

# Application: GRAND CONCOURSE ACAD CHARTER SCHOOL

Jen Pasek - jen@pasekconsulting.com  
Annual Reports

## Summary

**ID:** 0000000023  
**Status:** Annual Report Submission  
**Last submitted:** Nov 3 2020 10:35 AM (EST)

## Entry 1 School Info and Cover Page

**Completed** Sep 18 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)

GRAND CONCOURSE ACADEMY CHARTER SCHOOL 320800860872

**a1. Popular School Name**

GCA

**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.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD # 8 - BRONX

**d. DATE OF INITIAL CHARTER**

12/2003

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2004

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

<https://gcacs.org/>

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

695

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

583

**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, 7, 8

**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.
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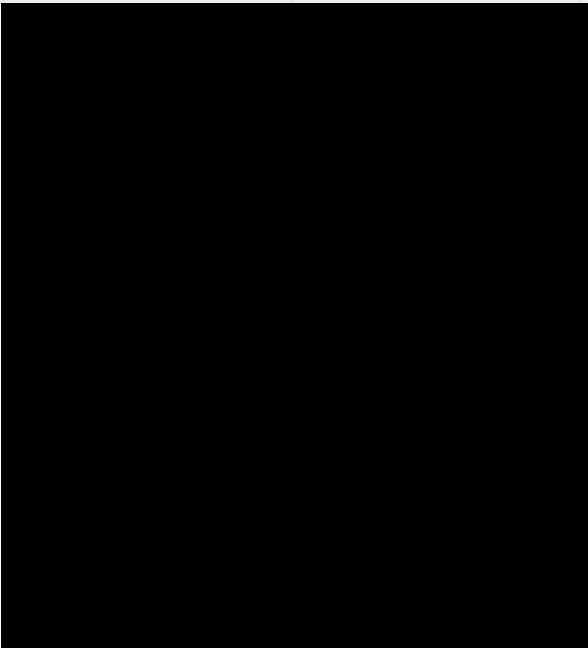
### School Site 1 (Primary)

## m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	625 Bolton Ave Bronx, NY 10473	718-684-6505	NYC CSD 8	K-8	No

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ira Victor			<a href="mailto:ivictor@gcacs.org">ivictor@gcacs.org</a>
Operational Leader	Michael Simonetti			<a href="mailto:msimonetti@gcacs.org">msimonetti@gcacs.org</a>
Compliance Contact	Martin McDowell			<a href="mailto:mmcdowell@gcacs.org">mmcdowell@gcacs.org</a>
Complaint Contact	Martin McDowell			<a href="mailto:mmcdowell@gcacs.org">mmcdowell@gcacs.org</a>
DASA Coordinator	Evelyn Velez			<a href="mailto:evelez@gcacs.org">evelez@gcacs.org</a>
Phone Contact for After Hours Emergencies	Ira Victor			<a href="mailto:ivictor@gcacs.org">ivictor@gcacs.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)**

[GCACS Final CO for Bolton.pdf](#)

**Filename:** GCACS Final CO for Bolton.pdf **Size:** 38.0 kB

## Site 1 Fire Inspection Report

[FIRE DRILL gcacs 201920.pdf](#)

**Filename:** FIRE DRILL gcacs 201920.pdf **Size:** 181.0 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).**

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	Jen Pasek
Position	Consultant
Phone/Extension	518-542-9810
Email	<a href="mailto:jen@pasekconsulting.com">jen@pasekconsulting.com</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).

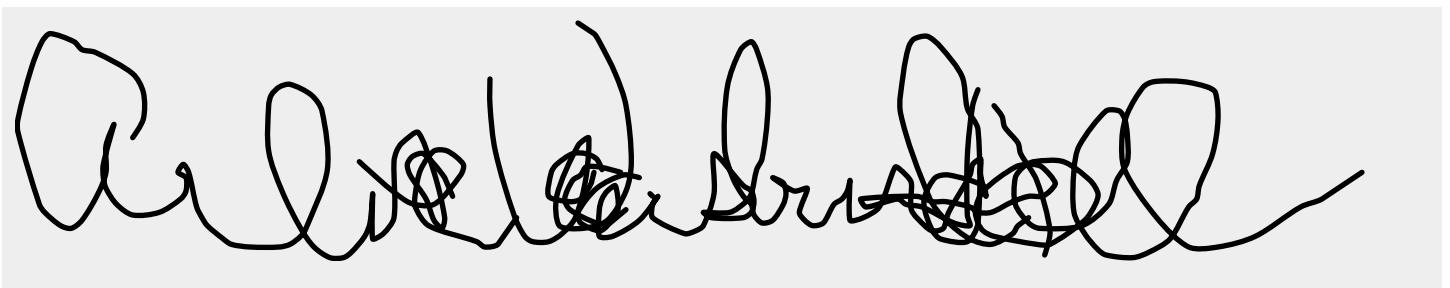
### Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized, featuring a large, sweeping 'H' that dominates the center, with various loops and flourishes extending to the left and right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is composed of a series of connected, rounded loops and curves, creating a fluid, cursive appearance.

**Date**

Sep 16 2020

Thank you.



## Entry 2 NYS School Report Card

**Completed** Sep 18 2020

### 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

**GRAND CONCOURSE ACADEMY CHARTER SCHOOL 320800860872**

### 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?year=2019&instid=800000057943>

## Entry 3 Progress Toward Goals

**Incomplete** Hidden from applicant

### 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				
Academic Goal 2				
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 response)

**2019-2020 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	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

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

(No response)

**2019-2020 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 Meet	If not met, describe efforts the school will take to meet goal. If unable to assess
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				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

#### 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				
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 response)

## 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 response)

## 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 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

## Entry 3 Accountability Plan Progress Reports

Completed Sep 18 2020

### 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.

### **GCA 2019-2020 APPR final**

Filename: GCA 2019 2020 APPR final.docx Size: 147.0 kB

## Entry 7 Disclosure of Financial Interest Form

Completed Sep 18 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.

