

Application: Young Women's College Prep Charter School of Rochester

Barbara Hasler - bhasler@youngwomenscollegeprep.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)

YOUNG WOMEN'S COLLEGE PREPARATORY CHARTER SCHOOL OF ROCHESTER 260501861020

a1. Popular School Name

YWCP

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

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

BOARD OF REGENTS

c. DISTRICT / CSD OF LOCATION

GREECE CSD

d. DATE OF INITIAL CHARTER

9/2011

e. DATE FIRST OPENED FOR INSTRUCTION

9/2012

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

MISSION STATEMENT

Young Women's College Prep Charter School of Rochester (YWCP) will offer young women from the city of Rochester and Monroe county the opportunity to learn in a single gender environment where a central focus is placed on preparation for college enrollment and graduation. High expectations and evidence of concrete results define the students academic experience. Educators commit to, and thrive upon ,sharing effective practices within and beyond the school building. YWCP partners with families, and instills in each student the sense of community , responsibility, an ethics. We support students in their endeavors to achieve excellence in and out of the classroom, helping them to develop strong voices they will need to be leaders.

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

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

KDE 1	Single Gender: All girls school YWCP believes in educating the whole girl and meeting individual needs. A single gender school offers students the opportunity to learn in an environment free from cultural and gender stereotypes, as well as many pressures and distractions typical of a co- educational school.
KDE 2	Focus on College Preparation: College is the lens through which YWCP students view their education, beginning with 7th grade orientation and continuing through senior year. Every grade level has at least two college visits a year, as well as ongoing college and career programming through our advisory curriculum. Upperclassmen are provided individualized opportunities to explore colleges, career and college fairs, job

shadowing and additional college and career focused opportunities. Our comprehensive counseling program is designed to create and support a college going culture. This includes guiding every student and her family through the complex admissions and financial aid process. Students are exposed to college and career through the

following innovative programs:

- 7th & 9th grade Summer Bridge Programs
 - Cool Women, Hot Jobs 40+ professional women share their experience with YWCP students
 - Summer camps and internships
 - College exploration through college trips •
- Counseling program designed to support and creating a college going culture
- Support for teacher professional development
 - Advisory training and support

college and career programming through our advisory curriculum. Upperclassmen are provided individualized opportunities to explore colleges, career and college fairs, job shadowing and additional college and career focused opportunities. Our comprehensive counseling program is designed to create and support a college going culture. This includes guiding every student and her family through the complex admissions and financial aid process. Students are exposed to college and career through the following innovative programs: • 7th & 9th grade Summer Bridge Programs • Cool Women, Hot Jobs 40+ professional women share their experience with YWCP students • Summer camps and internships • College exploration through college trips • Counseling program designed to support and creating a college going culture

- Support for teacher professional development •
- Advisory training and support

KDE 3

Small School Engaged in Leadership Development: YWCP has placed a strong emphasis on educating the whole girl and ensuring college readiness. The YWCP Advisory program is designed to support well rounded, conscientious, driven individuals by emphasizing the development of social and life skills. YWCP is committed to knowing every student personally, intellectually, and emotionally. Students learn how to lead and work collaboratively with

others. They engage in projects that build their leadership skills, improve their ability to work as part of a team, and increase their ability to positively impact their community. Leadership

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KDE

3

4

/ 42

development, essential to the culture of the school, is explicitly taught daily in Advisory

KDE 4

Faculty:

YWCP's teachers have consistently demonstrated their commitment to collaborative learning and are invested in their own professional development and growth. Curriculum development and professional development are consistently aligned with this element and will continue to foster growth.

Our instructional coaches working side by side with teachers planning, modeling and refining, are key to this work, as are the talented and dedicated administrators in place.

KDE 5

Professional Development and Leadership:

Professional development is an integral part of YWCP's culture and teaching strategies. During the school year, YWCP devotes Friday afternoons every week to directly respond to emerging student data, including evaluation of

lesson plans, teaching strategies, and sharing effective practices. In August, teachers prepare their classrooms and come together with the administration to work and plan in dedicated sessions. All staff receive support and coaching. This emphasis reflects the academic goals of the school and the commitment to developing all faculty so they feel confident as highly skilled experts.

KDE 6

Knowledge Management:

YWCP's common vocabulary refers to sharing data, best practices, and otherwise communicating about students and the school as "knowledge management." Ensuring this process runs well is a responsibility of every adult in the building.

Knowledge management emphasizes a common

	language and a structure for documenting and organizing knowledge allowing for continuous learning and improvement.
KDE 7	(No response)
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

<https://youngwomenscollegeprep.org>

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

410

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

367

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

Check all that apply

Grades Served	7, 8, 9, 10, 11, 12
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l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

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

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	133 Hoover Drive Rochester, NY 14615	585-254-0320	Greece	7-12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Barbara Zelazny	585-254-0320	585-500-5230	bzela@youngwomenscollegeprep.org
Operational Leader	Roberta McInnis	585-254-0320	585-545-9083	rmcinnis@youngwomenscollegeprep.org
Compliance Contact	Barbara Zelazny	585-254-0320	585-500-5280	bzela@youngwomenscollegeprep.org
Complaint Contact	Roberta McInnis	585-254-0320	585-545-9083	rmcinnis@youngwomenscollegeprep.org
DASA Coordinator	Crystal Rupp	585-254-0320	585-943-7451	crupp@youngwomenscollegeprep.org
Phone Contact for After Hours Emergencies	Barbara Zelazny	585-254-0320	585-500-5280	bzela@youngwomenscollegeprep.org

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

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

Site 1 Certificate of Occupancy (COO)

[Certificate of Occupancy.pdf](#)

Filename: Certificate of Occupancy.pdf **Size:** 160.3 kB

Site 1 Fire Inspection Report

[Fire Inspection Report.pdf](#)

Filename: Fire Inspection Report.pdf **Size:** 1.4 MB

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).


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	Barbara Zelazny
Position	Principal
Phone/Extension	
Email	zelazny@youngwomenscollegeprep.org

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

Responses Selected:

Yes

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

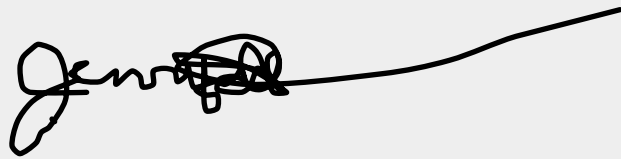
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Aug 2 2021

Thank you.



Entry 3 Progress Toward Goals

Completed Oct 29 2021

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

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

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
		We will utilize the NWEA Map assessments, IXL,		Although we were unable to formally assess progress toward our goal

<p>Academic Goal 1</p>	<p>Goal 1 Improve student achievement on NYS ELA 7-8 ELA assessment & 7th grade NYS Mathematics and 8th grade Algebra Regents examination</p>	<p>and locally developed common formative assessments to evaluate progress towards this goal.</p> <p>Additionally, ELA and Mathematics classes will have two teachers to better address high needs, to target instructional practices and to provide individualized and small group support.</p> <p>Informal and formal data will be analyzed and will inform instructional decisions and further support needed.</p>	<p>Unable to Assess</p>	<p>relative to state assessments, our common formative assessments revealed that the students at YWCP were trending toward proficiency.</p> <p>We examined extensively whether students maintained or increased their performance levels in grades 7 and 8, based on projections and analysis conducted by teachers thus projecting that 75% or more of our YWCP students maintained or increased their proficiency levels throughout the course of the 2020-2021 school year.</p>
		<p>The 7-9 articulation helps to inform curriculum development, alignment, pacing decisions, unit and daily planning to help meet student needs as they progress through coursework.</p>		<p>Despite not being able to formally assess the progress toward</p>

<p>Academic Goal 2</p>	<p>Goal 2 Strengthen grade 7 through 9 outcomes to support the overall achievement, through the strategic use of data.</p>	<p>To measure progress toward our goal, data is formally collected through common formative assessment and analyzed by instructional coaches and teachers to determine instructional implications.</p> <p>Locally developed common formative assessments, final exams, and student performance will be utilized to measure achievement.</p> <p>Grades 7-9: 80% of students will reach proficiency in the four cores/Spanish and will have earned at least five high school course credits by the end of ninth grade</p>	<p>Unable to Assess</p>	<p>our goal, data was collected and analyzed to determine instructional implications.</p> <p>A thorough analysis allowed YWCP teachers and leaders to make projections to inform growth toward specific standards, learning outcomes, and whether or not students would meet proficiency in the four cores/Spanish and will have earned at least five high school course credits by the end of ninth grade</p>
		<p>Using student achievement data, social emotional learning goals, and alignment to the NYSLs, we have strategically organized the</p>		<p>YWCP did</p>

Academic Goal 3

Refinement of the curriculum for all core content areas which is spiraled throughout grades 7-12

spiraled 7th-12th grade curriculum into two grade bands: 7-9 and 10-12. Our curriculum is vertically spiraled with an emphasis on gap-closing, preparation, and rigor.

The focus remains on the highest priority standards relative to the NYS 3-8 Assessments in Math and ELA and the five Regents Examination required for graduation.

Additionally, we continue to develop a shared understanding of a common language and practices for skills, vocabulary, critical reading and writing.

We developed spiraled common formative assignments aligned to priority standards in all content areas.

We continue to measure student growth toward the 7-9 and 10-12

Unable to Assess

accomplish this goal. YWCP has a standards-based curriculum that is intentionally vertically spiraled through 12th grade. Teachers collaborate frequently which supports alignment, and the systemic approach of embedding professional development into ongoing curriculum development cycles ensures both horizontal and vertical alignment. Teams of administrators, instructional coaches and teachers review data and student progress to further strengthen curricular alignment, content, pacing, and instruction.

Despite all of the analysis and refinement, we were unable to measure the full impact of the curriculum shifts due to adapting to a virtual model.

		goals by utilizing student data- including formative assessment data- teacher evaluations, and instructional coaching to measure progress.		
Academic Goal 4	Increase cohort proficiency levels on NYS Regents examinations.	<p>We will utilize the NWEA Map assessments, IXL, and locally developed common formative assessments to evaluate progress towards this goal.</p> <p>Additionally mock Regents examinations will be given and data gathered will be utilized to identify implications for instruction, curricular shifts, goal setting, and focus areas.</p>	Unable to Assess	<p>Regent's examinations were offered to remote students.</p> <p>Although we were unable to formally assess progress toward our goal relative to state assessments, we utilized common formative assessments and Mock Regents to examine whether students maintained or increased their proficiency levels.</p>
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

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

2020-2021 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	Articulate the YWCP Way related to enrollment by refining and implementing a coherent plan for student recruitment, enrollment, and retention.	Progress will be measured based upon the creation of process documents, data collection standardization, and quarterly review of progress. With enhanced and historic data collection, we will be able to strategically utilize data to inform best practices and goal setting.	Met	A strategic plan will be developed by the RER Committee (recruitment/enrollment/retention) to track outcomes and drive future decisions related to advertising and recruitment.

Org Goal 2	Goal 2 Develop and implement a differentiated or tiered supervision and evaluation process, which includes instructional coaching.	<p>Progress will be measured based upon the completion of the process.</p> <p>Artifacts from the entire teacher evaluation process will be stored in eDoctrina.</p> <p>At the end of the Supervision and Evaluation cycle, teachers will reflect on the process and their goals.</p> <p>A short survey regarding the instructional coach model will be administered to collect data and inform practices for the upcoming school year.</p>	Met	YWCP implemented a tiered/differentiated evaluation system which included formal and informal observations, pre and post conferences, goal setting and an end of year reflections. The instructional coach survey provided feedback on the role of the coach, the support offered, and how the instructional coach model could further impact teaching and learning.
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				

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

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2020-2021 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	Maintain cash position with no debt.	Net cash position and debt position	Met	
Financial Goal 2	Achieve an operating surplus, including the planned deficit, consistent with the FY21 budget.	Increase in net assets.	Met	
Financial Goal 3	No material weaknesses identified in the annual audit.	Clean audit report for FY21 free of material weaknesses.	Met	
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed Oct 25 2021

Required of ALL Charter Schools

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

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as

one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

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

[Audited Financial Statements and Reports](#)

Filename: Audited Financial Statements and Reports.pdf **Size:** 381.9 kB

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

Completed Dec 20 2021

[Instructions - Regents-Authorized Charter Schools ONLY](#)

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

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

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

[Young Womens College Prep CS of Rochester BEDS-260501861020_2020-21](#)

Filename: Young Womens College Prep CS of R VFAbHOe.xlsx **Size:** 75.1 kB

Entry 4c - Additional Financial Documents

Completed Oct 25 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^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

[Young Women's College Prep Escrow Account 6](#)

Filename: Young Womens College Prep Escrow Ac wdaSs6f.pdf **Size:** 95.5 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
	Roberta McInnis	rmcinnis@youngwomencollegeprep.org	[REDACTED]

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Melissa Slater	[REDACTED]	[REDACTED]	9

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

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Oct 25 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.

[Young Women's College Prep Final 2021-2022 Budget](#)

Filename: Young Womens College Prep Final 20 bqtr3in.xlsx **Size:** 37.9 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.

[Disclosure of Financial Interest](#)

Filename: Disclosure of Financial Interest.pdf **Size:** 3.8 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	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Jennifer Allen		Chair	Executive, Financial Audit, Performance Evaluation	Yes	2	12/31/2019	12/22/2022	12
2	Charles alcon		Treasurer	Finance	Yes	1	8/1/2018	8/31/2021	12
3	Jennifer Aronson - Jovcevs ki		Secretary	Executive	Yes	1	11/1/2019	11/30/2022	7
				Executive					

4	Julia Green		Vice Chair	Governance, Performance Evaluation	Yes	1	8/1/2018	8/31/2021	12
5	Pamela Kissel		Trustee/Member	Education	Yes	2	6/1/2019	6/30/2022	9
6	Erin Duffy-Kruss		Trustee/Member	Scholarship	Yes	1	8/1/2018	8/31/2021	9
7	Kristin Lowe		Trustee/Member	Governance	Yes	2	5/1/2021	4/30/2024	10
8	LaQuanna Sparkman		Trustee/Member	Education, Culture/Climate/Student & Parent Engagement	Yes	1	10/1/2018	10/31/2021	10
9	Carolyn Vacca		Trustee/Member	Education	Yes	2	6/1/2020	3/31/2021	6

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

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Belimar Velazquez		Trustee/Member	Recruitment/Engagement/Retention	Yes	1	3/1/2019	3/31/2022	10
11	Jennifer Weinstein		Trustee/Member	Development YWCP Foundation	Yes	2	1/1/2020	1/31/2023	12
12	Melissa Geska		Trustee/Member	Governance	Yes	1	11/1/2020	11/30/2023	11
13	Nadine Hylton		Trustee/Member	Education Culture/Climate/Parent & Student Engagement	Yes	1	11/1/2020	11/30/2023	10
14					No				
15									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	12
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	12

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.

[YWCP Board Meeting Minutes 20-21](#)

Filename: YWCP Board Meeting Minutes 20 21.pdf **Size:** 4.4 MB

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.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	A special emphasis is placed on the recruitment efforts of	

Economically Disadvantaged

Economically Disadvantaged students. When constructing the framework of our lottery we place priority odds on students that declare themselves on the application to be economically disadvantaged. We recruit all students via direct mailings and “Robo” calls to the homes of sixth-grade students. Events are made public through social media, posters in schools and recreation centers, and emails to school leaders and teachers. Open house events are held yearly, inviting families to tour the school, meet the staff, and learn more about our programs and events. Individual tours are also arranged for families who could not attend the larger events because of work commitments or other considerations. YWCP also advertises by radio (WDKX, The Beat, LaMega) and RTS transit (Bus Shelter Ads & Transit Center), and participates in the “Good Schools Roc ” common online enrollment process. The website (www.goodschoolsroc.org) is monitored daily by staff to stay informed. Good Schools Roc also works on its own unified Charter Sector Advertising to increase knowledge and awareness for charter schools.

Based on the positive data trends of our Economically Disadvantaged recruitment and enrollment outcomes, YWCP intends to continue with our current overarching process. However, we plan to adapt and sustain our process into a hybrid model relative to the lessons we have learned from the COVID-19 pandemic. The importance of providing remote access to school events, in combination with in-person events is a process we have come to value. We will reach a larger audience with a hybrid model. We will continue to build our digital links library and develop parallel recruiting events so that whether in-person or remotely, families will have access to the information they need in making the best decision for their daughter.

English Language Learners	<p>A special emphasis is placed on the recruitment efforts of English Language Learners. When constructing the framework of our lottery, we place priority odds on students that declare themselves on the application to be ELL. Recruitment materials are designed with explicit information about how the needs of ELLs are met through the school's programming. Expanded outreach into the Spanish-speaking community, included working with local organizations and attending events tailored to the Spanish-speaking community. Promotional materials and applications are disseminated in English and Spanish to ensure communication with Spanish-speaking families is clear and that our school is accessible to these families. Additionally, our website has a built-in translating</p>	<p>Based on the positive data trends of our ELL recruitment and enrollment outcomes, YWCP intends to continue with our current overarching process. However, we plan to adapt and sustain our process into a hybrid model relative to the lessons we have learned from the COVID-19 pandemic. The importance of providing remote access to school events, in combination with in-person events is a process we have come to value.</p>

feature that allows the user to translate all web pages into one of eight different languages depending on the language they are fluent in. During the 2020-2021 school year, we expanded outreach into a growing Arabic-speaking community in Rochester. Many non-English speaking families are attracted to our single-gender educational opportunity. We have also established a relationship with the Rochester Refugee Resettlement Services, which helps us connect with new families. We work closely to guide new families throughout the application process, seeking translators when necessary.

We will reach a larger audience with a hybrid model. We will continue to build our digital links library and develop parallel recruiting events so that whether in-person or remotely, families will have access to the information they need in making the best decision for their daughter.

A special emphasis is placed on the recruitment efforts of Students with Disabilities. When constructing the framework of our lottery, we place priority odds on students that declare themselves on the application to be SWD. Recruitment materials are designed with explicit information about how the needs of SWDs are met through the school's programming. YWCP's special education coordinators, teachers, and school leaders maintain high levels of communication to ensure that appropriate records and IEPs or 504 documents are obtained from the host district in a timely fashion. In addition, YWCP makes every effort to serve students in the least restrictive environment that their accommodations will

Based on the positive data trends of our SWD recruitment and enrollment outcomes, YWCP intends to continue with our current overarching process. However, we plan to adapt and sustain our process into a hybrid model relative to the lessons we

<p>Students with Disabilities</p>	<p>allow. We recruit all students via direct mailings and “Robo” calls to the homes of sixth-grade students. Events are made public through social media, posters in schools and recreation centers, and emails to school leaders and teachers. Open house events are held yearly, inviting families to tour the school, meet the staff, and learn more about our programs and events. Individual tours are also arranged for families who could not attend the larger events because of work commitments or other considerations. YWCP also advertises by radio (WDKX, The Beat, LaMega) and RTS transit (Bus Shelter Ads & Transit Center) and participates in the “Good Schools Roc” common online enrollment process. The website (www.goodschoolsroc.org) is monitored daily by staff to stay informed. Good Schools Roc also works on its own unified Charter Sector Advertising to increase the awareness for charter schools.</p>	<p>have learned from the COVID-19 pandemic. The importance of providing remote access to school events, in combination with in-person events, is a practice we have come to value. We will reach a larger audience with a hybrid model. We will continue to build our digital links library and develop parallel recruiting events so that, whether in-person or remotely, families will have access to the information they need in making the best decision for their daughter.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>YWCP strives to retain all students, including the economically disadvantaged. Our school is designed in all facets to provide individualized attention to our students and in all areas of B.A.S.E.(Behaviorally,</p>	

Academically, Socially, Emotionally) YWCP has robust programmatic strategies in place to specifically help support students. This is whether the student/family requires Tier I, Tier II, or Tier III interventions. We also strive to provide comprehensive “whole girl” opportunities beyond the classroom. (field trips, clubs, activities, Athletics, etc.) We believe in the theory and practice that the key to retaining students is to meet their unique needs and build trust with families.

Based on the positive trends in our retention data of ELL students, YWCP intends to continue with our current overarching processes. We will continue to strive to strategically meet all student’s B.A.S.E. needs and provide comprehensive opportunities in developing the whole child. We will implement Reach Individual Potential Plans during the 2021-2022 school year, including a social-emotional assessment. We plan to continue building trust with families, offer remote means of participation, and work collaboratively to support their daughters.

Economically Disadvantaged

	<p>YWCP strives to retain all students. Our school is designed in all facets to provide individualized attention to our students and in all areas of B.A.S.E.(Behaviorally, Academically, Socially, Emotionally). Additionally, YWCP has robust programmatic strategies in place to specifically support English Language Learners. ELL students are serviced with both this push-in support and a stand-alone period with a specialist teacher. All YWCP students, including ELL students, benefit from a spiral curriculum and differentiated instruction in academic areas</p>	<p>Based on the positive trends in our retainment data of ELL students, YWCP intends to continue with our current overarching processes. We will continue to strive to strategically meet all student's B.A.S.E. needs and provide comprehensive</p>

<p>English Language Learners</p>	<p>which have been historically challenging to reach proficiency. Co-teaching is embedded into core instruction through a push-in model, and additional support is provided through strategically placed second teachers. ELL students are serviced with both this push-in support and a stand-alone period with a specialist teacher. We also strive to provide comprehensive “whole girl” opportunities beyond the classroom. (advisory, field trips, clubs, activities, Athletics, etc.) We believe in the theory and practice that the key to retaining ELL students is to meet their unique needs and build trust with families.</p>	<p>opportunities in developing the whole child. We will implement Reach Individual Potential Plans during the 2021-2022 school year, including a social-emotional assessment. We plan to continue building trust with families, offer remote means of participation, and work collaboratively to support their daughters.</p>
<p>Students with Disabilities</p>	<p>YWCP strives to retain all students. Our school is designed in all facets to provide individualized attention to our students and in all areas of B.A.S.E.(Behaviorally, Academically, Socially, Emotionally). Additionally, YWCP has robust programmatic strategies in place to specifically support students with disabilities. Three Special Education Teachers and a math and reading specialist are scheduled to support SWD’s core instruction. Special attention is paid to the monitoring and updating of IEPs and 504 plans. YWCP embraces inclusion and co-teaching, and special education students. Language and classroom routines are systematized to reinforce</p>	<p>Based on the positive trends in our retainment data of ELL students, YWCP intends to continue with our current overarching processes. We will continue to strive to strategically meet all student’s B.A.S.E. needs and provide comprehensive opportunities in developing the whole child. We will implement Reach Individual Potential Plans during the 2021-2022 school year, including a social-emotional assessment. We plan to continue</p>

meeting the needs of all students, including these at-risk populations. We also strive to provide comprehensive “whole girl” opportunities beyond the classroom. (advisory, field trips, clubs, activities, Athletics, etc.) We believe in the theory and practice that the key to retaining SWD students is to meet their unique needs and build trust with families.

building trust with families, offer remote means of participation, and work collaboratively to support their daughters.

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

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

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

B. Emergency Conditional Clearances

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

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Completed 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)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	1
Total Category A: 5 or 30% whichever is less	3.0

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	1

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	23

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	28



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

[YWCP 2018 19 Org Chart v2final](#)

Filename: YWCP 2018 19 Org Chart v2final.pdf Size: 432.8 kB

Entry 13 School Calendar

Completed Oct 6 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 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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

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

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

[Academic Calendar 2021-2022 Official](#)

Filename: Academic Calendar 2021 2022 Official.pdf **Size:** 152.7 kB

[Academic Calendar 2021-2022 Official with Instructional Hours](#)

Filename: Academic Calendar 2021 2022 Officia xKhspu1.pdf **Size:** 155.8 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: Young Women's College Prep Charter School of Rochester

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://youngwomenscollegeprep.org/wp-content/uploads/2021/07/Young_Womens_College_Prep_Charter_School_of_Rochester_202102101422.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://youngwomenscollegeprep.org/about-us/board-of-trustees/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://youngwomenscollegeprep.org/about-us/board-of-trustees/#1539706431679-5ff8b206-6504
3. Link to NYS School Report Card	https://youngwomenscollegeprep.org/school-resources/#
4. Lottery Notice announcing date of lottery	https://youngwomenscollegeprep.org/wp-content/uploads/2021/03/Public-Notice-for-2021-22-Lottery.pdf
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://youngwomenscollegeprep.org/wp-content/uploads/2021/07/FINALDignityForAllStudentsActGuidanceDec2017.pdf
6. District-wide Safety Plan	https://youngwomenscollegeprep.org/wp-content/uploads/2020/08/ywcphealthsafety.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://youngwomenscollegeprep.org/wp-content/uploads/2019/08/YWCP-Code-of-Conduct-19-20.pdf
7. Authorizer-Approved FOIL Policy	https://youngwomenscollegeprep.org/wp-content/uploads/2019/04/YWCP-Policy_Manual.pdf
8. Subject matter list of FOIL records	https://youngwomenscollegeprep.org/wp-content/uploads/2020/10/Subject-Matter-List.pdf

Thank you.



