,430,730
	\$ 6,421,869	\$ 4,808,758

See notes to financial statements

## Growing Up Green Charter School II

### Statements of Activities

	Year Ended June 30,	
	2021	2020
<b>OPERATING REVENUE</b>		
Public School District		
Regular student enrollment	\$ 8,729,380	\$ 6,866,744
Students with disabilities	1,311,345	1,147,813
Facilities funding	2,062,027	900,000
Grants and Contracts		
Federal	360,370	187,735
State and local	27,711	34,178
Total Operating Revenue	12,490,833	9,136,470
<b>EXPENSES</b>		
Program Services		
Regular education	9,099,479	4,431,439
Special education	2,922,025	2,467,029
Other education - after school	-	97,844
Total Program Services	12,021,504	6,996,312
Supporting Services		
Management and general	1,597,650	1,240,535
Fundraising	39,622	10,699
Total Expenses	13,658,776	8,247,546
(Deficit) Surplus from Operations	(1,167,943)	888,924
<b>SUPPORT AND OTHER REVENUE</b>		
Contributions	11,446	58,234
In-kind contributions	9,327	-
Other income	4,338	137
Total Support and Other Revenue	25,111	58,371
Change in Net Assets	(1,142,832)	947,295
<b>NET ASSETS</b>		
Beginning of year	1,430,730	483,435
End of year	\$ 287,898	\$ 1,430,730

See notes to financial statements

**Growing Up Green Charter School II**

Statement of Functional Expenses  
Year Ended June 30, 2021

	No. of Positions	Program Services				Management and General	Fundraising	Total
		Regular Education	Special Education	After School	Total			
<b>Personnel Services Costs</b>								
Administrative staff personnel	17	\$ 917,124	\$ 223,984	\$ -	\$ 1,141,108	\$ 404,936	\$ 20,031	\$ 1,566,075
Instructional personnel	63	3,468,691	1,186,314	-	4,655,005	1,782	-	4,656,787
Non-instructional personnel	5	54,718	29,896	-	84,614	184,587	-	269,201
<b>Total Salaries and Staff</b>	<b>85</b>	<b>4,440,533</b>	<b>1,440,194</b>	<b>-</b>	<b>5,880,727</b>	<b>591,305</b>	<b>20,031</b>	<b>6,492,063</b>
Fringe benefits and payroll taxes		945,656	306,833	-	1,252,489	126,111	4,272	1,382,872
Retirement		-	-	-	-	81,483	-	81,483
Legal fees		24,798	8,046	-	32,844	3,307	112	36,263
Accounting and audit services		-	-	-	-	59,223	-	59,223
Other purchased services		113,738	30,430	-	144,168	267,564	197	411,929
Rent expense		2,818,751	914,588	-	3,733,339	375,903	12,734	4,121,976
Repairs and maintenance		53,037	17,209	-	70,246	7,073	240	77,559
Insurance		44,425	14,414	-	58,839	5,924	201	64,964
Utilities		72,778	23,614	-	96,392	9,706	329	106,427
Supplies and materials		211,517	54,631	-	266,148	8,070	273	274,491
Equipment and furnishings		27,111	8,200	-	35,311	2,753	93	38,157
Staff and professional development		55,383	14,490	-	69,873	18,450	80	88,403
Marketing and recruiting		21,504	4,993	-	26,497	-	-	26,497
Technology		52,939	17,177	-	70,116	7,060	239	77,415
Food services		2,314	537	-	2,851	-	-	2,851
Student services		23,239	5,395	-	28,634	-	-	28,634
Office expense		24,320	7,891	-	32,211	3,243	110	35,564
Depreciation and amortization		124,966	40,547	-	165,513	16,665	565	182,743
Other		42,470	12,836	-	55,306	13,810	146	69,262
<b>Total Expenses</b>		<b>\$ 9,099,479</b>	<b>\$ 2,922,025</b>	<b>\$ -</b>	<b>\$ 12,021,504</b>	<b>\$ 1,597,650</b>	<b>\$ 39,622</b>	<b>\$ 13,658,776</b>

See notes to financial statements

**Growing Up Green Charter School II**

Statement of Functional Expenses  
Year Ended June 30, 2020

	No. of Positions	Program Services				Total	Management and General		Fundraising	Total
		Regular Education	Special Education	After School			General			
<b>Personnel Services Costs</b>										
Administrative staff personnel	12	\$ 497,707	\$ 110,406	\$ -	\$ 608,113	\$ 416,909	\$ 6,431	\$ 1,031,453		
Instructional personnel	50	2,127,261	1,423,465	62,817	3,613,543	-	-	3,613,543		
Non-instructional personnel	7	2,705	1,353	-	4,058	200,812	-	204,870		
<b>Total Salaries and Staff</b>	<b>69</b>	<b>2,627,673</b>	<b>1,535,224</b>	<b>62,817</b>	<b>4,225,714</b>	<b>617,721</b>	<b>6,431</b>	<b>4,849,866</b>		
<b>Fringe benefits and payroll taxes</b>										
Retirement		523,872	306,074	12,524	842,470	123,153	1,282	966,905		
Legal fees		41,519	24,258	993	66,770	9,760	102	76,632		
Accounting and audit services		11,630	6,795	278	18,703	2,734	28	21,465		
Other purchased services		-	-	-	-	89,869	-	89,869		
Rent expense		173,635	53,935	753	228,323	196,580	825	425,728		
Repairs and maintenance		558,653	326,395	13,355	898,403	131,330	1,367	1,031,100		
Insurance		13,129	7,670	314	21,113	3,086	32	24,231		
Utilities		25,448	14,868	608	40,924	5,982	62	46,968		
Supplies and materials		28,144	16,443	673	45,260	6,616	69	51,945		
Equipment and furnishings		162,275	44,779	936	207,990	2,960	31	210,981		
Staff and professional development		22,020	9,211	265	31,496	2,607	27	34,130		
Marketing and recruiting		14,847	3,712	-	18,559	-	-	18,559		
Technology		32,708	12,727	325	45,760	3,200	33	48,993		
Food services		27,277	15,936	652	43,865	6,412	67	50,344		
Student services		1,200	300	-	1,500	-	-	1,500		
Office expense		27,355	6,839	-	34,194	-	-	34,194		
Depreciation and amortization		45,169	26,390	1,080	72,639	10,618	111	83,368		
Other		77,311	45,170	1,848	124,329	18,175	189	142,693		
		<u>17,574</u>	<u>10,303</u>	<u>423</u>	<u>28,300</u>	<u>9,732</u>	<u>43</u>	<u>38,075</u>		
<b>Total Expenses</b>		<b>\$ 4,431,439</b>	<b>\$ 2,467,029</b>	<b>\$ 97,844</b>	<b>\$ 6,996,312</b>	<b>\$ 1,240,535</b>	<b>\$ 10,699</b>	<b>\$ 8,247,546</b>		

See notes to financial statements

## Growing Up Green Charter School II

### Statements of Cash Flows

	Year Ended June 30,	
	2021	2020
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in net assets	\$ (1,142,832)	\$ 947,295
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	182,743	142,693
Deferred rent	2,028,147	131,100
Changes in operating assets and liabilities		
Grants and contracts receivable	35,032	(128,004)
Due from related party	(209,460)	-
Prepaid expenses and other current assets	(43,166)	(73,817)
Security deposits	(500)	(24,885)
Accounts payable and accrued expenses	217,596	36,316
Accrued payroll and payroll taxes	328,473	40,291
Refundable advances	29,021	(17,986)
Due to related party	152,706	21,079
Net Cash from Operating Activities	<u>1,577,760</u>	<u>1,074,082</u>
<b>CASH FLOWS FROM INVESTING ACTIVITY</b>		
Purchases of property and equipment	(436,034)	(345,028)
<b>CASH FLOW FROM FINANCING ACTIVITY</b>		
Paycheck Protection Program loan proceeds	<u>-</u>	<u>807,328</u>
Net Change in Cash and Restricted Cash	1,141,726	1,536,382
<b>CASH AND RESTRICTED CASH</b>		
Beginning of year	<u>2,488,415</u>	<u>952,033</u>
End of year	<u>\$ 3,630,141</u>	<u>\$ 2,488,415</u>

See notes to financial statements

## **Growing Up Green Charter School II**

Notes to Financial Statements  
June 30, 2021 and 2020

### **1. Organization and Tax Status**

Growing Up Green Charter School II (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 15, 2015 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 15, 2015 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York (the "Board of Regents"). The Board of Regents approved and issued several renewals to the School's charter expiring June 30, 2025. The School's mission is to empower children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of the School will be prepared to attend high performing schools where their interdisciplinary academic foundations, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future. Classes commenced in Jamaica, New York, on September 8, 2016 and the School provided education to approximately 540 students in grades kindergarten through sixth during the 2020-2021 academic year.

The New York City Department of Education provides free lunches and transportation directly to some of the School's students. Such costs are not included in these financial statements. The School covers a portion of the cost of lunches for children not entitled to the free lunches.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

### **2. Summary of Significant Accounting Policies**

#### ***Basis of Presentation and Use of Estimates***

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

## Growing Up Green Charter School II

Notes to Financial Statements  
June 30, 2021 and 2020

### 2. Summary of Significant Accounting Policies *(continued)*

#### ***Net Asset Presentation***

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

*Net assets without donor restrictions* - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

*Net assets with donor restrictions* – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are classified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2021 and 2020.

#### ***Restricted Cash***

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position to the amounts presented in the statements of cash flows for the years ended June 30:

	<u>2021</u>	<u>2020</u>
Cash	\$ 3,554,716	\$ 2,413,029
Restricted cash	75,425	75,386
	<u>\$ 3,630,141</u>	<u>\$ 2,488,415</u>

#### ***Property and Equipment***

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of \$1,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

## Growing Up Green Charter School II

Notes to Financial Statements  
June 30, 2021 and 2020

### 2. Summary of Significant Accounting Policies *(continued)*

#### ***Property and Equipment (continued)***

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Equipment	5 years
Furniture and fixtures	7 years
Software	3 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2021 and 2020.

#### ***Refundable Advances***

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

#### ***Revenue and Support***

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as net assets with donor restrictions if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

#### ***Marketing and Recruitment***

Marketing and recruitment costs are expensed as incurred for staff and student recruitment. Marketing and recruitment expense for the years ended June 30, 2021 and 2020 was \$26,497 and \$48,993.

#### ***Functional Expense Allocation***

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other bases as determined by management of the School to be appropriate.

## Growing Up Green Charter School II

Notes to Financial Statements  
June 30, 2021 and 2020

### 2. Summary of Significant Accounting Policies *(continued)*

#### ***Accounting for Uncertainty in Income Taxes***

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2018.

#### ***Subsequent Events Evaluation by Management***

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 19, 2021.

### 3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, city entitlements and grants. The School expects to collect these receivables within one year. Management has assessed the need for an allowance and has determined that such an allowance is not necessary.

### 4. Property and Equipment

Property and equipment, net consists of the following at June 30:

	<u>2021</u>	<u>2020</u>
Equipment	\$ 435,889	\$ 206,339
Furniture and fixtures	341,695	183,652
Software	3,126	3,126
Leasehold improvements	<u>1,742,384</u>	<u>1,693,943</u>
	2,523,094	2,087,060
Accumulated depreciation and amortization	<u>(569,016)</u>	<u>(386,273)</u>
	<u>\$ 1,954,078</u>	<u>\$ 1,700,787</u>

## Growing Up Green Charter School II

Notes to Financial Statements  
June 30, 2021 and 2020

### 5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30:

	2021	2020
Cash	\$ 3,554,716	\$ 2,413,029
Grants and contracts receivable	153,434	188,466
Due from related party	209,460	-
	<u>\$ 3,917,610</u>	<u>\$ 2,601,495</u>

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in liquid instruments until it is required for operational use. To help manage unanticipated liquidity needs, the School has a line of credit in the amount of \$750,000, which it could draw upon as further disclosed in Note 9.

### 6. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of the participant's annual compensation. Total employer match for the years ended June 30, 2021 and 2020 amounted to \$81,483 and \$76,632.

### 7. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2021 and 2020, approximately \$3,380,000 and \$2,200,000 of cash was maintained with an institution in excess of FDIC limits.

### 8. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For each of the years ended June 30, 2021 and 2020, the School received approximately 97% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

## **Growing Up Green Charter School II**

Notes to Financial Statements  
June 30, 2021 and 2020

### **9. Related Party Transactions (not disclosed elsewhere)**

#### ***Friends of Growing Up Green***

The School is an affiliate of Friends of Growing Up Green (“Friends of GUG”), a New York State not-for-profit corporation, through common management. Friends of GUG supports the School through technical and financial assistance and by managing the School’s real estate and facilities-related needs.

Lease agreements for one facility used by the School during the year ended June 30, 2021 were transferred to Friends of GUG (see Note 10) and a new sublease agreement was entered into between Friends of GUG (sublandlord) and the School (subtenant). Various expenses in the amount of \$117,659, as required by the lease agreement, were paid on behalf of Friends of GUG by the School during the year ended June 30, 2021.