**[BOT Disclosure Completed Filev2](#)**

**Filename:** BOT Disclosure Completed Filev2.pdf **Size:** 1.2 MB

**Entry 8 BOT Membership Table**

**Completed** Sep 18 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.

**GRAND CONCOURSE ACADEMY CHARTER SCHOOL 320800860872**

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

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	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	Arlene Hall, [REDACTED]	Chair	Facility	Yes	4	08/01/2020	07/31/2025	12
2	Linda Manley, [REDACTED]	Secretary	Legal	Yes	4	08/01/2020	07/31/2025	8
3	Howard Banker, [REDACTED]	Treasurer	Financial	Yes	4	08/01/2020	07/31/2025	11
4	Richard Conley, [REDACTED]	Trustee/Member	Financial	Yes	4	01/01/2017	12/31/2021	9
5	Jaye Fox, [REDACTED]	Trustee/Member	Financial	Yes	4	04/01/2017	03/31/2022	12
6	Lucia Mariani, [REDACTED]	Trustee/Member	Education	Yes	1	10/01/2017	09/30/2022	5 or less
	Veronica De Jesus,							

7		Trustee/Member		Yes	1	10/01/2017	09/30/2022	7
8								
9								

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

No

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

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

a. Total Number of BOT Members on June 30, 2020	7
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

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

12

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

12

Thank you.

## Entry 9 Board Meeting Minutes

**Incomplete** Hidden from applicant

### 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.

## Entry 10 Enrollment & Retention

**Completed** Sep 18 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.

**Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	<p>In 2019-20, our percentage of ED students was 83% and our district was 85%.</p> <p>G.C.A. targeted several low-income neighborhoods to reach ED families. Such neighborhoods include Castle Hill, Parkchester, Soundview and Clason Point. Statistically, about 30% of the population in these areas are at or below the poverty threshold. In 2018, an estimated 26% of Soundview, Parkchester and Castle Hill residents lived in poverty, compared to 25% in all of the Bronx and 20% in all of New York City. Direct mailing to day care facilities in these areas, as well as head-start programs and pre-schools throughout these low-income neighborhoods. Most of these programs receive government subsidies to enroll students and offer families financial assistance for those who cannot afford to join. G.C.A. staff also hand delivered hundreds of English and Spanish applications as well as school informational brochures door to door in low-income neighborhoods. G.C.A. visited several NYCHA housing developments, where economically disadvantaged</p>	<p>G.C.A. continued its efforts in recruiting students throughout low-income communities throughout the Bronx. G.C.A. used direct mailing to daycare facilities, community centers, NYCHA housing developments and other facilities that receive government subsidies for low-income residents. The school has paid for uniforms, supplies and materials for students in shelters and temporary housing. During the COVID-19 global pandemic, as schools were forced to close its doors, G.C.A. assisted low-income families by ensuring students were equipped with technology. G.C.A. distributed nearly 500 chrome-books and over 50 tablets to its students in need. The school ensured the distribution of devices to provide equitable access to education for all students. G.C.A. assigned staff members to contact families daily, provide technical support and assistance when students could not access remote classes. Though the building was closed, the school coordinated with its vendor, NYC DOE School Food to make certain no child or family went hungry. Parents were informed to get free meals by visiting the school between the</p>

	<p>families receive government financial assistance. Flyers were also distributed to a local homeless shelter.</p> <p>GCACS revised its 2019-20 Lottery Application to include optional questions asking families if they receive SNAP/TANF benefits and if the student resides in NYC public housing. Our intention is to make families feel welcome in providing this information and understand that the school does not discriminate against any applicant based on their answers.</p>	<p>hours of 8am-2pm. Families were given grab and go pre-packaged breakfast and lunches for economically disadvantaged students. The school contacted parents and provided resources to them to receive free internet service and government benefits. G.C.A. posted information on its website regarding food banks, pantries and community centers offering support for families in need. Our school guidance counselor and parent liaison provided additional information for families in need of social and emotional support, including hotlines and free service providers.</p>
English Language Learners/Multilingual Learners	<p>In 2019-20, our percentage of ELLs was 15% and our district was 14%.</p> <p>G.C.A. translated all advertising materials including brochures, flyers and applications in both English and Spanish. Bi-lingual staff were present during recruitment fairs at parks, libraries, local stores, businesses and daycares in predominantly mult-lingual speaking neighborhoods. As of 2010, 46.29% of Bronx residents age 5 and older spoke Spanish at home and G.C.A. targeted these</p>	<p>A qualified interpreter was available, and appointments were made with the family of ENL students to ask questions when registering or any other time that is needed. Paperwork is translated into languages that are needed such as: Report cards, memos, monthly calendars, school lunch applications, lottery applications. During parent teacher conferences, translators were available as well. The school messenger service, which parents received important messages from the school through e-mail and phone call were translated as well. Staff was trained at the beginning of the school year on techniques to use in the classroom for ENL students. ENL teachers team planned with the general education teacher on</p>

	<p>residents through direct mailings of flyers in English and Spanish. as a primary language. Interpreters and translation services were provided during all open-house Information Sessions as well as during the public lottery. G.C.A.'s lottery application asked applicants whether the child speaks a language other than English most of the time, welcoming and encouraging English Language Learners to apply.</p>	<p>collaborative lesson plans. ENL instruction is designed to align with the Common Core Learning standards as well as ensuring the development of academic proficiency in listening, speaking, reading, and writing through the content areas. During the recent pandemic when the students were learning virtually students received ENL services. All notifications including message and importance were translated. When a parent had a concern or question an interpreter reached out to the parents promptly. Meetings took place during the pandemic with teachers and administration. Interpreters were always made available at those times.</p>
Students with Disabilities	<p>In 2019-20, our percentage of SWD was 14% and our district was 25%. G.C.A. continues to recruit SWDs. School flyers, advertisements, and informational brochures indicate how G.C.A. provides special education services for SWDs. G.C.A. has used direct mailing, in-person visits and calls to several head-start programs, pre-schools, learning facilities and tutoring centers who enroll SWDs. Parents who have visited G.C.A.'s Open House Information Sessions were also informed how all students are welcome to apply and once students are enrolled G.C.A. with work with the Committee of Special</p>	<p>G.C.A. continued to partner with the CSE and parents to accommodate students Individualized Educational Programs (IEP's). Parents of Students with Disabilities (SWD's) were encouraged to apply and the school's Special Education Coordinator worked to provide appropriate placement settings, track progress, provide ongoing feedback and facilitate reevaluation meetings throughout the year. Though the school was closed during the COVID-19 pandemic, SWD's continued to receive their mandated support services. Integrated co-teaching environments were maintained through the use of virtual Zoom classrooms. Service providers</p>