**YOUNG WOMEN'S COLLEGE PREP
CHARTER SCHOOL OF ROCHESTER**

**Financial Statements as of
June 30, 2021
Together with
Independent Auditor's Report**

ii

Bonadio & Co., LLP
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

October 7, 2021

To the Board of Trustees of
Young Women's College Prep Charter School of Rochester:

Report on the Financial Statements

We have audited the accompanying financial statements of Young Women's College Prep Charter School of Rochester (the School) (a New York not-for-profit corporation), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year 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.

Auditor's Responsibility

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

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

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

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www.bonadio.com

(Continued)

INDEPENDENT AUDITOR'S REPORT

(Continued)

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Young Women's College Prep Charter School of Rochester as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 7, 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, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the 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.

Bonadio & Co., LLP

YOUNG WOMEN'S COLLEGE PREP CHARTER SCHOOL OF ROCHESTER

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Summarized Comparative Totals for 2020)

	<u>2021</u>	<u>2020</u>
ASSETS		
CURRENT ASSETS:		
Cash	\$ 1,535,381	\$ 1,949,786
Accounts receivable	54,261	16,561
Grants receivable	417,871	236,330
Prepaid expenses and other assets	<u>143,783</u>	<u>135,015</u>
Total current assets	2,151,296	2,337,692
INVESTMENTS	509,273	-
DESIGNATED CASH	100,000	100,000
PROPERTY AND EQUIPMENT, net	<u>194,170</u>	<u>247,494</u>
	<u>\$ 2,954,739</u>	<u>\$ 2,685,186</u>
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable	\$ 24,144	\$ 29,406
Due to school districts	19,831	48,541
Accrued expenses	592,037	536,282
Deferred revenue	<u>5,751</u>	<u>24,880</u>
Total current liabilities	641,763	639,109
NET ASSETS WITHOUT DONOR RESTRICTIONS	<u>2,312,976</u>	<u>2,046,077</u>
	<u>\$ 2,954,739</u>	<u>\$ 2,685,186</u>

The accompanying notes are an integral part of these statements.

YOUNG WOMEN'S COLLEGE PREP CHARTER SCHOOL OF ROCHESTER

STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS FOR THE YEAR ENDED JUNE 30, 2021

(With Summarized Comparative Totals for 2020)

	<u>2021</u>	<u>2020</u>
REVENUE AND SUPPORT:		
Public school district	\$ 5,353,695	\$ 5,573,738
Federal and state grants	519,801	460,014
Other grants	92,629	7,723
Other	<u>7,585</u>	<u>6,080</u>
Total revenue and support	<u>5,973,710</u>	<u>6,047,555</u>
EXPENSES:		
Program -		
Regular education	4,891,949	4,950,330
Special education	<u>294,722</u>	<u>255,196</u>
Total program expenses	5,186,671	5,205,526
Management and general	<u>529,413</u>	<u>525,623</u>
Total expenses	<u>5,716,084</u>	<u>5,731,149</u>
CHANGE IN NET ASSETS FROM OPERATING	257,626	316,406
INVESTMENT INCOME, NET	<u>9,273</u>	<u>-</u>
CHANGE IN NET ASSETS	266,899	316,406
NET ASSETS - beginning of year	<u>2,046,077</u>	<u>1,729,671</u>
NET ASSETS - end of year	<u>\$ 2,312,976</u>	<u>\$ 2,046,077</u>

The accompanying notes are an integral part of these statements.

YOUNG WOMEN'S COLLEGE PREP CHARTER SCHOOL OF ROCHESTER

**STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021**

(With Summarized Comparative Totals for 2020)

	Program Services				Supporting Services			Total
	Regular Education	Special Education	Other	Total	Management and General	Fundraising	Total	
Personnel services costs:								
Administrative staff personnel	\$ 485,094	\$ -	\$ -	\$ 485,094	\$ 372,098	\$ -	\$ 372,098	\$ 857,192
Instructional personnel	1,920,583	221,985	-	2,142,568	-	-	-	2,142,568
Non-instructional personnel	310,836	-	-	310,836	-	-	-	310,836
Total personnel services costs	2,716,513	221,985	-	2,938,498	372,098	-	372,098	3,310,596
Fringe benefits and payroll taxes	639,902	52,325	-	692,227	87,571	-	87,571	779,798
Retirement	224,160	18,420	-	242,580	9,592	-	9,592	252,172
Accounting/audit services	-	-	-	-	12,025	-	12,025	12,025
Other purchased/professional/consulting services	121,203	-	-	121,203	17,348	-	17,348	138,551
Building and land rent/lease	497,221	-	-	497,221	10,147	-	10,147	507,368
Repairs and maintenance	179	-	-	179	-	-	-	179
Insurance	38,474	1,992	-	40,466	18,643	-	18,643	59,109
Utilities	95,775	-	-	95,775	1,810	-	1,810	97,585
Supplies/materials	198,026	-	-	198,026	-	-	-	198,026
Equipment/furnishings	-	-	-	-	-	-	-	3,572
Staff development	20,616	-	-	20,616	-	-	-	20,616
Marketing/recruitment	20,907	-	-	20,907	-	-	-	20,907
Technology	19,170	-	-	19,170	-	-	-	19,170
Food service	29,587	-	-	29,587	-	-	-	29,587
Student services	87,024	-	-	87,024	-	-	-	87,024
Office expense	42,109	-	-	42,109	-	-	-	42,109
Depreciation	91,216	-	-	91,216	-	-	-	91,216
Other	49,867	-	-	49,867	179	-	179	50,046
	\$ 4,891,949	\$ 294,722	\$ -	\$ 5,186,671	\$ 529,413	\$ -	\$ 529,413	\$ 5,716,084
								\$ 5,731,149

The accompanying notes are an integral part of these statements.

YOUNG WOMEN'S COLLEGE PREP CHARTER SCHOOL OF ROCHESTER

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2021 (With Summarized Comparative Totals for 2020)

	<u>2021</u>	<u>2020</u>
CASH FLOW FROM OPERATING ACTIVITIES:		
Accounts receivable	\$ 5,296,866	\$ 5,611,926
Grant revenue	430,889	428,763
Miscellaneous sources	7,585	6,080
Payments to vendors for goods and services rendered	(2,284,293)	(2,330,467)
Payments to charter school personnel for services rendered	<u>(3,327,560)</u>	<u>(3,445,052)</u>
Net cash flow from operating activities	<u>123,487</u>	<u>271,250</u>
CASH FLOW FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	(37,892)	(86,148)
Purchases of investments	<u>(500,000)</u>	<u>-</u>
Net cash flow from investing activities	<u>(537,892)</u>	<u>(86,148)</u>
CHANGE IN CASH AND DESIGNATED CASH	(414,405)	185,102
CASH AND DESIGNATED CASH - beginning of year	<u>2,049,786</u>	<u>1,864,684</u>
CASH AND DESIGNATED CASH - end of year	<u>\$ 1,635,381</u>	<u>\$ 2,049,786</u>
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH FLOW FROM OPERATING ACTIVITIES:		
Change in net assets	\$ 266,899	\$ 316,406
Adjustments to reconcile change in net assets to net cash flow from operating activities:		
Depreciation	91,216	75,009
Gain on investments, net	(9,273)	-
Changes in:		
Accounts receivable	(37,700)	22,411
Due to school districts	(28,710)	(51,618)
Grants receivable	(181,541)	(38,974)
Prepaid expenses and other assets	(8,768)	(12,727)
Accounts payable	(5,262)	(25,126)
Accrued expenses	55,755	(29,908)
Deferred revenue	<u>(19,129)</u>	<u>15,777</u>
Net cash flow from operating activities	<u>\$ 123,487</u>	<u>\$ 271,250</u>

The accompanying notes are an integral part of these statements.

YOUNG WOMEN'S COLLEGE PREP CHARTER SCHOOL OF ROCHESTER

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

1. THE ORGANIZATION

Young Women's College Prep Charter School of Rochester (the School) is an independent public school established under the provisions of the New York State Charter School Act of 1998, codified as Article 56 of the Education Law. The School is affiliated with the Student Leadership Network (SLN), which supports eight highly successful single-gender secondary schools in New York City and others across the United States. The School benefits from the structured and targeted support that SLN provides for its network schools and affiliates that can be measured in college acceptance and graduation.

The School's mission is to provide students in Rochester, New York with a safe, supportive, and intellectually engaging educational environment. The central philosophy of the School is that strong student-teacher relationships are essential to student motivation and achievement. The School is designed to strengthen these bonds and assist students in overcoming the demographic destiny of poverty and exceed state achievement standards.

The School began operations in September 2011 and provides educational instruction to students in seventh grade through twelfth grade. In May 2019, the School received a renewal of its charter through June 2022.

Young Women's College Prep Foundation, Inc. (the Foundation) is an unrelated not-for-profit corporation formed to provide a bridge between the Rochester community and the School. In addition to providing the School with financial support for identified and targeted initiatives, the Foundation provides selective student programming and mentoring to enhance the students' experiences at the School.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America.

Change in Accounting Principle

In May 2014, the Financial Accounting Standards Board (FASB) issued ASU 2014-19, *Revenue from Contracts with Customers (Topic 606)*, and has subsequently issued supplemental and/or clarifying ASUs (collectively "ASC 606"). ASC 606 outlines a five-step framework that supersedes the principles for recognizing revenue and eliminates industry-specific guidance. The core principle of the guidance in ASC 606 is that an entity should recognize revenue to depict the transfer of promised goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. In addition, ASC 606 revises current disclosure requirements to help financial statement users better understand the nature, amount, timing, and uncertainty of revenue that is recognized. The School adopted ASC 606 as of July 1, 2020, utilizing the modified retrospective method of transition and there was no effect on total net assets or changes in net assets.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Financial Reporting

Net assets without donor restrictions are net assets that are not subject to donor-imposed stipulations. At June 30, 2021 and 2020, all of the School's net assets were without donor restrictions.

Revenue Recognition

Revenue from contracts with students is recognized in the fiscal year in which the academic programs are delivered. The School records per pupil tuition revenue on a per student basis at the student's resident district's allocated rate which is established by New York State (the State). The School recognizes tuition revenue in the period in which it satisfies its performance obligations by transferring services to its students.

The School's performance obligation relative to per pupil tuition is to provide instruction for its students over the academic year. These obligations are satisfied over the academic year as these services are provided by the School and received by the student.

Payments for per pupil tuition are recognized at the amounts to which the School expects to be entitled, and this transaction price is allocated to the service. Each academic year, the performance obligation is satisfied as the benefit of the services are consumed.

The transaction price is the student's resident district's per pupil allocated rate, as determined by the State. The rate is prorated based on the student's full time equivalent during the academic year.

Per pupil tuition is charged to the student's resident district on a bimonthly basis with six payments made during the academic year. The School expects to collect all payments due from the students' resident districts and, therefore, the School has not established an allowance for doubtful accounts.

Cash and Designated Cash

The School's cash is maintained in bank demand deposit accounts. The balances in these accounts may, at times, exceed federally insured limits. The School has not experienced any losses in these accounts and believes it is not exposed to any significant credit risk with respect to cash.

In accordance with New York State Department of Education (NYSED) regulations, the School is required to maintain funds to pay for expenses associated with the potential termination of the School or non-renewal of the School's charter. The School had designated funds totaling \$100,000 at June 30, 2021 and 2020 to satisfy this requirement.

Investments

Investments are recorded at fair value, based on quoted market prices.

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fair Value

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. The School uses various valuation techniques in determining fair value. GAAP establishes a hierarchy for inputs used in measuring fair value that maximize the use of observable inputs and minimize the use of unobservable inputs by requiring that the observable inputs be used when available. The hierarchy consists of three levels based on the reliability of inputs as follows:

- Level 1 - Valuations are based on quoted prices in active markets for identical assets or liabilities that the School has the ability to access. Valuation adjustments are not applied to Level 1 instruments. Since valuations are based on quoted prices that are readily and regularly available in an active market, valuation of these products does not entail a significant degree of judgment.
- Level 2 - Valuations are based on quoted prices in markets that are not active or for which all significant inputs are observable, directly or indirectly.
- Level 3 - Valuations are based on inputs that are unobservable and significant to the overall fair value measurement.

The availability of observable inputs can vary and is affected by a wide variety of factors. To the extent that valuation is based on models or inputs that are less observable or unobservable in the market, the determination of fair value requires more judgment. Accordingly, the degree of judgment exercised by the School in determining fair value is greatest for instruments categorized in Level 3. In certain cases, the inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, for disclosure purposes, the level in the fair value hierarchy within which the fair value measurement in its entirety falls is determined based on the lowest level input that is significant to the fair value measurement in its entirety.

Grant Revenue and Receivable

Grant revenue is recognized as the related costs are incurred, or when evidence of a non-conditional grant has been received. Grants subject to conditions are not recorded as income until those conditions have been met. Amounts received in advance of incurring the related costs are reported as deferred revenue.

The School records an allowance for uncollectible accounts based on historical collection experience and a review of specific amounts outstanding. Accounts are written off against the allowance when uncollectibility becomes known. At June 30, 2021 and 2020, it was determined that an allowance for uncollectible amounts was not necessary.

Property and Equipment

Property and equipment is stated at cost or fair value at the date of donation. It is the School's policy to capitalize all additions greater than \$1,000 with a useful life in excess of three years. Depreciation is provided using the straight-line method over the estimated useful lives of the related assets, which range from three to ten years.

Program Services

Regular education expenses include costs incurred in connection with the educational activities of the School. Other program expenses include costs incurred in connection with other than instructional activities provided to students, i.e., community services, health services, food services, athletic services, music, and other student activities.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Expense Allocations

The financial statements report certain categories of expenses that are attributable to one or more program or supporting functions. Those expenses include personnel service costs, fringe benefits and payroll taxes, retirement, other purchased/professional/consulting, building and land rent/lease, insurance, utilities and other expenses. Personnel service costs and retirement are directly charged based on position. Fringe benefits and payroll taxes are prorated based on the percentage of personnel services costs that are allocated to each function. Other purchased/professional/consulting, building and land rent/lease, insurance, utilities and other expenses are directly charged whenever possible and appropriate and otherwise are allocated based on square footage.

Donated Services

Volunteers have donated significant amounts of time in support of the School's activities. However, the value of these services is not reflected in the accompanying financial statements, as they do not meet the criteria for recognition as set forth under generally accepted accounting principles.

Income Taxes

The School is exempt from income taxes as a corporation qualified under Section 501(c)(3) of the Internal Revenue Code. The School has also been classified by the Internal Revenue Service as an entity that is not a private foundation.

Comparative Information

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

Estimates

The preparation of financial statements in accordance with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

3. CASH AND DESIGNATED CASH

Cash and designated cash, as reported on the statement of cash flows, consisted of the following at June 30:

	<u>2021</u>	<u>2020</u>
Cash	\$ 1,535,381	\$ 1,949,786
Designated cash	<u>100,000</u>	<u>100,000</u>
	<u>\$ 1,635,381</u>	<u>\$ 2,049,786</u>

4. ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND

The Elementary and Secondary School Emergency Relief Fund (ESSER) was established and funded by a number of federal stimulus legislations. ESSER grants were awarded to help schools safely reopen and to sustain their safe operations as the schools addressed the COVID-19 impact on their students.

During the year ended June 30, 2021, the School received ESSER funds totaling \$181,316 which has been recorded as a component of federal and state grants on the accompanying statement of activities and change in net assets.

5. LIQUIDITY

At June 30, the School had financial assets available to meet cash needs for general expenditures in the subsequent year of:

	<u>2021</u>	<u>2020</u>
Cash	\$ 1,535,381	\$ 1,949,786
Accounts receivable	54,261	16,561
Grants receivable	<u>417,871</u>	<u>236,330</u>
	<u>\$ 2,007,513</u>	<u>\$ 2,202,677</u>

The School is substantially supported by student enrollment and federal and state grants that are without contractual or donor restrictions. As part of the School's liquidity management, it structures its financial assets to be available as its general expenditures, liabilities, and other obligations come due.

The School maintains sufficient cash that is readily available for general expenditures. Additionally, the School's ability to meet its cash needs is further dependent, in part, on timely collection of its accounts receivable and grants receivable. The School's accounts receivable and grants receivable are due primarily from government funders, such as New York State and various New York State central school districts. The School employs procedures specifically designed to collect from these payers as quickly as possible.

6. CONCENTRATIONS

The School's primary source of funding is obtained from the NYSED and is reported as public school district revenue in the accompanying statements of activities and change in net assets. This funding is received on a per pupil basis and was approximately 90% and 92% of the School's total revenue and support during the years ended June 30, 2021 and 2020, respectively.

7. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30:

	<u>2021</u>	<u>2020</u>
Equipment	\$ 506,625	\$ 475,207
Property and leasehold improvements	<u>208,516</u>	<u>202,042</u>
	715,141	677,249
Less: Accumulated depreciation	<u>(520,971)</u>	<u>(429,755)</u>
	<u>\$ 194,170</u>	<u>\$ 247,494</u>

Depreciation expense was \$91,216 and \$75,009 for the years ended June 30, 2021 and 2020, respectively.

8. INVESTMENTS

Investments are measured at fair value on a recurring basis using Level 1 inputs and consisted of the following at June 30, 2021:

Cash and equivalents	\$ 6,363
Mutual funds	288,297
Exchange traded funds	<u>214,613</u>
	<u>\$ 509,273</u>

9. COMMITMENTS

The School has a lease agreement for its current school location through June 2022. Under the terms of the agreement, the School's base rent was \$7.81 per square foot through June 2020, \$8.00 per square foot through June 2021, and will be \$8.20 per square foot through June 30, 2022.

Future minimum payments under the terms of this agreement for the year ending June 30, 2022, are \$520,049.

Rent expense recognized under the terms of this agreement was \$507,368 and \$495,470 for the years ended June 30, 2021 and 2020, respectively.

10. RETIREMENT PLANS

403(b) Retirement Plan

The School sponsors a tax-sheltered annuity 403(b) retirement plan (the Plan) for all salaried employees. These employees are eligible to participate in the Plan upon hiring and are vested in the School's contributions upon continuation of service after the completion of one year. The School did not make any contributions to the Plan during the years ended June 30, 2021 and 2020.

New York State Teachers' Retirement System

The School participates in the New York State Teachers' Retirement System (TRS). This is a cost-sharing multiple-employer retirement system. TRS offers a wide range of plans and benefits which are related to years of service and final average salary, vesting of retirement benefits, death, and disability. TRS is administered by the New York State Teachers' Retirement Board and provides retirement, disability, withdrawal, and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. TRS issues a publicly available financial report that contains financial statements and requirement supplementary information for the System.

TRS requires employee contributions of 3% of their annual salary for the first 10 years of service for those employees who joined the plan between July 1976 and December 2009. Participants hired between January 1, 2010 and March 31, 2012 are required to contribute 3.5% of their annual salary, and participants hired after April 1, 2012 are required to contribute between 3% and 6% of the annual salary, depending on their reportable salary. Participants hired after January 1, 2010 are required to contribute throughout the active membership in TRS. No employee contribution is required for those hired prior to July 1976. Pursuant to Article 11 of the Education Law, an actuarially determined contribution rate is established annually by the New York State Teachers' Retirement Board. The rate for the years ended June 30, 2021 and 2020, respectively, was 9.53% and 8.86% of the annual covered payroll. The School's required contribution was \$252,172 and \$240,279 for the years ended June 30, 2021 and 2020, respectively.

11. COVID-19

The United States is presently in the midst of a national health emergency related to a virus, commonly known as Novel Coronavirus (COVID-19). The overall short and long-term consequences of COVID-19 on a national, regional, and local level are unknown. However, the on-going impact of COVID-19 could have a material adverse impact on the School's financial position.

12. SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 7, 2021, which is the date the financial statements were available to be issued.

**INDEPENDENT AUDITOR'S 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**

October 7, 2021

To the Board of Trustees of
Young Women's College Prep Charter School of Rochester:

We have audited, 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, the financial statements of Young Women's College Prep Charter School of Rochester (the School) (a New York not-for-profit corporation), which comprise the statement of financial position as of June 30, 2021 and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and have issued our report thereon dated October 7, 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.

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(Continued)

**INDEPENDENT AUDITOR'S 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**

(Continued)

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 organization'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 organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Bonadio & Co., LLP

**YOUNG WOMEN'S COLLEGE PREP
CHARTER SCHOOL OF ROCHESTER**

**Communication of Matters Related to Internal Control
Over Financial Reporting and Other Matters
October 2021**

Bonadio & Co., LLP
Certified Public Accountants

October 2021

To the Board of Trustees of
Young Women's College Prep Charter School of Rochester:

In planning and performing our audit of the financial statements of Young Women's College Prep Charter School of Rochester (the School) (a New York not-for-profit corporation), 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 an 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 Plans' 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 School'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 material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

This communication is intended solely for the information and use of the Audit Committee, Board of Trustees, and management of Young Women's College Prep Charter School of Rochester and is not intended to be and should not be used by anyone other than these specified parties.

Bonadio & Co., LLP

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YOUNG WOMEN'S COLLEGE PREP CHARTER SCHOOL OF ROCHESTER

**COMMUNICATION OF MATTERS RELATED TO INTERNAL CONTROL
OVER FINANCIAL REPORTING AND OTHER MATTERS
OCTOBER 2021**

REVIEW OF PRIOR YEAR RECOMMENDATIONS

In connection with our audit of the School's financial statements for the year ended June 30, 2021, we reviewed the status of our prior year's recommendation for management.

1. PUBLIC SCHOOL REVENUE RECONCILIATIONS

We recommended that the School review and revise its public school revenue reconciliation policies and procedures that incorporates a formal review and approval process.

During the year ended June 30, 2021, management put procedures in place that require an independent review and approval of the public school revenue reconciliation.



FOR INQUIRIES CALL: HENRIETTA
(585) 427-2906

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YOUNG WOMEN'S COLLEGE PREP CHARTER
SCHOOL OF ROCHESTER
ESCROW ACCOUNT
133 HOOVER DR
ROCHESTER NY 14615

ACCOUNT TYPE	
M&T ADVANCED BUSINESS CHECKING	
ACCOUNT NUMBER	STATEMENT PERIOD
[REDACTED]	06/01/21 - 06/30/21
BEGINNING BALANCE	\$100,000.00
DEPOSITS & CREDITS	0.00
LESS CHECKS & DEBITS	0.00
LESS SERVICE CHARGES	0.00
ENDING BALANCE	\$100,000.00

ACCOUNT ACTIVITY

POSTING DATE	TRANSACTION DESCRIPTION	DEPOSITS & OTHER CREDITS (+)	WITHDRAWALS & OTHER DEBITS (-)	DAILY BALANCE
06/01/2021	BEGINNING BALANCE			\$100,000.00
	NUMBER OF DEPOSITS/CHECKS PAID	0	0	

HOW TO BALANCE YOUR M&T BANK ACCOUNT

TO BALANCE YOUR ACCOUNT WITH THIS STATEMENT COMPLETE STEPS 1,2, & 3.

STEP 1 Place a checkmark (✓) beside each item listed on this statement which has a corresponding entry in your register.
Also place a checkmark next to the item in your register.

STEP 2 Add to your register:
(a) Any deposits and other credits shown on this statement which you have not already entered.
(b) Any interest this statement shows credited to your account.

STEP 3 Subtract from your register:
(a) Any checks or other withdrawals shown on this statement which you did not enter into your register.
(b) Any automatic loan payments or ATM or other electronic debits shown on this statement which you have not already subtracted.
(c) Any service charges shown on this statement which you have not already subtracted.

TO DETERMINE THE CURRENT BALANCE IN YOUR ACCOUNT:

STEP 4 List any outstanding checks or debits written in your register, but not yet appearing on your statement.