The balance due from Friends of GUG at June 30, 2021 and 2020 was \$209,460 and \$0.

#### ***Growing Up Green Charter School***

The School is an affiliate of Growing Up Green Charter School (“GUG”), a New York State not-for-profit education corporation who both share common management and board members. The School was not required to consolidate its financial statement with GUG as the School does not have an economic interest in the net assets of GUG. During the years ended June 30, 2021 and 2020, the School charged \$511,397 and \$358,691 of operating expenses to GUG.

In March 21, 2017, GUG co-signed a \$750,000 commercial line of credit with a financial institution along with the School. GUG assigned and granted the lender a security interest in one of its deposit accounts with the financial institution. The line of credit was paid in full as of June 30, 2021 and 2020 but remains open.

The balance due to GUG at June 30, 2021 and 2020 was \$511,397 and \$358,691.

### **10. Commitments**

In July 2016, the School entered into a lease agreement for office and classroom space at 84-35 152<sup>nd</sup> Street, Jamaica, New York, expiring on June 30, 2036, with a renewal option for an additional ten years and subsequently a renewal option for an additional five years. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses.

## Growing Up Green Charter School II

Notes to Financial Statements  
June 30, 2021 and 2020

### 10. Commitments (*continued*)

In September 2019, the School entered into a lease agreement for office and classroom space at 89-17 161<sup>st</sup> Street, Jamaica, New York, which commenced July 1, 2020 and expires July 31, 2053. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses. Under the terms of the lease, the School paid a security deposit in the amount of \$130,000. In November 2020, the lease agreement was transferred to Friends of GUG (see Note 9) and a new sublease agreement between Friends of GUG (sublandlord) and the School (subtenant) was executed for a period concurrent to the lease term.

The future minimum lease payments under the above leases are as follows for the year ending June 30:

2022	\$ 3,029,610
2023	3,119,699
2024	3,212,314
2025	3,297,317
2026	3,389,744
Thereafter	<u>100,940,745</u>
	<u>\$ 116,989,429</u>

The School recognizes rent expense on a straight-line basis over the term of the lease. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense for the years ended June 30, 2021 and 2020 was \$4,121,976 and \$1,031,100.

### 11. Paycheck Protection Program Loan Payable

On May 29, 2020, the School qualified for and received a loan pursuant to the Paycheck Protection Program ("PPP"), a program implemented by the U.S. Small Business Administration ("SBA") under the Coronavirus Aid, Relief, and Economic Security Act, from a qualified PPP lender, for an aggregate principal amount of \$807,328 (the "PPP Loan"). The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of five years, and is unsecured and guaranteed by the SBA. The principal amount of the PPP Loan is subject to forgiveness under the PPP upon the School's request to the extent that the PPP Loan proceeds are used to pay expenses permitted by the PPP, including payroll costs, covered rent and mortgage obligations, and covered utility payments incurred by the School. The School applied for forgiveness of the PPP Loan with respect to these covered expenses. The School believes that most, if not all, of the PPP Loan will meet the requirements for debt forgiveness. To the extent that all or part of the PPP Loan is not forgiven, the School will be required to pay interest on the PPP Loan through the date principal is repaid in full or maturity date.

## **Growing Up Green Charter School II**

Notes to Financial Statements  
June 30, 2021 and 2020

### **12. Contingency**

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

### **13. Risks and Uncertainties**

The School's operations and financial performance may be affected by the recent COVID-19 outbreak which has spread globally and is expected to adversely affect economic conditions throughout the world. If the outbreak continues and conditions worsen, the School may experience a disruption in operations as well as a decline in revenue activities. Economic uncertainty is related to the potential reduction and/or delays in state and local per pupil operating revenue, shortfalls and variations in enrollment, and operational and other changes that could increase expenses. The outbreak may adversely affect the School's activities, financial condition, results of operations, and cash flows. Management is closely monitoring the impact of COVID-19 and believes the School is taking appropriate actions to mitigate the negative impact. However, management is unable to estimate the financial impact, if any, related to this matter.

\*\*\*\*\*

**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**

**Board of Trustees  
Growing Up Green Charter School II**

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 Growing Up Green Charter School II (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 19, 2021.

***Internal Control Over Financial Reporting***

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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 the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the 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.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 19, 2021

**2020-2021 Growing Up Green II Annual Report – Entry 4c**

1. Advisory and/or Management letter
  - a. Please see attached below.
2. Federal Single Audit
  - a. N/A – This school did not receive \$750K in federal grant money.
3. CSP Agreed-Upon Procedure Report
  - a. N/A – The school no longer has a CSP grant.
4. Evidence of Required Escrow Account for each school
  - a. Please see attached below.
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations
  - a. N/A – The school was not placed on CAP by the auditor.
6. Other – 990 Extension
  - a. Please see attached below.

## **Growing Up Green Charter School II**

Independent Auditors' Report on Communication  
of Internal Control Matters

June 30, 2021



## Independent Auditors' Communication on Internal Control Matters

### The Board of Trustees Growing Up Green Charter School II

In planning and performing our audit of the financial statements of Growing Up Green Charter School II (the "School") as of and for the year ended June 30, 2021, in accordance with auditing standards generally accepted in the United States of America, we considered the 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 opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, audit committee, the Board of Trustees, The State University of New York Charter School Institute, The State Education Department of the State University of New York, and others within the School, and is not intended to be used by anyone other than these specified parties.

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by School personnel during the course of our audit.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 19, 2021

000  
 CITIBANK, N. A.  
**Account**

**Statement Period**  
**Sep 1 - Sep 30, 2021**  
**Relationship Manager**  
 Citibusiness Service Center  
 (877) 528-0990

Page 1 of 2

00004255  
 A109

GROWING UP GREEN CHARTER SCHOOL 11  
 (ESCROW)  
 84-35 152ND STREET  
 JAMAICA NY 11432



**CitiBusiness<sup>®</sup> ACCOUNT AS OF SEPTEMBER 30, 2021**

**Relationship Summary:**

Checking	-----
Savings	\$75,434.23
Checking Plus	-----

**SERVICE CHARGE SUMMARY FROM AUGUST 1, 2021 THRU AUGUST 31, 2021**

Type of Charge	No./Units	Price/Unit	Amount
<b>CITIBUSINESS IMMA # 6779061225</b>			
Average Daily Collected Balance			\$75,428.03
<b>Total Charges for Services</b>			<b>\$0.00</b>
<b>Net Service Charge</b>			<b>\$0.00</b>

**SAVINGS ACTIVITY**

**CitiBusiness IMMA**  
**6779061225**

**Beginning Balance:** \$75,431.13  
**Ending Balance:** \$75,434.23

Date	Description	Debits	Credits	Balance
09/30	INTEREST EARNED		3.10	75,434.23

Interest earned year to date \$28.19

Your CitiBusiness IMMA Account Rates							
For Balances of	\$0	\$25,000	\$50,000	\$100,000	\$500,000	\$1,000,000	\$10,000,000
	to	to	to	to	to	to	
	\$24,999	\$49,999	\$99,999	\$499,999	\$999,999	\$9,999,999	and over
9/01 - 9/30	0.050%	0.050%	0.050%	0.050%	0.050%	0.050%	0.050%

# Application for Automatic Extension of Time To File an Exempt Organization Return

Department of the Treasury  
Internal Revenue Service

▶ **File a separate application for each return.**  
▶ **Go to [www.irs.gov/Form8868](http://www.irs.gov/Form8868) for the latest information.**

**Electronic filing (e-file).** You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit [www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits](http://www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits).

**Automatic 6-Month Extension of Time. Only submit original (no copies needed).**

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

<b>Type or print</b>	Name of exempt organization or other filer, see instructions. <b>GROWING UP GREEN CHARTER SCHOOL II</b>	Taxpayer identification number (TIN) <div style="background-color: black; width: 100px; height: 15px;"></div>
File by the due date for filing your return. See instructions.	Number, street, and room or suite no. If a P.O. box, see instructions. <b>84-35 152ND STREET</b>	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. <b>JAMAICA, NY 11432</b>	

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 | 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

**MATTHEW GREENBERG**

- The books are in the care of ▶ **39-27 28TH STREET - LONG ISLAND CITY, NY 11101**  
Telephone No. ▶ **347-642-4306** Fax No. ▶ \_\_\_\_\_
- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) \_\_\_\_\_. If this is for the whole group, check this box . If it is for part of the group, check this box  and attach a list with the names and TINs of all members the extension is for.

**1** I request an automatic 6-month extension of time until     **MAY 16, 2022**    , to file the exempt organization return for the organization named above. The extension is for the organization's return for:  
▶  calendar year \_\_\_\_\_ or  
▶  tax year beginning     **JUL 1, 2020**    , and ending     **JUN 30, 2021**    .

**2** If the tax year entered in line 1 is for less than 12 months, check reason:  Initial return  Final return  
 Change in accounting period

<b>3a</b> If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	<b>3a</b>	\$	0.
<b>b</b> If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	<b>3b</b>	\$	0.
<b>c Balance due.</b> Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	<b>3c</b>	\$	0.

**Caution:** If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

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

**Name:**

Kathryn Klingenstein

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

Growing Up Green Charter Schools

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

Board of Trustees, Co-President

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.

NONE

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.

NONE

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.

NONE

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.

NONE

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.

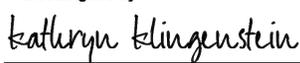
NONE

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.

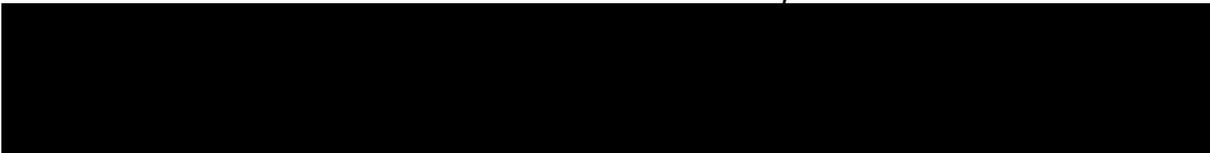
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>None Please write "None" if applicable. Do not leave this space blank.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

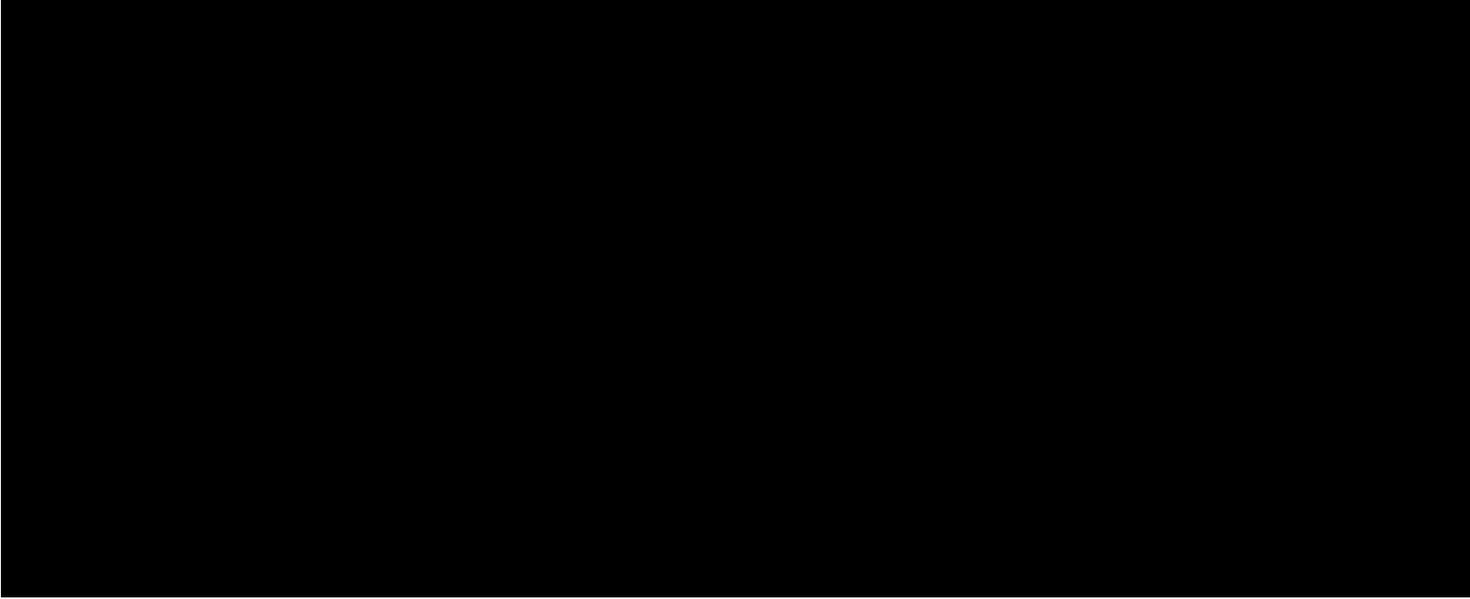
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **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				Use this space blank.

