

# Application: Growing Up Green Charter School

Roseanne Byrum - byrum@gugcs.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 2 2021

### Instructions

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

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

## Entry 1 School Information and Cover Page

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

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

## BASIC INFORMATION

### **a. SCHOOL NAME**

(Select name from the drop down menu)

GROWING UP GREEN CHARTER SCHOOL 343000860952

**a1. Popular School Name**

Growing Up Green Charter School

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

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

NEW YORK CITY CHANCELLOR OF EDUCATION

**c. DISTRICT / CSD OF LOCATION**

CSD #30 - QUEENS

**d. DATE OF INITIAL CHARTER**

1/2009

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2009

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

MISSION STATEMENT

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

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

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

KDE 1	<p>Responsive Classroom and Developmental Design Principles:</p> <p>Responsive Classroom and its companion social curriculum in the middle school, Developmental Designs, are fundamental and centralizing forces within the school community, and our students and staff are immersed in its tenets during all aspects of the school day. At the core of Responsive Classroom and Developmental Designs are the beliefs that children learn at their best when attention is paid to building their social and emotional competencies. GUGCS’ schoolwide Responsive Classroom approach in the elementary school has established the framework for creating an environment that supports our children’s social and emotional growth and empowers them to be active participants in their own learning and the learning of their peers. It accomplishes this by creating a classroom and school-wide environment with routines and universal expectations. Developmental Designs structures recognize the need for young adolescents to have autonomy, feel competent, be connected, have a voice, feel</p>
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	<p>empowered, have fun, build relationships and feel safe. Just as with Responsive Classroom, our Developmental Designs approach in the middle school involves comprehensive classroom and school-wide practices that integrate social and academic learning.</p>
KDE 2	<p><b>Mornings Meeting and Circle of Power and Respect:</b> The day begins in both our elementary school and middle school with a community-building tool aligned with the Responsive Classroom and Development Design Principles. These practices result in a safe and inclusive environment with engaged students where teaching and learning are strengthened. In the elementary school, the day begins with a morning meeting in all classrooms. The four components of morning meeting are a greeting, an activity, a share, and news/announcements. Morning meeting is an excellent tool to build community in classrooms, to informally assess skills in student games and activities, and to gauge the emotional state of the class before the academic day begins.</p> <p>In the middle school, students begin the day by engaging in a Circle of Power and Respect (“CPR”) two days per week in each Advisory. This meeting time sets the tone for the rest of the day for each student and the larger community as well. CPR is time for students to build relationships with their advisor and other students. In this community building period, the Advisory greets each other, shares news, and allows students and teachers to get to know each other better.</p>
KDE 3	<p><b>Incorporating Green in the School and Curriculum:</b> Promoting a green culture and an understanding of sustainability are important components of our school’s mission. First and foremost, ‘green’ is a mindset. It is an internalization of a sustainable way of life, one in which community members are responsible for what they consume and the waste produced. It is an awareness of where goods and products come from, with an emphasis on the</p>



importance of local, organic production. These principles guide the social curriculum of GUGCS. Morning meeting, Circle of Power and Respect, snack, class meetings, school wide functions, Science, ED Time and Social Studies all embody a 'green,' holistic approach to living. There are also physical aspects of GUGCS that are "green." Teachers are well versed and aware of sustainability principles relevant to class discussions. Read-alouds and writing projects often focus on tenants of responsibility within a community. In classrooms, resources and supplies are shared so that students learn empathy and the value of working in groups. Individual needs are stressed, because in order to be a contributing member of a community, students need to first take care of themselves. Students are individually responsible for homework completion nightly, as well as the maintenance of personal reading logs and journals. Work is paramount at GUGCS and for no reason will students be able to leave assignments incomplete or below standard. Green is certainly an environmental mindset, but it is also a greater understanding of self-awareness and of accountability.

KDE 4

**Student-Centered and Data-Driven Instruction:** GUGCS' approach to instruction is both student centered and data-driven. We expect teachers to be using assessment and data as part of their lesson planning and instructional process. In its first charter term, GUGCS successfully created a data-driven culture to support our underlying student-centered instructional philosophy. Teachers know that as a school community we view data as a foundation for talking about students' needs in a rigorous way, and that better instructional planning is the goal of incorporating data in our thinking. Our data-driven approach ensures that our student's learning needs are met and that they will ultimately achieve the school's rigorous performance standards.

While in the elementary school, the workshop model is the primary instructional approach used

by teachers, middle school teachers use multiple instructional modalities to deliver lessons based on their assessment of the most effective path toward student understanding. The commonality among all methods is that data is informing how instruction is adjusted and delivered in order to maximize learning. The instructional methodologies that are chosen will engage students in their own learning to the greatest degree. Our instructional methods serve to develop active, independent learners and highly critical thinkers by engaging students in the top levels of thinking in Bloom's Taxonomy.

KDE 5

**Response to Intervention:**  
Since it opened, GUGCS has had a strong Response to Intervention (RtI) process in place. From the start, there has existed a process for teachers to identify struggling students through data and classroom observations and to present a student case-study to a group of colleagues at the Successful Student Committee (SSC). The GUGCS' RtI process is upheld by a robust support staff in both the elementary and middle school including learning specialists, intervention teachers, school counselors, a behavior coordinator, and ELL specialists. The RtI process will continue to be an important force in the new charter term to respond to the needs of struggling students.

KDE 6

**A Robust Special Education Program:**  
GUGCS has had success in recruiting and retaining students with disabilities and is on par with CSD 30. This is due, in part, to our comprehensive special education program which includes at least one Integrated Co-Teaching Classroom (ICT) on each grade, K through 5th, and one or two ICT classes per subject area (ELA, Math, Science, and Social Studies) in grades 6-8. We also have robust special education staffing model which includes a Director of Support Services and Intervention in both the elementary and middle school and a Learning Specialist Coordinator in the elementary school. There are also 4 learning specialists (certified special education teachers) and a speech

	and language therapist in the elementary school and 2 learning specialists in the middle school. The Support Services team in each school is supported by social work and counseling staff, including the Behavior and Student Life Coordinator and Dean of Students in the elementary school and a Dean of Students and Behavior at the middle school.
KDE 7	<p><b>Middle School Advisory:</b></p> <p>A unique element of our middle school curriculum is Advisory. Every morning, students meet in small cohorts of approximately 15 students to participate in advisory periods. These advisory periods are facilitated by an advisory mentor, who is a member of the GUGCS staff. The advisory mentor's role in a student's academic life is one that specifically builds the kind of trust and adult connection that have been identified as key traits of responsive and high functioning middle schools. The Advisory Periods are an important component of our school mission as we provide emotional and social skills support in addition to strong academic classes. Advisory periods provide students formal opportunities to focus with the advisory mentor and peers on (1) social and emotional development; (2) character education and leadership and (3) their transition from elementary school to middle school (6th grade) and the transition from middle to high school (7th/8th grades).</p>
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

#### Need additional space for variables

No

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

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

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

819

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

808

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

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

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

No

## FACILITIES INFORMATION

## m. FACILITIES

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

	Yes, 2 sites
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### School Site 1 (Primary)

## m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	39-27 28th St. Long Island City, NY 11101	(347)642-4306	NYC CSD 30	K-5	No

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	347-642-4306		<a href="mailto:greenberg@guqcs.org">greenberg@guqcs.org</a>
Operational Leader	Massomeh Spahr	347-642-4306		<a href="mailto:spahr@guqcs.org">spahr@guqcs.org</a>
Compliance Contact	Angela Shih	347-642-4306		<a href="mailto:shih@guqcs.org">shih@guqcs.org</a>
Complaint Contact	Aris Colgan	347-642-4306		<a href="mailto:colgan@guqcs.org">colgan@guqcs.org</a>
DASA Coordinator	Jennifer Thomas	347-642-4306		<a href="mailto:jthomas@guqcs.org">jthomas@guqcs.org</a>
Phone Contact for After Hours Emergencies	Matthew Greenberg	347-642-4306		<a href="mailto:greenberg@guqcs.org">greenberg@guqcs.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, 2021.**

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

[Certificate of Occupancy - GUG I ES.pdf](#)

**Filename:** Certificate of Occupancy - GUG I ES.pdf **Size:** 208.9 kB

## Site 1 Fire Inspection Report

[2020-2021 Fire Inspection Report - GUG I ES.pdf](#)

**Filename:** 2020-2021 Fire Inspection Report - GUG I ES.pdf **Size:** 199.9 kB

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### School Site 2

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#### m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	36-49 11th St. Long Island City, NY 11101	(347)642-4306	NYC CSD 30	6-8	Yes, 6-8

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	347-642-4306		<a href="mailto:greenberg@guqcs.org">greenberg@guqcs.org</a>
Operational Leader	Massomeh Spahr	347-642-4306		<a href="mailto:spahr@guqcs.org">spahr@guqcs.org</a>
Compliance Contact	Roseanne Byrum	347-642-4306		<a href="mailto:byrum@guqcs.org">byrum@guqcs.org</a>
Complaint Contact	Jennifer Slutak	347-642-4306		<a href="mailto:slutak@guqcs.org">slutak@guqcs.org</a>
DASA Coordinator	Jennifer Thomas	347-642-4306		<a href="mailto:jthomas@guqcs.org">jthomas@guqcs.org</a>
Phone Contact for After Hours Emergencies	Matthew Greenberg	347-642-4306		<a href="mailto:greenberg@guqcs.org">greenberg@guqcs.org</a>

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

Private Space

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

**m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .**

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

**Site 2 Certificate of Occupancy (COO)**

[Certificate of Occupancy - GUG I MS.pdf](#)

**Filename:** Certificate of Occupancy - GUG I MS.pdf **Size:** 180.8 kB



## Site 2 Fire Inspection Report

[2020-2021 Fire Inspection Report - GUG I MS.pdf](#)

**Filename:** 2020-2021 Fire Inspection Report - GUG I MS.pdf **Size:** 190.6 kB

### CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

Yes

### n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in design or educational program	Non-material revision to add 12:1:1 elementary classroom to better serve needs of our school community.	10/20/2020	
2				
3				
4				
5				

**More revisions to add?**

No

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

Yes

## ATTESTATIONS

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

Name	Roseanne Byrum
Position	Assessment Coordinator
Phone/Extension	347-642-4306
Email	<a href="mailto:byrum@guacs.org">byrum@guacs.org</a>

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

### Responses Selected:

Yes

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

### Responses Selected:

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is stylized and cursive, appearing to read 'Matthew' followed by a long horizontal flourish.

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

A handwritten signature in black ink on a light gray background. The signature is cursive and reads 'Kathryn Livingston'.

**Date**

Jul 31 2021

**Thank you.**



## **Entry 3 Progress Toward Goals**

**Completed** Oct 28 2021

**Instructions**

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

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

## **Entry 3 Progress Toward Goals**

### **PROGRESS TOWARD CHARTER GOALS**

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

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

#### **1. ACADEMIC STUDENT PERFORMANCE GOALS**

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

#### **2020-2021 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take
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		of Goal		to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State ELA examination.	New York State Testing Program	Unable to Assess	Unable to fully assess this goal because only 75 students at our school across all grades 3-8 took the ELA State Exams this year.
Academic Goal 2	Each year, the school's Aggregate Performance Index on the NYS ELA exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system.	New York State Education Department Report Card	Unable to Assess	Unable to fully assess this goal because the 2020-21 NYSED Report Card was not released by the time this report was due. In addition, only 75 of our school's students took the NYS ELA exam across all grades 3-8 in 2021.
		FastBridge Learning - aReading assessment		Moving forward, the school will continue to build digital literacy skills with students

Academic Goal 3	Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the FastBridge Reading test.	Overall, 58.19% of GUGCS students who were enrolled for at least 2 years performed at or above grade level on the FastBridge aReading assessment in Spring 2021. While we did not reach this goal, we did make progress towards it. When the FastBridge aReading assessment was last administered across all grades in Spring 2019, 57.90% of students in Grades 1-8 who were enrolled in GUGCS for at least 2 BEDS dates performed at or above grade level.	Not Met	<p>so they are more familiar with CBT. It was also difficult to support students remotely with any technical issues they encountered, so we will be sure to administer this assessment in person moving forward.</p> <p>In addition, when we return to in-person learning, we will be able to provide more targeted instruction to students with more hours of student-teacher interactions throughout the day.</p>
	Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at	<p>Pioneer Valley</p> <p>This year, we administered the Pioneer Valley Online Reading Assessment remotely in lieu of Fountas and Pinnell Benchmark</p>		Moving forward, teachers will have a daily guided reading (in K-3) or book club (in 3-5) block to provide targeted intervention. We will also have more teacher development around planning and executing strategic guided reading and book club lessons. This

Academic Goal 4	least two consecutive BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.	Assessment System in order to maintain the validity of the F&P test. 40% of students that have been enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level on this assessment.	Not Met	year was difficult to provide targeted reading intervention at student instructional level due to scheduling, technology and access to high quality books online. We are hopeful that when we return to the school building, high level instruction will continue and we will be on track with meeting this goal.
Academic Goal 5	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination.	New York State Testing Program	Unable to Assess	Unable to fully assess this goal because only 67 students across all grades 3-8 at our school took the Math State Exams this year.
	Each year, the			Unable to fully assess this goal because the 2020-

Academic Goal 6	school's aggregate Performance Index on the NYS Math exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system.	New York State Education Department Report Card	Unable to Assess	21 NYSED Report Card was not released by the time this report was due. In addition, only 67 of our school's students took the NYS Math exam across all grades 3-8 in 2021.
Academic Goal 7	Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the FastBridge Math test.	FastBridge Learning - aMath assessment  Overall, 49.54% of GUGCS students who were enrolled for at least 2 years performed at or above grade level on the FastBridge aMath assessment in Spring 2021.	Not Met	Moving forward, the school will continue to build digital literacy skills with students so they are more familiar with CBT. It was also difficult to support students remotely with any technical issues they encountered. It was also hard to monitor if students were taking the time to work out problems on scrap paper when necessary. Therefore, we will be sure to administer this assessment in person moving forward.  In addition, when we return to in-person learning, we will be able to provide more targeted



				<p>instruction to students with more hours of student-teacher interactions throughout the day.</p> <p>At the middle school, we will also be using the DESMOS curriculum and framework to provide more targeted support to students.</p>
Academic Goal 8	<p>Each year, 50% of all Grade 8 students who took integrated Algebra in Grade 8 and were enrolled in GUGCS for at least two consecutive BEDS dates, will pass the Integrated Algebra I New York State Regents Exam with at least a score of 70%.</p>	New York State Regents Exam - Algebra I	Unable to Assess	<p>Unable to fully assess this goal because only 5 8th grade students at our school took the Algebra I Regents Exam in the 2020-21 school year, while all 8th graders were enrolled in the Algebra I Regents course.</p>
Academic Goal 9	<p>Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders', who have been enrolled at the school on</p>	<p>4th Grade - New York State Testing Program</p> <p>8th Grade - New York State Regents</p>	Unable to Assess	<p>Unable to fully assess this goal because only 15 students took the 4th State Science examination. None of our 8th grade students took the 8th State Science examination because they all</p>

	BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Science examination.	Exam - Living Environment		were enrolled in the Living Environment Regents course and only 7 took the NY State Living Environment Regents exam.
Academic Goal 10	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS ELA exam will be greater than the percent of all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	New York State Testing Program	Unable to Assess	Unable to fully assess this goal because only 75 students at our school across all grades 3-8 took the ELA State Exams this year.