OUTSTANDING CHECKS AND OTHER DEBITS	
NUMBER	AMOUNT
1	\$
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
SUBTOTAL OF COLUMN 1	\$

OUTSTANDING CHECKS AND OTHER DEBITS	
NUMBER	AMOUNT
13	\$
14	
15	
16	
17	
18	
19	
20	
21	
22	
SUBTOTAL OF COLUMN 2	
SUBTOTAL OF COLUMN 1 +	
TOTAL OUTSTANDING CHECKS AND DEBITS	\$

STEP 5 Enter on this line the **Ending Balance** shown in the summary on the front of this statement.

\$	
----	--

STEP 6 Enter the **total of any deposits or other credits** shown on your register which are not shown on this statement.

\$	
----	--

STEP 7 Enter the **total of STEPS 5 & 6.**

\$	
----	--

STEP 8 Enter **TOTAL OUTSTANDING CHECKS & DEBITS** (from **STEP 4**).

\$	
----	--

STEP 9 Subtract **STEP 8** from **STEP 7** and enter the difference here.

\$	
----	--

This amount should be your current account balance.

If you have questions, think your statement is incorrect, or for information regarding Treasury Management Services, please contact your M&T Relationship Manager or the Commercial Service Team at 1-800-724-2240, Monday through Friday, 8am - 6pm ET.



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

Name:
Jennifer Allen

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

Young Women's College Prep Charter School of Rochester (YWCP)

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). Vice Chair, Audit (Governance) Chair, Executive Committee

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

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

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

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

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

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

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

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

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

Yes No

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

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

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

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

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

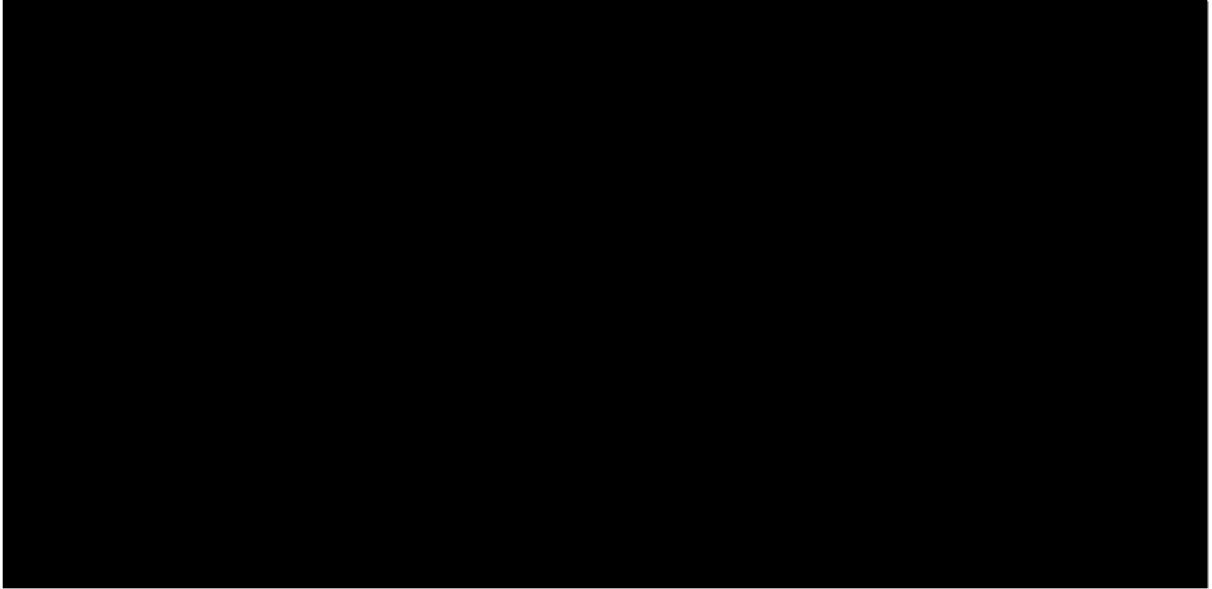
Jennifer M. Hillman

July 16, 2020

Signature

Date

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



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

Name: Jennifer Aronson-Jovcevski

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): Young Women's College Preparatory Charter School

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

General Board Member (2019-20); Secretary (2020-21)

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

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

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

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

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

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

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

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

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

Yes No

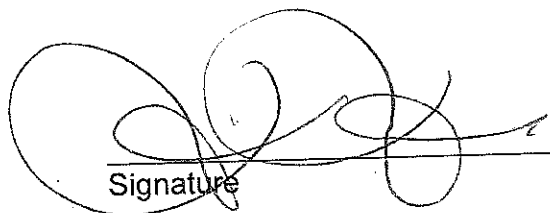
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

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

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


Signature

5/20/21
Date

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



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

Name:

Erin Duffy Kruss

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

Young Women's College Prep (YWCP)

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

Scholarship Committee 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.

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?

Yes No

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

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

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

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

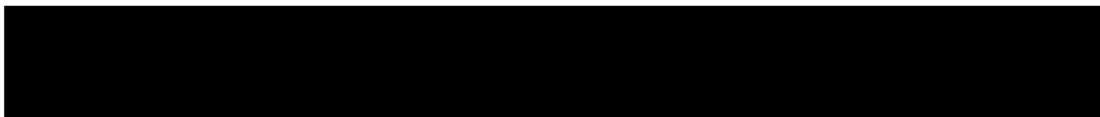
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

07/05/2021

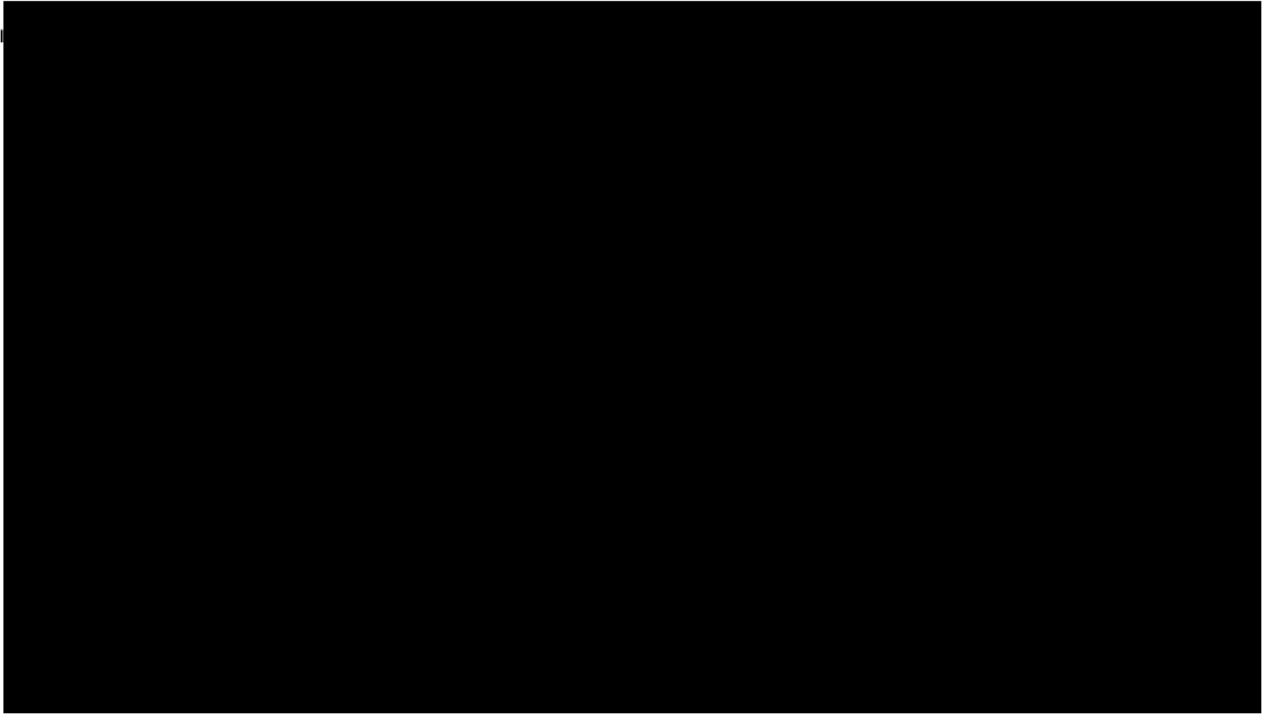
Authentisign
Erin Duffy Kruss
 Signature 7/5/2021 6:16:30 PM EDT

Date

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Authentisign



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

Name:

Chuck Falcón

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

Young Women's College Prep Charter School of Rochester

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

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

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

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

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

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

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

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

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

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive

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

 Yes X No

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

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

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

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services

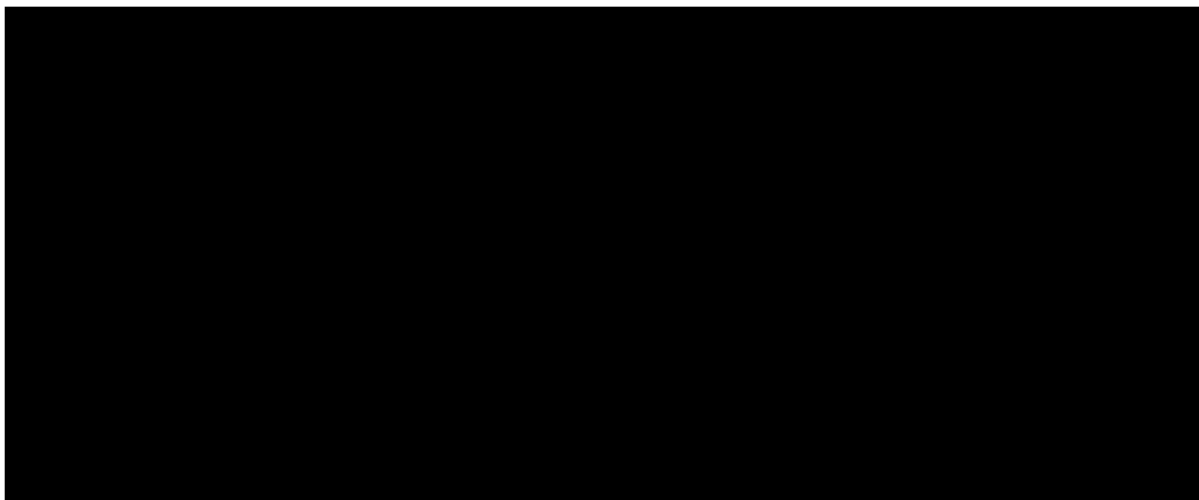
agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

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

Chuck Falson
Signature

May 27, 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:
Melissa Geska

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

Young Women's College Prep

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

Board of 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.

3. Are you related, by blood or marriage, to any person employed by the school?
NO
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

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

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

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

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

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

Yes No

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

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

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

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

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

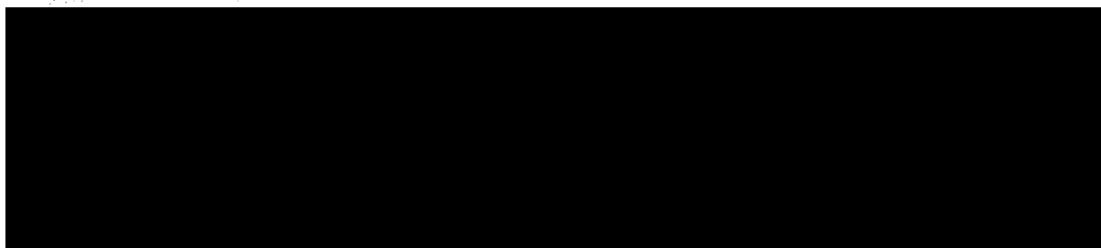
Melissa J. [Signature]

Signature

6/4/2021

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: JULIA E. GREEN

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): YOUNG WOMEN'S COLLEGE PREP CHARTER SCHOOL OF ROCHESTER

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

VICE 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.

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

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

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

Yes 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?

Yes No

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

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

Yes No

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

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

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

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

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

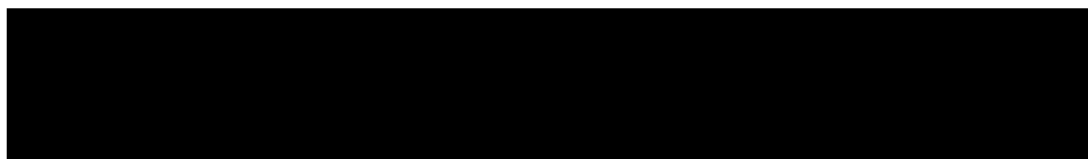
Julia E. Pica

6/2/21

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.





Trustees Member

Name: Pam Hussell

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

Young Women's College Prep

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

Chairperson of Education Committee

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

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

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

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 *Interim principal 2014 - 2015*

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

November 1, 2014

Salary \$125,000.00 pro-rated

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

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

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."

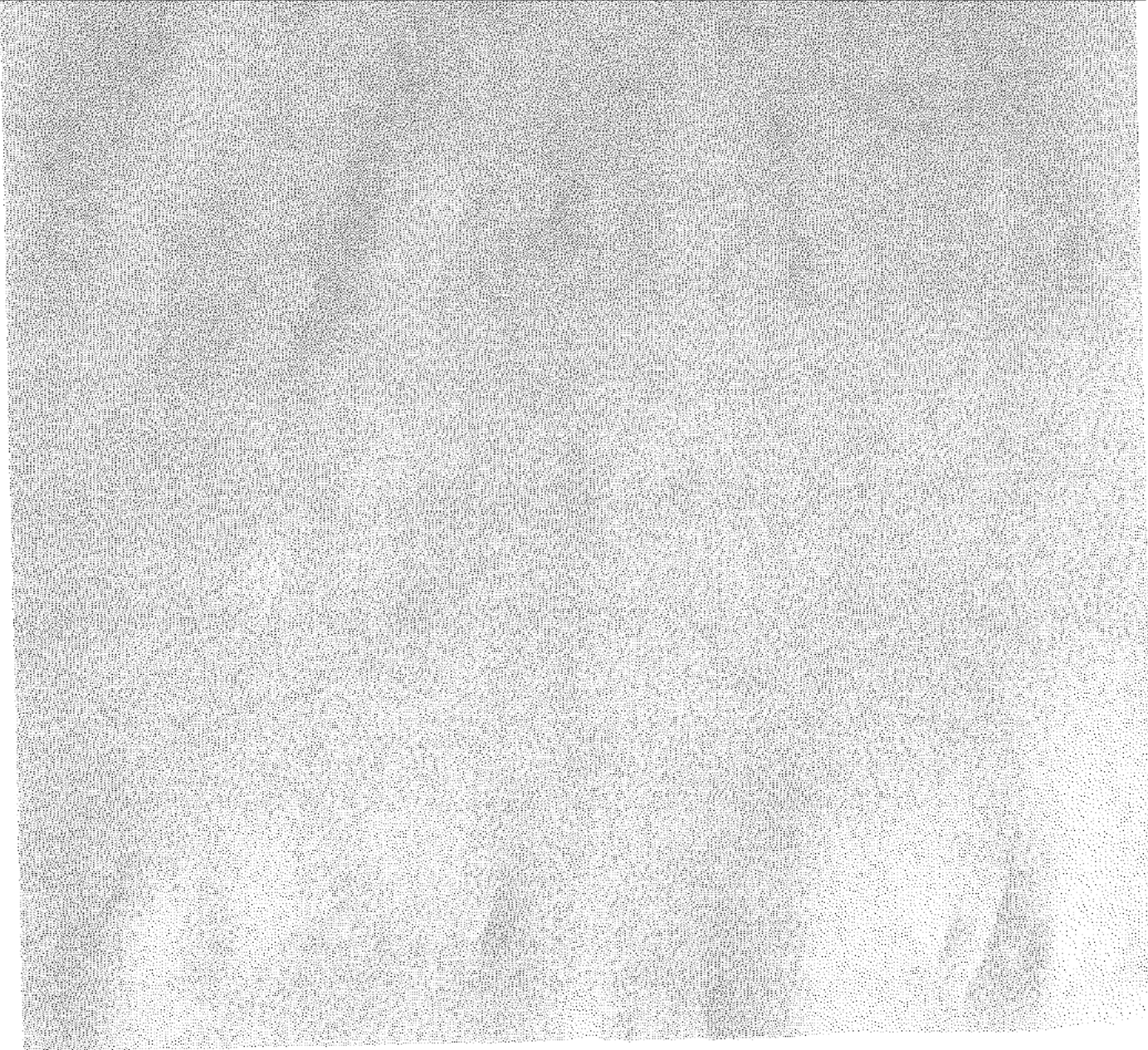
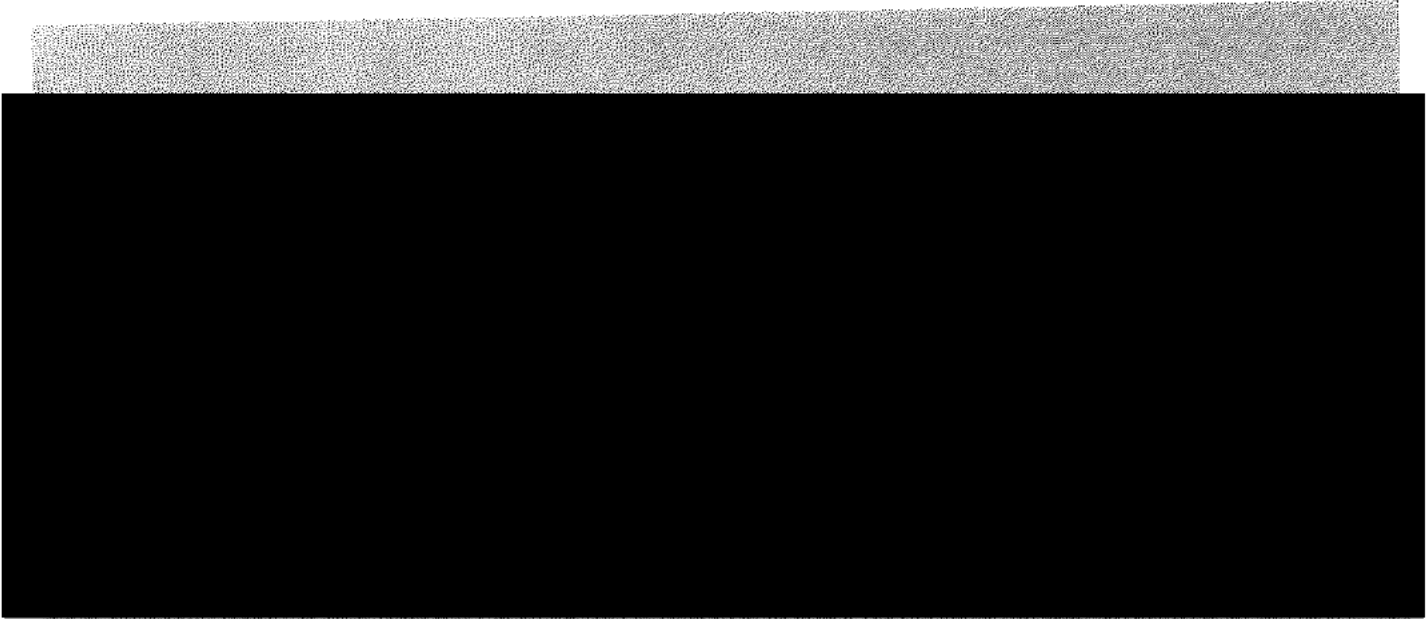
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid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

Jamila Kiseel
 Signature

7/6/21
 Date

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





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

Name:
Nadine Hylton

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
Young Women's College Preparatory

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).
- **Board member**
 - **Chair, Culture, Climate, Student and Family Engagement Committee**

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.

Not applicable

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.

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

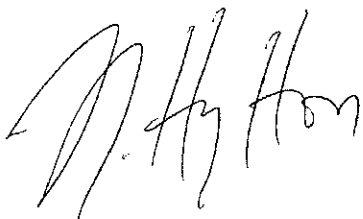
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

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

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

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

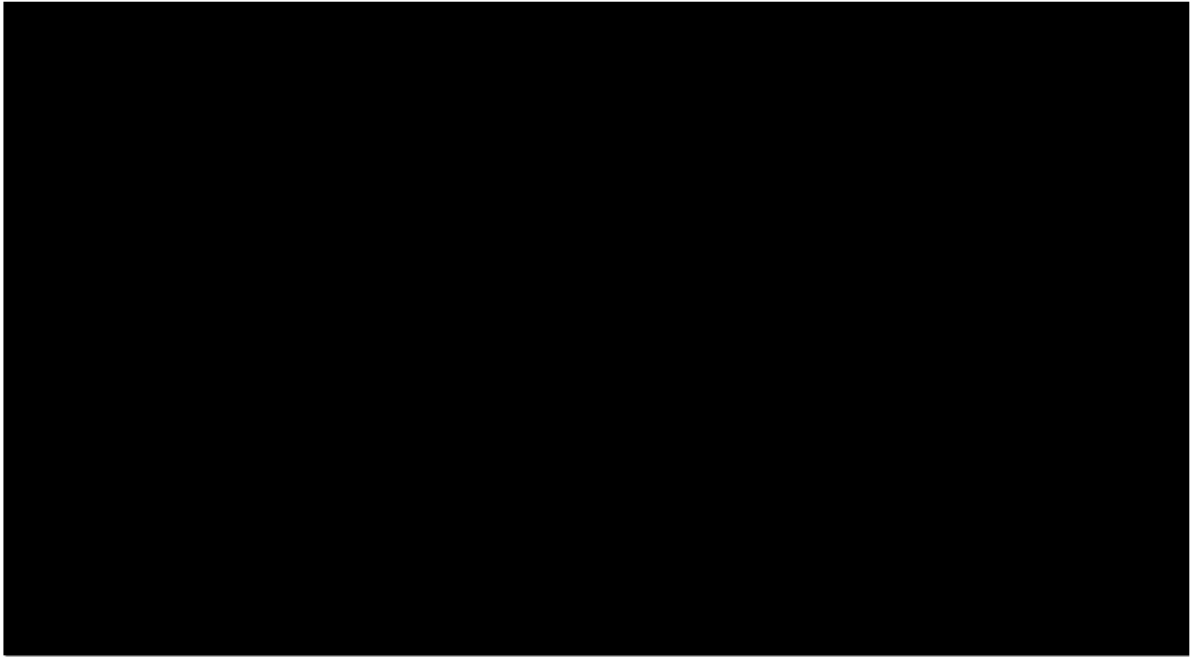


Date

6/21/2021

Signature

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:

Kristin M. Lowe

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

Young Women's College Prep Charter School of Rochester, NY

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

Board member and member of Audit/Governance committee

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

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

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

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?

Yes No

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

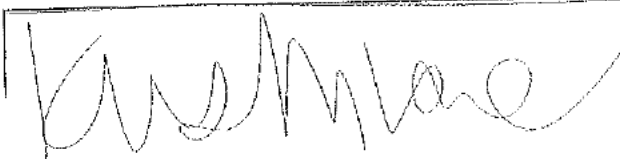
None.

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

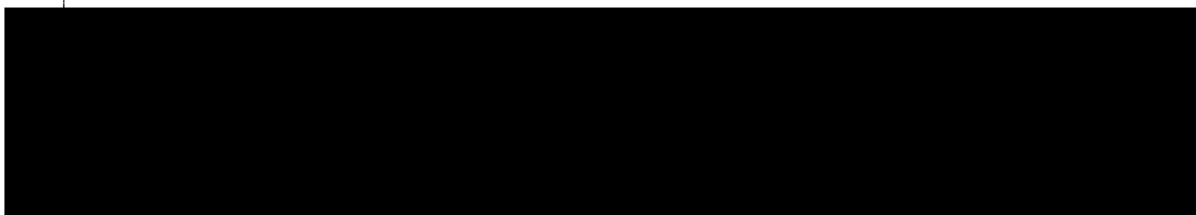


June 4, 2020

Signature

Date

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

Name:

LaQuanna Sparkman

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

Young Women College Preparatory High School

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

Education Committee, Chairperson

CCSAFE Committee, BOT member

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

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

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

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

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

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

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

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

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

Yes No

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

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

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."