DocuSigned by:  
  
D87599E780CA49D...  
 Signature \_\_\_\_\_ /16/2021  
 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.





*last revised 06/8/2020*

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

**Name:**

Reid Chase

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

Growing Up Green

---

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

Treasurer, Trustee

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.

NA

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.

NA

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.

NA

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.

NA

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.

NA

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>None 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.”

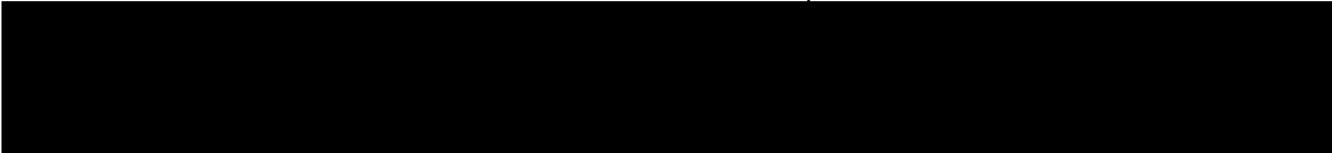
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

/18/2021

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.*



[Redacted]

[Redacted]

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

**Name:**

Kate Hooker

---

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

Growing Up Green

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

Co Board Chair

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

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

N/A

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

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

N/A

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

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

N/A

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

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.

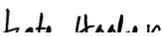
N/A

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
<p>N/A  <i>Please write "None" if applicable. Do not leave this space blank.</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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

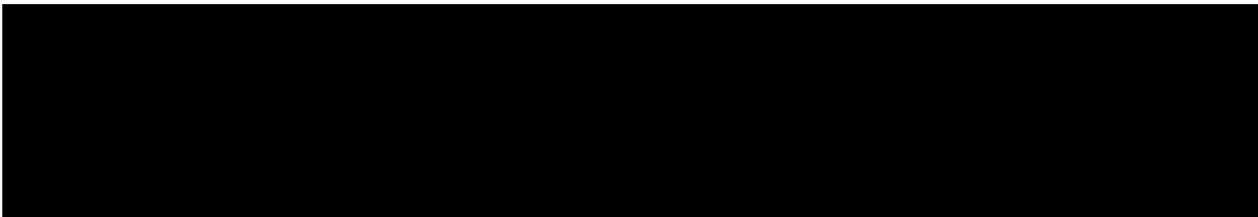
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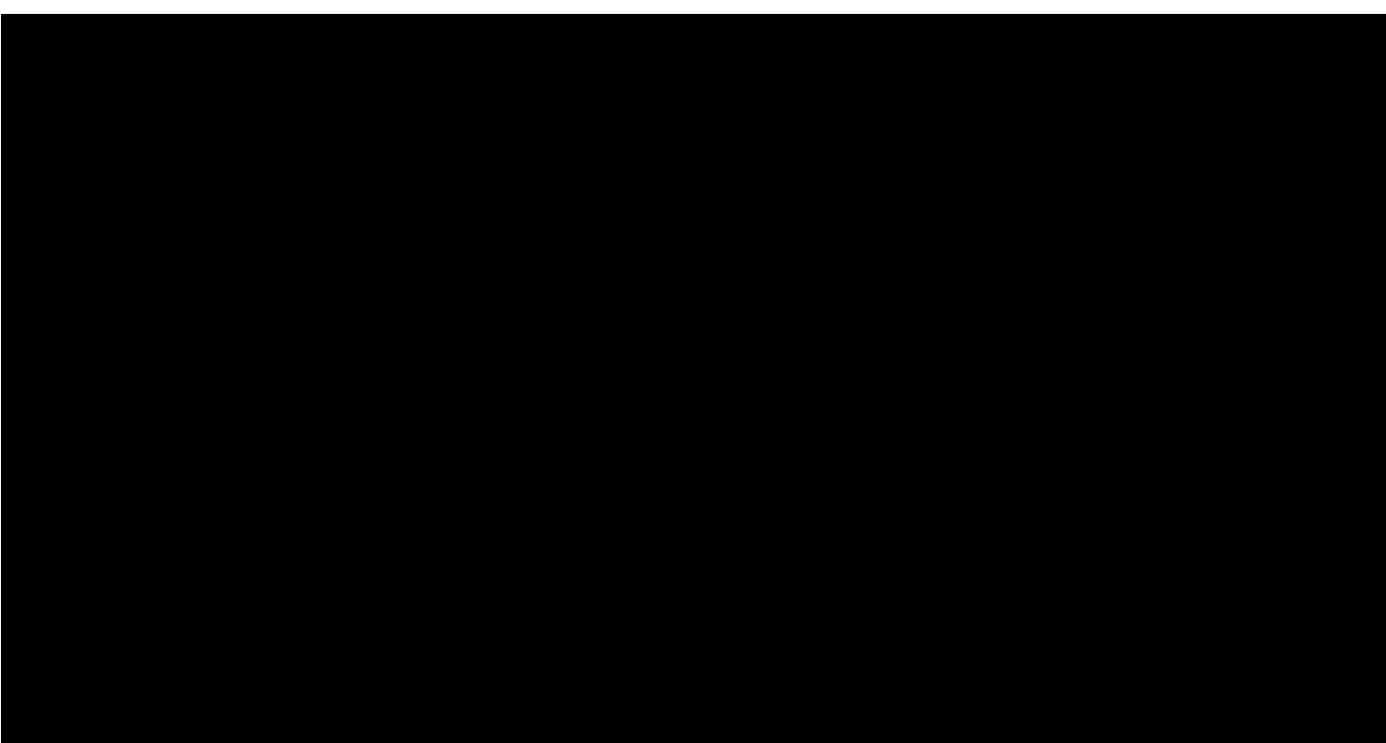
6/17/202

Signature

Date

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

**Name:**

Anne Levonen

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

Growing Up Green Charter School

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

Board 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.

none

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.

none

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.

none

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.

none

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.

none

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><b>None.</b> Please write “None” if applicable. Do not leave this space blank.</p>			



[Redacted]

[Redacted]

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

**Name:**

Kelly Rousbussotti

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

Growing Up Green

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

N/A

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

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

NA

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

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

N/A

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

No

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

N/A

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

Yes  No

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

N/A

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

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>N/A 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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

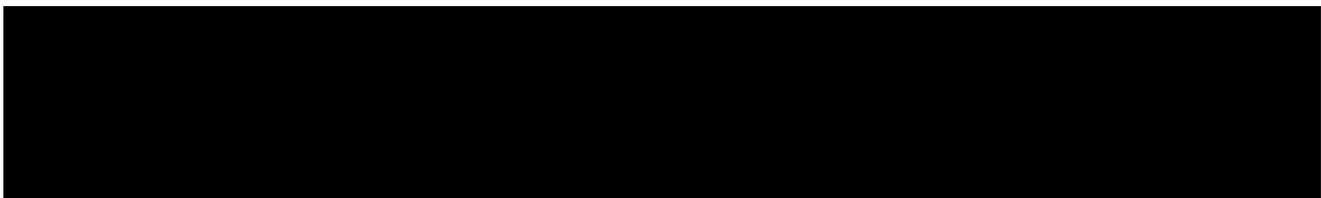
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L. H. ...

6/17/202

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:**

Kiah Buffafane

---

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

Growing Up Green 2

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

Trustee

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.

NA

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.

NA

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.

NA

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.

NA

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.

NA

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>None  <i>Please write "None" if applicable. Do not leave this space blank.</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.”

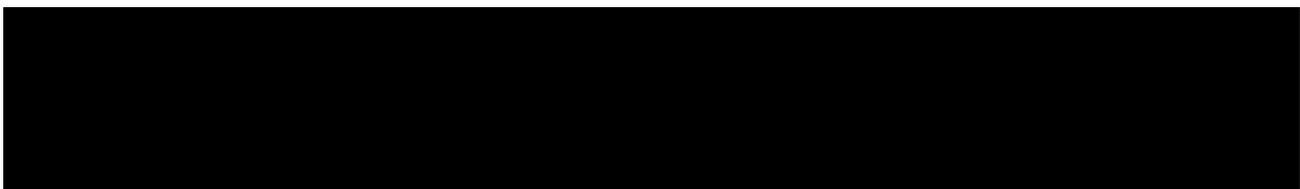
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None <i>PI</i>				<i>Use this space blank.</i>

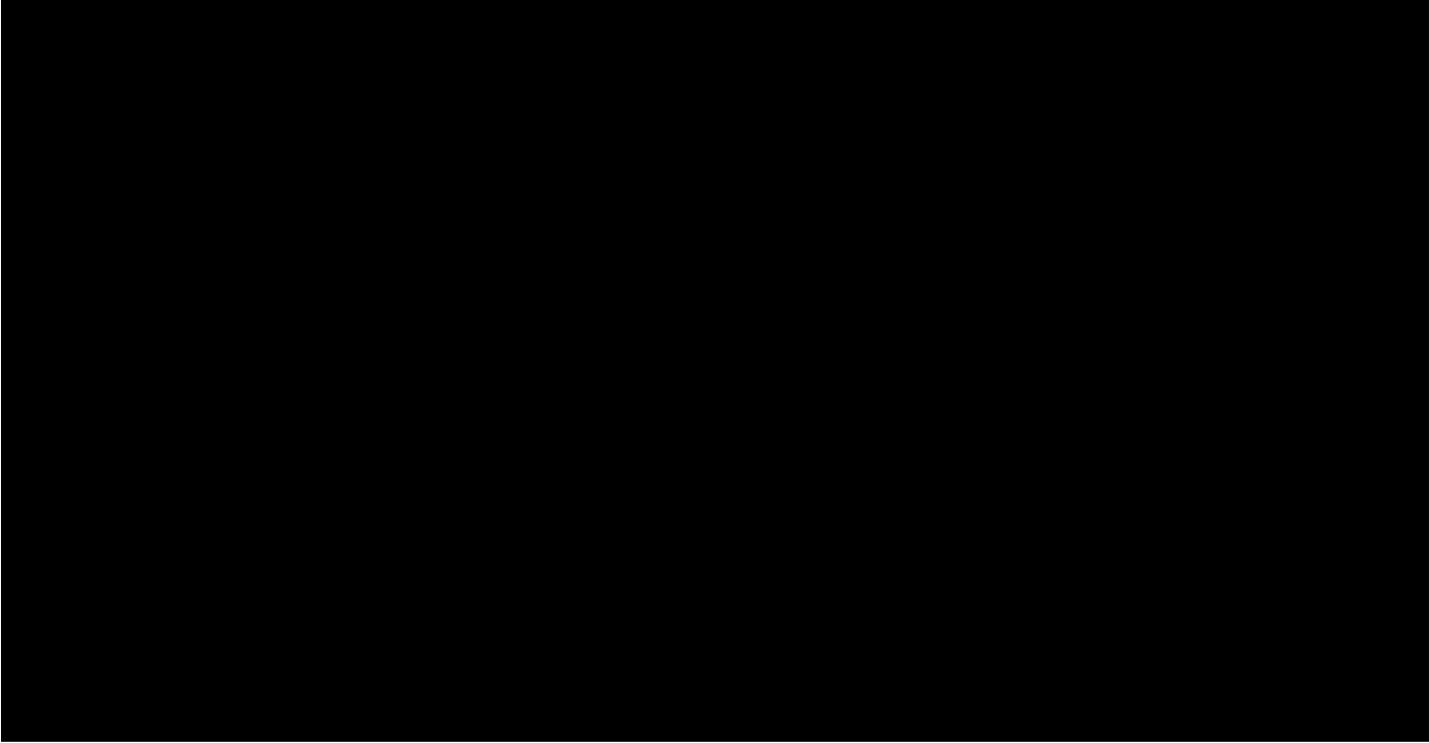
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 Signature

/15/2021

Date

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

**Name:**

Marc L. Greenberg

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

Growing Up Green #1. Growing Up Green #2

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

Member, Board of Trustees

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

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

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

If **Yes**, please describe the nature of your relationship and how this person  
could benefit from your participation. Yes, I am the Cousin of the Founder.  
My Cousin benefits from my participation by virtue of my sound advice.

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?  
 If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation. See answer to question #2.

