

# Application: Genesee Community Charter School

Shannon Hillman - shillman@GCCSchool.org  
Annual Reports

## Summary

**ID:** 0000000175  
**Status:** Liaison Review  
**Labels:** Board of Regents

## Entry 1 School Info and Cover Page

**Completed** Aug 3 2020

### [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 2019-20 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, 2020)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

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**a. SCHOOL NAME**

(Select name from the drop down menu)

GENESEE COMMUNITY CHARTER SCHOOL 261600860826

**a1. Popular School Name**

GCCS

**b. CHARTER AUTHORIZER (As of June 30th, 2020)**

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

BOARD OF REGENTS

**c. DISTRICT / CSD OF LOCATION**

ROCHESTER CITY SD

**d. DATE OF INITIAL CHARTER**

7/2000

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2001

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

MISSION STATEMENT

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

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

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

|       |  |
|-------|--|
| KDE 1 | EL Education (EL). Our partnership with EL is now in its 19th year. As a nationally recognized school reform model, EL provides systems and structures that allow schools to develop a culture of quality and rigor. GCCS consistently receives high marks in our annual implementation review. EL is fully implemented at our school and we serve as one of 19 mentor schools in EL’s 150 school network. We are also one of 34 credentialed schools in the network. EL Credentialing recognizes schools that have attained remarkable achievement impacts in the areas of student character, high-quality work, and mastery of knowledge and skills. |
| KDE 2 | Learning Expeditions. As an EL school, our students spend most of each school day embarking on purposeful, rigorous “learning expeditions” that involve intellectual, service and kinesthetic dimensions. Learning expeditions are in-depth studies of a single theme or topic, generally lasting  |

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

expedition and in every classroom.

KDE 6

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

KDE 7

Responsive Classroom & Character Development. Another key design that visitors often remark upon is the consistency in protocols, expectations and student behavior from classroom to classroom. From our first year, we chose the Responsive Classroom (RC) model to guide our social and emotional learning. A few hallmarks of RC that are consistent throughout the school include Morning Choice and Morning Meetings, logical consequences, and classroom organization. We have fully implemented the RC model in our school and nearly all teachers have taken RC training. In addition, we have developed seven character traits that frame our students' interpersonal and work habits.

KDE 8

Professional Development. Each year, the staff reviews multiple data sources and identifies the school's "focus areas" for the work plan. Focus areas are selected to improve student character and academic performance. The staff determines measurable goals, actions, and evaluation strategies for each focus area. We commit 313 hours of whole-staff professional development to address these focus areas. Staff also determines individual goals that are aligned to our school-wide focus areas. Our Teacher Development Accountability Process (TDAP) is designed to address the individual goals through collegial work groups. Instructional coaching with the curriculum specialist also provides teachers with individualized

professional development based on personal professional goals. Professional development is fully implemented at GCCS.

KDE 9

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

KDE 10

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

**Need additional space for variables**

No

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

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

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)**

225

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)**

217

**k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)**

Check all that apply

Grades Served

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

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

No

**FACILITIES INFORMATION**

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2020-2021?

No, just one site.

**School Site 1 (Primary)**

**m1. SCHOOL SITES**

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

|        | Physical Address                          | Phone Number | District/CSD | Grades to be Served at Site for coming year (K-5, 6-9, etc.) | Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No). |
|--------|---|--------------|--------------|--|--|
| Site 1 | 657 East Avenue<br>Rochester, NY<br>14607 | 585-697-1960 | Rochester    | K-6  | No   |



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

|   | Name            | Work Phone | Alternate Phone | Email Address  |
|---|-----------------|------------|-----------------|--|
| School Leader                             | Shannon Hillman |            |                 | <a href="mailto:shillman@gccscho&lt;br/&gt;ol.org">shillman@gccscho<br/>ol.org</a> |
| Operational Leader                        | Maureen Milke   |            |                 | <a href="mailto:mmilke@gccschoo&lt;br/&gt;.org">mmilke@gccschoo<br/>.org</a>       |
| Compliance Contact                        | Shannon Hillman |            |                 | <a href="mailto:shillman@gccscho&lt;br/&gt;ol.org">shillman@gccscho<br/>ol.org</a> |
| Complaint Contact                         | Shannon Hillman |            |                 | <a href="mailto:shillman@gccscho&lt;br/&gt;ol.org">shillman@gccscho<br/>ol.org</a> |
| DASA Coordinator                          | Lisa O'Malley   |            |                 | <a href="mailto:lomalley@gccscho&lt;br/&gt;ol.org">lomalley@gccscho<br/>ol.org</a> |
| Phone Contact for After Hours Emergencies | Shannon Hillman |            |                 | <a href="mailto:shillman@gccscho&lt;br/&gt;ol.org">shillman@gccscho<br/>ol.org</a> |

**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, 2020.**

**Site 1 Certificate of Occupancy (COO)**

[Certificate of Occupancy GCCS.pdf](#)

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

**Site 1 Fire Inspection Report**

[GCCS Fire Inspection Report.pdf](#)

**Filename:** GCCS Fire Inspection Report.pdf **Size:** 162.0 kB

**CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR**

**n1. Were there any revisions to the school’s charter during the 2019-2020 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) |
|--|------------------------------------|---|--------------------------------------|---|
|  |                                    | After careful analysis and input from the Diversity Committee (made |                                      |   |

|   |  |  |                |            |
|---|--|--|----------------|------------|
| 1 | Change in discipline or code of conduct policy | <p>of parents and staff) and GCCS staff, the Discipline Committee determined that we wanted to keep our Zero-Tolerance Policy to send the message that physical contact and bullying are not tolerated, however suspension would not be the definite result of a situation. Instead, School Leadership would be involved and consultation with the School Social Worker and/or the DASA Coordinator would be likely to determine next steps. The Committee also wanted the language to be clear that families would be involved from the beginning of any behavioral concern and that multiple strategies are attempted before arriving at a serious disciplinary outcome.</p> | April 10, 2019 | July, 2019 |
|   |  | After meetings between E3Rochester's   |                |            |

|   |  |   |               |            |
|---|--|---|---------------|------------|
| 2 | Change in admissions/enrollment policy | <p>chair and the School Leader, the Board of Trustees were encouraged to hear that placing the Enrollment Application on this website would improve our school's marketing strategies and make applying to GCCS more accessible for perspective families due to easy language translation and online access with all other charter schools in the Rochester area. Therefore, we collaborated with E3 Rochester to create an online Common Charter School Application through <a href="http://GoodSchoolsRoc.org">GoodSchoolsRoc.org</a> during the 2019-2020 school year and will launch for the 2020-2021 Lottery held in April, 2020.</p> | June 12, 2019 | July, 2019 |
|   |  | <p>The Board of Trustees Personnel Committee made revisions to the Staff Handbook for the 2019-2020 School year. These</p>  |               |            |

|   |                                  |   |               |            |
|---|----------------------------------|---|---------------|------------|
| 3 | Change in teacher/staff handbook | <p>changes were based on a new Staff Attendance Policy created within this charter term that specifically defines the number of days allotted for employee absences. The revisions to this current policy were based on the Board of Trustees Personnel Committee's analysis of the effectiveness of the new Attendance Policy including staff feedback based on the results of a Staff Handbook survey administered in the spring of 2019.</p> | June 12, 2019 | July, 2019 |
|   |                                  | <p>Our curriculum framework was modified to better align with the new standards. The standards were aligned in the same way as they were in all past charters. All Social Studies and Science Standards are included in the alignment, but many fall at different grade</p>   |               |            |

|   |   |   |     |     |
|---|---|---|-----|-----|
| 4 | Change in design or educational program | <p>levels than the actual state documents. Aligning the standard this way allows us to teach with more depth during our Learning Expeditions (Social Studies and Science Units). The document is aligned by loop (K-1, 2-3, 4-5). The school will continue to teach three time periods per year, so each class covers all 6 time periods over a two-year period.</p> <p>Sixth grade is not included in the alignment because they follow the State Standards as they are written by New York State.</p> | N/A | N/A |
| 5 |   |   |     |     |

**More revisions to add?**

No

**PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.**

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

Yes

**ATTESTATION**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

|                 |  |
|-----------------|--|
| Name            | Shannon Hillman  |
| Position        | School Leader  |
| Phone/Extension | 585-271-4552-461   |
| Email           | <a href="mailto:shillman@gccschool.org">shillman@gccschool.org</a> |

**p. 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. Check **YES** if you 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**

*Darmon Allen*

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

*Michaela Hagan*

**Date**

Aug 3 2020

**Thank you.**



## **Entry 2 NYS School Report Card**

**Completed** Aug 3 2020 Hidden from applicant

[Instructions](#)

**SUNY-authorized charter schools only**



Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

## Entry 2 NYS School Report Card Link

GENESEE COMMUNITY CHARTER SCHOOL 261600860826

### NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

[https://data.nysed.gov/essa.php?instid=800000050575&year=2019&createreport=1&allchecked=1&OverallStatus=1&section\\_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&38ELA=1&38MATH=1&48SCI=1&nyseslat=1&naep=1&staffqual=1&feddata=1](https://data.nysed.gov/essa.php?instid=800000050575&year=2019&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&38ELA=1&38MATH=1&48SCI=1&nyseslat=1&naep=1&staffqual=1&feddata=1)

## Entry 3 Progress Toward Goals

Completed Aug 3 2020

### Instructions

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

For the 2019-2020 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".

## 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, 2020.

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### 1. ACADEMIC STUDENT PERFORMANCE GOALS

**For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".**

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## 2019-20 Progress Toward Attainment of Academic Goals

|                  | Academic Student Performance Goal  | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|------------------|--|---|---|---|
| Academic Goal 1  | 90% of our students will make at least a year's growth each year in Reading and Math.                    | i-Ready Growth Reports                                      | Unable to Assess                        | N/A   |
| Academic Goal 2  | 100% of targeted at-risk students in each class will make more than a year's growth in Reading and Math. | i-Ready Growth Reports                                      | Unable to Assess                        | N/A   |
| Academic Goal 3  |  |   |   |   |
| Academic Goal 4  |  |   |   |   |
| Academic Goal 5  |  |   |   |   |
| Academic Goal 6  |  |   |   |   |
| Academic Goal 7  |  |   |   |   |
| Academic Goal 8  |  |   |   |   |
| Academic Goal 9  |  |   |   |   |
| Academic Goal 10 |  |   |   |   |

**2. Do have more academic goals to add?**

No

**3. Do have more academic goals to add?**

No

**4. ORGANIZATION GOALS**

**For the 2019-2020 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”.**

**2019-2020 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 | Genesee Community Charter School will increase efforts to enroll multi-lingual/English language learners and economically disadvantaged students. | Number of Applicants and Number of Enrolled Students in At-Risk Populations | Met                                      |   |

|             |  |  |  |  |
|-------------|--|--|--|--|
| Org Goal 2  |  |  |  |  |
| Org Goal 3  |  |  |  |  |
| Org Goal 4  |  |  |  |  |
| Org Goal 5  |  |  |  |  |
| Org Goal 6  |  |  |  |  |
| Org Goal 7  |  |  |  |  |
| Org Goal 8  |  |  |  |  |
| Org Goal 9  |  |  |  |  |
| Org Goal 10 |  |  |  |  |
| Org Goal 11 |  |  |  |  |
| Org Goal 12 |  |  |  |  |
| Org Goal 13 |  |  |  |  |
| Org Goal 14 |  |  |  |  |
| Org Goal 15 |  |  |  |  |
| Org Goal 16 |  |  |  |  |
| Org Goal 17 |  |  |  |  |
| Org Goal 18 |  |  |  |  |
| Org Goal 19 |  |  |  |  |
| Org Goal 20 |  |  |  |  |

**5. Do have more organizational goals to add?**

No

**6. FINANCIAL GOALS**

## 2019-2020 Progress Toward Attainment of Financial Goals

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

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

No

Thank you.

## Entry 3 Accountability Plan Progress Reports

**Incomplete** Hidden from applicant

### Instructions

#### **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

## Entry 7 Disclosure of Financial Interest Form

**Completed** Aug 3 2020

### Instructions - Multiple Uploads Permitted

## **Required of ALL Charter Schools by August 3**

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 2019-2020 school year must complete a signed:

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

## **[DisclosureofFinancialInterestALLBOT](#)**

**Filename:** DisclosureofFinancialInterestALLBOT.pdf **Size:** 1.6 MB

## **Entry 8 BOT Membership Table**

**Completed** Aug 3 2020

## **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 8 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.

**GENESEE COMMUNITY CHARTER SCHOOL 261600860826**

**1. 2019-2020 Board Member Information (Enter info for each BOT member)**

|   | Trustee Name and Email Address | Position on the Board | Committee Affiliations                                     | Voting Member Per By-Laws (Y/N) | Number of Terms Served | Start Date of Current Term (MM/DD/YYYY) | End Date of Current Term (MM/DD/YYYY) | Board Meetings Attended During 2019-2020 |
|---|--------------------------------|-----------------------|--|---------------------------------|------------------------|---|---------------------------------------|--|
| 1 | Michele Hannagan<br>[REDACTED] | Chair                 | Personnel Committee (Chair)<br>Executive Committee (Chair) | Yes                             | 3                      | 07/01/2018                              | 06/30/2021                            | 10                                       |
| 2 | Annemarie Wess<br>[REDACTED]   | Vice Chair            | Nominating Committee (Chair)<br>Personnel Committee        | Yes                             | 2                      | 07/1/2019                               | 06/30/2022                            | 8  |
| 3 | Kevin Sutherland<br>[REDACTED] | Treasurer             | Finance Committee (Chair)<br>Executive Committee (chair)   | Yes                             | 2                      | 07/01/2018                              | 06/30/2021                            | 10                                       |
| 4 | Michelle Burack<br>[REDACTED]  | Secretary             | Executive Committee<br>Advocacy Committee                  | Yes                             | 1                      | 09/01/2018                              | 06/30/2021                            | 11                                       |
|   | Mark Schiesser                 | Trustee/M             | Finance  |                                 |                        | 07/01/20                                | 06/30/20                              |  |



|   |                                    |                 |   |     |   |            |            |           |
|---|------------------------------------|-----------------|---|-----|---|------------|------------|-----------|
| 5 | [REDACTED]                         | ember           | Committ ee  | Yes | 4 | 19         | 22         | 8         |
| 6 | Nolica Murray-Fields<br>[REDACTED] | Trustee/M ember | Discipline Committ ee                             | Yes | 2 | 08/07/2019 | 06/30/2021 | 7         |
| 7 | Marcia Joy<br>[REDACTED]           | Trustee/M ember | Personnel Committ ee                              | Yes | 8 | 07/01/2017 | 06/30/2020 | 8         |
| 8 | Cheryl Moeller<br>[REDACTED]       | Trustee/M ember | Diversity Committ ee<br>Nominati ng<br>Committ ee | No  | 1 | 07/01/2019 | 06/30/2022 | 6         |
| 9 | Nathan Hayes<br>[REDACTED]         | Trustee/M ember | Executive Committ ee<br>Finance<br>Committ ee     | Yes | 2 | 07/01/2018 | 06/30/2021 | 5 or less |

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

Yes

**1b. Current Board Member Information**

| Trustee Name and | Position on the Board | Committ ee Affiliation | Voting Member Per By- | Number of Terms Served | Start Date of Current | End Date of Current | Board Meetings Attended |
|------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|---------------------|-------------------------|
|------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|---------------------|-------------------------|

|    | Email Address                   |                | s   | Laws (Y/N) |   | Term (MM/DD/YYYY) | Term (MM/DD/YYYY) | During 2019-2020 |
|----|---------------------------------|----------------|---|------------|---|-------------------|-------------------|------------------|
| 10 | Allison Shultes<br>[REDACTED]   | Trustee/Member | Executive Committee<br>Safety Committee<br>Finance Committee        | Yes        | 2 | 07/01/2019        | 06/30/2021        | 10               |
| 11 | Sherita Traywick<br>[REDACTED]  | Trustee/Member | Discipline Committee  | Yes        | 1 | 01/10/2018        | 10/02/2019        | 5 or less        |
| 12 | Ryan O'Malley<br>[REDACTED]     | Trustee/Member | Finance Committee   | Yes        | 1 | 10/02/2019        | 06/30/2020        | 8                |
| 13 | Rebecca Boyle<br>[REDACTED]     | Trustee/Member | Discipline Committee<br>Personnel Committee                         | No         | 1 | 06/12/2019        | 06/30/2021        | 5 or less        |
| 14 | Jessica Nordquist<br>[REDACTED] | Parent Rep     | Discipline Committee<br>Nominating Committee<br>Executive Committee | Yes        | 1 | 07/01/2017        | 06/30/2020        | 9                |
|    | Traci                           |                | Diversity Committ   |            |   |                   |                   |                  |

|    |                        |            |                         |    |   |            |            |           |
|----|------------------------|------------|-------------------------|----|---|------------|------------|-----------|
| 15 | Terrance<br>[REDACTED] | Parent Rep | ee Discipline Committee | No | 1 | 07/01/2019 | 06/30/2022 | 5 or less |
|----|------------------------|------------|-------------------------|----|---|------------|------------|-----------|

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

No

**2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

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

|  |    |
|--|----|
| a. Total Number of BOT Members on June 30, 2020                    | 12 |
| b.Total Number of Members Added During 2019-2020                   | 5  |
| c. Total Number of Members who Departed during 2019-2020           | 5  |
| d.Total Number of members, as set in Bylaws, Resolution or Minutes | 14 |

**3. Number of Board meetings held during 2019-2020**

11

**4. Number of Board meetings scheduled for 2020-2021**

11

Thank you.

## Entry 9 Board Meeting Minutes

Completed Aug 3 2020

### Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 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 3, 2020.

### 2019-2020 Minutes

Filename: 2019 2020 Minutes.pdf Size: 1.3 MB

## Entry 10 Enrollment & Retention

Completed Aug 3 2020

### Instructions for submitting Enrollment and Retention Efforts

**ALL charter schools must complete this section.** Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

## Entry 10 Enrollment and Retention of Special Populations

### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2020-2021.

GENESEE COMMUNITY CHARTER SCHOOL 261600860826

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Recruitment/Attraction Efforts Toward Meeting Targets

---

|                            | Describe Recruitment Efforts in 2019-2020  | Describe Recruitment Plans in 2020-2021  |
|----------------------------|--|--|
| Economically Disadvantaged | <ul style="list-style-type: none"> <li>• Contracted with GoodSchoolsROC to join the Rochester Charter Schools' common application process and recruitment strategies</li> <li>• TV and Radio Commercials through GoodSchoolsROC - English and Spanish</li> <li>• TV and Radio commercials (specific for GCCS) through public broadcasting and traditionally popular stations for black and brown families in English and Spanish</li> <li>• Ads from GoodSchoolsROC and GCCS in the City Newspaper</li> <li>• Facebook Advertisement Boosts for GCCS and GoodSchoolsROC</li> <li>• GoodSchoolsROC - Instagram, Google Ads, and YouTube Campaigns</li> <li>• Postcards 5-6 times a year to households</li> <li>• School Selection Booklet for all charters in Rochester</li> <li>•Community Calendars with Recruitment Fairs</li> <li>•Sent English and Spanish GCCS posters to urban neighborhood churches, bodegas, and convenience stores</li> <li>•Sent English and Spanish GCCS posters to all city libraries, social services offices, pediatric offices, YMCAs and YWCAs, music schools, museums</li> <li>• GCCS attended at least 5 specific recruitment events hosted by GoodSchools ROC in</li> </ul> | <ul style="list-style-type: none"> <li>•Continue current efforts</li> <li>•Participate in off-site information sessions with translators to meet perspective families and provide information about our school as well as support families in filling out the school application</li> <li>•Continue contracting with E3Rochester's Common Application on <a href="http://GoodSchoolsRoc.org">GoodSchoolsRoc.org</a> that includes all Rochester Charter Schools. This will continue to provide easier access to the application and the online capability allows for the website and application to be translated into 20 different languages.</li> <li>•Continue to strengthen the relationship with the charter schools in the Rochester area through Charter Advocacy groups and Foundations to share marketing and recruitment strategies and resources</li> <li>•Participate in charter school recruitment events and involve our School Social Worker</li> </ul> |

|  |   |  |
|--|---|--|
|  | <p>multiple neighborhoods in the city</p> <ul style="list-style-type: none"> <li>• Recruited and appointed new Board of Trustees Members who are connected with non-profit organizations and support these targeted demographic groups (ex. New Board of Trustees member who is a social worker and foster parent to refugee students and another member who works for Ibero-American Action League)</li> </ul>   | <p>in these events to discuss our program offerings with families</p> <ul style="list-style-type: none"> <li>• Continue the relationship with the Center City Community Coalition to discuss educational opportunities and choices for families living in the city.</li> </ul>   |
| <p>English Language Learners/Multilingual Learners</p> | <ul style="list-style-type: none"> <li>• Contracted with GoodSchoolsROC to join the Rochester Charter Schools' common application process and recruitment strategies</li> <li>• TV and Radio Commercials through GoodSchoolsROC - English and Spanish</li> <li>• TV and Radio commercials (specific for GCCS) through public broadcasting and traditionally popular stations for black and brown families in English and Spanish</li> <li>• Ads from GoodSchoolsROC and GCCS in the City Newspaper</li> <li>• Facebook Advertisement Boosts for GCCS and GoodSchoolsROC</li> <li>• GoodSchoolsROC - Instagram, Google Ads, and YouTube Campaigns</li> <li>• Postcards 5-6 times a year to households</li> <li>• School Selection Booklet for all charters in Rochester</li> <li>• Community Calendars with Recruitment Fairs</li> <li>• GCCS attended at least 5</li> </ul> | <ul style="list-style-type: none"> <li>• Continue current efforts</li> <li>• Participate in off-site information sessions with translators to meet perspective families and provide information about our school as well as support families in filling out the school application</li> <li>• Continue contracting with E3Rochester's Common Application on <a href="http://GoodSchoolsRoc.org">GoodSchoolsRoc.org</a> that includes all Rochester Charter Schools. This will continue to provide easier access to the application and the online capability allows for the website and application to be translated into 20 different languages.</li> <li>• Continue to strengthen the relationship with the charter</li> </ul> |

|  |   |   |
|--|---|---|
|  | <p>specific recruitment events hosted by GoodSchools ROC in multiple neighborhoods in the city - one of which was located at Ibero-American Action League's child care center - brought a bilingual representative for recruitment</p> <ul style="list-style-type: none"> <li>• Provided fliers in multiple languages to an advocate in the refugee community for dispersment in several refugee support centers</li> <li>• Continued relationships with three agencies serving refugee programs to enlist their assistance recruiting applicants</li> <li>• Sent English and Spanish posters to urban neighborhood churches, bodegas, and convenience stores</li> <li>• The online application is available in multiple languages</li> </ul> | <p>schools in the Rochester area through Charter Advocacy groups and Foundations to share marketing and recruitment strategies and resources</p> <ul style="list-style-type: none"> <li>• Participate in charter school recruitment events and involve our School Social Worker and English as a New Language Teacher in these events to discuss our program offerings with families</li> <li>• Continue the relationship with the Center City Community Coalition to discuss educational opportunities and choices for families living in the city.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Contracted with GoodSchoolsROC to join the Rochester Charter Schools' common application process and recruitment strategies</li> <li>• TV and Radio Commercials through GoodSchoolsROC - English and Spanish</li> <li>• TV and Radio commercials (specific for GCCS) through public broadcasting and traditionally popular stations for black and brown families in English and Spanish</li> <li>• Ads from GoodSchoolsROC and GCCS in the City Newspaper</li> <li>• Facebook Advertisement Boosts for GCCS and GoodSchoolsROC</li> <li>• GoodSchoolsROC - Instagram, Google Ads, and YouTube Campaigns</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue current efforts</li> <li>• Participate in off-site information sessions with translators to meet perspective families and provide information about our school as well as support families in filling out the school application</li> <li>• Continue contracting with E3Rochester's Common Application on <a href="http://GoodSchoolsRoc.org">GoodSchoolsRoc.org</a> that includes all Rochester Charter Schools. This will continue to provide easier access to the application and the online capability allows for the website and application to be translated</li> </ul> |

|                                   |  |   |
|-----------------------------------|--|---|
| <p>Students with Disabilities</p> | <ul style="list-style-type: none"> <li>• Postcards 5-6 times a year to households</li> <li>• School Selection Booklet for all charters in Rochester</li> <li>•Community Calendars with Recruitment Fairs</li> <li>• GCCS attended at least 5 specific recruitment events hosted by GoodSchools ROC in multiple neighborhoods in the city</li> <li>•Sent English and Spanish posters to urban neighborhood churches, bodegas, and convenience stores</li> <li>• On the School's website and in any information session, always explained that our classrooms are inclusive and support both general education students and students who qualify for an IEP</li> </ul> | <p>into 20 different languages.</p> <ul style="list-style-type: none"> <li>•Continue to strengthen the relationship with the charter schools in the Rochester area through Charter Advocacy groups and Foundations to share marketing and recruitment strategies and resources</li> <li>•Participate in charter school recruitment events and involve our School Social Worker in these events to discuss our program offerings with families</li> <li>•Continue the relationship with the Center City Community Coalition to discuss educational opportunities and choices for families living in the city.</li> </ul> |
|-----------------------------------|--|---|

**Retention Efforts Toward Meeting Targets**

|  | Describe Retention Efforts in 2019-2020   | Describe Retention Plans in 2020-2021   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>•Continued to fully implement a parent-teacher Diversity Committee to increase involvement of, participation of, and support for families of color and ELL/MLL families in the life of the school</li> <li>•Ensured that families who move within the city or county receive information about transportation options</li> <li>•Maintained high level of parent satisfaction through excellent instructional program, communication, and parent involvement opportunities</li> </ul> | <ul style="list-style-type: none"> <li>•Continue current efforts</li> <li>•Provide workshops and trainings for teachers, students, and families regarding identity within the community</li> <li>•Utilize a Social Emotional Learning Grant to support</li> </ul> |



Economically Disadvantaged

- Continuing to refine Discipline Policies by collaborating with the Discipline Committee to revise the school's Code of Conduct, hire a Restorative Practices Coach for the 2020-2021 school year, and utilize a grant received by a teacher leader and Social Worker to support school-wide initiatives to promote Social-Emotional Practices
- Continued professional development regarding culturally responsive teaching, unconscious bias, racial equity including staff initiatives to be more involved in the communities where their students live (car parades during closure, took the RTS bus to neighborhoods in August and learned about neighborhood resources, home visits to deliver materials during closure)
- Provided summer tutoring virtually or at an agreed upon location for students who were most at risk of retaining information during closure.