	<p>Education to provide the best placement in the proper educational setting with the services each child needs. G.C.A. includes on its website the services the school provides and resources for parents/families to obtain additional information. G.C.A. did revise our lottery application to ask optional questions regarding if a student has an IEP and/or require special services. The intention is to make families feel welcome to provide this optional information and understand our school does not discriminate against any SWD.</p>	<p>continued to support students by delivering Speech, Occupational Therapy and Counseling in remote settings. The school's Special Education Coordinator maintained ongoing contact and acted as a liaison between service agencies and parents. Virtual meetings were held as well as ongoing professional development for G.C.A.'s Special Education teachers to supply the best education remotely to students with special needs. Staff participated in weekly seminars, workshops, and trainings on how to properly address the needs of SWD's.</p>
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### Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
		<p>G.C.A. will continue to provide support to all students, especially those who are most vulnerable and come from low-income households. This year, with over eighty percent of total students enrolled being economically disadvantaged, we remain committed to providing equitable access to education for all families in need. The school will purchase and provide each student with a chrome-book, tablet or other device for learning. In addition, we plan to purchase a printer/scanner for each household so students may print, scan and upload work assignments through email or</p>

## Economically Disadvantaged

Our retention rate for ED students was 85% between 2018-19 and 2019-20. G.C.A. has a full-time Parent Liaison to interface with parents in low-income households. The parent liaison also provides details regarding school support services offered to low-income students, including support to purchase uniforms, school supplies and other educational needs. School staff also inform parents of various services and programs available to low-income students in temporary housing or shelters. Parents are made aware that students in shelters qualify for door-to-door bus service and other assistance families in need may be entitled to. G.C.A. has a full-time Guidance Counselor and a mandated counselor from the Dept of Education to provide social and emotional support to low-income students .

virtual classrooms. The school will provide training on how to use devices and ongoing technical support as needed. G.C.A. has surveyed parents to ensure families have access to adequate internet connectivity and will provide reimbursement for low-income families to install Wi-Fi internet service when needed. We intend to do our part to provide families in need with the necessary resources for their child to succeed. During the current pandemic, school closures and rises in unemployment have plagued families with financial hardships. It has been apparent that economically disadvantaged families have faced difficulties in providing food for their children. G.C.A. is committed to ensuring that all students receive meals, whether attending in-person or remotely. The school will make grab and go meals provided by the NYC DOE available daily for pick up. The school will provide information on food banks, pantries and soup kitchens for families in need throughout their communities. Our parent liaison will provide details on how families can apply for government benefits and provide workshops on community support programs. The school has made accommodations as many children of working families to attend school full time in-person, as space allows. Our school guidance counselor will work closely with families in need to support student's social and



		emotional well-being.
	Our retention rate for ELLs was 87% between 2018-19 and 2019-	<p>During the school year ENL students worked with ENL certified teachers with a push-in class model. ENL and General Education teachers collaborated to offer ongoing support to ELL students. As we develop our plans to reopen school, we examine the needs of all students, especially those who require supports necessary for English language development. Grand Concourse Academy Charter School will complete the ELL identification process within thirty days of the start of the school year for all students registered and enrolled during the school closure. The initial screening process should be followed in person for new entrants following the district's safety protocols to ensure compliance with the Governor's Executive Orders and Center for Disease Control (CDC) health and safety guidelines after commencement of regional reopening. Once students are identified as ELLs, they will be placed in specialized classes and afforded the opportunity to attend school, full-time five days a week. The school will ensure ELLs receive the necessary resources and instruction to address any potential learning loss that may have resulted when schools were closed due to COVID-19. Whether an ELL attends school in-person or remote-only, they will be placed</p>

English Language  
Learners/Multilingual Learners

20. This year G.C.A. hired a second full-time, certified ENL Teacher to continue providing services to English Language Learners.

We utilize the NYC Charter School Center and NYSped Collaborative for school personnel to attend staff development workshops, webinars and information sessions regarding ELL services and practices.

Our school calendar incorporates cultural festivals and performances where students can perform in different languages and learn about the school's diversity.

We continue to provide translation services for all parents and families at meetings, conferences, etc.

in specialized classes. ELL students from Kindergarten through the fourth grade will benefit from co-teaching environments. Each child will be receive instruction from two certified teachers including an ENL instructor. ELL students who attend remote-only classes will receive direct instruction from their classroom teacher via Zoom and daily supplemental support from certified ENL teachers through virtual breakout rooms. The school will continue to engage parents and strengthen partnerships by maintaining regular, ongoing communication with families to ensure they are actively involved in their child's education. Personnel will provide notifications, responses to parent inquiries and technical support in English or Spanish as needed. The school will provide translation and interpretation needs of families to ensure they can support ELLs during remote learning and as they transition back to in-person instruction. Teachers will receive professional development and training on different remote learning strategies and the delivery of teaching techniques for ELLs. The school will monitor the growth and progress of ELLs through assessment data, individual outcomes and teacher feedback. The school will collect student performance data whether submitted in-person or uploaded electronically through Google classrooms. Teachers will develop instructional goals for