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**   X   **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**

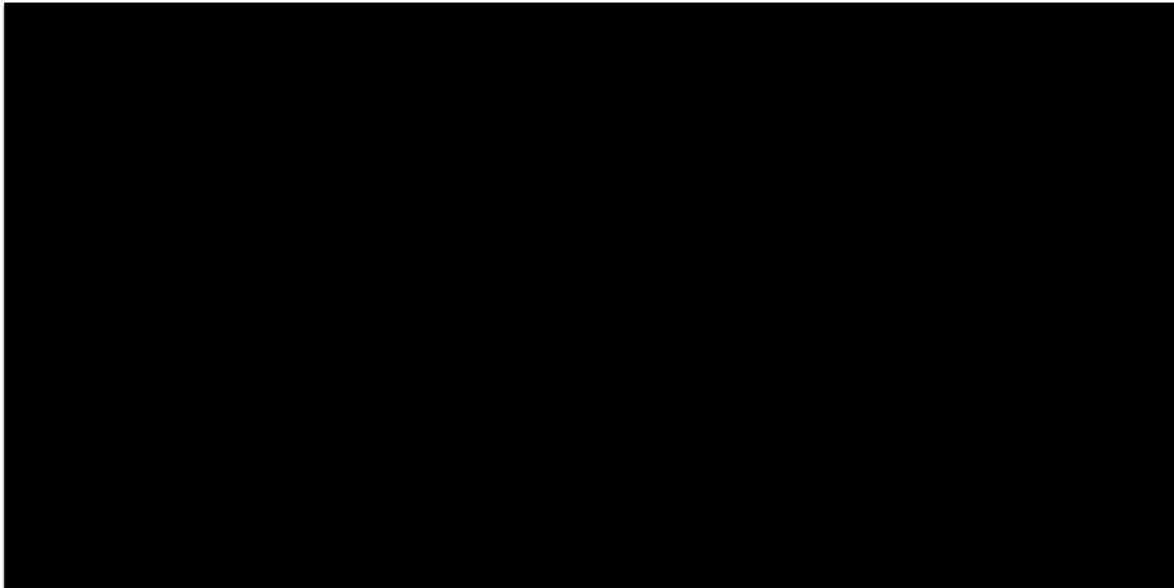
Date(s)	Nature of financial interest /transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	None		Non Applicable

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

Organization conducting Business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
	None		Non-Applicable	

Man L. Berbag      6-15-21  
 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: Peter Davis**

---

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

Growing Up Green Charter School

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

**I am board member and member of the finance committee.**

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

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

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

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

**NO**

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

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

**NO**

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

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

**NO**

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?

**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

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

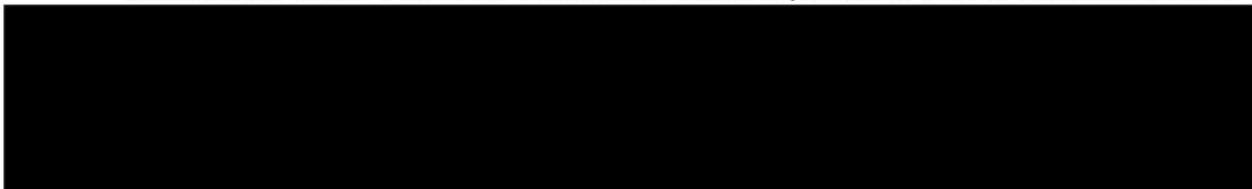
*A. O. Davis*

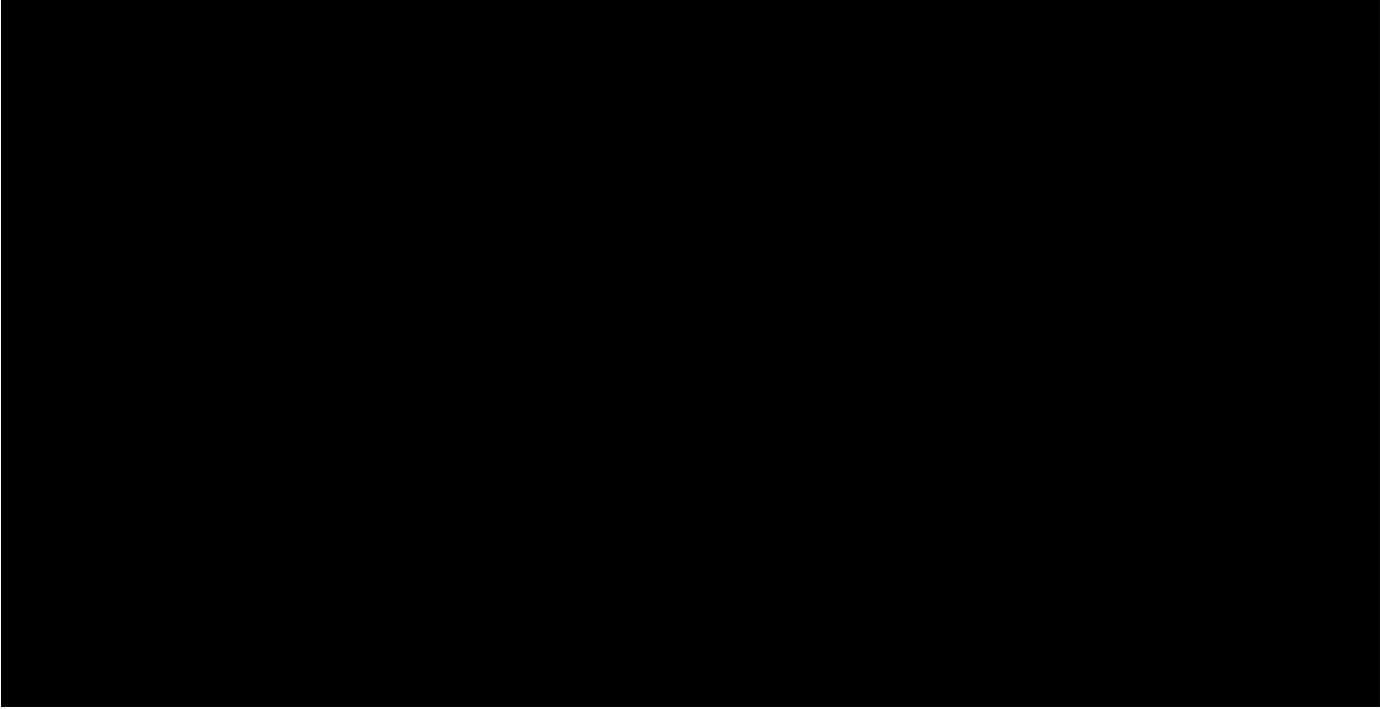
6/30/21

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:**

Jeff Mueller

---

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

Growing Up Green

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

former Board Chair

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

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

Not applicable

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

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

No

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

No

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

No applicable

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.

Not applicable

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.

Not applicable

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
Not applicable	<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.”

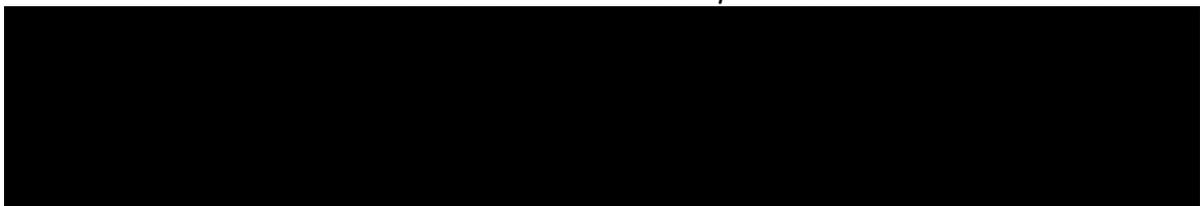
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Not appl				

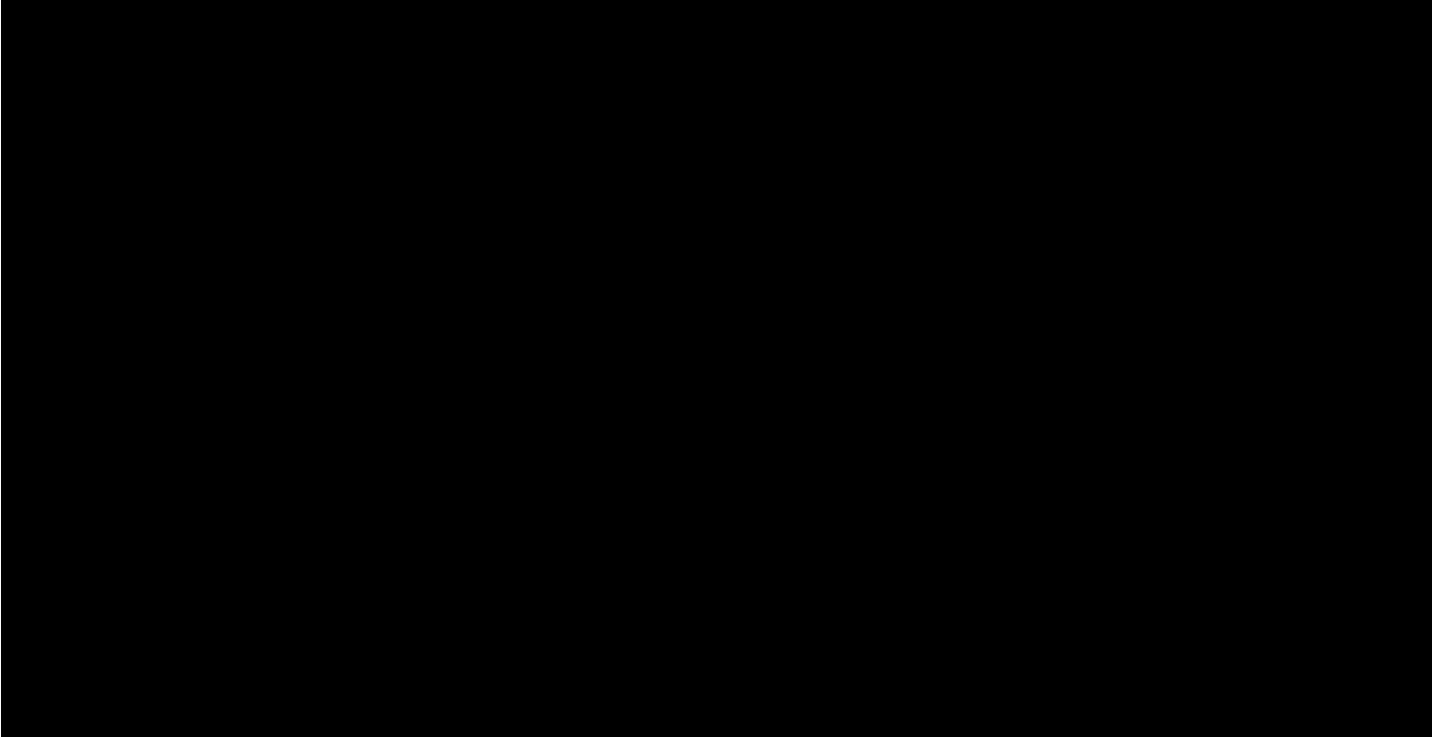
/15/2021

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:

Dr. Shadiatu Moustapha

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

Growing Up Green II Charter

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

Parent Representative

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

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

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

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

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

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

Mother of Ayisha and Ahsan  
Moustapha

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

Mother of Ayisha and Ahsan  
Moustapha

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
NA	NA	NA	NA

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

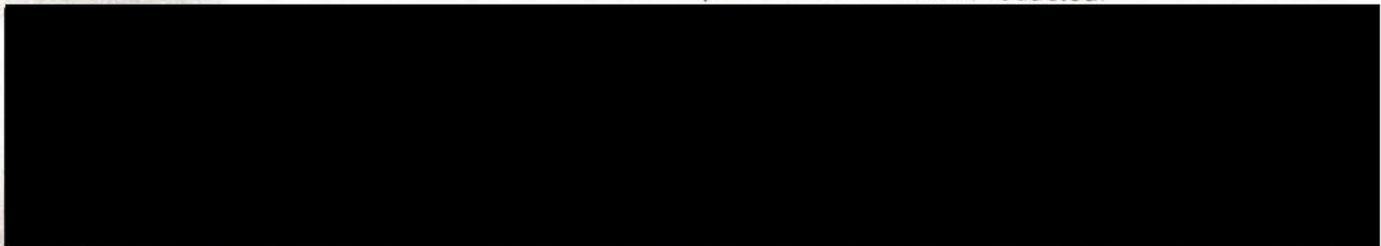
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

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
NA	NA	NA	NA	NA

Signature 

Date 6/19/2021

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





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

**Name:**

Corwin Mason

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

Growing Up Green Charter School

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

## Board Member

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

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

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.