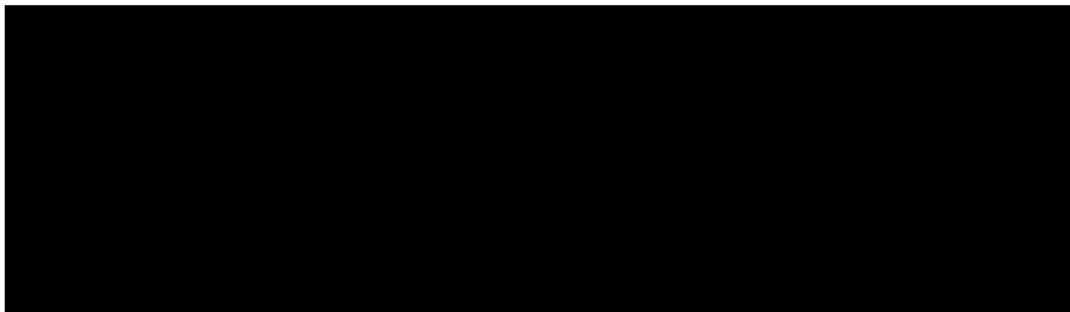
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

LaQuanna Sparkman 5/23/2021

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.



last revised 04/2021

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

Name: Carolyn S. Vacca

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

Young Women's College Prep

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

BOT member, Education Committee

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

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

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

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

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

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

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

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

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

Yes No

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

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

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

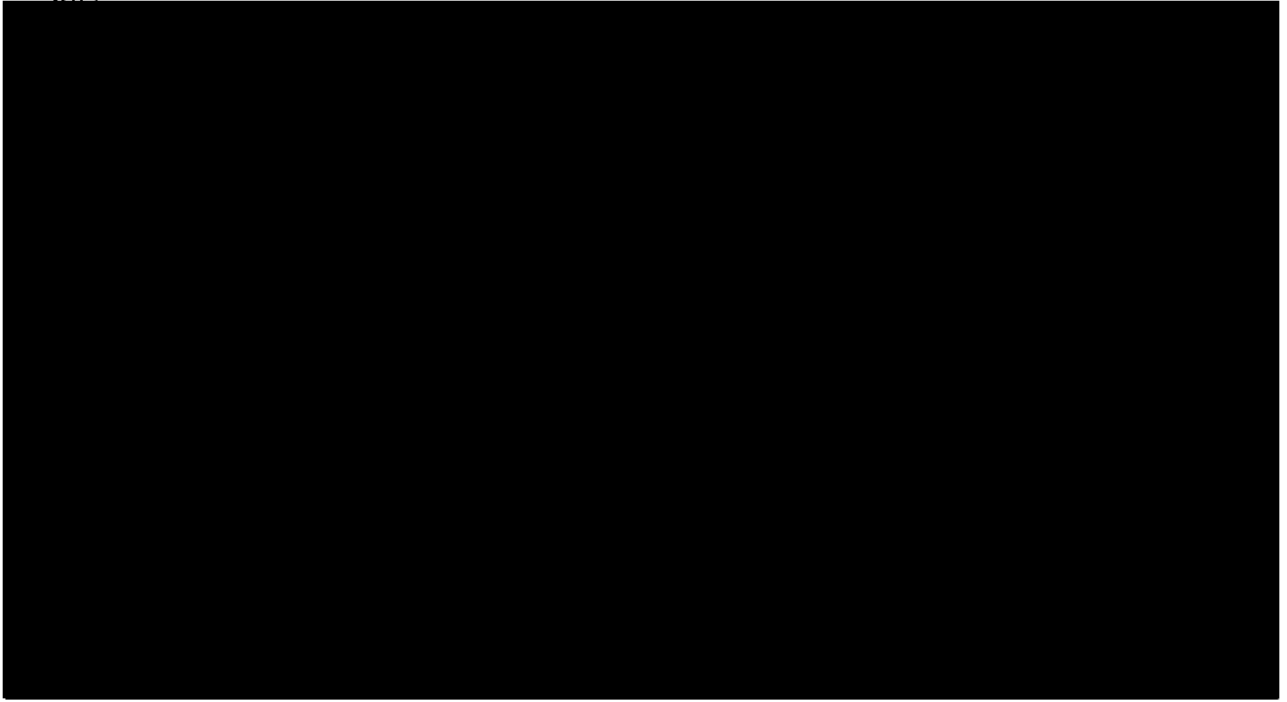
Christian J. Vance

 Signature

6/8/2021

 Date

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

Name:

Belimar Velazquez

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

Young Women's College Prep

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

At Large Member

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

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

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

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

No

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

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

No

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

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

No

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

Yes No

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

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

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

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

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

belimar velazquez Digitally signed by belimar velazquez
Date: 2021.05.25 21:17:26 -04'00'

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:

Jennifer Weinstein

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

Young Women's College Prep

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

Chair, Development Committee

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

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

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

No

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

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

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

NO

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

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

NO

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

Yes No

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

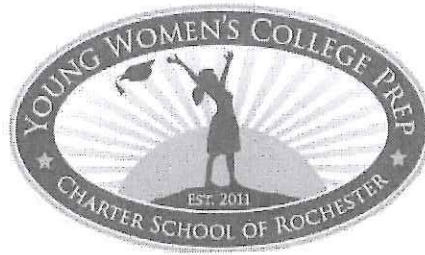
7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the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

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

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



YWCP BOARD OF TRUSTEES MEETING

Date: Friday, July 10, 2020

Time: 8:00 a.m. to 9:30 a.m.

Zoom Videoconference

REGULAR BUSINESS MEETING MINUTES (JULY 10, 2020)

Board of Trustees Present: Jennifer Allen, Julia Green, LaQuanna Sparkman, Chuck Falcon, Jennifer Weinstein, Pam Kissel (all by Zoom videoconference)

Absent: Belimar Velazquez, Erin Duffy Kruss, Kristin Lowe, Jennifer Aronson-Jovcevski, Carolyn Vacca

Staff: Barbara Zelazny, Principal; Roberta McInnis, Director of Operations

Foundation: Lauri Bonnell, Director of Development

Non-board Members Present: Idonia Owens, Melissa Geska, Nadine Hylton (all pending admission to board membership)

I. Call to Order (Allen, Chair)

Allen called the meeting to order at approximately 8:15 a.m.

II. Roll Call (Green): Green proceeded to conduct roll call to determine board member attendance

III. Communications to the Board: None

IV. Public speakers: No public speakers identified for the Board. Allen welcomed the attendees whose board membership applications are pending.

V. Chair Report (Allen)

Allen has not yet met with the Executive Committee, but has submitted a report as part of pre-meeting submissions. Allen highlighted a couple of things to focus on in report:

- 7/25/20 is new board member orientation; all board members expected/invited to attend

- Board orientation will include a focus on what we might do a little bit better with committee reports; Allen has uploaded a “Committees 2.0 document” to Google drive. Allen is requesting that committee chairs upload to Google drive their materials for the board meeting one week prior to the meeting.

The deadline for the school’s annual report to the State Education Department is 8/1/20. If you have yet to complete and send McInnis your Financial Disclosure forms, please do so as soon as possible.

Allen reminded everyone that policy manual review has been ongoing for a year with several portions having been reviewed, approved, voted on, and ready for submission to SED. There is a small sub-team looking at redlining the current manual. Ultimately, a full version will be provided for board review and approval.

Allen reported that the YWCP graduation ceremonies were very well executed and gave huge thanks to Principal Zelazny and her team. Allen remarked that it was a true celebration; parents were joyful as graduates walked the stage. It was truly amazing. You should watch the videos on the YouTube channel if you haven’t yet.

No further information on school reopening from Governor Cuomo, but Principal Zelazny may be sharing information in today’s report to the board.

Allen noted that updates on the Foundation will be forthcoming as well, as we get closer to defining where things stand with the Foundation’s plans.

New this year: faculty and staff survey was deployed, responses returned, and analysis of responses is under way.

Allen noted she was going to digress from the script slightly to thank the board for the vote of confidence by electing her as board chair. Allen assured all those present that she is committed to furthering YWCP’s mission. Allen intends to work collaboratively and—where there are different perspectives—she will want to learn more about other’s positions. The parents of YWCP students are counting on us as board members. Let’s continue to make YWCP ever better.

1. Approval of the June 5, 2020 Board Retreat Minutes.

By Member of the Board Jennifer Allen. Seconded by Chuck Falcon. Motion carried unanimously.

2. Approval of Principal Zelazny’s Employment Contract

Resolution #1 (2020-2021)

By Member of the Board Jennifer Allen

Whereas, on June 5, 2020, the Board of Trustees of the Young Women’s College Prep Charter School voted to authorize the Board’s Executive Committee with the task of preparing

Regular Board Business Meeting: July 10, 2020

and finalizing the employment contract for Barbara Zelazny, Principal of Young Women's College Prep Charter School (YWCP), and

Whereas, under the leadership of the Board's Chair (Laura Norris), the Board's Executive Committee unanimously executed an employment agreement with Barbara Zelazny, Principal of YWCP; therefore be it

Resolved, that Principal Barbara Zelazny's employment contract with YWCP under the terms of the Agreement was executed, signed and began on July 1, 2020 and shall continue thereafter until such date when this Agreement and the Employee's employment, is terminated pursuant to Section 4 of the Agreement, and further be it

Resolved, that the YWCP Board of Trustees formally approves the employment agreement executed with Barbara Zelazny, Principal of YWCP effective July 1, 2020, at an annual salary of \$171,851.00, along with the stated benefits and compensation subject to the terms and conditions within the said employment agreement.

Seconded by Member of the Board Chuck Falcon. Motion carried unanimously

VII. Governance Committee (*Green*)

No report; leadership in transition.

I. Principal's Report (*Zelazny*)

This is a strange time of year made stranger by the school closure. Principal Zelazny was informed that the report she uploaded to Google Drive had restricted access, so Principal Zelazny committed to figuring out how to get board member access to the document she prepared for the meeting. Principal Zelazny wrote an anecdotal report, including items of which we are all likely aware based on keeping up with the news regarding the state of affairs for summer work. Principal Zelazny commented that, right when she was really feeling happy and smooth about regular intervals for reports to the board about assessments and academic progress of our students, all was interrupted. Now the full focus is on logistics and trying to figure out what to do for fall 2020. Principal Zelazny was a member of the Governor's Reopening Task Force. While there are no "juicy tidbits" from that work, Principal Zelazny can report that all different types of districts (urban, rural, and suburban) are struggling with the same issues. The current direction from the State is to plan for three different possibilities, with little guidance about those possibilities. Accordingly, Principal Zelazny and team are planning for the following:

- **First option:** Full regular opening and return to school but with new mandates regarding cleaning and masks. At this point the guidance requires 6' distance, as well as things like no touch sinks and water fountains. When one analyzes that scenario it is easy to say you can reopen if you can keep everyone 6' apart and wearing masks, but this option is not viewed as very possible. But if something changes—even a change from 6' to 3' distance—the potential success of this option is enhanced. While anything can be planned with money and time, the Governor's Task Force is grappling with—knowing this will be a temporary condition—how much money and time gets put into these plans.
- **Second option:** A portion of students attend school in the brick and mortar building. Board members may have heard that their own districts are bringing back elementary kids. In other consortiums there is discussion about bringing only the younger students and using

other buildings (e.g. high schools) to spread out the students for learning. This option is “riddled with other issues,” including the applicable guidelines and teacher contracts. This scenario presents lots of complexities and other associated logistical challenges. Other districts are discussing bringing students in every other day, morning or afternoon. This raises lots of transportation concerns, as well as concerns about family and childcare. For YWCP, this hybrid option is most likely to be used for new 7th graders only or maybe new 7th and 8th graders. Without more information, it’s only an idea.

- **Third option:** Fully remote learning, meaning all students would be learning from home. Principal Zelazny noted that this is very different than what happened in the spring, which is important to understand. In March to June, YWCP was just closing the year and were directed to measure students’ learning from the date they left school. So there was no deep new learning and grading; although new learning happened, YWCP couldn’t hold students accountable if they didn’t succeed at that. Principal Zelazny and her staff’s plan to close out the year—of which they were all proud— was having two lessons that were prerecorded and posted for students daily. But when discussing starting the regular school year, the typical work taking place at this time of year is talking about master schedules and data analysis. Now, the discussion is around new classes (7th grade and 11/12 classes) when the students do not have established relationships with most of the teachers who will be teaching new content from the beginning. In order to teach a new class, students must have synchronous learning (students live with teacher giving instruction) and asynchronous learning (students learning on their own). The remote learning environment presents massive challenges in this regard. While teachers do have established curricula and materials, they don’t usually have any place where everything is digitized. Principal Zelazny does not believe it is feasible to have teachers record every session they teach. That said, Principal Zelazny and staff have mostly stayed focused on this option and have been searching for the right technology and learning suite to use in alignment with the regular YWCP Way, mission, and vision. The school is trying to leverage the silver lining of instructive technology obtained this spring to find an approach that, whether working at school or home, makes materials ready and accessible to students. This third option is the one that YWCP has been exploring most in depth.

Principal Zelazny noted that none of these choices is ideal. There was a promised update on 7/17/20, however, Governor Cuomo recently announced that he will decide about opening by 8/1/20. The summer is typically filled with analyzing statistics to prepare for the following year; the reality of trying to plan as deeply as possible under the current circumstances is, to a great degree, like throwing darts in the dark.

Principal Zelazy reported that she and her staff are keeping the committee work going. They are also working on summer learning and have given some students the opportunity to do credit recovery. All students were able to keep Chromebooks over the summer. There were also two opportunities for all 7-go-8s and 8-go-9s to participate in ELA booster literacy camp and there is pre-algebra booster camp for specific students at a certain level. However, there is no Regents boot camp or traditional summer school going on.

Principal Zelazny and McInnis have been researching platforms for students, teachers, and families to connect remotely and have identified Pearson Connexus (Pearson) as the desired product. Pearson is a platform that offers “one stop” where all can connect and all materials can live, which allows the two most important things: ease and a strategic way for teachers to use

the synchronous platform and have access to vetted standard space, research-based curricula, and materials that are designed for possibility of a child to be able to work independently. Our students' equity in access issues will continue with distance learning. We can set up school and advise that students are supposed to be here for these lessons, but the reality of our students' lives is that they may not. So Principal Zelazny feels strongly that we need to have both things: the ability to have children make up what they miss and the ease of having it all live in one place. The Technology Committee has fallen in love with the Pearson product; this will be the backbone and allow a bit of security for going into the possibility of all remote.

Typically the school would be in a phase of continuous improvement in which Principal Zelazny, faculty, and staff are reviewing assessment data and aligning with school goals; because there were not opportunities to assess, that is not possible. That said, Principal Zelazny and the team are continuing the Committee (Com) work. Coms include (non-exclusive list):

- Tech
- Data
- Orientation (7th graders and other new students)
- Antiracism
- Connexus rollout
- PD com

Principal Zelazny advised that they are using summer to do everything possible but the planning is really fairly hamstrung until the Governor issues more guidance about what school will look like in fall.

Sparkman: Any parents clamoring for things to just go back to normal (like significant group in Penfield School District) and to "just get the kids back"? How about any teachers just wanting to get back into school? Even if not a plan yet, are there parents and teachers who are requesting conversations about just getting back to school?

Principal Zelazny: Not really. Principal Zelazny understands there are Facebook groups and parents in other areas who are clamoring for a return to normal and it seems as if everyone wants to open and be like normal. Principal Zelazny has heard mutterings that people are NOT sending children until "X" event. At this point, everyone is hoping for opening, including teachers. Ultimately, YWCP must adhere to State Ed and Governor guidelines. But no, Principal Zelazny has not run into the types of groups at YWCP that she understands are popping up in surrounding areas in Rochester.

Sparkman: Please keep Allen posted; lots of people have been putting pressure on Penfield Superintendent to open up schools.

Melissa Geska: When mentioning "equity in access," are our students experiencing technological issues? Lack of internet access or fear of technology in general that are impeding providing learning experiences in this remote environment?

Principal Zelazny: Yes, and YWCP has done extensive work with this. From Principal Zelazny's involvement with the Governor's Task Force, she knows that this is a massive problem across the state. Our students had one-to-one Chromebooks and the school was able to

Regular Board Business Meeting: July 10, 2020

connect families with programs with Spectrum. When students were really stuck or despite the fact they had uncertain internet access, YWCP provided lots of outreach and resources there. In terms of equity in access for YWCP students, the biggest part is having the head space and physical space to work. Lots of parents are essential workers and not in the house, so many of our students are serving as childcare while parents had to work. The data reflected that our students needed flex time to do their schoolwork at midnight, or to be able to come in and out of the system during the day. Principal Zelazny doesn't want to cut out instruction but whatever we put out, we need to set it up so students have the potential to do the work on their own when they can. The headspace to do it was the biggest issue with our students.

IX. Education Committee, Performance Evaluation Committee: Pam Kissel, Chair

Kissel reported that the committee will be meeting on Tuesday, 7/14/20. Kissel and Principal Zelazny have discussed having her performance evaluation meeting in August.

Allen noted to Kissel that Google Drive now contains a template of sorts for committee reports, building on work the board did at the June 2020 retreat. Allen recommended Kissel take a look at that before the Education Committee meeting to decide whether there is anything from the template report to work that into Education Committee's discussion.

I. Development Report (Weinstein)

Weinstein reported that the committee updates are mostly regarding the Annual Leadership Breakfast. The Breakfast planning decisions are similar to the school's situation of trying to plan for an all in-person, hybrid or remote event. There are challenges associated with each kind of model and because the Foundation is a relatively small group and it is already mid-way through the summer, Weinstein and Bonnell have decided to focus efforts on planning a completely well-attended, virtual event. They are trying to organize a meeting for next week to begin some committee planning and would love to include as many people from the board as possible; they welcome tips or strategies from other virtual events board members have attended. The strategy for the Breakfast itself will be somewhat shifted from having an in-person event, so it will be important for the board members to engage and help with as much outreach as possible to involve as many people as possible.

Bonnell encouraged the group to consider proceeding with a virtual event as an opportunity. Bonnell has heard feedback that people who have done this type of event virtually have had more attendees than in the past because, for example, if the event is at a bad time of day for someone or an individual just doesn't want to go somewhere but still wants to support organization, this different format may be more appealing. If a lot of people spread the word, it is an opportunity to attract new people or re-engage past supporters. The plan is to keep the same structure but just to prerecord everything and have it all in one video to air at a specific time. While the hope is that the majority of people will still watch at the same time all together, attendees will be able to watch the video at their convenience at any time within 24 hours of its release.

Geska: One of most effective things at this type of event has been live engagement for financial contributions being made — still thinking of incorporating that?

Bonnell: The plan is to incorporate appeals throughout the event even though it will be prerecorded; link and text to give will be active while watching.

Other updates are in the Development Committee's pre-meeting report.

I. Finance Committee (Falcon)

Falcon began the Finance Committee report by sharing that there are requests for some additional expenses in the upcoming year, clarifying that "additional" meant in excess of the approved budget. One additional expense with the highest cost is the Pearson Connexus online learning system about which Principal Zelazny spoke. The school has submitted or is in the process of submitting applications for various grants that would be utilized for this platform and other remote learning costs. The school has already received some aid for Pearson, in addition to previously budgeted cost. Net of aid would be \$160,000 but with the aid the cost is \$107,000 or \$108,000. There is also a request for new Triumph Boards (smartboards), which need to be updated and replaced at a cost of \$140,000. The remaining requests are:

- Additional Chromebooks for classrooms (\$35,000)
- Additional cases for Chromebooks (\$11,000)
- Laptops for administrative staff (e.g., instructional coaches and counselors) (\$7,400)

The school has submitted or will be submitting a mix of grant applications, which are in process. One application related to CARES Act has already been approved, but we have not received communication about the specific amount of funding. The Farash Foundation has made some specific COVID-related grants, and YWCP's grant application is in process.

The financial analysis from last month includes a projected surplus of \$250,000. Financial analyses must still be finalized, and once finalized are subject to audit, so the \$250,000 is our current best estimate. In addition, there is an excess fund balance of \$1.7 million, which the school has been carrying from its earlier years; in sum, there is cash to pay for all of these items. In addition, from a financial impact standpoint, the school can capitalize all items other than the Pearson online learning system. From a budget standpoint and depending on the item, it is possible to spread the cost out over two or three years. Chuck just wanted to highlight these expenses for any thoughts or comments in terms of spending this amount of money pending approval of grants for which the school has applied or is applying, which means we don't know the net impact. Before consideration of aid or grants that might reduce out-of-pocket cost of these items, the additional expense is nearly \$400,000.

Allen commented that she is not surprised at these additional expenses given the required shift to remote learning. Because of fiscal responsibility over the years, the school is able to afford this, but the board needs to continue to be diligent about how we spend public dollars. As a result, Allen stated that she is happy to see that we are also applying for grants to cover these costs.

Falcon: Principal Zelazny, what is the date for final decision on purchasing Pearson Connexus?

Principal Zelazny: The school needs to buy the Pearson Connexus software as soon as possible to ensure that faculty and staff can become familiar with it and there can be appropriate teacher

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training to prepare for the school year. Principal Zelazny has a meeting after the board meeting during which she will receive the final quote for cost.

Falcon: Would it be possible to provide approval a week from today? Falcon would like to review with the Finance Committee and that meeting is currently being scheduled. Falcon committed to try to schedule the meeting for as soon as possible to communicate about approval as swiftly as possible. Principal Zelazny appreciates Falcon working on getting this done as fast as possible. Allen asked whether will need a Board vote; Falcon responded that, despite the amount of the expenditure, it only requires the Treasurer's approval.

Sparkman asked the estimated cost for Pearson. Falcon responded that it is \$182,000 but there is about \$24,000 in aid to offset that amount, and \$50,000 already budgeted \$50k, which brings the additional cost down to about \$107,000 to \$108,000.

Sparkman: Would it be possible to use Pearson Connexus beyond remote learning due to COVID-based closures?

Principal Zelazny: We wouldn't be asking to purchase this software platform if we were having a regular school year. That said, the silver lining of spring semester was faculty's really exciting use of technology. Pearson's program is easily matched with the YWCP curriculum, so the plan is to use it and load up the materials so that, if the students start in school and have to leave again (which Principal Zelazny considers a strong possibility) then the remote learning system will be all set to go. Pearson will definitely be helpful this year and perhaps, if projecting with all of the uncertainties, the school could use this in the future. At this point, net loss of learning, instruction, and growth is central to the discussion, and this fall is not a response based on the unknown. Principal Zelazny commented that she can't predict continued use of this in the long term, but she can say that the software will be used during the upcoming school year and it positions the students for successful remote learning.

Sparkman asked about the need to renew the license for use beyond this year. Principal Zelazny explained that this is an annual subscription and cost depends on what one purchases. Principal Zelazny noted that it is possible to set up six different courses for each student. There is a suite of options to purchase or not purchase so that it can be tailored to the school. The school is in the process of evaluating what the students need.

Falcon asked, based on that information, whether this would be an annual cost. Principal Zelazny responded that if in the near future there was not a need for remote learning, she is not certain the school would need to renew the license. But if the school needed to continue remote learning beyond a year, it would be a similar cost.

Sparkman asked who owns the data Pearson gathers: Pearson or YWCP? How do we access recorded data? Principal Zelazny responded that YWCP will continue to utilize its power school management system (SMS). One appeal of Pearson is that it marries with our existing platform and tracks each student's participation. Principal Zelazny noted that board members may recall the extraordinary measures required to try to track our students' access to the other system. The data is ours and recorded lessons remain ours. With the license, the school can access Pearson's partnerships, such as different library systems. Those items are an additional cost, and we wouldn't have access to those things after the license expired.

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I.Scholarship Committee (Krus)

Allen referred to filed report.

Allen also asked Principal Zelazny to share the graduation rate. Principal Zelazny responded that the current graduation rate is 96 or 98%, and as of August will be 100%. Principal Zelazny believes that, without closure, the school would have been at 90% in June and 96% in August without closure. However, the current rate is within the same range as the last few years, and Principal Zelazny wants to make sure there is understanding that this rate is not because there were no Regents exams this year.

Principal Zelazny pointed out that she does not have college data in her update.

I.Enrollment, Recruitment, Retention (Velazquez)

No report this month. When asked about enrollment, Principal Zelazny responded that there is a little bit of a waiting list. The school is currently in the registration phase and working on recruiting new 7th graders. There were 75 seats open and the school issued the application and then acceptances; the next phase is where people accept, reject or don't respond. The recruiting team then called, emailed, and texted to follow up and now the numbers for our 7th grade class are steadily climbing. Prior to Principal Zelazny's tenure at YWCP, the trend was that registrations occurred primarily in late August and early September. Last year, summer registration was way ahead for new students, so the school is getting better at registering students earlier. Last year when enrollment dipped low, there was an 8-go-9 class under 50 and, because of excess seats, registration was opened for 50 new seats in the high school. This year, the present 8-go-9 class is 92% the same students as they were in 7th grade. The goal is to sustain classes 7 to 8 to 9—not to add 50 or 60 new students at the high school level—but the school certainly opens seats as needed. We are definitely moving in the direction of retaining our students, which is positive as older classes are harder seats to fill. They opened extra seats in 9th grade because the waiting list was very long. Principal Zelazny commented that if she had a magic wand and had every class equal to come out to 410, she would do that. But, if the senior class has a lower enrollment, she is trying to stretch out extra seats across grades to make sure we are right-size. Principal Zelazny concluded that enrollment is looking excellent, and that we are also doing well with the subgroups of ELA and students with disabilities.