- restorative practices and social emotional learning for students and teachers
- Hire a Restorative Practice Coach to work collaboratively with our Social Worker
  - Create a system of "crews" for students, staff, and families in the fall to help the community stay connected during a hybrid and/or virtual time.
  - Continue racial equity discussions with families to hear concerns and respond to systemic racism during the summer and transition these important meetings to Diversity Committee meetings this fall.

- Continued to fully implement a parent-teacher Diversity Committee to increase involvement of, participation of, and support for families of color and ELL/MLL families in the life of the school
- Ensured that families who move within the city or county receive information about transportation options
- Maintained high level of parent satisfaction through excellent instructional program, communication, and parent

English Language  
Learners/Multilingual Learners

involvement opportunities

- Continuing to refine Discipline Policies by collaborating with the Discipline Committee to revise the school's Code of Conduct, hire a Restorative Practices Coach for the 2020-2021 school year, and utilize a grant received by a teacher leader and Social Worker to support school-wide initiatives to promote Social-Emotional Practices
- Continued professional development regarding culturally responsive teaching, unconscious bias, racial equity including staff initiatives to be more involved in the communities where their students live (car parades during closure, took the RTS bus to neighborhoods in August and learned about neighborhood resources, home visits to deliver materials during closure)
- Provided summer tutoring virtually or at an agreed upon location for students who were most at risk of retaining information during closure.
- Evaluated and provided high-quality ENL services to students
- Translated communication and/or provided support for non-English speaking families
- Worked with refugee sponsors to ensure transportation and communication was effective
- Involved the School Social Worker and ENL Teacher in connecting ELL/MLL families with community resources
- Continued professional development regarding culturally responsive teaching, unconscious

- Continue current efforts
- Provide workshops and trainings for teachers, students, and families regarding identity within the community
- Utilize a Social Emotional Learning Grant to support restorative practices and social emotional learning for students and teachers
- Create a system of "crews" for students, staff, and families in the fall to help the community stay connected during a hybrid and/or virtual time.
- Continue racial equity discussions with families to hear concerns and respond to systemic racism during the summer and transition these important meetings to Diversity Committee meetings this fall.
- Utilize current Board members who have connections to the refugee and Latinx communities in Rochester to amplify community resources for our existing ELL/MLL families.

|  |   |   |
|--|---|---|
|  | <p>bias, racial equity including staff initiatives to be more involved in the communities where their students live (car parades during closure, took the RTS bus to neighborhoods in August and learned about neighborhood resources, home visits to deliver materials during closure)</p> <ul style="list-style-type: none"> <li>• Provided summer tutoring virtually or at an agreed upon location for students who were most at risk of retaining information during closure.</li> </ul>  |   |
|  | <ul style="list-style-type: none"> <li>• Increased the capacity of the Intervention Team to involve more staff members in Tier 2 and 3 Intervention Efforts</li> <li>• Adjusted the school schedule so the Intervention Team could meet twice a week with teams therefore increasing team meetings to every four weeks.</li> <li>• Classroom teachers, and often members of the Intervention Team, involved families early and met regularly to address behavioral or academic concerns</li> <li>• Met with Special Education Team regularly to discuss student progress and/or concerns and discussed ways families were involved in the process</li> <li>• Offered parent advocate support as needed</li> <li>• Provided summer tutoring virtually or at an agreed upon location for students who were most at risk of retaining information during closure.</li> <li>• Evaluated and provided high-quality ENL services to students</li> <li>• Translated communication</li> </ul> | <ul style="list-style-type: none"> <li>• Continue current efforts</li> <li>• Conduct weekly meetings with the Intervention Team to revise the Intervention Handbook for staff to use in supporting Tier 1, 2, 3 and 4 interventions.</li> <li>• Conduct professional</li> </ul> |

|                                   |  |   |
|-----------------------------------|--|---|
| <p>Students with Disabilities</p> | <p>and/or provided support for non-English speaking families</p> <ul style="list-style-type: none"> <li>•Worked with refugee sponsors to ensure transportation and communication was effective</li> <li>•Involved the School Social Worker and ENL Teacher in connecting ELL/MLL families with community resources</li> <li>•Continued professional development regarding culturally responsive teaching, unconscious bias, racial equity including staff initiatives to be more involved in the communities where their students live (car parades during closure, took the RTS bus to neighborhoods in August and learned about neighborhood resources, home visits to deliver materials during closure)</li> <li>•Provided summer tutoring virtually or at an agreed upon location for students who were most at risk of retaining information during closure.</li> <li>•Have the Special Education Coordinator join monthly meetings with other SPED coordinators from Rochester Area charter schools to share resources.</li> </ul> | <p>development to train teachers on new intervention systems and best practices for a CSE referral process</p> <ul style="list-style-type: none"> <li>•Hire a part-time Math Intervention Specialist</li> <li>•Create a protocol for training parent advocates to support new families going through the CSE process</li> </ul> |
|-----------------------------------|--|---|

## Entry 12 Percent of Uncertified Teachers

**Completed** Aug 3 2020

### 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.

# Entry 12 Uncertified Teachers

School Name: GENESEE COMMUNITY CHARTER SCHOOL 261600860826

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## 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, 2020) | 1          |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)  | 0          |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)  | 0          |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)         | 1          |
| <b>Total Category A: 5 or 30% whichever is less</b>  | <b>2.0</b> |

**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, 2020) | 0          |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)  | 0          |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)  | 0          |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)         | 0          |
| <b>Total Category B: not to exceed 5</b>   | <b>0.0</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, 2020) | 0         |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)  | 0         |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)  | 0         |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)         | 0         |
| Total Category C: not to exceed 5  | 0.0       |

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

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

|                  | FTE Count |
|------------------|-----------|
| Total Category D | 2         |

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

|                  | FTE Count |
|------------------|-----------|
| Total Category E | 20        |



## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

|                  | FTE Count |
|------------------|-----------|
| Total Category F | 22        |



Thank you.

## Entry 13 Organization Chart

Completed Aug 3 2020

### [Instructions](#)

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

### **School Organization Chart**

**Filename:** School Organization Chart .pdf **Size:** 51.5 kB

## Entry 14 School Calendar

Completed Sep 15 2020

### [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 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3<sup>rd</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, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

**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.**

### **Calendar 2020-2021 FINAL**

**Filename:** Calendar 2020 2021 FINAL.pdf **Size:** 195.1 kB

## [Calendar 2020-2021 FINAL with Cohorts and Instructional Hours](#)

Filename: Calendar 2020 2021 FINAL with Cohorts uOH1qQ9.pdf Size: 238.6 kB

### Entry 15 Links to Critical Documents on School Website

Completed Aug 3 2020

#### 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., 2018-19 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 15 Links to Critical Documents on School Website

School Name: **Genesee Community Charter School**

#### 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:

|   | Link to Documents   |
|---|---|
| 1. Most Recent Annual Report (i.e., 2018-19)                          | <a href="https://www.gccschool.org/wp-content/uploads/2019/08/genesee-community-charter-school.pdf">https://www.gccschool.org/wp-content/uploads/2019/08/genesee-community-charter-school.pdf</a> |
| 2. Most Recent Board Meeting Notice and Related Agenda Item Documents | <a href="https://www.gccschool.org/about/board-of-trustees-2/">https://www.gccschool.org/about/board-of-trustees-2/</a>   |
| 2a. Webcast of Board Meetings (per Governor's Executive Order)        | <a href="https://vimeo.com/430222806/e9cf10c6bb">https://vimeo.com/430222806/e9cf10c6bb</a>   |
|   | <a href="https://data.nysed.gov/essa.php?">https://data.nysed.gov/essa.php?</a>   |

|   |   |
|---|---|
| 3. Link to NYS School Report Card   | <a href="https://www.gccschool.org/reopening-plan/">instid=800000050575&amp;year=2019&amp;createreport=1&amp;allchecked=1&amp;OverallStatus=1&amp;section_1003=1&amp;EMStatus=1&amp;EMIndicators=1&amp;EMcomposite=1&amp;EMgrowth=1&amp;EMcompgrowth=1&amp;EMelp=1&amp;EMprogress=1&amp;EMchronic=1&amp;EMpart=1&amp;38ELA=1&amp;38MATH=1&amp;48SCI=1&amp;nyseslat=1&amp;naep=1&amp;staffqual=1&amp;feddata=1</a> |
| 4. Most Recent Lottery Notice Announcing Lottery  | <a href="https://www.gccschool.org/admissions/">https://www.gccschool.org/admissions/</a>   |
| 5. Authorizer-Approved DASA Policy  | <a href="https://www.gccschool.org/about/dignity-for-all-students-act-dasa/">https://www.gccschool.org/about/dignity-for-all-students-act-dasa/</a>   |
| 6. District-wide Safety Plan  | <a href="https://www.gccschool.org/wp-content/uploads/2019/05/Emergency-Plan-Summary-3.pdf">https://www.gccschool.org/wp-content/uploads/2019/05/Emergency-Plan-Summary-3.pdf</a>   |
| 6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo) | <a href="https://www.gccschool.org/wp-content/uploads/2020/07/Attachment-D-GCCS-Discipline-Policy-and-Code-of-Conduct-4-10-19-1.pdf">https://www.gccschool.org/wp-content/uploads/2020/07/Attachment-D-GCCS-Discipline-Policy-and-Code-of-Conduct-4-10-19-1.pdf</a>   |
| 7. Authorizer-Approved FOIL Policy  | <a href="https://www.gccschool.org/wp-content/uploads/2020/08/FOIL-Policy.pdf">https://www.gccschool.org/wp-content/uploads/2020/08/FOIL-Policy.pdf</a>   |
| 8. Subject matter list of FOIL records  | <a href="https://www.gccschool.org/about/board-of-trustees-2/">https://www.gccschool.org/about/board-of-trustees-2/</a>   |
| 9. Link to School Reopening Plan  | <a href="https://www.gccschool.org/reopening-plan/">https://www.gccschool.org/reopening-plan/</a>   |

Thank you.



## Entry 16 COVID 19 Related Information

**Completed** Aug 3 2020

### Instructions

#### **Required of ALL charter schools**

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

# Entry 16 COVID 19 Related Information

School Name: Genesee Community Charter School

## TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

|  | Number of students enrolled in school on the last day instruction was provided within physical school facilities | Number of students attending instruction on the last day instruction was provided within physical school facilities | Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year |
|--|--|---|--|
|  | 217  | 215   | 217  |

## Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

| Assessment Title | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Number of Participating Students |
|------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------------------------------|
|                  |         |         |         |         |         |         |         |         |         |         |          |          |          |                                  |



|  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
|  |  | x | x | x | x | x | x | x | x | x | x | x | x | x |  |
|  |  | x | x | x | x | x | x | x | x | x | x | x | x | x |  |
|  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |  |

# Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Completed Aug 3 2020

**[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)**

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

**[Staff\\_Roster\\_as\\_of\\_8-3-2020](#)**

**Filename:** Staff Roster as of 8 3 2020 5aAxISw.xlsx **Size:** 13.9 kB

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

Name:

Rebecca Boyle

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

Genesee Community Charter School

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

Community Representative

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

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

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

NO

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

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

NO

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

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

NO

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

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

     Yes 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.

| 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</i><br><i>None</i> | <i>"None" if applicable.</i>             | <i>Do not leave</i>  | <i>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 |
|--|------------------------------|---|---|---|
| <i>Please write "None" if applicable. Do not leave this space blank.</i> |                              |   |   |   |
| <i>none</i>  |                              |   |   |   |

\* *Jessica M. Hill* for Rebecca Bayle  
 Signature School Leader Date 8/3/2020

*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.*



\* Board Member unable to sign and complete disclosure



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

**Name:** Michelle Burack

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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):**

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

**Parent Representative; Secretary**

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

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

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

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

No

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

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

My daughter was enrolled as a 6<sup>th</sup> grader in the 2019-2020 school year. As a parent representative, my daughter as well as all students at the school were undoubtedly impacted by my participation in board discussions. A priority of mine, which in fact motivated my service on the board, was a mentality of sharing

our family's privilege with all students enrolled at GCCS. I would never consciously do anything that would benefit my child at the expense of other students; if anything I am consciously wired to do the opposite. However, I acknowledge that we are all wired with unconscious biases and do not pretend that this influence does not exist. The advantage of having parent voices on the board offsets this small, theoretical liability. I have never, to my knowledge, advocated for anything that would benefit my daughter without also benefitting **all** students at the school.

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?

Yes  No

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

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

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

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

| Organization conducting business with the school(s)  | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|--|------------------------------|---|---|---|
| <p><b>NONE</b></p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> |                              |   |   |   |

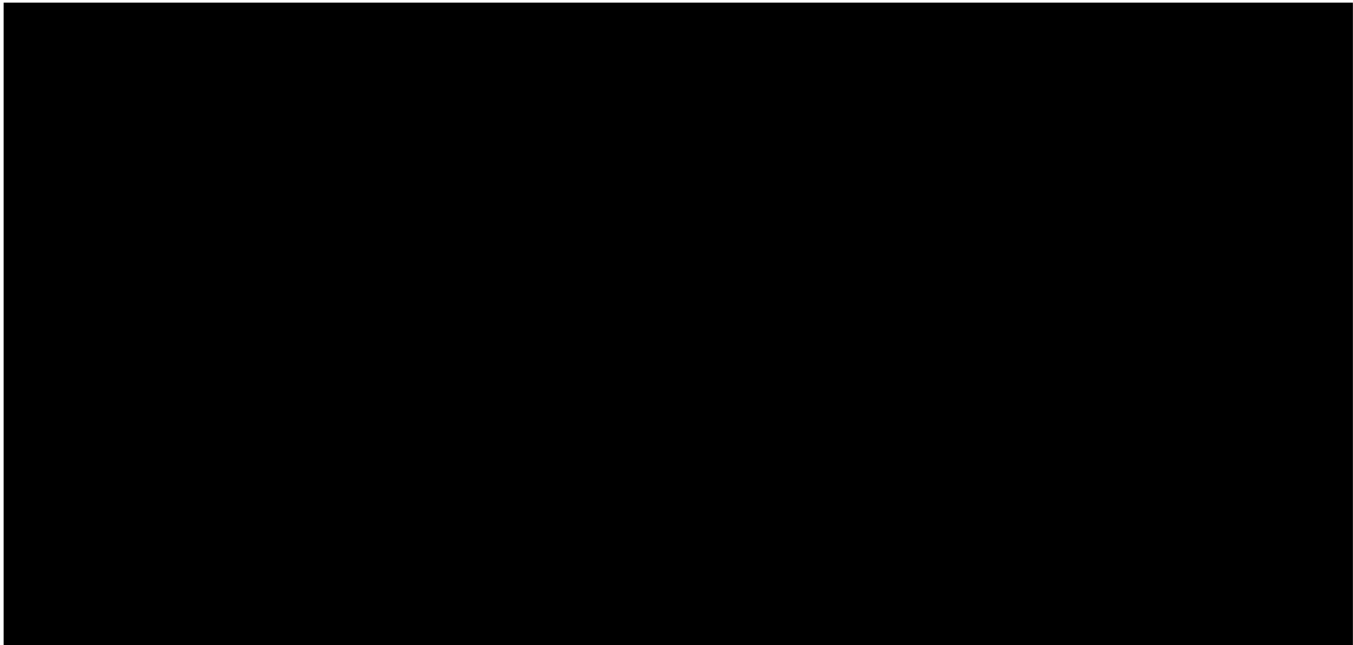
*Michelle Brunck*

7/29/20

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.*



*last revised 06/8/2020*

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

**Name:** Michele Hannagan

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

Genesee Community Charter School

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

**President, parent representative**

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

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

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

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

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

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

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

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

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



and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

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

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

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

*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**."

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

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

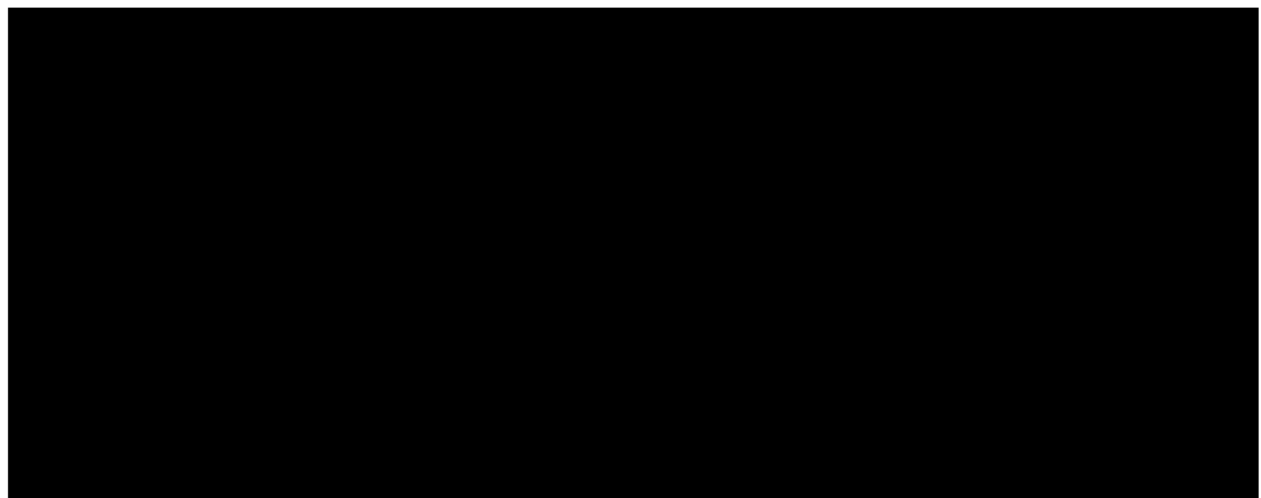
*Michele Hannagan* 7/24/2020

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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:

NATHAN HAYES

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

GENESEE COMMUNITY CHARTER SCHOOL

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

MUSEUM REPRESENTATIVE  
FINANCE COMMITTEE MEMBER

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

Yes  No

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

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

NO.

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

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

NO

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

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

NO

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

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

Yes  No

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

I WORK FOR THE ROCHESTER MUSEUM & SCIENCE CENTER.  
GCS GET SPACE FROM THE MUSEUM.

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

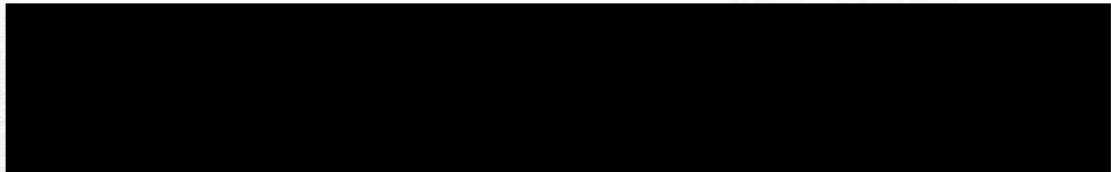
| Date(s) | Nature of financial interest/transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
|---------|--|--|--|
| NONE    |  |  |  |

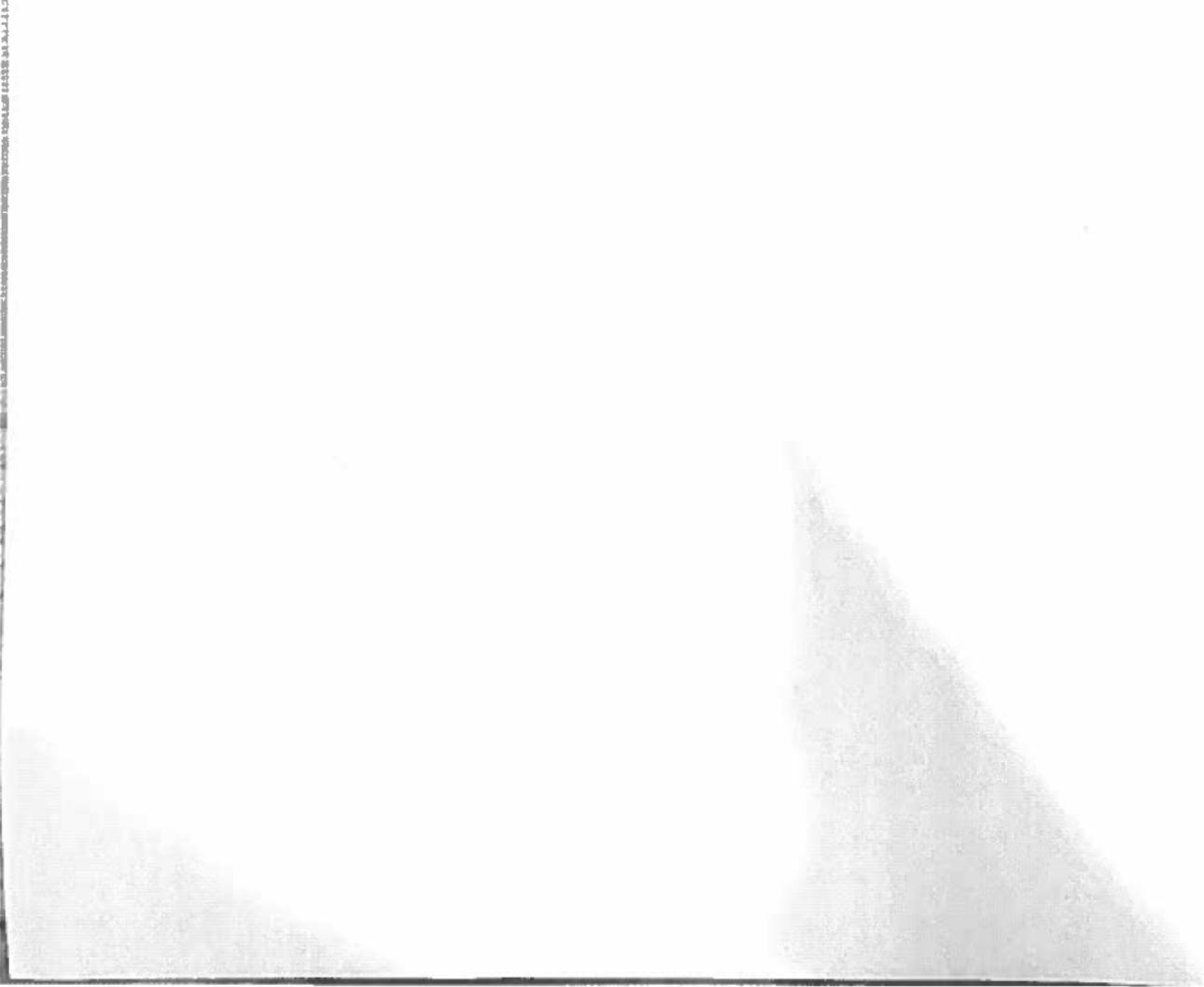
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

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


7/6/20  
 Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Name:

Marcia Joy

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

Genesee Community Charter School

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

Community Representative

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

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

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

NO

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

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

NO

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

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

NO

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

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

Yes  No

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

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

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



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

| Organization conducting business with the school(s)                      | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|--|------------------------------|---|---|---|
| <i>Please write "None" if applicable. Do not leave this space blank.</i> |                              |   |   |   |
| None   |                              |   |   |   |

for Marcia Joy

\* Shannon Hill, School leader 8/3/2020

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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.*



\* Board Member unable to sign and complete disclosure



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

Name:

Cheryl Moeller

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

Genesee Community Charter School

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

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

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

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

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

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

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

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

**No**

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

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

Yes  No

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

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

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

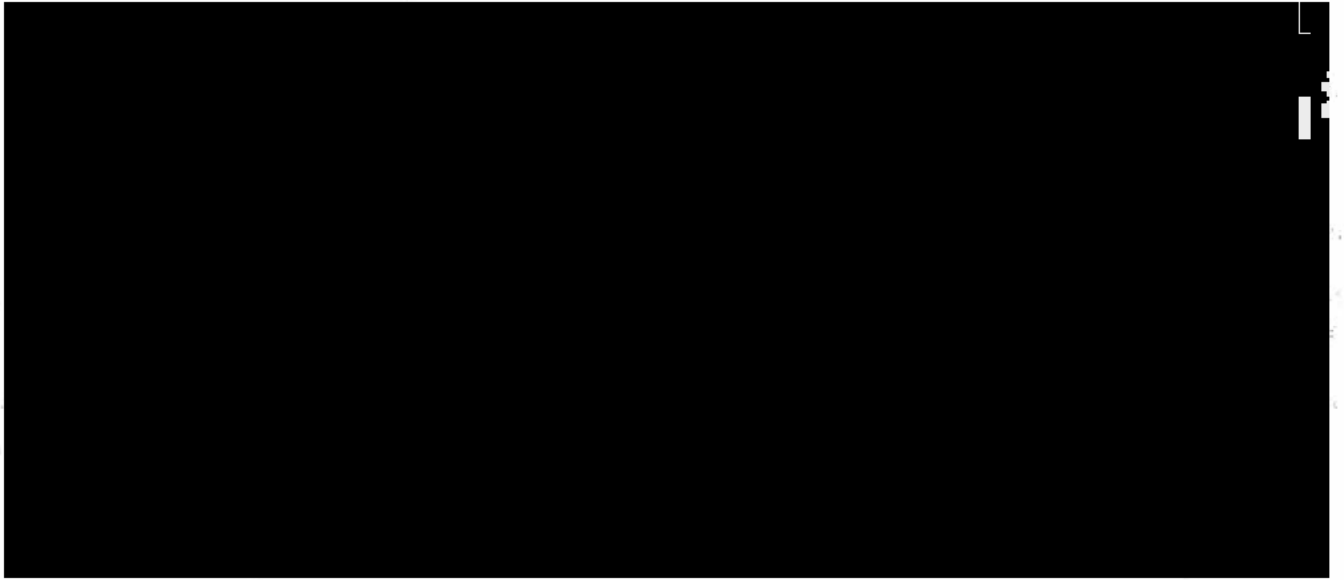
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

| Organization conducting business with the school(s)                      | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|--|------------------------------|---|---|---|
| <i>Please write "None" if applicable. Do not leave this space blank.</i> |                              |   |   |   |
| none   | none                         | none  | none  | none                                      |

Signature Cheryl Mollen Date 7/15/20

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





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

**Name:**

**Nolica Murray**

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

**\_\_ Genesee Community Charter School**

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

**Community Representative**

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

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

N/A

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

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

N/A

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

No

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

N/A

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

No

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

N/A

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

Yes  No

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

N/A

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

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

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



|      |      |      |      |
|------|------|------|------|
| None | None | None | None |
|------|------|------|------|

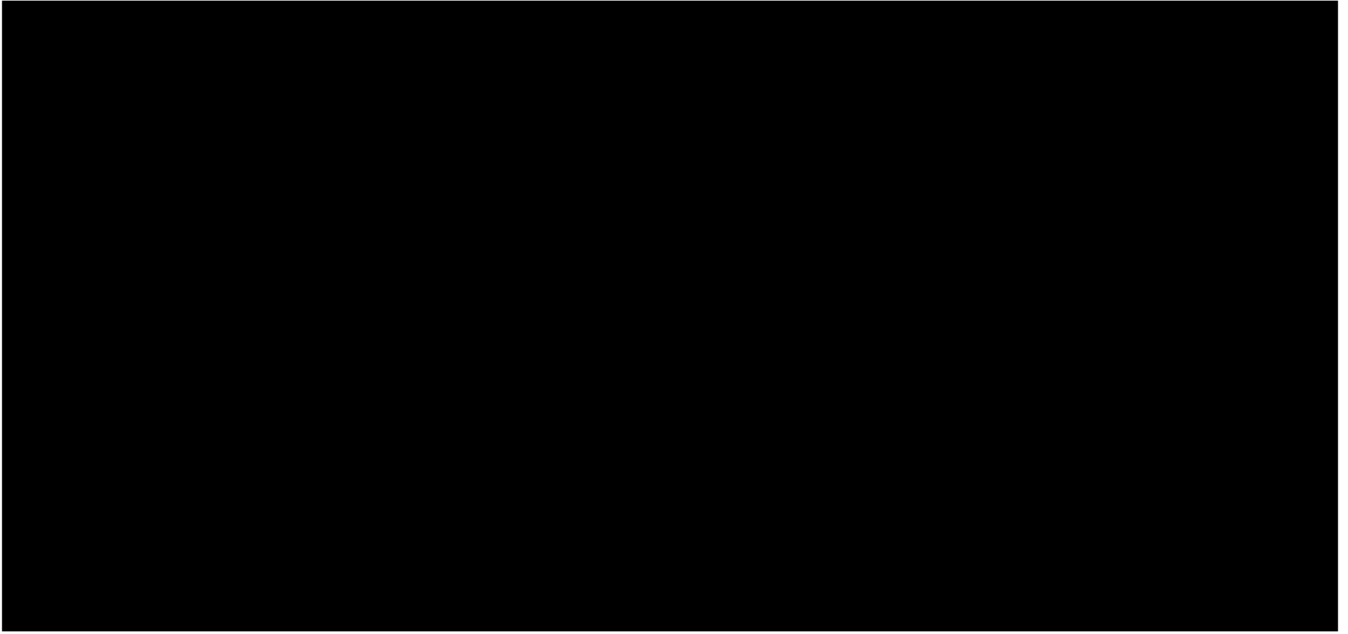
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

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

Signature Nolica Murray

Date 6/7/2020

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



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

**Name:**  
**Jessica Nordquist**

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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):**

**Genesee Community Charter School**

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

**Parent Representative**

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

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

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

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

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

Yes

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

Judah Nordquist and Bode Nordquist are current students in the school and are my sons. There is no connection to them benefitting individually other than a parent voice advocating on the board.

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?

Yes  No

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

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

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

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

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

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**."

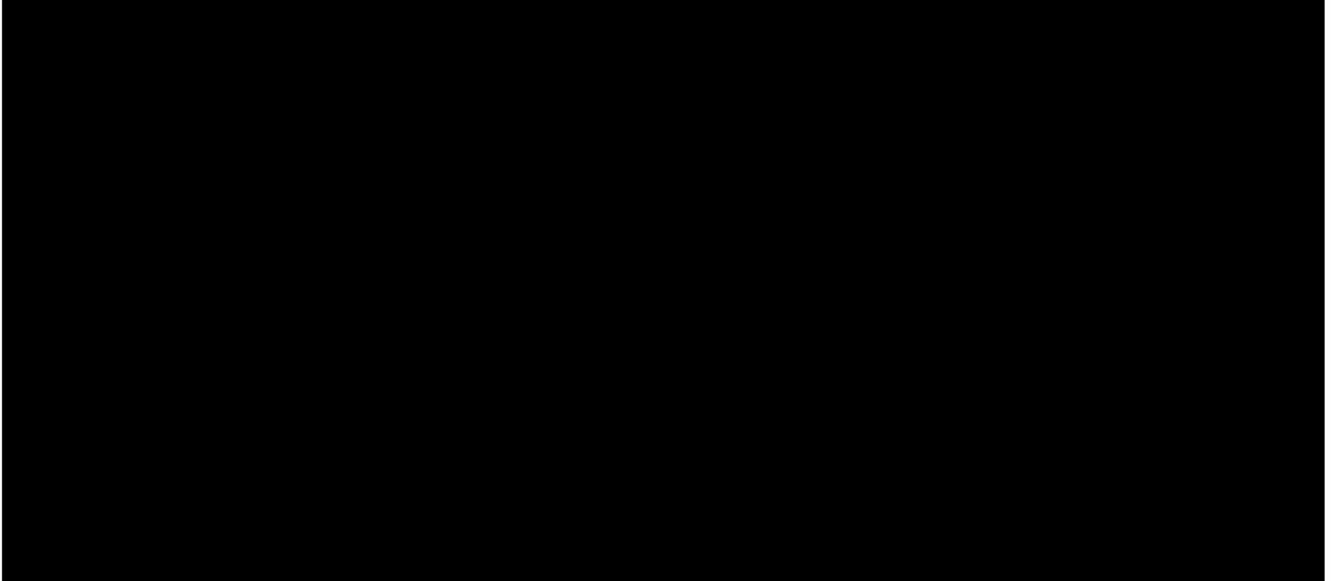
| Organization conducting business with the school(s)                      | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|--|------------------------------|---|---|---|
| <i>Please write "None" if applicable. Do not leave this space blank.</i> |                              |   |   |   |



Signature

7/29/2020  
Date

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



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

**Name:**  
**Ryan O'Malley**

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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):**  
**Genesee Community 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, Finance Committee Member*

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

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

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

*Yes – Mother is Lisa O'Malley (Curriculum Specialist at GCCS)*

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?

**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 |
|---|--|--|--|
| June 2020 – October 2020 (Ryan O'Malley's start on Board) | Mother (Lisa O'Malley) employed by GCCS  | I do not vote on any matters regarding the financial situation of my mother.                         | Lisa O'Malley (Mother)   |



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

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

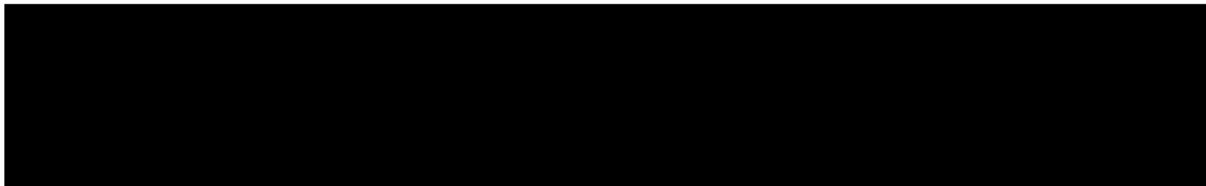


7/17/2020

Signature

Date

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

Name: MARK Schiesser

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

Genesee Community Charter School

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

Past Treasurer  
Community Member  
Past 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.

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

NO

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

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

NO

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

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

NO

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

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

Yes  No


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

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

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

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

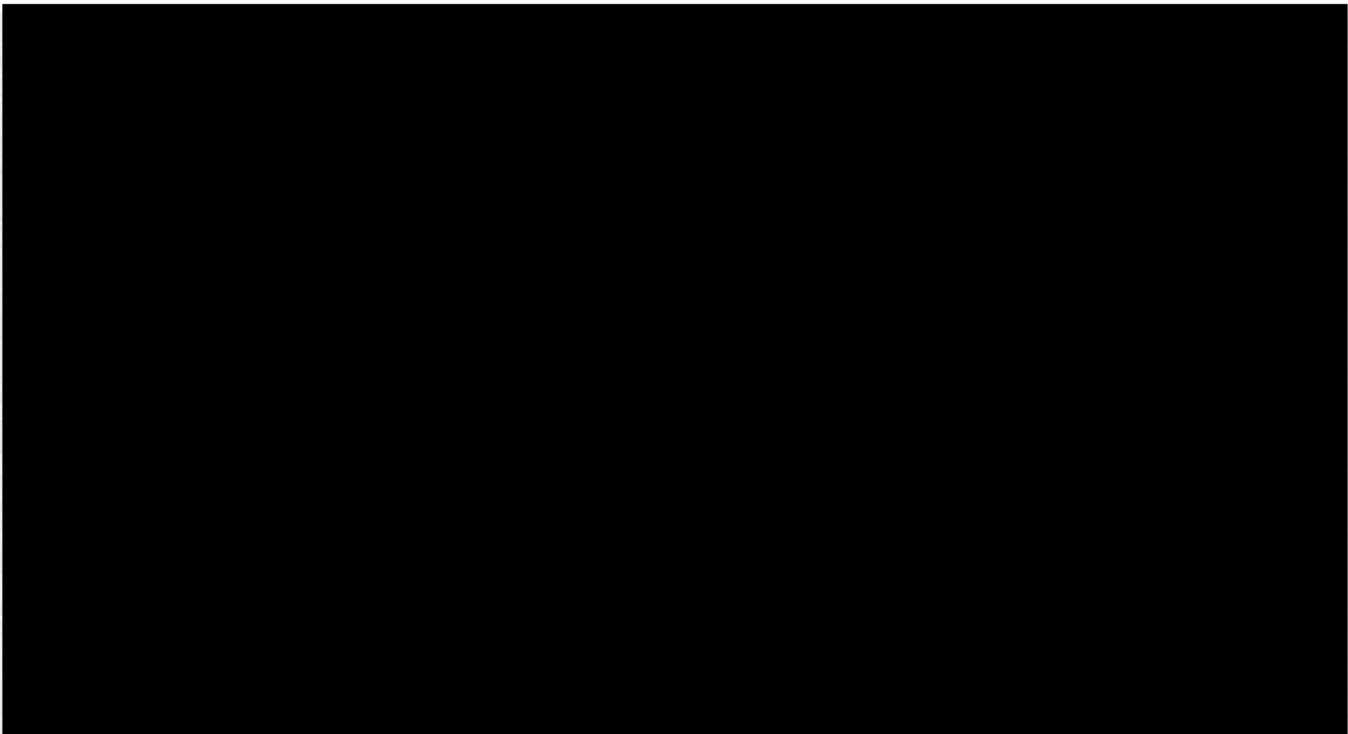
| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest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

  
 \_\_\_\_\_  
 Signature

7/13/2020  
 Date

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1941

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

**Name:**

Allison Shultes

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

Genesee Community Charter School

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

Board of Trustees:

- Museum Representative
- Secretary

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

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

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

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

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

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

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

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

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

Yes  No

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

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


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

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a



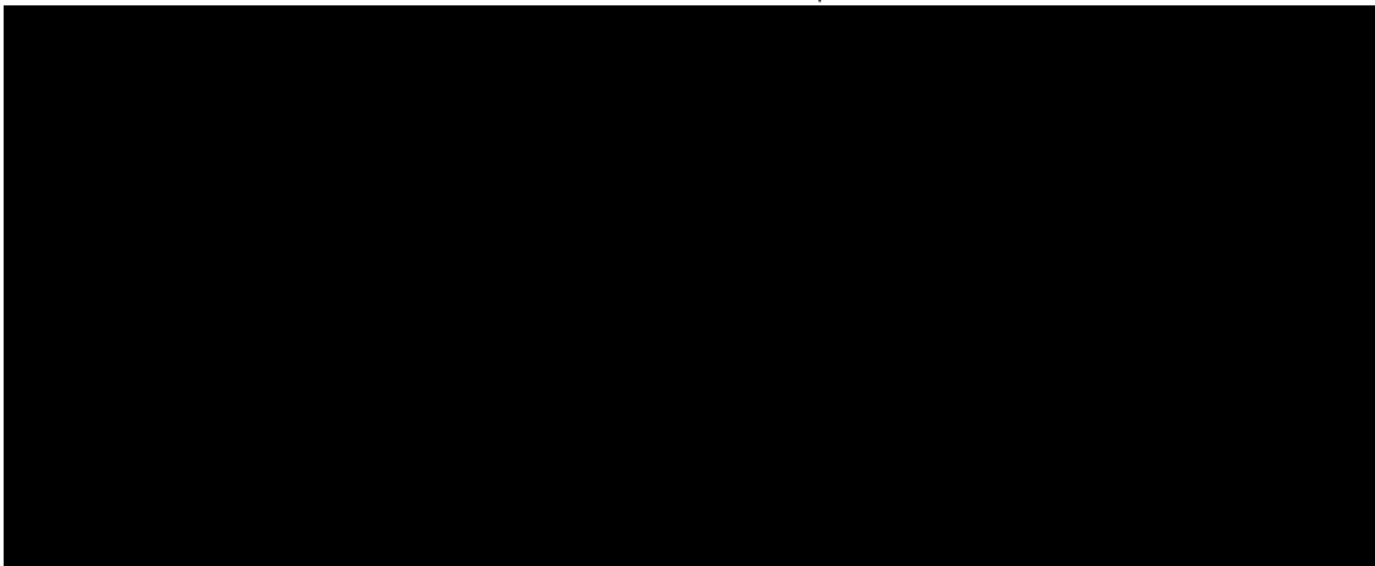
financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

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

  
 \_\_\_\_\_  
 Signature

7/12/2020  
 \_\_\_\_\_  
 Date

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

**Name:**

Kevin Sutherland

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

Genesee Community Charter School

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

treasurer

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

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

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

No

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

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

No

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

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

No

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

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

**Yes**  **No**

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

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

*None*

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

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

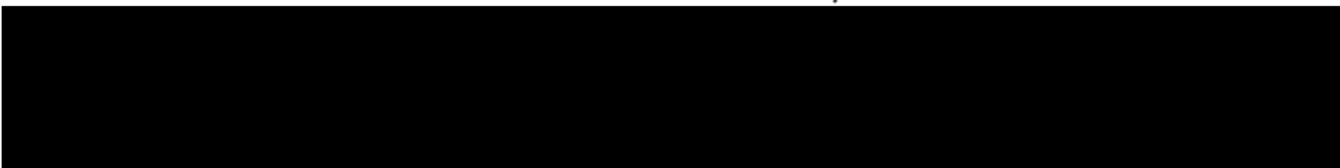
*None*

| 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> |                              |   |   |   |

  
Signature

*7/29/2020*  
Date

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





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

Name:

Traci C. Terrance

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

Genesee Community Charter School

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

Parent representative

2. Are you an employee of any school operated by the education corporation?  
 Yes  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? YES

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

I am a parent of a rising 3rd grader. Parent engagement of any sort improves schools, strengthens

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

families, and increases student engagement and success.

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.

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

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

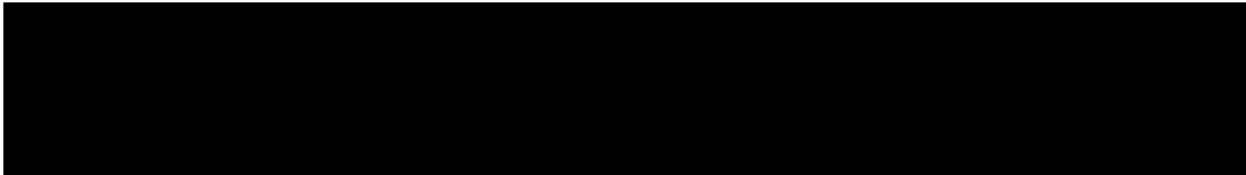
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

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

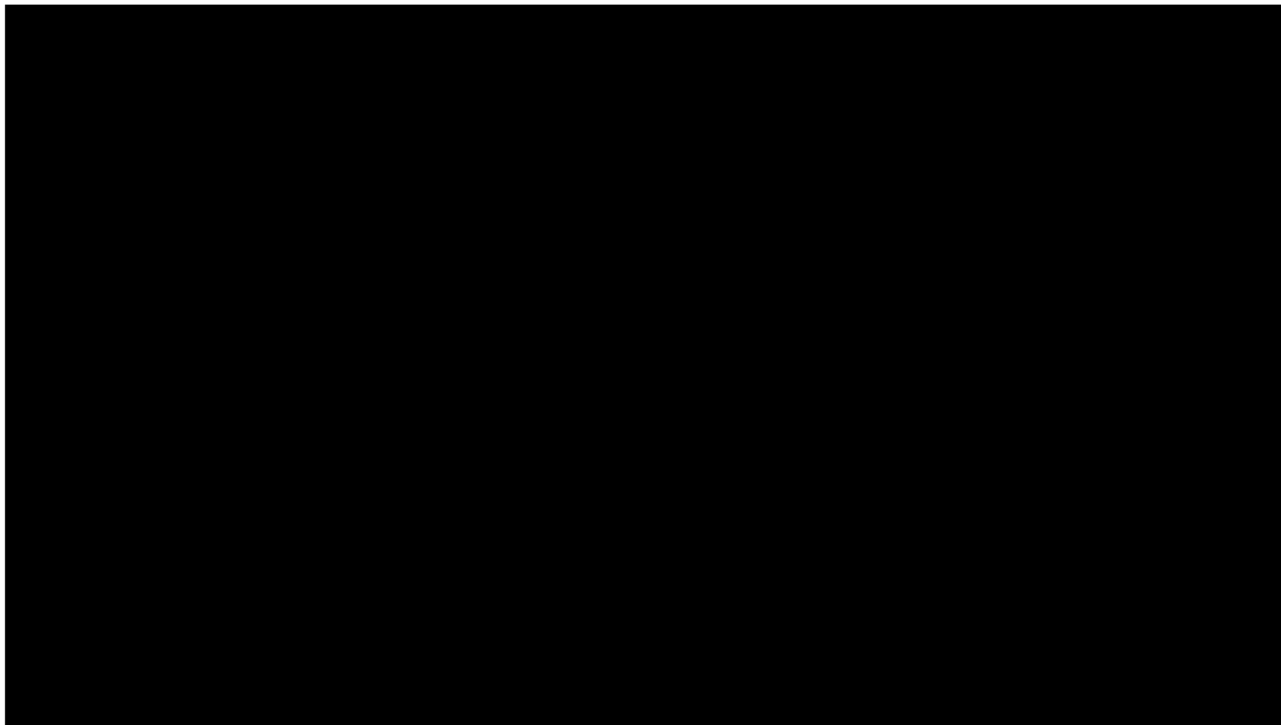
Traci C. Taylor  
Signature

7/8/2020  
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:**

Sherita Traywick

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

Genesee Community Charter School

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

*Community Representative*

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

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

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

*No*

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

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

*No*

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

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

*No*

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

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

Yes  No

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

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

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





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

**Name:**

\_\_\_\_\_ Annemarie Wess \_\_\_\_\_

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

\_\_\_\_\_ Genesee Community Charter School \_\_\_\_\_

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

**Vice Chair, Community Member**

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

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

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

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

No

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

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.

|  | financial interest/transaction | did a conflict of interest, e.g., did not vote, did not participate in | holding interest or engaging in transaction and relationship to you |
|--|--------------------------------|--|---|
|--|--------------------------------|--|---|

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

|      |      |      |      |
|------|------|------|------|
| NOTE | NOTE | NOTE | NOTE |
|------|------|------|------|

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."

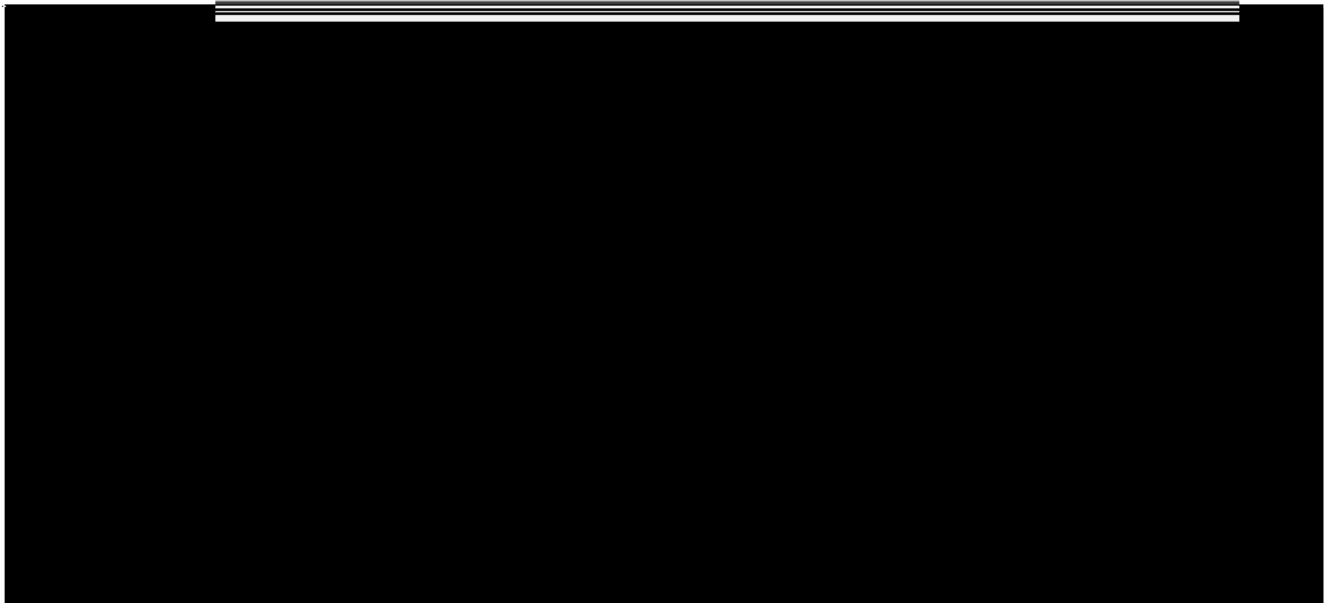
| business conducted with the school(s) | business conducted | the business conducted | family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|---------------------------------------|--------------------|------------------------|--|---|
|---------------------------------------|--------------------|------------------------|--|---|

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

Annemarie E Wess  
 Signature \_\_\_\_\_ Date 7/29/2020 \_\_\_\_\_



*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.*



**The Genesee Community Charter School  
Board of Trustees  
Education Governance Council  
Meeting Minutes  
August 7, 2019  
Held at RMSC Cunningham House, 657 East Avenue**

**Board Members Present:** Rebecca Boyle, Michelle Burack, Michele Hannagan (attended via phone-in), Nathan Hayes, Allison Shultes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

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

**Educational Governance Council Members Present:** Shannon Hillman

**Legal Counsel Present:** George DesMarteau

**Invited Guests Present:** Maureen Milke

Meeting called to order by Annemarie Wess at 5:35PM.

**School Leader update**

Charter renewal documents are nearly done; still undergoing refinements to ensure it adheres to page count limit (45). Sections involving performance benchmarks will not be submitted until October (when test results are released). School leader is planning to submit the application (due Aug 15) on Tuesday Aug 13.

Staff attended a retreat in Ithaca, with a focus on staff identity. Activities included "Forest bathing", in which different groups went to different parks in the Ithaca area, highlighting nature as a teacher. They engaged in various team-building activities, and looked at similarities and differences on a personality test.

Investment on Responsive classroom has been very worthwhile and appreciated by staff. SL is working with social worker on some standardized sentence starters and prompts to use with kids who end up in the office; will be sharing with other office staff.