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

Yes

## 2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal
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		of Goal		Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS Math exam will be greater than the percent all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	New York State Testing Program	Unable to Assess	Unable to fully assess this goal because only 67 students across all grades 3-8 at our school took the Math State Exams this year.
	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam			Unable to fully assess this goal because only 75

Academic Goal 12	and 75% at or above Level 3 on the current year's NYS ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS ELA exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	New York State Testing Program	Unable to Assess	students at our school across all grades 3-8 took the ELA State Exams this year.
Academic Goal 13	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's FastBridge Reading exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's	FastBridge Learning - aReading assessment	Unable to Assess	Unable to fully assess because there is no comparative data. Less than half of our 3rd-8th students took the aReading assessment during the 2019-2020 school year due to school closure.

	FastBridge Reading exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.			
Academic Goal 14	Each grade level of students (K-5) who remained in the school for the entire year will show at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June of each school year.	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>Students in 1st-3rd grade met this goal this year.</p>	Met	
	Each grade level of	Fountas and Pinnell Benchmark Assessment System		<p>In K, we will focus on having targeted Guided Reading groups to support application of foundational reading skills (e.g. decoding strategies) and have more time with students to provide support with sight word practice. In 4th and 5th grades, Read180 intervention will be provided to students that are 2 or more levels</p>

Academic Goal 15	<p>students (K-5) who remained in the school for the entire year will show at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June of each school year.</p>	<p>Students in Kindergarten, 4th, and 5th grades did not meet this goal this year.</p> <p>In K, students grew an average of 2.2 levels; in 4th, students grew an average of 2.29 levels; in 5th, students grew an average of 2.65 levels.</p>	Not Met	<p>below grade level. As a school, we will be have daily guided reading/book club blocks during which teachers can focus on helping students with their independent reading skills. We will also provide training for teachers to help them plan and execute these reading lessons effectively.</p> <p>We will also be doing a baseline assessment of all students in the fall to start reading intervention as soon as possible (K will start with letter names and sounds, everyone else will complete F&amp;P reading assessments).</p>
	<p>Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap</p>			

Academic Goal 16	<p>between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.</p>	New York State Testing Program	Unable to Assess	<p>Unable to fully assess this goal because only 67 students across all grades 3-8 at our school took the Math State Exams this year.</p>
Academic Goal 17	<p>Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's FastBridge Math exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score</p>	FastBridge Learning - aMath assessment	Unable to Assess	<p>Unable to fully assess because less than half of our 3rd-8th students took the aMath assessment during the 2019-2020 school year</p>

	of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.			due to school closure.
Academic Goal 18	Each year, the school will make AYP in Math, ELA and Science and will be deemed in "Good Standing" on its NYSED Report Card.	New York State Education Department Report Card	Unable to Assess	Unable to fully assess because 2020-21 NYSED Report Card was not released at the time this report is due. GUGCS reached this goal on the 2019-20 NYSED Report Card.
Academic Goal 19				
Academic Goal 20				

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

No



#### 4. ORGANIZATION GOALS

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

##### 2020-2021 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95%.	This will be measured by the school and reported data from an attendance tracking system such as ATS. The figure will be calculated by: sum of the total number of days absent for each child in the school total number of possible school days times (total number of students).	Met	Attendance was at 97% this year.
	Each year, 95% of all students enrolled on the last	Enrollment		We have had some families discharge because they

Org Goal 2	day of the school year will return the following September.	Information	Met	moved out of state because of the pandemic.
Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act.	Board Policies and Meetings	Met	
Org Goal 4	Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English	Enrollment and Retention Marketing	Met	

	language learners, and students who are eligible applicants for the free and reduced price lunch program.			
Org Goal 5	Per the charter agreement, each year, student enrollment will be at or within 15% below full enrollment as delineated in the approved renewal application. This will be measured each year by an analysis of student enrollment figures in ATS.	Enrollment Information	Met	1% below target enrollment
Org Goal 6	Each year, the School will make progress towards meeting or surpassing the New York City averages in positive student, parent, and teacher responses in all areas of the survey including rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties,	NYC School Survey	Unable to Assess	No data is available at the time of this submission.

	and trust.			
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

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

No

#### 6. FINANCIAL GOALS

##### 2020-2021 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
	Each year, the			

Financial Goal 1	School will undergo an independent financial audit that will result in an unqualified opinion and no major findings. A finding is "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.	Independent Financial Audit Findings	Met	
Financial Goal 2	Each year, the School will operate on a balanced budget and maintain a stable cash flow. A budget will be considered "balanced" if revenues equal or exceed expenditures.	Monthly and weekly financial statements are prepared, analyzed by the Director of Finance & Personnel and then distributed to the school admin and board of directors	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

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

No

Thank you.

## Entry 4 - Audited Financial Statements

Completed Oct 28 2021

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

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

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

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

### **Growing Up Green Charter FST**

**Filename:** Growing Up Green Charter FST.pdf **Size:** 247.2 kB

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

Completed Oct 28 2021

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

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

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

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

### **GUG I DOE Audited Annual Financial FY21**

**Filename:** GUG I DOE Audited Annual Financial FY21.XLSX **Size:** 65.3 kB

## Entry 4c - Additional Financial Documents

Completed Oct 29 2021

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

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

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

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

### **2020-2021 GUG I Entry 4c**

**Filename:** 2020 2021 GUG I Entry 4c.pdf **Size:** 463.7 kB

## **Entry 4d - Financial Services Contact Information**

Completed Aug 2 2021

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

## **Form for "Financial Services Contact Information"**

### **1. School Based Fiscal Contact Information**

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Anita Amoh		

## 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Gus Saliba	[REDACTED]	[REDACTED]	6

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	Charter School Business Management	Karen Daniels	237 West 35th St., Suite 301, New York, NY 10001	[REDACTED]	[REDACTED]	12

## Entry 5 - Fiscal Year 2021-2022 Budget

**Completed** Aug 2 2021

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

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

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

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

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

**Filename:** GUG I Budget for SED Annual Report Gmjrpzh.xlsx **Size:** 76.4 kB

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

**Completed** Aug 2 2021



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

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

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

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

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

### **Laura Meyers GUGCS BOT Financial Disclosure 2020-21**

**Filename:** GUG I Only Laura Meyers GUGCS BOT 26ljsOp.pdf **Size:** 129.9 kB

### **Jeff Mueller - GUGCS BOT Financial Disclosure 2020-21**

**Filename:** Jeff Mueller GUGCS BOT Financial knPFWC0.pdf **Size:** 225.2 kB

### **Kathryn Klingenstein - GUGCS BOT Financial Disclosure 2020-21**

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

### **Kelly Russotti - GUGCS BOT Financial Disclosure 2020-21**

**Filename:** Kelly Russotti GUGCS BOT Financia 0POeME3.pdf **Size:** 224.9 kB

### **Kate Hooker - GUGCS BOT Financial Disclosure 2020-21**

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

### **Anne Levonen - GUGCS BOT Financial Disclosure 2020-21**

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

### **Kiah Hufane - GUGCS BOT Financial Disclosure 2020-21**

**Filename:** Kiah Hufane GUGCS BOT Financial D ZN9dAYS.pdf **Size:** 223.7 kB

### **Peter Davis - GUGCS BOT Financial Disclosure 2020-21**

**Filename:** Peter Davis GUGCS BOT Financial D N8b5w0W.pdf **Size:** 191.8 kB

### **Reid Chase - GUGCS BOT Financial Disclosure 2020-21**

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

### **Pastor Corwin Mason - GUGCS BOT Financial Disclosure 2020-21**

## [Marc Greenberg - GUGCS BOT Financial Disclosure Form 2020-21](#)

Filename: Marc Greenberg Financial Disclosu dbdPv6C.pdf Size: 1.1 MB

### Entry 7 BOT Membership Table

Completed Aug 2 2021

## Instructions

### Required of All charter schools

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

### Entry 7 BOT Table

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

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

	Trustee Name	Trustee Email Address	Position on the Board	Commit tee Affiliatio ns	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 Meeting s Attende d During 2020- 2021
1	Jeff Mueller		Trustee/ Member	Executiv e, Finance	Yes	5	7/1/202 0	6/30/20 22	5 or less

2	Reid Chase		Trustee/ Member	Executive, Finance	Yes	5	7/1/2020	6/30/2022	5 or less
3	Kate Hooker		Chair	Executive, Academic, New Member Mentoring	Yes	7	7/1/2020	6/30/2022	10
4	Kathryn Klingenstein		Chair	Executive, Academic, Finance	Yes	3	7/1/2020	6/30/2022	11
5	Anne Levonen		Treasurer	Executive, Finance	Yes	2	7/1/2020	6/30/2022	11
6	Marc Greenberg		Trustee/ Member	Executive, New Member Mentoring	Yes	2	7/1/2021	6/30/2023	12
7	Pastor Corwin Mason		Trustee/ Member	Executive	Yes	2	7/1/2021	6/30/2023	5 or less
8	Kelly Russotti		Secretary	Executive, Academic, Finance	Yes	1	4/21/2020	6/30/2022	8
9	Peter Davis		Trustee/ Member	Executive	Yes	1	12/01/2020	6/30/2022	5 or less

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

Yes

**1b. Current Board Member Information**

	Trustee Name	Trustee Email Address	Position on the Board	Commit tee Affiliatio ns	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 Meeting s Attende d During 2020- 2021
10	Kiah Hufane		Trustee/ Member	Executiv e	Yes	1	12/01/2 020	06/30/2 022	7
11	Laura Meyer		Parent Rep		No	2	07/01/2 021	06/30/2 022	10
12									
13									
14									
15									

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

No

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

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

a. Total Number of BOT Members on June 30, 2021	11
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5

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

12

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

12

Thank you.

## Entry 8 Board Meeting Minutes

Completed Aug 2 2021

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

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

## [GUGCS Board Meeting Minutes 2020-21](#)

Filename: GUGCS Board Meeting Minutes 2020 21.pdf Size: 816.2 kB

### Entry 9 Enrollment & Retention

Completed Aug 2 2021

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

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

### Entry 9 Enrollment and Retention of Special Populations

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

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

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#### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	Growing Up Green already has a positive presence in the community through partnerships and service learning activities. We partner with these community-based organizations,	We hired the Associate Director of Student Enrollment to manage recruitment and retention efforts across all schools. Since we are back in-person will be have both remote and in-person open houses. We partner with these

Economically Disadvantaged	<p>many of them serving at-risk youth/families, who recommend students to our school, spread our recruitment information/events, or allow us to present about our school to their families. Furthermore, the “green” aspects of the school are clearly described in marketing materials, presentations, and discussions with interested families. Few highlights: three recruitment events at Queensbridge and Revenswood public housing as well as targeted school tours for parents in that community.</p>	<p>community-based organizations, many of them serving at-risk youth/families, who recommend students to our school, spread our recruitment information/events, or allow us to present about our school to their families. Furthermore, the “green” aspects of the school are clearly described in marketing materials, presentations, and discussions with interested families. Few highlights: three recruitment events at Queensbridge and Revenswood public housing as well as targeted school tours for parents in that community.</p>
English Language Learners	<p>In order to recruit English Language Learners, our materials are translated, our ELL program is described, and our ELL Coordinator and teachers assist with recruitment. We also have bilingual staff to help families with the application process and these staff members participate in weekly school tours for potential families as well.</p>	<p>We will work with Community Based Organizations to recruit in the MLL population as well as continue to have remote and in person events in where multiple languages are spoken</p>
Students with Disabilities	<p>For students with special needs, the school website and recruitment materials clearly describe the school’s inclusion model, special education services and staffing as well as counseling supports. Furthermore, our Director of Special Education participates in recruitment activities for our future and our incoming families.</p>	<p>We will work with our community-based organizations serving students with disabilities to join recruitment events in person or online to engage with this community.</p>

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	Growing Up Green has a diverse background of students from many economic backgrounds. We provide subsidized afterschool programming, extra support services through our Special Education department, small classroom sizes to provide extra attention to students in need as well as monthly workshops for families around math, literacy and behavioral models, to name a few for parents to solidify learning taught at school at home.	Continue to provide our families an open space to address their concerns and be involved in our community. This includes monthly parent association meetings, presence at Parent Teacher Organization meeting and any other communication methods (email, phone, etc).
English Language Learners	Our ELL Coordinator and ELL teachers support limited English proficient students through immersion techniques, direct instruction, and the use of the SIOP model. GUGCS is a school where students and their families are known well by the faculty and staff and students do not fall through the cracks. We also work closely with community organizations to ensure families have the supports they need so their children can succeed.	Continue to provide our families an open space to address their concerns and be involved in our community. This includes monthly parent association meetings, daily morning meetings and any other communication method (email, phone, etc). Also utilizing the translation service and bilingual staff to accomplish this goal.
	Regarding retention, GUGCS has a track record of strong student retention; any student leaving the school is primarily due to family relocation. We have achieved this success by developing a close, supportive community among students, staff and families through regular communication and events such	Continue with provide all our



Students with Disabilities	as orientations, family workshops, conferences, celebrations and performances. Moreover, the school retains students classified with disabilities through the scope of services it offers to serve a variety of student needs. For example, GUGCS provides an ICT class on each grade and special education services, such as speech and language therapy, occupational therapy, hearing services, counseling, and physical therapy throughout the whole school.	families with the services that they need especially with IEP meetings, speech/language therapy, occupational therapy, hearing services, counseling and physical therapy.
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## Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

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

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

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

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

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

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## **B. Emergency Conditional Clearances**

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

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

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

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

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### **Attestation**

#### **Responses Selected:**

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

## **Entry 11 Percent of Uncertified Teachers**

**Completed** Aug 2 2021

### **Instructions**

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

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

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

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	2
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	3
Total Category A: 5 or 30% whichever is less	5.0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	4
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
<b>Total Category B: not to exceed 5</b>	<b>4.0</b>

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category C: not to exceed 5	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	29

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

	FTE Count
Total Category E	57

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	86



Thank you.