I.Climate, Culture, Community/Family Engagement Committee (Sparkman)

No report. Sparkman is looking for new members and invites incoming board members to consider this committee has an option.

II.School Operations (McInnis)

McInnis reported that she is currently working on closing out the year, commenting that she is very happy about the potential surplus to assist Principal Zelazny in her initiative for the requested additional expenditures necessary to get resources in place for staff and students. McInnis is also preparing for the audit, which occurs in September after the holiday. McInnis is

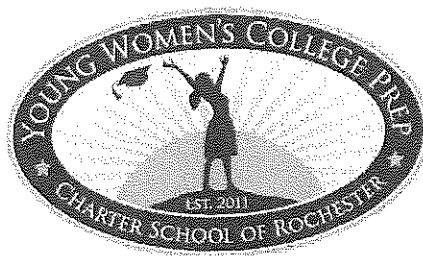
supporting Principal Zelazny with the purchases needed to get school back open in whatever fashion in September.

Sparkman asked McInnis who else is on campus with her. McInnis responded that office staff helping with enrollment are present, and she expects that summer support staff will probably start coming in full-time in a few weeks, with guidelines in place of course. There are three employees in the main office, the IT person, and two employees in the business office.

I. Old & New Business: Allen

Allen read the YWCP mission to remind board members of our focus.

Meeting adjourned by motion made by LaQuanna Sparkman, seconded by Pam Kissel.



YWCP BOARD OF TRUSTEES MEETING

Date: Friday, August 7, 2020

Time: 8:00 a.m. to 9:30 a.m.

Zoom Videoconference

REGULAR BUSINESS MEETING MINUTES (AUGUST 7, 2020)

Board of Trustees Present: Jennifer Allen, Julia Green, Chuck Falcon, Jennifer Weinstein, Pam Kissel, Erin Duffy Kruss, Kristin Lowe, Carolyn Vacca, Belimar Velazquez

Absent: Jennifer Aronson-Jovcevski and LaQuanna Sparkman

Staff: Roberta McInnis, Director of Operations; Sanya Pelrah; and Kwame Donko-Hanson, Assistant Principal

Foundation: Lauri Bonnell, Director of Development

Non-board Members Present: Idonia Owens, Melissa Geska, Nadine Hylton (all pending admission to board membership)

- I. **Call to Order:** J. Allen called meeting to order at 8:05 a.m.
- II. **Roll Call:** K. Lowe proceeded to conduct roll call.
- III. **Communications to the Board:** None
- IV. **Public speakers:** None
- V. **Approval of the July 10, 2020 Board Minutes.**
J. Green motioned to approve July 10, 2020 minutes. C. Falcon seconded motion. Approved.
- VI. **Executive Report:**
J. Allen welcomed K. Donko-Hanson, Assistant Principal, to YWCP. J. Allen provided a recap of the Board orientation conducted on July 25, 2020. J. Allen provided an update on the Board calendar and noted that the YWCP reopening plan has been posted on the YWCP website and will be discussed in further detail by S. Pelrah.

J. Allen introduced Resolution #2 (2020-21) to select M. Geska as a final candidate to the YWCP Board of Trustees with a first term expiring in year 2023, pending approval by the NYS Education Department. K. Lowe motioned to approve Resolution #2 (2020-21) and P. Kissel seconded the motion. Approved.

J. Allen introduced Resolution #3 (2020-21) to select N. Hylton as a final candidate to the YWCP Board of Trustees with a first term expiring in year 2023, pending approval by the NYS Education Department. K. Lowe motioned to approve Resolution #3 (2020-21) and J. Weinstein seconded the motion. Approved.

J. Allen encouraged Board members to review the results of the YWCP faculty/staff survey, saved in the Google drive. J. Allen commented that the survey revealed that faculty and staff have a strong sense of belonging to YWCP and over 90% responded that they intended to return. Overall the results were very positive. Respondents noted that the school climate promotes the YWCP family. Opportunities exist to improve understanding of the BASE model and to gather teacher feedback. Respondents included specific requests for professional development, including content-specific professional development presented by outside experts, cultural diversity, social/emotional well-being, and technology.

J. Allen discussed the committee structure and expectations of committee members and committee chairs, including the protocol for submitting committee reports. They are to be submitted one week prior to the Board meeting and saved in the Board Administration folder in the folder with the specific meeting date. For example, all committee reports for this meeting should be saved in the August 7 folder on the Google drive.

J. Allen stated that the mid-site NYS Education Department report is still in draft format and will be finalized shortly. Benchmark 1: Student Performance and Benchmark 9: Enrollment, Recruitment and Retention are both at the "approaches" level (yellow). Board members may request a copy of the draft report from J. Allen if desired.

VII. Governance Committee

J. Green reported that the Governance Committee has not met yet and will meet at the end of this month.

VIII. Principal's Report:

S. Pelrah provided the principal's report. The YWCP reopening plan was posted on the YWCP website by the July 31, 2020 deadline. YWCP has communicated with families about the reopening plan via the YWCP website, robocalls, and the RemindMe app. YWCP will be using a hybrid learning model, which is a phased in approach. Classes will be fully remote to start the academic year and cohorts will be phased in for in person learning opportunities. YWCP is focusing on the most vulnerable students first for in person opportunities, for example, English language learners, students with disabilities, and 7th graders. Principal Zelazny will decide next week about whether staff will report to school.

S. Pelrah stated that the results of the parent survey are saved in the Board Administration folder in the Google drive. 56 parents completed the survey. Mailing, website advertising, social media, and RemindMe app were the methods used to advertise the survey. The survey results revealed the following successes: students were able to check in with their teachers and other professionals and students enjoyed the flexibility of online learning. The survey also revealed some challenges: establishing routines and daily schedules; students needed more guidance and directions with assignments; students were not able to keep up with assignments and expectations; and conflicting schedules. The majority of families who responded did not report experiencing any issues with the Chromebooks. Pearson Connexus will replace Google Classroom as instructional platform this year. The survey included questions related to students' transportation needs. YWCP is currently evaluating families' concerns about safety protocols associated with in person learning opportunities. An area of particular concern expressed is proximity to other people/possible exposure at school.

S. Pelrah referred Board members to the chart submitted for specific enrollment data.

- 383: enrollment as of August 5 (returning, registered, and verified students)
- 434: total enrollment if all partially registered were to complete (410 is the enrollment limit per the charter)

The current number of fully enrolled students is similar to last year. YWCP received fewer total applications this year, which may be due in part to COVID-19. YWCP staff members are working with families of students whose enrollment documents are partially registered. There is a focus upon increasing registration/enrollment among English language learners and students with disabilities. In person and Zoom orientation options were provided by S. Pelrah.

IX. Education Committee, Performance Evaluation Committee:

P. Kissel reported that the Education Committee is focused on Benchmark 1: Student Performance and Benchmark 2: Teaching and Learning. A date will be set for B. Zelazny to share her performance appraisal with goals for the prior year with the Performance Evaluation Committee. P. Kissel anticipates that the written performance review will likely occur in September as outlined in B. Zelazny contract. Next meeting is August 18, 2020. P. Kissel commented that Governor Cuomo is speaking today about K-12 reopening plans and P. Kissel reinforced that communication by schools with their Boards and families is critical during this time.

X. Development Report:

J. Weinstein reported that the first meeting to plan the virtual Leadership Breakfast has occurred. A virtual breakfast presents an opportunity for new people to attend and learn about YWCP. The goal is to help fundraise through the breakfast to support technology expenses incurred through remote learning. The Development Committee is also focused upon facilitating exposure to college environments and connecting with alumna who may/may not be on campus this year, since students may not be able to participate in college tours on campuses this fall. J. Weinstein reminded Board members that pledge forms are saved in the Board Administration folder in the Google drive and the Development Committee is requesting Board members to provide pledge information prior to next Board meeting (September 4) to help budget up front for the virtual Leadership Breakfast. Completed pledge forms should be sent to L. Bonnell. J. Allen strongly encouraged 100% Board participation – time, talent, and especially treasure – in support of the Leadership Breakfast.

XI. Finance Committee:

C. Falcon reminded Board members that last month he shared a request from B. Zelazny about technology needs – for example, Pearson Connexus. Following that request the Finance Committee met and approved the technology expenses. The Finance Committee inquired if some SmartBoards could be retained (as opposed to replacing all SmartBoards), and the answer received was yes. The cost of the SmartBoards (with additional discounts applied and additional funding obtained) resulted in a net impact of \$138,000, however the decrease in SmartBoard requests reduced that amount to \$96,000. The total cost of additional technology expenses is under \$288,000, a reduction of roughly \$100,000 off of the estimate presented last month. The budgeted amount for technology expenses was \$50,000.

C. Falcon state that YWCP financials are subject to audit and the financials are preliminary until completion of the audit. The prior school year yielded (preliminarily) a surplus of \$324,000, which will help offset funding shortfalls for unbudgeted amounts. YWCP has been allocated a fairly substantial amount of funding through the federal CARES Act; the application is due on August 15, 2020. The CARES Act presents an opportunity to fund unbudgeted items. C. Falcon has also reached out to the YWCP Foundation to inquire about assistance to help fund unbudgeted items.

XII. Scholarship Committee:

E. Duffy Kruss reported that the Scholarship Committee is waiting to hear back at the end of next week about the Somers Scholarship recipients. Four applicants are being considered. The Committee is also waiting to hear final decisions on current scholarship recipients. Current recipients are performing exceptionally well at their respective institutions.

XIII. Enrollment, Recruitment, Retention:

B. Velazquez reported that she is collaborating with J. Lindsey to establish a regular meeting schedule. The committee will meet biweekly and will present a report at the September Board meeting.

XIV. Climate, Culture, Community/Family Engagement Committee: No report.

XV. School Operations:

R. McInnis reported that she is working with B. Hasler on the YWCP application for CARES Act funds and other funding applications. R. McInnis reported that accruals have come in, for example, accruals from the Rochester City School District and the NYS Teachers' Retirement System. An estimated surplus of \$300,000 (preliminary) is projected, which will help support unbudgeted expenses. An RFP for custodial services is posted on the YWCP website and the deadline is August 10. No proposals received yet.

R. McInnis stated that food insecurity is a concern that stood out in the parent survey responses. YWCP is a Community Eligibility Provider (CEP), as designated by NYS. The YWCP CEP application was resubmitted and approved. 81% of YWCP students are economically disadvantaged. YWCP is communicating with parents to determine the best way to provide meals to students when engaged in remote learning, where in the community students can go to receive meals, or if students can take meals to go (if they are engaged in in person learning) or if parents can pick up meals at school.

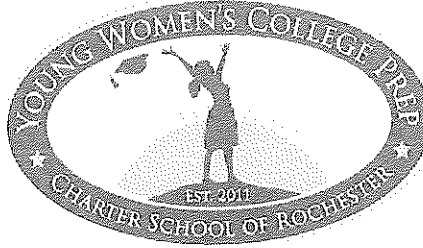
XVI. **Old Business:** J. Allen reported that there is no old business to discuss.

XVII. **New Business:** J. Allen reported that there is no new business to discuss.

XVIII. **Adjourn to Executive Session: Personnel Matters, Other within regulations of Open Meeting Law (Executive Session will be called for Personnel Matter):** J. Allen stated that no Executive Session is needed.

XIX. **Adjournment:**

P. Kissel motioned to adjourn the meeting and J. Green seconded the motion. Approved. Meeting adjourned at approximately 9:30 a.m.



YWCP BOARD OF TRUSTEES MEETING

Date: Friday, September 4, 2020

Time: 8:00 a.m. to 9:30 a.m.

Zoom Videoconference

REGULAR BUSINESS MEETING MINUTES (SEPTEMBER 4, 2020)

Board of Trustees Present: Jennifer Allen, Melissa Geska, Julia Green, Nadine Hylton, Chuck Falcon, Pam Kissel, Erin Duffy Kruss, Kristin Lowe, LaQuanna Sparkman, Belimar Velazquez, and Jennifer Weinstein

Absent: Jennifer Aronson-Jovcevski and Carolyn Vacca

Staff: Barbara Zelazny, Principal

Foundation: Lauri Bonnell, Director of Development

Non-board Members Present: None

- I. **Call to Order:** J. Allen called meeting to order at 8:05 a.m.
- II. **Roll Call:** K. Lowe proceeded to conduct roll call.
- III. **Communications to the Board:** None
- IV. **Public speakers:** None
- V. **Approval of the August 7, 2020 Board Minutes.**

P. Kissel motioned to approve August 7, 2020 minutes. M. Geska seconded motion. Approved.
- VI. **Executive Report:**

The YWCP audit report is still preliminary and will be finalized. J. Allen highlighted important dates from the Board calendar: school opens virtually on September 9; the deadline for posting Board committee reports for the October 1 meeting is September 24; October 28 is the Leadership Breakfast; and the deadline for posting Board committee reports for the November 6 meeting is October 30.

J. Allen reported that according to the draft midterm site visit report, YWCP moved its status in Benchmark 2: Teaching and Learning from yellow ("approaches" status) to green ("meets" status). J. Allen noted the hard work of school leaders and teaching professionals in moving YWCP to green status.

J. Allen shared that the YWCP policies have been resubmitted to YWCP outside counsel for finalization. The Executive Committee will perform a final review and the policies will be posted in the Google drive for any Board members who wish to review them.

J. Allen shared that the Board paid for an outside facilitator to help navigate next steps in the path forward for YWCP and the YWCP Foundation. J. Weinstein and L. Bonnell will provide further information in the Foundation report.

VII. Governance Committee

J. Green reported that Governance Committee membership is being finalized and that the policy update was provided by J. Allen.

VIII. Principal's Report:

Principal Zelazny provided the principal's report. YWCP will open with fully remote learning on September 9 with a focus on the quality of remote learning and implementation of Pearson ConnectsUS (PCX). Student progress will continue to be tracked via benchmark assessments. The benefit of PCX is that teachers can fully customize courses using the full PCX catalog.

YWCP continues to reach out to individual students and their families. An orientation was held to distribute Chromebooks to new students. A 15 to 1 parent/student advising program is in place. Personal check-ins will continue on a rolling basis throughout the year. Home visits are also occurring in order to update contact information for families. Wifi access remains a significant challenge. Hot spots have been purchased and made available to families who do not have wifi access. Health screenings are being performed by Frontline Health Management.

Plans for in person learning (IPL) opportunities will be discussed in more depth at the October Board meeting. The plans include two grades per day in person with the focus being emotional learning, small group work, and work with advisors. On Wednesdays, students with disabilities, students with next level intervention plans, and English Language Learners (ELLs) will attend in person in order to provide additional support to those who may face greater challenges with remote learning.

YWCP plans to conduct another parent survey. The response rate for the last survey was 70 parents. A series of questions were asked relating to food insecurity, Chromebook needs, internet access, etc. M. Geska suggested that these specific needs present an opportunity for a specific, targeted fundraising campaign.

Principal Zelazny shared information about the outcomes for the 2019-2020 school year in the Google drive for Board members to review. 97% of girls graduated (59 girls). 77% of graduates are College-bound (45 girls); 31 will attend 2-year schools and 14 will attend 4-year schools; 11 girls have elected to take a gap year or enter the workforce; 1 girl joined the U.S. Navy; and 2 girls returned to Yemen.

IX. Education Committee, Performance Evaluation Committee:

P. Kissel reported that the Education Committee met on August 18 and Principal Zelazny reviewed the staggered plans for school reopening and PCX. Meeting dates have been set for the 2020-2021 year.

P. Kissel reported that the Performance Evaluation Committee met with Principal Zelazny to discuss her self-appraisal. The committee will complete Principal Zelazny's written evaluation by the end of September.

X. Development Report:

J. Weinstein provided a presentation focused upon the need for a Foundation. J. Weinstein highlighted the funding disparities between urban, rural, and suburban schools and stated that the Foundation exists to fill these gaps. Representatives from the Foundation and the School participated in facilitated meetings to build consensus and achieve a shared vision of the portrait of a YWCP graduate. That portrait includes a strong academic foundation, opportunities for advanced learning and community leadership, and acculturation to college life. An alignment of roles and responsibilities is necessary to empower young urban girls to achieve. The Foundation is the community-facing arm of YWCP and the school is the

student-facing arm. The Board giving goal is 100% participation. The theme of the virtual Leadership Breakfast is "Equalizing Education" and the honorees have accepted.

XI. Finance Committee:

C. Falcon explained that YWCP receives funding from the State through the school districts in which YWCP students reside and it remains unclear how funding will be impacted this year. Most YWCP funding is from RCSD and YWCP has received two months of funding thus far. Governor Cuomo referenced a 20% reduction in State funding at an August press conference, but this has yet to occur. The YWCP budget was based upon an estimated total enrollment of 400 students. The most recent budget forecast indicated 354 students. YWCP submitted a CARES Act funding application on August 15 and it is pending approval. If approved, it would be a substantial funding source (nearly \$194,000). The timeframe for approval is unclear.

Certain expenses are lower – e.g., security – due to the lack of in person instruction. Other expenses are fixed – e.g., rent per square foot, which was higher than budgeted. YWCP currently has one teacher vacancy. Medical insurance budgeting assumes the highest cost plan for each employee, so it is typical for the actual cost to come in a bit lower. The YWCP technology spend is over budget due to the purchase of PCX and additional laptops and Chromebooks. One key technology expense is Smartboards. The purchase of additional Smartboards has been delayed to offset the anticipated reduction in per student funding. It may be feasible to purchase a device to improve the performance of existing Smartboards rather than replace them. The Finance Committee meets later this month and will continue to brainstorm other potential ways to reduce expenses. If YWCP's CARES Act funding is approved the school may be in a surplus position depending on enrollment and any reduction in per student funding.

XII. Scholarship Committee:

E. Duffy Kruss reported that a YWCP student who will be attending University of Buffalo as a political science and pre-law major was selected for the Somers Foundation Scholarship from among four applicants. The Scholarship Committee received additional clarification from the Somers Foundation on scholarship eligibility. The Somers Foundation is focused on one or two students who are not able to meet ends to enable them to attend a 4-year institution. The Somers Foundation Scholarship will fill that gap. The Scholarship Committee looks forward to working more closely with school counselors at YWCP to identify potential applicants. E. Duffy Kruss will obtain the clarification from the Somers Foundation in writing.

XIII. Enrollment, Recruitment, Retention:

B. Velazquez added a spreadsheet to the Google drive on recruitment, enrollment, and retention, and it will be updated periodically. Confirmed actual enrollment is at 77% (314 girls) and the target is 85% (~349 girls). When compared to Greece CSD and RCSD, YWCP actual enrollment of economically disadvantaged students is slightly lower. The committee is focused on increasing YWCP visibility on social media and connecting with influencers like Michelle Obama and Abby Wambach. Additional efforts to enhance visibility include hashtags, Good Schools Roc, bus ads, radio ads, IP address follow up, etc. Action items will be listed on the spreadsheet and updated biweekly. B. Velazquez and L. Bonnell will connect to streamline outreach to Abby Wambach.

XIV. Climate, Culture, Community/Family Engagement Committee:

L. Sparkman reported that the committee is focused on parent outreach and partnerships with parents. L. Sparkman will connect with Principal Zelazny to discuss.

XV. School Operations:

A report submitted by R. McGinnis is on the Google drive.

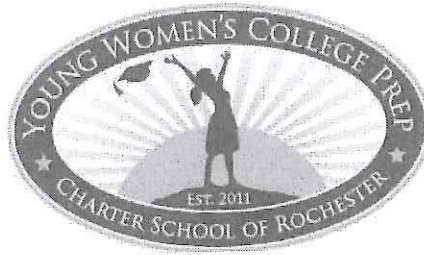
XVI. Old Business: J. Allen reported that there is no old business to discuss.

XVII. **New Business:** J. Allen reported that there is no new business to discuss.

XVIII. **Adjourn to Executive Session: Personnel Matters, Other within regulations of Open Meeting Law (Executive Session will be called for Personnel Matter):** J. Allen stated that no Executive Session is needed.

XIX. **Adjournment:**

J. Green motioned to adjourn meeting and B. Velazquez seconded the motion. Approved. Meeting adjourned at approximately 9:30 a.m.



YWCP BOARD OF TRUSTEES MEETING

Date: Thursday, October 1, 2020

Time: 6:30 p.m.

Zoom Video Conference

REGULAR BUSINESS MEETING MINUTES (OCTOBER 1, 2020)

Board of Trustees Present: Jennifer Allen; Jennifer Aronson-Jovcevski; Julia Green; Chuck Falcon; Jennifer Weinstein; Pam Kissel; Erin Duffy Kruss; Kristin Lowe; LaQuanna Sparkman; Belimar Velazquez

Absent: Carolyn Vacca

Staff: Roberta McInnis, Director of Operations; Sanya Pelrah; and Kwame Donko-Hanson, Assistant Principal; Crystal Rupp; Barbara Zelazny, Principal

Foundation: Lauri Bonnell, Director of Development

Non-board Members Present: Idonia Owens, Melissa Geska, Nadine Hylton (all pending admission to board membership); Kevin Quinn, School Attorney

- I. **Call to Order:** J. Allen called the meeting to order at 6:30 p.m.
- II. **Roll Call:** J. Aronson-Jovcevski proceeded to conduct roll call.
- III. **Communications to the Board:** None
- IV. **Policy Updates:** Kevin Quinn, *Whiteman Osterman & Hanna LLP*, School Attorney

K. Quinn reported that he and his legal team reviewed YWCP's and his comments are as follows:

Board Attendance Policy. K. Quinn confirmed Board Attendance Policy and bylaws (already adopted by the Board) are consistent with each other and with the law.

K. Quinn recommended that the Board Attendance Policy not quantify the specific number of excused/unexcused absences for board members, but rather to allow the Board Chair to use his or her discretion on a case by case basis as instances of tardiness or anticipated tardiness arise.

K. Quinn recommends we implement a COVID policy rather than changing the employment policies in their entirety. By creating a COVID policy, this will allow the Board to simply repeal the policy once COVID is no longer a threat and our already existing employment policies will remain intact and not need to be revised back to reflect our post-COVID reality. K. Quinn requested a copy of YWCP's re-opening plan that it submitted to NYSED so that he can tailor a COVID policy that is unique to YWCP. K. Quinn will provide the Board with a draft COVID policy.

Further, in October 2019, K. Quinn reviewed all of the Board policies and gave an overview of proposed changes: Those policies and board documents include:

- ByLaws – adopted by the Board. The Executive Committee should be listed in the bylaws. J. Green suggested we only list the executive committee to allow greater flexibility in the future to create/restructure committees.
- Open Meetings Law Policy – K. Quinn did not recommend any changes except to clarify committees. The Board had a discussion and decided only to list pertinent committees in the bylaws, not in the Open Meetings Law Policy or any extraneous policy.
- FOIL Policy – This policy was submitted to NYSED. Currently, the policy requires YWCP to maintain a subject matter list of records that it keeps. K. Quinn recommends YWCP remove the requirement to keep a subject matter list of records at the school. If the Board decides to keep it, then K. Quinn recommends the Board regularly review the subject matter list and remove those records the school does not keep. J. Allen recommended removing from the FOIL policy the requirement to keep a subject matter list of records at the school, but to maintain the list as guidance. Turning to the current FOIL request, the Board just needs to submit the current records retention list. K. Quinn also proposed that YWCP create a subject matter list strictly for FOIL purposes—this would list only memorialize the relevant documents required under FOIL.
- Whistleblower Policy – New York Not for Profit Corporation Law requires all qualifying organizations to create a whistleblower policy. Charter schools are considered a qualifying organization within the meaning of the statute and must implement this policy. K. Quinn reported that he emailed a redlined version to J. Allen and ensured the comments were consistent with the new law.
- Records Retention Policy – K. Quinn reported that he emailed a redlined version which incorporated minimal compliance.
- Health and Wellness Policy – K. Quinn did not have any comments or recommended revisions.
- Student Breach Policy – K. Quinn educated the Board about the history of the student privacy law and informed the board of NYSED and the Board of Regents January 2020 regulations which requires charter schools to comply with the student privacy laws insofar as a breach pertains to a child’s “health, safety and civil rights.” K. Quinn will provide a draft of this plan as it was supposed to be in place by October 1. This needs to be approved by the Board at the next board meeting. I. Owens asked whether this was in conjunction with FERPA. K. Quinn confirmed it is in addition to FERPA.
- Volunteer Policy – K. Quinn reminded the Board that, generally, if a volunteer is in the building for more than five (5) days, New York State requires that individual to complete fingerprinting and a full background check. The cost could be pushed on to the volunteer but that is a consideration for the Board to discuss.