## No

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

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

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

No

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

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

Yes  No

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

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

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><b>None</b></p> <p><i>Please write "None" if applicable. Do not leave this space blank.</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>Please write "None" if applicable. Do not leave this space blank.</p> <h1 style="font-size: 48px; margin: 0;">None</h1>				

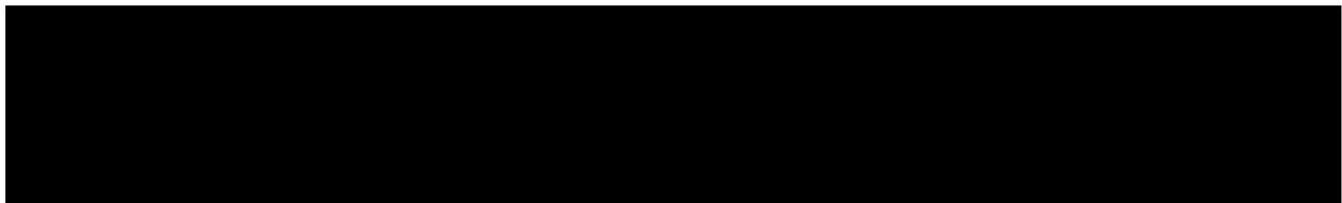
Corwin Mason  
Corwin Mason (Jul 28, 2021 19:37 EDT)

Signature

7/28/2021

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.*





# GUGCS BOT Financial Disclosure 2020-21 (1)

Final Audit Report

2021-07-28

Created:	2021-07-28
By:	Desmond Holliday [REDACTED]
Status:	Signed
Transaction ID:	[REDACTED]

## "GUGCS BOT Financial Disclosure 2020-21 (1)" History



## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date:** Tuesday, July 21st, 2020

**Location:**

<https://us04web.zoom.us/j/71624850404?pwd=Y290V3VuR2xrRjhJZHJTUFNFMFJxZz09>

**Commencement Time:** 7:30pm

**In attendance:** Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Anita Amoh (Director of Finance at Growing Up Green Charter School), Marc Greenberg (Board Trustee), Kate Hooker (Board Cochair), Kelly Russotti (Board Secretary), Kathryn Klingenstein (Board Cochair), Nancy Wong (School Leader at Growing Up Green II Elementary Charter School), Shaunte Robinson (Director of Support Services at Growing Up Green II), Andrew Wintner (School Leader at Growing Up Green II Middle Charter School), Laura Meyers (Parent Rep at Growing Up Green I Charter School)

### **Commencement**

Kate Hooker moved to open the GUG II Board Meeting.

### **Previous Month's Board Meeting Minutes**

Kate Hooker moved to approve last month's minutes. Anne Levonen seconded, all present members voted in favor.

### **Parent Rep Update**

PTO and School Leaders have been meeting frequently for plans for next year as School reopens. The PTO also continued working on the bylaws and thinking through how PTO can support families when they return to School.

Dr Moustapha thanked the Board for supporting the families at Growing Up Green.

### **Finance**

Anita updates the Board that the balances in GUG2 operating account is \$4M.

Kate moved to adjourn the meeting, Marc seconded the motion, all approved.

## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date:** Tuesday, August 18th, 2020

**Location:**

<https://us04web.zoom.us/j/4173215616?pwd=MVN5YzR4TnJ5bTJOMHpgTFdhZm84QT09>

**Commencement Time:** 7:30pm

**In attendance:** Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Anita Amoh (Director of Finance at Growing Up Green Charter School), Andrew Wintner (Growing Up Green 2 MS), Nancy Wong (Growing Up Green 2 ES School Leader), Marc Greenberg (Trustee)

**Commencement:**

Kathryn opened the GUG2 meeting.

Matthew presented the state of Charter Renewal and explained that we submitted our Renewal application. Matthew reviewed a timeline for next steps for both the Board and the School and said that there would be times to review as a full Board before meeting with NYSED. Matthew also expressed and he and Erin Acosta would be leading an advocacy effort regarding the NYSED approval process. Matthew said that we have a great ally in Regent Chen, and that we would be sure to address any concerns about renewal as we can.

Kathryn asked about feedback from families and staff about the plan. Erin shared that most folks are grateful for the thoughtfulness of the plan, and the families see the logic in it. Erin also shared that there are outliers - some families feel all should be remote, and then there are families who feel students should be in school full time. Kate shared that she has heard really great feedback from staff since beginning PD and that they feel that since they have come back, they really appreciate the work that their School Leaders have done to create a positive learning environment. Andrew shared that many staff members are excited about refining their remote learning practices and building on what they learned last year.

Kathryn adjourned the GUG2 meeting.

## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date:** Tuesday, September 15th, 2020

**Location:**

<https://us04web.zoom.us/j/446058084?pwd=SDNCVmhVL0JWWnl0bEwwNDhSYjhkZz09>

**Commencement Time:** 7:30pm

**In attendance:** Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Anita Amoh (Director of Finance at Growing Up Green Charter School), Nabih Yusufali (Executive Assistant to Founder & Executive Director), Marc Greenberg (Board Trustee), Kate Hooker (Board Co-Chair), Kathryn Klingenstein (Board Co-Chair), Corwin Scott Mason (Board Trustee), Anne Levonen (Board Chair), Kelly Russotti (Board Secretary), Laura Meyers (Parent Rep Growing Up Green I), Dr. Shadiatu Moustapha (Parent Rep Growing Up Green II).

### **Commencement**

Kate Hooker moved to open the meeting for Growing Up Green II Charter School. Anne Levonen seconded the motion, all were in favor.

### **Previous Month's Board Meeting Minutes & Special Board Meeting Minutes**

Kate Hooker motioned to approve the July and August Board Minutes, Anne Levonen seconded, all were in favor.

### **Financials**

Anita Amoh went through the financial reports for Growing Up Green II Charter School. She proposed a payment plan for a balance that Growing Up Green II owes to Growing Up Green I.

Kate Hooker moved to approve the payment plan, none were opposed.

### **Lease Update**

Kate McGrath gave an update on the Growing Up Green II lease for the 161st street and updates to the lease in light on additional space that recently became available for the 20-21 School Year.

### **Charter Renewal**

Growing Up Green II is submitting Benchmark 1 to the SED on October 14th. SED will then schedule a Site Visit in which they will meet with School Leaders, Board Members and teachers. Matthew has advised the Board to read the Charter application, with emphasis on the Board Governance sections. He will work with Simeon Stoltzberg, an SED consultant, to prepare Board members for the Site Visit.

### **Parent Rep Update**

Dr Shadiatu Moustapha gave an update on the parent perspective at Growing Up Green II ES. All in all, everything is going very well.

## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date:** Tuesday, October 20th, 2020

**Location:**

<https://us04web.zoom.us/j/446058084?pwd=SDNCVmhVL0JWWnl0bEwwNDhSYjkhZz09>

**Commencement Time:** 7:30pm

**In attendance:** Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Anita Amoh (Director of Finance at Growing Up Green Charter School), Nabihah Yusufali (Executive Assistant to Founder & Executive Director), Nancy Wong (School Leader at Growing Up Green II Elementary School), Marc Greenberg (Board Trustee), Kate Hooker (Board Co-Chair), Kathryn Klingenstein (Board Co-Chair), Corwin Scott Mason (Board Trustee), Kelly Russotti (Board Secretary), Laura Meyers (Parent Rep Growing Up Green I), Dr. Shadiatu Moustapha (Parent Rep Growing Up Green II).

### **Commencement**

Kathryn Klingenstein moved to open the meeting for Growing Up Green II Charter School. Anne Levonen seconded the motion, all were in favor.

### **Previous Month's Board Meeting Minutes**

Kathryn Klingenstein motioned to approve the September Board Minutes, Kate Hooker seconded, all were in favor.

### **Financials**

Anita Amoh went through the financial reports for Growing Up Green II Charter School.

### **New Board Member**

Kate Hooker spoke about meeting with Kiah Hufane, Matthew Greenberg, and Kelly Russotti regarding Kiah's potential Board Membership. Kate spoke about how the meeting with Kiah went very well, and how Kiah's experience in the world of education would be very beneficial to the Board.

Kate Hooker made a motion to approve Kiah Hufane as a Board member of the Board of Trustees of GUG1 and GUG2, pending approval of her paperwork by NYSED and DOE. Kathryn Klingenstein seconded the motion, all were in favor.

### **Charter Renewal & Site Visit**

Nancy Wong gave an update on the Growing Up Green II Charter Renewal and Site Visit. The last benchmark for the Charter Application was submitted on October 14th. The SED visit is scheduled for November 30th and December 1st. The Board will be meeting with the SED on December 1st.

### **Parent Rep Update**

Dr Shadiatu Moustapha gave an update on the parent perspective at Growing Up Green II ES.

### **Auditors**

Auditors from PKF O'Connor Davies, LLP spoke about the audit they conducted on all of the Growing Up Green financials. All the audits are clean, and Growing Up Green is in a good position.

## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date:** Tuesday, November 17th, 2020

**Location:**

<https://us04web.zoom.us/j/446058084?pwd=SDNCVmhVL0JWWnl0bEwwNDhSYjhkZz09>

**Commencement Time:** 7:30pm

**In attendance:** Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Anita Amoh (Director of Finance at Growing Up Green Charter School), Nabihah Yusufali (Executive Assistant to Founder & Executive Director), Marc Greenberg (Board Trustee), Kate Hooker (Board Co-Chair), Kathryn Klingenstein (Board Co-Chair), Corwin Scott Mason (Board Trustee), Kelly Russotti (Board Secretary), Laura Meyers (Parent Rep Growing Up Green I), Dr. Shadiatu Moustapha (Parent Rep Growing Up Green II).

### **Commencement**

Kate Hooker moved to open the meeting for Growing Up Green II Charter School. Kathryn Klingenstein seconded the motion, all were in favor.

### **Previous Month's Board Meeting Minutes**

Kate Hooker motioned to approve the October Board Minutes, Kathryn Klingenstein seconded, all were in favor.

### **Financials**

Anita Amoh went through the financial reports for Growing Up Green II Charter School.

### **Charter Renewal & Site Visit**

Matthew Greenberg gave information to the Board about the upcoming SED Site Visit on December 1st, 2020 and the role of the Board during the Site Visit.

### **Fundraising Update**

Erin Acosta gave an update on fundraising efforts, as well as an update on how much the Board raised during the fundraiser the previous month.

## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date:** Tuesday, December 15th, 2020

**Location:**

<https://us04web.zoom.us/j/446058084?pwd=SDNCVmhVL0JWWnl0bEwwNDhSYjhkZz09>

**Commencement Time:** 7:30pm

**In attendance:** Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Anita Amoh (Director of Finance at Growing Up Green Charter School), Nabihah Yusufali (Executive Assistant to Founder & Executive Director), Marc Greenberg (Board Trustee), Kate Hooker (Board Co-Chair), Kathryn Klingenstein (Board Co-Chair), Corwin Scott Mason (Board Trustee), Kelly Russotti (Board Secretary), Laura Meyers (Parent Rep Growing Up Green I), Dr. Shadiatu Moustapha (Parent Rep Growing Up Green II), Kiah Hufane (Board Trustee), Peter Davis (Board Trustee)

### **Commencement**

Kathryn Klingenstein moved to open the meeting for Growing Up Green II Charter School. Anne Levonen seconded the motion, all were in favor.

### **Previous Month's Board Meeting Minutes**

Anne Levonen mentioned that she was incorrectly added as a participant in the minutes. Kathryn Klingenstein motioned to approve the November Board Minutes with the correction of removing Anne's name, Kate Hooker seconded, all were in favor.

### **Financials**

Anita Amoh went through the financial reports for Growing Up Green II Charter School.

### **Charter Renewal, Site Visit & Next Steps**

Matthew Greenberg spoke about Charter Renewal Site Visit on November 30th and December 1st. Growing Up Green II received positive feedback from the SED and should have a full report early in the new year. The renewal will then be passed on to the Board of Regents sometime in early spring.

### **GUG II MS CODER-Z Team**

Matthew Greenberg and Andrew Wintner spoke about the coder team that Growing Up Green II Middle School has. Both of G2M2's CoderZ Teams are among the 64 teams internationally moving up from the "preliminaries" of the CoderZ 2020 tournament. They placed 6th place and 13th place out of teams in Queens, the Bronx, Manhattan, Suffern, TX, MI, CT, NJ, MS, MN, MO, Puerto Rico, PA & more.

### **Parent Rep Update**

Dr Shadiatu Moustapha gave an update on the parent perspective at Growing Up Green II ES. She spoke about Virtual learning attendance rates, PTO update, Attendance rate, FB page, HD party, Device Drive, Bank Account, January Workshop (Spanish and English), PEBT and Food access, School and Family communication improvement, January Workshops, GUG II PTO Facebook Page, GUG II treehouse and GUG II Clubs and Ranks.

## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date: Tuesday, January 19th, 2021**

**Location:**

<https://us04web.zoom.us/j/446058084?pwd=SDNCVmhVL0JWWnI0bEwwNDhSYjhkZz09>

**Commencement Time: 7pm**

**In attendance:** Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Anita Amoh (Director of Finance at Growing Up Green Charter School), Nabiha Yusufali (Executive Assistant to Founder & Executive Director), Marc Greenberg (Board Trustee), Kate Hooker (Board Co-Chair), Kathryn Klingenstein (Board Co-Chair), Kelly Russotti (Board Secretary), Jeff Mueller (Board Trustee), Laura Meyers (Parent Rep Growing Up Green I), Dr. Shadiatu Moustapha (Parent Rep Growing Up Green II), Kiah Hufane (Board Trustee in Process), Peter Davis (Board Trustee in Process), Andrew Wintner (School Leader at Growing Up Green II Middle School), Nancy Wong (School Leader at Growing Up Green II Elementary School), Aris Colgan (School Leader at Growing Up Green I Elementary School), Shunte Robinson (Director of Support Services at Growing Up Green II), Michael Beltran, Mayzoub, Tia Keenan, Galaxy S9, Esther Morrison (Galaxy S9), Blanca Calderon, Ms. Qualles (1-01), Ms. Bieber (1-03), Parent, Zoom user, jsu9v935gz@privaterelay.appleid.com, Courtney Wiggins, nyceslteacher5@gmail.com Collett Brooks-Binns, Mercedes Alicea# Literacy Coordinator, Kellsie T., Kai's iPhone, Jason Dooley, Sarah Evangelista

**Financials**

Anita Amoh went through the financial reports for Growing Up Green II Charter School.