## Entry 12 Organization Chart

Completed Aug 2 2021

### [Instructions](#)

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

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

### **[OrgChart 20-21 Annual Report GUG1](#)**

**Filename:** OrgChart 20 21 Annual Report GUG1.pdf **Size:** 56.8 kB

## Entry 13 School Calendar

Completed Aug 2 2021

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

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

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

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

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

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



## [GUG Calendar 2021-2022](#)

Filename: GUG Calendar 2021 2022.pdf Size: 149.5 kB

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

Completed Aug 2 2021

#### Instructions

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

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

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

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

School Name: Growing Up Green Charter School

#### **Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy**

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="https://www.gugcs.org/apps/pages/index.jsp?dir=NYSED%20Annual%20Reports/GUG%20I/2019-2020&amp;uREC_ID=209356&amp;type=d&amp;termREC_ID=&amp;pREC_ID=409549">https://www.gugcs.org/apps/pages/index.jsp?dir=NYSED%20Annual%20Reports/GUG%20I/2019-2020&amp;uREC_ID=209356&amp;type=d&amp;termREC_ID=&amp;pREC_ID=409549</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209358&amp;type=d">https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209358&amp;type=d</a>
2a. Webcast of Board Meetings (per Governor's	<a href="https://www.gugcs.org/apps/pages/index.jsp?">https://www.gugcs.org/apps/pages/index.jsp?</a>



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

Thank you.



# **Growing Up Green Charter School**

Financial Statements

June 30, 2021 and 2020

## **Independent Auditors' Report**

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

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

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

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

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

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

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

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

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

***Opinion***

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

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

In accordance with *Government Auditing Standards*, we have also issued our report dated October 19, 2021, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 19, 2021

# Growing Up Green Charter School

## Statements of Financial Position

	June 30,	
	<u>2021</u>	<u>2020</u>
<b>ASSETS</b>		
Current Assets		
Cash	\$ 6,050,820	\$ 4,977,737
Grants and contracts receivable	285,645	308,201
Prepaid expenses and other current assets	315,195	227,588
Due from related party	<u>511,397</u>	<u>358,691</u>
Total Current Assets	7,163,057	5,872,217
Property and equipment, net	928,058	746,148
Restricted cash - line of credit	762,868	761,570
Restricted cash - escrow	70,993	71,266
Security deposits	<u>213,155</u>	<u>79,270</u>
	<u>\$ 9,138,131</u>	<u>\$ 7,530,471</u>
<b>LIABILITIES AND NET ASSETS</b>		
Current Liabilities		
Accounts payable and accrued expenses	\$ 354,420	\$ 139,595
Accrued payroll and payroll taxes	1,263,377	940,155
Deferred rent, current portion	36,793	76,876
Refundable advances	<u>93,455</u>	<u>-</u>
Total Current Liabilities	1,748,045	1,156,626
Paycheck Protection Program Loan payable	-	941,895
Deferred rent	<u>293,235</u>	<u>176,276</u>
Total Liabilities	2,041,280	2,274,797
Net assets, without donor restrictions	<u>7,096,851</u>	<u>5,255,674</u>
	<u>\$ 9,138,131</u>	<u>\$ 7,530,471</u>

See notes to financial statements

# Growing Up Green Charter School

## Statements of Activities

	Year Ended June 30,	
	2021	2020
<b>OPERATING REVENUE</b>		
Public School District		
Regular student enrollment	\$ 13,124,821	\$ 13,057,179
Students with disabilities	1,932,418	1,859,502
Facilities funding	430,239	443,365
Grants and Contracts		
Federal	520,232	324,253
State and local	22,582	29,165
Total Operating Revenue	<u>16,030,292</u>	<u>15,713,464</u>
<b>EXPENSES</b>		
Program Services		
Regular education	7,548,737	9,026,105
Special education	5,794,066	4,162,392
Other education - after school	10,012	71,567
Total Program Services	<u>13,352,815</u>	<u>13,260,064</u>
Supporting Services		
Management and general	1,670,030	1,915,836
Fundraising	154,796	93,539
Total Expenses	<u>15,177,641</u>	<u>15,269,439</u>
Surplus from Operations	<u>852,651</u>	<u>444,025</u>
<b>SUPPORT AND OTHER REVENUE</b>		
Gain on forgiveness of		
Paycheck Protection Program Loan	947,791	-
Contributions	21,905	221,659
Other income	18,830	2,883
Total Support and Other Revenue	<u>988,526</u>	<u>224,542</u>
Change in Net Assets	1,841,177	668,567
<b>NET ASSETS</b>		
Beginning of year	<u>5,255,674</u>	<u>4,587,107</u>
End of year	<u>\$ 7,096,851</u>	<u>\$ 5,255,674</u>

See notes to financial statements

# Growing Up Green Charter School

## Statement of Functional Expenses Year Ended June 30, 2021

	No. of Positions	Program Services			Management and General		Fundraising	Total
		Regular Education	Special Education	After School	General			
<b>Personnel Services Costs</b>								
Administrative staff personnel	33	\$ 1,159,110	\$ 512,401	\$ -	\$ 1,671,511	\$ 574,830	\$ 99,405	\$ 2,345,746
Instructional personnel	93	3,530,669	3,202,109	5,640	6,738,418	193	-	6,738,611
Non-Instructional personnel	10	101,237	53,959	-	155,196	270,309	1,028	426,533
<b>Total Salaries and Staff</b>	<b>135</b>	<b>4,791,016</b>	<b>3,768,469</b>	<b>5,640</b>	<b>8,565,125</b>	<b>845,332</b>	<b>100,433</b>	<b>9,510,890</b>
<b>Fringe benefits and payroll taxes</b>								
Retirement		1,048,908	825,040	1,235	1,875,183	185,071	21,988	2,082,242
Legal fees		78,647	61,861	93	140,601	13,877	1,649	156,127
Accounting and audit services		19,211	15,111	23	34,345	3,390	403	38,138
Other purchased services		-	-	-	-	78,153	-	78,153
Rent expense		82,645	31,054	24	113,723	257,385	2,525	373,633
Repairs and maintenance		759,661	597,527	894	1,358,082	134,036	15,925	1,508,043
Insurance		71,965	56,606	85	128,656	12,698	1,509	142,863
Utilities		49,176	38,680	58	87,914	8,677	1,031	97,622
Supplies and materials		97,078	76,358	114	173,550	17,129	2,035	192,714
Equipment and furnishings		137,642	46,855	1,466	185,963	4,282	509	190,754
Staff and professional development		14,648	4,646	2	19,296	345	41	19,682
Marketing and recruiting		23,713	5,807	-	29,520	46,584	-	76,104
Technology		53,341	27,092	30	80,463	4,570	543	85,576
Food services		75,737	59,572	89	135,398	13,363	1,588	150,349
Student services		702	172	-	874	-	-	874
Office expense		20,216	4,951	-	25,167	-	-	25,167
Depreciation and amortization		44,307	34,851	52	79,210	7,818	929	87,957
Other		147,019	115,641	173	262,833	25,940	3,082	291,855
<b>Total Expenses</b>		<b>\$ 7,548,737</b>	<b>\$ 5,794,066</b>	<b>\$ 10,012</b>	<b>\$ 13,352,815</b>	<b>\$ 1,670,030</b>	<b>\$ 154,796</b>	<b>\$ 15,177,641</b>

# Growing Up Green Charter School

## Statement of Functional Expenses Year Ended June 30, 2020

	No. of Positions	Program Services			Management and General		Fundraising	Total
		Regular Education	Special Education	After School	Total	General		
<b>Personnel Services Costs</b>								
Administrative staff personnel	21	\$ 970,611	\$ 498,865	\$ -	\$ 1,469,476	\$ 700,094	\$ 58,187	\$ 2,227,757
Instructional personnel	95	4,485,514	2,111,328	43,420	6,640,262	823	-	6,641,085
Non-Instructional personnel	14	245,474	84,024	-	329,498	254,451	631	584,580
<b>Total Salaries and Staff</b>	<b>130</b>	<b>5,701,599</b>	<b>2,694,217</b>	<b>43,420</b>	<b>8,439,236</b>	<b>955,368</b>	<b>58,818</b>	<b>9,453,422</b>
<b>Fringe benefits and payroll taxes</b>								
Retirement		1,148,909	542,902	8,749	1,700,560	192,513	11,852	1,904,925
Legal fees		98,207	46,406	748	145,361	16,456	1,013	162,830
Accounting and audit services		3,409	1,611	26	5,046	571	35	5,652
Other purchased services		-	-	-	-	168,615	-	168,615
Rent expense		136,573	44,483	323	181,379	304,480	3,441	489,300
Repairs and maintenance		887,490	419,372	6,759	1,313,621	148,709	9,155	1,471,485
Insurance		28,130	13,292	214	41,636	4,713	290	46,639
Utilities		58,951	27,857	449	87,257	9,878	608	97,743
Supplies and materials		84,642	39,997	645	125,284	14,183	873	140,340
Equipment and furnishings		174,064	50,854	6,705	231,623	4,476	276	236,375
Staff and professional development		39,581	12,136	67	51,784	1,468	90	53,342
Marketing and recruiting		21,620	5,609	-	27,229	4,260	-	31,489
Technology		47,898	18,433	215	66,546	4,722	2,691	73,959
Food services		89,893	42,478	685	133,056	15,063	927	149,046
Student services		438	114	-	552	-	-	552
Office expense		157,578	40,884	-	198,462	-	-	198,462
Depreciation and amortization		98,319	46,459	749	145,527	16,474	1,014	163,015
Other		215,665	101,910	1,642	319,217	36,137	2,225	357,579
<b>Total Expenses</b>		<b>\$ 9,026,105</b>	<b>\$ 4,162,392</b>	<b>\$ 71,567</b>	<b>\$ 13,260,064</b>	<b>\$ 1,915,836</b>	<b>\$ 93,539</b>	<b>\$ 15,269,439</b>



# Growing Up Green Charter School

## Statements of Cash Flows

	Year Ended June 30,	
	2021	2020
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in net assets	\$ 1,841,177	\$ 668,567
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	291,855	357,579
Deferred rent	76,876	80,117
Gain on forgiveness of Paycheck Protection Program Loan	(947,791)	-
Changes in operating assets and liabilities		
Grants and contracts receivable	22,556	(219,204)
Prepaid expenses and other current assets	(87,607)	103,412
Due from related party	(152,706)	(21,079)
Security deposits	(133,885)	(14,270)
Accounts payable and accrued expenses	220,721	(12,505)
Accrued payroll and payroll taxes	323,222	45,899
Refundable advances	93,455	(18,486)
Net Cash from Operating Activities	1,547,873	970,030
<b>CASH FLOW FROM INVESTING ACTIVITY</b>		
Purchases of property and equipment	(473,765)	(96,680)
<b>CASH FLOW FROM FINANCING ACTIVITY</b>		
Paycheck Protection Program loan proceeds	-	941,895
Net Change in Cash and Restricted Cash	1,074,108	1,815,245
<b>CASH AND RESTRICTED CASH</b>		
Beginning of year	5,810,573	3,995,328
End of year	\$ 6,884,681	\$ 5,810,573

See notes to financial statements

# **Growing Up Green Charter School**

## **Notes to Financial Statements June 30, 2021 and 2020**

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

Growing Up Green Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 16, 2008 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 16, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York (the "Board of Regents"). The Board of Regents approved and issued several renewals to the School's charter expiring on June 30, 2022. The School's mission is to empower children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of the School will be prepared to attend high performing schools where their interdisciplinary academic foundations, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future. Classes commenced in Long Island City, New York, on September 9, 2009 and the School provided education to approximately 813 students in grades kindergarten through eighth during the 2020-2021 academic year.

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

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

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

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

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

## Growing Up Green Charter School

### Notes to Financial Statements June 30, 2021 and 2020

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

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

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

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

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

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

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

Under a line of credit agreement, the School granted the lender a security interest in one of its deposit accounts to secure the indebtedness of Growing Up Green II (see Note 9). At June 30, 2021 and 2020, there was no balance payable on the line of credit.

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

	2021	2020
Cash	\$ 6,050,820	\$ 4,977,737
Restricted cash - line of credit	762,868	761,570
Restricted cash - escrow	70,993	71,266
	<u>\$ 6,884,681</u>	<u>\$ 5,810,573</u>

## **Growing Up Green Charter School**

### **Notes to Financial Statements**

June 30, 2021 and 2020

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

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

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

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

Equipment	5 years
Furniture and fixtures	7 years
Software	3 years
Website development	5 years

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

### ***Refundable Advances***

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

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

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

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

## **Growing Up Green Charter School**

### **Notes to Financial Statements June 30, 2021 and 2020**

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

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

Marketing and recruitment costs are expensed as incurred for staff and student recruitment. Marketing and recruitment expense for the years ended June 30, 2021 and 2020 was \$85,576 and \$73,959.

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

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

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

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

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

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

#### **3. Grants and Contracts Receivable**

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

#### **4. Property and Equipment**

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

	<u>2021</u>	<u>2020</u>
Equipment	\$ 1,460,699	\$ 1,088,986
Furniture and fixtures	617,014	517,577
Software and website development	19,133	19,133
Leasehold improvements	<u>1,496,708</u>	<u>1,494,093</u>
	3,593,554	3,119,789
Accumulated depreciation and amortization	<u>(2,665,496)</u>	<u>(2,373,641)</u>
	<u>\$ 928,058</u>	<u>\$ 746,148</u>

## **Growing Up Green Charter School**

### **Notes to Financial Statements June 30, 2021 and 2020**

#### **5. Liquidity and Availability of Financial Assets**

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

	<u>2021</u>	<u>2020</u>
Cash	\$ 6,050,820	\$ 4,977,737
Grants and contracts receivable	285,645	308,201
Due from related party	511,397	358,691
	<u>\$ 6,847,862</u>	<u>\$ 5,644,629</u>

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

#### **6. Employee Benefit Plan**

The School maintains a pension plan qualified under Internal Revenue Code 401(k), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of the participant's annual compensation. Employer match for the years ended June 30, 2021 and 2020 amounted to \$156,127 and \$162,830.

#### **7. Concentration of Credit Risk**

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and restricted cash on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2021 and 2020, approximately \$6,630,000 and \$5,560,000 of cash and restricted cash was maintained with an institution in excess of FDIC limits.

#### **8. Concentration of Revenue and Support**

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2021 and 2020, the School received approximately 91% and 96% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

## **Growing Up Green Charter School**

Notes to Financial Statements  
June 30, 2021 and 2020

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

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

The School is an affiliate of Friends of Growing Up Green ("Friends of GUG"), a New York State not-for-profit corporation, through common management. Friends of GUG supports the School through technical and financial assistance. There were no material transactions between Friends of GUG and the School for the years ended June 30, 2021 and 2020. In September 2021, lease agreements for all facilities used by the School were transferred to Friends of GUG, and a sublease agreement was entered into between Friends of GUG (sublandlord) and the School (subtenant).

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

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

On March 21, 2017, the School co-signed a \$750,000 commercial line of credit with a financial institution along with GUG II. The School assigned and granted the lender a security interest in one of its deposit accounts with the financial institution. The line of credit was paid in full by GUG II as of June 30, 2021 and 2020 but remains open. At June 30, 2021 and 2020, the pledged amount was \$762,868 and \$761,570.

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

### **10. Commitments**

#### ***Facility Leases***

The School is obligated under a non-cancelable operating lease for office and classroom space at 39-27 28<sup>th</sup> Street, Long Island City, New York, which expires on August 31, 2029. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses.