The Board asked K. Quinn questions regarding his policy review. J. Allen thanked K. Quinn for joining the board. The Board will review all changes and vote in a future board meeting on the proposed changes to the policies.

V. Approval of the September 4, 2020 Board Minutes.

J. Green motioned to approve September 4, 2020 minutes. P. Kissel seconded motion. Unanimously approved.

VI. Governance Committee

J. Green reported that the Governance Committee has not met yet and will meet at the end of this month.

VII. Principal’s Report:

B. Zelazny provided the principal’s report. B. Zelazny shared the Hybrid Learning Model: Info Sheet with the Board. YWCP is currently in Phase 2 (Launch Full Remote Learning).

Parent Survey. S. Pelrah presented the September 2020 In-Person Learning (IPL) Parent Survey Results. Approximately 60% of YWCP families responded to the survey as of 9/25/2020. Slightly less than half of those respondents would allow students to attend IPL. Of those who would allow their students to participate in IPL, most indicated they have sufficient transportation (school bus or providing their own). Approximately 25% of respondents are undecided whether they would allow their student to attend IPL.

Parents of 12th grade students are the most undecided. Of those parents who would not allow their students to attend IPL, the majority stated it was due to health and safety concerns due to COVID. The next largest response of respondents said their students' needs are being addressed satisfactorily via remote learning so they do not see a need to send their students to IPL. There was also data pertaining directly to ELL students and Special Education. There was a lower response rate of families of students who fall into one of those categories. Special Education respondents were evenly distributed across allowing, not allowing or undecided regarding IPL. Majority of ELL respondents would allow their student to attend IPL. Most Special Education and ELL respondents who would allow their student to participate in IPL or were undecided would have transportation (school bus or providing their own). The next action step is individual outreach to each Special Education and ELL family to gain a better understanding of their intent with IPL. There are more action steps but that is the most important. The survey was NOT provided in all native languages which is why part of the action steps is to place individual calls to ELL families using an interpreter in their individual languages.

S. Pelrah's powerpoint is on the shared drive. L. Sparkman asked whether S. Pelrah had any indication regarding being "undecided." B. Zelazny does not have any indication about why parents are undecided.

C. Rupp presented YWCP's efforts concerning Student Outreach and Communication during remote learning. Ms. Rupp presented using a powerpoint which is on the Google drive. The YWCP goal is that every student would be set up for success with remote learning. To ensure success, C. Rupp reviewed items that were most important to ensure success. How did they reach every student at YWCP? Google form to collect data; script to use with parents; leveraged 15:1 ratio with advisory team; next-level students and responses (meaning, the advisor was unable to reach the parents); if no communication with advisors then the counselors, social workers and home school assistants reached out to the parent and made home visits as necessary. As a result, YWCP was able to reach every student to ensure they had a chromebook, MiFi, meal accessibility and ready to go for remote learning. This is an ongoing process whereby YWCP needs to ensure that all incoming students have a chromebook, MiFi (if needed), meal distribution, remote learning student handbook, etc. YWCP needs to continue to leverage 15:1 ratio with advisory and continue to support students with ongoing technology needs.

C. Rupp reviewed modes of communication between YWCP and parents/students. This includes Facebook, Instagram (ywcp_rochester), the *updated* YWCP website, emails, the Remind App and "robo calls"/snail mail.

K. Donko-Hanson reported to the Board the steps YWCP is taking to ensure compliance with the NYS and County health and safety mandates which must be in place in order to participate in IPL. Those steps include:

1. Health Check
2. Health Hygiene
3. Social Distancing
4. PPE
 - Thank you, R. McGinnis, we have plenty of PPE in the building.
5. Medically Vulnerable High Risk Group / Underlying Conditions
6. Management of Ill Persons
7. Return to School protocols

VIII. Finance Committee:

C. Falcon reported that the Finance Committee did not meet in September but they will meet in October to:
1. Introduce a credit card for use at the school; and 2. consider any modifications that might be needed to the budget.

IX. Development Report:

J. Weinstein reported that L. Bonnell submitted a grant application and now YWCP is the recipient of a \$25,000 grant towards the school's technology needs from the L3Harris Foundation. Well done, L. Bonnell.

L. Bonnell updated the Board regarding table sales and sponsorships for the virtual leadership breakfast. We exceeded our goal for sponsorships and they continue to come in. The goal is to increase table sales so L. Bonnell and J. Weinstein are focusing on strategies to increase those numbers in the next couple of weeks. Since the event is virtual, L. Bonnell sent an Eventbrite link to everyone who purchased a table thus far which will allow each table to create a table name and send an invitation to the table guests to fill out a ticket at each table. Attendees should let L. Bonnell know if you did not receive the Eventbrite email.

J. Allen commended L. Bonnell and J. Weinstein on their work for the virtual breakfast and also thanked those in attendance for the networking event in September.

X. Education Committee, Performance Evaluation Committee:

P. Kissel reported that the Education Committee did not meet in September. The Committee meets October 14.

The Performance Evaluation Committee completed B. Zelazny's evaluation. B. Zelazny and P. Kissell will finalize that document in the next couple weeks.

XI. Scholarship Committee:

No update.

XII. Enrollment, Recruitment, Retention:

B. Velazquez reported that we have 381 students confirmed. There are 42 applications which would put us at 423 students. Target is at least 85% of contracted enrollment and we have exceeded that goal as we are at 93%. The ERR Committee will collaborate with the Communications committee to deploy a student survey to understand where they are getting their information and how they would convince a friend to attend YWCP. This will educate our marketing moving forward as well.

XIII. Climate, Culture, Community/Family Engagement Committee:

L. Sparkman reported that the Committee submitted a request to B. Zelazny. L. Sparkman commended B. Zelazny on her efforts to poll the parents and connect with our students' families.

XIV. School Operations:

R. McInnis reported that YWCP had a financial audit with Bonadio. She hopes that next week she will receive a draft of the financial to review before the meeting of the 16th.

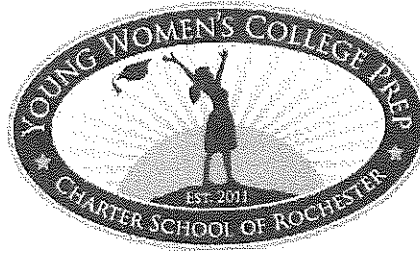
XV. Old Business: J. Allen reported that there is no old business to discuss.

XVI. New Business: J. Allen reported that there is no new business to discuss. Due to time limitations, J. Allen requested all committees who did not report during the board meeting should post their reports on Google Drive.

XVII. Adjourn to Executive Session: Personnel Matters, Other within regulations of Open Meeting Law (Executive Session will be called for Personnel Matter): J. Allen stated that no Executive Session is needed.

XVIII. Adjournment:

N. Hylton motioned to adjourn the meeting and L. Sparkman seconded the motion. Approved. Meeting adjourned at approximately 8:00 p.m.



YWCP BOARD OF TRUSTEES MEETING

Date: Friday, November 6, 2020
Time: 8:00 a.m.
Zoom Video Conference

REGULAR BUSINESS MEETING MINUTES (NOVEMBER 6, 2020)

Board of Trustees Present: Jennifer Allen, Chuck Falcon, Melissa Geska, Julia Green, Nadine Hylton, Pam Kissel, Erin Duffy Kruss, Kristin Lowe, Idonia Owens, LaQuanna Sparkman, Jennifer Weinstein

Absent: Jennifer Aronson-Jovcevski, Carolyn Vacca, Belimar Velazquez

Staff: Roberta McInnis (Director of Operations), Barbara Zelazny (Principal)

Student Representative: Dylana Alexander

Foundation: Lauri Bonnell (Director of Development)

- I. **Call to Order:** Allen called the meeting to order at 8:02 a.m.
- II. **Roll Call:** Hylton conducted roll call.
- III. **Approval of Minutes from October 1, 2020 Board Meeting:** Moved by Kissel; Second by Falcon; Motioned carried unanimously
- IV. **Communications to the Board:** None
- V. **Chair Report**
 1. Chair apologizes for the late posting of today's meeting agenda and updates the Board that there are several resolutions to be voted on in today's meeting ((Hylton notifies chair that the Board has quorum.))
 2. Chair notifies the Board that the NYSED report due on November 2, 2020 was submitted on time. Chair thanks the Board for voting electronically to approve the financial audit.
 - a. This year, as in previous years YWCP has a clean audit.
 - b. Link to the full report has been sent to the Board by the Chair
 - c. One follow-up issue to address is the FTE reconciliation process, specifically, the timing YWCP's reconciliation to align with RCSD's timeline will be discussed by McInnis later in the meeting.
 3. Chair reminds committee chairs that committee reports should be submitted by November 27, 2020 via the Board Admin Google-Drive folder, in preparation for the December 4, 2020 meeting.
 4. YWCP COVID-19 response: School's website indicates that YWCP is in phase 2 of open—Barb will discuss this more in her report.
 5. Recognition of a successful Leadership Breakfast and the YWCP Foundation for planning and hosting this event. Event was very well-done; special thanks to Lauri, Jennifer Weinstein and the Trustees that participated in the event.

6. Geska and Hylton were approved by NYSED to join the Board therefore Resolutions 2 and 3 from the September 2020 meeting are now effective (Geska and Hylton are formally board members).
7. Auditors recommended that YWCP consider an investment instrument for the excess funds that are on-hand. Chuck and the Finance Committee are actively considering the options available. The Finance Committee will put forward recommendations for the Board to consider.
8. Chair asks for motion to accept Resolution 5 (to approve Form 990 and submit the document to the IRS by November 15, 2020). Chuck noted that the Form 990 was not sent to the Board in advance. As such voting to approve this form will occur electronically, considering the deadline for its submission.
9. Kevin Quinn (YWCP attorney) updates such as on student data privacy that were made to the policy manual can be found in the Board Admin folder housed on the Board's Google Drive. A red-line copy of the employee handbook can also be found in the Board Admin folder. Chair recommends that the Trustees review the documents in the Policy Review folder in preparation for a holistic vote on all the documents in the December 4, 2020 Board of Trustees meeting.
 - a. Geska asked Chair to clarify the location of the documents to review, which the Chair did.
 - b. Chair encouraged Trustees to follow-up with her if there are any follow-up questions.
10. Review of YWCP's Strategic Plan.
 - a. Full strategic plan document can be found on the Google Drive.
 - b. YWCP worked with Breakthrough Leadership consultants to update the strategic plan.
 - c. Chair wanted to bring attention to the strategic plan and begin discussing where YWCP stands with each aspect of the strategic plan, in partnership with the school's leadership.
 - d. Strategic Priorities for years 4 and 5 may need to be revisited given the changes that have happened and are happening (example: COVID-19), which impact YWCP's operation. No questions regarding the plan.
 - e. Strategic goals around the top 3 priorities (improve student performance, improve teaching and learning and articulate the YWCP way related to enrollment) for AY 2020-21 were shared with the Board members. Geska asked whether there is a plan to convene an ad hoc committee to monitor accountability across committees for these strategic priorities and track progress towards achieving the strategic priorities. Chair responded that she is considering forming an ad hoc strategic planning committee and will pursue this route starting in January 2021. Chairs asked whether Board members are interested in participating. Zelazny pointed out the strategic plan was adapted in April 2020 and therefore there will be intervals to look at each priority and assess where we are in relation to meeting the priorities. Zelazny recommends doing an annual review of the strategic priorities.
 - f. Alignment of strategic priorities with benchmarks and assessing progress towards meeting both are needed. Committee oversight of assessing progress towards meeting benchmarks and priorities are needed.

VI. Governance Committee

Green reported that there is currently no Governance Committee due to inadequate membership.

VII. Introduction of Student Representative

- a. Kissel asked Alexander to introduce herself and outline what she would like to achieve by participating on the Board.
- b. Kissel noted that previous student representatives would give a short report to the Board at each meeting and asked whether Alexander would be interested in doing such a report.

VIII. Principal's Report:

- a. Zelazny provided the principal's report.
- b. Zelazny stated that state assessments have been cancelled and Regents exams for January 2021 have been cancelled.
- c. NYSED has not put out any guidance to schools for how to assess student learning. Without guidance from NYSED, YWCP will continue to measure student learning and progress locally. Progress and growth will be considered in a more comprehensive method. Kissel asked whether there are common formative assessments (benchmark assessments) in courses

offered by YWCP to which Zelazny replied yes. However, in remote learning assessment has to be adapted for the format.

- d. Zelazny provided updates on in-person learning (IPL) for the most vulnerable YWCP students (example: students with disability and ELL students). IPL is scheduled to start on November 16, 2020.
- e. Testing is a limitation to having IPL. Discussion about having an on-campus testing site and what are the requirements for having a testing site on-campus. Zelazny will look into requirements for having an on-campus testing site.
- f. Discussion on how daily attendance is being calculated and reported for remote learning.

IX. Education Committee:

- a. Committee meeting was scheduled but several members did not attend as a reminder was not generated prior to the meeting. Chair noted that attendance will be discussed at the next committee meeting.

X. Development Report:

- a. Bonnell shared the Development report.
- b. Thanks to the Trustees who promoted the Leadership Breakfast.
- c. Form 990 review with Bonadio.
- d. Bonnell will be doing the PPP loan application.
- e. Year-end appeal will be going out shortly.
- f. Focus will be switching to more student programming and transitioning the programs to a virtual format.

XI. Finance Committee:

- a. Falcon reported that the Finance Committee did meet in October and discussed adding a credit card for YWCP use.
- b. Policies and procedures are outlined in the policy document but the Committee would like to make some modifications to the document to reflect the acquisition of a credit card.
- c. Because this is a policy change, the modifications are required to be voted on by the Board. Chair suggests including these changes with the other policy changes to be voted on in the December 4, 2020 meeting.
- d. Board approval is not required to obtain a credit. However, some lenders, such as M and T Bank do require that approval of the credit card by the Board is reflected in the Board's minutes.
- e. Board would like to understand the policy governing use of the credit card before it votes on whether to add a credit card. The updated guidelines for credit card utilization will be reviewed in the December 4, 2020 meeting. Policies and guidelines will be provided in advance of the next Board meeting.
- f. The Finance Committee's November meeting will focus on what to do with the surplus, which is about \$2m.

XII. Scholarship Committee:

- a. Leadership Breakfast video will be shared with sponsors.
- b. Looking for ways to demonstrate the impact of sponsorship.

XIII. Enrollment, Recruitment, Retention:

No update.

XIV. Climate, Culture, Community/Family Engagement Committee:

- a. Committee met and priorities were finalized and sent to Zelazny.
- b. Presentation was tabled for the December 4, 2020 meeting.

XV. School Operations:

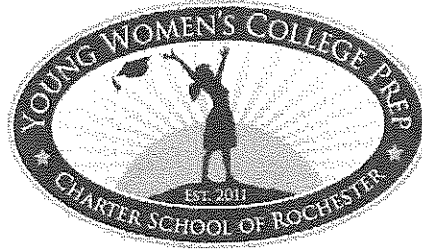
- a. Farash Foundation grant of \$51K to support operational needs received.

XVI. **Old Business:** Chair reported that there is no old business to discuss.

XVII. **Adjournment:**

- a. Kissel motioned to adjourn the meeting and Hylton seconded the motion. Approved. Meeting adjourned at approximately 9:31 a.m.

**YWCP Board of Trustees Minutes
December 4, 2020**



Meeting Called to order 8:05am; Zoom recording began 8:06am

Guest Participants: Joe Pelliccia, YWCP Instructional coach; Sonia Pelrah, YWCP Director of Instruction; Dylana Alexander, YWCP Student Representative

Roll Call:

Present: Chuck Falcon, Jennifer Allen, Jennifer Weinstein, Barb Zalazny, Jennifer Aronson-Jovcevski (audio), Melissa Geska, Julia Green, Nadine Hylton (audio), Pam Kissel, , Kristen Lowe, Idonia Owens, LaQuanna Sparkman, Belimar Velazquez, Roberta McGinnis, Lauri Bonnell

Absent: Erin Duffy Kruss, Carolyn Vacca

Communication to the Board: None

Public Speakers: None

Old Business:

- Approval of Nov. 6th minutes: One correction noted by Jennifer A.- IPL scheduled to start on November 16th, 2020 NOT January 16, 2021. Motion to accept: Pam, Second: Melissa, All in favor: Unanimous. November 6th Minutes accepted.

Executive Report: Jennifer Allen

- Underscore that the committee reports due a week prior to the board meeting. Reports will be due on Dec. 31st, 2020 for our next meeting. Conduct a skills inventory at our mid-year to adjust recruitment strategy in January.
- We have initiated in-person learning. Thanks given to Dr. Marybeth Robinson Vey for her help making this possible.
- Form 990 was approved via electronic vote.
- School newsletter back in circulation...go to the website to subscribe.
- Action register: Jennifer A tracking every task and will be circling back to ensure completion.

Governance Report: Julia Green

- Governance committee has now shifted focus to ensuring our strategic plan implementation. Julia will reach out to volunteers from the last meeting for next steps.

Principal's Report: Barb Zalazny

- We will have updates about school assessments from Pellicci and Pelrah.
- Announcement of new endeavor to address systemic racism and social justice by making a clearly visible and impactful anti-racist agenda, one of Principal Zalazny's professional goals.

**YWCP Board of Trustees Minutes
December 4, 2020**

- There is a yearly reporting calendar with initiatives and activities from three vantage points: Faculty/Staff, Faculty/Staff with Students, and Students.
- Curriculum is being provided by Pathstone Foundation Anti-Racism and Leadership Development Project, a FREE curriculum.
- In Advisory on Flex Fridays, we are introducing the curriculum. Stretching it out over a longer time today through April with the goal to have this embedded in our work in an on-going manner.
- Cannot teach this curriculum without going on your own journey in accepting the privilege that has come to you along your life. Specifically designed to protect and find safe space how difficult some of this learning can be. Focuses on the tragic and the beauty.
- Principal Zelazny is teaching leadership to teachers along the way with regard to the curriculum.
- For the student specific component, students will be encouraged to take over to develop their own plans and take action. Ongoing professional development will happen with teachers through Pathstone.

YWCP Assessments: Sonya Pelrah and Mr. Pelliccia

- Assessments address Performance Benchmark 1
- Last year established an assessment calendar (NWEA, Benchmarks, Mock regents), but due to covid unable to implement spring assessments.
- So this year, modified planning for remote implementation. NWEA planned for remote. Intentional time being devoted to reviewing and redesigning benchmarks with focus on quality not quantity.
- Assessment data is important for student performance benchmarks and inform instruction. Many assessments were planned for March and later last year and were not able to be implemented. No assessments after March 13th.
- This year's assessment calendar: teachers and coaches have time to collaborate and consider design and implementation of assessments. Goal is for authentic, relevant data which teachers can use to inform instruction.
- A mock ELA, mock math, mock Regents for June Regents are planned. Teacher developed.
 - Formative vs. Summative assessment difference by Pam. Formative to inform practices....touchpoint to where kids are. Summative for the end of unit or chapter.
- What is NWEA? One measure used to get baseline data on girls...given 3 times a year. Fall, winter and spring.
 - We give it for ELA 7-10 and math 7&8. Data we get is a growth measure. Inventory of each individual girl's proficiencies to meet them where they are.
 - The reports are detailed for specific weaknesses and strengths.
 - NWEA previously given in classroom settings. This year, NWEA gave training sessions about implementing virtually.

**YWCP Board of Trustees Minutes
December 4, 2020**

- Communicated with parents about NWEA about proctoring and test taking in the home environment. NWEA given over zoom during class time. Testing environment conditions are unknown.
- Many girls had to be chased down about taking the tests.
- Girls did goal setting prior to the test. After the test they had a reflection component.
- Results from 7-10 ELA show many in the low percentile. Math 7/8 also.
- Jennifer A. has asked that we end this segment due to time constraints and invite them to come back to give more explanation to the results.

Student Report: Dylana Alexander

- Updated board on which fall sports occurred.
- Varsity bowling has been approved to begin practice with door-to-door transportation.
- Basketball and cheerleading deemed high risk.

Climate, culture student and family engagement: LaQuanna Sparkman

- Committee members are: Dr. Twyla Cummings, Dr. Nadine Hylton, Crystal Rupp, Theresa Larkin and seeking parent volunteers.
- Committee examining how we should engage the community to build better relationships.
- This committee focuses on Benchmark #3: families, community members and school staff work together to share in the responsibility. For student academic progress and social emotional growth and well-being.
- Getting data about community engagement challenging during covid. They will leverage the following data sources:
 - Measures of Culture, Climate and Student engagement: chronic absenteeism data to measure student engagement.
 - Behavior Management: Out of school and in school suspension rates 2019-20.
 - Family engagement: parent and student surveys from past 2 years.
 - Social Emotional and Mental Health support: what do we have in place to support students during covid?

Education Committee: Pam Kissel

- Education committee met and had a teacher math demonstration. Impressed by its capacity.
- Committee keeps abreast of the assessment work. Pam asked how things are going with the return to school with regard to use of the virtual platform?
 - Barb responded that while at school they engage in their block class learning and have teachers to advise and instruct. Did not switch to a different type of learning...still in PCX but with teachers.
- Next meeting is next Wednesday. Talk about anti-racism agenda.

Foundation Report: Lauri Bonnel

- New work beginning on Alumnae Success programs. Shannon Sanford assisting with dev. Of career readiness segments. Have about 150 Alumnae over 3 graduating classes.

**YWCP Board of Trustees Minutes
December 4, 2020**

- Jennifer Allen expressed her gratitude to the committee who wrapped up the Path /forward discussions.

Finance Committee: Chuck Falcon

- Last month Chuck brought up the topic of credit card for school. Policies and procedures in place for use of credit cards...chuck has updated them. Board policy manual: one card used by Roberta. Purchased need approval by Roberta or Barb. Monthly spending limit that cannot exceed \$1,000 without Chuck's approval. Subject to school's purchasing policies. Lower line of credit from \$12,000 to \$5,000. DOO has control over use of card and Treasurer to do monthly review and sign off of expenses. Finance committee continues to review ways to invest cash balances to generate a return. Recommendation regarding this to come in January.
 - Barb Z questioned the individual limit of \$1,000 requiring Board Treasurer approval. Check approval has been increased from \$1,000 to \$3,000 as informed by Roberta.
- Chuck would like to change this limit to \$3,000 to be consistent. The bank requires board approval before issuing a credit card.
- Formal vote. Move to accept policy changes regarding credit card policies and procedures: Jennifer Allen; Seconded: Nadine; All in favor: Unanimous.

Scholarship Committee: Erin Duffy Kruss

- not present to give report

Recruitment, Enrollment, Retention: Belimar

- Have met to assemble charter and develop strategic goals. Meeting biweekly .
- Enrollment is currently at 91% of 410 goal. Actual 375.
- Committee is currently examining: Outcomes long and short term; Outputs; Activities and Inputs and Data needed to assess each domain.
- A school survey implemented over 160 students participated: where to promote the school, message and what to see.
 - Tik Tok and Instagram are the most popular social media platforms.
 - Facebook to target parents. How would students convince a friend to apply to YWCP: good school, good teachers, good results.
 - Comments: don't have female friends, don't like school, wouldn't talk to friends about it.
 - Incorporate feedback into marketing plan.
- Kudos given by Jennifer A. for this presentation

YWCP Operations: Roberta McGinnis

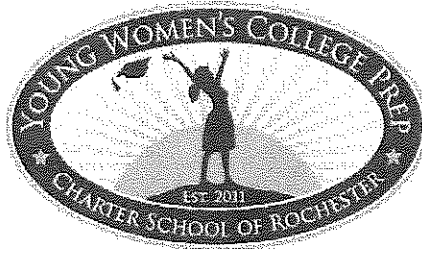
- Form 990 was filed and accepted by the IRS.
- New kind of reporting with NYSED for expenses related to revenue we receive.
- Resubmitted Care's application (NYSED asked to resubmit).
- Annual sexual harassment training has been completed.