		<p>English and Home Language development and differentiate instruction to build language proficiency. Whether ELLs attend school in person or remotely, they will be provided with the necessary units of study as required based on their ENL program and their measured English language proficiency level. The school will continue to utilize technology as a means of teaching ELLs both in person and remotely to ensure consistency, adaptability and successful transitions during periods of unexpected closures or phases of increased in-person learning.</p>
		<p>While we acknowledge the negative impact school closures and the recent health pandemic had on most students, we realize there are certain students who are more vulnerable and face circumstances that make their challenges much more difficult. Students with Disabilities (SWD) were limited by their ability to access services, which are best delivered in person. Children with special needs and Individualized Educational Program (IEP) relied on receiving their services remotely. Though Grand Concourse Academy ensured compliance with mandated services per student's IEP, the unique setting of a remote-only learning environment may not have been best suited to meet student's needs. As we plan to reopen, our school will prioritize the needs of all students, with a special focus on SWD. The school</p>

Our retention rate for SWD was 77% between 2018-19 and 2019-20. This year, with a brand-new facility, G.C.A. utilizes the additional space to accommodate smaller class sizes. There is increased Teacher Assistant support that serve as an additional resource for young students. G.C.A. continues to review early intervention strategies to address students

will hold a series of parent information sessions, which will address the importance of in-person instruction for SWD. The school will coordinate with the New York City Department of Education Office of Pupil Transportation to ensure all eligible SWD receive round-trip bus service. G.C.A. will continue its commitment to accommodating working parents by offering full time in-person, a 5 full day instructional schedule, to both SWD and their siblings. Siblings in other grades will be placed on the General Education side of ICT classes, which will be beneficial to working parents in need of child-care and promote attendance within these classes. Grand Concourse Academy will continue to ensure equitable access to education. Whether a child participates in at-school instruction or a parent requests a remote only environment, SWD will receive the necessary support services per their IEP. The school will adhere to New York State Office of Special Education guidance, provide Free and Public Education (FAPE) in accordance with all health and safety protocols and collaborate with the Committee of Special Education (CSE) members and program providers to offer a variety of settings where our students can best be served. For in-person learning, G.C.A. will have at least one (1) Integrated Co-Teaching Class on each grade from Kindergarten to Grade 8. All Students with Disabilities (SWD)

## Students with Disabilities

with special needs. Guidance services provide social and emotional support for the well-being of all SWDs and those students with special needs. G.C.A. coordinates with the SpEd Collaborative and have G.C.A. staff attend conferences, workshops, trainings and webinars on how to provide the best services for SWDs. G.C.A. appointed a Special Education Coordinator to collaborate with the school, parents and the CSE to ensure all students receive the appropriate mandated services from their IEP.

who are designated for SETSS and Integrated Co-Teaching will be strongly encouraged to attend school five (5) days a week and receive live in-school services. If a parent wishes to enroll their child remotely, the school will provide appropriate accommodations. As an example, children in remote ICT classes will still receive instruction by two teachers. Lessons will be delivered by a certified teacher and supported by a second teacher in each virtual classroom. The school will make every attempt to contract providers who are able to provide live services at our school, and to provide supports for parents of SWD so the child(ren) are able to attend school in person. If “contracted” Related Service Providers (Speech, Occupational Therapy, Physical Therapy, and Counseling) are unable to provide live in-school services, or if a parent requests remote learning, then the school will partner with the CSE, and the agencies of related service providers, to offer mandated services remotely through a zoom or google platform. G.C.A. will continue to maximize parent engagement by communicating with parents via telephone or video conferences, virtual meetings and sending important announcements via email, Jupiter student database or parent messenger service. The school’s Special Education coordinator will contact parents and keep them informed regarding the

		<p>identification, evaluation, educational placement, and the provision of FAPE to their child. The school will continue to document the instruction and services that were provided to each student so that it may be communicated to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services. Data assessments, teacher’s notes and individual outcomes will also to be tracked to monitor each student’s progress toward meeting the annual goals and to evaluate the effectiveness of the student’s special education services. Teachers and service providers will continue to collect data, whether in-person or remotely, and use these data to understand the student’s present levels of academic achievement and functional performance, as well as recording student attendance in person or on a remote platform.</p>
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## Entry 12 Percent of Uncertified Teachers

**Incomplete** Hidden from applicant

### 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

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



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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category B: not to exceed 5	0

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category C: not to exceed 5	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	

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

	FTE Count
Total Category E	

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 13 Organization Chart

**Incomplete** Hidden from applicant

### [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.

## Entry 14 School Calendar

**Completed** Sep 18 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.**

### **[GCACS Student Calendar - Rev 07-28-2020 Bolton](#)**

**Filename:** GCACS Student Calendar Rev 07 28 2020 Bolton.pdf **Size:** 232.3 kB

## Entry 15 Links to Critical Documents on School Website

**Incomplete** Hidden from applicant

## 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: GRAND CONCOURSE ACAD CHARTER SCHOOL**

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**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)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	
9. Link to School Reopening Plan	

**Thank you.**



## **Entry 16 COVID 19 Related Information**

**Completed** Sep 18 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:** GRAND CONCOURSE ACAD 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
	583	451	501

### 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 Participants

															ting Stud ents
	Pea rson enVi sion Mat h	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	
	Pea rson enVi sion Scie nce	✗	✗	✗	✗	✓	✓	✓	✓	✓	✗	✗	✗	✗	
	201 9 NYS Scie nce Exa m	✗	✗	✗	✗	✓	✗	✗	✗	✓	✗	✗	✗	✗	
	Sch ool Cre ate d ELA Fina l bas ed on skill s tau ght	✗	✗	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	
		✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
		✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	

[illegible]

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

**Incomplete** Hidden from applicant

## 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](#).

<p align="center"><b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b></p>
---

Trustee Name:

Arlene Hall Waisburd\_

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

\_\_\_ Grand Concourse Academy Charter School\_\_\_\_\_

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

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

\_\_ **Yes**\_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.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

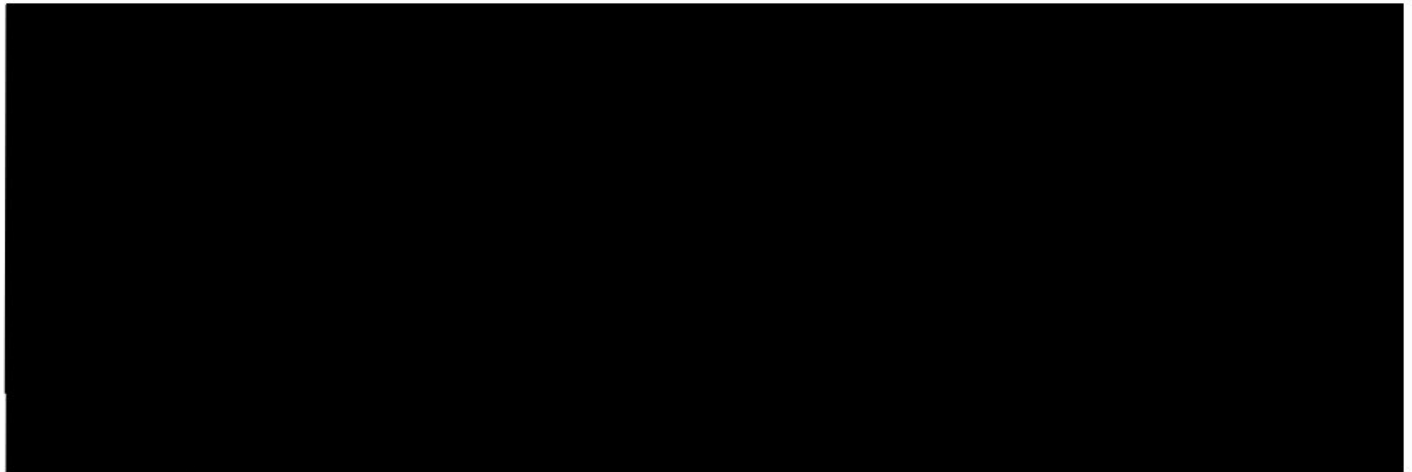
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

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

..c.AHW. \_\_\_\_\_  
Signature

6-14-2020 \_\_\_\_\_  
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 Charter School  
Education Corporation Trustee**

Trustee Name:

Howard Banker

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

Grand Concourse Academy Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). J1Z1S HL:1Jz.

2. Is the trustee an employee of any school operated by the Education Corporation? \_\_\_ Yes  
1/2 No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
\_\_\_ Yes...k No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
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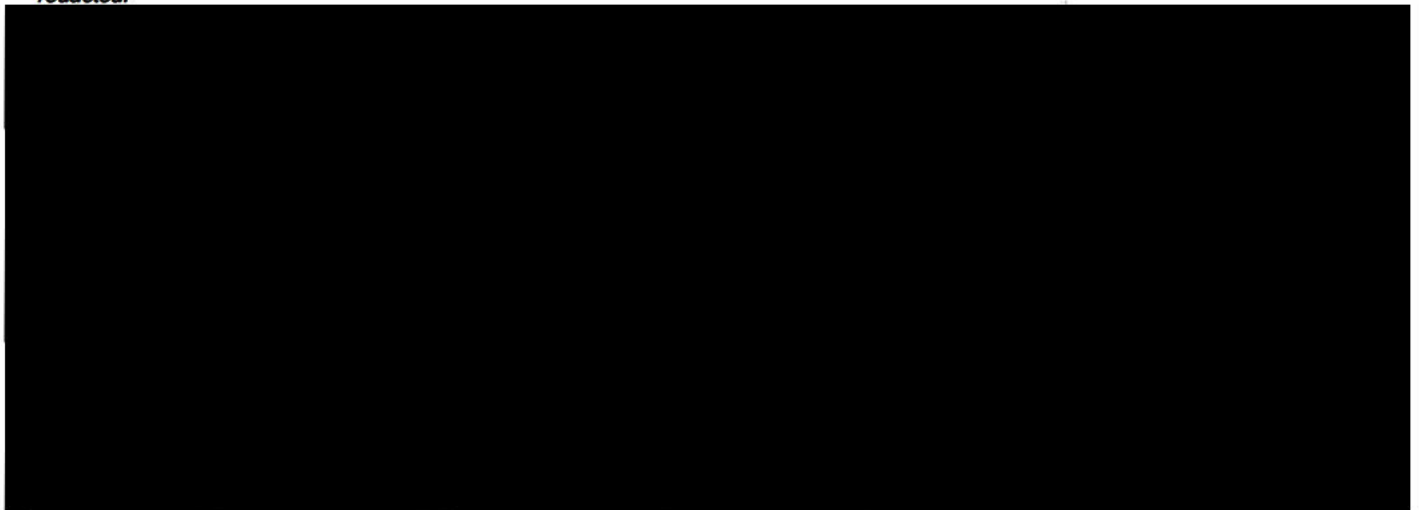
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

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 Charter School  
Education Corporation Trustee**

**Trustee Name:**

**Jennifer (Jaye) Fox**

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

**Grand Concourse Academy Charter School**

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

Board member

2. Is the trustee an employee of any school operated by the Education Corporation? ☐ Yes ☒ No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

☐ Yes ☒ No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
none	none	none	none

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

Organization conducting business with 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				

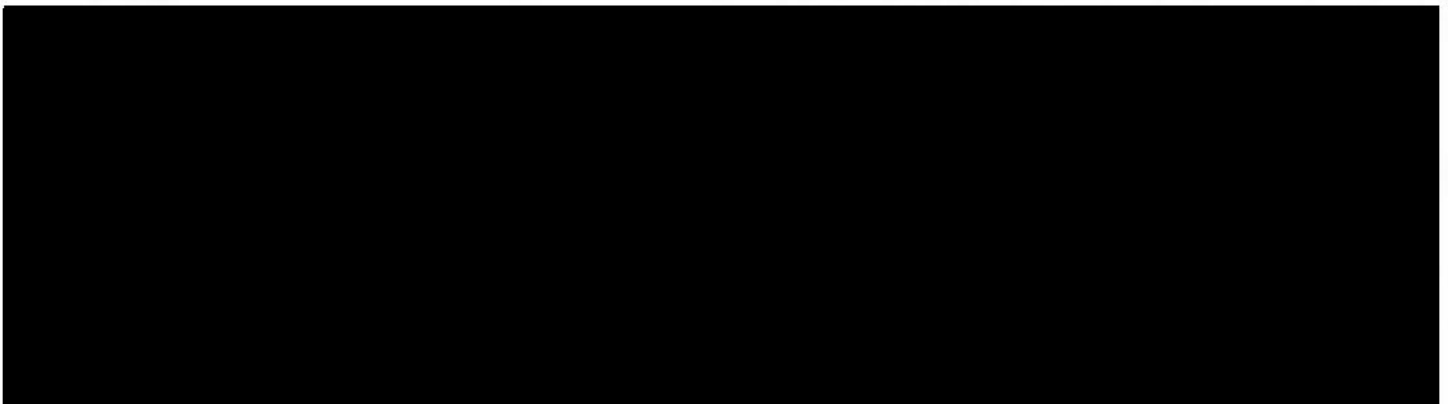


6/15/2020

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.*







# Charter Schools Institute

The State University of New York

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: \_\_\_\_\_

DATE RECEIVED: \_\_\_\_\_

## DISCLOSURE OF FINANCIAL INTEREST BY A NOT-FOR-PROFIT CHARTER SCHOOL EDUCATION CORPORATION TRUSTEE

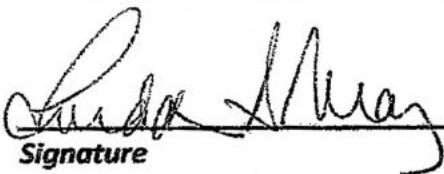
- Name of education corporation: (y'N'>C; C-n LG, JS" Academy
- Trustee's name (print): b, j, w' C' - x(1, m, f, l, l, a, c, -----
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): 5-f t l, : - e, : y :
- Home address: 7-7;-KnJo, ...g AA.rJl?,e': £tr. \oeJl. 1W½ ID5iJl
- Business Address: \icil Lw\o, c,l,l,:C LML1 /VU I DD,.)
- Daytime phone: J-1J,.-1?:7.)-
- E-mail: h\_v6[L.'S 1(VYM).e1 :) {\ } ( ? - , L
- Is Trustee an employee of the el t i o n corporation? -- Yes. 00. If you checked yes, please provide a description of the position you hold, your salary and your start date.
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
Please write "None" if applicable. Do not leave this space blank.			



10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 - June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
Nil				

  
Signature

6/15/20  
Date

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

Trustee Name:

LUCIA MARIANI

Name of Charter School Education Corporation (for an unmerged school, this is the

!!!!!!  
(b-pJ+tJb. Q. fY iU) U P. 5. l.: - 1/1 b. td'J{y

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

6-0kRIY M n/b R.

2. Is the trustee an employee of any school operated by the Education Corporation? \_\_ Yes  
\_\_ No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

\_\_ Yes \_\_ No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

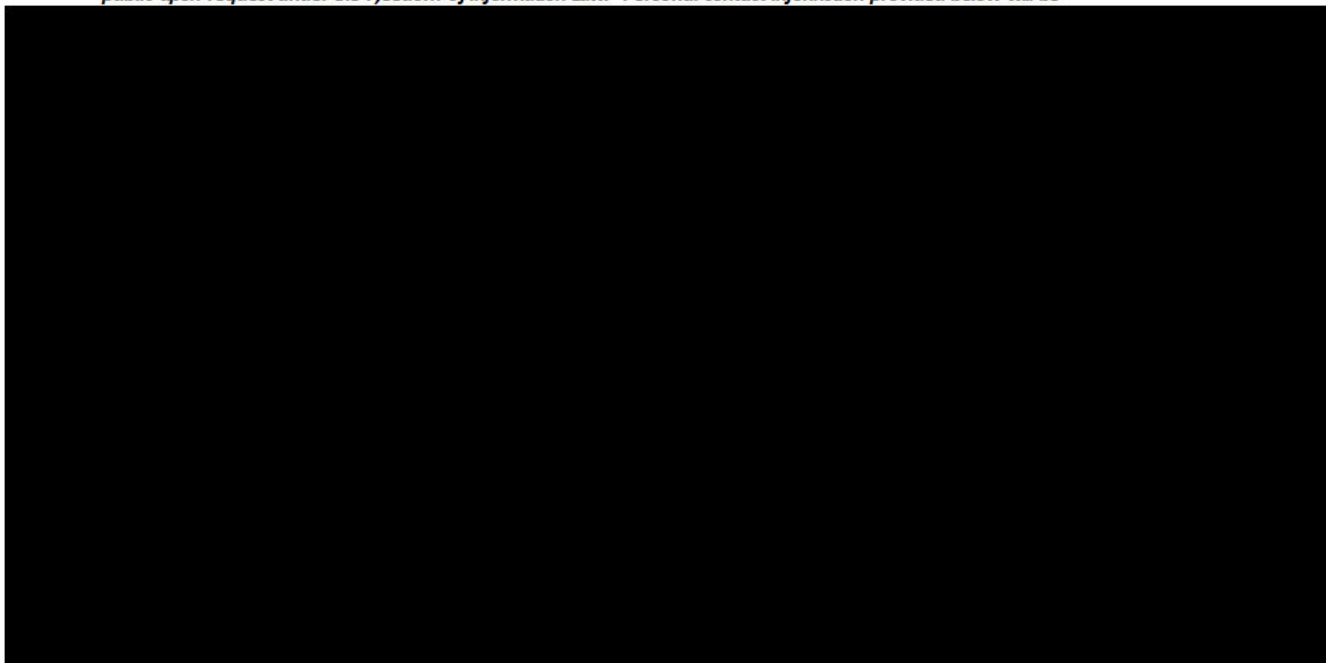
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest

Jucia Mariani  
Signature

6/15/20  
Date

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





<b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b>
---

**Trustee Name:**  
**Richard P Conley**

---

**Name of Charter School Education Corporation (for an unmerged school, this is the  
Charter School Name):**  
**Grand Concourse Academy Charter School**

---

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

2. Is the trustee an employee of any school operated by the Education Corporation? \_\_ **Yes**  
\_\_ **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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
\_\_ **Yes** \_\_ **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.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

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

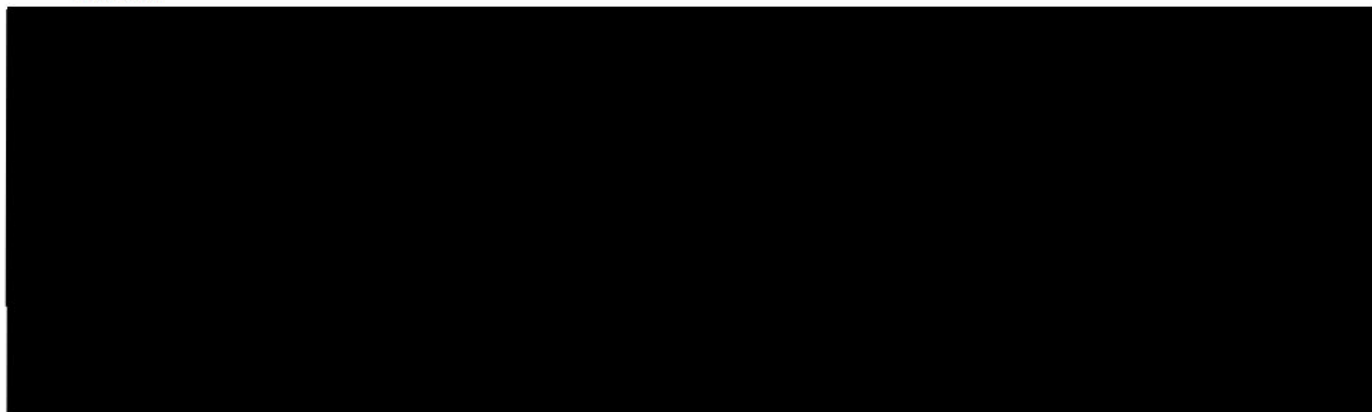
*Richard Only*

June 15, 2020

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.*



<p align="center"><b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b></p>
---

**Trustee Name:**

**Veronica A. DeJesus**

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

**Grand Concourse Academy Charter School ( GCA)**

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None

2. Is the trustee an employee of any school operated by the Education Corporation?      **Yes**  
   **( \_ No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

     **Yes \_ 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.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust,

non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

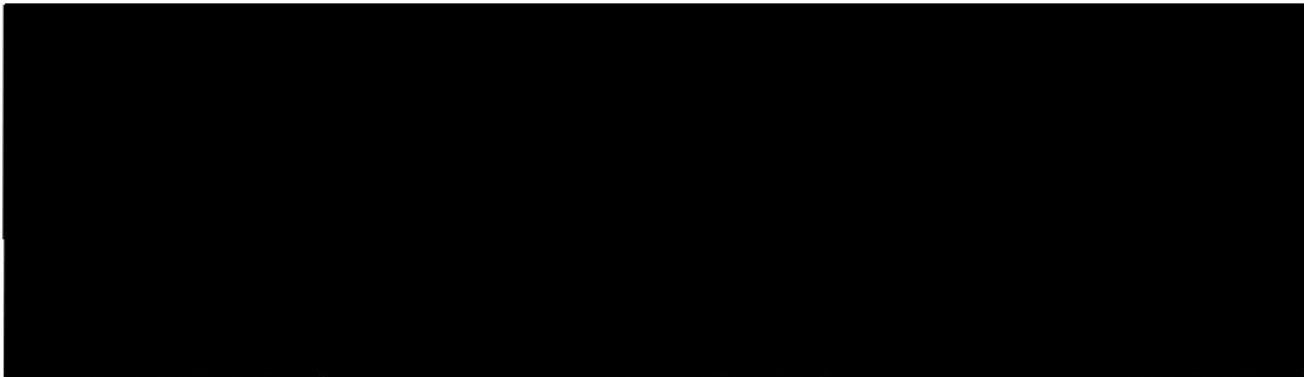
Veronica De Jesus

June 15.2020

Signature

Date

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







# GRAND CONCOURSE ACADEMY CHARTER SCHOOL

*Ira K. Victor, Executive Director*

625 Bolton Avenue, Bronx, NY 10473

Tel: 718-684-6505 / Fax: 332-777-2989 / Web: [www.gcacs.org](http://www.gcacs.org)

## 2020 – 2021 STUDENT CALENDAR

September 10 <sup>th</sup>	Thursday	Open House – AM Session - K <sup>gn</sup> Parents
September 11 <sup>th</sup>	Friday	Open House – PM Session - New 1 <sup>st</sup> through 8 <sup>th</sup> Grade Parents
<b>September 14<sup>th</sup></b>	<b>Monday</b>	<b>First Day of School for all Students</b>
<i>September 28<sup>th</sup></i>	<i>Monday</i>	<i>School Closed – Yom Kippur</i>
<i>October 12<sup>th</sup></i>	<i>Monday</i>	<i>School Closed – Columbus Day</i>
<b>November 2<sup>nd</sup>*</b>	<b>Monday</b>	<b>Half Day – Staff Development</b>
<i>November 11<sup>th</sup></i>	<i>Wednesday</i>	<i>School Closed – Veteran's Day Observed</i>
<b>November 19<sup>th</sup>*</b>	<b>Thursday</b>	<b>HALF DAY – 11:30 AM-12:30 PM Staff Development</b> <b>1:00-3:30 PM - 1<sup>st</sup> Session PARENT/TEACHER CONFERENCE</b> <b>5:00-7:30 PM – 2<sup>nd</sup> Session PARENT/TEACHER CONFERENCE</b>
<b>November 25<sup>th</sup>*</b>	<b>Wednesday</b>	<b>Half Day – Staff Development</b>
<i>November 26<sup>th</sup></i>	<i>Thursday and</i>	<i>School Closed – Thanksgiving Weekend</i>
<i>November 27<sup>th</sup></i>	<i>Friday</i>	<i>Students return on Monday, November 30<sup>th</sup></i>
<b>December 23<sup>TH</sup></b>	<b>Wednesday</b>	<b>Half Day – Staff Development</b>
<i>December 24<sup>th</sup></i>	<i>Thursday thru</i>	<i>School Closed – Winter Recess</i>
<i>January 1<sup>st</sup></i>	<i>Friday</i>	<i>Students return on Monday, January 4<sup>th</sup></i>
<b>January 15<sup>th</sup>*</b>	<b>Friday</b>	<b>Half Day – Staff Development</b>
<i>January 18<sup>th</sup></i>	<i>Monday</i>	<i>School Closed – Martin Luther King, Jr. Day</i>
<b>February 12<sup>th</sup>*</b>	<b>Friday</b>	<b>Half Day – Staff Development</b>
<i>February 15<sup>th</sup></i>	<i>Monday thru</i>	<i>School Closed – Mid-Winter Recess</i>
<i>February 19<sup>th</sup></i>	<i>Friday</i>	<i>Student's Return on Monday, February 22<sup>nd</sup></i>
<b>March 1<sup>st</sup>*</b>	<b>Monday</b>	<b>Half Day – Staff Development</b>
<b>March 11<sup>th</sup></b>	<b>Thursday</b>	<b>HALF DAY – 11:30 AM - 12:30 PM Staff Development</b> <b>1:00-3:30 PM - 1<sup>st</sup> Session PARENT/TEACHER CONFERENCE</b> <b>5:00-7:30 PM – 2<sup>nd</sup> Session PARENT/TEACHER CONFERENCE</b>
<b>March 26<sup>th</sup>*</b>	<b>Friday</b>	<b>Half Day – Staff Development</b>
<i>March 29<sup>th</sup></i>	<i>Monday thru</i>	<i>School Closed – Spring Recess</i>
<i>April 2<sup>nd</sup></i>	<i>Friday</i>	<i>Students return on Monday, April 5<sup>th</sup></i>
<i>April 20<sup>th</sup></i>	<i>Tuesday thru</i>	<i>NY State English Language Arts (ELA) Test</i>
<i>April 22<sup>nd</sup></i>	<i>Thursday</i>	
<i>May 4<sup>th</sup></i>	<i>Tuesday thru</i>	<i>NY State Math Test</i>
<i>May 6<sup>th</sup></i>	<i>Thursday</i>	
<i>May 25<sup>th</sup></i>	<i>Tuesday thru</i>	<i>NY State Science Test – 4<sup>th</sup> and 8<sup>th</sup> Grades Only</i>
<i>June 7<sup>th</sup></i>	<i>Monday</i>	
<i>May 31<sup>st</sup>*</i>	<i>Monday</i>	<i>School Closed – Memorial Day</i>
<b>June 24<sup>th</sup>*</b>	<b>Thursday</b>	<b>Last Day of School – HALF DAY</b> <b>FINAL REPORT CARDS</b>





# FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION  
9 METROTECH CENTER 3RD FLOOR - BROOKLYN, N.Y. 11201-3857



TA NEW YORK CITY BA LLC  
3000 OLYMPUS BLVD  
  
SANTA MONICA, CA 9040400

BLDGS DEPT APPL. NO: 220612754  
ACCOUNT NUMBER: 39233051  
DATE OF APPROVAL: 08/28/19  
DATE OF INSPECTION: 08/21/19  
INSPECTOR NAME: H. NAZAR  
PLAN NUMBER:  
FLOOR(S) INSPECTED: FLS: 1-3,RF

PREMISES	BOROUGH
625 BOLTON AVE	BRONX

## LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

☐ SELF CERTIFICATION ☒ INSPECTION ☐ PROFESSIONAL CERTIFICATION  
GROUP E(EDU.,LO-RI,SPK)FAS\*\*\*\*\*29 NYC Admin. Code § FC 104.2  
MAN / SSC / SPK / COC\*\*\*\*\*  
CO DETECTION SYSTEM\*\*\*\*\*  
POST-FIRE SMOKE PURGE SYSTEM\*\*\*\*\*  
RRM, SYRACUSE/NY\*\*\*\*\*  
\*\*\*\*\*

Sincerely,

Chief of Fire Prevention  
City of New York

39233051 3

08/29/19

57494.4

# Certificate of Occupancy

CO Number:

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

<b>A.</b>	<b>Borough:</b> Bronx	<b>Block Number:</b>	<b>Certificate Type:</b> Final
	<b>Address:</b> 625 BOLTON AVENUE	<b>Lot Number(s):</b>	<b>Effective Date:</b> 02/06/2020
	<b>Building Identification Number (BIN):</b>	<b>Building Type:</b> New	
<b>This building is subject to this Building Code:</b>			
<i>For zoning lot metes &amp; bounds, please see BISWeb.</i>			
<b>B.</b>	<b>Construction classification:</b>	(2014/2008 Code)	
	<b>Building Occupancy Group classification:</b>	(2014/2008 Code)	
	<b>Multiple Dwelling Law Classification:</b>	None	
	<b>No. of stories:</b>	<b>Height in feet:</b>	<b>No. of dwelling units:</b> 0
<b>C.</b>	<b>Fire Protection Equipment:</b> Standpipe system, Fire alarm system, Sprinkler system		
<b>D.</b>	<b>Type and number of open spaces:</b> Parking spaces (6), Parking (6400 square feet)		
<b>E.</b>	<b>This Certificate is issued with the following legal limitations:</b> None		
<b>Borough Comments:</b> None			



Borough Commissioner



Commissioner



# Certificate of Occupancy

CO Number:



## Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
THESE PREMISES HAVE BEEN DECLARED TO BE SUBJECT TO THE PROVISIONS OF SECTION 12-10 ZONING RESOLUTION AS TO ZONING LOT OWNERSHIP, ZONING EX-HIBITS I AND III FILED AND RECORDED WITH COUNTY CLERK'S OFFICE UNDER CRFN # 2017000315922 AND 2017000315923.						
END OF SECTION						

Borough Commissioner

Commissioner

END OF DOCUMENT