On May 15, 2014, the School entered into an agreement to lease additional property at 36-49 11<sup>th</sup> Street, Long Island City, New York for a period of 10 years. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses. This location became the home of Growing Up Green Middle School starting with the 2014-2015 academic year.

## Growing Up Green Charter School

### Notes to Financial Statements June 30, 2021 and 2020

#### 10. Commitments (*continued*)

##### ***Facility Leases (continued)***

The future minimum lease payments for both facility leases are as follows for the years ending June 30:

2022	\$ 1,471,248
2023	1,505,803
2024	1,541,177
2025	1,104,836
2026	1,132,457
Thereafter	<u>3,774,174</u>
	<u>\$ 10,529,695</u>

The School recognizes rent expense on a straight-line basis over the term of the lease. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense for the years ended June 30, 2021 and 2020 amounted to \$1,508,043 and \$1,471,485.

##### ***Equipment Leases***

The School leases various copiers under non-cancelable operating leases expiring at various dates through October 2026. The future minimum lease payments under the copier leases are as follows for the years ending June 30:

2022	\$ 53,466
2023	53,466
2024	53,466
2025	53,466
2026	<u>17,822</u>
	<u>\$ 231,686</u>

Equipment leasing expense for the years ended June 30, 2021 and 2020 amounted to \$49,265 and \$55,846.



## **Growing Up Green Charter School**

### **Notes to Financial Statements June 30, 2021 and 2020**

#### **11. Paycheck Protection Program Loan Payable**

On May 29, 2020, the School received loan proceeds in the amount of \$941,895 under the Paycheck Protection Program (the "PPP"). The PPP, established as part of the Coronavirus Aid, Relief and Economic Security Act (the "CARES Act"), provides for loans to qualifying entities for amounts up to 2.5 times the 2019 average monthly payroll expenses of the qualifying entity. The PPP loan bears an interest rate of 1% per annum. All or a portion of the PPP loan principal and accrued interest were forgivable as long as the borrower used the loan proceeds for eligible purposes, as described in the CARES Act, over a period of between eight and twenty-four weeks (the "Covered Period"). Loan payments of principal or interest are deferred until the amount of loan forgiveness is determined by the United States Small Business Administration ("SBA").

On February 26, 2021, the PPP loan was fully forgiven by the SBA, and as such, the School has recognized the proceeds as other revenue in the accompanying statements of activity.

#### **12. Contingency**

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

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

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

\*\*\*\*\*

**Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards**

**Independent Auditors' Report**

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Growing Up Green Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 19, 2021.

***Internal Control Over Financial Reporting***

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

***Compliance and Other Matters***

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

***Purpose of this Report***

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 19, 2021

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

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

# **Growing Up Green Charter School**

## **Independent Auditors' Report on Communication of Internal Control Matters**

June 30, 2021

**Independent Auditors' Communication on  
Internal Control Matters**

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

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

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

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

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

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

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

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 19, 2021

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

Page 1 of 2

**CitiBusiness® ACCOUNT AS OF SEPTEMBER 30, 2021**

Checking	-----
Savings	\$71,019.45
Checking Plus	-----

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

Type of Charge	No./Units	Price/Unit	Amount
CITIBUSINESS IMMA # [REDACTED]			
Average Daily Collected Balance			\$71,001.93
Total Charges for Services			\$0.00
Net Service Charge			\$0.00

## SAVINGS ACTIVITY

**CitiBusiness IMMA**

		<b>Beginning Balance:</b>	\$71,010.69
		<b>Ending Balance:</b>	\$71,019.45
<b>Date</b>	<b>Description</b>	<b>Debits</b>	<b>Credits</b>
09/30	INTEREST EARNED		8.76
			71,019.45

Interest earned year to date \$79.63

<b>Your CitiBusiness IMMA Account Rates</b>								
<b>For Balances of:</b>	<b>\$0 to \$24,999</b>	<b>\$25,000 to \$49,999</b>	<b>\$50,000 to \$99,999</b>	<b>\$100,000 to \$499,999</b>	<b>\$500,000 to \$4,999,999</b>	<b>\$1,000,000 to \$9,999,999</b>	<b>\$5,000,000 to \$9,999,999</b>	<b>\$10,000,000 and over</b>
<b>9/01 - 9/30</b>	<b>0.150%</b>	<b>0.150%</b>	<b>0.150%</b>	<b>0.150%</b>	<b>0.150%</b>	<b>0.150%</b>	<b>0.050%</b>	<b>0.050%</b>

**CUSTOMER SERVICE INFORMATION**

**IF YOU HAVE QUESTIONS ON:**

Insured Money Market

**YOU CAN CALL:**

877-528-0990  
(For Speech and Hearing  
Impaired Customers Only  
TTY: 800-945-0258)

**YOU CAN WRITE:**

CitiBusiness  
100 Citibank Drive  
San Antonio, TX 78245-9966

For change in address, call your account officer or visit your branch.

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

OMB No. 1545-0047

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

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

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

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

<b>Type or print</b>  <small>File by the due date for filing your return. See instructions.</small>	Name of exempt organization or other filer, see instructions. <b>GROWING UP GREEN CHARTER SCHOOL</b>	Taxpayer identification number (TIN) <b>[REDACTED]</b>
	Number, street, and room or suite no. If a P.O. box, see instructions. <b>39-27 28TH STREET</b>	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. <b>LONG ISLAND CITY, NY 11101</b>	

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

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

**MATTHEW GREENBERG**

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

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

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

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

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

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

**Name:**

Laura Meyers

---

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

Growing Up Green Charter School

---

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** \_\_\_\_\_<sup>x</sup> **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?

Yes

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

My daughter is in fifth grade and has been enrolled in the school since first grade. My daughter does not benefit from my 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.

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

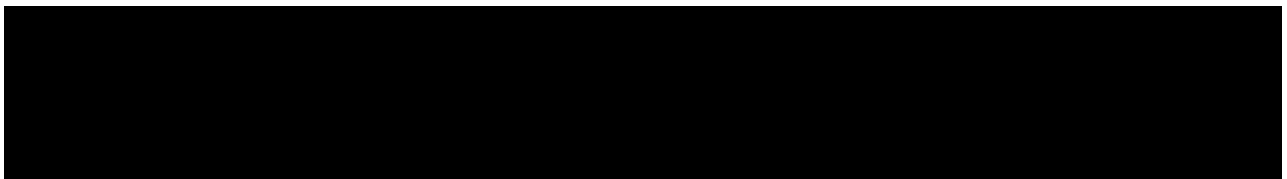
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

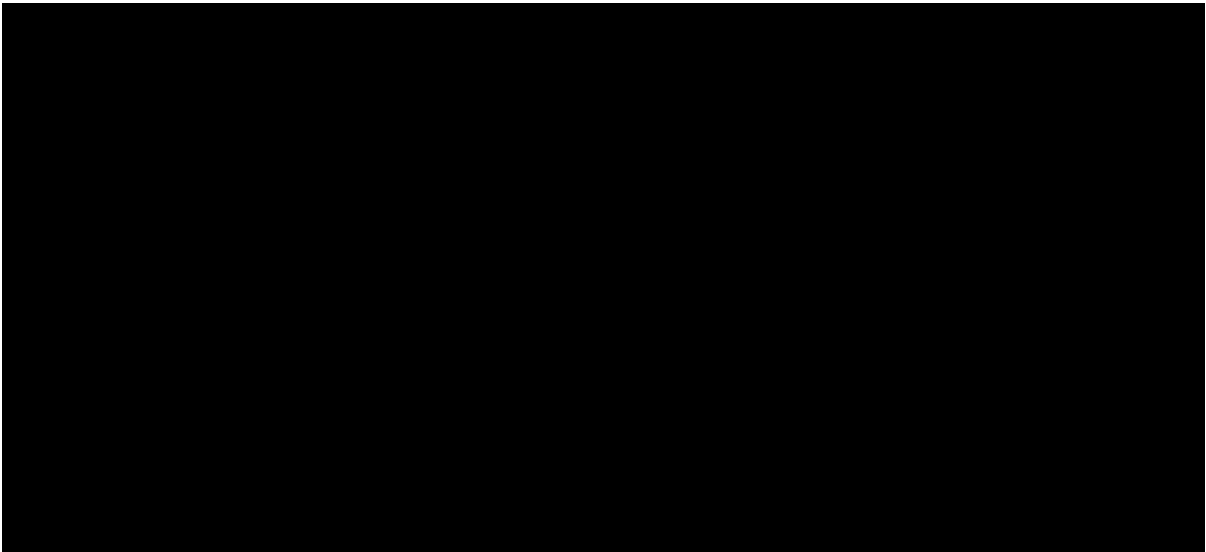
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

Laura Meyers.  
Signature

6/21/2021  
Date

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





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

**Name:**

Jeff Mueller

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

Growing Up Green

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

former Board Chair

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

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

Not applicable

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

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

No

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

No

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

No applicable

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

No



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

Not applicable

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

☐ Yes ☒ No

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

No applicable

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

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

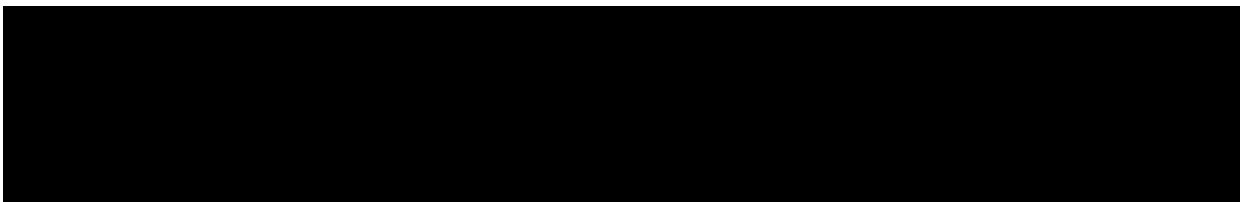
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

DocuSigned by:  
  
8371EA0EB56B4D5...  
Signature

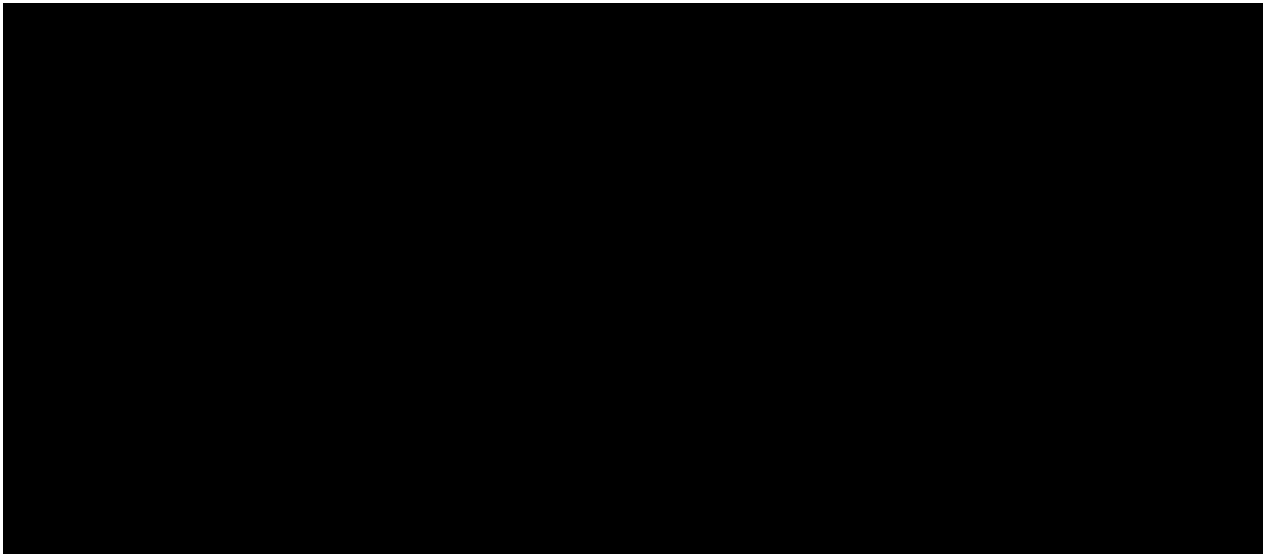
/15/2021

Date

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







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

**Name:**

Kathryn Klingenstein

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

Growing Up Green Charter Schools

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

Board of Trustees, Co-President

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

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

NONE

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

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

NONE

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

No

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

NONE

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

No

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

NONE

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

☐ Yes ☒ No

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

NONE

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
P			Use this space blank.	

DocuSigned by:

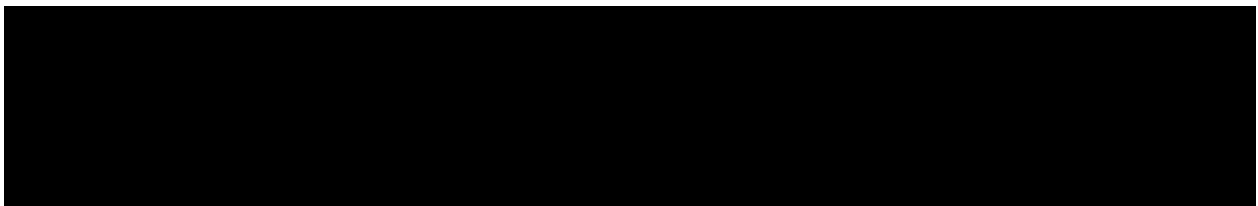
Kathryn Klingenstein

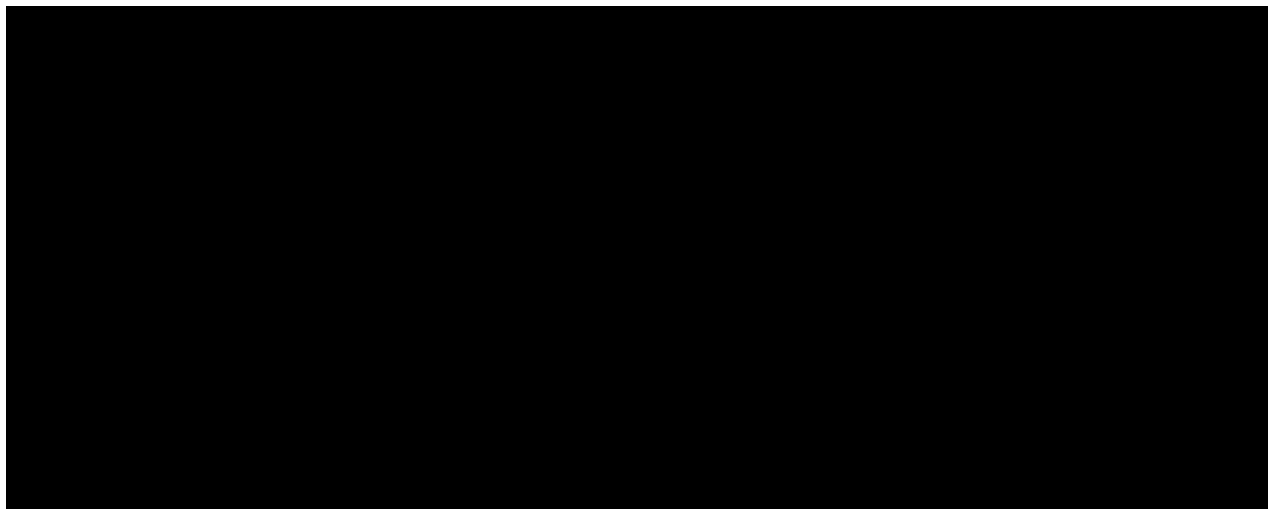
/16/2021

Signature

Date

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







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

**Name:**

Kelly Ann Bussotti

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

Growing Up Green

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

Secretary

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

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

N/A

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

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

NA

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

No

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

N/A

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

No

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

N/A

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

☐ Yes ☒ No

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

N/A

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

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

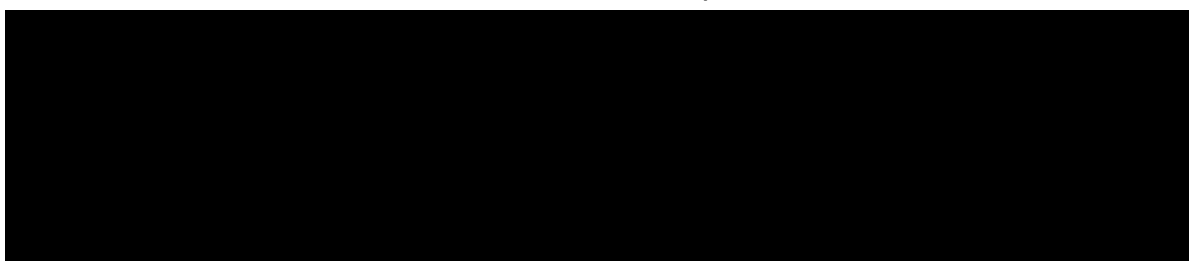
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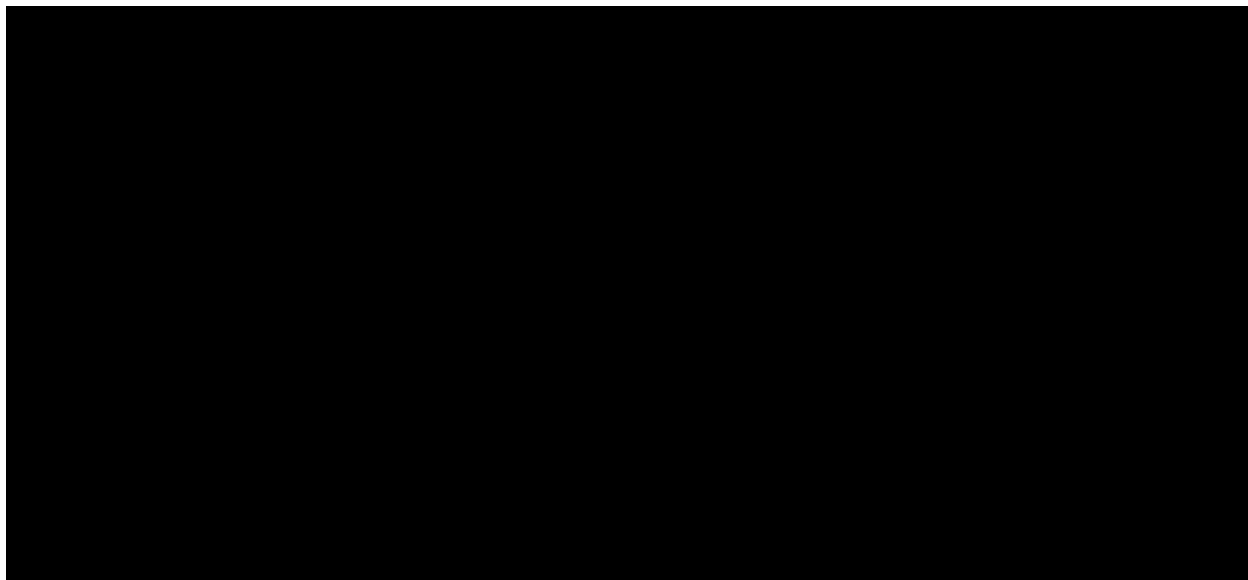
Signature

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:**

Kate Hooker

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

Growing Up Green

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

Co Board Chair

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

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

N/A

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

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

☐ Yes ☒ No

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

N/A

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

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

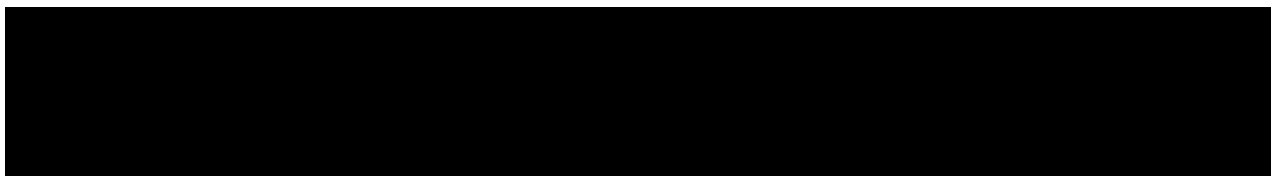
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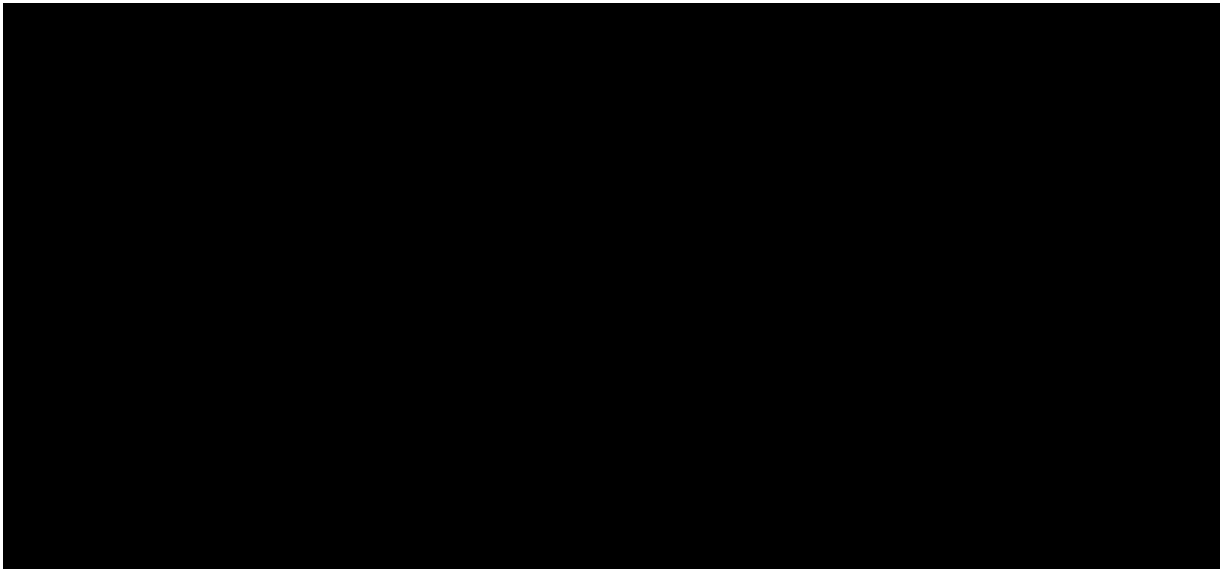
6/17/202

Signature

Date

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

**Name:**

Anne Levonen

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

Growing Up Green Charter School

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

Board Treasurer

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

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

none

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

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

none

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

No

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

none

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

No

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

**none**

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

☐ **Yes** ☒ **No**

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

**none**

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

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

*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.**”

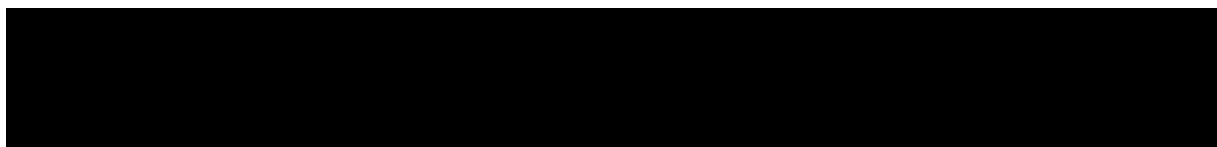
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Non				

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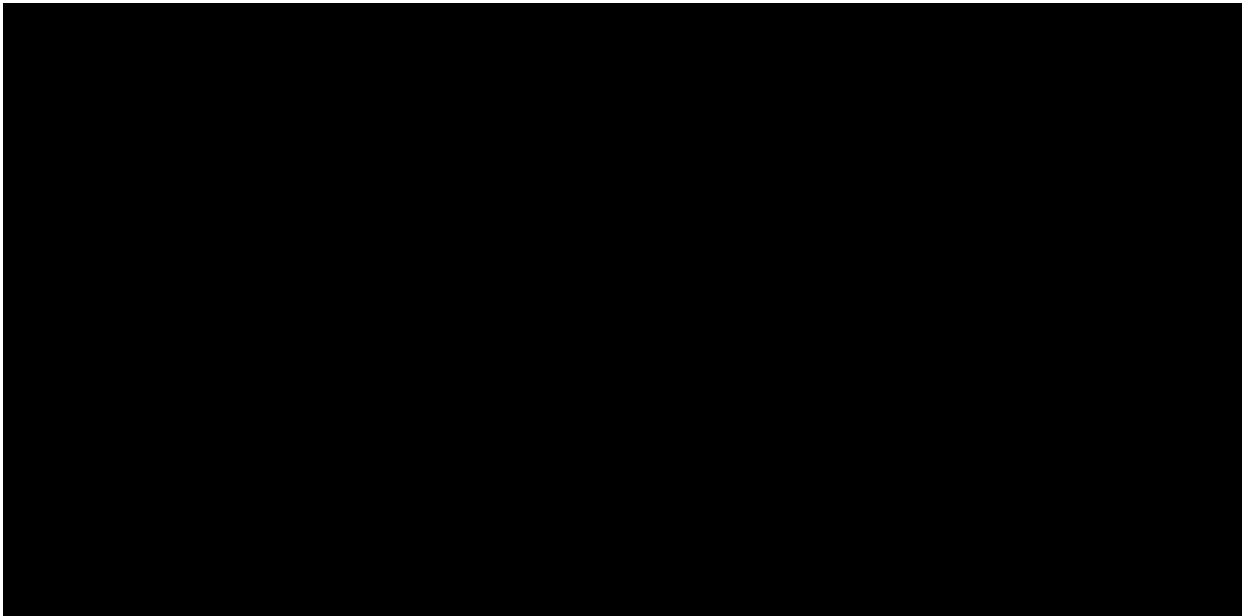
Signature

Date

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

**Name:**

Kiah Buñafiane

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

Growing Up Green 2

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

Trustee

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

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

NA

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

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

NA

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

No

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

NA

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

No

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

NA

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

☐ Yes ☒ No

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

NA

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

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

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

DocuSigned by:

*Kiah Lufane*

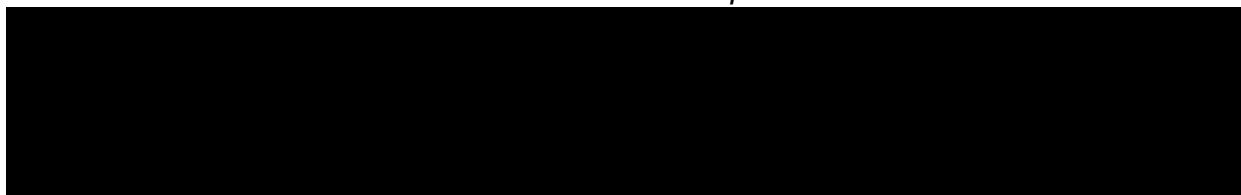
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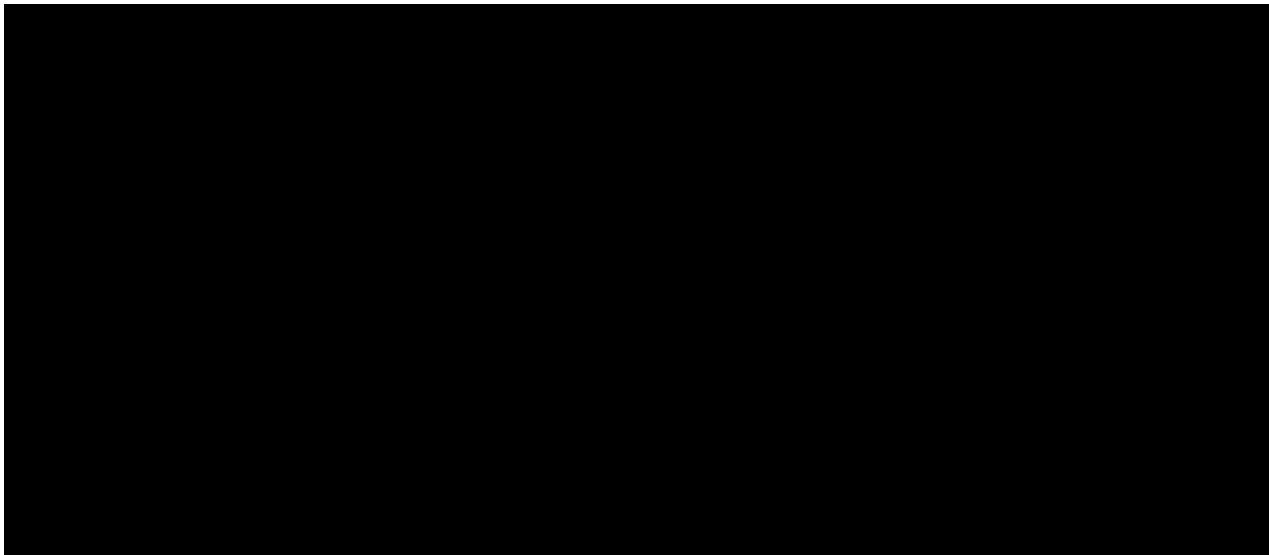
Signature

/15/2021

Date

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<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
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**Name: Peter Davis**

---

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

**Growing Up Green Charter School**

---

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

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

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

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

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

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

**NO**

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

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

**NO**

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



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

**NO**

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

**No**

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

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

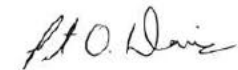
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.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