**12:1:1 Classroom**

Shaunte Robinson, Director of Support Services, spoke about Growing Up Green II's desire to add a 12:1:1 Classroom to the School. Ms. Robinson provided background on the Special Education programming at GUG2, 12:1:1 classrooms generally, and the benefits of a 12:1:1 classroom for both Students with Disabilities and the broader School community.

Kate Hooker moved to approve addition of 12:1:1 Classroom for GUG2ES, Kathryn Klingenstein seconded, all were in favor.

## **Inauguration Day Plans - School Leaders**

School Leaders from each campus spoke about their plans for Inauguration Day, and how teachers would be incorporating Inauguration Day events into lessons.

## **Parent Rep Update**

Dr Shadiatu Moustapha gave an update on the parent perspective at Growing Up Green II ES. She spoke about virtual learning attendance rates; the holiday party on December 30th 2020; and upcoming Internet Safety Workshop presented by Digital Parenting Coach Sarah E. Kimmel on January 22nd 2021 at 7pm; issues at the Device Pick Up that occurred around 1/18/2020; the Town Hall Meeting held following Dr. Moriska Selby's departure. Dr. Moustapha also provided a GUG II PTO Updates, stating that 5 Faculty have joined the PTO and over 40 families were in attendance at the last meeting.

## **GUG II Parent Community Complaint**

A few members of the GUG II Parent Community were present at the Board Meeting and expressed that they would like to share some complaints that they wanted to voice. The Board Chairs asked that they wait until the end of the agenda points. At the end of the meeting, the parents were given time at the end to voice their concerns by the Board at the end of the Board Meeting. Concerns included:

- (1) Dr. Moriska Selby's departure from Growing Up Green. Parents expressed that they were upset, stating that it was their understanding that Dr. Selby was terminated. Kate Hooker explained that employment decisions are within the purview of the School and are not a Board level decision, and that the Board had no reason to doubt the School's decision making process around employment issues. Parents expressed that they were upset that they were not given a reason for Dr. Selby's departure. They found this concerning as she was an employee who worked closely with the parent community. Parents also expressed that they found this concerning because she is a Black woman. Kelly Russotti explained that neither the Board nor the School could comment on any current or former employee's employment with Growing Up Green due to confidentiality concerns.
- (2) Parents expressed that they were upset about the Chromebook distribution process that occurred on Martin Luther King Jr. Day. Parents stated that they were not permitted to enter the School and had to wait outside in line, in inclement weather. Kate Hooker replied that she understood that this was due to COVID-19 restrictions. Parents expressed that they were upset about how the process was structured, and that no one from leadership came outside to address the parents. Kathryn Klingenstein thanked the parents for their feedback and said the Board would pass it along to the School.

At the conclusion of the meeting, it did not seem that parents were satisfied with the Board's responses. The Board Co-Chairs requested that if parents had further concerns, they follow the formal process for complaints and write a letter to the Board detailing their concerns.

## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date: Tuesday, February 16th, 2021, 7:30pm**

### **Location:**

<https://us04web.zoom.us/j/446058084?pwd=SDNCVmhVL0JWWWhl0bEwwNDhSYjhkZz09>

**In attendance:** Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Kathryn Klingenstein (Board Co-Chair), Kate Hooker (Board Co-Chair), Anita Amoh (Director of Finance at Growing Up Green Charter School), Kiah Hulfane (Board Trustee), Nabihah Yusufali (Executive Assistant to Founder & Executive Director), Peter Davis (Board Trustee), Nancy Wong (School Leader at Growing Up Green II Elementary School), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Marc Greenberg (Board Trustee), Kelly Russotti (Board Secretary), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Founder & Executive Director), Anne Levonen (Board Treasurer), Dr. Shadiatu Moustapha (Parent Rep Growing Up Green II), Andrew Wintner (School Leader at Growing Up Green II Middle School), Summer Gary, Amanda Stinson, Tia Keenan, Jenna, Michael Beltran, Mase, PK, Laura Hill, Zanette, Bertine's iPad, Sita, Lydia Brown, Mayzoub, Jason Dooley, Fiona Charpentier, A\_iphone, Ess, Sarah Evangelista

### **Commencement**

Kathryn Klingenstein moved to open the meeting for Growing Up Green II Charter School. Kate Hooker seconded the motion, all were in favor.

### **PTO Executive Board Complaint**

Kathryn Klingenstein acknowledged a complaint letter that the Board of Trustees received from the PTO Executive Board and announced that there would be a formal investigation into the allegations presented.

### **Previous Month's Board Meeting Minutes**

Kathryn Klingenstein moved to approve the January minutes for the Growing Up Green II Charter School. Marc Greenberg seconded the motion, all were in favor.

### **Financials**

Anita Amoh went through the financial reports for Growing Up Green II Charter School. There were no questions from the Board.

### **Anne Levonen Board Membership**

Kate McGrath presented that, due to a clerical error, Anne Levonen was not officially added to the Board of Growing Up Green II.

Kathryn Klingenstein moved to have Anne Levonen retroactively instated into the Growing Up Green 2 Board as well as to recognize the Omnibus resolution which would effectively reaffirm all of Anne Levonen's votes since June 2018. Kate Hooker seconded the motion, all were in favor.

### **Board Bylaw Revisions**

Kate McGrath presented proposed revisions from the State Education Department to the Board's existing Bylaws.

Kathryn Klingenstein moved to approve the revisions to the Bylaws. Kate Hooker seconded, all were in favor.

### **Merging of 401K Plans**

Kate McGrath explained the benefits of merging of the Growing Up Green 2 401K plan into the Growing Up Green 1 401K plan. Kathryn Klingenstein moved to adopt the resolution, merging the 401K plans of Growing Up Green 1 and 2. Kate Hooker seconded the motion, all were in favor.

### **Parent Rep Update**

Dr Shadiatu Moustapha requested to be included on the hiring committee for the new school leader of Growing Up Green 2. The Board replied that Dr. Moustapha should volunteer, per Matthew Greenberg's email to all GUG2 parents. Dr Moustapha also presented information about the Virtual Talent Show, two upcoming webinars, and updates from the PTO meeting.

## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date: Tuesday, March 16th, 2021, 7:30pm**

### **Location:**

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

**In attendance:** Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Kathryn Klingenstein (Board Co-Chair), Kate Hooker (Board Co-Chair), Pastor Corwin Mason (Board Trustee), Jennifer Slutak (School Leader at Growing Up Green I Middle School), Andrew Wintner (School Leader at Growing Up Green II Middle School), Nabiha Yusufali (Executive Assistant to Founder & Executive Director), Peter Davis (Board Trustee), Aris Colgan (School Leader at Growing Up Green I Elementary School), Marc Greenberg (Board Trustee), Kiah Hulfane (Board Trustee), Anne Levonen (Board Treasurer), Laura Meyers (Parent Rep Growing Up Green I), Leslie Cruz (CSBM Representative), Kamilah O'Brien (CSBM Representative), Nancy Wong (School Leader at Growing Up Green II Elementary School), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Jeffrey Mueller (Board Trustee), Gosha Hrabina, Laura Rojas, Erin Gurzynski (Adam Gurzynski), Mase, Laura Strache (Laura), Yasmina, Mayzoub, I Cruz, Tania Perdomo, Tia Keenan, Gina Hurt Ipad, Evelyn Powers, Gabriel, Diana Ortiz, Diana Ortiz, Malgorzata Szablinski (Zoom user), Mira, Peter's iPhone, Hana Shannon, Erin Gurzynski, Keli Bezhani (KDB)

### **Commencement**

Kate Hooker moved to open the meeting for Growing Up Green II Charter School. Kathryn Klingenstein seconded the motion, all were in favor.

### **Previous Month's Board Meeting Minutes**

Kate Hooker moved to approve the January minutes for the Growing Up Green II Charter School. Jeffrey Mueller seconded the motion, all were in favor.

### **Financials**

Leslie Cruz went through the financial reports for Growing Up Green II Charter School.

### **Growing Up Green 2 School Updates**

Dr. Nancy Wong and Andrew Wintner presented updates from the Growing Up Green 2 Elementary and Middle schools, respectively.

**Parent Rep Update**

Growing Up Green 2 Parent Rep, Dr. Shadiatu Moustapha, was not present. Laura Meyers presented the Growing Up Green 2 Parent Rep update in place of Dr. Shadiatu Moustapha.

## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date:** Tuesday, April 20th, 2021, 7:30pm

**Location:**

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

**In attendance:**

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Kate Hooker (Board Co-Chair), Jennifer Slutak (School Leader at Growing Up Green I Middle School), Andrew Wintner (School Leader at Growing Up Green II Middle School), Aris Colgan (School Leader at Growing Up Green I Elementary School), Marc Greenberg (Board Trustee), Kiah Hufane (Board Trustee), Desmond Holliday (Executive Assistant to Matthew Greenberg at Growing Up Green Charter Schools), Peter Davis (Board Trustee), Anne Levonen (Board Treasurer), Leslie Cruz (CSBM Representative), Nancy Wong (School Leader at Growing Up Green II Elementary School), Cliff Schneider (General Council), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Shaunte Robinson (Director of Support Services at Growing Up Green), Canela Baez (Student at Growing Up Green Charter School II), Abraham (Student at Growing Up Green Charter School II), Daeshell Thompson (Student at Growing Up Green Charter School II), Randiel (Student at Growing Up Green Charter School II), Xavier Adames (Student at Growing Up Green Charter School II), Yuvraj Verma (Learning Specialist at Growing Up Green), Sofia Khan (Student at Growing Up Green Charter School II)

**Commencement**

Kate Hooker moved to open the meeting for Growing Up Green I Charter School.

**School Leader Report**

Nancy Wong and Andrew Wintner presented updates from Growing Up Green 2 Elementary and Middle Schools, respectively. They both spoke about the school reopening for blended learning, as well as upcoming events.

**Financials**

Leslie Cruz went through the financial reports for Growing Up Green II Charter School.

## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date:** Tuesday, May 18th, 2021, 7:30pm

**Location:**

<https://zoom.us/j/95454016164?pwd=NE5zU0NVVWl0ZGs2OXJBOHppckh2QT09>

**In attendance:** Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Jennifer Slutak (School Leader at Growing Up Green I Middle School), Andrew Wintner (School Leader at Growing Up Green II Middle School), Aris Colgan (School Leader at Growing Up Green I Elementary School), Nancy Wong (School Leader at Growing Up Green II Elementary School), Cliff Schneider (General Counsel), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Kathryn Klingenstein (Board Co-Chair), Anne Levonen (Board Treasurer), Kelly Russotti (Board Secretary), Marc Greenberg (Board Trustee), Kiah Hufane (Board Trustee), Laura Meyers (Parent Rep Growing Up Green I), Dr. Shadiatu Moustapha (Parent Rep Growing Up Green II), Leslie Cruz (CSBM Representative), Tania Quigley

### **Commencement**

Kathryn Klingenstein moved to open the meeting for Growing Up Green I Charter School.

### **Previous Month's Board Meeting Minutes**

Kathryn Klingenstein moved to approve the March and April minutes for the Growing Up Green I Charter School. Peter Davis seconded the motion, all were in favor.

### **School Leader Report**

Nancy Wong and Andrew Wintner presented updates from Growing Up Green 2 Elementary and Middle Schools, respectively. They spoke about the GUGCS 2 Family Reopening Committee, upcoming school events, staff appreciation week, the blended learning survey, and 4th grade closing ceremony.

### **Real Estate Items**

Cliff Schneider spoke about the 161st Street lease and sublease amendments as well as the assignment of the 152nd Street lease to be assigned to Friends of Growing Up Green. Kathryn Klingenstein moved to approve the lease amendment, Peter Davis seconded the motion, all were in favor.

### **Financials**

Leslie Cruz went through the financial reports for Growing Up Green II Charter School.

### **Parent Rep Update**

Dr. Shadiatu Moustapha, Parent Rep from Growing Up Green 2 was not in attendance, so Laura Meyers, Parent Rep from Growing Up Green 1 shared on her behalf. She spoke about in-person learning, the upcoming PTO meeting, Essential Worker Community Recognition, and picture day.

**NOTE: These are the draft minutes from our June 15th Board Meeting. We will add the revision of "748 will be the total number of students from the year 2022-2023 through 2024-2025 which is the last year of the charter term" as the board minutes are voted on for approval at our next meeting, Tuesday, August 17th, 2021.**

## **GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING**

**Board Meeting Date:** Tuesday, June 15th, 2021

**Location:**

<https://zoom.us/j/95454016164?pwd=NE5zU0NVVWl0ZGs2OXJBOHpqckh2QT09>

**Commencement Time:** 7:00pm

**In attendance:**

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Kathryn Klingenstein (Board Co-Chair), Kate Hooker (Board Co-Chair), Jennifer Slutak (School Leader at Growing Up Green I Middle School), Leticha Fraser (Assistant School Leader at Growing Up Green II Middle School), Peter Davis (Board Trustee), Aris Colgan (School Leader at Growing Up Green I Elementary School), Marc Greenberg (Board Trustee), Anne Levonen (Board Treasurer), Laura Meyers (Parent Rep Growing Up Green I), Nancy Wong (School Leader at Growing Up Green II Elementary School), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Dr. Shadiatu Moustapha (Parent Rep Growing Up Green II), Jeffrey Mueller (Board Trustee), Desmond Holliday (Executive Assistant to Founder & Executive Director at Growing Up Green Charter Schools), Anita Amoh (Director of Finance and Growing Up Green Charter Schools), Jackée Nielsen (Assistant School Leader at Growing Up Green II Elementary School), Maya Dennis (Director of Curriculum and Instruction at Growing Up Green Charter Schools), Don Gardner (Assistant School Leader at Growing Up Green I Elementary School), Tomi Okuyemi (Future School Leader at Growing Up Green II Elementary School), Mase

### **Commencement**

Kate Hooker moved to open the meeting for Growing Up Green II Charter School

### **Previous Month's Board Meeting Minutes**

Kate Hooker moved to approve the May minutes for the Growing Up Green II Charter School. Kathryn Klingenstein seconded the motion, all were in favor.

### **Executive Director Report**

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools. He introduced some of our new leaders at Growing Up Green: Tomi Okuyemi, Jackée Nielsen, Don

Gardner, Maya Dennis, and Leticha Fraser. Each new leader shared a little information about themselves

### **Parent Rep Share**

Dr. Shadiatu Moustapha shared information regarding the PTO's Essential Worker Award Ceremony, the postponement of the PTO Executive Committee, field days, the COVID Vaccine info session with Dr. Williams and Dr. Ratner, the Parent School Reopening Committee, and computer return and summer work.

### **Financials**

Anita Amoh went through the summary financial reports for Growing Up Green II Charter School. She also shared the proposed budget for Growing Up Green II Charter School for School Year 2021-2022.

Kate Hooker moved to approve the budget for School Year 2021-2022. Peter Davis seconded the motion. All were in favor.

### **Fundraising Update**

Erin Acosta gave a fundraising recap and update from the past school year. She spoke about Lifeline Groceries, the 2020-2021 Active Learning Fund, and Growing Up Green I PTO fundraising.

### **Growing Up Green 2 School Updates**

Nancy Wong and Leticha Fraser presented updates from Growing Up Green 2 Elementary and Middle Schools, respectively. Nancy spoke about the Community Circle for grades K-4, Field Day, the upcoming Talent Show, and the 4th grade closing ceremony. Leticha spoke about Field Day, Identity Day, the end of year Staff Party, and the last day of school.

### **Non-Material Change to Enrollment Numbers\*\***

Kate Hooker moved to increase the enrollment number at Growing Up Green 2 from 624 students to 693 students for School Year 2021 to 2022, with the intention to raise it to the maximum enrollment number or 748 in School Year 2022 to 2023. Kathryn Klingenstein seconded the motion. All were in favor.



The June 2021 public meeting of the GUGCS Board of Trustees was held on June 15, 2021. These meeting minutes were unable to be adopted at our board meeting held on July 27, 2021 because the board did not meet quorum. The Board will instead formally adopt the June meeting minutes at its next public meeting scheduled for August 17, 2021. Following Board adoption, the school will upload the adopted June meeting minutes into the NYSED CSO portal. This paragraph was written by the recommendation of Vickie Smith, Coordinator, New School Development.

### Growing Up Green Charter Schools

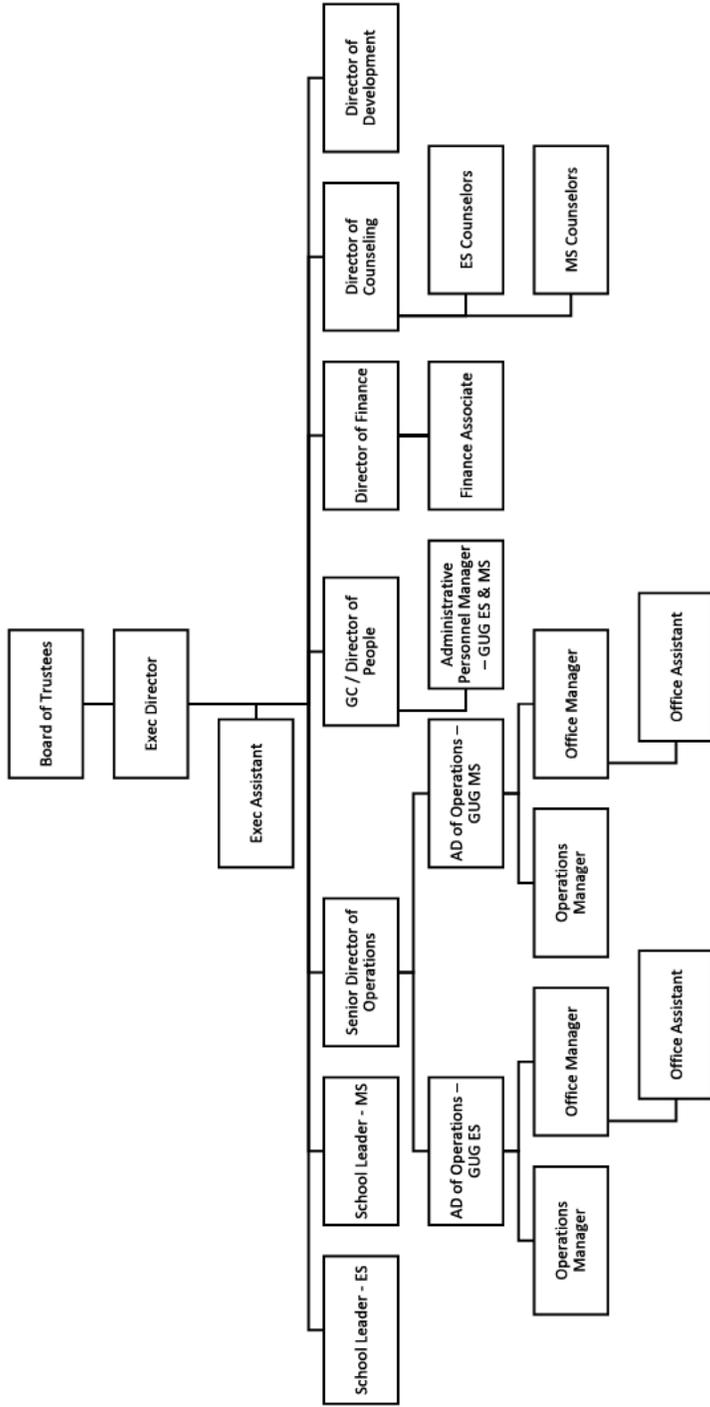
(347) 642-4306

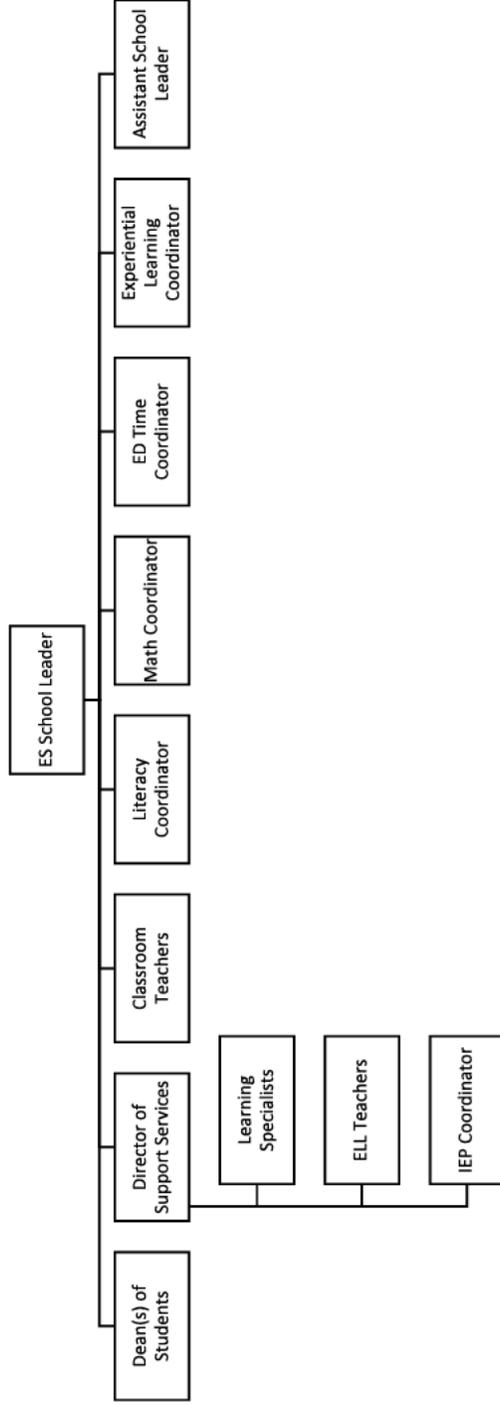
[www.gugcs.org](http://www.gugcs.org)

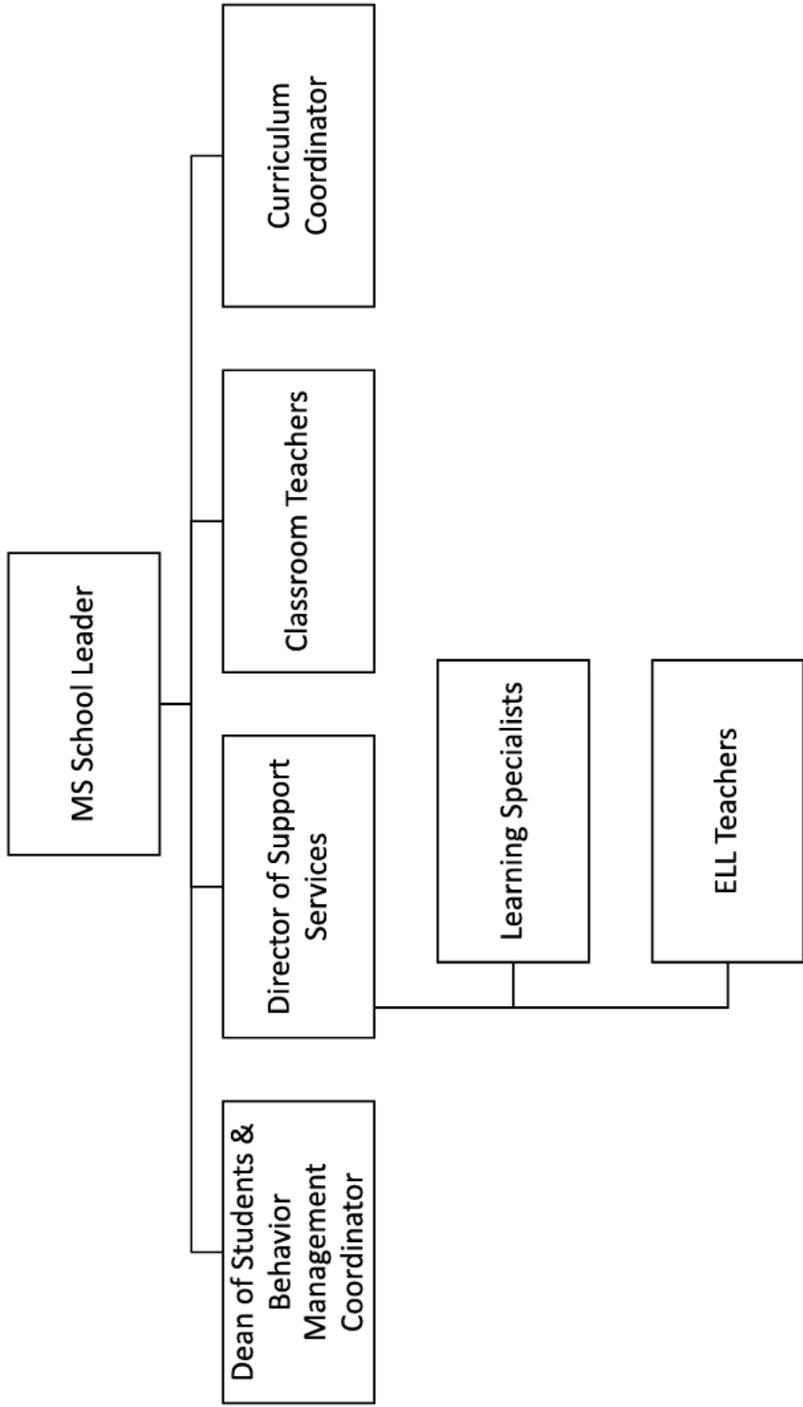
Growing Up Green I Elementary School LIC  
39-27 28th Street, LIC, NY 11101

Growing Up Green I Middle School LIC  
36-49 11th Street, LIC, NY 11101

Growing Up Green II Elementary School Jamaica  
84-35 152nd Street, Jamaica, NY 11432







# GUGCS School Calendar 2021-2022

## with number of days – updated 8.24.21

GUGCS School Calendar 2021-2022																											
August 2021							September 2021 - #15							October 2021 - #35													
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa							
1	2	3	4	5	6	7				1	2	3	4						1	2							
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9							
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16							
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23							
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30							
														31													
18 <sup>th</sup> -31 <sup>st</sup> - Opening Meetings (all staff)							1 <sup>st</sup> -3 <sup>rd</sup> - Opening Meetings (all staff) 6 <sup>th</sup> - Labor Day 7 <sup>th</sup> -8 <sup>th</sup> - Rosh Hashanah 9 <sup>th</sup> - First Day of School (1pm dismissal) 16 <sup>th</sup> - Yom Kippur							11 <sup>th</sup> - Indigenous People's Day 28 <sup>th</sup> & 29 <sup>th</sup> - MS Family Conferences													
November 2021 - #53							December 2021 - #70							January 2022 - #90													
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa							
	1	2	3	4	5	6				1	2	3	4							1							
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8							
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15							
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22							
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29							
														30	31												
2 <sup>nd</sup> - Election Day (staff PD day & Asynchronous for Students) 11 <sup>th</sup> - Veteran's Day 22 <sup>nd</sup> -23 <sup>rd</sup> - ES Family Conferences 24 <sup>th</sup> -26 <sup>th</sup> - Thanksgiving Break							23 <sup>rd</sup> - Winter Celebration (1pm dismissal) 24 <sup>th</sup> -31 <sup>st</sup> - Winter Recess							3 <sup>rd</sup> - Staff PD and Asynchronous for Students 17 <sup>th</sup> - MLK day													
February 2022 - #104							March 2022 - #127							April 2022 - #142													
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa							
		1	2	3	4	5			1	2	3	4	5						1	2							
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9							
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16							
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23							
27	28						27	28	29	30	31			24	25	26	27	28	29	30							
1 <sup>st</sup> - Lunar New Year 3 <sup>rd</sup> & 4 <sup>th</sup> - MS Family Conferences 21 <sup>st</sup> -25 <sup>th</sup> - Mid Winter Recess							10 <sup>th</sup> -11 <sup>th</sup> - ES Family Conference 29 <sup>th</sup> -31 <sup>st</sup> - ELA State Exams (3 <sup>rd</sup> -8 <sup>th</sup> )							15 <sup>th</sup> -22 <sup>nd</sup> - Spring Recess 26 <sup>th</sup> -28 <sup>th</sup> - Math State Exams (3 <sup>rd</sup> -8 <sup>th</sup> ) 28 <sup>th</sup> & 29 <sup>th</sup> - MS Family Conferences													
May 2022 - #162							June 2022 - #180							<b>Key</b> No School for Students 1pm Dismissal Asynchronous for Students State Tests (3rd - 8th grades) ES Family Conferences - 1pm Dismissal MS Family Conferences - 1pm Dismissal  Main Office: 347.642.4306													
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa														
1	2	3	4	5	6	7				1	2	3	4														
8	9	10	11	12	13	14	5	6	7	8	9	10	11														
15	16	17	18	19	20	21	12	13	14	15	16	17	18														
22	23	24	25	26	27	28	19	20	21	22	23	24	25														
29	30	31					26	27	28	29	30																
2 <sup>nd</sup> - Eid al-Fitr 27 <sup>th</sup> - Asynchronous for Students 30 <sup>th</sup> - Memorial Day							6 <sup>th</sup> -8 <sup>th</sup> - Science Written Exams (4 <sup>th</sup> ) 20 <sup>th</sup> - Juneteenth 23 <sup>rd</sup> - 8th Grade Graduation (1pm dismissal) 27 <sup>th</sup> - Last Day of School (1pm dismissal)																				



# FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

## BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 07.29.2021.

### PREMISES

Growing Up green Charter School  
89-17 161<sup>st</sup> Street  
Queens NY 11432

Growing Up green Charter School  
89-17 161<sup>st</sup> Street  
Queens NY 11432

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **09.22.2020**.

~~XXX~~ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

**Note: Violation Order E633854 rescinded on 12.24.2020. FDNY Summons cured on 12.09.2020.**

\_\_\_\_\_ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

\_\_\_\_\_ As of XXXXXX documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

\_\_\_\_\_ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: \_\_\_\_\_  
Tomasz Korbas, Supervising Inspector, PBU



# FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

## BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 07.29.2021.

### PREMISES

Growing Up green Charter School  
84-35 152<sup>nd</sup> Street  
Queens NY 11432

Growing Up green Charter School  
84-35 152<sup>nd</sup> Street  
Queens NY 11432

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **01.19.2021**.

\_\_\_\_\_ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

\_\_\_\_\_ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

~~XXX~~ As of **02.11.2021** documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

\_\_\_\_\_ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

*Tomasz Korbas*

Examined by: \_\_\_\_\_  
Tomasz Korbas, Supervising Inspector, PBU

DEPARTMENT OF HOUSING AND BUILDINGS

BOROUGH OF **Queens**, CITY OF NEW YORK

No. **Q**

**39025**

Date **2/26/47**

551-800

**CERTIFICATE OF OCCUPANCY**

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C-26-181.0 to C-26-187.0 inclusive Administrative Code 2.13.1. to 2.13.7. Building Code.)

This certificate supersedes C. O. No.

To the owner or owners of the building or premises:

THIS CERTIFIES that the ~~new~~ altered ~~existing~~ building premises located at

**89-17 161 St. ES. 152'8. 89 Ave.** Block **9760** Lot **31-36**

, conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

NR. Alt. No. **1321/45** Construction Classification **Fireproof**  
 Occupancy classification **Public Bldg.** Height **3** stories, **54** feet  
 Date of completion **6/20/46** Located in **Bus.** Use District  
 Area **1 1/2** Height Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar numbers to be inserted here)

**PERMISSIBLE USE AND OCCUPANCY**

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	
Cellar	On gr.	1	1	2	Boiler room & storage
Bas.	On gr. stairs 100' slabs 75'		790	790	Auditorium & Cafeteria
Gallery	lobby 100' stairs 100' lockers 75'		100	100	Gallery & Lockers
1	stairs 100' corr. 100' rooms 60'		575	575	School
2	do.		575	575	School
3	do.		560	560	School

*John J. Kelleher*  
 Borough Superintendent.

DEPARTMENT OF HOUSING AND BUILDINGS  
CITY OF NEW YORK  
OFFICE OF THE BOROUGH SUPERINTENDENT

**NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL  
BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT**

Unless an approval for the same has been obtained from the Borough Superintendent, no change or rearrangement in the structural parts of the building, or affecting the light and ventilation of any part thereof, or in the exit facilities, shall be made; no enlargement, whether by extending on any side or by increasing in height shall be made; nor shall the building be moved from one location or position to another; nor shall there be any reduction or diminution of the area of the lot or plot on which the building is located.

The building or any part thereof shall not be used for any purpose other than that for which it is certified.

The superimposed, uniformly distributed loads, or concentrated loads producing the same stresses in the construction in any story shall not exceed the live loads specified on reverse side; the number of persons of either sex in any story shall not exceed that specified when sex is indicated, nor shall the aggregate number of persons in any story exceed the specified total; and the use to which any story may be put shall be restricted to that fixed by this certificate except as specifically stated.

This certificate does not in any way relieve the owner or owners or any other person or persons in possession or control of the building, or any part thereof from obtaining such other permits, licenses or approvals as may be prescribed by law for the uses or purposes for which the building is designed or intended; nor from obtaining the special certificates required for the use and operation of elevators; nor from the installation of fire alarm systems where required by law; nor from complying with any lawful order for additional fire extinguishing appliances under the directionary powers of the fire commissioner; nor from complying with any lawful order issued with the object of maintaining the building in a safe or lawful condition; nor from complying with any authorized direction to remove encroachment into a public highway or other public place, whether attached to or part of the building or not.

If this certificate is marked "Temporary", it is applicable only to those parts of the building indicated on its face, and certifies to the legal use and occupancy of only such parts of the building; it is subject to all the provisions and conditions applying to a final or permanent certificate; it is not applicable to any building under the jurisdiction of the Housing Division unless it is also approved and endorsed by them, and it must be replaced by a full certificate at the date of expiration.

If this certificate is for an existing building, erected prior to March 14, 1916, it has been duly inspected and it has been found to have been occupied or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that on information and belief, since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code, or that would necessitate compliance with some special requirement or with the State Labor Law or any other law or ordinance; that there are no notices of violations or orders pending in the Department of Housing and Buildings at this time; that Section 646F of the New York City Charter has been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

"§.646 F. No certificate of occupancy shall be issued for any building, structure, enclosure, place or premises wherein containers for combustibles, chemicals, explosives, inflammables and other dangerous substances, articles, compounds or mixtures are stored, or wherein automatic or other fire alarm systems or fire extinguishing equipment are required by law to be or are installed, until the fire commissioner has tested and inspected and has certified his approval in writing of the installation of such containers, systems or equipment to the Borough Superintendent of the borough in which the installation has been made. Such approval shall be recorded on the certificate of occupancy."

Additional copies of this certificate will be furnished to persons having an interest in the building or premises, upon payment of a fee of fifty cents per copy.

**DEPARTMENT OF HOUSING AND BUILDINGS**  
**BOROUGH OF QUEENS, CITY OF NEW YORK**

No. [REDACTED]

Date 9/18/71

**CERTIFICATE OF OCCUPANCY**

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C-26-181.0 to C-26-187.0 inclusive Administrative Code 2.1.3.1. to 2.1.3.7. Building Code.)

This certificate supersedes C. O. No. \_\_\_\_\_

To the owner or owners of the building or premises:

THIS CERTIFIES that the new ~~existing~~ building premises located at  
 84-35 152nd Street, BEC 84th Drive & 152nd St.

Block 3749 Lot 66

conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

N.Y.C. Alt. No. NB 566/60

Construction classification— Fireproof

Occupancy classification— Public

Height 3 stories, 38 feet

Date of completion— 12/8/70

Located in Res.

Use District

E-1

Area

Height Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: Cal 222-6083, Res. 51, Vol. XLV

**PERMISSIBLE USE AND OCCUPANCY**

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	



**NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT**

Unless an approval for the same has been obtained from the Borough Superintendent, no change, rearrangement in the structural parts of the building, or affecting the light and ventilation of any part thereof or in the exit facilities, shall be made; no enlargement, whether by extending on any side or by increasing height shall be made; nor shall the building be moved from one location or position to another; nor shall there be any reduction or diminution of the area of the lot or plot on which the building is located.

The building or any part thereof shall not be used for any purpose other than that for which it is certified.

The superimposed, uniformly distributed loads, or concentrated loads producing the same stresses in construction in any story shall not exceed the five loads specified on reverse side; the number of persons of either sex in any story shall not exceed that specified when sex is indicated, nor shall the aggregate number of persons in any story exceed the specified total; and the use to which any story may be put shall be restricted to that fixed by this certificate except as specifically stated.

This certificate does not in any way relieve the owner or owners or any other person or persons in possession or control of the building, or any part thereof from obtaining such other permits, licenses or approvals as may be prescribed by law for the uses or purposes for which the building is designed or intended; nor from obtaining the special certificates required for the use and operation of elevators; nor from the installation of fire alarm systems where required by law; nor from complying with any lawful order for additional fire extinguishing appliances under the discretionary powers of the fire commissioner; nor from complying with any lawful order issued with the object of maintaining the building in a safe or lawful condition; nor from complying with an authorized direction to remove encroachments into a public highway or other public place, whether attached to or part of the building or not.

If this certificate is marked "Temporary", it is applicable only to those parts of the building indicated on its face, and certifies to the legal use and occupancy of only such parts of the building; it is subject to all the provisions and conditions applying to a final or permanent certificate; it is not applicable to any building under the jurisdiction of the Housing Division unless it is also approved and endorsed by them, and it must be replaced by a full certificate at the date of expiration.

If this certificate is for an existing building, erected prior to March 14, 1916, it has been duly inspected and it has been found to have been occupied or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that on information and belief since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code, or that would necessitate compliance with some special requirement or with the State Labor Law or any other law or ordinance; that there are no notices of violations or orders pending in the Department of Housing and Buildings at this time; that Section 646 of the New York City Charter has been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

"§ 646 F. No certificate of occupancy shall be issued for any building, structure, enclosure, place or premises wherein containers for combustibles, chemicals, explosives, inflammables and other dangerous substance articles, compounds or mixtures are stored, or wherein automatic or other fire alarm systems or fire extinguishing equipment are required by law to be or are installed, until the fire commissioner has tested and inspected and has certified his approval in writing of the installation of such containers, systems or equipment to the Borough Superintendent.