**Minutes**

**Motion 190807.1**

Upon motion of Michelle Burack, and duly seconded by Nathan Hayes RESOLVED, that the minutes of May 8, 2019 be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nathan Hayes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190807.1** passed 6 to 0

**Motion 190807.2**

Upon motion of Michelle Burack, and duly seconded by Nathan Hayes RESOLVED, that the minutes of May 15, 2019 be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nathan Hayes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190807.2** passed 6 to 0

**Motion 190807.3**

Upon motion of Kevin Sutherland, and duly seconded by Sherita Traywick, RESOLVED, that the minutes of June 16, 2019 be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nathan Hayes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190807.3** passed 6 to 0

**Motion 190807.4**

Upon motion of Michelle Burack, and duly seconded by Nathan Hayes, RESOLVED, that the board ratify and confirm contract approval action taken by the Executive Committee on July 11, 2019.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nathan Hayes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190807.4** passed 6 to 0

**Committee updates:**

Nominating committee:

Traci Terrance was selected as the new parent representative.

Chris Dolgos's term on EGC is ending soon, and Jenni Elahi moved; nominations and elections for staff to serve on EGC will be held during August professional development time.

Discussed nomination of Cheryl Moeller. Numerous relevant experiences including work with Refugee Resettlement since 2001, 7 years on School Based Planning Team for Rochester International Academy, foster parent for 14 children, some of whom have attended Rochester charter schools, and involvement in Racial Equity Initiative. She has no known conflicts of interest that would preclude serving on our board.

**Bio:** <https://www.cfcrochester.org/about/success-stories/cheryls-story>

**Motion 190807.5**

Upon motion of Annemarie Wess, and duly seconded by Michelle Burack, RESOLVED, that the board acknowledges provisional appointment of Cheryl Moeller to the board, pending NYSED approval.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nathan Hayes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190807.5** passed 6 to 0

**Motion 190807.6**

Upon motion of Kevin Sutherland, and duly seconded by Nathan Hayes, RESOLVED, that the board approves the Charter Renewal Application for submission by the school leader.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nathan Hayes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190807.6** passed 6 to 0

**School Emergency Plan**

Summary of the School Emergency plan has been made available on the school website for 30 day public comment period. Plan for board approval at the September meeting. (Summary is also in our board folder.)

**Board member update**

Nathan Hayes informed us that he is planning to resign from the board due to conflict with family time. Nathan has suggested a RMSC staff member to replace him. Nate will remain on the board until his replacement is approved to ensure quorum of voting members available.

**Executive Session**

**Motion 190807.7**

Upon motion of Michelle Burack, and duly seconded by Michele Hannagan, RESOLVED, that the Board move into Executive Session to discuss a personnel matter.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nathan Hayes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190807.7** passed 6 to 0

**Adjourn from Executive Session**

**Motion 190807.8**

Upon motion of Michelle Burack, and duly seconded by Sherita Traywick, RESOLVED, that the Board adjourn from Executive Session and return to open meeting.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nathan Hayes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190807.8** passed 6 to 0

**Motion 190807.9**

Upon motion of Annemarie Wess, and duly seconded by Michelle Burack, RESOLVED, that the board approve appointment of Pat Nassar as full time Teaching Assistant.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nathan Hayes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining: None**

**Motion 190807.9** passed 6 to 0

**Adjournment**

**Motion 190807.10**

Upon motion of Kevin, and duly seconded by Michelle B, RESOLVED, that the August 7, 2019 meeting be adjourned.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nathan Hayes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190807.10** passed 6 to 0

Respectfully Submitted,  
Michelle Burack  
Secretary of GCCS Board of Trustees  
GCCS Board Minutes/ August 7, 2019

**The Genesee Community Charter School  
Board of Trustees  
Education Governance Council  
Meeting Minutes  
September 11, 2019  
Held at RMSC Cunningham House, 657 East Avenue**

**Board Members Present:** Rebecca Boyle, Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Cheryl Moeller, Jessica Nordquist, Allison Shultes, Kevin Sutherland, Traci Terrance, Sherita Traywick, Annemarie Wess

**Board Members Absent:** Nathan Hayes, Mark Schiesser  
(Bold: BOT non-voting)

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

**Legal Counsel Present:** George DesMarteau

**Invited Guests Present:** Maureen Milke, Robin Blew, Elizabeth Pietrzykowski, Jenny Cos, Audra Surman

Meeting called to order by Michele Hannagan at 5:31

**Teacher Presentation**

First grade teachers Jenny Cos and Audra Surman discussed the staff retreat in Ithaca. The focus of the retreat was on identity and how it plays out in their work. Teachers were journaling throughout the retreat, with selected readings to help support their reflections. Teachers also shared their journey that brought them to GCCS. They took a personality test, highlighting strengths and weaknesses, and reflected on how their personality types have been shaped by being at GCCS. They were introduced to "Forest bathing", spending quiet time in the natural environment for centering and healing, recharging and refocusing. Staff discussed ideas for how to integrate the calmness that arose from being in nature into the classroom. Board members were provided with an object from nature to quietly observe in detail.

**Orientation for new board members**

The school mission statement and EL Education's three dimensions of student achievement were provided to board members. Board members mapped words from the mission statement into the dimensions of student achievement to better understand the interrelationships.

Board members also reviewed a copy of the bylaws (available on the Board Google Drive), highlighting Article 13 (Code of Ethics). Legal Counsel explained the history of the Educational Governance Council, which arose due to legislation prohibiting school employees from serving on the Board. Board President also reviewed key work that the board oversees (Charter renewal, EL Credentialing renewal, approving contracts and important documents and protocols).

School leader provided a brief update regarding EL Credentialing renewal. She received some feedback about the renewal application, overall minor (e.g. retain more student work to document growth). The letter specifically stated "We have no concerns moving you forward in the process". We are scheduled

for October 9th school-led conference for EL Education members (web-based presentation) to present the school's portfolio.

Committee chairs presented a brief summary of each committee's scope; new board members were asked to indicate which committee(s) they would like to serve on.

Sherita Traywick is planning to resign from the board due to a conflicting obligation. She will remain on as a voting member until a replacement member is approved.

### **Safety plan**

Updates were made to the safety plan per recommendations from the audit. One update was the procedure for notifying staff in the event of a crisis or lockdown situation. They successfully piloted the Crisis Go app on teachers' phones that simultaneously alerts everyone (as opposed to the prior plan of individual sequential calls) with broad satisfaction. Safety committee reviewed the plan and contributed to revisions. A comment was made that the approval is still after the September 1<sup>st</sup> deadline. Opening the plan for public comment will need to occur sooner so that the plan can be adopted during the August meeting in 2020.

### **Motion 190911.1**

Upon motion of Annemarie Wess and duly seconded by Marcia Joy, RESOLVED, that the school safety plan be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Allison Shultes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190911.1** passed 9 to 0

### **Minutes**

### **Motion 190911.2**

Upon motion of Annemarie Wess, and duly seconded by Jessica Nordquist, RESOLVED, that the minutes of August 7, 2019 be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Allison Shultes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190911.2** passed 9 to 0

### **School Leader update**

Summer professional development included the two day retreat (discussed in the teacher presentation) followed by two day refresher for Responsive Classroom. The latter (requiring board approval for the additional expenditure) was received with overwhelming positive feedback from staff. Over the course of the training they received 6 books which are being used in small group book clubs during fall professional development time, with plans for groups to share out their deeper learning. The self-learning teachers are doing is playing out in the classroom with teachers recognizing similar needs in students.

Teachers also looked at the zip code map of where students come from and each teacher took the bus to one of the zip codes on the map so they could take a closer look at where our students come from.

Teachers also took the implicit association test and discussed the results as well as their thoughts and reactions to the zip code visit with the support counselor.

Exuberant kindergartners started last week. "We are learning new strategies every day" to work with them successfully. The school leader highlighted how the response to challenges is different, with a strong team of support for students. Teacher on special assignment (Jean Hurst) will be working with the class multiple times per week. The school social worker has also been actively involved in supporting the team.

The submitted version of the Charter renewal documents are in the Board folder. Performance benchmarks are due October 15th. Renewal team meets tomorrow to discuss EL Credentialing feedback as well as the performance benchmark section for the charter renewal. Charter renewal site visit is slated for November 6 & 7; face-to-face meeting with board members is part of this. Prep for the site visit will occur at the October board meeting.

**Public Comment/Future Agenda Items**

After charter renewal is behind us, Board President wants to address strategic planning (including feasibility study for replication/expansion), possibly as a half-day retreat in January.

**Adjournment**

**Motion 190911.9**

Upon motion of Michelle Burack, and duly seconded by Annemarie Wess, RESOLVED, that the September 11, 2019 meeting be adjourned.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Allison Shultes, Kevin Sutherland, Sherita Traywick, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 190911.9 passed 9 to 0**

Respectfully Submitted,  
Michelle Burack  
Secretary of GCCS Board of Trustees  
GCCS Board Minutes/ September 11, 2019



**The Genesee Community Charter School  
Board of Trustees  
Education Governance Council  
Meeting Minutes  
October 2, 2019  
Held at RMSC Cunningham House, 657 East Avenue**

**Board Members Present:** , Michelle Burack, Michele Hannagan, Nolica Murray-Fields, **Cheryl Moeller**, Mark Schiesser, Allison Shultes, Kevin Sutherland, **Traci Terrance**

**Board Members Absent:** **Rebecca Boyle**, Marcia Joy, Jessica Nordquist, Annemarie Wess, Nathan Hayes, Sherita Traywick

(Bold: BOT non-voting)

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

**Legal Counsel Present:** George DesMarteau

**Invited Guests Present:** Maureen Milke, Robin Blew and Melinda Perez (Heveron & Comapny), Elizabeth Pietrzykowski (RMSC), Laura Kraftschick and Dan Walpole (GCCS 5th grade teachers), Laura Ballou (Family Association), Ryan O'Malley (GCCS alumnus; candidate board member)

Meeting called to order by Michele Hannagan at 5:36PM

**Teacher Presentation**

Fifth grade teachers discussed the looping structure. Working with students 2 years in a row helps them know at the beginning of the second year what each child needs for support. It also helps with establishing classroom culture and routines more quickly at the beginning of the year. "How do we do it?" becomes "How do we do it *with quality*?" Teachers also discussed how they help students recognize evolution and development that happens over the years as they are with the same peers year after year. They also reflected on how the timing of different expeditions within a loop impacts the implementation of the curriculum.

**Family Association**

Laura Ballou, current Family Association co-chair, reviewed the basic functions of the Family Association, with its primary emphasis on community-building. Transportation support is a significant focus of the Family Association, to ensure families can engage in the various FA and school activities. Currently this involves 1) Room parent support (peer-to-peer connection); 2) coordinator for Uber rides; 3) bus tickets made available to families. Other elements include starting to use name tags consistently at all events to break down barriers, and close partnership with the Diversity Committee. She discussed fundraising activities including the auction and logo wear, and provided forms for board members to participate in these efforts.

**Audit**

Draft report of the financial audit by Heveron & Company was reviewed. No major deficiencies were identified. Recommendations for improving processes were reviewed. Kevin Sutherland is working on

draft language to address the recommendation for updates to purchasing policy to remain in compliance with regulatory requirements. We were informed that there is no industry standard for the percentage or dollar amount for which the purchasing policy becomes applicable. Board and School Leader were also advised that the board-designated funds for escrow (in case of dissolution) required amount was increased from \$75,000 to \$100,000. Discussion about allocation of surplus funds was deferred to a future meeting.

**Motion 191002.1**

Upon motion of Kevin Sutherland, and duly seconded by Michelle Burack, RESOLVED, that the financial audit be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 191002.1** passed 6 to 0

**Financial review**

Robin Blew reviewed the final budget for the entire 2018-2019 school year. Revenues and expenses are on track with no significant deviations identified.

**Minutes**

**Motion 191002.2**

Upon motion of Michele Hannagan, and duly seconded by Kevin Sutherland, RESOLVED, that the minutes of September 11, 2019 be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 191002.2** passed 6 to 0

**School Leader Update**

School leader met with Tammy Pillsbury of Paris-Kirwan to review renewal of the insurance policy; last year we switched companies with favorable improvements including a lower rate. The result of the meeting was a recommendation to stay with the same company this year. Student Accident insurance is now included. Renewal policy will be reviewed by the Finance Committee at their next meeting.

The state comptroller performed an audit of our finances, as a routine scheduled regional review. Their intention is to do a general risk assessment, and a more detailed review of the school's expenses. Thus far we have received no feedback. Finance committee is already looking at their policy manual to consider revisions (including the procurement policy revision discussed above as recommended by Heveron & Company during their audit).

Enrollment: Current numbers are: Free/reduced lunch: 35% school-wide; kindergarten is 44%, 1st grade is 43%. Students with disabilities: 9% (only counts students with IEP's, not 504 plans). ESL students: 13% in kindergarten (4 of 6 incoming students) qualify for ESL support, 3% schoolwide. New ESL teacher is working with students starting in kindergarten, as well as with teachers, to support their success. Graphs of trends will be included in the Charter Renewal materials.

Student achievement data were reviewed in detail. Overall performance on ELA and math improved compared to last year. Looking at performance by demographics was also encouraging. A positive letter from David Frank also supports the favorable interpretation of achievement testing trends.

#### Committee

##### Nominating committee (Shannon Hillman)

Ryan O'Malley is a GCCS alumnus, former 6th grade student of Shannon's. He graduated college 3 years ago and now works as a bridge engineer. Nominating committee is putting him forward.

##### **Motion 191002.3**

Upon motion of Michelle Burack, and duly seconded by Michele Hannagan, RESOLVED, that Ryan O'Malley's nomination to the board be approved, pending approval by NYSED.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 191002.3** passed 6 to 0

#### Personnel Committee

Theresa Fitzpatrick would like to take the job share position (shared with Patricia Nassar), when her long-term substitute role covering for the art teacher on sabbatical ends.

School Leader is exploring the possibility of hiring a student teacher (Masters level) in an intern status to serve as long term sub covering Becki Mason's sabbatical and an anticipated maternity leave.

##### **Motion 191002.4**

Upon motion of Michelle Burack, and duly seconded by Mark Schiesser, RESOLVED, that appointment of Theresa Fitzpatrick to the job share position be approved, with salary in accordance with the previously approved salary schedule.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 191002.4** passed 6 to 0

#### Charter renewal agreement

Although the renewal has not yet been approved, a charter renewal agreement requiring board approval was received by counsel. It spells out our agreement to adhere to charter school regulations, and also includes the stipulation to increase the escrow amount for dissolution to \$100,000. Board president signature is required and must be returned ASAP.

##### **Motion 191002.5**

Upon motion of Michelle Burack, and duly seconded by Mark Schiesser, RESOLVED, that Charter Renewal Agreement be approved for President signature.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None  
**Abstaining:** None  
**Motion 191002.5** passed 6 to 0

#### **Strategic planning**

Board president raised the need to hold a public meeting to discuss replication and other matters relevant to strategic direction. We will likely schedule this after the charter renewal site visit next month.

Mark Schiesser excused himself for the remainder of the meeting.

#### **Diversity Committee**

The committee will be organizing the annual potluck, and is brainstorming ways to make it a more inclusive "family table" event. They are also looking at a curriculum to use in conjunction with this "family table" night, for families to participate in workshop-type activities focused on identity.

#### **Safety Committee**

Comptroller contacted the school leader regarding the changes to the school safety plan.

#### **Charter Renewal**

Site visit is scheduled for November 6&7. The agenda will be specified by the charter authorizers. Timing of board input likely will be in the late afternoon on Wednesday Nov 6th. School leader provided board members with a packet including the cover letter for the charter renewal as well as a summary pertaining to the various benchmarks required for the renewal. School leader answered questions from board members to clarify points that were unclear or unfamiliar.

#### **Future Agenda Items/Public Comment**

Future agenda items:

- Scheduling strategic planning meeting
- Surplus funds allocation (endowment vs. other options)
- School leader evaluation

#### **Adjournment**

##### **Motion 191002.6**

Upon motion of Michele Hannagan, and duly seconded by Nolica Murray-Fields, RESOLVED, that the October 9, 2019 meeting be adjourned.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Nolica Murray-Fields, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 191002.6** passed 6 to 0

Respectfully Submitted,  
Michelle Burack  
Secretary of GCCS Board of Trustees  
GCCS Board Minutes/ October 2, 2019

**The Genesee Community Charter School  
Board of Trustees  
Education Governance Council  
Meeting Minutes  
November 6, 2019  
Held at RMSC Cunningham House, 657 East Avenue**

**Board Members Present:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, **Ryan O'Malley** Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess  
(**Bold: BOT non-voting**)

**Board Members Absent:** **Rebecca Boyle, Cheryl Moeller, Traci Terrance, Sherita Traywick, Nathan Hayes**

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

**Legal Counsel Present:** George DesMarteau

**Invited Guests Present:** Maureen Milke, Robin Blew, Elizabeth Pietrzykowski, Susan Gibbons (NYSED Charter School Office Liason) and Shenita Johnson (NYSED Charter School Office consultant), Melissa Conklin and Jenna Morales (third grade teachers)

Meeting called to order by Michele Hannagan at 5:31PM

**Teacher Presentation** (third grade)

Third grade teachers highlighted the sense of awe that third graders carry, and invited Board members to share a moment of awe for the opening greeting. Teachers shared their experience with Ithaca Science Museum's planet walk during summer professional development as a physical way to help kids experience the scale of the solar system. The class went to Ithaca last month and experienced the planet walk themselves. They counted steps between planets, and were astonished at the vast distances involved. They also visited a museum exhibit that illuminated different components in infrared and ultraviolet, helping the kids understand how we use tools to see things that you can't see with your eyes, grounding the theoretical concept of the electromagnetic spectrum that had been introduced to in class. They shared how the kids "discovered" the idea to create a planet walk for parents to experience on Exhibition night.

**Budget review** (Robin Blew)

RCSD per pupil allocation was \$100 per student lower than the budget forecast, resulting in a \$13k deficit in actual revenue. The dissemination grant has closed out and final payment is expected soon. A board member asked about trends in field study expenses over time, with specific attention to family contributions as we increase recruitment of economically disadvantaged students. Professional development and instructional supplies tend to be front-loaded at the beginning of the year. The restricted funds for dissolution was increased from \$75K to \$100K per updated requirements.

**Minutes**

**Motion 191106.1**

Upon motion of Annemarie Wess, and duly seconded by Nolica Murray-Fields, RESOLVED, that the minutes of October 2, 2019 be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191106.1** passed 9 to 0

### **School Leader Update**

*Attendance and Enrollment:* The Board reviewed enrollment data, including district of origin and demographic trends over time. The School Leader and teacher representative both highlighted the strong performance of our ELL teacher, who is helping students who speak a different language at home but don't qualify for ESL services, in addition to the ESL-qualifying students. Data capture (iReady and other outcome benchmarks) for this cohort of students was discussed to allow the Board to monitor impact of support resources allocated.

Board member inquired about needed resources that could assist with supporting increased enrollment of vulnerable student populations. Space limitations impact our ability to support students with special needs, e.g. who need 8:1:1 staffing. Space for a "Recovery Room" as part of providing social-emotional support would also be helpful. Right now they are using Mrs. Milke's office or Shannon's office, not ideal due to presence of windows, other work going on. Math intervention specialist has been discussed previously; as more seasoned teachers retire, the lower salaries of newer teachers would liberate funds that could support hiring of a math intervention specialist. A board member inquired whether we are spending all or only part of the interest income earned from investment of the revenue surplus. Last year we earned ~\$70K in income, of which ~\$40K was spent to balance this year's budget.

*Conference updates:* Maureen Lochner had a productive sabbatical and will present to the board at a future meeting. Sarah Johnson went to a national dance educators conference. She observed that the work we are doing locally on trauma-informed education, culturally responsive teaching, and equity was abundantly present at the national level. Social-emotional learning — Alexis Stubbe and Lauren Grimes went to a conference for SEL grant recipients (paid for by the organization). Eight staff attended the EL national conference. Shannon attended a conference on board governance and has several resources to share. She also attended a session on culturally responsive teaching and the brain. Chris Dolgos was highlighted in the opening ceremony keynote speaker.

### **Committee updates**

*Discipline committee (Jessica):* Timeline for code of conduct revision is under discussion.

*Nominating (Annemarie):* Documentation is pending for several of the new members. We are also awaiting state approval for the new parent representative.

### **Motion 191106.2**

Upon motion of Michelle Burack, and duly seconded by Annemarie Wess, RESOLVED, that the appointment of Traci Terrance as parent representative be approved, pending NYSED approval.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191106.2** passed 9 to 0

*Personnel:*

Ken Tryon was proposed for hire as the AV/media specialist. (Dave Stapf vacated this role at the end of last year but wants to help train the new specialist.) Ken is a former GCCS parent; both daughters are now in college, and he is eager to be involved with the school again. He has the relevant skillset; currently works part time with UR, hours are flexible.

Two long-term subs are needed, one for Becki Mason's sabbatical and one for Lauren Jacobs' maternity leave expected in December. Five candidates were interviewed. Allison Carlson is currently doing her student teacher practicum for her masters program in the second grade classroom, and is demonstrating strong capability. Pending certificate and background check. The plan would be for her to fill Lauren's maternity leave given her experience in the second grade classroom.

Sarah Spano has a Bachelor's degree but not Master's. She is working on multiple certifications (early childhood, students with disabilities) pending for issue in December, and is familiar with EL education. She came to do a guest teacher day and staff were very impressed. The start time of her availability for hire would delay Becki's sabbatical until after the holiday break, which Becki actually prefers. (The later timing works better for her for multiple reasons.)

**Motion 191106.3**

Upon motion of Michelle Burack, and duly seconded by Michele Hannagan, RESOLVED, that the hiring of Ken Tryon as AV / media specialist be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191106.3** passed 9 to 0

**Motion 191106.4**

Upon motion of Marcia Joy, and duly seconded by Annemarie Wess, RESOLVED, that the hiring of Allison Carlson to the long term substitute teacher position be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191106.4** passed 9 to 0

**Motion 191106.5**

Upon motion of Jessica Nordquist, and duly seconded by Michelle Burack, RESOLVED, that the hiring of Sarah Spano to the second long term substitute teacher position be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191106.5** passed 9 to 0

*Finance Committee:*

The SL met with Tammy Pillsbury to review insurance coverages. The switch from Philadelphia to Hanover last year was approved by the board. The plan is to continue the same coverages. Last year the premium was \$12, 981, this year \$13,589. Cyber insurance and employment practices coverage can be added at a later time. The procurement policy is under review and will be updated. School lunch requirements also need to be revised. These revisions will be distributed for review and approval at the next board meeting.

**Motion 191106.6**

Upon motion of Michele Hannagan, and duly seconded by Annemarie West, RESOLVED, that Form 990 be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191106.6** passed 9 to 0

*Diversity committee:* Board members were reminded of important upcoming school event dates, including the school-wide exhibition night and the Family Table event.

**Strategic planning meeting**

Proposed board retreat on January 11.

**Future Agenda Items/Public Comment**

From the meeting with site visitors:

--Info Sharing mechanism (platform for board members to share readings etc)

--How do we evaluate our processes (school leader, curriculum)? (What benchmarks do we use?)

--Culturally relevant curriculum (possible to expand from individual teachers to whole school?)

--Term limits for board members?

**Adjournment**

**Motion 191106.7**

Upon motion of Michelle Burack, and duly seconded by Annemarie Wess, RESOLVED, that the November 6, 2019 meeting be adjourned.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191106.7** passed 9 to 0

Respectfully Submitted,  
Michelle Burack  
Secretary of GCCS Board of Trustees  
GCCS Board Minutes/ November 11, 2019



**The Genesee Community Charter School  
Board of Trustees  
Education Governance Council  
Meeting Minutes  
December 11, 2019  
Held at RMSC Cunningham House, 657 East Avenue**

**Board Members Present:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Allison Shultes, Annemarie Wess  
(Bold: BOT non-voting)

**Board Members Absent:** Rebecca Boyle, Nolica Murray-Fields, Cheryl Moeller, Mark Schiesser, Kevin Sutherland, Traci Terrance, Nathan Hayes

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

**Legal Counsel Present:** George DesMarteau

**Invited Guests Present:** Maureen Milke, Robin Blew, Elizabeth Pietrzykowski, Chris Dolgos & Alexis Stubbe (6th grade)

Meeting called to order by Michele Hannagan at 5:36PM

**Teacher Presentation:**

Sixth grade teachers discussed their focus topic for the year. Each year they choose a topic that provides a social justice lens for 6th graders to understand our city. E.g., last year's focus on food equity, and their final product impacted food policy through Rochester's 2034 plan. In reflecting on what the class could do for the school community, using Roc Restorative as a model, the class is doing a deep dive on our code of conduct. The goal is for students to gain a deep understanding of conflict, how to break conflict cycles, how to manage emotion, and behavior regulation. The planned final product is a peer mediation or listening circle process for the school, and feedback to the Board about the school's code of conduct.

The sixth grade year starts with building relationships. At the leadership retreat, there is an opportunity to create new identities, new roles, and exercises that help kids understand themselves as leaders. The curriculum focuses on ancient civilizations, looking at artifacts that are representative of many ancient cultures; this year the focus was on artifacts that speak to how these civilizations addressed conflict. Identity work includes I am lists, identity maps, biopoems, narratives about themselves. (Identity work also supports the relationship-building.)

The winter block is typically science-focused. This year they are focusing on the brain (e.g. activity of prefrontal cortex and limbic cortex during conflict, and during connection), and reflecting on how their individual brain works, their personal background and how that influenced their brain. They will continue with self-reflection through personal narratives and poems, including a poetry slam about their identity. The Gandhi institute is a collaborator through this work as well.

In the spring kids will go on the 4 cities trip to schools that are using restorative practices; the trip will also include visits to community organizations, museums, universities, and other experts that can speak to the topic of conflict resolution. Kids will share out and analyze their findings after they return.

Jessica Nordquist and Nolica Murray-Fields from visited the classroom to kindle their commitment to the expedition with attention to the GCCS code of conduct. Timing of the 4 cities trip has not yet been determined (dodging NYS testing, exhibitions etc.).

A Board member queried how the teachers two choose the hot topic for the year. The process has evolved over time. In early years (when Shannon was teaching 6th grade) the focus was on local infrastructure; it evolved to topics pertaining to sustainability, and more recently to social justice topics (equity, race, class). Social justice is well suited for 6th graders; developmentally 11 and 12 year olds care a lot about justice. Each year they tailor the topic to the class.

The Board celebrated the 6th grade work being highlighted by former Education Secretary John King in his keynote address at the EL national conference. A Board member inquired whether it would be suitable to send a letter to John King highlighting the teacher team. The school leader has also been considering asking Mr. King to provide a letter of support for our school's recredentialing. The Board Secretary will draft a letter for review at the next meeting.

#### **Financial review**

Per-pupil billing will remain discrepant from budget forecast for the remainder of the year. City reimbursement is lower this year, at \$13,995. There are two students where district assignment needs to be resolved for payment. Payment from EL for teacher on special assignment was just received and will be reflected in next month's review. School Leader also updated the Board regarding the status of the debit card points that have been accrued through use of this relatively new account. She is also linking Amazon Smile to our school account so that families can use this as a fundraising option.

#### **Minutes**

##### **Motion 191211.1**

Upon motion of Annemarie Wess, and duly seconded by Marcia Joy, RESOLVED, that the minutes of the November 6, 2019 meeting be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Allison Shultes, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191211.1 passed 7 to 0**

#### **School Leader update**

Family Association auction: Parents who have been running logowear for the past few years took on running the auction. It was very successful with a huge number of items donated. A total of \$8600 was raised which is significantly higher than raised in previous years.

The Board was reminded about the Diversity committee's upcoming Family Table event. (Historically, the live auction fundraiser was held at the family potluck; it subsequently evolved into a separate event, and then to the online version.) Last year, the 6th grade used potluck as exhibition night (with their focus on food equity). It was a full house with many people bringing food, linked to identity and food justice, and discussion prompts with questions about family life and themselves. The Diversity

Committee took over running it this year. Bringing food is not required. Also new is a snow share (sharing outgrown winter wear) happening in conjunction with the event. Family songs will be shared, and auction items can be picked up.

The School Leader shared “Big lightbulb” moments from the year thus far. At the EL Education national conference, she and curriculum specialist (Lisa O’Malley) attended a session by Zaretta Hammond on culturally responsive teaching and the brain, and they are sharing her book with staff. The book includes a framework for understanding dimensions of equity, which they are using for expedition planning. The framework was key for crystallizing how to bring culturally responsive dimensions to the curriculum. As a whole, the school has been furthest along in the Multicultural dimension, adding texts from different perspectives. In the Social justice domain -- addressing racial bias, understanding identity, who is marginalized and who is not -- the energy has been focused on staff, with inward reflection on these topics during professional development. For the Cultural responsiveness domain, the School Leader realized they have been using these words but really were talking about Multicultural or Social justice domains. This new framework moves the needle for making sure everyone can increase and accelerate their learning. It aligns well with Mastery of Knowledge and Skills goals for EL, with high expectations for complex thinking. Teachers will be aligning their learning plan at the beginning of the expedition block into this Dimensions of Equity framework.

The Board reviewed the Expedition curriculum framework. The updated title from “First peoples of the Americas” to “Early peoples/woodland peoples” was highlighted as one example of the evolution of the curriculum. Becki Mason spoke about these changes in the context of the 4-5 loop. Early people used to be earliest finds -- starting with Australopithecus, and ending with the land bridge and coastal migration. The next expedition was the American Revolution, leaving a huge time gap. When Becki started this loop, she shifted the focus to *starting* with the land bridge, and ending with colonization, which was a better launch point for the American revolution. This allows kids to look at a timeline including everything they learned in K-3, from when the last glacier melted, to today. Under the old framework, everything was either before 14,000 years ago or compressed into the last 1000 years; the new framework helps them look more closely at the window from 14,000 years to 1000 years ago. It also led a new Colonization simulation, where another class comes in and uses their space, taking their pencils etc. Maggie Deutschbein highlighted attention in K-3 to *current* Haudenosaunee people, not just long ago, leveraging the school’s relationship with Ganondagan. Keri Gonzalez and Jolene Walter pushed this forward, with impact on exhibits at RMCS and highlighted at EL Education’s national conference 2 years ago. The kids also reflect on names they were called vs. names they want to be called (connecting to identity work).

The Board also reviewed alignment of the Expedition curriculum map with NYS standards, mapped out diligently by Lisa O’Malley, documented in each block of expedition planning and constantly revised. The Board also reviewed Expedition final products in conjunction with the initial expedition plan. (Today & Tomorrow from last spring, and the recent Fall prehistory expedition). Board members shared comments about the high quality of the work, the thoughtfulness and detail of the expedition plan, and the explicit connections to home and community resources.

This work provided context for the Board to understand how the different curriculum resources are integrated: Expeditionary Learning is the framework for the curriculum plan; Rochester-focused curriculum was created by the school founders; expedition plan adjustments are made to integrate NYS standards as these standards evolve

### Committee Updates

#### Advocacy (Shannon)

Goodschoolsroc common application launched on December 1st. To date, we have 79 applicants (cf. last year there were 173 applications *total*). Application questions are similar to the prior paper version, with an optional agreements/understandings section. There were multiple rounds of feedback to goodschools roc to make sure essential info is displayed on their site (e.g. school schedule), and the GCCS website has several places to click to get to the application on the Goodschoolsroc site website. Siblings will have lottery preference but will have to apply online. There are opportunities to cross-check eligibility, e.g. ensuring sibling preference is accurate, address is truly the correct district, etc. There will be tours and information sessions in February and March, and we were invited to Pre-K open house/information fair events by Ibero and another Pre-K network.

The School Leader is also finding opportunities for collaboration with other charters through goodschoolsroc, e.g. networked support for handling special ed and meeting other challenges. School Leader and Anne-Michael Henry from Goodschools Roc met with Susan Gibbons yesterday for 2 hours to thoroughly answer questions about the new recruitment process and other concerns. The Board President suggested updating Susan Gibbons and David Frank with a live update on the results of these new recruitment efforts to relay to the Regents as they consider our charter renewal.

#### Discipline (Jessica Nordquist)

She is meeting with 6th graders tomorrow to task them with looking at and revising the Code of Conduct as part of their 6th grade project focused on Conflict and Communication.

#### Nominating (Annemarie Wess)

All vacancies are currently filled. We are still awaiting info back for state approval for some of the newer members.

#### Personnel (Michele Hannagan)

School leader evaluation:

Personnel Committee presented their written School Leader evaluation. Discussion of the process highlighted opportunities for streamlining in the future. Board members commented on many positive aspects, including the overwhelmingly positive staff and school culture, the initiatives toward data reporting and analysis, and tackling EL credentialing and charter renewal in her first two years. Increased administrative support for reporting and data management was identified by the Board as an area where we can invest and liberate Shannon's bandwidth more for students and staff.

### Executive Session

#### **Motion 191211.2**

Upon motion of Michelle Burack, and duly seconded by Michele Hannagan, RESOLVED, that the Board move into Executive Session to discuss a personnel matter.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Allison Shultes, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191211.2** passed 7 to 0

### Adjourn from Executive Session

**Motion 191211.3**

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

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Allison Shultes, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191211.3** passed 7 to 0

**Motion 191211.4**

Upon motion of Michele Hannagan, and duly seconded by Jessica Nordquist, RESOLVED, that the School Leader evaluation drafted by the Personnel Committee be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Allison Shultes, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191211.4** passed 7 to 0

**Motion 191211.5**

Upon motion of Michele Hannagan, and duly seconded by Jessica Nordquist, RESOLVED, that the Board instructs the School Leader to meet with the Curriculum Specialist and Lead Administrator to outline a new administrative position, so that funding for this position may be considered by the Board in time for next year's budget proposal.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Allison Shultes, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191211.5** passed 7 to 0

**Board Retreat**

Deb Hanmer from Breakthrough Leadership consulting submitted a contract proposal for facilitating the upcoming board retreat. Shannon and Michele and Annemarie met her at an event for charter school boards. She was in Washington DC for many years, a region with leadership in diverse charter schools and therefore well-aligned with our strategic goals.

Jessica Nordquist disclosed that she is on the Board of Breakthrough Leadership.

**Motion 191211.6**

Upon motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, that the contract for Board Retreat Facilitation be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Ryan O'Malley, Allison Shultes, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** Jessica Nordquist.

**Motion 191211.6** passed 6 to 0

**Future Agenda Items/Public Comment**

**Retreat:** Planetarium conference room January 11 8:30-12:30, in lieu of the Wednesday evening board meeting for January. The meeting will be publicly announced as per open meetings requirements.

**Adjournment**

**Motion 191211.7**

Upon motion of Michele, and duly seconded by Annemarie, RESOLVED, that the December 11, 2020 meeting be adjourned.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Allison Shultes, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 191211.7** passed 7 to 0

Respectfully Submitted,  
Michelle Burack  
Secretary of GCCS Board of Trustees  
GCCS Board Minutes/ December 11, 2019

**The Genesee Community Charter School  
Board of Trustees  
Education Governance Council  
Meeting Minutes  
January 11, 2020  
Held at Strasenburgh Planetarium, 657 East Avenue**

**Board Members Present:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess  
(**Bold:** BOT non-voting)

**Board Members Absent:** Rebecca Boyle, Cheryl Moeller, Traci Terrance, Nathan Hayes

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

**Legal Counsel Present:** not present

**Invited Guests Present:** Maureen Milke, Robin Blew, Elizabeth Pietrzykowski, Deb Hanmer and Steve Hanmer (Breakthrough Leadership consulting)

Meeting called to order by Michele Hannagan at 8:32AM

**Corrective Action Plan for Safety Audit**

Many elements of the Corrective Action Plan submitted for Board review today have already been implemented. After Board approval, it will be submitted to the State Comptroller as well as NYSED. The Board discussed how we will handle other audit feedback going forward, including the need to clarify reporting requirements.

**Motion 011120.1**

Upon motion of Michele Hannagan, and duly seconded by Michelle Burack, RESOLVED, that the Corrective Action Plan response to safety audit be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 011120.1** passed 10 to 0

**School Leader Update**

GCCS is hosting Site Seminar on January 22-23. There are ~40 people attending, from all over the US including Denver, Indiana, and North Carolina, as well as Canadian educators. Source schools are mostly EL schools, and mostly newer schools learning how to implement multi-disciplinary curriculum with emphasis on literacy and arts integration. Attendees are mostly teachers but there is a leadership arm as well. Steven Levy, Lisa Wing and Staci Intrilligator will also be there. Board members are requested to participate in discussion with attendees; designated times are Tuesday 4-6PM (reception at Radio Social); Wednesday morning 8-8:30AM (welcome time) and Wednesday 11:45 (transitioning from workshop to community circle).

### **Breakthrough Leadership Board retreat**

#### *Governance*

As Board members, we are public officials with legal responsibilities. Language from NYS Charter Schools Act of 1998 was reviewed. Charter school board should be representing the public's interest, making sure public dollars are being used in the public's interest. We are a governing body (oversight) not a management body (day to day).

Breakout groups discussed Strategic Planning and the process for onboarding of new Board members. Photos of notes from working groups are saved in Google Drive.

Financial review was conducted in conjunction with a facilitated exercise with questions about the financial documents. Board members contributed feedback regarding formatting tweaks that could be helpful for clarity and easier navigation.

Discussion about possible Expansion focused on reasons *why*, which illuminated how these motives would impact the details of *how* (e.g. replication vs. expansion to upper grades). Board members reflected on how its own diversity impacts implementation of the mission, and shared perspectives on what the word "diversity" means for each member.

#### **Adjournment**

##### **Motion 011120.2**

Upon motion of Annemarie Wess, and duly seconded by Marcia Joy, RESOLVED, that the January 11, 2020 meeting be adjourned.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 011120.2** passed 10 to 0

Respectfully Submitted,  
Michelle Burack  
Secretary of GCCS Board of Trustees  
GCCS Board Minutes/ January 11, 2020



**The Genesee Community Charter School  
Board of Trustees  
Education Governance Council  
Meeting Minutes  
February 12, 2020  
Held at RMSC Cunningham House, 657 East Avenue**

**Board Members Present:** Michelle Burack, **Cheryl Moeller**, Jessica Nordquist, Ryan O'Malley, Kevin Sutherland, **Traci Terrance**, Annemarie Wess; (Mark Schiesser joined late)  
(Bold: BOT non-voting)

**Board Members Absent:** **Rebecca Boyle**, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Allison Shultes, Nathan Hayes

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

**Legal Counsel Present:** George DesMarteau

**Invited Guests Present:** Robin Blew, Elizabeth Pietrzykowski, Sarah Johnson, Erika Barone, Maureen Lockner

Meeting called to order by Annemarie Wess at 5:31PM

**Teacher presentation**

Arts team presentation focused on arts integration. They highlighted patterns in nature as a focus for all 3 arts modalities, e.g. dance movements inspired by three of these underlying patterns from nature: branching, spiraling, and layering. Heartbeat is another pattern from nature used as a connection for rhythm in music.

Maureen Lockner (Visual Arts teacher) presented on her sabbatical work. She collected natural materials at Lake Ontario and Seneca Lake. In September, she had space to see the fall light in a different way compared to the usual hectic frenzy at the start of the school year. She grew corn, beans, and squash plants in her garden (3 Sisters for the First Peoples of the Americas expedition). The squash vine and squash blossoms inspired links to the branching and spiral forms that inspire dance. She has been bringing artifacts from her sabbatical to the classroom, and students in first grade are now depicting corn beans and squash in their work for the expedition.

**Financial Review**

Overall we remain in the black with total YTD expenditures below budget forecast and total YTD revenues higher than budget forecast. Site Seminar generated over \$4000 of revenue. A Board member asked for clarification regarding the Instructional staff benefit which is budgeted \$29,000 higher than actual expenses to date; this is typically budgeted higher than expected to cushion any unexpected increases. The Health Reimbursement Accounts are also fully funded and typically not fully utilized. There are no pending invoices reflected in the surplus.

**Minutes**

**Motion 200212.1**

Upon motion of Jessica Nordquist, and duly seconded by **Traci Terrance**, RESOLVED, that the minutes of the December 11, 2020 meeting be approved.

**Voting in the affirmative:** Michelle Burack, Jessica Nordquist, Ryan O'Malley, Kevin Sutherland, Traci Terrance, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200212.1** passed 6 to 0

#### **Motion 200212.2**

Upon motion of **Tracy Terrance**, and duly seconded by Kevin Sutherland, RESOLVED, that the minutes of the January 11, 2020 meeting be approved.

**Voting in the affirmative:** Michelle Burack, Jessica Nordquist, Ryan O'Malley, Kevin Sutherland, Traci Terrance, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200212.2** passed 6 to 0

The School Leader will request a copy of notes recorded by the Retreat facilitator during discussion of expansion/replication.

#### **School Leader Update**

*Site Seminar:* A total of ~50 people attended (has been as high as 150 in the past); 30 were attending via EL, which will result in fees paid to the school from EL. An additional 17 people from Canada attended (EL does not provide services outside of US). Steven Levy offered to facilitate without a charge in exchange for these Canadian attendees. Attendees completed a survey for EL that we will get feedback from. There were many informal positive comments.

One central area of focus for the site seminar was "literacizing" expeditions, with an intentional literacy focus of expeditions (literacizing expeditions rather than expeditionizing literacy modules.) The Arts team also advocated for making sure all site seminar attendees accessed content relevant to arts integration (not just the subset that had indicated this area of interest), to underscore why arts integration mattered. This was favorably received by attendees.

An EGC Teacher commented about the experience. Although workshop prep can be a lot of work (on top of regular teaching planning), the open workshop format was helpful to de-stress this element. The opportunity to share with peers makes it rewarding. Observers were supportive, not intimidating.

These comments were underscored by survey data from teachers: The experience was overall positive, not too high pressure. The number of attendees was manageable, and the experience felt more personal with the smaller cohort. There is a new application to host EL site seminar for next year; SL is holding off for now. Considering doing on our own rather than via EL to make it more accessible -- no one locally participated due to the cost. (We have done site seminars outside of EL in the past.) As part of the school's dissemination efforts, Site Seminar remains an important activity.

*Student Led Conferences:* SLC's were held today, and more scheduled for Friday. Thus far they are going smoothly. Once again this year SL is conducting the Family culture & climate survey at the same time as the best opportunity for nearly 100% input/feedback.

*Mid-year review:* (with Staci Intrilligator from EL) Activities include reminders of goals, collecting evidence to make sure we are on track. Reviewed iReady scores and highlighted vocabulary as a target for focus for the rest of the year. (This showed up as a lower-scoring dimension compared to other facets.) The goal is not just expedition vocabulary but also global academic vocabulary, aiming for stronger word choice. Phonics and phonemic awareness scores are exceptionally good. Planning days for the next expedition are next week.

*Equity and race and bias:* Staff are participating in Book Club groups. Staff self-selected one of 4 options: How to be an Antiracist (Ibram Kendi); Blind Spot (Mahzarin Banaji & Anthony Greenwald); White Fragility (Robin DiAngelo); For White Folks Who Teach in the Hood (Christopher Emdin). This activity connects to EL regional leadership cohort that is focusing on using student data to inform thinking about race and equity and bias. SL and the staff PD advisory crew is building strong conditions and protocols so staff can have deep conversations about these topics. Gandhi Institute will also be involved to help facilitate book group discussions.

*Family Association/ Playground:* Successful auction led to FA offering to support the school in a visible/tangible way. School Leader is concerned about the deteriorating state of the playground; recess time is a source of conflict, and some of it relates to having enough different activities to choose from. Aspiration would be a Nature playground like at Highland Park and Seneca ParkZoo. SL spoke to preschool and they are interested in partnership. There is additional investigation required regarding regulatory requirements with age / height range. Goal is for installation "sooner rather than later", i.e. hopefully this summer. A board member asked about garden space (spurred by art teacher sabbatical activity of gardening inspiring connection to expedition). We do have raised beds; discussed each class adopting a bed. There is currently no protocol or system. SL strategic thinking about curriculum links and/or recreational links (playing and digging) so this can be part of the overall playground design plan. A board member also recommended identifying members of our community who have expertise to help with this planning.

#### *Charter renewal*

Notification about charter renewal is anticipated anywhere between now and April. Some charter schools in Buffalo and NYC have gotten full-term renewals, so there is reason to be hopeful. NYSED data will be released to the public tomorrow.

In follow-up to Susan Gibbons inquiry to the board during her site visit re: how we evaluate EL as a curriculum framework, the School Leader asked our EL regional director for resources to help with this evaluation process (survey prompts to evaluate what is working and what isn't, including school designer's work, quality of professional development, understanding how EL core practices are used in our school).

#### **Committee Updates**

*Advocacy committee:* (Shannon Hillman)

Met this week and discussed: 1) reboot / redefine the purpose. (When it originally formed, it was meant to advocate in Albany for charter schools, particularly diverse charter schools, and helping guiding language and parent advocacy around budget time. Reboot is focused on positive messaging locally-- because of what's going on in RCSD, there has been a lot of anti-charter language. (Triggered by specific social media posts about *this* school, as well as an anonymous letter sent to Regent Norwood

recommending not renewing our charter, with numerous incorrect statements including requirement for volunteer service.) The committee identified several misconceptions and brainstormed ways to improve messaging. Two union teachers on the Advocacy Committee are also in social media group for union teachers and countered misconceptions with data. A parent is also writing a letter to the Regents expressing a parent perspective on these issues to counter the anonymous letter.

*Discipline:* (Jessica Nordquist)

Jess and Nolica returned to 6th grade last week to discuss the current code of conduct, walking through different discipline scenarios and identifying how the code does not currently match what is actually happening. (E.g. a student commented "We do mediations not suspensions.") Upcoming 4 cities trip will be looking at restorative work and practices at other schools, and the class will work on a draft of revisions to present to the board at exhibition night in June. The target is to revise zero-tolerance language to reflect a more restorative code of conduct, incorporating the restorative practices that are already happening.

*Nominating:* (Annemarie)

Rebecca Boyle is stepping down; the committee is looking for a member to replace her. A board member suggested considering transition of an already-approved parent rep whose term is ending from parent to community position. The committee will be meeting to discuss onboarding materials and flesh out goals for the year.

*Personnel:* No updates

*Finance:* (Kevin)

The committee is updating the accounting manual, which has not been updated in ~10 years. They are about halfway through, and will continue. Maureen Milke and SL met with the regional state comptroller yesterday. Summary of findings from their audit last May and ongoing review through the summer and fall will be put into a written report for the board. Many findings were linked to the manual, highlighting areas that need revision. Final report will go to the regents.

**Letter to John B King**

(Mark Schiesser joined the meeting at this point). The board suggested a handful of minor revisions to the language. Board Secretary will finalize the language by the end of this week and send to Board President for signature.

**Board Facilitation Proposals**

SL and executive committee met to debrief with Deb Hanmer after the retreat. Feedback in the post-retreat survey was overall positive.

SL obtained quotes for additional facilitation, including Strategic Planning, Advocacy committee reboot, and Nominating committee support for new member onboarding. BKT's initial proposal for the entire calendar year (12 months until our next retreat), 100 hours, \$150 per hour. There is also a version for services over a 6 month time frame, allocating some services now and some for a future contract later.

SL wants to have a plan in place for her next conversation with Charter Authorizers.

**Motion 200212.3**

Upon motion of Michelle Burack, and duly seconded by Annemarie, RESOLVED, that The SY 2019-2020 proposal from BKT Lead be approved

**Voting in the affirmative:** Michelle Burack, Ryan O'Malley, Mark Schiesser, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** Jessica Nordquist

**Motion 200212.3** passed 5 to 0

SL to talk to Empire charter about elements of their services (which we already pay for) that can support these goals as well.

**Follow-Up from January Retreat**

A board member suggested revision to Bylaws to clarify language as it pertains to parent representatives.

**Adjournment**

**Motion 200212.4**

Upon motion of Michelle Burack, and duly seconded by Mark Schiesser., RESOLVED, that the February 12, 2020 meeting be adjourned.

**Voting in the affirmative:** Michelle Burack, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200212.4** passed 6 to 0

Respectfully Submitted,  
Michelle Burack  
Secretary of GCCS Board of Trustees  
GCCS Board Minutes/ February 12, 2020



**The Genesee Community Charter School  
Board of Trustees  
Education Governance Council  
Meeting Minutes  
March 11, 2020  
Held at RMSC Cunningham House, 657 East Avenue**

**Board Members Present:** Michelle Burack, Michele Hannagan, Marcia Joy, **Cheryl Moeller**, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, **Traci Terrance**  
(**Bold:** BOT non-voting)

**Board Members Absent:** Nolica Murray-Fields, Annemarie Wess, Nathan Hayes

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

**Legal Counsel Present:** George DesMarteau

**Invited Guests Present:** Maureen Milke, Elizabeth Pietrzykowski, Keri Gonzalez (Kindergarten teacher)

Meeting called to order by Michele Hannagan at 5:30PM

**Teacher Presentation**

Kindergarten teachers Maggie Deutschbein and Keri Gonzalez presented. Inspired by forest bathing and identity work at staff retreat, teachers established a class culture of "wonder watching" to tap into kids' innate curiosity. They continued the tradition of using the "Great Stone" as a storyteller, for example telling stories about "Who lived here?" at different times in the expedition blocks (long ago sea creatures, hunter-gatherers in the current expedition), asking questions about how they lived, what they ate, etc. (A teacher provided feedback that her child, now a fifth grader, still re-tells stories from the Great Stone from when he had Ms. Gonzalez. A board member inquired about the storytelling culture at GCCS; this is another ingredient cultivated by Steven Levy.)

Students met tree guides at Ganondagan on the Mother of the Earth trail; these guides interpret the trail for families and visitors. The Ganondagan collaborator for the expedition invited the kids to learn about the trees and become tree guides. Exhibition day is planned on site at Ganondagan, with 2 tours led by kindergarteners (first for families, second for public (11:30AM.) on Saturday March 21. Kids are learning details about each the tree, including how the Seneca people long ago used them, as well as uses today. Kindergarteners watched GCCS Tour guides to learn techniques (e.g. using index cards for notes). They have been practicing their tours on the back 40 with tree models. There is a "Dress rehearsal" planned on Back 40 for GCCS tour guides and families with accessibility issues.

A board member asked about how expedition final products are determined each cycle (is it deliberately left open, or did a prior plan get displaced?). The teachers clarified that it is not pre-specified, that they follow the "Most awesome idea" for identifying an expedition final product.

**Minutes**

### **Motion 031120.1**

Upon motion of Mark Schiesser, and duly seconded by Traci Terrance, RESOLVED, that the minutes of February 12, 2020 be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** Michele Hannagan (who was absent from the Feb. meeting)

**Motion 031120.1** passed 8 to 0

### **Finance Review**

Reviewed known variances, which have been discussed in detail in previous meetings (RCSD per-pupil revenue; instructional benefits expense). Reviewed variance in substitute teaching budget. Long-term subs for sabbaticals and maternity leave were budgeted for. Flu season this year was worse than usual, and one teacher was out for 3 weeks with an ill parent; these may account for the higher-than-expected costs. Will investigate whether the outsourcing for daily sub staffing is allocated correctly.

Reviewing investments, because we are conservatively invested with a high fraction of bonds, the recent market drop did not result in significant reduction in our holdings.

### **School Leader Updates**

*Exhibition Nights:*

Several this week:

Monday: 3rd grade -- Students served as docents at RMSC for the First People's exhibit, and recited poems. RMCS board representative attended. The museum has been very pleased with the collaboration.

Tuesday: 2nd grade -- "Pushing up the sky" (4 Board / EGC members had children in this performance). Students compared arts from different First Peoples cultures.

5th grade: Performed 2 Voice Poems about People who were here, people who came in, as well as a dance performance with themes of relationship dynamics (give & take, push & pull)

Thursday (tomorrow): 5:45PM 1st grade -- recorded "Por Qua" stories

7PM 4th grade: invented a collaborative game about exploration, as well as a drama performance and arts exhibit.

Board members were encouraged to attend, as a tangible way to execute their role of monitoring the School Leader's performance.

### *Covid-19*

In response to Governor Cuomo's announcement of a State of Emergency, SL sent an email to families, as well as an email to staff about cleaning protocols. Emails included preventive strategies as well as reactive interventions. Particular attention was paid to high risk times e.g. food distribution (TA's are good about using gloves, handwashing, etc), with additional attention to other high-risk areas to minimize germ spread.



One class was observed to be playing "tag" with Coronavirus as the consequence of getting caught. Teachers educated students why it might not necessarily be appropriate to joke about the virus in this kind of game, and provided some facts and debunked myths using Brain-pop video and class discussion.

An email from the State commissioner outlined advisements for schools including consideration of suspension of travel / trips, and the requirement that if we have a single case, we close school for 24 hours for health department evaluation. Per local health department official Dr. Mendoza, if a case is found to be positive, school will be closed for a minimum of 6 weeks, and everyone in the building quarantined (cannot enter any other public building) for 2 weeks. This policy is subject to change.

The School Leader shared several what-if scenarios for further consideration, particularly if we get closed for 2 weeks or more:

Instruction: She has been brainstorming ideas with teachers re: how to ensure minimal missed instruction, but no definite plans have emerged. Resources include iReady for math & reading instruction; some teachers are also assigning home learning. The goal is to provide a schedule for each topic, including movement breaks (with resources). SL will also be investigating what is Westchester County doing.

Considerations for families who don't have internet access have also been discussed. SL is planning to inquire re: device and internet access for access to instructional materials in the next few days. The impression is most families do have internet access. With respect to devices, 4th-6th grade have Chromebooks, but they don't go home. Restrictions are configured for the wifi access point in the school, not on the individual devices. Hence there are concerns about inappropriate use if they are sent home. Documents can be loaded onto the devices for use without internet access. A board member inquired whether it would be feasible for IT specialist to configure the devices with restrictions on inappropriate use, proactively. Feasibility of locking down use was discussed (e.g. need to use YouTube for some content delivery would make it challenging to restrict other use.)

Teachers are also working on putting together a Golden jewel-type packet or work to send home.

#### Food insecurity

We know who qualifies for FRL, but otherwise don't know who is going to be adversely impacted by school closure from a food standpoint. SL is meeting with FA officers tomorrow to review and consider solutions for families. Considering a survey that includes not only device and internet access but food access as well. RCSD is discussing providing food at certain centers, analogous to the summer food program. School leader is following RCSD for other possible resources as well. Charter school network may be another resource.

#### Travel & Gatherings

Professional development travel and 6th grade 4 cities trip were completed last week. Jean Hurst is often offsite and travel restrictions may impact her work. Implications for fieldwork remaining this year include:

Boston trip (scheduled for the last week of April: 27th - 30th):

There is another board meeting before the trip. Financial implications of losing hotel deposits. (Bus company we will get a credit because we use them so often.) Can return fees paid by families but school

portion may not be recovered. Lisa O'Malley will investigate whether it is possible to shift to the end of May.

Settler simulation (week of May 18th): Webster park, 2 day overnight. One possibility might be to do the simulation without the overnight.

Additional discussion around current advisements re: "no unnecessary large gatherings" as they impact our school expeditionary learning culture:

Field studies will be suspended until further notice.

Kindergarten Exhibition on March 21 -- it is outdoors, and can be done in small groups. (e.g. to ensure we adhere to the threshold # for "large gatherings" we can cancel the public portion.)

Community circle -- effective Monday and until further notice: suspended for families; will hold in-classroom event for kids.

Chess club is suspended.

SL is calibrating her actions in the context of other public entities in the community. Every action we can do that is aligned with community guidelines to protect elders in our community is a priority. E.g. according to Regent Norwood, the upcoming Regents meeting has been cancelled. This calibrates the scope of our cancellations. SL has also been in communication with RMSC president and preschool director. RMSC is using sterilizing apparatus for all exhibits. She is unsure if quarantine protocol applies to both GCCS and preschool, or if they are considered independent buildings. The plan is to have the Executive Committee meet for strategic decisions if school closure occurs before the next board meeting. Safety committee will review these plans too. Next board meeting may be virtual (Michele H and SL will decide 1 week prior, depending on contemporary recommendations).

#### Sick Kid protocols:

Fever of 99.5 or higher and cough, immediately sent home, child quarantined in the office until picked up. Schools are required to monitor attendance and reasons for absence. Sharon has protocols from Dept of Health re: reporting.

#### RMSC Partnership

SL had lunch with RMSC president. They reviewed recent security issues including coronavirus as well as a school emergency last Monday with a missing child which involved the entire campus. The Safety plan worked exactly as it was supposed to. They also discussed general partnership, and overall the RMSC President was very open and collaborative. Fiscal sustainability of RMSC is a priority, and collaboration with GCCS is viewed as a win-win. They are now planning to have monthly meetings going forward.

#### Committee Updates

##### *Advocacy*

Letter of support from families, signed by FA officers, as well as a letter of support from EL, are both on the way to the Board of Regents. Deb Hanmer will be working with the advocacy committee soon on next steps.

### *Discipline*

Sixth graders will be reporting to Jessica and Nolica tomorrow, and will provide them documents including codes of conduct and restorative practices collected from the various schools they visited. They will be collating this information (with guidance from the Discipline Committee) into recommended revisions to the school code of conduct, for board approval at the June meeting. Sixth grade exhibition night is planned for Thursday 7-8PM after our June 10th board meeting (which starts early at 5. Typical activities for this meeting include receiving the School Leader's Annual report, electing officers, final approvals for personnel hires, and then the staff & board reception). Rearranging activities to accommodate all the activities and ensure a quorum at the board meeting to accept the code of conduct revisions, the plan is to move the reception to 4PM (earlier time can increase staff participation since they are already there for Professional Development), followed by board meeting, and then 6th grade exhibition, ending by 8PM.

### *Nominating*

No new business

### *Personnel*

Handbook revisions provided to the Board for review. However, the final version is still pending from HR consultant; SL will email the final version to the Board for review & approval at the April meeting.

### Charter Renewal Update

There were delays for review of Benchmark 10, and the School Leader was called upon to address discrepancies and concerns on an extremely short timeline under extraordinarily difficult circumstances (from a hotel room while on the 4 cities trip with 6th grade). The Board President subsequently called Susan Gibbons since no followup had been received, and was informed that the Site Visit report was being returned that day, with response addressing factual corrections required within 2 days in order for GCCS to remain on the agenda for the Regents' April meeting. The School Leader drafted a response letter and we will have a chance to review and respond to the Final Site Visit Report once factual corrections have been incorporated. Concerns were expressed by several board members about the stressful impact of the short turnaround times to address inaccuracies in the Benchmark 10 review and Site Visit report. The Board concluded that there were no further actions to take at this time, pending review of the final Site Visit Report.

### Personnel

Per Board mandate, the School Leader met with Lisa O'Malley and Maureen Milke to discuss a new personnel role that could offload some of the overwork. The consensus focused on resources that could mitigate the current reactive process for discipline issues, which often results in children in their offices (with attendant erosion of concentration and productivity). The 4 cities trip yielded a trove of information about models for intervention. The Board reviewed job descriptions for Social-Emotional Learning Coach and Restorative Practices Coach from another school. For our size school, the roles would constitute 1.5 FTE; this can be divided across 2 individuals focused on Proactive / Reactive, or could be divided for Teacher support (0.5 FTE) and Student support (1.0 FTE). Our social worker Lauren Grimm is incredible, doing many of these things, but only 0.75 FTE. Unknown if she can increase to full time.

Finance committee needs to clarify if Title 1 funding is a possibility for sustainable funding of these positions. A board member mentioned that parent education is also an important component of restorative practice, and there are grant funds that could help support this for parent engagement.

Space implications:

Basement is highly underutilized by the museum. SPED and social work are in this space, but cosmetically the space is uninviting and not sending the kind of message we want to send to kids. SL is working on a formal proposal for lease amendment and capital improvement. The RMSC president is very receptive. The plan is to renovate to create flexible spaces for recovery and breakout. (Currently Maureen Milke's office is the recovery space.)

#### **Executive Session**

##### **Motion 031120.2**

Upon motion of Michele Hannagan, and duly seconded by Marcia Joy, RESOLVED, that the Board move into Executive Session to discuss a personnel matter.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 031120.2** passed 8 to 0

#### **Adjourn from Executive Session**

##### **Motion 031120.3**

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

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 031120.3** passed 8 to 0

##### **Motion 031120.4**

Upon motion of Marcia Joy, and duly seconded by Michelle Burack, RESOLVED, that Theresa Fitzpatrick transition from part-time (currently in job share) to full-time Teaching Assistant (taking on the other half of the job-share) for 2020-2021 school year.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 031120.4** passed 8 to 0

#### **Adjournment**

##### **Motion 031120.5**

Upon motion of Michele Hannagan, and duly seconded by Mark Schiesser, RESOLVED, that the March 11, 2020 meeting be adjourned.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 031120.5** passed 8 to 0

Respectfully Submitted,  
Michelle Burack  
Secretary of GCCS Board of Trustees  
GCCS Board Minutes/ March 11,2020

**The Genesee Community Charter School  
Board of Trustees  
Education Governance Council  
Meeting Minutes  
April 15, 2020  
Virtual meeting (due to CoVID-19)**

**Board Members Present:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, **Cheryl Moeller**, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland  
(Bold: BOT non-voting)

**Board Members Absent:** Annemarie Wess, **Traci Terrance**, Nathan Hayes

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

**Legal Counsel Present:** George DesMarteau

**Invited Guests Present:** Maureen Milke, Robin Blew, Elizabeth Pietrzykowski, Jeremiah Ditch (4th grade),

Zoom protocols and etiquette were reviewed prior to the start of the meeting.

Meeting called to order by Michele Hannagan at 5:36PM

**Teacher Presentation**

The 4th grade teachers Jeremiah Ditch and Becki Mason shared information about teaching practices during school closure from the pandemic. They are holding morning meetings once per week, with nearly the entire class attending (26-27 out of 32 students), with meetings typically lasting ~1 hour. Teachers are also calling each student once per week and/or conducting Google Hangouts meetings with smaller groups of students. Tools include a class YouTube channel and Epic (online resource for books). They are leveraging the situation to teach digital literacy (e.g. passwords, how to write a good email, other online best-practices) and have encouraged kids to keep a pandemic journal with the idea that this could serve as primary source material for future historians. Video content includes reading picture book and chapter books, and some math challenges. The intent is to have a combination of lessons and fun. Math challenges are inspired by Mrs. Mason's recent sabbatical, focused on problem-based tasks and mathematical thinking. They are optional, but students appear to be loving them -- over half of students have turned in all 5 problems so far.

All of GCCS is using Zearn which is a (currently free) online platform for math teaching. All kids were able to start on the module they were due for in the planned curriculum; a teacher comes on to explain if they get a problem wrong.

Expedition learning has been adapted in light of the need to cancel the Boston trip. They are co-planning with 5th grade. Content has been streamlined to 16 lessons (2 per week), split across the two teacher teams, in the form of pre-recorded lessons. Students are missing the hands-on activities and simulations but teachers are still trying to find creative ways to deliver the content.

Overall engagement has been high. For 4th grade, 25 of 32 tune in for morning meeting each week. Only 1 student has not yet logged into Google classroom at all; they just connected with the parent of this student today (mom reached out to all 3 teachers). There are 3 students who were absent for most of this week (no exit ticket, no morning meeting, no work submitted); one of these is the student they just made the parent connection with. Another student is an ESL student, recently provided with a chromebook to facilitate engagement.

A board member asked how much content are the students getting relative to what they would be getting in -person. With expedition, they are actually going into more depth with the constitution and bill of rights, partially making up for the loss of hands-on experiences.

Another board member commended the teachers for being well ahead of other districts and county schools with meeting the full scope of needs of our students -- learning, pragmatic (i.e. food) and social-emotional needs. The social-emotional needs have been prioritized in the context of this community trauma, with phasing in of academic content.

Board president asked about how well teachers are able to glean stress and barriers. They have had one-on-one discussions with every family; it is hard to know how forthcoming people are being, and respecting privacy is also a priority. School Leader update (below) will provide school-wide information on this topic.

David Frank with the NYSED Charter office acknowledged that this time with online learning will never take the place of seat time in school, so there is realism about what we can accomplish. In light of families at risk, basic needs are a central focus.

#### **Finance Review**

Overall fiscally sound; no new variances of significance. Investments are anticipated to stay fairly stable despite fluctuations in the market because of the relatively conservative portfolio. There are some anticipated savings from closure in the areas of field study and food service. Some expenses for next year may be pre-paid from surplus this year, to facilitate balancing next year's budget despite lower per-pupil allocation. Field study revenue includes un-spent funds from families; Boston funds have been returned to parents. This will be reflected in next month's review.

#### **Minutes**

##### **Motion 200415.1**

Upon motion of Jessica Nordquist, and duly seconded by Marcia Joy, RESOLVED, that the minutes of March 11, 2020 be approved with corrections to the attendance list.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 200415.1 passed 9 to 0**

#### **School Leader Update**

##### *Family and Student Culture and Climate Survey Data*

**Students:** Particular attention was paid to evaluating the effectiveness of the social-emotional learning grant, especially with regards to zone regulation. The student survey included prompts about students articulating their feelings and making decisions in the moment. SL reviewed results with Staci

Intrilligator from EL education, and identified 3 responses they will track over time, linked to 3 target character traits: "I feel respected and included by my teachers" (Respect); "I speak up when I see someone being mean to others" (Courage); "I want to learn things that will help me make a positive impact on the school" (Responsibility).

Reviewing results by demographics, the proportion of students responding "Agree" or "Strongly Agree" was overall comparable for white and non-white students. This was also reviewed by grade level, and in February, teachers looked at their own classroom responses and talked as a team about the aggregate responses and racial differences, thinking about equity and implicit bias.

Family: This year's survey was nearly identical to last year, also administered in conjunction with student-led conferences with nearly 100% capture. Communication channels continue to rely on classroom newsletters, email, and backpack mail. In the context of school closure, most communication has been via email; very little is being communicated via snail mail due to rapid changes. Targeted phone calls augment electronic communications to ensure closing the loop.

In the domain of family engagement, most-attended activities include community circle, ice skating, and the family picnic. Work hours remain the biggest barrier to volunteering. (Volunteering is not required, but highly encouraged.)

Classroom management and discipline are still the top response items for areas of improvement.

*Attendance* (up through and after Covid closure)

Through March 10: 96% (School closed on March 13; some families were keeping students home in the days leading up to closure)

Attendance after closure: 85% in the first week after closure; 89% the week of 4/10.

Teachers take attendance every day; any evidence of student engagement counts. (Exit ticket, Google Hangout meeting, work on an online resource). Assignments are focused on relevance rather than volume. Teacher workload was initially overwhelming but they are settling into a rhythm. Since TA's are doing less instruction, they are helping more with checking different platforms. Maggie Deutschbein explained how they divide the work for Kindergarten: each teacher monitors specific platforms to integrate the attendance data across the different platforms.

*Discipline Data*

The number of incidents thru 3/10/2020 was comparable to the number of incidents for the entire 2018-2019 school year. There is still a disproportionate number of black males involved in discipline measures. Most incidents involve physical contact (e.g. hitting, shoving), with very few injuries. The most serious consequences occur in older grades. Incidents in younger grades typically involve physical contact or damage to materials / classroom (meltdowns leading to throwing items). There have been missing child incidents involving two students who were flagged as "flight risks" (flight risk was identified at enrollment; one younger, one older). This is a newer issue for the school to manage. There have been 3 instances of suspension (one dual suspension for two kids involved in an altercation). SL is contemplating additional resources to address these trends.

*Coronavirus response*

Continuity of learning plan, feeding plan, social-emotional / mental health plan, and communications plan (optional) were submitted to NYSED within 2 weeks after closure. The plans submitted to the state



are posted to Google Drive for Board access. They are designed to be fluid. SL is awaiting formal feedback, but spoke to Susan Gibbons and she was satisfied with what we are doing.

SL has attended webinars and meetings for charter leaders provided by NY Charter Association 3 times a week, as well as an additional meeting with local Rochester charter leaders. These have been a phenomenal resource, with David Frank from NYSED charter office and Susan Miller Carello, from the SUNY charter office answering questions, providing guidance, and clarifying expectations. The Rochester charter group has been high yield for shared resources (e.g. attendance log) and idea-sharing.

SL created Task Force Crews for food distribution, communications and operations, curriculum, and family outreach, comprised of Social Worker, food service staff, and TA's. In addition, there is a Family support crew consisting of FA officers, parent board reps, Social Worker, and classroom parents. Room parents agreed to contact families to touch base re: how things are going, support needs, etc. as an adjunct resource for keeping in touch.

Feeding plan: Food is being provided thru Julia K., multi-day supply offered for pickup on Tuesday and Thursday mornings. There is a staff signup sheet for helping. A handful of families are unable to leave house and they receive deliveries. Approximately 30 students are participating out of 70 who qualify for free/reduced lunch.

Learning: They have deployed 40 chromebooks to students. The paper packets held kids through the first 2 weeks, and then shifted to facilitating online learning by providing chromebooks after room parents identified this as a need. Families with multiple children needed more than one device to accommodate online learning for all. We started with issuing 6th grade's devices (which are now 4 years old). Requests have tapered down. A board member asked about access control on these devices. IT specialist and SL and legal counsel investigated liability issues and put together a commitment form that parents have to sign (in duplicate) spelling out maintenance and use stipulations. The IT specialist cleared prior stored content. Parents are advised that use and content must be monitored by them. (The school is unable to configure the devices to restrict access.)

For students with IEP's, the SPED teachers from RCSD have been amazing. They are going over and above, providing 1:1 tutoring, making phone calls, and helping teachers. Susan Gibbons was most impressed that we have been able to provide services -- including OT and PT (virtual, not in person) -- to our students.

#### *Lottery updates*

The lottery occurred at 9AM today. Results have been recorded and transcribed and were posted before noon. Of 30 open K seats, 11 were taken by siblings and staff children. Of the remaining 19 slots offered through the lottery (including one set of twins), 17 have already accepted, and one withdrew; this slot was offered to the first student on the waiting list. There were no openings in grades 1-5; three 1st grade siblings of current GCCS students are waiting to get in. Target demographic data (FRL, ESL, SWD) are not yet available.

For compliance, per Susan Gibbons, the lottery needs to be conducted by someone not related to anyone affiliated with the school. Theron McGee, security officer for RMSC, "pushed the button" for the computerized lottery.

#### *Calendar review and approval*

Overall structure of the proposed calendar is very similar to prior years, largely aligned to RCSD 2020-2021 calendar, and including extra emergency make-up days. A disclaimer "subject to revision pending CoVID-19 status" was discussed.

If school re-opens this year, SL has considered adding 2 school days to the end of the year to make up for the gap between the statewide executive order to close schools and the local public health closure (RCSD is open one week later than GCCS; could use that time, with bussing available, to boost face-to-face contact).

#### **Motion 200415.2**

Upon motion of Michele Hannagan, and duly seconded by Kevin Sutherland, **RESOLVED**, that the proposed school calendar be approved, including text indicating subject to change pending CoVID-19 status.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 200415.2** passed 9 to 0

#### **Committee Updates**

*Discipline:* (Jessica) The committee met Monday to review discipline data, and are considering needs based on this data. Right before break, they met with 6th grade to hear about the 4 cities trip, and reviewed their vision for the school's restorative model. Ingredients include student voice, student leadership, and accountability from all parts of the community. They brainstormed how to collect more representative data for review: there is a lot of restorative intervention already happening, just not formalized. The original goal was for 6th grade to draft a new Code of Conduct, but work is slower due to the transition to online learning. Students are grieving the loss of this work. It has become a lens for learning how restorative practices support communities during crisis. Social worker Lauren Grimm and 6th grade teachers Alexis Stubbe and Chris Dolgos have been supporting the students, discussing these losses openly. The final product will not cover the scope originally planned, but still will have something to present to the Board in June.

*Nominating* (Committee Chair Annemarie was not in attendance).

There are two open community seats for next year: Rebecca Boyle resigned. Marcia Joy's term is up at the end of this year, and she is planning to resign. (She is moving, and needs to focus her energy on family.) The Board President expressed deep gratitude for her 20 years of service to the school.

Two parent reps are also leaving (Michelle Burack and Jessica Nordquist).

Nominating committee is working on ideas for new members. They are meeting tomorrow with Deb Hanmer to work on onboarding documents.

Officer nominations (up for vote at May meeting):

Michele Hannagan nominated for President

Kevin Sutherland nominated for Treasurer

Annemarie Wess was nominated for Vice President.

Allison Shultes was nominated for Secretary.

*Personnel*

Staff Handbook revisions were reviewed.

**Motion 200415.3**

Upon motion of Michelle Burack, and duly seconded by Nolica Murray-Fields, RESOLVED, that Staff Handbook revisions be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 200415.3** passed 9 to 0

**Staffing:** There are currently no vacancies. The anticipated possible vacancy discussed during executive session at the March meeting is tentatively on hold. SL has interviewed several candidates for teacher positions as well as Restorative Practice coach with excellent candidates identified for both positions. Hiring of a Restorative Practice coach depends on budget constraints.

*Finance*

All NYS schools face a 4.5% reduction in state education funding relative to projections of what we were anticipating (had been forecast as a 3% increase). Draft budget is in progress. Recent webinar with NYS charter group was with finance expert; there is an anticipated boost in Title 1 funding from the CARES Act. Guidance indicates that tapping into our reserve funds would be deemed appropriate under the current circumstances. SL is also planning to include a Covid19 contingency line. Currently we are forecasting a \$92k shortfall in revenue based on per-pupil estimates. SL is planning to recommend a salary freeze and flat budget; can consider bonuses if we project a surplus later in the year. There are some natural savings included with CoVID-19 considerations: planning for no overnight field studies next year, and professional development is likely to be offered virtually, eliminating travel expenses for PD. They are working on projections for EL's contribution to salary for teacher on special assignment. Prepaying some expenses from this year's budget surplus can also offset budget costs for next year.

The Board encouraged the SL to draft the budget for the expected costs needed to run the school and anticipate approval for use of reserve funds. A board member asked whether the current projections included ability to hire a Restorative Practices coach; SL confirmed that the current draft budget does include salary for this position as a vital support for anticipated increased trauma. The Board enthusiastically supported this as a priority. A board member also recommended consideration of expenditure of reserve funds for overnight field studies if travel restrictions are lifted.

Accounting policy revisions will be ready for review next month.

**Charter Renewal**

All schools slated for renewal at the Regents April meeting were pushed to the May meeting. No recommendations have been disclosed yet. Wade Norwood reached out to see how we are doing. One clarification was provided by Susan Gibbons regarding the performance benchmarking: "Exceeds" ratings are no longer given, explaining the apparent downgrading despite comparable performance.

**Adjournment**

**Motion 200415.4**

Upon motion of Michele Hannagan, and duly seconded by Michelle Burack, RESOLVED, that the April 15, 2020 meeting be adjourned.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland

**Voting in the negative:** None

**Abstaining:** None

**Motion 200415.4** passed 9 to 0

Respectfully Submitted,  
Michelle Burack  
Secretary of GCCS Board of Trustees  
GCCS Board Minutes/ April 15, 2020

**The Genesee Community Charter School  
Board of Trustees  
Education Governance Council  
Meeting Minutes  
May 13, 2020  
Virtual meeting (due to CoVID-19)**

**Board Members Present:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, **Cheryl Moeller**, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

(Bold: BOT non-voting)

**Board Members Absent:** Traci Terrance, Nathan Hayes

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

**Legal Counsel Present:** George DesMarteau

**Invited Guests Present:** Maureen Milke, Robin Blew, Elizabeth Pietrzykowski, Deb Hanmer

Meeting called to order by Michele Hannagan at 5:33PM

Teacher presentation was deferred this month due to time constraints.

**Finance Review** (Robin Blew)

Still anticipating to end the year in the black. Decreased field study and food services expenditures due to CoVID will result in greater surplus than previously forecast. Refunds from field study deposits are starting to be credited back and will be reflected in next month's review. No other new variances.

**Minutes**

Clarified with legal counsel that "reserve funds" is appropriate terminology for the school's undesignated surplus funds.

**Motion 200513.1**

Upon motion of Mark Schiesser, and duly seconded by Annemarie Wess, RESOLVED, that the minutes of April 15, 2020 be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.1** passed 10 to 0

**FY 2020-2021 Budget Review**

*Considerations:*

- 5.5% reduction in state education funding relative to the previously forecast 3% per pupil-increase.
- Schools receiving Title 1 funds should receive a boost from the CARES stimulus funding.

- SL targeted 3.5% as the recommended percentage to tap from reserve funds to balance the proposed budget.
- There is a new CoVID-19 expense line to cover additional cleaning and PPE expenses.
- There was a cushion in prior years' instructional salaries line (consistently over-budgeted) that will be utilized to cover an instructional position.

*Cost-savings considerations include:*

- Salary freeze (with consideration of bonuses if there is a projected surplus by Spring 2021)
- No or fewer overnight field studies
- No sabbatical awards (which saves substitute salaries)
- No travel for Professional Development
- EL Education has committed funding for teacher on Special Assignment, although less than last year
- Pre-payment of some expenses from FY 2019-2020 surplus

*New proposals:*

- 0.75 FTE Restorative Practice Coach (added to current SW at 0.75 FTE, this makes 1.5 Social-emotional learning positions for the school)
- 0.5 FTE Math Intervention Specialist

Both of these above positions would be covered by the cushion in the instructional salaries.

- 0.25 FTE Transition Coach (bridging the departure of a founding teacher to brand new staff. She is strong in student support, ideal for working with students and teachers with transition back into the building.)
- More availability of Teacher on Special Assignment (working less for EL Education) and Curriculum Specialist (organizing fewer field studies) for instructional coaching and social-emotional support. (These are budget-neutral.)
- Lease addendum to expand use into Eisenhart Lower Level for additional intervention space and social distancing. Renovation would be deferred while we pilot use of the space and determine best configuration.

There was discussion about implications of reductions in Field Studies on the unique learning experience of GCCS--particularly the 6th grade leadership retreat, 4 cities, and NY immigrant experience. The SL is exploring virtual resources to replace some of this in-person learning as a contingency if CoVID is still curtailing travel. Becki Mason discussed how simulations can be adapted--e.g. one year Ellis Island was closed and they did the simulation in a different space. As the parent of a rising 6th grader, she is also grappling personally with the anticipated losses of the Leadership Retreat trip and 4 Cities trip. Ground travel instead of air travel for 4 Cities trip may restore this possibility, and Spring 2021 is far enough away that this expedition is not completely off the table. Putting these costs into the current budget versus leaving room to approve funds later was a consideration as the draft budget was formulated.

Line items that would be reduced if school continues to be conducted remotely were flagged with an asterisk. The idea of a more dynamic budget document in the face of high uncertainty was discussed. The Finance committee plans to conduct a quarterly review in the upcoming year to adjust as things become clearer.

The budget line for rent was increased to reflect the additional lower level space as well as \$1200 per month to cover actual security costs (~3 hours per day with dropoff, pickup and other on-call activities).

A board member extensively involved in previous lease negotiations offered to review the proposed rates to ensure they are congruent with fair market value, and that they include consideration of the expansion and other improvement costs we have historically incurred.

**Motion 200513.2**

Upon motion of Michelle Burack, and duly seconded by Jessica Nordquist, RESOLVED, that the Fiscal Year 2020-2021 budget be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.2** passed 10 to 0

**Charter Renewal Debrief**

Deb Hanmer joined the meeting to facilitate the discussion, focused on internalizing the feedback from the renewal process and translating it to strategic planning and action as a Board.

**Questions:**

Will the 3 year renewal process be the same as what was required for the recent renewal?

Would our recent lottery results meet their criteria for progress on Benchmark 9? (Are Monroe County as well as RCSD numbers used?) What is our 3 year plan to try to meet these targets?

Can they give us more concrete targets? (The Regents liason had discussed revising their rubrics and criteria to make the recommendations less subjective.) Will we have to change our lottery? (Weighted lotteries were mentioned multiple times in the Regents meeting.) How does retention of families who move outside of the city impact our numbers, as well as the perception of our school?

What does the need to meet these enrollment targets mean for how we evolve as a school? Does meeting these enrollment targets get us too far away from our identity as a school? If we make these changes, will we still be penalized?

Expansion is clearly not an option based on what happened to Buffalo Science Academy. How do we know when to trust the Regents? Can we switch to SUNY as our Regents Authorizer?

**Near-term ideas:**

Building on what our SL has been doing around data systems. Zipcode analysis, other demographic-informed review of data. (What are the demographic data for the suburban cohort?)

Increasing SEL and student support services

How are we creating a model for equity in education; student voice, academic achievement; comparing these data with RCSD.

How can we strengthen community partnerships around the city, in service. Sharing learning. Other schools and other community organizations. How can these partnerships increase our reach / recruitment.

In preparation for this, culturally responsive teaching and learning, how expeditionary learning feeds this. Kids who feel included and seen participate in this curriculum.

Will the economic sequelae of CoVID naturally increase our ED percentage?

What actions can we take to directly address the identity crisis provoked by expectations that are not aligned with our mission surrounding diversity. (Is there a formal mechanism by which we can find

middle ground with the Regents? How do we become clear and on the same page about this as a Board?)

SPED and ELL were highlighted as areas for improvement; if we make progress here and not ED, is this sufficient? How can we specifically attract these students? (Smaller class size is not possible for accommodating some students with special needs. Our current support for ELL is good; what other changes would make us an ideal choice for these students?)

Longer range thinking: (Focused on Positive vision, leveraging feedback as opportunity)

What do we hope to see in 3 years and beyond?

Strategic outreach to target populations (e.g. refugees); possible lottery weighting.

Our outcomes data were not prominent in the presentation to the Regents; how can we get that story out? Being more out front with pride and positivity about our success.

Board more prepared and knowledgeable about the process, more prepared to help and add value to these conversations. As a Board, making sure we have people who are well-prepared for and actively participating in the site visit conversation.

Although renewing in 3 years is extra work, we just need to continue doing the good work we are doing.

Shannon's vision for Benchmark 9: If recruitment continues to trend the way we have been going with recruitment, we will match Monroe County. We have not been given guidance from Regents re: whether this is an acceptable target.

Covid is exposing extreme inequity; our school data re: engagement with low-income students compared to other districts, how we have been poised to go above and beyond, can serve as a new datapoint re: the success of our model.

#### **Corrective Action Plan for Benchmark 9 deficiencies**

Many items focus on what our school is uniquely equipped to support, particularly with respect to literacy. The plan identifies opportunities to target refugee communities who are currently underserved within RCSD. SL asked for an extension before submitting the CAP to allow discussion with the full board. Between now and June they will receive feedback from the NYSED Charter Office; approval of the CAP was deferred to the June meeting. Board members inquired whether they could participate in the upcoming call with Susan Gibbons given the number of questions about the process of meeting Benchmark 9. Legal counsel provided guidance regarding open meetings law, specifically that multiple board members can participate in a phone call with Susan Gibbons and ask questions for the purpose of clarifying information, as long as deliberation and decisions are not part of the call.

#### **State Comptroller Audit**

A State Comptroller representative will be meeting with SL, Treasurer, and (Maureen) to provide recommendations from their financial audit. Recommendations are largely focused on tightening up documentation, and will be incorporated into the ongoing revisions to the accounting manual. These revisions are slated for review and approval at the June meeting.

#### **Officer Elections**

##### **Motion 200513.3**

Upon motion of Annemarie Wess, and duly seconded by Michelle Burack, RESOLVED, that Michele Hannagan be approved as President of the Board of Trustees.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess



**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.3** passed 10 to 0

**Motion 200513.4**

Upon motion of Michele Hannagan, and duly seconded by Michelle Burack, RESOLVED, that Annemarie Wess be approved as Vice President of the Board of Trustees.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.4** passed 10 to 0

**Motion 200513.5** passed 10 to 0

Upon motion of Annemarie Wess, and duly seconded by Michelle Burack, RESOLVED, that Kevin Sutherland be approved as Treasurer of the Board of Trustees.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.5** passed 10 to 0

**Motion 200513.6** passed 10 to 0

Upon motion of Annemarie Wess, and duly seconded by Michelle Burack, RESOLVED, that Allison Shultes be approved as Secretary of the Board of Trustees.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.6** passed 10 to 0

Due to time considerations, the agenda item re: committee assignments was postponed to the June meeting.

**Executive Session**

**Motion 200513.7**

Upon motion of Michele Hannagan, and duly seconded by Michelle Burack, RESOLVED, that the Board move into Executive Session to discuss a personnel matter. A member of the Educational Governance Council who served on the interview committee was approved to remain present for part of the discussion. The video recording was paused for this portion of the meeting.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.7** passed 10 to 0

**Adjourn from Executive Session**

**Motion 200513.8**

Upon motion of Michelle Burack, and duly seconded by Annemarie Wess, RESOLVED, that the Board adjourn from Executive Session and return to open meeting.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.8** passed 10 to 0

**Motion 200513.9**

Upon motion of Michelle Burack, and duly seconded by Annemarie Wess, RESOLVED, that the Board authorize hiring of Kyle Skovira for the Restorative Practices Coach 0.75 FTE position at the salary rate recommended by the School Leader.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.9** passed 10 to 0

**Motion 200513.10**

Upon motion of Jessica Nordquist, and duly seconded by Ryan O'Malley RESOLVED, that the Board authorize hiring of Sarah Spano for the classroom teacher position at the salary rate recommended by the School Leader.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.10** passed 10 to 0

**Motion 200513.11**

Upon motion of Michele Hannagan, and duly seconded by Jessica Nordquist, RESOLVED, that the Board authorize retention of Stacy Cicero after her retirement from full-time teaching into a 0.25 FTE position as a Transition Coach at the salary rate recommended by the School Leader.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.11** passed 10 to 0

**Adjournment**

**Motion 200513.12**

Upon motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, that the May 13, 2020 meeting be adjourned.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200513.12** passed 10 to 0

Respectfully Submitted,  
Michelle Burack  
Secretary of GCCS Board of Trustees  
GCCS Board Minutes/ May 13, 2020

**The Genesee Community Charter School  
Board of Trustees  
Education Governance Council  
DRAFT Meeting Minutes  
June 10, 2020  
Virtual meeting via Zoom (Due to CoVID-19)**

**Board Members Present:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess  
(Bold: BOT non-voting)

**Board Members Absent:** Cheryl Moeller, Traci Terrance, Nathan Hayes

**Educational Governance Council Members Present:** Becki Mason, Shannon Hillman

**EGC Members Absent:** Maggie Deutschbein

**Legal Counsel Present:** George DesMarteau

**Invited Guests Present:** Maureen Milke, Robin Blew, Elizabeth Pietrzykowski, Alexis Stubbe, Chris Dolgos, and Melissa Jones (6th grade teachers); 6th grade students: Ella Cullum, Max Salinas-Miner, Alex Stevens, Luisa Brooks, Charlie Doell

Meeting called to order by Michele Hannagan at 5:30PM

**6th Grade Presentation**

Sixth grade four cities trip focused on restorative practices, visiting EL network schools with various programs in this theme. In addition to preparing the final presentation for the board, students were working on their final passage presentations. Students shared why they felt like this expedition work was important. One student discussed two examples of work between classes; these stories supported the notion of crews that include students in multiple grades as a way to cultivate relationships and thereby reduce conflict. Another student discussed how circles were helpful for resolving conflict during recess. Opportunities to standardize practices, such as how circles are conducted, were also identified. After-school clubs was another opportunity identified to cultivate community among students. Board members asked clarifying questions about after school clubs and crew. Crew is an EL structure to intentionally create school culture and build relationships; ideas for how to implement this at GCCS are under discussion. The Discipline Committee members, Jess Nordquist and Nolica Murray-Fields, thanked the students for their diligence in creating high-quality work that can be shared with other schools, the passion with which they spoke to the issues at stake. The students concluded by asking the Board to revise the documented Code of Conduct to be fully aligned with Restorative Practices.

**Motion 200610.1**

Upon motion of Michele Hannagan, and duly seconded by Michelle Burack, RESOLVED, that the Discipline committee revise the code of conduct to incorporate Restorative Practice principles researched by the 6th grade class.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.1** passed 10 to 0

Motion to consider from Discipline committee a revised code of conduct based on 6th grade research. MH move, MB seconds.

**Minutes**

**Motion 200610.2**

Upon motion of Annemarie Wess, and duly seconded by Marcia Joy, RESOLVED, that the minutes of May 13, 2020 be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.2** passed 10 to 0

**Finance Review** (Robin Blew)

Per-pupil revenue shortfall is exactly what was forecast based on lower per-pupil reimbursement. Outstanding payments include some Title funds and Teacher on Special Assignment contract. Contractor costs are listed under Business Services. Site Seminar funds were not listed in the designated section but were included under Income. Year end is forecast to be ~\$50,000 in the black; this includes most of the pre-payment of expenses for next year that were previously discussed. Chromebook purchase is not included in this surplus forecast. Value of the investment portfolio has stabilized.

**Lease Addendum**

Finance committee and Mark Schiesser reviewed the lease agreement. Security costs are not related to the expansion into the basement space, and therefore this was requested to not be included in the lease addendum and address it (and other legacy agreements) with the next lease renewal. SL measured the lower level, less than originally quoted. Lower level is needed for the summer, so not effective until September. Although some board members felt the discount was less than desirable given the quality of the space

**Motion 200610.3**

Upon motion of Jess Nordquist, and duly seconded by Kevin Sutherland, RESOLVED, that the Lease Addendum for adding use of basement space be approved at the rate negotiated by the School Leader.

**Voting in the affirmative:** Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** Michelle Burack, Mark Schiesser

**Abstaining:** None

**Motion 200610.3** passed 8 to 2

**Accounting Manual Revisions** (Finance committee)

Updates to accounting manual include items addressing the State Comptroller's audit. Some out-of-date language (e.g. referring to toll calls from hotels) was removed. Heveron Audit was also reviewed as these changes were made. For many of the items that were cited in the audit, procedures had already been updated.

**Motion 200610.4**

Upon motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, that the revisions to the Accounting Manual be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.4** passed 10 to 0

#### **State Comptroller Financial Audit Response**

Reviewed with Heveron & Co. There were some items that were incongruent with our internal audit from Heveron. Some changes were made based on this review, especially some elements that were deemed "inadequate" but no recommendations could be made for how to modify practices to deem compliant. Some recommendations, such as board review of each credit card expenditure, was deemed unreasonably burdensome.

#### **Motion 200610.5**

Upon motion of Michelle Burack, and duly seconded by Kevin Sutherland, RESOLVED, that the response to the State Comptroller audit be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.5** passed 10 to 0

#### **Committee reports**

*Nominating Committee (Annemarie Wess)*

#### **Motion 200610.6**

Upon motion of Annemarie Wess, and duly seconded by Jessica Nordquist, RESOLVED, that Lucas Wilson be approved for membership on the board for \_\_ year term, replacing \_\_, pending approval by NYSED.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.6** passed 10 to 0

#### **Motion 200610.7**

Upon motion of Annemarie Wess, and duly seconded by Nolica Murray-Fields, RESOLVED, that Ivelisse Gonzalez be approved for membership on the board for \_\_ year term, replacing \_\_, pending approval by NYSED.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.7** passed 10 to 0

#### **Motion 200610.8**

Upon motion of Michelle Burack, and duly seconded by Annemarie Wess, RESOLVED, that the board acknowledge election of parent representatives to the board by the Family Association, Tasha Stevens (for one year term) and Jess Wanner (three year term), pending approval by NYSED.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.8** passed 10 to 0

Committee assignments were reviewed.

Deb Hanmer and Nominating Committee have been working on an on-boarding manual. Table of Contents was reviewed by the Board. A board member asked for addition of a page summarizing the different accountability stakeholders (e.g. Charter Authorizers, EL Education, etc) and what the reporting mechanisms for these various stakeholders looks like (for which the Board oversight is an essential activity). The board acknowledged that this will be a living document, with revisions as needed to meet the needs of the board and nominating committee.

#### **Motion 200610.9**

Upon motion of Michele Hannagan, and duly seconded by Nolica Murray-Fields, RESOLVED, that the board acknowledge election of parent representatives to the board by the Family Association, Tasha Stevens (for one year term) and Jess Wanner (three year term), pending approval by NYSED.

**Voting in the affirmative:** Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** Michelle Burack

**Motion 200610.9** passed 9 to 0

#### *Personnel committee*

Erica Dooley, currently our English as New Language. She was working in another school district doing math intervention as well as ENL.

#### **Motion 200610.10**

Upon motion of Michele Hannagan, and duly seconded by Michelle Burack, RESOLVED, that Erica Dooley be scaled up from part-time to full-time position to support both ENL and math intervention.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.10** passed 10 to 0

#### **Other contracts**

##### *Board Development Consulting*

A board member asked if the dollar amount necessitated competitive bidding. Kevin clarified that our prior bids for consulting on the subject of board development meets the accounting manual's procurement policy requirements. The specific focus of this consultant on Strategic Planning focused on the identity and mission threats posed by the renewal decision surrounding Benchmark 9 necessitates

this personal level of consulting support, in contrast to the more generic board support in the other two quotes.

**Motion 200610.11**

Upon motion of Michele Hannagan, and duly seconded by Annemarie Wess, RESOLVED, that the contract for

**Voting in the affirmative:** Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** Michelle Burack and Jessica Nordquist

**Motion 200610.11** passed 8 to 0

*Food Service*

Slight increase in meal cost (3.5%), keeping up with cost increases. SL reviewed prior years' increases and it has fluctuated year to year. The provider has given excellent support with distributing meals through CoVID closures.

**Motion 200610.12**

Upon motion of Annemarie Wess, and duly seconded by Kevin Sutherland, RESOLVED, that the food service contract be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.12** passed 10 to 0

*Legal Counsel*

**Motion 200610.13**

Upon motion of Michelle Burack, and duly seconded by Annemarie Wess, RESOLVED, that the contract with George Desmarteu for legal services be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.13** passed 10 to 0

*Accountant*

**Motion 200610.14**

Upon motion of Kevin Sutherland, and duly seconded by Michelle Burack, RESOLVED, that the contract with Robin Blew for accounting services be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.14** passed 10 to 0

*IT Specialist*

**Motion 200610.15**



Upon motion of Annemarie Wess, and duly seconded by Mark Schiesser, RESOLVED, that the contract with Ken Haslip

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.15** passed 10 to 0

#### **Corrective Action Plan**

Call with Susan Gibbons to review Corrective Action Plan regarding deficiencies for Benchmark 9. The question was raised multiple different ways regarding what targets we will be held to going forward. "Good Faith Efforts" has not been quantified in any way. The CAP was reviewed by Susan and she was in agreement with the contents presented to the board. A weighted lottery was discussed and is included as something the board will consider. She made clear that we are not required to do a weighted lottery. We will have a mid-point renew in the 3 year renewal interval. A board member asked if Susan spoke about expansion

#### **Motion 200610.16**

Upon motion of Annemarie Wess, and duly seconded by Michelle Burack, RESOLVED, that the Corrective Action Plan for Benchmark 9 be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.16** passed 10 to 0

#### **Board of Trustees Meeting Calendar 2020-2021**

#### **Motion 200610.17**

Upon motion of Annemarie Wess, and duly seconded by Jessica Nordquist, RESOLVED, that the 2020-2021 meeting calendar be approved.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.17** passed 10 to 0

#### **Chromebook purchase**

Proactive purchase of enough chromebooks for the entire school, anticipating possible continued distance learning. Currently enough for grade 4-6. Additional money for one classroom's worth already in the budget. Grant proposal through Community Foundation, technology for equity. Chromebooks for K-2, plus one per classroom charging cart, and carrying cases. Requesting to use surplus funds to purchase these devices if the grant is not awarded. Proposal for 11 inch Chromebooks with warranty from Spectrum. There was discussion of approval for additional funds as a contingency for My-Fi units for students who lack adequate internet access at home.

#### **Motion 200610.18**

Upon motion of Michele Hannagan, and duly seconded by Mark Schiesser, RESOLVED, that the board approve expenditure of up to \$40,000 of surplus funds for Chromebooks and accessories deemed by the School Leader to be necessary for student support.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.18** passed 10 to 0

**Year-End Board Report**

Issues of equity were woven throughout the domains of the report. COVID gave the school teachers and staff an unprecedented view of students' lives.

**Future Agenda Items/Public Comment**

The Board President acknowledged the departure of Michelle Burack, Jessica Nordquist, and Marcia Joy. The long duration exceptional service of Marcia Joy was highlighted by the board.

**Adjournment**

**Motion 200610.19**

Upon motion of Jessica Nordquist, and duly seconded by Michele Hannagan, RESOLVED, that the {DATE} meeting be adjourned.

**Voting in the affirmative:** Michelle Burack, Michele Hannagan, Marcia Joy, Nolica Murray-Fields, Jessica Nordquist, Ryan O'Malley, Mark Schiesser, Allison Shultes, Kevin Sutherland, Annemarie Wess

**Voting in the negative:** None

**Abstaining:** None

**Motion 200610.19** passed 10 to 0

Respectfully Submitted,  
Michelle Burack  
Secretary of GCCS Board of Trustees  
GCCS Board Minutes/ June 10, 2020

# Genesee Community Charter School Organization Chart

GCCS Board of Trustees

School Leader

Curriculum  
Coordinator

Coordinator of School  
Operations

Special Education  
Coordinator

Music Teacher

Visual Arts  
Teacher

P.E.  
Teacher

(.5) Clerical  
Assistant

(.5) Coord. of Data  
and Communications

(.75) Social  
Worker

Teacher on  
Special  
Assignment

(.4) Food  
Service Assistant

(.2) ESOL

2 Kindergarten  
Teachers

2 Second Grade  
Teachers

2 Fourth Grade  
Teachers

2 Sixth Grade  
Teachers

2 First Grade  
Teachers

2 Third Grade  
Teachers

2 Fifth Grade  
Teachers

Teaching  
Assistant

Teaching Assistant

Teaching  
Assistant

Teaching  
Assistant

Teaching  
Assistant

Teaching  
Assistant

Teaching  
Assistant

Other contracted positions:

(.2) Bookkeeper

(.25). Information Technology Specialist

(.25) Audio Visual/Media Specialist



# Genesee Community Charter School 2020-2021 Calendar

GCCS Board of Trustees Approved on April 15, 2020

|                               |                         |                                 |
|-------------------------------|-------------------------|---------------------------------|
| <b>Staff only/No students</b> | <b>School is Closed</b> | <b>Half Day for Conferences</b> |
|-------------------------------|-------------------------|---------------------------------|

| August 2020 |    |    |    |    | September 2020 |    |    |    |    | October 2020 |    |    |    |    |
|-------------|----|----|----|----|----------------|----|----|----|----|--------------|----|----|----|----|
| M           | T  | W  | Th | F  | M              | T  | W  | Th | F  | M            | T  | W  | Th | F  |
| 3           | 4  | 5  | 6  | 7  |                | 1  | 2* | 3* | 4* |              |    |    | 1  | 2  |
| 10          | 11 | 12 | 13 | 14 | 7              | 8* | 9  | 10 | 11 | 5            | 6  | 7  | 8  | 9  |
| 17          | 18 | 19 | 20 | 21 | 14             | 15 | 16 | 17 | 18 | 12           | 13 | 14 | 15 | 16 |
| 24          | 25 | 26 | 27 | 28 | 21             | 22 | 23 | 24 | 25 | 19           | 20 | 21 | 22 | 23 |
| 31          |    |    |    |    | 28             | 29 | 30 |    |    | 26           | 27 | 28 | 29 | 30 |

**August:**

Professional Development: 8/10-9/1

**September:**

First Day for 1<sup>st</sup>-6<sup>th</sup> Grades: 9/2  
 1:00 Dismissal: 9/2-9/4  
 Labor Day: 9/7  
 Half Day for Kindergarten: 9/8  
 First Full Day for Kindergarten: 9/9

**October:**

Professional Development: 10/9  
 Columbus Day: 10/12

| November 2020 |    |    |    |    | December 2020 |    |    |    |    | January 2021 |    |    |    |    |
|---------------|----|----|----|----|---------------|----|----|----|----|--------------|----|----|----|----|
| M             | T  | W  | Th | F  | M             | T  | W  | Th | F  | M            | T  | W  | Th | F  |
| 2             | 3* | 4  | 5  | 6  |               | 1  | 2  | 3  | 4  |              |    |    |    | 1  |
| 9             | 10 | 11 | 12 | 13 | 7             | 8  | 9  | 10 | 11 | 4            | 5  | 6  | 7  | 8  |
| 16            | 17 | 18 | 19 | 20 | 14            | 15 | 16 | 17 | 18 | 11           | 12 | 13 | 14 | 15 |
| 23            | 24 | 25 | 26 | 27 | 21            | 22 | 23 | 24 | 25 | 18           | 19 | 20 | 21 | 22 |
| 30            |    |    |    |    | 28            | 29 | 30 | 31 |    | 25           | 26 | 27 | 28 | 29 |

**November:**

Veteran's Day, PD for Staff: 11/11  
 Professional Development: 11/23-11/24  
 Thanksgiving Recess: 11/25-11/27

**December:**

Conferences 11:30 Dismissal: 12/8  
 Professional Development: 12/21-12/22  
 Winter Recess: 12/23-12/31

**January**

Winter Recess: 1/1  
 Martin Luther King Day: 1/18

| February 2021 |    |    |    |    | March 2021 |    |    |    |    | April 2021 |    |    |    |    |
|---------------|----|----|----|----|------------|----|----|----|----|------------|----|----|----|----|
| M             | T  | W  | Th | F  | M          | T  | W  | Th | F  | M          | T  | W  | Th | F  |
| 1             | 2  | 3  | 4  | 5  | 1          | 2  | 3  | 4  | 5  |            |    |    | 1  | 2  |
| 8             | 9  | 10 | 11 | 12 | 8          | 9  | 10 | 11 | 12 | 5          | 6  | 7  | 8  | 9  |
| 15            | 16 | 17 | 18 | 19 | 15         | 16 | 17 | 18 | 19 | 12         | 13 | 14 | 15 | 16 |
| 22            | 23 | 24 | 25 | 26 | 22         | 23 | 24 | 25 | 26 | 19         | 20 | 21 | 22 | 23 |
|               |    |    |    |    | 29         | 30 | 31 |    |    | 26         | 27 | 28 | 29 | 30 |

**February:**

Student-led Conferences: 2/12  
 February Recess: 2/15 - 2/19  
 Professional Development: 2/17-2/19

**March:**

Conferences 11:30 Dismissal: 3/18  
 Spring Recess: 3/29 - 4/2

**April:**

Spring Recess: 3/29 - 4/2  
 Professional Development: 4/5  
 3-6 NYS ELA Exams: 4/21-4/22

| May 2021 |    |    |    |    | June 2021 |    |    |    |    |
|----------|----|----|----|----|-----------|----|----|----|----|
| M        | T  | W  | Th | F  | M         | T  | W  | Th | F  |
| 3        | 4  | 5  | 6  | 7  |           | 1  | 2  | 3  | 4  |
| 10       | 11 | 12 | 13 | 14 | 7         | 8  | 9  | 10 | 11 |
| 17       | 18 | 19 | 20 | 21 | 14        | 15 | 16 | 17 | 18 |
| 24       | 25 | 26 | 27 | 28 | 21        | 22 | 23 | 24 | 25 |
| 31       |    |    |    |    | 28        | 29 | 30 |    |    |

**May:**

3-6 NYS Math Exams: 5/5-5/6  
 Professional Development: 5/28  
 Memorial Day: 5/31

**June:**

Conferences 11:30 Dismissal: 6/3  
 Last Day of School for Students: 6/23  
 Professional Development: 6/24-6/25

**School Hours:**  
**M, T, Th, F: 8:00 - 3:00**  
**Every Wed.: 8:00 - 1:00**

\*No RCSD Buses  
 (suburban residents check with district)

GCCS Closings will be announced on  
 WHEC Channel 10, WROC TV  
 Channel 8, and posted on the website.

**Emergency Make-up Days:**  
**12/21, 12/22, 4/5, 5/28**  
*Due to COVID-19, this calendar is  
 subject to change.*



# Genesee Community Charter School 2020-2021 Cohort Calendar For the Hybrid Model

GCCS Board of Trustees Approved on April 15, 2020

|                               |                         |                                 |
|-------------------------------|-------------------------|---------------------------------|
| <b>Staff only/No students</b> | <b>School is Closed</b> | <b>Half Day for Conferences</b> |
|-------------------------------|-------------------------|---------------------------------|

| August 2020 |    |    |    |    | September 2020 |    |    |    |    | October 2020 |    |    |    |    |
|-------------|----|----|----|----|----------------|----|----|----|----|--------------|----|----|----|----|
| M           | T  | W  | Th | F  | M              | T  | W  | Th | F  | M            | T  | W  | Th | F  |
| 3           | 4  | 5  | 6  | 7  |                | 1  | 2* | 3* | 4* |              |    |    | 1  | 2  |
| 10          | 11 | 12 | 13 | 14 | 7              | 8* | 9  | 10 | 11 | 5            | 6  | 7  | 8  | 9  |
| 17          | 18 | 19 | 20 | 21 | 14             | 15 | 16 | 17 | 18 | 12           | 13 | 14 | 15 | 16 |
| 24          | 25 | 26 | 27 | 28 | 21             | 22 | 23 | 24 | 25 | 19           | 20 | 21 | 22 | 23 |
| 31          |    |    |    |    | 28             | 29 | 30 |    |    | 26           | 27 | 28 | 29 | 30 |

August:  
Professional Development: 8/10-9/1

September:  
GCCS Orientation Days: 9/2 – 9/3  
1:00 Dismissal: 9/4 & 9/8  
Labor Day: 9/7  
Virtual Opening Ceremony: 9/9

October:  
Professional Development: 10/9  
Columbus Day: 10/12

| November 2020 |    |    |    |    | December 2020 |    |    |    |    | January 2021 |    |    |    |    |
|---------------|----|----|----|----|---------------|----|----|----|----|--------------|----|----|----|----|
| M             | T  | W  | Th | F  | M             | T  | W  | Th | F  | M            | T  | W  | Th | F  |
| 2             | 3* | 4  | 5  | 6  |               | 1  | 2  | 3  | 4  |              |    |    |    | 1  |
| 9             | 10 | 11 | 12 | 13 | 7             | 8  | 9  | 10 | 11 | 4            | 5  | 6  | 7  | 8  |
| 16            | 17 | 18 | 19 | 20 | 14            | 15 | 16 | 17 | 18 | 11           | 12 | 13 | 14 | 15 |
| 23            | 24 | 25 | 26 | 27 | 21            | 22 | 23 | 24 | 25 | 18           | 19 | 20 | 21 | 22 |
| 30            |    |    |    |    | 28            | 29 | 30 | 31 |    | 25           | 26 | 27 | 28 | 29 |

November:  
Veteran's Day, PD for Staff: 11/11  
Professional Development: 11/23-11/24  
Thanksgiving Recess: 11/25-11/27

December:  
Conferences 11:30 Dismissal: 12/8  
Professional Development: 12/21-12/22  
Winter Recess: 12/23-12/31

January  
Winter Recess: 1/1  
Martin Luther King Day: 1/18

| February 2021 |    |    |    |    | March 2021 |    |    |    |    | April 2021 |    |    |    |    |
|---------------|----|----|----|----|------------|----|----|----|----|------------|----|----|----|----|
| M             | T  | W  | Th | F  | M          | T  | W  | Th | F  | M          | T  | W  | Th | F  |
| 1             | 2  | 3  | 4  | 5  | 1          | 2  | 3  | 4  | 5  |            |    |    | 1  | 2  |
| 8             | 9  | 10 | 11 | 12 | 8          | 9  | 10 | 11 | 12 | 5          | 6  | 7  | 8  | 9  |
| 15            | 16 | 17 | 18 | 19 | 15         | 16 | 17 | 18 | 19 | 12         | 13 | 14 | 15 | 16 |
| 22            | 23 | 24 | 25 | 26 | 22         | 23 | 24 | 25 | 26 | 19         | 20 | 21 | 22 | 23 |
|               |    |    |    |    | 29         | 30 | 31 |    |    | 26         | 27 | 28 | 29 | 30 |

February:  
Student-led Conferences: 2/12  
February Recess: 2/15 – 2/19  
Professional Development: 2/17-2/19

March:  
Conferences 11:30 Dismissal: 3/18  
Spring Recess: 3/29 – 4/2

April:  
Spring Recess: 3/29 - 4/2  
Professional Development: 4/5  
3-6 NYS ELA Exams: 4/21-4/22

| May 2021 |    |    |    |    | June 2021 |    |    |    |    |
|----------|----|----|----|----|-----------|----|----|----|----|
| M        | T  | W  | Th | F  | M         | T  | W  | Th | F  |
| 3        | 4  | 5  | 6  | 7  |           | 1  | 2  | 3  | 4  |
| 10       | 11 | 12 | 13 | 14 | 7         | 8  | 9  | 10 | 11 |
| 17       | 18 | 19 | 20 | 21 | 14        | 15 | 16 | 17 | 18 |
| 24       | 25 | 26 | 27 | 28 | 21        | 22 | 23 | 24 | 25 |
| 31       |    |    |    |    | 28        | 29 | 30 |    |    |

May:  
3-6 NYS Math Exams: 5/5-5/6  
Professional Development: 5/28  
Memorial Day: 5/31

June:  
Conferences 11:30 Dismissal: 6/3  
Last Day of School for Students: 6/23  
Professional Development: 6/24-6/25

|   |   |
|---|---|
| <span style="display: inline-block; width: 15px; height: 15px; background-color: #ADD8E6; border: 1px solid black; margin-right: 5px;"></span> Cohort A | <span style="display: inline-block; width: 15px; height: 15px; background-color: #FFD700; border: 1px solid black; margin-right: 5px;"></span> Cohort B |
|---|---|

**School Hours:**  
M, T, Th, F: 8:00 - 3:00  
Every Wed.: 8:00 - 1:00

**Number of Instructional Days:**  
182 (2 snow days included)

Students attending in Hybrid or Fully Virtual will receive 23 hours per week of instruction totalling 920 hours. Students attending 4 days due to an IEP or ELL services will receive 28 hours per week of instruction totalling 1,120 hours.

**Emergency Make-up Days:**  
12/21, 12/22, 4/5, 5/28

*Due to COVID-19, this calendar is subject to change.*

Scanned  
to Susan  
G. Blooms/SEP  
11/26/2019

**PUBLIC SCHOOL FIRE AND BUILDING SAFETY REPORT**

**(THIS REPORT IS TO BE SUBMITTED ELECTRONICALLY – DO NOT MAIL THIS REPORT)**

All buildings which are owned, operated, or leased by public school districts, Boards of Cooperative Educational Services (BOCES), and nonpublic schools must be inspected annually for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the NYS Uniform Fire Prevention and Building Code, NYS Uniform Code Supplement, 2015 International Fire Code, and 2015 International Property Maintenance Code.

**BEDS CODE #**

261600860026

**District/School Name**

Genesee Community Charter

**Facility/Building Name**

**Street Address (NO PO Box Numbers)**

657 East Avenue

**City/Town/Village**

**Zip Code**

Rochester NY 14607

**INSTRUCTIONS**

- Read the "Manual for Fire and Building Safety Inspections in Public Schools" prior to inspecting the facility and complete a separate report for each facility.
- Part I: General Information. School officials must complete this section annually.
- Part II: This section to be completed by the inspector and non-conformances recorded on page 4, Fire Safety Non-Conformance Reporting Sheet.
- Part II-A Regulations of the Commissioner 155.7: This section must be completed for student occupied buildings only. (Questions 1-7, Nonconformance Reporting Sheet) Do not complete this section for school buildings located in the cities of Buffalo, Syracuse, Rochester, and Yonkers.
- Part II-B Regulations of the Commissioner 155.25: This part to be completed for all buildings with electrically operated partitions. (Question 8, Non-Conformance Reporting Sheet) International Fire Code and Property Maintenance Code. This part to be completed for all buildings. (Questions 9-26, Non-Conformance Reporting Sheet).
- Part III Certifications. To be completed by persons as indicated.
- A copy of this form must be kept on file at the school for three years and must be available for public review.
- Posting of Certificate of Occupancy: Any temporary, qualified, or annual Certificate of Occupancy must be posted in public view in a prominent location within this facility.

**Part I: General Information and Fire/Life Safety History  
(to be completed annually)**

The annual fire safety inspection for this building took place on:

NOTE: The Inspection Date cannot be earlier than 45 days before the Due Date.

|       |     |      |
|-------|-----|------|
| 10    | 10  | 19   |
| Month | Day | year |

1. Indicate the primary use of this facility: (check one box)

|                                       |                                     |                    |  |
|---------------------------------------|-------------------------------------|--------------------|--|
| a) Instructional                      | <input checked="" type="checkbox"/> | f) Maintenance     |  |
| b) Administrative                     |                                     | g) Other (specify) |  |
| c) Bus Maintenance                    |                                     | h) Public Library  |  |
| d) Bus Storage Only                   |                                     | i) Storage         |  |
| e) Leased-Facility-Off-School-Grounds |                                     | j) Vacant          |  |

2. Is there a fire sprinkler system in this facility? Yes  No

If yes, is the sprinkler alarm connected with the building alarm? Yes  No

3. Is there a fire hydrant system for facility protection? Yes  No

If yes, indicate ownership of the system.

Public Owned  School Owned  Other \_\_\_\_\_ (specify)

4. Indicate the ownership of this facility: Owned  Leased from others

a. If the building is not District Owned, provide the name and address of Landlord or Building Owner:

Rochester Museum@ Science Center (name)  
657 East Ave (address)  
Rochester, NY 14607 (address)  
585-271-4552 X 220 (telephone #)

5. Does the District lease the building or spaces within the building to others? No  Yes

a. If yes, indicate the tenant(s):

\_\_\_\_\_  
 \_\_\_\_\_ (name)  
 \_\_\_\_\_ (address)  
 \_\_\_\_\_ (address)  
 \_\_\_\_\_ (telephone #)

6. What is the current gross square footage of this facility?  
(to the nearest whole ten feet) 

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

 ?

7. If this facility is vacant, skip the remaining questions and go to Part II Non-Conformance Report Sheet (on page 4) Vacant buildings are to be inspected for compliance with Items #25A-1 through #26A-3

8. If this facility is used for instruction, complete (a) – (d); otherwise go to question # 9.

a) Fire drills were held in accordance with Section 807 of State Education Law and Section F405 of the 2015 International Fire Code and F403.5.4 of the NYS Uniform Code Supplement. Yes   X   No       

b) Average time to evacuate this facility: 

|   |   |
|---|---|
| 0 | 3 |
|---|---|

 Minutes 

|   |   |
|---|---|
| 0 | 0 |
|---|---|

 Seconds

c) Arson and fire prevention instruction was provided in accordance with Section 808 of State Education Law; which requires every school in New York State to provide a minimum of 45 minutes of instructions in arson, fire prevention, injury prevention, and life safety during each month that school is in session. Yes        No   X  

d) Employee fire prevention, evacuation, and fire safety training was provided and Records maintained in accordance with Section F406 of the 2015 International Fire Code. Yes   X   No       

9. If the fire alarm was activated since the last annual fire inspection, was the fire department immediately notified? *N/A* Yes        No       

10. Have there been any fires in this facility since the last annual fire inspection? Yes        No   X  

If yes, indicate:

a) Number of fires 

|  |  |
|--|--|
|  |  |
|--|--|

b) Total number of injuries 

|  |  |
|--|--|
|  |  |
|--|--|

c) Total cost of property damage \$ 

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|



**Part II: Public School Fire and Building Safety Non-Conformance Report Sheet**

School District Genesee Community  
 Facility # Charter School

Building Name \_\_\_\_\_

| Part II-A<br>(to be completed for public schools only - except "Big 4") |                 |                |                  |  | Part II-B |                 |                |                  |  | Part II-B |                 |                |                  |  | Part II-B  |                 |                |                  |  |  |  |  |  |  |
|---|-----------------|----------------|------------------|--|-----------|-----------------|----------------|------------------|--|-----------|-----------------|----------------|------------------|--|--|-----------------|----------------|------------------|--|--|--|--|--|--|
| Item #  | Non-Conformance | Date Corrected | Date Reinspected |  | Item #    | Non-Conformance | Date Corrected | Date Reinspected |  | Item #    | Non-Conformance | Date Corrected | Date Reinspected |  | Item #   | Non-Conformance | Date Corrected | Date Reinspected |  |  |  |  |  |  |
| 01A-2   |                 |                |                  |  | 08A-2     |                 |                |                  |  | 13A-2     |                 |                |                  |  | 19E-1  |                 |                |                  |  |  |  |  |  |  |
| 01B-1   |                 |                |                  |  | 08B-2     |                 |                |                  |  | 13B-2     |                 |                |                  |  | 19F-1  |                 |                |                  |  |  |  |  |  |  |
| 01C-1   |                 |                |                  |  | 08C-2     |                 |                |                  |  |           |                 |                |                  |  | 19G-1  |                 |                |                  |  |  |  |  |  |  |
| 01D-1   |                 |                |                  |  | 08D-2     |                 |                |                  |  | 14A-2     |                 |                |                  |  | 19H-2  |                 |                |                  |  |  |  |  |  |  |
| 01E-1   |                 |                |                  |  | 08E-2     |                 |                |                  |  | 14B-2     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
|   |                 |                |                  |  | 09A-2     |                 |                |                  |  | 14C-2     |                 |                |                  |  | 20A-1  |                 |                |                  |  |  |  |  |  |  |
| 02A-2   |                 |                |                  |  | 09B-2     |                 |                |                  |  | 14D-1     |                 |                |                  |  | 20B-1  |                 |                |                  |  |  |  |  |  |  |
| 02B-1   |                 |                |                  |  | 09C-1     |                 |                |                  |  | 14E-1     |                 |                |                  |  | 20C-1  |                 |                |                  |  |  |  |  |  |  |
| 02C-3   |                 |                |                  |  | 09D-1     |                 |                |                  |  | 15A-2     |                 |                |                  |  | 21A-3  |                 |                |                  |  |  |  |  |  |  |
| 02D-1   |                 |                |                  |  | 09F-2     |                 |                |                  |  | 15B-1     |                 |                |                  |  | 22A-3  |                 |                |                  |  |  |  |  |  |  |
| 02E-2   |                 |                |                  |  | 09G-2     |                 |                |                  |  | 15C-2     |                 |                |                  |  | 22B-3  |                 |                |                  |  |  |  |  |  |  |
| 02F-3   |                 |                |                  |  | 10A-2     |                 |                |                  |  | 15D-2     |                 |                |                  |  | 22C-3  |                 |                |                  |  |  |  |  |  |  |
| 02G-2   |                 |                |                  |  | 10B-2     |                 |                |                  |  | 15E-1     |                 |                |                  |  | 23A-1  |                 |                |                  |  |  |  |  |  |  |
|   |                 |                |                  |  | 10C-1     |                 |                |                  |  | 16A-2     |                 |                |                  |  | 23B-1  |                 |                |                  |  |  |  |  |  |  |
| 03A-3   |                 |                |                  |  | 10D-1     |                 |                |                  |  | 16B-2     |                 |                |                  |  | 23C-1  |                 |                |                  |  |  |  |  |  |  |
| 03B-1   |                 |                |                  |  |           |                 |                |                  |  | 16C-2     |                 |                |                  |  | 23D-2  |                 |                |                  |  |  |  |  |  |  |
|   |                 |                |                  |  | 11A-2     |                 |                |                  |  | 16D-2     |                 |                |                  |  | 24A-3  |                 |                |                  |  |  |  |  |  |  |
| 04A-2   |                 |                |                  |  | 11B-1     |                 |                |                  |  | 17A-3     |                 |                |                  |  | 25A-1  |                 |                |                  |  |  |  |  |  |  |
| 04B-2   |                 |                |                  |  | 11C-2     |                 |                |                  |  | 17B-2     |                 |                |                  |  | 25B-1  |                 |                |                  |  |  |  |  |  |  |
| 04C-1   |                 |                |                  |  | 11D-2     |                 |                |                  |  | 17C-2     |                 |                |                  |  | 25C-1  |                 |                |                  |  |  |  |  |  |  |
|   |                 |                |                  |  | 11E-1     |                 |                |                  |  | 17D-2     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 05A-3   |                 |                |                  |  |           |                 |                |                  |  | 17E-1     |                 |                |                  |  | 26A-3  |                 |                |                  |  |  |  |  |  |  |
| 05B-2   |                 |                |                  |  | 12A-1     |                 |                |                  |  | 17F-3     |                 |                |                  |  | If any additional non-conformances are observed, check item 26A-3 and list the Code section below.<br>_____<br>_____<br>_____<br>Inspector<br>The inspector has been provided with a copy of the previous year's school fire safety report:<br>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |                 |                |                  |  |  |  |  |  |  |
| 05C-2   |                 |                |                  |  | 12B-3     |                 |                |                  |  | 17G-1     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
|   |                 |                |                  |  | 12C-2     |                 |                |                  |  | 17H-2     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 06A-1   |                 |                |                  |  | 12D-2     |                 |                |                  |  | 17I-2     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 06B-1   |                 |                |                  |  | 12E-1     |                 |                |                  |  | 17J-1     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 06C-1   |                 |                |                  |  | 12F-1     |                 |                |                  |  | 17K-1     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 06D-2   |                 |                |                  |  | 12G-1     |                 |                |                  |  | 17L-1     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 06E-3   |                 |                |                  |  | 12H-1     |                 |                |                  |  | 18A-2     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 06F-1   |                 |                |                  |  | 12I-1     |                 |                |                  |  | 18B-2     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 06G-1   |                 |                |                  |  | 12J-1     |                 |                |                  |  | 18C-2     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 06H-2   |                 |                |                  |  | 12K-1     |                 |                |                  |  | 18D-2     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
|   |                 |                |                  |  | 12L-1     |                 |                |                  |  | 19A-3     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 07A-3   |                 |                |                  |  | 12M-1     |                 |                |                  |  | 19B-2     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 07B-2   |                 |                |                  |  | 12N-1     |                 |                |                  |  | 19C-1     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |
| 07C-2   |                 |                |                  |  | 12O-2     |                 |                |                  |  | 19D-1     |                 |                |                  |  |  |                 |                |                  |  |  |  |  |  |  |

All schools complete Section 8 only if the building has electrically-operated folding partitions.

**Initial Inspection:**

Fire Safety Inspector: Name Thomas Tundo  
 Date 10/10/19

Registry # 1211-0343 (26E-4)

**Final Inspection (if required):**

Fire Safety Inspector: Name \_\_\_\_\_  
 Date \_\_\_\_\_

Registry # \_\_\_\_\_ (26F-4)

**Part III: Public School Certifications**

**Section III-A. Fire Inspector**

The individual noted below inspected this building and the information in this Fire Safety Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to Title 19 Part 1208

Name: Thomas Tambore Telephone #: [Redacted]  
Title: FIRE INSPECTOR Registry # [Redacted]  
Email: \_\_\_\_\_ (as designated by the NYS Department of State)

**Section III-B. Building Administrator or Designee**

The individual noted below certifies that this building was inspected on 10/10/19 (date) as indicated in Section III-A above.

Name: Maureen Milke Telephone: [Redacted]  
Title: Coordinator of School operations Email: [Redacted]

**Section III-C. School Superintendent**

I hereby submit this fire inspection report on behalf of the Board of Education and certify that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Public School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. For any uncorrected nonconformances that appear on this report, the Board of Education or Board of Trustees, at the meeting held pursuant to Section 807-a of the State Education Law, adopted a written plan of correction for those nonconformances, and such plan is available for public scrutiny.

Name: Shannon Hillman Telephone #: [Redacted]  
Title: School Leader Electronic Signature Shannon Hillman  
Email: shillman@gcaschool.org (via NYSED Portal)



CITY OF ROCHESTER

CERTIFICATE NO.: 83901  
DATE ISSUED: AUGUST 11, 2014  
EXPIRATION: NOT APPLICABLE  
LEGAL USE: SCHOOL

CASE NO.: 542407  
PERMIT: 1125708  
SBL NO: 1214300001016000000

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**CERTIFICATE OF OCCUPANCY  
(PARTIAL)**

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**PROPERTY LOCATION: 0014-22 S GOODMAN ST**

**This is to certify that the above property may be legally occupied in the following manner:**

**BRICK 2 STORIES**

**CERTIFICATE FOR ADDITION OF EAST SIDE OF THE CHARTER SCHOOL (2,250 SQUARE FEET)**

**This Certificate is issued and based on the application made by:**

**ROCH MUSEUM & SCIENCE CEN, (OWNER), ON AUGUST 8, 2013**

**The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above, unless sooner terminated by the occurrence of any of the events enumerated in Section 90-16A(2) of the City Code and must be renewed, if applicable, no later than the expiration date of this Certificate.**

**This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.**

**CODE COMPLIANCE COORDINATOR**

**NOTICE AND DISCLAIMER**

PROPERTY INSPECTIONS ARE VISUAL AND NON-DESTRUCTIVE ONLY AND ARE NOT INTENDED TO PROVIDE INFORMATION CONCERNING POSSIBLE HIDDEN DEFECTS WITHIN OR BEHIND WALLS, CEILINGS, PARTITIONS OR FLOORS. IN ADDITION, THE CITY MAKES NO REPRESENTATION, CERTIFICATION OR GUARANTEE TO ANY PERSON OR ENTITY, AND ASSUMES NO LIABILITY FOR REAL OR CLAIMED FAILURE TO OBSERVE OR CITE ANY DEFECTS, WHETHER HIDDEN OR OBVIOUS, IN CONJUNCTION WITH ANY INSPECTION REQUISITE FOR ISSUANCE OF A CERTIFICATE OF OCCUPANCY. PROPERTY INSPECTIONS MAY RESULT IN CERTAIN DEFICIENCIES BEING NOTED BUT NOT CITED AS VIOLATIONS BASED ON THEIR CATEGORIZATION AS MINOR IN NATURE. CITY INSPECTIONS ARE DONE TO PROMOTE THE HEALTH, SAFETY AND WELFARE OF THE PUBLIC AS A WHOLE. BY ENHANCING THE CITY'S HOUSING STOCK AND RESIDENTIAL NEIGHBORHOODS.

**LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.**

**EEO Employer/Handicapped**



CITY OF ROCHESTER

CERTIFICATE NO.: 56153  
DATE ISSUED: AUGUST 10, 2001  
EXPIRATION: NOT APPLICABLE  
LEGAL USE: CHARTER SCHOOL

AUG 20 2001

CASE NO.: C-21

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CERTIFICATE OF OCCUPANCY

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PROPERTY LOCATION: 0014-22 S GOODMAN ST

This is to certify that the above property may be legally occupied in the following manner:

TYPE 2B 2 STORIES C5.5  
BASEMENT, FIRST AND SECOND FLOOR - CHARTER SCHOOL  
(GENESEE COMMUNITY)  
8,715 SQ. FT.

This Certificate is issued and based on the application made by  
JOSEPH GRAVES, (OWNER'S AGENT), ON APRIL 18, 2001

The Certificate of Occupancy remains in effect for a period of five years from the date of issuance unless otherwise noted and must be renewed not later than the expiration date of this Certificate.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S. Multiple Residency Law.

ADMINISTRATOR OF CODE COMPLIANCE

DEPUTY COMMISSIONER/  
DIRECTOR OF BUILDINGS AND ZONING

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NOTICE AND DISCLAIMER

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