New Business:

**YWCP Board of Trustees Minutes
December 4, 2020**

- Vote on policy and procedure manual in January.
- Barb Z. offered a brief update on in-person learning offered to only most vulnerable children. Covid testing 100% of students. She feels confident about safety measures in place.
- Jennifer A. thank you to all for board does
- Melissa shout out to Lauri for Roc the day efforts.

Meeting Adjourned 9:31am



YWCP Board of Trustee Minutes

Date: January 8, 2021

Time: 8:00 a.m.

Meeting Location: Zoom Conference

Meeting called to order at 8:06am (recorded)

Roll Call:

Chuck Falon, Jennifer Allen, Jennifer Weinstein, Barb Zalezny,, Melissa Geska, Julia Green, Nadine Hylton, Kristen Lowe, LaQuanna Sparkman, Belimar Velazquez, Roberta McGinnis, Lauri Bonnell, Erin Duffy Kruss

Absent: Jennifer Aronson-Jovcevski, Pam Kissel, Idonia Owens

Communication to the Board: None

Public Speakers: None

Old Business:

Motion for Approval of the December 4, 2020 BOT minutes - Motion approved, none opposed, the motion carries.

Executive Report: Jennifer Allen

- New recruitments to board - Ongoing efforts to recruit
- Holiday Gifts for Staff - Thanks for 100% participation from the board
- Book Review - Reminder to read and prepare for discussion of book title, "Cultivating Genius" by Gholdly Muhammed
- Motion for Approval: Student Leadership Network - Professional development platform for review and approval - affiliate opportunities/recommended. Motion was seconded by Melissa G. None opposed. Motion carried by majority.
- Motion for Approval: Policy Manual Updates: with date changes. Motion was seconded by Belimar V. None opposed. Motion carried by majority.

- Motion for Approval: Annual Faculty and staff survey with Breakthrough Leadership - Approval of continued use and cost of service provided (with COVID considerations and virtual learning platform). None opposed. Motion carried by majority.

Governance Report: Julia Green

- Committee has an upcoming meeting to continue planning for board surveys, policy review, and onboarding of new members.

Principals Report: Barb Zelany

- Continued decisions and discussions about managing testing for students
- Working on communication to the school community for example “Jam Board” as a weekly report.
- Question by Jennifer A. - Social Emotional Support of the students and monitoring. Barb Z. explained that some losses in family are not necessary due to COVID, but the staff is fatigued and worried about students and are constantly engaging with students and bringing care packages when there is a need.

Student Rep: No Report

Climate, Culture and Student and Family Engagement Committee: LaQuanna Sparkman

- CCSFE committee is will be reviewing documents (faculty, staff, student and parent surveys for 2019 and 2020) in January and preparing for a meeting to discuss with Administrator Crystal Rupp in February.

Education Committee: LaQuanna Sparkman

- Pam Kissel submitted a report. LaQuanna Sparkman shared that the committee encouraged the principal Barb Z. during the holiday season to manage her self-care and take time for herself to relax and restore for a busy school schedule.

Development Report: Jenn W. and Lauri Bonnell

- Creating a new Alumni Association - 27 graduates have responded to the survey.
- Alumni Suggested: Professional Networking Opportunities and Social Activities
- Cool Women Hot Jobs will be virtual and spread out bi-weekly career panels that students can opt into attending. Have talked to several presenters.
- Virtual Tutoring over Zoom with University of Rochester Students and Big Brother Big Sister.

Finance Committee: Chuck Falcon

- Motion for Approval: Information presented on financial portfolio for investment of fixed income with low risk. Comparison of the two options was shared for the portfolios. Details about presentation from M&T. Using the cash on hand for investment of \$500,000.00 (60/40 split) without interruptions to daily school management is recommended. (\$300,000 in the fixed income portfolio 1.75% and \$200,000.00 passive oriented portfolio 3-7% annually) Motion Approved by the Board - None opposed. Motion carried.

Scholarship Committee: Erin Duffy

- Waiting for \$14,0000 request for Summers Foundation scholarship
- Most current scholarship recipients high GPA's
- One student has had some difficulties with death in her family but have a plan for getting back on track
- Requested for mentor for one student at Buffalo State

Enrollment, Recruitment, Retention Committee: Belimar Velaquez

- Recruitment is at 90% but overall doing very well with their numbers, marketing and branding for school engagement.
- Recruitment of volunteers for driving some of the activities. Still working on numbers in the special needs area. (48) new freshman students.
- Requests for target students remain equal to the finance committee target numbers.
- Suggestion of finding culturally sensitive clothing for Muslim student population.

School Operations: Roberta McInnis

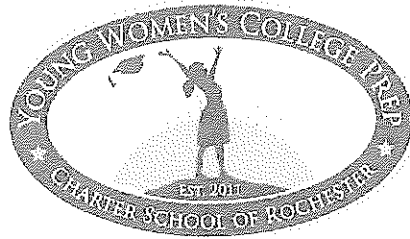
- Expressed Gratitude for the staff holiday gifts
- Working with plans toward investment portfolio
- Enrollment is down from 400
- Received grant money to keep budget in line with less students

New Business: None

Adjournment : 9:20am

Submitted by: Isparkman 1/8/21

Edited by Jennifer Allen 1/31/21



YWCP Board of Trustee Meeting Minutes

Date: February 5, 2021

Time: 8:00 a.m.

Meeting Location: Zoom Conference

Roll Call:

- **Board Members Present:** Chuck Falcon, Jennifer Allen, Jennifer Aronson-Jovceviski, Jennifer Weinstein, Barb Zelazny, Melissa Geska, Julia Green, Nadine Hylton, Kristen Lowe, Roberta McGinnis, Lauri Bonnell, Erin Duffy Kruss, Idonia Owens, LaQuanna Sparkman, Belimar Velazquez
- **Absent:** Pam Kissel

Visitors: Maria Cruz (YWCP parent); three guests from proposed Inova Charter School: Jonathan Nwagbaraocha (proposed board chair), Lindsay Swanson (proposed head of school), and Robert Cain; Barb Hasler, Dylana Alexander

Communications to the Board: None

Public Speakers: None

Old Business:

- Motion for Approval of the January 8, 2021 BOT minutes - Allen made motion; Geska seconded; all in favor/none opposed, the motion carries.
- Policy updates: compiling information on recommendations from school counsel; we voted on changes in past meeting; getting ready to submit and V. Smith has been contacted about how to share with NYSED through a portal and she is open to discussion as well.
- Staff/Faculty summative survey: approval for Breakthrough Leadership to design and administer; J. Allen will be meeting with D. Hanmer to discuss within the next week; N. Hylton requested that D. Hanmer come to present to Board to review old survey for Board opportunity to engage her on recommended changes and updates to new survey.

New Business: None

Executive Report (J. Allen)

- Requested pause to reflect on Black History Month
- 2/10/21: Education Committee is hosting a book club discussion on *Cultivating Genius* by Gholdy Muhammed

- March 4, 2021 Board meeting is in the evening at 6:30 a.m.; committee reports due one week prior
- Thanks to Principal Zelazny for Friday notes; hoping all Board members are enjoying more real-time look inside happenings at the school
- J. Allen and Principal Zelazny have an upcoming meeting with V. Smith, our NYSED liaison, to discuss mid-term visit
- J. Allen proposed method to prepare entire Board for renewal process year with a series of presentations by committee chairs related to “What Every Board Member Should Know”; the goal is a high-level review to define benchmark(s) associated with Committee, articulate current status (using NYSED ratings), and articulate plan to close gaps.
 - J. Allen invites Governance Committee to continue to add professional development opportunities for the Board as well.
- Appreciation for N. Hylton for agreeing to lead Culture, Climate, and Student and Family Engagement Committee.

Governance Report (J. Green):

- Had a meeting to review foundational charge of Governance Committee and brief overview of ideas that came up during meeting.

Principal’s Report (B. Zelazny):

- We are in a data dive, which includes a number of data points related to achievement over time and degree thriving in remote learning sessions.
- Parent and student surveys are out; teacher survey going out same day as meeting.
 - N. Hylton asked for information about surveys—can we see them?
 - B. Zelazny explained that she typically will deploy and report results
 - Generally looking for parent feedback about willingness to send students for IPL (In-Person Learning)
 - Asking teachers about comfort level with instructional technology; best practices in instructional strategies and why they work.
 - Students, looking for perceptions regarding what think working and why, what instructional practices do they connect with most; is there a correlation with their grades.
 - This will help identify best practices and set teacher expectations.
- Looking for trends and best practices and areas needing immediate focus.
- Evaluating attendance and any correlation to student grades
- Compiling student achievement data; will report in detail later but want to plant seed that we will not have apples-to-apples comparison. This is because state tests were not administered during Spring 2020 due to COVID. We are using older data for baseline but do plan to make that comparison.
 - Expects to report in April 2021
- IPL (In-person learning): trying to encourage SPED, English-language learners, and next level kids (demonstrating not thriving for any number of reasons, with intervention plans) to come back to school (invited total of 124 students).
- In response to a question about faculty/staff views on getting the COVID vaccine, Principal Zelazny reported that the discussions and comments are positive and some faculty/staff have already.
- Principal Zelazny and other faculty attended TYWLS annual conference Monday, and on Tuesday and Wednesday, attended Educating Girls Symposium with other faculty; Principal Zelazny and

three other YWCP faculty presented at the conference using local historical data. Teachers did an amazing job; Principal Zelazny was proud of their effort and recognition on a national scale.

Student Report (D. Alexander):

- High risk sports have been cleared to start
 - Basketball is underway
 - Volleyball and cheer will start March 1
 - Spring sports expected to proceed
- Sports programs will focus on skills and culture/climate of school
- Track and softball are anticipating a normal season this year, having lost all of Spring 2020 season
 - Currently surveying student interest and availability for these sports to understand next steps and plan required logistics.

Climate, Culture, and Student and Family Engagement Committee (LaQuanna Sparkman/Nadine Hylton):

- Have new parent on the Committee; Ms. Rupp helped make the connection and everyone is excited about this.
- The Committee continues to review and discuss methods to increase and maintain engagement.

Education Committee (LaQuanna Sparkman):

- Meeting was canceled due to unavailability of key members
- Focused on getting ready for book club discussion

Development Report (Jennifer Weinsten and Lauri Bonnell):

- Sent out email to Board members to help spread the word for recruitment to YWCP Foundation Board; please circulate within your network!
- Cool Women Hot Jobs has been re-envisioned: will continue to be one day event, within a condensed timeframe and virtually. Friday, 3/5/21, is the date; roster of presenters includes some Board of Trustee members; all students will be invited.
 - Because of virtual format, potential participants aren't limited to New York State.
- Foundation Board made a \$500 donation to YWCP family that suffered house fire to help meet emergency needs.
- Alumni programs:
 - Career-readiness workshop is coming up
 - The Zoom with Optimax went very well for students last week, so set one up with alumnae as well
 - Requested alumnae care packages are on the way

Finance Committee (Chuck Falcon):

- No January meeting, meeting in February
- Through December, financials are tracking closely with budget based on known variables
- Good financial position at this point

School Operations: (Barb Hasler (for R. McInnis)):

- Defer to R. McInnis report

- CSP grant is due 2/15/21, and well on the way to being complete; our award is \$49,950 and there are use limitations (only used for technology related to virtual learning expenditures from July 1 to September 30); financial planning has resulted in us being able to cover costs from other sources.

Scholarship Committee (Erin Duffy):

- Submitted final invoice to Summers Foundation (\$13,500)
- Two of our students didn't have gaps this semester;
 - One student transferred and unclear whether will have tuition gap going forward, but keeping her in play
 - Another had a refund last semester

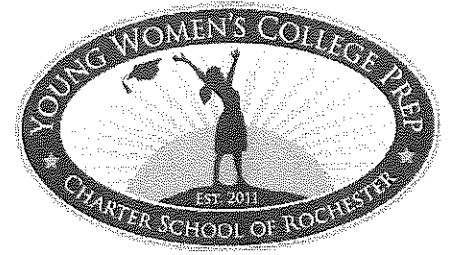
Enrollment, Recruitment, Retention Committee (Belimar Velaquez):

- February and March are big months because application process underway
- L. Bonnell offered great ideas to increase applications, which has been slower this year
- M. Geska will take over parent engagement
- L. Bonnell will do a social media campaign
- B. Velasquez will work on strategy and some of social media guidelines
- Jess will work on developing student recruitment incentive program for current students
- Gained one more student, still at 90% for purposes of NYSED target (85%)

Adjournment

YWCP Board of Trustees Meeting

Date: Thursday March 4th, 2021
Time: 6:30 p.m.
Location: Zoom Conference



Minutes

I. Call to Order at 6:34 PM by Jennifer Allen

II. Roll Call: Jennifer Allen, Jennifer Aronson-Jovcevski, Lauri Bonnell, Chuck Falcon, Melissa Geska, Julia Green, Pam Kissel, Kritin Lowe, Roberta McGinnis, Idonia Owens, Belimar Velazquez, Jennifer Weinstein, Barb Zelazny, LaQuanna Sparkman

Absent: Erin Duff-Kruss, Nadine Hylton

III. Communications to the Board:

No Communications

IV. Public speakers:

No Speakers

V. Approval of the February 5th, 2021 Board Minutes

- a. Deferred to April

VI. Executive Report: *Allen*

- a. NYSED site check in is coming up in April. Please be prepared. Meeting taking place March 8 for board preparations.
- b. Cool Women Hot Jobs taking place March 5, 2021.
- c. Lauri Bonnell: Distributed materials to the Board inviting the members to attend. Four board members will be presenting in addition to Roberta McGinnis.
- d. Thank you to Ms. Harcrow for the nice work on the school project.

VII. Governance Committee

- e. Nothing to report.

VIII. Principal's Report: *Barbara Zelazny, Principal*

- f. NY state requesting a waiver for Regents exam. Approval waiting.
- g. Regents exam for 7th-8th grade not cancelled. YWCP has not signed up for a digital version. Unknown how to administer the paper version given that not all the kids are in school.

IX. Other Committees

- h. Nothing to report.

X. BoT Meeting Concluded (Recording stopped): 6:52 PM

Regular Board Meeting: March 4, 2021

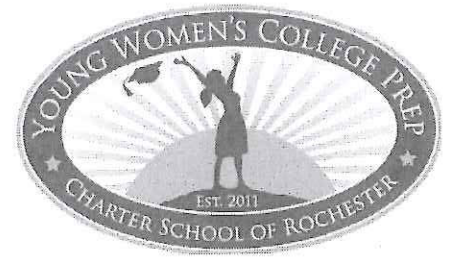
XI. Professional Development

- i. Board sets the tone to carry the YWCP developing the leaders of the future.
- j. Idonia leading conversation on implicit bias.

XII. Adjournment: Next Meeting: **April 9, 2021 8:00 a.m.**

YWCP Board of Trustees Meeting

Date: Friday April 9th, 2021
Time: 8:00 a.m.
Location: Zoom Conference



AGENDA

- I. Call to Order: Jennifer Allen, Chair** (2 minutes)
- II. Roll Call: Jennifer Aronson-Jovcevski, Secretary:** Jennifer Allen, Jennifer Aronson-Jovcevski, Lauri Bonnell, Chuck Falcon, Kristen Lowe, Julia Green, Pam Kissel, Kritin Lowe, Roberta McGinnis, Idonia Owens, Belimar Velazquez, Jennifer Weinstein, Barb Zelazny, LaQuanna Sparkman, Nadine Hylton
- III. Communications to the Board:**
- IV. Public speakers:**
- V. Approval of the February 5th, 2021 and March 4th, 2021 Board Minutes. Jennifer Allen**
- Jennifer Allen -Motion to accept. March 4th – amend to add that written reports were available.
 - Melissa Geska – moved
 - All in favor
 - No objections
- VI. Executive Report: Jennifer Allen** (2 minutes)
- Resolution #4 (2020-21)*
The Young Women's College Prep Charter School Board of Trustees, having conducted a thorough background check via a fingerprint scan as required and having discovered no State or federal criminal history, or having provided such history to SED if found, has voted to select Idonia Owens as a final candidate to its Board of Trustees, with a first term expiring in 3 Years, pending approval by SED. The resolution approving Idonia Owens is formally adopted upon SED's approval.
- Julia Green – motion to accept resolution
 - All in favor
 - No objections
- June 23 – Proposed graduation date.*
See written report for additional details
- VII. Governance Committee** (2 minutes)
- Coming up – Board self assessment survey. Will be distributed in May with up to two week opportunity to respond. Would like 100% participation
 - Officer election is starting – if interested (chair, secretary) please inquire. Vote will happen in May outside of the meeting with decision by June.
- VIII. Principal's Report: Barbara Zelazny, Principal** (30 minutes)
- 1) School happenings: In person learning, learning assessments, covid-19 testing/vaccination, enrollment, personnel report, any revisions to the student/staff handbook etc.*

Regular Board Meeting: April 9, 2021

- *BASE: Behavioral, Academic, Social-Emotional Overview. For students not engaging, created strategic and personalized responses. - presented by Crystal Rupp*
- *BASE: Started in 2018 to track student support and engagement particularly in the virtual environment. There is a 15:1 counseling ratio. Weekly BASE meeting takes place. Familial conflict also addressed. – presented by Kwame Donko-Hanson*
 - *Chat question from Pam Kissel: Is there a curriculum for advisory?*
 - *Barb Zelazny: Yes, curriculum covers attendance, grades, achievement, behavior during regular times*
 - *Chat question from Idonia Owens: How often does advisory meet and for how long?*
 - *Barb Zelazny: Morning meetings from Monday-Thursday for 25 minutes. Flex Fridays advisory is one hour long.*
- *BASE: Reopening for 2020 Fall included reaching out to every family with 100% success to ensure contact information was updated and advisory program as well as resource availability was communicated – presented by Angelica Davis-Bernard.*
- *BASE: Three tiers of support of available. Tier 1 is advisory. Tier 2 is for at-risk student populations. Tier 3 is for intensive interventions. – presented by Annie Hasler*
- *BASE: The program engages parents via weekly and sometimes daily communication. It also provides home support including help with students that have run away from home. About 15 home visits are completed each week. – presented by Theresa Larkins, Jamayne Fleming*
 - *Questions from Nadine Hylton: 15 home visits on average or 15 each week consistently? What are the reasons?*
 - *Crystal Rupp: 15 on average depending on need. Wide range from tech needs to social-emotional family relationships.*
 - *Chat question from Nadine Hylton: Is the team tracking which student receives a home visit and the purpose of the home visit?*
 - *Barb Zelazny: Yes- home visits are directly attributed to some form of data collected or concern identified.*
- *Jennifer Allen – Appreciation from the board for the work of the team. Parent commented that YWCP does not give up on a single girl.*
- *Barb Zelazny*

IX. Student Report: Dylana Alexander, Student Rep

(2 minutes)

- *Athletics – Back on schedule. Volleyball is coming to an end. Cheerleading not competing but building technical skills. Some other sports starting soon.*

X. Climate, Culture, Community/Family Engagement Committee: Nadine Hylton

(see written report)

- *Written report on Google Drive*

XI. Education Committee, Performance Evaluation Committee: L. Sparkman

(2 minutes)

- *LaQuanna Sparkman and Idonia Owens are going to be co-chairing the committee. Transitioning with Pam Kissel is going well. Looking forward to working with Barb Z. on benchmark 1 & 2.*

XII. Development Report: Jennifer Weinstein, Chair

(3 minutes)

- *Lauri Bonnell shared video update on care package from students who received it.*

XIII. Finance Committee: Chuck Falcon, Chair

(15 minutes)

- *Preliminary budget was shared – it will change. Timing was moved up to give board opportunity to review budget. Per people funding assumes enrollment of 385 students. Enrollment of 368 includes 49 seniors. Budget requires an additional enrollment of 66 students. NYS is increasing funding to schools but as of right now, the total increase expected is around \$60K. Team will still pursue grants for additional revenue. Anticipate additional federal funding for the upcoming year. In the current year, received \$194K*

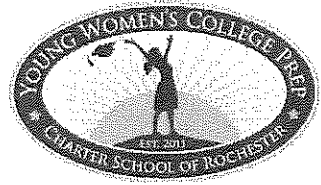
from the CARES act based on NYS receiving \$1B. The CRRSA & ARPS acts have allocated \$12B to NYS. More information is expected later this month.

- Expenses – slight increase in contract expenses related to Encompass providing tutoring and social-emotional support. Security has gone down b/c hybrid approach this year but may increase again for next year. Rent has increased slightly. Custodial services are now contracted by YWCP directly.
- Personnel service – same approach as used historically. Increase in salaries is 3.5% based on tenure.
- Operations – remote SW expense expected to decline for next year.
- Bottom line – Will not go into next year with \$400K deficit (most acceptable would be \$200K). Therefore, budget will be adjusted. However, we do have a good reserves/cash balance which allows us to have some deficit. The projected surplus for the current fiscal year is approximately \$100K.
- Approved unbudgeted expenses for this year included Smartboard replacement. If project is still required, then it needs to be completed this year.
- Posted to Google Drive is a key messages document. Please review document and budget. Reach out to Roberta and Chuck with questions.

- XIV. Scholarship Committee: *Erin Duffy Kruss* (see written report)
- XV. Enrollment, Recruitment, Retention: *Belimar Velazquez* (15 minutes)
- XVI. School Operations: *Roberta McInnis, Director of Operations* (See written report)
- XVII. Old Business: *Allen*
- XVIII. New Business: (15 minutes)
- Survey Review
- *Deb Hanmer (Guest) explained goal of survey.*
 - *Want to establish baseline YoY to understand areas where the team is strong and areas of improvement.*
 - *Questions added are around remote learning and leadership for school leader and operations team.*
 - *Survey is longer because of the distance learning questions.*
 - *Survey is strictly a program evaluation tool not a performance evaluative survey.*
 - *LaQuanna Sparkman – Survey is informative. As we get more experience we may be able to shorten the survey.*
 - *Melissa Geska – How is the survey distributed? Can respondents include name if they want to have additional conversation?*
 - Deb Hanmer: Survey will come directly from Deb Hanmer and response goes directly to Deb. Teachers communicating with board is probably not advised.*
 - Jennifer Allen: There is a chain of command for communication but could include field.*
 - *LaQuanna Sparkman – Can respondents do it in increments?*
 - Den Hanmer & Barb Zelazny – will find dedicated time for staff to complete.*
- XIX. **Adjourn to Executive Session:** Personnel Matters, Other within regulations of Open Meeting Law
(Executive Session will be called for Personnel Matter) *Allen*
- XX. **Adjournment:** Next Meeting: **May 7th, 2021 8:00 a.m.**

YWCP Board of Trustees Meeting

Date: Friday May 7, 2021
 Time: 8:00 a.m.
 Location: Zoom Conference



YWCP Board Meeting Minutes, May 7, 2021

1. Call to Order: *Jennifer Allen, Chair*
2. Roll Call: *Jennifer Aronson-Jovcevski, Secretary*

BoT Attendance		
First Name	Last Name	7-May-21
1. Jennifer	Allen	x
2. Jennifer	Aronson-Jovcevski	x
3. Lauri	Bonnell	x
4. Erin	Duffy-Kruss	x
5. Charles (Chuck)	Falcon	x
6. Melissa	Geska	
7. Julia	Green	x
8. Nadine	Hylton	x
9. Pamela (Pam)	Kissel	x
10. Kristin	Lowe	x
11. Idonia	Owens	x
12. LaQuanna	Sparkman	x
13. Belimar	Velazquez	x
14. Jennifer	Weinstein	x
		13
Guests		
Theresa	Larkins	
Shaquita	Shepard	
Annie	Hasler	
Jamayne	Fleming	
Angelica	Davis-Bernard	
Crystal	Rupp	
Kwame	Donko-Hanson	
Lindsay	Swanson	
CaTyra	Polland	
Dylana	Alexander	
Deb	Hanmer	
Sonya	Pelrah	x
Barbara (Barb)	Zelazny	x
Roberta	McGinnis	x

3. Communications to the Board: *None*
4. Public speakers: *None*
5. Approval of the April 9th, 2021 Board Minutes. *Jennifer Allen*
 - a. Motion: Jennifer Allen
 - b. Second: Chuck Falcon
 - c. All in favor
 - d. No objections
6. Executive Report: *Allen*
 - a. Resolution #5 (2020-21): *Kristin Lowe's second term approval*

- i. *Motion: Jennifer Allen*
- ii. *All in favor*
- iii. *No objections*
- b. *June Meeting:*
 - i. *Review budget proposal*
 - ii. *Calendar is also proposed with Friday morning meetings and two evening meetings*
 - iii. *Board retreat will be June 4 (in person) – may change depending on attendance*
 - 1. *Suggestion by Governance Committee – break up the meeting into smaller meetings; review the strategic framework electronically to reduce the meeting time*
 - a. *Action: Jennifer Allen will meet with Governance Committee to plan meeting so that it works for most people*
 - iv. *Any input to the board retreat, please provide the input to Jennifer Allen*
- c. *RCSD superintendent meeting with Jennifer Allen went well*

7. Governance Committee: Julia Green

- a. Board self-assessment survey:
 - i. Proposed changes to 8-9 questions
 - ii. Deleting 3 duplicate questions
 - iii. Examples of other changes include language updates to clarify the question
 - iv. Next steps: Once revisions are accepted, a survey will be sent the week of May 10th. Board members will have two weeks to complete. Julia Green will be sending out the email.
- b. Governance committee is evaluating parent involvement in board committees
- c. Officer slate will be sent in a week or two for voting
 - i. Chair: Jennifer Allen
 - ii. Vice-chair: Julia Green
 - iii. Finance: Chuck Falcon
 - iv. Secretary: Belimar Velazquez

8. Principal's Report: *Barbara Zelazny, Principal*

- a. Benchmark 1, 2, 3: Reviewed by education committee regularly
- b. Barb shared historical views of benchmarks. Current status shows 'Meets' projection for all benchmarks except Benchmark 1 where status is Approach/Meets.
- c. Benchmark 1 Deep Dive:
 - i. Three key measures: accountability, Middle school outcomes, High School outcomes
 - ii. Accountability: Good standing. Recognition 'on hold' until we meet targets
 - iii. Middle School: % proficient on NYS assessment in Grade 7 math and Grade 7&8 ELA. We are compared to RCSD and Greece but we use RCSD as the benchmark. In 2020, assessments were not given. In 2021, given in part, we will be missing for the review.
 - 1. Trending to approaching minimum criteria, therefore good standing
 - iv. High school: Compared to NYS (approx. 80% passing) for regents. Trends are positive but will not meet. In 2020 regents were not given and will not be counted for 2021.
 - 1. % regents total yr – Did seniors have 3 or more regents completed and passed by the end of junior year? YWCP is above NYS level.