NONE

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

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

NONE

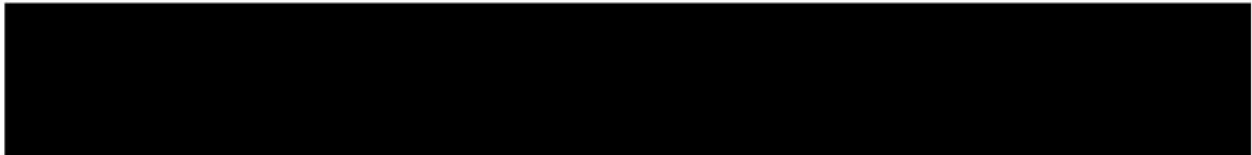


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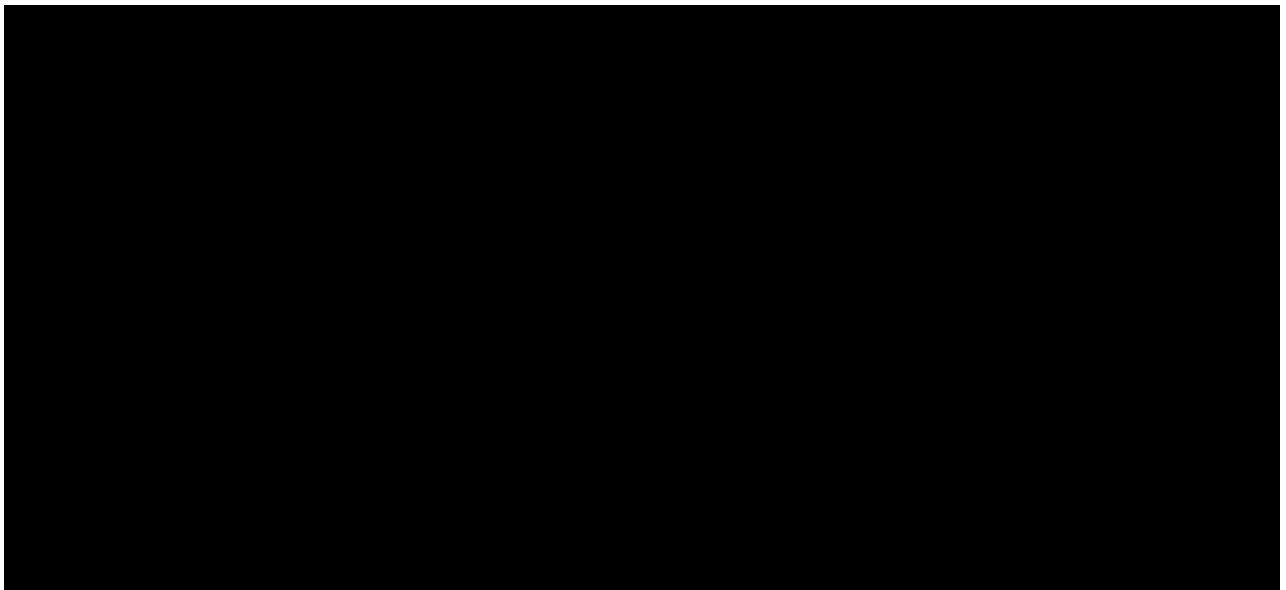
Signature

Date

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

**Name:**

Reid Chase

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

Growing Up Green

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

Treasurer, Trustee

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

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

NA

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

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

NA

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

No

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

NA

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

No

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

NA

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

☐ Yes ☒ No

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

NA

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

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

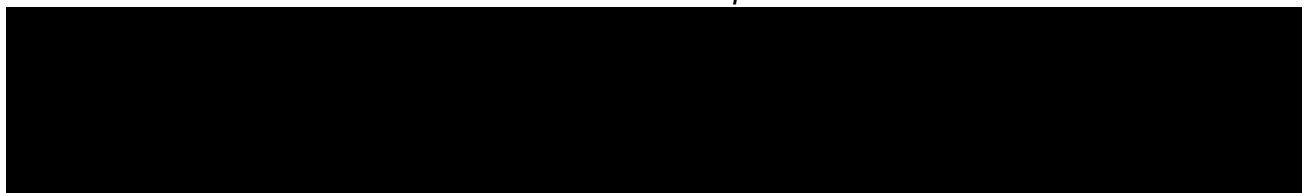
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Non				

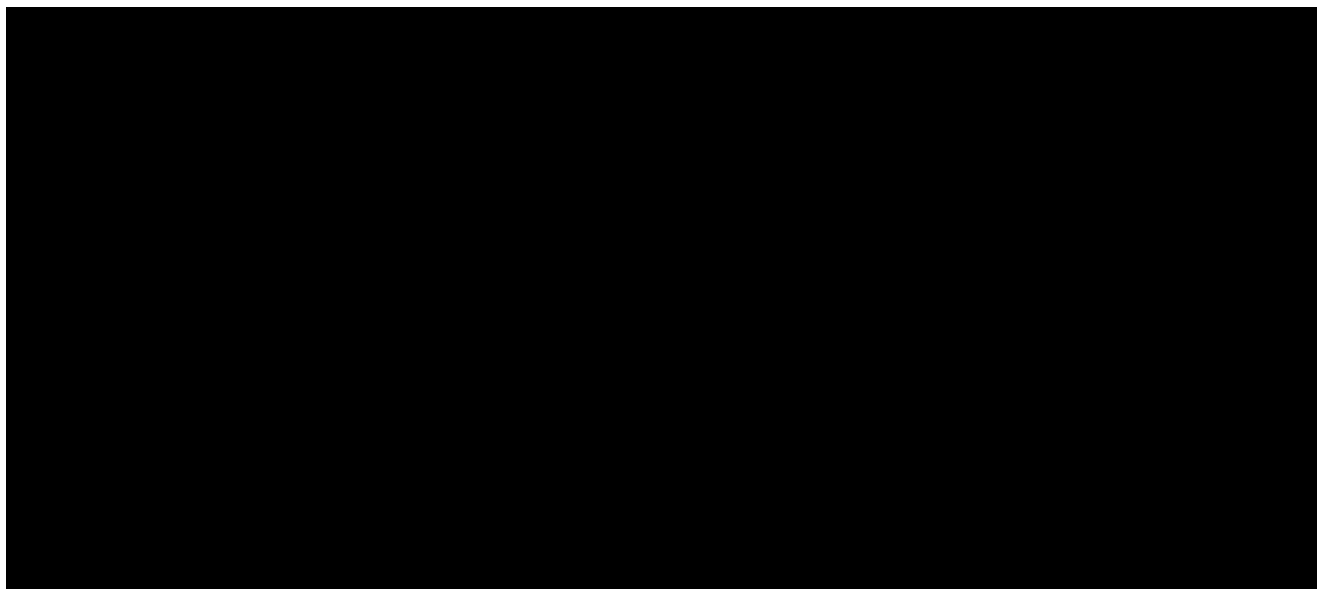
/18/2021

Signature

Date

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





<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
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**Name:**

Corwin Mason

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

Growing Up Green Charter School

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

## Board Member

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

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

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

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

## No

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

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

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

No



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

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

☐ Yes ☒ No

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

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

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

Corwin Mason

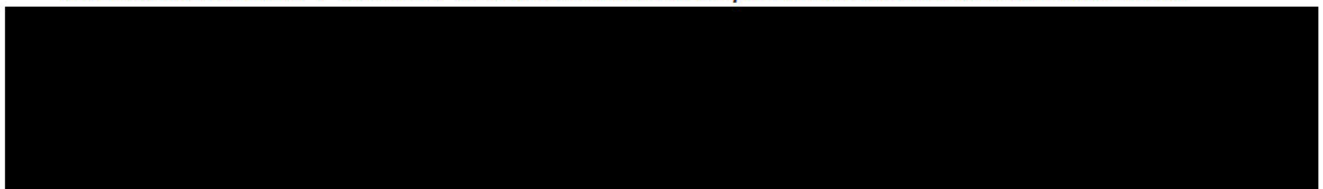
Corwin Mason (Jul 28, 2021 19:37 EDT)

Signature

7/28/2021

Date

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







# GUGCS BOT Financial Disclosure 2020-21 (1)

Final Audit Report

2021-07-28

Created: 2021-07-28

By: Desmond Holliday

Status: Signed

Transaction ID:

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

✓ Agreement completed.  
2021-07-28 - 11:37:52 PM GMT

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

**Name:**

**Marc L. Greenberg**

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

**Growing Up Green #1. Growing Up Green #2**

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

Member, Board of Trustees

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

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

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

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

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

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

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

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

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

     **Yes**   X   **No**

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

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

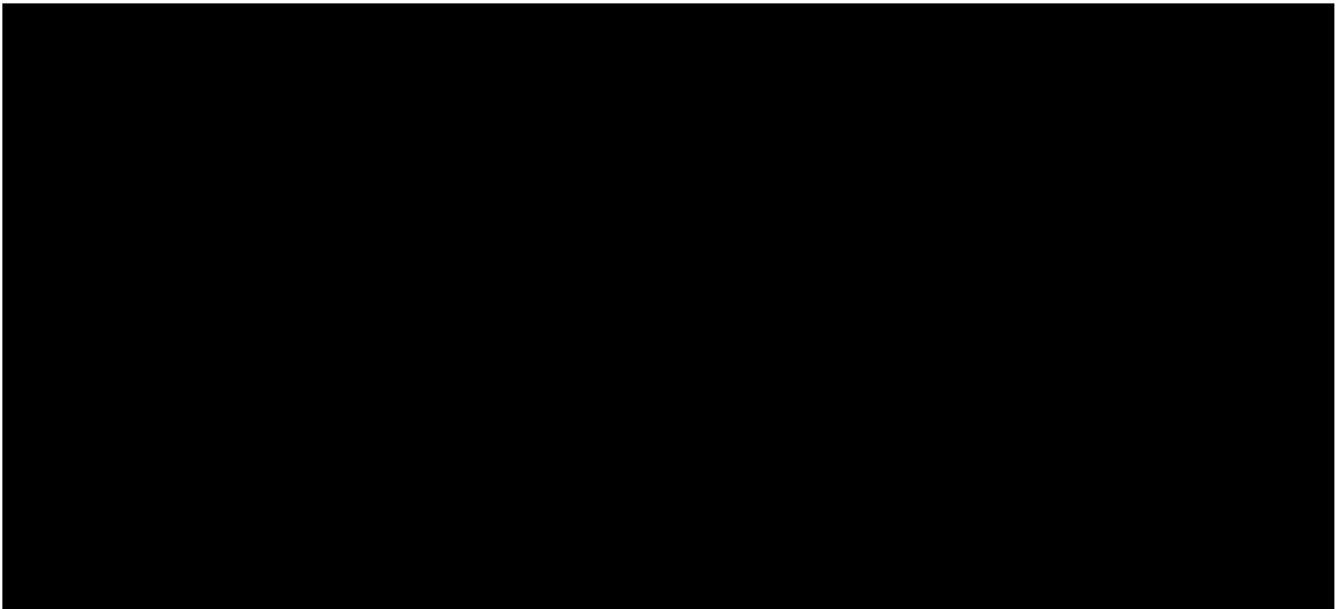
Date(s)	Nature of financial interest /transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	<i>None</i>	.	<i>Non Applicable</i>

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>None</i>		<i>Non-Applicable</i>	

*Man L. Burbag* *6-15-21*  
Signature Date

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



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

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

**Location:**

<https://us04web.zoom.us/j/71624850404?pwd=Y290V3VuR2xrRjhJZHJTUENFMFlxZz09>

**Commencement Time:** 7pm

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

### **Commencement**

Kathryn Klingenstein moved to open the GUG I Board Meeting.

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

Kathryn Klingenstein moved to approve last meeting's minutes, Kate Hooker seconded the motion. All present board members voted in favor.

### **Executive Session**

Kathryn moved to an Executive Session to discuss the employment and compensation history of a particular person. Kate Hooker seconded.

The Board went into an Executive Session.

The Board returned from the Executive Session. Kathryn Klingenstein moved to approve the amended employment contract for Matthew Greenberg. Kate Hooker seconded the motion. All present members voted yes.

### **Finance Update**

Anita updated the Board that the balance in the operating account is \$6.6M.

Anita Amoh provided a brief update on the PPP loan and our efforts to submit forgiveness applications. Anita also updated on the 401K match. Anita announced grants in the amount of \$120K thousand for GUG 1 & \$80K for GUG2.

Kate Hooker asked if these grants would affect our PPP loan forgiveness; Anita said she did not know but would look into it.

Kathryn Klingenstein was asking if we would be taking a Board vote for forgiveness. Anita said that she will bring it to the Board before the application for forgiveness is filed. Kathryn said she wants to make sure that the money is used correctly. Anne Levonen stated that the PPP loan is being used for payroll and continuity of payroll.

Kathryn Klingenstein, Kate Hooker, and Anne Levonen discussed forgiveness of the loan. Kathryn asked the Board to consider whether or not we should file for forgiveness, or treat this as a loan. Kathryn asked that we quantify our expenses from the pandemic and what we are asking forgiveness for. Anne Levonen asked that we quantify all of our expenses relating to the pandemic and reopening. Anita Amoh said she would quantify expenses related to the pandemic and reopening. Laura Meyers asked if there were additional expenses related to facilities funding; Matthew Greenberg said there would be.

### **Committees**

Kathryn Klingenstein asked about the status of committee sign up and asked the Board to sign up for a committee by the next meeting. Everyone agreed to do so.

### **Parent Rep Share**

Laura Meyer asked that the Board consider amending the bylaws to have the parent rep term be a two year term. Kate Hooker asked Kate McGrath how we would do that. Kate McGrath explained that we would amend and restate the bylaws to do so. Kate Hooker asked Kate if she could make those changes.

Laura Meyer asked that the Board revisit the commitment to consider anti-racist work. Dr. Moustapha asked that the parent community be involved in the process so that parent concerns can be fully discussed. Matthew Greenberg stated that the organization is committed to this work as an ongoing basis, not a quick fix, and that this work would go beyond one or two meetings, and would involve both the staff and parent community.

### **Reopening**

Matthew Greenberg shared the communication that had been shared with parents and explained that the School will have to submit our reopening plan to NYS and DOH by July 31.

Matthew explained that the School is looking at either (1) full remote learning or (2) blended learning.

Matthew stated that the School is listening to what the community and what staff are saying, and that it is clear that parents want students back in School. He stated that there would be Town Hall webinars with parents and staff. Matthew stated that all students would be receiving a Chromebook and the School would be working with families to set up hotspots for internet access.

Kathryn Klingenstein moved to adjourn the meeting and open the Growing Up Green II meeting. Kate Hooker seconded, all voted in favor.



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

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

**Location:**

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

**Commencement Time:** 7pm

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

**Commencement:**

Kathryn opened the meeting.

Kathryn and Anne reviewed the Financials with Anita Amoh earlier today during the Finance Committee meeting and signed off on them.

Kathryn, Marc, and Anne discussed the committee process and whether or not the committees were evenly distributed amongst Board Members. Kathryn asked if we could present this to Board Members next month, and all agreed that was the best plan of action.

Kathryn asked Matthew to provide an update on reopening.

Matthew provided an update on the state of reopening. Matthew spoke about the two town halls that took place, and reported that they were very well attended and went well. Matthew also spoke about upcoming town halls for both students & staff to discuss Remote Learning and then Blended Learning, and provided the Board with dates when these meetings will be held. Matthew also reiterated the timeline for reopening, and discussed the feedback we received from Dr. Ratner, a pediatric epidemiologist from NYU, that starting Remote and moving to Blended Learning in a controlled manner was the best approach.

Matthew also spoke about support for families outside of the classroom, including : (1) the Growing Up Green market that the School will host to provide families with school supplies, food, and uniforms; (2) internet connectivity support; and (3) Chromebooks for all students. Matthew and Erin Acosta are sending out surveys to families regarding their food needs, with a goal of packaging food for any family that needs support to pick up twice a month.

Anne asked where the food would come from. Matthew explained that the School would get a sense of what families need, and then buy in bulk to the extent possible. Anne asked if this was because there was no school lunch. Matthew explained that this would be in addition to school lunch because so many families are struggling right now. Kathryn said that she thought this was a great idea and asked for the School to share information with how the Board can help with supporting this project, whether through helping package food or donating.

Marc mentioned an Op-Ed he read from the NYT by the founder of Khan Academy which mentioned that the thing students will miss the most is the social emotional element of school and asked how we are trying to replicate that in the classroom even though we are remote/blended. Matthew responded that the School agrees and is building out a plan, especially for Blended days, to focus on social emotional learning, even if School looks different this year. Matthew expressed that we will be doing as much to provide students with as many opportunities as possible.

Matthew shared that he spent today speaking with engineers and architects about ventilation systems to make sure our spaces are sufficiently ventilated. Matthew also mentioned that he is constant communication with NYSED and the DOE as authorizers regarding our plans.

Kathryn closed the GUG1 meeting.

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

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

**Location:**

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

**Commencement Time:** 7pm

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

### **Commencement**

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

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

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

### **Financials**

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

### **Fundraising Update**

Erin Acosta gave a few fundraising updates. All the schools had a market in which they supplied families with school supplies, uniforms, as well as food if they wanted. There is an initiative that Growing Up Green is working on to provide their families with food, in which they are working with LifeLine groceries, a charity organization run by a parent from the Growing Up Green I community. She also spoke about the upcoming Board Fundraiser on November 12, 2020 at 6pm. She will be reaching out to the Fundraising Committee to help plan the event.

### **Potential Board Member**

Kelly Russotti spoke about her former colleague, Kiah Hufane, who is interested in Board membership. Kiah has experience in education as a teacher and School Leader. Kelly explained that she and other members of the Board onboarding committee will meet with her soon.

Matthew spoke about Peter Davis, who is in the process of submitting his Board paperwork, who will also be an addition to the Board.

### **Parent Rep Update**

Laura Meyers gave an update on the parent perspective at Growing Up Green I ES. All in all, everything is going very well.

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

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

**Location:**

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

**Commencement Time:** 7pm

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

### **Commencement**

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

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

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

### **Growing Up Green I Middle School Building**

In the year 2022-2023, the Growing Up Green I Middle School has the opportunity to move to a new, state-of-the-art building that is only a few blocks away from their current location.

Kathryn Klingenstein made a motion to approve the resolution regarding securing the 34-12 10th St facility for GUG1MS, Marc Greenberg seconded, all were in favor.

### **12-1-1 Classroom**

Kate McGrath spoke about Growing Up Green I Elementary School's proposal to add a 12-1-1 classroom to better serve the needs of their community.

Kathryn Klingenstein made a motion to approve addition of 12:1:1 Classroom for GUG1ES, Kate Hooker seconded, all were in favor.

### **New Board Member**

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

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

### **Financials**

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

### **Fundraising Update**

Erin Acosta, Kelly Russotti and Marc Greenberg gave a few fundraising updates. They reminded the Board about the upcoming Board Fundraiser on November 12, 2020 at 6pm, and to bring 5 guests with them.

### **Parent Rep Update**

Laura Meyers gave an update on the parent perspective at Growing Up Green I ES.

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

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

**Location:**

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

**Commencement Time:** 7pm

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

### **Commencement**

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

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

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

### **Financials**

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

### **Parent Rep Update**

Laura Meyers gave an update on the parent perspective at Growing Up Green I ES and spoke about the success of the Hispanic Heritage Month fundraiser.

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

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

**Location:**

<https://us04web.zoom.us/j/446058084?pwd=SDNCVnhVL0pVVWl0bEwwNDhSYjhkZz09>

**Commencement Time:** 7pm

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

### **Commencement**

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

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

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

### **Financials**

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

### **Board Academic Committee Meeting**

Matthew Greenberg spoke about an upcoming Board Academic Committee meeting that will be held the hour before the Board Meeting next month. GUG's Assessment Team and School Leaders will present to the Board Academic Committee members the current assessment number for GUG students.



### **Fundraising Update**

Erin Acosta gave a fundraising update. She spoke about the current school's fundraising numbers, the numbers that were raised during the Board fundraiser, as well as the upcoming Read-a-Thon.

### **Parent Rep Share**

Laura Meyers shared about the Parent Teacher conference and new report card format, class parent and end of year teacher gifts, PTO efforts and holiday market, quilt making workshops and middle school and elementary school open houses.

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

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

**Location:**

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

**Commencement Time:** 7:00pm

**In attendance:** Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Anita Amoh (Director of Finance at Growing Up Green Charter School), Nabiha Yusufali (Executive Assistant to Founder & Executive Director), Marc Greenberg (Board Trustee), Kate Hooker (Board Co-Chair), Kathryn Klingenstein (Board Co-Chair), Kelly Russotti (Board Secretary), Jeff Mueller (Board Trustee), Laura Meyers (Parent Rep Growing Up Green I), Dr. Shadiatu Moustapha (Parent Rep Growing Up Green II), Kiah Hufane (Board Trustee), Peter Davis (Board Trustee), Andrew Wintner (School Leader at Growing Up Green II Middle School), Nancy Wong (School Leader at Growing Up Green II Elementary School), Aris Colgan (School Leader at Growing Up Green I Elementary School), Shuante Robinson (Director of Support Services at Growing Up Green II), Michael Beltran, Mayzoub, Tia Keenan, Galaxy S9, Esther Morrison (Galaxy S9), Blanca Calderon, Ms. Qualles (1-01), Ms. Bieber (1-03), Parent, Zoom user, jsu9v935gz@privaterelay.appleid.com, Courtney Wiggins, nycleslteacher5@gmail.com Collett Brooks-Binns, Mercedes Alicea# Literacy Coordinator, Kellsie T., Kai's iPhone, Jason Dooley, Sarah Evangelista

### **Commencement**

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

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

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

### **Financials**

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

### **Growing Up Green Cross Site Equity Committee and Work with Roots Connected**

Nabiha Yusufali spoke a bit about the background of the Cross Site Equity Committee and their work with Roots Connected. The scope of their work includes the following:

- Development of Leadership Team
- Curricular Vertical Alignment of Social Justice Concepts
- Elementary School Focus: Identity Work
- Middle School Focus: Classroom Practice
- Universal Design for Learning

### **Fundraising Update**

Erin Acosta gave a fundraising update. She spoke about the Chromebook distribution, Dr MLK Day of Service and the 2021 Readathon.

### **Parent Rep Share**

Laura Meyers shared about Chromebooks, remote learning, quilt project update and working with Kate McGrath and Dr Moustapha to define the parent rep role and the recruiting and onboarding process.

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

**Board Meeting Date:** Tuesday, February 16th, 2021

**Location:**

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

**Commencement Time:** 7:00pm

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

### **Commencement**

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

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

Kathryn Klingenstein moved to approve the January minutes for the Growing Up Green I Charter School. Kelly Russotti seconded the motion, all were in favor.

### **Financials**

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

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

Kate McGrath explained the benefits of merging of the Growing Up Green 2 401K plan into the Growing Up Green 1 401K plan. Peter Davis and Anne Levonen asked questions, to which Kate McGrath and Matthew Greenberg responded. Kathryn Klingenstein moved to adopt the

resolution, merging the 401K plans of Growing Up Green 1 and 2. Kate Hooker seconded the motion, all were in favor.

### **Executive Assistant Update**

Matthew Greenberg introduced and welcomed Desmond Holliday as his new Executive Assistant and announced that Nabiha Yusufali would be moving over to Recruitment.

### **Fundraising Update**

Erin Acosta gave a fundraising update. She spoke about the 2021 Readathon. There were no questions from the Board.

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

**Board Meeting Date:** Tuesday, March 16th, 2021

**Location:**

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

**Commencement Time:** 7:00pm

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

### **Commencement**

Kate Hooker moved to open the meeting for Growing Up Green I Charter School. Peter Davis seconded the motion, all were in favor.

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

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

### **Executive Director Report**

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools. He spoke about the charter renewal for Growing Up Green II; reopening for blended learning across all Growing Up Green Schools; a COVID-19 grant for Growing Up Green; New York state budget updates; federal funding updates, "Elementary and Secondary School Emergency Relief" (ESSER); the American Rescue Plan (ARP); and the Social Emotional Committee.

### **Growing Up Green 1 School Updates**

Aris Colgan and Jennifer Slutak presented updates from Growing Up Green 1 Elementary and Middle Schools, respectively. They also presented information regarding blended learning models at their schools.

### **Financials**

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

### **Parent Rep Role**

Kate McGrath shared suggestions from current parent reps for how they believe the parent rep role should move forward.

### **Fundraising Update**

Erin Acosta gave a fundraising update. She spoke about the 2021 Readathon and Lifeline Groceries.

### **Parent Rep Share**

Laura Meyers shared art projects from Growing Up Green 1, and an update from the Growing Up Green 1 PTO Committee.

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

**Board Meeting Date:** Tuesday, April 20th, 2021

**Location:**

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

**Commencement Time:** 7:00pm

**In attendance:**

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

### **Commencement**

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

### **Executive Director Report**

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools. He spoke about the Growing Up Green 2 charter renewal, in-person learning, charter tuition increase, and New York State exams.

### **Growing Up Green 1 School Updates**

Aris Colgan and Jennifer Slutak presented updates from Growing Up Green 1 Elementary and Middle Schools, respectively. They both spoke about the school reopening for blended learning, as well as upcoming events.

### **Financials**



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

### **Fundraising Update**

Erin Acosta gave a fundraising update. She spoke about Lifeline Groceries, and the Jackson Heights fire fundraiser.

### **Parent Rep Share**

Laura Meyers, the parent rep for Growing Up Green 1, was not present. Aris Colgan and Erin Acosta shared details regarding the school reopening, upcoming graduations, and the Jackson Heights fire family fundraiser.

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

**Board Meeting Date:** Tuesday, May 18th, 2021

**Location:**

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

**Commencement Time:** 7:00pm

**In attendance:**

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

**Commencement**

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

**Previous Months' Board Meeting Minutes**

Kathryn Klingenstein moved to approve the March minutes for the Growing Up Green I Charter School. Anne Levonen seconded the motion, all were in favor.

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

**Executive Director Report**

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools. He spoke about the DOE Site Visit and plans for reopening in September.

**Growing Up Green 1 School Updates**

Aris Colgan and Jennifer Slutak presented updates from Growing Up Green 1 Elementary and Middle Schools, respectively. They spoke about the GUGCS I Family Reopening Committee, the *I Am More Than You See* assembly, 5th grade closing ceremony, the blending learning ceremony, Middle School Arts showcase, field day, and 8th grade graduation.

**Financials**

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

### **Fundraising Update**

Erin Acosta gave a fundraising update. She spoke about Lifeline Groceries, and Growing Up Green t-shirts.

### **Parent Rep Share**

Laura Meyers shared details regarding in-person learning, remote learning, state testing, open houses, upcoming events, and the GUGCS I Family Reopening Committee.



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

Growing Up Green Charter Schools

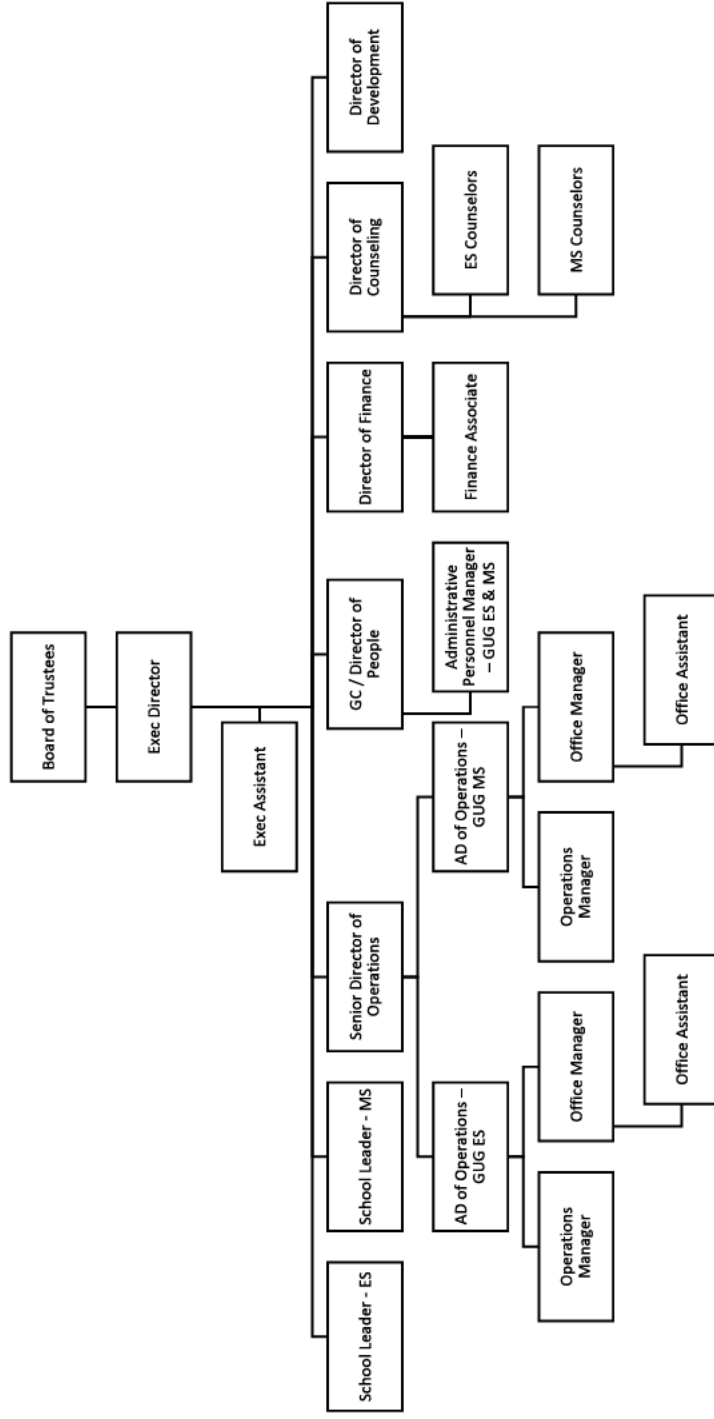
(347) 642-4306

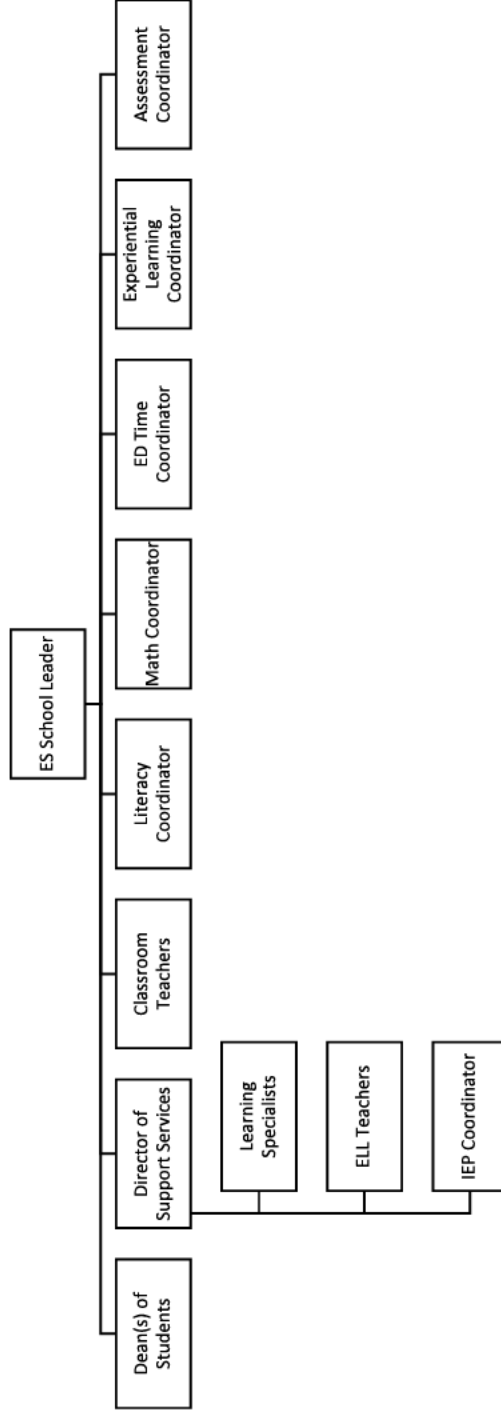
[www.gugcs.org](http://www.gugcs.org)

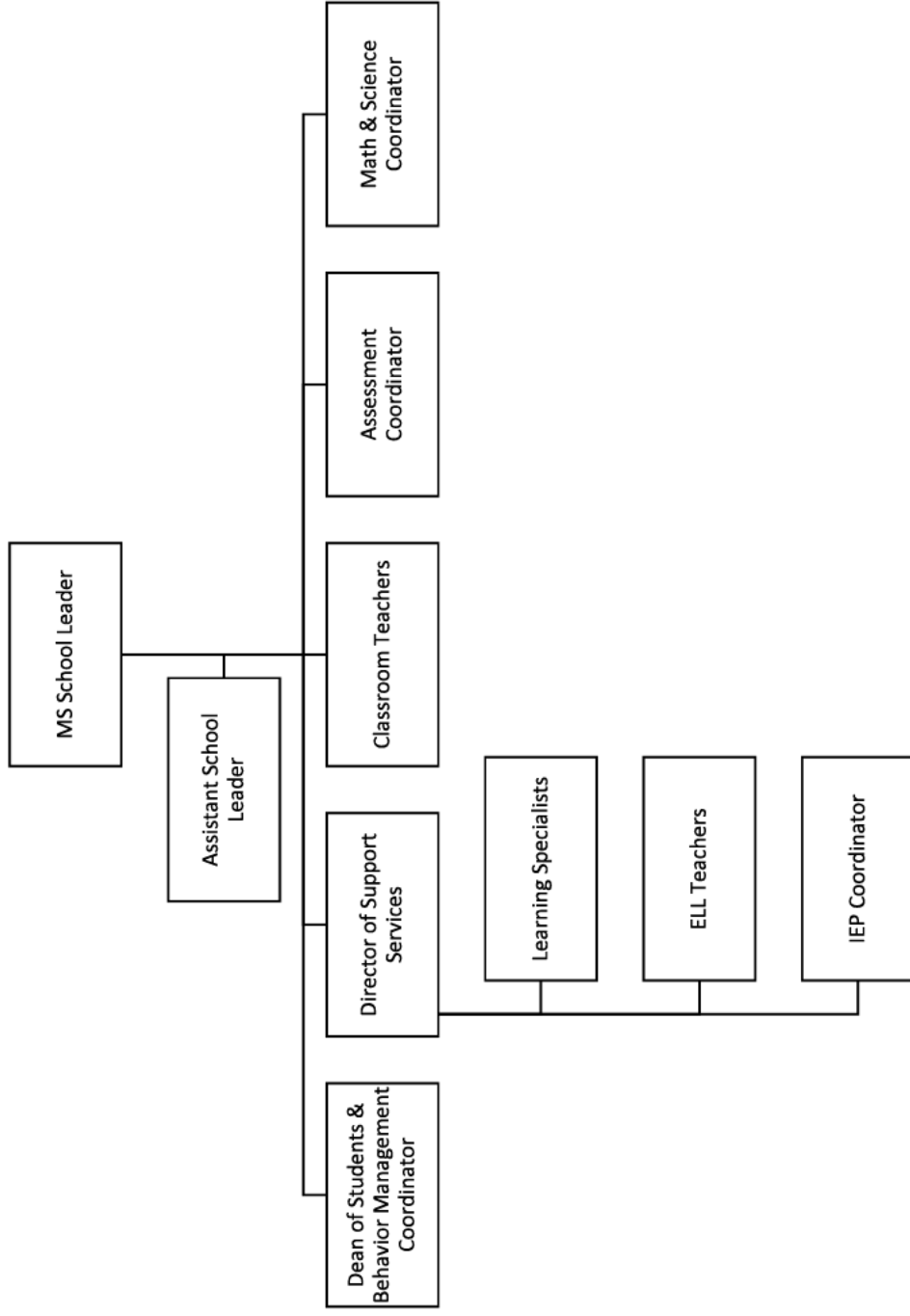
Growing Up Green I Elementary School LIC  
39-27 28th Street, LIC, NY 11101

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

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







# Growing Up Green Charter Schools Calendar 2021-2022

August 2021								September 2021								October 2021						
S	M	T	W	Th	F	Sa		S	M	T	W	Th	F	Sa		S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7					1	2	3	4							1	2
8	9	10	11	12	13	14		5	6	7	8	9	10	11		3	4	5	6	7	8	9
15	16	17	18	19	20	21		12	13	14	15	16	17	18		10	11	12	13	14	15	16
22	23	24	25	26	27	28		19	20	21	22	23	24	25		17	18	19	20	21	22	23
29	30	31						26	27	28	29	30				24	25	26	27	28	29	30
																31						
18 <sup>th</sup> -31 <sup>st</sup> Summer PD (all staff)								1 <sup>st</sup> – 3 <sup>rd</sup> Summer PD (all staff) 6 <sup>th</sup> Labor Day 7 <sup>th</sup> -8 <sup>th</sup> Rosh Hashanah 9 <sup>th</sup> First Day of School 16 <sup>th</sup> Yom Kippur								11 <sup>th</sup> Indigenous Peoples' Day 28 <sup>th</sup> & 29 <sup>th</sup> MS Family Conferences						
November 2021								December 2021								January 2022						
S	M	T	W	Th	F	Sa		S	M	T	W	Th	F	Sa		S	M	T	W	Th	F	Sa
	1	2	3	4	5	6					1	2	3	4								1
7	8	9	10	11	12	13		5	6	7	8	9	10	11		2	3	4	5	6	7	8
14	15	16	17	18	19	20		12	13	14	15	16	17	18		9	10	11	12	13	14	15
21	22	23	24	25	26	27		19	20	21	22	23	24	25		16	17	18	19	20	21	22
28	29	30						26	27	28	29	30	31			23	24	25	26	27	28	29
																30	31					
2 <sup>nd</sup> Election Day - Staff PD & Asynchronous for students 11 <sup>th</sup> Veterans Day Observed 22 <sup>nd</sup> & 23 <sup>rd</sup> ES Family Conferences 24 <sup>th</sup> -26 <sup>th</sup> Thanksgiving Break								23 <sup>rd</sup> Winter Carnival 1pm Dismissal 24 <sup>th</sup> – 31 <sup>st</sup> Winter Recess								3 <sup>rd</sup> Staff PD & Asynchronous for students 17 <sup>th</sup> MLK Day						
February 2022								March 2022								April 2022						
S	M	T	W	Th	F	Sa		S	M	T	W	Th	F	Sa		S	M	T	W	Th	F	Sa
		1	2	3	4	5				1	2	3	4	5							1	2
6	7	8	9	10	11	12		6	7	8	9	10	11	12		3	4	5	6	7	8	9
13	14	15	16	17	18	19		13	14	15	16	17	18	19		10	11	12	13	14	15	16
20	21	22	23	24	25	26		20	21	22	23	24	25	26		17	18	19	20	21	22	23
27	28							27	28	29	30	31				24	25	26	27	28	29	30
3 <sup>rd</sup> & 4 <sup>th</sup> MS Family Conferences 1 <sup>st</sup> Lunar New Year 21 <sup>st</sup> -25 <sup>th</sup> Midwinter Recess								10 <sup>th</sup> & 11 <sup>th</sup> ES Family Conferences 29 <sup>th</sup> -31 <sup>st</sup> ELA State Testing (3 <sup>rd</sup> – 8 <sup>th</sup> )								15 <sup>th</sup> -22 <sup>nd</sup> Spring Recess 26 <sup>th</sup> -28 <sup>th</sup> Math State Testing (3 <sup>rd</sup> – 7 <sup>th</sup> ) 28 <sup>th</sup> & 29 <sup>th</sup> MS Family Conferences						
May 2022								June 2022								July 2022						
S	M	T	W	Th	F	Sa		S	M	T	W	Th	F	Sa		S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7					1	2	3	4							1	2
8	9	10	11	12	13	14		5	6	7	8	9	10	11		3	4	5	6	7	8	9
15	16	17	18	19	20	21		12	13	14	15	16	17	18		10	11	12	13	14	15	16
22	23	24	25	26	27	28		19	20	21	22	23	24	25		17	18	19	20	21	22	23
29	30	31						26	27	28	29	30				24	25	26	27	28	29	30
2 <sup>nd</sup> Eid al-Fitr 27 <sup>th</sup> Asynchronous for students 30 <sup>th</sup> Memorial Day								20 <sup>th</sup> Juneteenth (observed) 23 <sup>rd</sup> 8 <sup>th</sup> Grade Graduation 1pm Dismissal 27 <sup>th</sup> Last Day of School 1pm Dismissal														
Key		No School for Students							1pm Dismissal							Elementary Conferences - 1pm dismissal Middle School Conferences - 1pm dismissal Asynchronous for students						





# FIRE DEPARTMENT

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

## BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 06.08.2021.

### PREMISES

Growing Up Charter School  
36-49 11<sup>th</sup> Street  
Queens NY 11101

Growing Up Charter School  
36-49 11<sup>th</sup> Street  
Queens NY 11101

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **01.26.2021**.

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

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

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

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

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

A handwritten signature in black ink, appearing to read "Tomasz Korbas".

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



# FIRE DEPARTMENT

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

## BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 06.08.2021.

### PREMISES

Growing Up Charter School  
39-27 28<sup>th</sup> Street  
Queens NY 11101

Growing Up Charter School  
39-27 28<sup>th</sup> Street  
Queens NY 11101

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **10.19.2020**.

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

**Note: Re-inspection conducted on 12.03.2020 resulted in dismissal of violation order E633874 issued on 10.19.2020.**

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

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

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

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

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

# DEPARTMENT OF BUILDINGS

BOROUGH OF

QUEENS

, THE CITY OF NEW YORK

Date 6/29/73

No. 185473

## CERTIFICATE OF OCCUPANCY

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

This certificate supersedes C.O. No.

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

11-01/11-09 37 Avenue

Block 352 Lot 1

That the zoning lot and premises above referred to are situated, bounded and described as follows:

BEGINNING at a point on the Northeast ~~corner~~ distant feet from the corner formed by the intersection of 37 Avenue and 11 Street running thence N. 465.42 feet; thence S. 365.34 feet; thence W. 50.06 feet; thence E. 185.21 feet; thence S. 100.06 feet; thence W. 135.15 feet; running thence feet to the point or place of beginning, conforms substantially to the approved plans and specifications, and to the requirements of the Building Code, the Zoning Resolution and all other laws and ordinances, and of the rules of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

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

~~Permit~~ Alt. No. 984/71

Occupancy classification—

G (new Code)

Height

2

stories,

Construction classification— IIC (new code)

feet.

Date of completion—

6/14/73

Located in

M1-1

Zoning District.

at time of issuance of permit.

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: and The City Planning Commission:

(Calendar numbers to be inserted here)

### PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces \_\_\_\_\_

Off-Street Loading Berths \_\_\_\_\_

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE

THIS CERTIFICATE OF OCCUPANCY MUST BE POSTED WITHIN THE BUILDING IN ACCORDANCE WITH THE RULES OF THE DEPARTMENT PROMULGATED MARCH 31ST, 1967.

OFFICE COPY—DEPARTMENT OF BUILDINGS

H. S. [Signature]  
Borough Superintendent

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
1	100	100	Office
2	100	100	Office
3	100	100	Office
4	100	100	Office
5	100	100	Office
6	100	100	Office
7	100	100	Office
8	100	100	Office
9	100	100	Office
10	100	100	Office
11	100	100	Office
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96	100	100	Office
97	100	100	Office
98	100	100	Office
99	100	100	Office
100	100	100	Office

# DEPARTMENT OF BUILDINGS

BOROUGH OF

QUEENS

, THE CITY OF NEW YORK

Date

10/27/67

No.

170961

## CERTIFICATE OF OCCUPANCY

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

This certificate supersedes C. O. No.

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

9-27 28th Street

Block 398

Lot 1, 37, 38, 39

That the zoning lot and premises above referred to are situated, bounded and described as follows:

BEGINNING at a point on the North side of 40th Ave  
 distant 0 feet East from the corner formed by the intersection of  
 40th Ave and 28th St  
 running thence S 347.35 feet; thence E 150 feet;  
 thence S 117.36 feet; thence E 100.11 feet;  
 running thence S 200.19 feet; thence W 200.21 feet;

to the point or place of beginning, conforms substantially to the approved plans and specifications, and to the requirements of the Building Code, the Zoning Resolution and all other laws and ordinances, and of the rules of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

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

Alt. No.—

Alt 452/64

Construction classification—

Occupancy classification—

Public

Height 2 & Bsm't stories, 31

Fireproof feet.

Date of completion—

11/21/66

Located in M 1-3

Zoning District.

at time of issuance of permit.

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: 32 1110-64 Bul #25, Vol. L. (Calendar numbers to be inserted here)

### PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces

Off-Street Loading Berths

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
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# PERMISSIBLE USE AND OCCUPANCY (continued)

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
1st			
2nd			
3rd			
4th			
5th			
6th			
7th			
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94th			
95th			
96th			
97th			
98th			
99th			
100th			

Borough Superintendent