- 2. Graduation rate is 80%. YWCP exceeds that and is expected to be 100% for 2021.
- 3. Of Seniors, are they passing the 5 core regents? YWCP meets criteria
- v. YWCP is consistently trending towards proficiency NYS assessments/Regents and we can show evidence through our trends. YWCP also has a strong plan for negotiating the divide.
- vi. Charter school office is working on alternative measures given the lack of measures for 2020 and 2021.
- vii. LaQuanna Sparkman suggested converting the message to a talk track that parents and community can consume.
 - 1. School presents an accountability report to parents during Open House.

9. Student Report: *Dylana Alexander, Student Rep*

- a. No report

10. Climate, Culture, Community/Family Engagement Committee: *Nadine Hylton*

- a. Revive or create a YWCP PTA based on parents' feedback needing a space for sharing ideas and concern.
- b. Need community representation across all committees particularly the education committee. Parents making a choice on their children's education want their voice heard.
- c. Parents are looking for community. COVID presents challenges not allowing for traditional activities such as new-student parent dinner.
- d. May become an initiative for the 2021-2022 school year.

11. Education Committee, Performance Evaluation Committee: *L. Sparkman*

- a. May 12 is the next committee meeting. Transition continues with Pam Kissel departure.

12. Development Report: *Jennifer Weinstein, Chair*

- a. Foundation board has 7 new members now.
- b. Wednesday, October 27 is the date for the Leadership Breakfast.

13. Finance Committee: *Chuck Falcon, Chair*

- a. Main changes:
 - i. Able to increase revenue. Per student rate has increased resulting in a \$61K addition. Budget is based on a 385-student enrollment.
 - ii. Additional funding of \$194K now available. Additional programs may be possible with
- b. Approval of updated budget.
 - i. Motion: Jennifer Allen
 - ii. Second: LaQuanna Sparkman
 - iii. All in favor
 - iv. No objections
- c. There are opportunities for grant money from the foundation, e.g. books, uniforms, etc.
- d. Statement of investment account is available.

14. School Operations: *Roberta McInnis, Director of Operations*

- a. *New funding available that can be used from March 2020 – September 2024*
 - i. \$678K
 - ii. \$1.5M – 20% allocated to learning recovery (after-school learning or summer program).

15. Enrollment, Recruitment, Retention: *Belimar Velazquez - Postponed*

16. Scholarship Committee: *Erin Duffy Kruss*

- a.* Foundation submission will be submitted at end of year
- b.* Waiting for financial aid packages coming in for Seniors before requesting aid for scholarship aid.

17. Old Business: *Allen*

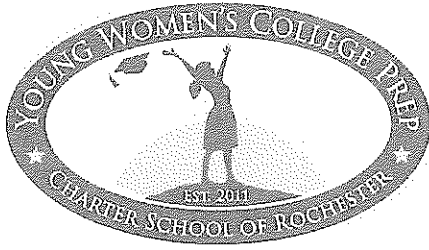
18. New Business:

- a.* Graduation: Girls want as much of the family as possible. June 23 is the date at school with 3 small ceremonies. Senior banquet at Darien lake. Cap and gown day taking pictures with the students will take place.

19. Adjourn to Executive Session: Personnel Matters, Other within regulations of Open Meeting Law

20. Meeting adjourned by 9:26 AM.

Adjournment: Next Meeting: June 4th, 2021 8:00 a.m.



YWCP Board of Trustees Meeting

Date: Friday June 4th, 2021
 Time: 8:00 a.m.
 Location: Zoom Conference

TO BE APPROVED AT THE AUGUST 6, 2021 BOARD MEETING

- I. **Call to Order: Jennifer Allen, Chair**
- II. **Roll Call: Jennifer Aronson-Jovcevski, Secretary**
- III. **Attendees:**

BoT Attendance		
First Name	Last Name	4-Jun-21
Jennifer	Allen	x
Jennifer	Aronson-Jovcevski	x
Lauri	Bonnell	x
Erin	Duffy-Kruss	x
Charles (Chuck)	Falcon	x
Melissa	Geska	x
Julia	Green	x
Nadine	Hylton	x
Pamela (Pam)	Kissel	x
Kristin	Lowe	
Idonia	Owens	x
LaQuanna	Sparkman	x
Belimar	Velazquez	x
Jennifer	Weinstein	x
		13
Guests		
Barbara (Barb)	Zelazny	x
Roberta	McGinnis	x

- IV. **Communications to the Board: None**
- V. **Public speakers: None**
- VI. **Approval of the May 7th, 2021 Board Minutes. Jennifer Allen**
 - *Moved motion: Jennifer Allen*
 - *Second motion: Pam Kissel*
 - *No objections*
- VII. **Enrollment, Recruitment, Retention: Belimar Velazquez**
 - *Suggestion: Calculate the number of students with disabilities that applied vs. those accepted to show good faith efforts.*
- VIII. **Executive Report: Jennifer Allen**

Voting required for:

 1. *Approval of the Board of Trustees Schedule of Meetings –*
 - *The current proposal has no significant changes.*

- *For the future, some things to consider:*
 - *Extend the BoD meeting time for a few meetings*
 - *Rotate when the committees report*
 - *Most committees could submit written report and voted similar to the meeting minutes.*
 - *Motion: Melissa Geska*
 - *Second: Idonia Owens*
 - *Abstain: Nadine Hylton – Despite no changes, the topic warrants further discussion in terms of timing and content.*
 - *Vote: All but one in favor.*
2. *Adoption of the School calendar for SY 2021-22*
- *No unusual changes to the school calendar*
 - *July and August summer programs are not reflected*
 - *Calendar reflects RCSD very closely to ensure that families had a consistent school schedule for all of their children*
 - *Motion: Jennifer Allen*
 - *Second: Julia Green*
 - *No objections*
3. *NYSED rep was not able to join us. May reconvene later in June. Date is still TBD.*

IX. Governance Committee

1) (Vote Required) Election of Officers

- Jennifer Allen, Board Chair
 - Julia Green, Vice-Chair
 - Chuck Falcon, Treasurer
 - Belimar Velazquez, Board Secretary
- A. *Voting by voice*
- *Motion: Julia Green*
 - *Second: Chuck Falcon*
 - *No objections*
- B. *Election of Officers – Officers accepted*
- a. *Jennifer Allen, Board Chair – All in favor*
 - b. *Julia Green, Vice-Chair – All in favor*
 - c. *Chuck Falcon, Treasurer – All in favor*
 - d. *Belimar Velazquez, Board Secretary – All in favor*
- *Proposal for social gathering and retreat*
 - *Social gathering: Thursday/Friday evening*
 - *Retreat: Following day for 2-3 hours*
 - *Topics suggested for the retreat:*
 - *Strategic priority review – Take into consideration that*
 - *Utilization of new funds available: several technology investments, accommodations for space to satisfy COVID requirements*
 - *Process for school leader evaluation – add other stakeholders*
 - **Action:** *Finance committee to provide the guidelines for new funds*
 - **Action:** *Board members to provide timing preference for retreat and social gathering*

X. Principal's Report: Barbara Zelazny, Principal

Regular Board Meeting: June 4, 2021

- *Graduation 2021 – Students elected to have more family members present. Therefore, smaller ceremonies will be setup.*
- *Student Leadership Network – YWCP selected as pilot to get a full time a Director of College Counseling. Allows for school to run special programs.*
- *Regents exam – Students allowed to come to school if desired.*
- *Renewal – Work progressing with consultant.*

XI. Development Report: Jennifer Weinstein, Chair

- *Leadership Breakfast – Potential for an in-person group at a smaller scale with an online option. Possibly record a small event with student participation and make it part of the online option.*

XII. Climate, Culture, Community/Family Engagement Committee: Nadine Hylton

- *Need to refocus on activating parents during the next school year. Will put forward proposal for events to build community.*
- *Suggestion: Hold events at central locations that are more accessible to parents.*

XIII. Education Committee, Performance Evaluation Committee: L. Sparkman

- *Committee met – looking at meeting structure and review of benchmark.*
- *Suggestions: Committee chairs to provide roster of all the members*

I.

XIV. Finance Committee: Chuck Falcon, Chair

- *Reports through end of April available. Expect to have a surplus at the end of the year.*

XV. School Operations: Roberta McInnis, Director of Operations

- *Reports on drive.*

XVI. Scholarship Committee: Erin Duffy Kruss

- *June 18 – report due to the Somers Foundation*
- *Suggestion: Development committee to think of ways we could recognize alumna who are doing well in college acknowledging privacy issues.*

XVII. Old Business: Allen

XVIII. New Business:

- *BoT: Please fill out survey and provide financial disclosure form*

**XIX. Adjourn to Executive Session: Personnel Matters, Other within regulations of Open Meeting Law (10 minutes)
(Executive Session will be called for Personnel Matter) Allen**

- *Motion to move to Executive Session: Jennifer Allen*
- *Second: Idonia Owens*

XX.

- *Need to vote on salaries that should have been voted on last BoT meeting*
- *Finance committee to put forth proposal for salary process based on benchmarks. Due date: February 2022*
- *Motion accept salaries as presented: Jennifer Allen*
- *Second: Chuck Falcon*
- *No objections*

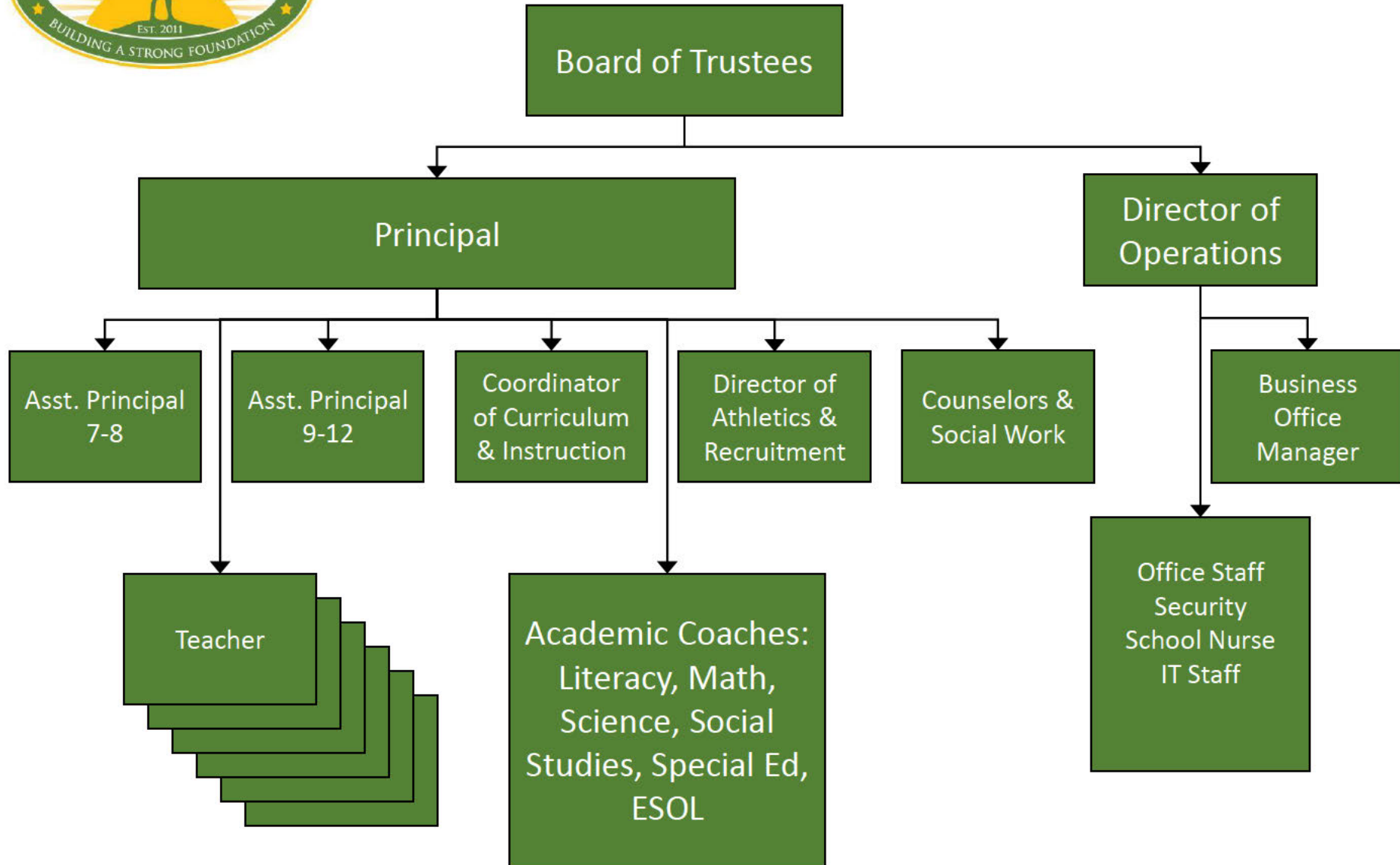
- *Motion to leave to Executive Session: Jennifer Allen*
- *Second: Julia Green*
- *No objections*

XXI. Adjournment: Next Meeting: July 9th, 2021 8:00 a.m.

XXII.



Young Women's College Prep Charter School Organizational Structure 2018-2019



Young Women's College Prep Charter School of Rochester

Phone: 585-254-0320 Fax: 585-254-0321

12 Month Calendar 2021-2022

184 Instructional Days

July

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September (18)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October (20)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November (18)

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January (20)

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February (15)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March (23)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April (15)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May (21)

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

- Staff Report - August 23rd
- Early Dismissal Days
- Holiday/Recess (No Students or Staff)
- Superintendent's Conference Day (No School for Students)
- Regents and School-level Exams
- September 8, 2021 All Grade Levels Report
- June 24, 2022 - Last Day of School

Young Women's College Prep Charter School of Rochester

Phone: 585-254-0320 Fax: 585-254-0321

12 Month Calendar 2021-2022

(184 Instructional Days, 1,019 instructional hours)

July

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September (18 days, 100.5 instructional hours)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October (20 days, 107.5 instructional hours)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November (18 days, 100.5 instructional hours)

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December (17 days and 94.5 instructional hours)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January (20 days, 110 instructional hours)

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February (15 days, 82.5 instructional hours)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March (23 days, 128 instructional hours)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April (15 days, 82.5 instructional hours)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May (21 days, 116 instructional hours)

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June (17 days, 97 instructional hours)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

- Staff Report - August 23rd
- Early Dismissal Days
- Holiday/Recess (No Students or Staff)
- Superintendent's Conference Day (No School for Students)
- Regents and School-level Exams
- September 8, 2021 All Grade Levels Report
- June 24, 2022 - Last Day of School

Part I: General Information and Fire/Life Safety History

Inspection Date

7/8/2021

Note : Please insert the date the actual inspection took place.
The Inspection Date cannot be earlier than 45 days before the Due Date.

1. Please indicate the primary use of this facility:

- INSTRUCTIONAL
- ADMINISTRATIVE
- BUS MAINTENANCE
- BUS STORAGE ONLY
- LEASED FACILITY OFF SCHOOL GROUNDS
- MAINTENANCE
- OTHER

Please Specify:

- PUBLIC LIBRARY
- STORAGE
- VACANT

2. Is there a fire sprinkler system in this facility? YES NO

If 'yes', is the sprinkler alarm connected with the building alarm? YES NO

3. Is there a fire hydrant system for facility protection? YES NO

If 'yes', indicate ownership of system (select one):

- Public owned
- School owned
- Other

Please Specify:

4. Indicate the ownership of this facility

Leased

Owned

a. If the building is not District Owned, provide the name and address of Landlord or Building Owner:

Name *

EDUCATION SUCCESS FOUNDATION

Address *

4 LAKEVIEW PARK

ROCHESTER, NY 14613

Telephone # *

585-563-3133

5. Does the District lease the building or spaces within the building to others? YES NO

a. If yes, indicate the tenant(s):

Name *

Address *

Telephone # *

6. What is the current gross square footage of this facility?

nearest whole ten feet



7. If this Facility is vacant, skip the remaining questions and go to Section #2 Non-Conformance and report any non-conformances for Items #25A-1 through #26A-3

8. FIRE AND EMERGENCY DRILLS

If this facility is used for instruction, complete (a) - (g); otherwise go to question 9.

a. Per Section 807, paragraph 2 of the State Education Law entitled Fire and Emergency Drills, a copy of Section 807 has been printed and distributed as guidance to teaching staff? YES NO

b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1 and June 30 of the previous school year: YES NO

FIRE & EMERGENCY DRILLS

NOTE Eight (8) are required between September 1, and December 31
 Eight (8) drills are required to be evacuation drills Four (4) drills are required to be lockdown drills

	Date	Evacuation	Lockdown
1	10/28	<input checked="" type="radio"/>	<input type="radio"/>
2	10/28	<input checked="" type="radio"/>	<input type="radio"/>
3	10/28	<input checked="" type="radio"/>	<input type="radio"/>
4	11/12	<input checked="" type="radio"/>	<input type="radio"/>
5	12/1	<input checked="" type="radio"/>	<input type="radio"/>
6	12/2	<input checked="" type="radio"/>	<input type="radio"/>
7	12/8	<input type="radio"/>	<input checked="" type="radio"/>
8	12/9	<input type="radio"/>	<input checked="" type="radio"/>
9	2/8	<input type="radio"/>	<input checked="" type="radio"/>
10	3/5	<input type="radio"/>	<input checked="" type="radio"/>
11	3/9	<input checked="" type="radio"/>	<input type="radio"/>
12	4/16	<input checked="" type="radio"/>	<input type="radio"/>

c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

8d. Average time to evacuate facility was:



onds

8e. Arson and fire prevention instruction was provided in accordance with section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson, fire prevention, injury prevention, and life safety for each month school is in session. YES NO

8f. Employee fire prevention, evacuation, and fire safety training was provided, and records maintained, in accordance with Section F406 of the NYS Fire Code YES NO

9. If the fire alarm system was activated, was the fire department immediately notified? YES NO

10. Have there been any fires in this facility since the last annual fire inspection report? YES NO

a. If 'yes', indicate: Number of fires

Number of injuries

Total cost of property damage

Part II: Public School Fire and Building Safety Non-Conformance Report Sheet

School District _____
Facility # _____

Building Name YWCP Charter School

Part II-A (to be completed for public schools only - except "Big 4")					Part II-B					Part II-B					Part II-B					
Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected		
01A-2					08A-2					13A-2					19E-1					
01B-1					08B-2					13B-2					19F-1					
01C-1					08C-2										19G-1					
01D-1					08D-2					14A-2					19H-2					
01E-1					08E-2					14B-2										
					09A-2					14C-2					20A-1					
02A-2					09B-2					14D-1					20B-1					
02B-1					09C-1					14E-1					20C-1					
02C-3					09D-1					15A-2					21A-3					
02D-1					09F-2					15B-1					22A-3					
02E-2					09G-2					15C-2					22B-3					
02F-3					10A-2					15D-2					22C-3					
02G-2					10B-2					15E-1					23A-1					
					10C-1					16A-2					23B-1					
03A-3					10D-1					16B-2					23C-1					
03B-1										16C-2					23D-2					
					11A-2					16D-2					24A-3					
04A-2					11B-1					17A-3					25A-1					
04B-2					11C-2					17B-2					25B-1					
04C-1					11D-2					17C-2					25C-1					
					11E-1					17D-2										
05A-3										17E-1										
05B-2					12A-1					17F-3										
05C-2					12B-3					17G-1										
					12C-2					17H-2										
06A-1					12D-2					17I-2										
06B-1					12E-1					17J-1										
06C-1					12F-1					17K-1										
06D-2					12G-1					17L-1										
06E-3					12H-1					18A-2										
06F-1					12I-1					18B-2										
06G-1					12J-1					18C-2										
06H-2					12K-1					18D-2										
					12L-1					19A-3										
07A-3					12M-1					19B-2										
07B-2					12N-1					19C-1										
07C-2					12O-2					19D-1										

If any additional non-conformances are observed, check item 26A-3 and list the Code section below.

Inspector
The inspector has been provided with a copy of the previous year's school fire safety report:

Yes No

All schools complete Section 8 only if the building has electrically-operated folding partitions.

Initial Inspection:
Fire Safety Inspector: Name Christopher M. Forsyth
Date 7/8/21

Final Inspection (if required):
Fire Safety Inspector: Name _____
Date _____

Registry # _____ (26E-4)

Registry # _____ (26F-4)

Part III: Public School Certifications

Section III-A. Fire Inspector

The individual noted below inspected this building and the information in this Fire Safety Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to Title 19 Part 1208

Name: Christopher M. Forsyth

Telephone #: [REDACTED]

Title: Asst. Fire Marshal

Certification #: [REDACTED]

Email: [REDACTED]

(as designated by the NYS Department of State)

Section III-B. Building Administrator or Designee

Please provide the name and contact information of the person responsible for monitoring this inspection (whomever accompanied the inspector; provided access to all spaces; and made available any records and/or required documentation requested by the inspector)

The individual identified below certifies that this building inspection was conducted on this date 7.8.2021 and can confirm the specific locations of any non-conformances (provide inspection date) identified within this report.

Name: ROBERTA McINNIS

Telephone #: [REDACTED]

Title: DIRECTOR OF OPERATIONS

Email: [REDACTED]

Signature: Roberta McInnis

Section III-C. School Superintendent

I hereby submit this fire inspection report on behalf of the Board of Education and certify that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Public School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. Violations which are not corrected immediately shall be corrected within a period of time approved by the Commissioner.

Name: BARBARA F. ZELAZNY

Telephone #: (585) 500-5280

Title: SUPERINTENDENT

Email: bzelazny@youngwomenscollegeprep.org

Signature: Barbara F. Zelazny

University of the
Education



State of New York
Department

CERTIFICATE OF OCCUPANCY

VALID FOR FACILITY:

YOUNG WOMENS COLLEGE PREP CHARTER SCHOOL
133 HOOVER DRIVE
ROCHESTER, NEW YORK 14615

DISTRICT:

YOUNG WOMEN'S COLLEGE PREP CHARTER
BARBARA ZELAZNY
133 HOOVER DR
ROCHESTER, NEW YORK 14615

Building ID: [REDACTED]

Issuance Date: August 02, 2021

Effective Date: July 01, 2021

Expiration Date: July 01, 2022


Commissioner of Education

OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED