



2021 TRANSMITTAL AND SUMMARY FORM

Proposed School Information			
Proposed Charter School Name:	Genesee Community Charter School - Flour City Campus		
Education Corporation Name:	Genesee Community Charter School - Flour City Campus		
Incorporating by Reference:	No	Ed. Corp Status	New Education Corporation
Opening Date:	2022	School District (or NYC CSD):	Rochester City School District

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K-2	90
Year 2	K-3	120
Year 3	K-4	150
Year 4	K-5	180
Year 5	K-6	210

Proposed Affiliations (if any)	
Charter Management Organization ("CMO"):	Not Applicable
CMO Public Contact Info (Name, Phone):	Not Applicable
Partner Organization:	Not Applicable
Partner Public Contact Info (Name, Phone):	Not Applicable

Lead Applicant Contact Information

Lead Applicant Name: Shannon Hillman

Applicant is a (check all that apply): Parent Teacher School Administrator District Resident Education Corp./Charter School

Organization Name: [Redacted]

Applicant Mailing Address: [Redacted]

Primary Phone #: [Redacted] Secondary Phone #: [Redacted] Email: [Redacted]

Secondary Applicant Name (If Applicable): Lisa O'Malley

Applicant is a (check all that apply): Parent Teacher School Administrator District Resident Education Corp./Charter School

Organization Name: [Redacted]

Applicant Mailing Address: [Redacted]

Primary Phone #: [Redacted] Secondary Phone #: [Redacted] Email: [Redacted]

Media/Public Contact Information (required)

Name: Shannon Hillman Phone #: 585-697-1960 Email: GCCS2@gccschool.org

Program Design

Provide the proposed school's mission statement in the space below (if different from Intent to Apply Form).
(Maximum 250 words.)

Please see Intent to Apply Form

Provide the proposed school's key design elements in the space below (if different from Intent to Apply Form). Provide a brief
(up to 100 words) description of each one.

Please see Intent to Apply Form

Provide a brief overview of the proposed school's academic program in the space below (if different from Intent to Apply Form). The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Please see Intent to Apply Form

Proposed Board Members

Provide a list of all proposed board members below (if different from Intent to Apply Form). The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least four board members at the time of application submission and identify a Chair, Vice Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement (maximum of 200 words each) that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

Please see Intent to Apply Form

Lead Applicant Signature

Signature:



By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

SCHOOL NAME: Genesee Community Charter School

	2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment^[1]					
Total Enrollment	217	219	221	218	217
Number of Students with Disabilities	24	23	22	22	18
Number of English language learners	3	1	2	7	10
Number of Economically Disadvantaged Students	68	75	79	76	82
Retention^[2]					
Total Number of Students Eligible to Return from Previous Year ^[3]	188	188	185	186	189
Total Number of Eligible Students Who Returned from Previous Year	182	180	182	178	185
Number of Students with Disabilities Eligible to Return from Previous Year ^[4]	20	29	25	21	24
Number of Students with Disabilities Who Returned from Previous Year	18	25	25	19	23
Number of English language learners Eligible to Return from Previous Year ^[5]	3	1	1	2	7
Number of English language learners Who Returned from Previous Year	3	1	1	2	7
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	61	58	58	70	66
Number of Economically Disadvantaged Students Who Returned from Previous Year	59	53	54	66	59
Average Daily Attendance Rate	97%	97%	97%	98%	97%
Discipline					
Number of In-School Suspensions (Occurrences)	0	0	0	0	0
Number of Out of School Suspensions (Occurrences)	3	0	1	4	0
Number of In-School Suspensions (unique students)	0	0	0	0	0
Number of Out of School Suspensions (unique students)	3	0	1	4	0
Number of Expulsions	0	0	0	0	0

[1] All enrollment data should reflect *BEDS day information*.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.

1. Community Need and Proposed School Impact

a. Community Description and Need

Provide a narrative analysis of the community and target population for the school including:

- A description of the community from which the proposed school intends to draw students;
- Community demographics including available information and/or changes related to the COVID-19 pandemic;
- A description of the specific population of students the proposed school intends to serve;
- The applicant's rationale for selecting the community;
- Performance of local schools in meeting the community's need;
- How the proposed school would provide a needed alternative for the community; and,
- A detailed discussion of the impact of the COVID-19 pandemic on the target community, which may include:
 - o The prevalence and duration of school closures in the proposed school's catchment area;
 - o The models existing schools employed or are employing as a result of the COVID-19 pandemic (e.g., fully remote, hybrid, etc.); and,
 - o Any available statistics regarding student attendance rates and/or other relevant quantitative and/or qualitative data indicating the extent to which prospective students are receiving regular instruction within the community's educational offerings.

The founding team of Genesee Community Charter School - Flour City Campus has witnessed firsthand the profound need for high-quality charter school seats in Rochester. This is a proposal for a replication which seeks to establish a second small school to work in collaboration with the flagship school - Genesee Community Charter School - which opened in 2001. Located in one of the most segregated cities in the country, the founders hold deep convictions that now is the time to ramp-up efforts to help dismantle decades of systemic racism and educate more of Rochester's children together to erase social and academic boundaries in service of educational equity. The existing school the founding team proposes to replicate, Genesee Community Charter School (GCCS), is a Board of Regents authorized K-6 elementary school located on the campus of the Rochester Museum & Science Center. GCCS is both a credentialed EL Education school (EL) and an EL mentor school, and is considered to be in the top 5% of the organization's network. The innovative curriculum is focused on local history, implemented through a multidisciplinary project-based approach including arts-integration. GCCS - Flour City Campus has been designed to serve 210 students in grades K-6 at full capacity (the finalized enrollment plan has been slightly modified since the Intent to Apply form was submitted). Each class of 30 students will be supported by two certified teachers and one teaching assistant.

The founding team intends to maximize efficiency by requesting a merger to operate the two schools under one education corporation as part of the SUNY Trustees' charter school portfolio. This replication proposal was intentionally developed, taking into consideration the benefits of slow growth and other best practices guiding charter school replication. The objective for the

leadership team and board is clear: to increase opportunities to educate Rochester's children through a diverse-by-design model that equally values multidisciplinary education, community activism, and social justice.

In alignment with this objective, the GCCS community has honored one of the school's guiding principles while developing this request for replication: the team planned, revised, reflected, revised and planned some more. Over the last two decades, leaders have continued to expand the school's impact through dissemination efforts and collaboration with other schools locally and nationally, both district and charter, and through service projects with community-based organizations. These rich experiences have informed and strengthened the school's skills and expertise while giving to others. Academic results and family satisfaction at the flagship school have been overwhelmingly and consistently positive; it isn't a stretch to say GCCS is an outlier in the community both in terms of offering the many benefits of an integrated school environment and outperforming other schools on multiple measures of achievement. GCCS is a small school with robust capacity and reach. In order to provide more of a direct impact on Rochester's youngest citizens, it is now time to grow.

In 2021, it is urgent for educators to find ways to erase both visible and invisible boundaries to education for the sake of social justice. During this last year, people around the globe have witnessed immense challenges in the fight for racial, economic, and educational equity. It has been more than 65 years since *Brown vs. Board of Education*, and research firmly indicates that integrated schools benefit all students who attend. The Century Foundation has compiled an excellent review of research showing "racial and socioeconomic diversity in the classroom can provide students with a range of cognitive and social benefits."¹ While skeptics sometimes criticize schools that seek to be integrated, it is an asset to serve a diverse student population, especially during these tumultuous times. The founding team is dedicated to replication in service to the community.

Location and Community to be Served

GCCS - Flour City Campus will be located within the City of Rochester, and intends to be on or near the campus of the Rochester Museum & Science Center (RMSC), which is the home of the flagship school. The founding team envisions the two schools in close proximity to each other in order to support collaborative efforts, stay within the boundaries of the Rochester City School District, and to ensure students and staff can easily access RMSC to take advantage of resources and programming. Staying close to the flagship site also offers a second small school option in the same geographical area for families who have expressed interest in the model.

¹ The Century Foundation (April 29, 2019). *The benefits of socioeconomically and racially integrated schools and classrooms*. Available online: <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/?agreed=1>

GCCS - Flour City Campus plans to embrace a diverse student body drawn first and foremost from families who reside in the city. Recruitment efforts will welcome students from a variety of backgrounds, including languages spoken at home, race, and socio-economic status. According to 2019 Census data, the median household income in the city is \$23,245, the per capita income (in 2019 dollars over twelve months) is \$23,246, and a third of residents have been identified as persons in poverty.² The city is also home to middle class families, who are often tempted to move to suburban areas when their children become school age. There are not many schools enrolling children of both socioeconomic subgroups. The City of Rochester is proudly a sanctuary city, with new arrivals of immigrants and refugees finding support among vibrant support organizations. The Census data shows a fifth (21.3%) of persons over five years of age speak a language other than English at home.³ In terms of racial demographics, slightly less than half of residents are white (47.9%), nearly 40 percent (39.8%) identify as Black or African American, and just under 20 percent (19.2%) identify as Hispanic or Latino.⁴

These demographics do not mirror the Rochester City School District's (RCSD) enrollment patterns. Even in light of the significant poverty across the city, and the number of residents who struggle with other key high-risk demographic factors such as being new arrivals to the United States, the district public schools are not reflective of the community as a whole. The RCSD is a highly segregated district with an unfortunate history of isolating poor, non-white children. The Flour City Campus will be founded with the intention to enroll a more balanced, diverse student body than is currently reflected in the RCSD averages, one that will align more closely to the city's demographics than the school district does.

In a display of the relationship between poverty, race and public-school enrollment in the Flour City (later known as the Flower City) 84 percent of RCSD's students are economically disadvantaged according to 2019-20 data released by the State Education Department – and only 9 percent of students are White. The RCSD poverty rate is in stark contrast to Census data, which recently identified 31.3 percent of residents living in poverty.⁵ The majority of the student body is Black or Hispanic, at 55 percent and 31 percent, respectively. The percent of students who were learning English last year was 14 percent, and the percent of students with disabilities was 21 percent.⁶ A local news reporter, Justin Murphy, documented how discriminatory practices and legal segregation shaped enrollment patterns that are still evident in the city's schools today, concluding that this racial isolation did not happen by accident. It is a challenging read that clearly articulates how non-white families migrating to the city decades ago were once

² Data is available online: <https://www.census.gov/quickfacts/rochestercitynewyork>

³ *Ibid*

⁴ *Ibid*

⁵ Data pulled from <https://www.census.gov/quickfacts/rochestercitynewyork>.

⁶ Data pulled from the NYSED's public files, found online: <https://data.ny.gov>

treated: “They were greeted immediately by restrictive real estate practices, instigated and subsidized by the federal government, that kept them hemmed into a few neighborhoods as resources were systematically withdrawn.”⁷ He goes on to describe how cities and districts in many parts of the country continued to essentially divide along racial lines, resulting in the demographic patterns we see today.

Subgroup	RCSD Enrollment % 2019-20
Economically Disadvantaged	84%
English Language Learner	14 %
Students with Disabilities	21 %
American Indian/Alaskan Native	0
Asian/Pacific Islander	3%
Black	55%
Hispanic	31%
Multiracial	2%
White	9%

*Source: <https://data.ny.gov>

It is fairly well known that enrollment at the flagship GCCS deviates in comparison to the district. Some background information is necessary to explain the variance. The original charter for the school, established twenty years ago, laid out plans to intentionally enroll a student population that mirrored Monroe County as a whole. The school quickly became a preferred option for many middle-class families who sought out the highly successful EL Educational program and arts integration being offered. As the school self-reflected, and as the current policies regarding the enrollment and retention targets were grandfathered into effect by NYSED, the GCCS school leadership team and Trustees carefully established updated priorities and plans regarding recruitment and enrollment. These plans sought to maintain diversity, but to also work diligently at increasing enrollments for key high-need subgroups in honor of this goal. However, changing the composition of an existing school is a challenge, especially when small numbers of seats are open each year through the lottery process. It is also important to remember that integration is a critical but often undervalued goal by those setting policy. A third of the GCCS student community is economically disadvantaged (which aligns with the city Census data), 28 percent is Black, 17 percent is Hispanic, Asian, Multiracial or Middle Eastern, four percent are English learners, and 13 percent have IEPs and 504s.

Response 5 will detail the changes that GCCS has subsequently implemented to constantly ensure a balanced student profile is represented in each lottery. The important consideration to

⁷ Murphy, Justin (June 6, 2018). *Decades of legal segregation shape Rochester city schools today*. Democrat and Chronicle. Available online: <https://www.democratandchronicle.com/story/local/communities/time-to-educate/stories/2018/06/06/rochester-ny-rcsd-city-schools-history-racial-segregation/642138002/>.

note here is that GCCS does intentionally pursue the enrollment of children in key high-risk subgroups to continually improve or balance the diversity in the existing school. GCCS - Flour City Campus will use vetted strategies to ensure children from all backgrounds not only will be encouraged to apply, but will be welcomed and well-served by the program offered. To be clear, however, the founding team believes in the importance of breaking up the concentration of poverty that has overwhelmed the district. It is important to have diverse schools in any community, but especially in Rochester at this pivotal time in history. Rochester schools are still deeply segregated, which deprives all students of the benefits of integration, and GCCS - Flour City Campus therefore does not seek to exactly replicate these segregated data described above.

A comprehensive body of research has evolved since 1954 indicating that integrated schools benefit all students who attend, regardless of family income or racial background, and it would be difficult to do this rich body of academic study true justice by attempting to summarize and discuss each finding here succinctly. The Century Foundation has done a wonderful service to educators by compiling comprehensive works focused on this topic. For example, The Century Foundation's scholars have documented numerous studies organized into three categories: academic and cognitive benefits; civic and social-emotional benefits; and economic benefits.⁸ The book titled *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy* is also a wonderful resource.⁹ To note a few key findings that resonate deeply with this founding team, please consider the following research-based conclusions:

- School integration has been shown to improve academic achievement rates^{10 11} and supports social and emotional learning where students can engage with peers who are different from them--an experience that can deepen critical thinking and help students understand and challenge existing stereotypes. This leads to more comprehensive workforce preparation and cultural competence, all without any hindrance on academic outcomes.
- Integrated schools have been found to help minimize achievement gaps - racial achievement in K-12 closed more rapidly during the peak years of school desegregation

⁸ The Century Foundation (April 29, 2019). *The benefits of socioeconomically and racially integrated schools and classrooms*. Available online: <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/?agreed=1>

⁹ Kahlenberg, Richard (2012). *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy*. The Century Foundation Press.

¹⁰ G. Palardy, "Differential school effects among low, middle, and high social class composition schools," *School Effectiveness and School Improvement* 19, 1 (2008): 37.

¹¹ C. Lubienski and S. T. Lubienski, "Charter, private, public schools and academic achievement: New evidence from NAEP mathematics data," National Center for the Study of Privatization in Education, Teachers College, Columbia University, January 2006.

than at any other time.¹² In 2018, researchers again demonstrated school segregation is a significant driver of the achievement gap.¹³

- Multiple studies show diverse classrooms are often accompanied by higher teacher quality, more resources, and higher expectations, all of which have been shown to benefit all students.^{14 15161718}
- Attending integrated schools can reduce the likelihood that children develop racial stereotypes, and can increase students' comfort with people of other backgrounds.¹⁹²⁰²¹

Finally, the founding team both humbly and proudly believes the track record of success at the flagship school supports the approval of a second school, thereby increasing the number of students to be served using the model that has been so effective. The Democrat & Chronicle had this to say about GCCS in 2015, in a piece focused on the State Education Department's approach to enrollment and retention targets, and it is the sincere hope of the founding team that this resonates with SUNY as consideration is given to this proposal:

“Rather than trying to make GCCS mirror the segregated demographics of the City School District, the state should focus on creating more schools that look like GCCS.”²²

¹² G. Orfield, “Schools More Separate: Consequences of a Decade of Resegregation,” The Civil Rights Project, Harvard University, July 2001.

¹³ Sean Reardon, Demetra Kalogrides, and Kenneth Shores, “The Geography of Racial/Ethnic Test Score Gaps”, CEPA Working Paper No.16-10, May 2018.

¹⁴ M. M. Chiu and L. Khoo, “Effects of Resources, Inequality, and Privilege Bias on Achievement: Country, School, and Student Level Analyses,” *American Educational Research Journal* 42, no. 4 (2005): 575-603.

¹⁵ S. W. Raudenbush, R. P. Fotiu, and Y. F. Cheong, “Inequality of Access to Educational Resources: A National Report Card for Eighth- Grade Math,” *Educational Evaluation and Policy Analysis* 20 (1998): 253–67.

¹⁶ G. Orfield and C. Lee, “Why Segregation Matters: Poverty and Educational Inequality,” The Civil Rights Project, Harvard University, January 2005.

¹⁷ A. S. Wells, B. Baldridge, J. Duran, R. Lofton, A. Roda, M. Warner, T. White, and C. Grzesikowski, “Why Boundaries Matter: A Study of Five Separate and Unequal Long Island School Districts,” The Center for Understanding Race and Education (CURE), Teachers College, Columbia University, July 2009.

¹⁸ M. Kalmijn and G. Kraaykamp, “Race, Cultural Capital, and Schooling: An Analysis of Trends in the United States,” *Sociology of Education* 69 (1996): 22–34.

¹⁹ R. Bigler, & L. S. Liben, “A Developmental Intergroup Theory of Social Stereotypes and Prejudices,” *Advances in Child Development and Behavior*, 34 (2006), 39-89.

²⁰ Heidi McGlothlin and Melanie Killen, “How Social Experience Is Related to Children’s Intergroup Attitudes,” *European Journal of Social Psychology* 40, no 4 (2010): 625

²¹ Amy Stuart Wells and Robert L. Crain, “Perpetuation Theory and the Long-Term Effects of School Desegregation,” *Review of Educational Research* 64, no. 4 (1994): 531–55.

²² Bryant, Erica (March 27, 2015). *Keep middle-class kids in charter schools*. Democrat and Chronicle. Available online: <https://www.democratandchronicle.com/story/news/local/columnists/bryant/2015/03/27/erica-bryant-charter-school-diversity-genesee/70544376/>

Performance Comparison: GCCS and Local District Schools

High-quality seats in free, public schools are needed in Rochester. A driving factor behind this proposal is the fact that the Rochester City School District (RCSD) has been, and continues to be, ineffective by multiple measures. This observation is not meant to discount the hard work and effort of many educators who have dedicated their lives to trying to improve the situation. It is simply a fact that families in Rochester need alternatives in well-functioning schools right now, and the Flour City Campus is poised to provide an exceptional education the moment the doors open.

Both the media and community often reflect upon whether the district is the worst performing in the state - and whether it is among the worst performing in the nation. In addition to disappointing academic achievement metrics, the RCSD has struggled mightily in recent years with turnover in leadership. For example, in 2020 both the Superintendent and Chief Financial Officer stepped down after less than a year on the job. Budget deficits compound the dismal academic and leadership picture, and dubious governance practices are well-known but intractable.

In May 2020, two former administrators described the situation this way: “The Rochester City School District’s Board of Education hires a dynamic school superintendent. He or she arrives with idealism and promise. Within a year or so they are fighting with the school board—and asking to get out of this city and their contract. Why does this happen? The board refuses to work with the superintendent and insists on micromanaging to protect their own interests.” The opinion piece goes on to level accusations of fiscal irresponsibility and governance improprieties at the Board.²³ In contrast, GCCS and GCCS – Flour City Campus offer stability and effective governance.

Under New York State’s Every Student Succeeds Act Accountability System, the RCSD has more schools in either Comprehensive Support and Improvement status (16 schools) or Targeted Support and Improvement status (13 schools) than it does in Good Standing (14 schools). Put another way, more than two-thirds of RCSD’s schools are either CSI or TSI schools. An additional two charter schools serving Rochester’s children are identified as being in need of Comprehensive Support and Improvement and one is identified as Targeted Support and Improvement status. Most charters are in Good Standing, including GCCS.

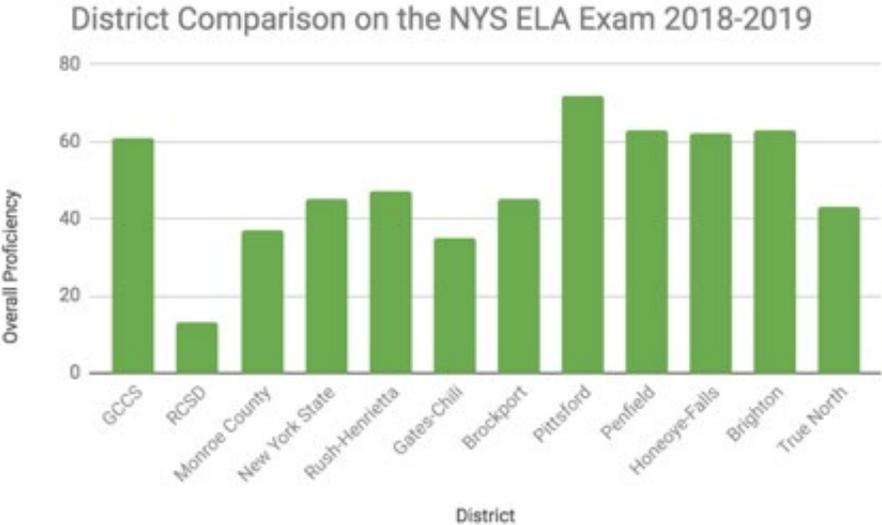
²³ Malgieri, Patty and Lopez-Soto, Edwin (May 11, 2020). *The RSCD board: Time for a new cast and a better plot*. Rochester Beacon. Available online: <https://rochesterbeacon.com/2020/05/11/the-rcsd-board-time-for-a-new-cast-and-a-better-plot/>.

2020-21 Accountability Status	District Schools Only		District & Charter Schools		Charter Schools Only	
	Number	Percent	Number	Percent	Number	Percent
Good Standing	14	33%	24	43%	10	77%
Comprehensive Support and Improvement (CSI)	16	37%	18	32%	2	15%
Targeted Support and Improvement (TSI)	13	30%	14	25%	1	8%

<http://www.nysed.gov/accountability/essa-accountability-designations>; this analysis includes the charter schools in neighboring school districts because they serve mostly Rochester children

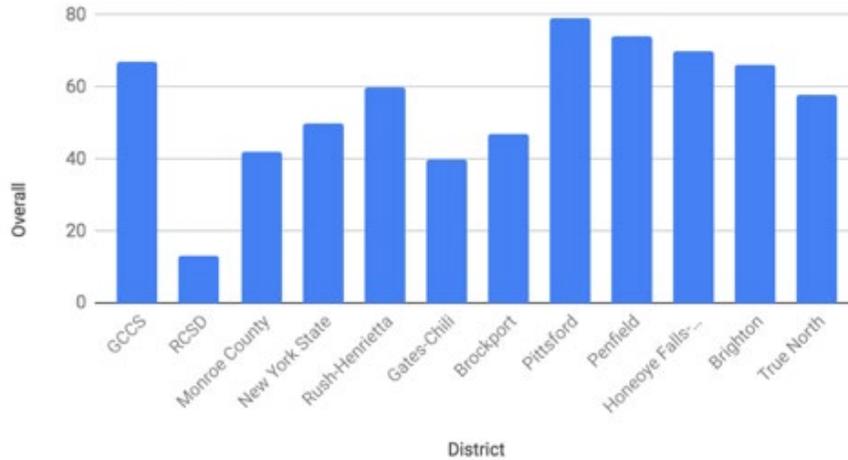
In spring 2019, the RCSD had staggeringly low average proficiency rates for all students on the state’s third through eighth grade exams; only fourteen percent of students were proficient in English language arts and fifteen percent were proficient in math.²⁴ As 2020 exams were cancelled, these are the most recent state exam scores available. The four-year graduation rate in 2019 (for the 2015 cohort) was 59 percent, with a dropout rate of 17 percent. The 2020 rate for the 2016 cohort increased to 68.2 percent, which is still unacceptably low and significantly below the statewide average.

In contrast, as a proven operator, GCCS has extensive data to demonstrate how the proposed school – a replication – will provide a needed alternative for the community. For example, the charts below compare the performance of GCCS to major surrounding districts, including RCSD, to highlight the success of the educational program. As the data show, on average GCCS far outperforms RCSD and exceeds or competes with much higher performing surrounding schools in both moderate and low need districts.



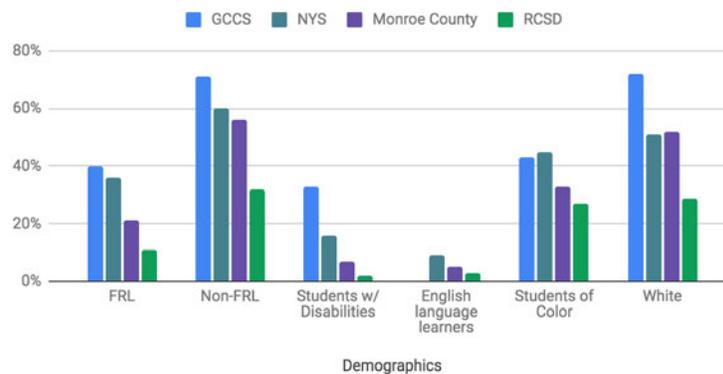
²⁴ The source of data is the NYSED’s publicly released information, available online: <https://data.nysed.gov>

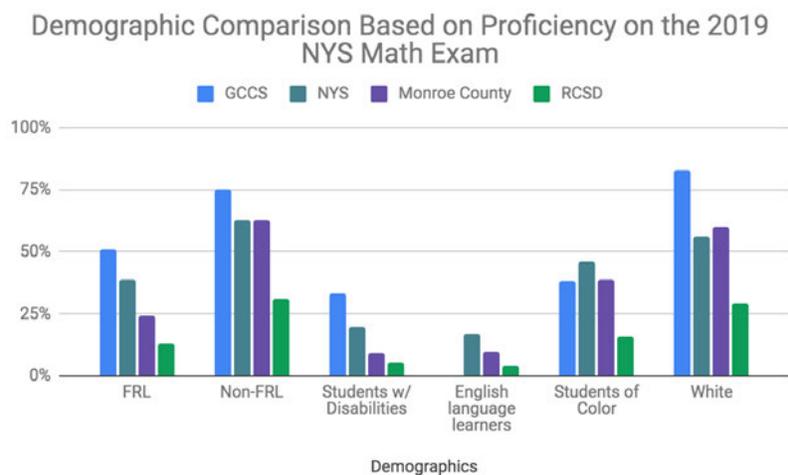
District Comparison on the NYS Math Exam 2018-2019



The flagship has also generated strong comparative results among student subgroups. As noted above, the school continues to work diligently to achieve an ideal balance of integration among the existing student body. Enrolled students identified as members of key high-need subgroups demonstrate clear benefits from attending. It is also worth mentioning that GCCS is identified as a School In Good Standing under the accountability criteria defined by the ESSA accountability system, which is calculated based on results for all disaggregated student subgroups. (Please note the ELL subgroup was very small, leading to data suppression; the small size of this subgroup is being addressed via the school’s new ELL/MLL enrollment preference.)

Demographic Comparison Based on Proficiency on the 2019 NYS ELA Exam





COVID-19

The public health COVID-19 crisis has hit Rochester families, and the region, hard. Many families already dealt with food insecurity and unemployment, and high virus infection rates also took a major toll on health care providers and the many families with ill members of the household. In addition to the health crisis, and the impact it has had on the physical and social-emotional state of many children and adults, Rochester also has been grappling with racial and social unrest. The community is suffering. The city was left reeling from a recent scandal involving the Rochester Police Department, Mayor Warren, and allegations of a cover up after police officers were allegedly involved in the death of Daniel Prude, which the medical examiner ruled was a homicide. In December, an Assemblyman was arrested after live streaming the eviction of a family by the Rochester Police Department on social media. And on December 31st, the police department responded to the 53rd homicide of the year – up from a total of 32 in 2019 and 28 in 2018, according to local media.²⁵ This month Rochester again made the national news when police responded to a domestic call and pepper sprayed a nine year-old child. Within a city in crisis, educators provide a safe haven for children and families and well-functioning schools provide a necessary system of support.

The Genesee Community Charter School staff and Trustees are aware – as all educators are – that one of the most important components of a successful school year is safety. To that end, extensive plans were laid to ensure the safety of the school community and allow uninterrupted, rigorous instruction during the 2020-21 school year by allowing for seamless movement between multiple scenarios as the community responded to the regional, city, and campus infection rates. All planning was inclusive of stakeholders and focused on building positive relationships

²⁵ WROC (December 31, 2020). *Rochester police investigate fatal shooting on Bardin Street, 53rd homicide of 2020*. RochesterFirst.com. Available online: <https://www.rochesterfirst.com/crime/rochester-police-investigate-reported-shooting-on-bardin-street/>

and creating predictable and sustainable plans to provide families and faculty continuity and ensure the year supports equity and meets the needs of the entire community.

These goals were accomplished through the creation of a Reopening Task Force for the purpose of creating and evaluating reopening plans throughout the 2020-2021 school year. There are 13 members on the Task Force (four are GCCS parent representatives) all of whom provided expertise regarding a successful reopening this fall. Three detailed scenarios were developed: in-person instruction, hybrid instruction, and fully remote instruction. Fully remote learning has been made available to all families, all year, should they prefer to keep their children at home. During hybrid learning, students with IEPs and those who qualify for English Language Learning services have been invited and encouraged to attend four days a week in order to best meet their needs. The school has contracted with Julia K Caters through the 2020-21 school year and has been providing meals (both breakfast and lunch) to all families, regardless of whether instruction is remote, hybrid or in-person.

While keeping the social-emotional needs of families in mind, GCCS also knew that procedures developed for the duration of the COVID-19 pandemic must focus on the academic consequences of lost instruction time, and that the school had to address absences before a student would fall behind in their learning. Plans were developed accordingly and communicated clearly to families. Leaders also knew that whether students were engaged in in-person or virtual instruction, it was imperative not to lose the key design elements that make the school a unique choice. Therefore, while academic schedules were adjusted for all three scenarios, concepts such as learning expeditions, arts integration, EL Education, and Responsive Classroom and character development continued to be important pillars of the instructional program across each one. In addition, this year, the school is implementing a new “crew” structure to support social emotional learning, hone restorative practices skills, and normalize talking about race and bias in service of building equity. Overall, students are receiving a more individualized program to meet their academic and social-emotional needs despite the current pandemic challenges.

Extensive documentation is available on the website (www.gccschool.org/reopening-plan), including copies of the Board of Trustees approved plan in English, Spanish and Arabic. While the opening date of the Flour City Campus, should it be approved, would be fall 2022 (and presumably the worst of the pandemic will be over) the proposed school will benefit immensely from these plans and experiences of the flagship school should another building closure crisis occur. The depth and capacity of the existing school is on full display, as the rigorous instructional program and comprehensive supports were delivered with fidelity to the mission and key design elements throughout the spring of 2020 and during the 2020-21 school year.

In contrast, the Rochester City School District has struggled to provide impactful, continuous, and effective learning options for students during the COVID-19 health crisis. At one point this year, the district announced that students in grades 7-12 would not be granted any in-person

learning options, with remote-only instruction continuing for the entire school year. This decision was subsequently walked back and there are now plans to offer hybrid instruction for a small percentage of secondary students beginning in late February 2021. Students in grades PK-6 began returning to school at the beginning of February, 2021. To be clear, the district operated in remote-only modality for the entirety of the fall, and first opened for in-person learning for a small group of special needs students in January, 2021. According to Rochester First, “RCSD was the only district that didn’t offer some in-person learning options for students in the fall of 2020.”²⁶ The district has reported that only thirty percent of students opted for in-person learning this year.²⁷ The media and community have also been aware of the fact that the RCSD’s chronic attendance challenges were exacerbated by the pandemic.

Another significant challenge the RCSD faces that has been exacerbated by the pandemic is the loss of instructional and support staff. The district has laid off hundreds of teachers, social workers, guidance counselors, special education staff, and experts in supporting English language learners. Programs also have been cut. The founding team is confident that a stable and robust learning environment can and will be extended to nearly 200 of the impacted students should the school be approved.

b. Programmatic Impact

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area;

- **Information demonstrating a thorough analysis of existing educational options for the community and target population that takes into account disruptions caused by the COVID-19 pandemic;**
- **Analysis of how the proposed school’s enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools; and,**
- **Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.**

The establishment of GCCS - Flour City Campus will undoubtedly bring more necessary high-quality public school seats to Rochester. However, the model is small by design and therefore will have a negligible impact on those schools already operating within the community. As a K-6 school at full-scale, serving just over two hundred students, the impact on existing public and

²⁶ Navarro, Josh (January 5, 2021). *RCSD students return to the classroom on Tuesday*. RochesterFirst.com. Available online: <https://www.rochesterfirst.com/community/rcsd/rcsd-students-return-to-the-classroom-on-tuesday/>

²⁷ Astor, Will (December 21, 2020). *City schools plan on partial return to in-person learning*. Rochester Beacon. Available online: <https://rochesterbeacon.com/2020/12/21/city-schools-plan-partial-return-to-in-person-learning/>

nonpublic schools will be minimal. The following table shows the current district, charter and private schools operating in Rochester with their final 2019-20 enrollment.

NAME	SCHOOL TYPE	2019-20 GRADES	TOTAL ENROLLMENT
Academy of Health Sciences Charter	Charter	5*	104
Anna Murray-Douglass Academy	Public – District	K-8	761
Aquinas Inst Of Rochester	Non-Public - District - Roman Catholic - Rochester Diocese	6-12	715
Discovery Charter School	Charter	K-6	289
Dr Walter Cooper Academy	Public – District	PreK-6	329
East Lower School	Public – District	6-8	346
East Upper High School	Public – District	9-12	668
Edison Career and Technology High	Public – District	9-12	1721
Eugenio Maria De Hostos Charter School	Charter	K-12	878
Exploration Elem. CS - Science-Technol	Charter	K-3*	292
Genesee Comm Charter School	Charter	K-6	218
Hillside Children’s Center School	Non-Public - District - Independent	4-12	85
Holy Cross School	Non-Public - District - Roman Catholic - Rochester Diocese	PreK-6	274
Integrated Arts and Tech High School	Public – District	7-12	898
James Monroe High School	Public – District	7-12	885
Joseph C Wilson Foundation Academy	Public – District	K-8	552
Joseph C Wilson Magnet High Sch	Public – District	9-12	734
Leadership Academy for Young Men	Public – District	7-12	559
Mary Cariola Children’s Center	Non-Public - District - Independent	PreK-12	389

Nativity Preparatory Academy	Non-Public - District - Roman Catholic - Rochester Diocese	5-8	58
Nazareth Elementary School	Non-Public - District - Roman Catholic - Rochester Diocese	PreK-6	125
Northeast College Prep High School	Public – District	9-12	563
Northside Christian Academy	Non-Public - District - Independent	PreK-2	14
Northwest College Prep High School	Public – District	7-8	295
Ora Academy	Non-Public - District - Religious	9-12	11
Renaissance Academy Charter-Arts	Charter	K-6	483
Rise Community School	Public – District	PreK-6	347
Rochester Academy Charter School	Charter	K-2, 6-12*	644
Rochester Early College International HS	Public – District	9-12	348
Rochester Prep Charter School 3	Charter	K-3*	370
Rochester School for the Deaf	Non-Public - District - Independent	PreK-12	109
School 15-Children's School of Rochester	Public – District	PreK-6	343
School 16-John Walton Spencer	Public – District	PreK-7	405
School 17-Enrico Fermi	Public – District	PreK-8	663
School 19-Dr Charles T Lunsford	Public – District	PreK-8	398
School 20-Henry Lomb School	Public – District	PreK-6	316
School 22-Lincoln School	Public – District	PreK-6	554
School 23-Francis Parker	Public – District	PreK-6	313
School 25-Nathaniel Hawthorne	Public – District	PreK-6	330
School 28-Henry Hudson	Public – District	K-8	651
School 29-Adlai E Stevenson	Public – District	PreK-6	310

School 2-Clara Barton	Public – District	PreK-6	314
School 33-Audubon	Public – District	PreK-6	1142
School 34-Dr Louis A Cerulli	Public – District	PreK-6	477
School 35-Pinnacle	Public – District	K-6	451
School 39-Andrew J Townson	Public – District	PreK-6	539
School 3-Nathaniel Rochester	Public – District	PreK-8	503
School 42-Abelard Reynolds	Public – District	PreK-6	457
School 43-Theodore Roosevelt	Public – District	PreK-6	475
School 44-Lincoln Park	Public – District	PreK-6	242
School 45-Mary Mcleod Bethune	Public – District	PreK-8	599
School 46-Charles Carroll	Public – District	PreK-6	321
School 4-George Mather Forbes	Public – District	K-8	358
School 50-Helen Barrett Montgomery	Public – District	PreK-8	662
School 52-Frank Fowler Dow	Public – District	PreK-6	325
School 53 Montessori Academy	Public – District	PreK-6	292
School 54-Flower City Comm School	Public – District	K-6	321
School 57-Early Childhood School	Public – District	PreK-2	186
School 58-World of Inquiry School	Public – District	PreK-12	1089
School 5-John Williams	Public – District	PreK-8	662
School 7-Virgil Grissom	Public – District	PreK-6	535
School 8-Roberto Clemente	Public – District	PreK-8	551
School 9-Dr Martin Luther King Jr	Public – District	PreK-6	663
School of The Arts	Public – District	7-12	1104
School Without Walls	Public – District	9-12	257

Talmudical Inst Of Upstate Ny	Non-Public - District - Religious	9-12	37
True North Rochester Prep Charter	Charter	K-12	1234
True North Rochester Prep-West Campus	Charter	K-8	832
University Prep Charter Sch-Young Men	Charter	7-12	395
Urban Choice Charter School	Charter	K-8	392
Vanguard Collegiate High School	Public – District	9-12	567
Vertus Charter School	Charter	9-12	281
Young Women's College Prep Charter	Charter	7-12	375
* These schools each added an additional grade in 2020-21 as they scaled. The Academy of Health Sciences Charter School now serves grades 5-6; Exploration Charter School serves K-4; Rochester Academy Charter School serves K-3, 6-12; and, Rochester Prep 3 serves K-4.			

There are 14 charter schools currently operating within or serving Rochester (for this analysis the charters operating in adjacent districts are included as they predominantly serve city children). The schools collectively operate across 22 locations. The Board of Regents also recently approved an additional school to operate in the city under the management of the Science Academies of New York, which is expected to open in fall 2022. Combined, the existing charters served fewer than 6,800 children last year. Based on both the 2019-20 final enrollments at each charter, and a projected estimated enrollment total of between 8,000 and 8,500 by fall 2022 (based on currently approved schools, no charter closures, and currently approved grades served) the impact of this proposal on the entire charter community would be minimal, as GCCS - Flour City Campus plans to serve 210 children at full scale. Enrollment at the proposed school also should not have great impact on the other charter schools in the area as the majority of the existing charters are dissimilar to the proposed model and are likely to draw students with different interests and priorities. The vibrant charter community in Rochester offers STEM, health sciences, single-sex and dual language options among the models currently offered. One other charter school (in addition to the flagship GCCS) offers arts integration for similar grades - Renaissance Academy Charter School for the Arts. Unfortunately, this school has experienced academic challenges and has been identified as a Comprehensive Support and Improvement School. The only other charter offering comprehensive EL Education (again, in addition to the flagship) is Discovery Charter School. Neither school offers both arts integration and EL. The only other existing charter option with the same combination of design elements is the flagship school.

In addition to the charter school options, 10 private schools also operate in the city. Six offer a religious educational experience, and four identify as independent schools. The total enrollment at these schools was approximately 1,800 students in 2019-20, and the schools are not tuition-free. The RCSD schools served more than 26,000 students last year in PK through 12th grade. The sheer size of the district alone limits the impact of this proposal – at fewer than 220 students when fully scaled, this proposed school would be less than a percent of the RCSD’s existing enrollment.

The lack of enrollment impact also suggests there will be no programmatic impact on any of the existing schools. As only three grades would be enrolled initially, with each grade serving one class of thirty students, the likelihood of a significant concentration of children coming to the new school from any one existing option (district, charter or private), and therefore impacting either the budget or operations, is extremely unlikely.

Unique Program

Since its inception, Genesee Community Charter School set out to do exactly what charter schools were intended to do: create greater flexibility for innovation within public education. GCCS - Flour City Campus will offer the same successful, unique program in a second, small learning community that is similarly set apart from other schools in the region in its educational programming. The Genesee mission and key design elements, in addition to supporting a diverse population, place-based curriculum, community culture, and arts integration, is intended to make an impact beyond the walls of the school. Similar programming is not found in any other school in Rochester.

The uniqueness of the program is best demonstrated with a description of some recent projects executed at GCCS. The model uses the community as the classroom. In each grade starting in Kindergarten, students are immersed in Rochester’s development through time. Students learn from experts in the field rather than from textbooks and place their fingertips on primary source documents to feel their “history heartbeat.” Students develop a deep investment in who has walked the streets before them and therefore feel compelled to give back. Students create authentic products for the community as well.

In 2018, sixth grade students spent several months working with a local artist and community advocate to develop murals for neighborhoods in the Rochester community. Their work is featured on the school’s website and in an article in the *Teaching Tolerance* magazine (now called *Learning for Justice*) published in the spring of 2019.²⁸ As a part of the museum campus, the Genesee community is committed to collaborating with the Rochester Museum & Science

²⁸ Ehrenhalt, Jey (Spring 2019, Issue 61). Whose Renaissance Is It? *Learning for Justice* (formerly *Teaching Tolerance*). Available online: <https://www.learningforjustice.org/magazine/spring-2019/whose-renaissance-is-it>.

Center. An example of how this partnership comes to life was completed in 2017, when first graders highlighted several members of the Haudenosaunee who live in Rochester today in panels that were permanently installed in the Native Peoples exhibit in the museum. In 2019, fourth and fifth graders worked as advisors to exhibit designers on a permanent exhibit focused on women's rights throughout history. GCCS - Flour City Campus will also be only the second school to collaborate in partnership with the Rochester Museum & Science Center at this level of intentionality and rigor, with GCCS being the first. The curricular emphasis on science, local history and the local community makes the Rochester Museum & Science Center an ideal partner. The resources of the RMSC, the exhibits and collections, its Strasenburgh Planetarium and Cumming Nature Center, and the RMSC campus and neighborhood cultural institutions, provide an extensive network which supports the model's demanding and engaging curriculum. The use of the RMSC and its staff and resources are fully implemented into the school design, another feature that is simply not found among other area schools.

While GCCS is not the only EL Education school in the community, the team certainly – and respectfully – contends the innovative and robust educational program developed over the last two decades is unique among all other charter, private and district-run schools in Rochester. EL Education is fully implemented at GCCS, as it will be at the Flour City Campus. The flagship school serves as one of only 19 mentor schools in EL's entire 150 school network. Additionally, GCCS is one of 41 credentialed schools in the network; EL Credentialing recognizes schools that have attained remarkable achievement impacts in the areas of student character, high-quality work, and mastery of knowledge and skills. The Flour City Campus will reap the benefits of this hard work and will extend the impact of the skills and expertise of this institutional model into the second learning community.

Another area where the model excels and stands out is in arts integration. The flagship school has been nationally recognized for arts-integration, and on average fifty percent of graduates move on to attend Rochester's renowned School of the Arts, which serves grades 7-12 and is widely known for its rigorous audition process. The flagship school is not the only arts-integration school in the area (as a reminder, Renaissance Charter School for the Arts is operating in Greece), but the quality and rigor of the program certainly stands out. In fact, GCCS was highlighted in an EL Education video on this topic in 2013.²⁹ Classroom and arts teachers work together to plan and implement an in-depth curriculum that allows children to use music, visual art, and dance as another language with which to experience, understand, and express what they are learning. The arts teachers meet the New York State arts standards for their discipline through meaningful, integrated lessons that mutually support the objectives of the classroom teachers.

²⁹ Please visit <https://vimeo.com/66015543> to view the video.

c. Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- Enrollment expectations;
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected budget for the school district of location (please note the source and year for this figure); and,
- Yearly projected impact as a percentage of each sending district’s budget (for districts projected to send at least ten students).

GCCS - Flour City Campus will have a negligible impact on the finances of surrounding schools.

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: ROCHESTER CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for ROCHESTER CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2022-23)	90	13,785	1,240,650	8,280	1,248,930	927,587,824	0.135%
Year 2 (2023-24)	120	13,785	1,654,200	11,040	1,665,240	927,587,824	0.180%
Year 3 (2024-25)	150	13,785	2,067,750	13,800	2,081,550	927,587,824	0.224%
Year 4 (2025-26)	180	13,785	2,481,300	16,560	2,497,860	927,587,824	0.269%
Year 5 (2026-27)	210	13,785	2,894,850	19,320	2,914,170	927,587,824	0.314%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			Utilized the Proposed 2020-21 RCSD Budget from May 7, 2020. Here is the web address to the Budget and District Profile: https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Budget%20Book%202020%20Propos				
OTHER NOTES:							

As was discussed above, GCCS Flour City Campus will have a minimal enrollment impact on surrounding schools due to the very small community school design being proposed. The founding team anticipates seats will be filled with children who reside in Rochester, therefore no other districts are included in this analysis. The proposed school will serve 210 students at full scale, while the Rochester City School District serves approximately 24,000 students. The fiscal impact chart shows how the school will have a minimal fiscal impact on RCSD. Each year the impact is a just a fraction of a percent of the overall budget, as the estimated impact ranges from 0.135% to 0.314%. Even by year five the impact does not reach half of a percent. The figures here reflect a conservative approach, with the per-pupil funding rate for the charter school held

flat at the 2020-21 rate and the district's budget held flat as well. The source of the RCSD's budget and enrollment is its *Budget and District Profile 2020-21*.³⁰

In most years a large city district's budget typically increases at a much faster rate than charter school funding. Thus it is very possible the proposed fiscal impact will decrease from this already minimal level over time. Due to the current financial uncertainty, however, no increases were assumed. In addition to per-pupil funding, the fiscal impact chart includes an estimated \$92 per student amount of funding for textbooks, library, hardware and software, based on the flagship school's experience.

³⁰ Found online:

<https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Budget%20Book%202020%20Proposed%20Interactive.pdf>

2. Addressing the Need

a. Mission

Provide the mission statement for the proposed charter school.

Genesee Community Charter School - Flour City Campus provides an integrated educational experience that values diversity, community responsibility, and intellectual rigor. Our place-based curriculum, focused on science and local history, engages students in investigation and discovery using the cultural and natural resources of our community. We teach children to become reflective questioners, articulate communicators, critical thinkers, and skilled problem-solvers.

b. Key Design Elements

Provide a clear and concise overview of the proposed charter school’s key design elements, which are those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. The response should also address how the key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed.

The mission and key design elements seek to replicate the highly successful flagship school, which has served the Rochester community for the last twenty years. To accomplish the mission and fill the educational needs of the target community, GCCS - Flour City Campus students must matriculate from the program as reflective questioners, articulate communicators, critical thinkers, and skilled problem-solvers. The following key design elements will ensure the school’s success.

1. EL Education (EL): As a nationally recognized school reform model, EL provides systems and structures that allow schools to develop a culture of quality and rigor. The school will fully implement the model leaning on the expertise of GCCS as a mentor. EL focuses on three dimensions of student achievement: student character, high-quality work, and mastery of knowledge and skills. The foundation of this school’s instructional program will utilize the following structures from EL Education’s Core Practices:

1.a. Learning Expeditions. As an EL Education school, students will spend most of each school day embarking on purposeful, rigorous “learning expeditions” that involve intellectual, service, and kinesthetic dimensions. Learning expeditions are in-depth

studies of a single theme or topic, generally lasting twelve weeks, and evolve from the GCCS Curriculum Framework.

1.b. Final Products. Students at this school will develop the knowledge and skills required to produce a substantial and ambitious final product for each expedition. Real deadlines and an authentic audience raise the stakes and motivate every student to produce excellent work.

1.c. Field Work & Experts. Because “using cultural and natural resources of the community” is part of the mission, the school views fieldwork as a natural part of the educational program. Field studies are carefully structured to address the learning goals of the expedition, and afford students rich opportunities to “learn on location.” With a specific learning purpose in mind and armed with questions and note catchers, students will visit local museums and parks, businesses and cemeteries, historic sites and nature centers.

2. Curriculum Framework: The curriculum framework is the foundation for the school's local history and science-based interdisciplinary program. Students at all levels will investigate the natural, social, political and economic history of our community. The curriculum is structured in this way to provide opportunities for deeper learning and a framework on which children can build on their schema year after year. Using the framework, culturally relevant learning expeditions will be planned intensive research, reading, writing, scientific exploration and real-world application. The framework offers challenging, interesting content for all students, regardless of their age and ability levels.

3. Arts Integration: A key curricular feature will be arts integration. The teachers will meet the NYS arts standards for their discipline through meaningful, integrated lessons that mutually support the objectives of the classroom teachers rather than being an “add-on” to the curriculum. Classrooms and arts teachers will work together to plan and implement an in-depth curriculum that allows children to use music, visual arts, and creative movement as another language to experience, understand, and express what they are learning.

4. Culture and Character Development: Like the flagship school, this new school will support a strong school culture that equally values character and academic achievement. Using the Responsive Classroom (RC) model, the school will provide consistent expectations. A few hallmarks of RC include Morning Choice and Morning Meetings, logical consequences, and classroom organization. Aligned with the RC model, we will embed Restorative Practices to enhance students’ abilities to be social problem-solvers. The school will utilize GCCS’s seven character traits to frame students’ interpersonal and work habits. These models and practices will provide common vocabulary for social-emotional learning.

5. **Diverse Student Population:** The school will promote, celebrate, and foster a racially, economically, academically, and ethnically diverse student population. The school will welcome students and families of all backgrounds and will promote an equitable community through its systems and structures. The school will provide an opportunity for children to learn with and from each other despite living in a segregated metropolitan area. School integration has shown to improve academic achievement and support social and emotional learning where students can engage with peers who are different from them--an experience that can deepen critical thinking and help students understand and challenge existing stereotypes.

6. **Rochester Museum & Science Center (RMSC):** With emphasis on science, local history and our community, the Museum is an ideal site for the new charter school. RMSC's exhibits, collections, Planetarium and Nature Center, along with its proximity to other neighboring cultural institutions, provide an extensive network of resources supporting the school's engaging curriculum.

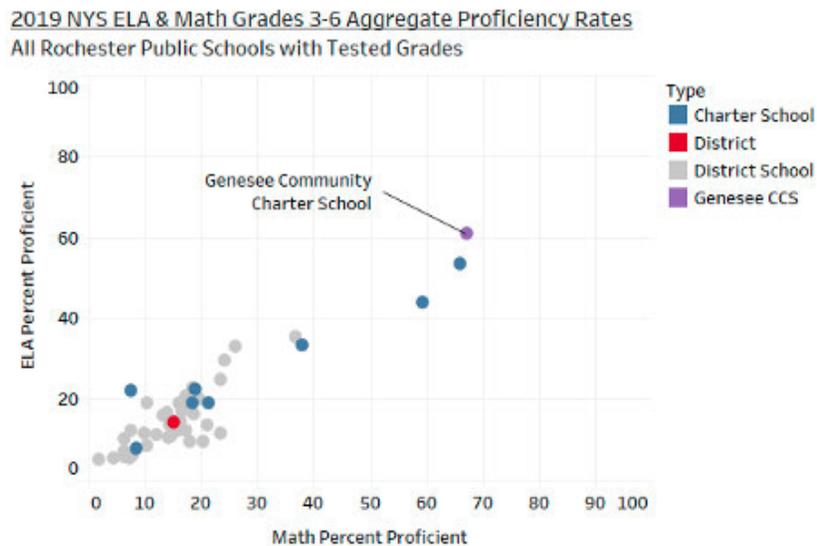
7. **Professional Development:** The school finds equal value in growing the minds of students as well as faculty. The school plans to commit over 330 hours of whole-staff professional development each year to address staff-created focus areas. Our Teacher Development Accountability Process (TDAP) is designed to address individual goals through collegial work groups. Staff will determine individual goals that are aligned to school-wide focus areas. Instructional coaching also provides teachers with individualized professional development based on personal professional goals.

8. **Family Participation & Involvement:** Family members will be an integral part of the school and are viewed as partners. The school will utilize the strengths of each family to involve them in the growth, development, and education of their children in meaningful ways. The school's open-door policy will promote communication between the staff, teachers, and parents. Family members support learning by chaperoning fieldwork, sharing expertise as guest experts, volunteering in the classroom, and supporting students at home. There will be opportunities for families to be involved in decision-making roles such as being members of the Board of Trustees or volunteering on school-based committees.

These key design elements differ slightly from the key design elements codified in the flagship school's initial charter agreement and subsequent charter renewal documents. The changes are minor and were made in order to best capture the evolution of how the GCCS community defines and describes its most important features. There are two differences of note. First, rather than being presented as stand-alone key design elements, three important EL Core Practices (Learning Expeditions, Final Products and Field Work & Experts) are discussed in one comprehensive EL Education design element. This change is not meant to minimize their importance, but to

reorganize the totality of the approach into one overarching element. Second, this proposal seeks to honor the founders' commitment to enrolling a diverse student body, and thereby helping to reduce racial and economic segregation in the city's public schools.

Each of the proposed key design elements is supported by evidence of effectiveness, most importantly at the flagship Genesee Community Charter School (GCCS). In 2019, GCCS was the highest performing public school in the city of Rochester on both the New York State English language arts and mathematics exams, based on an analysis using the aggregated average percent proficient of all schools with similar tested grades. The chart below shows performance for all public district and charter schools serving Rochester that had exam scores in grades 3 through 6 (not all schools will have tested in each grade, however, due to variation in specific enrollment patterns.)

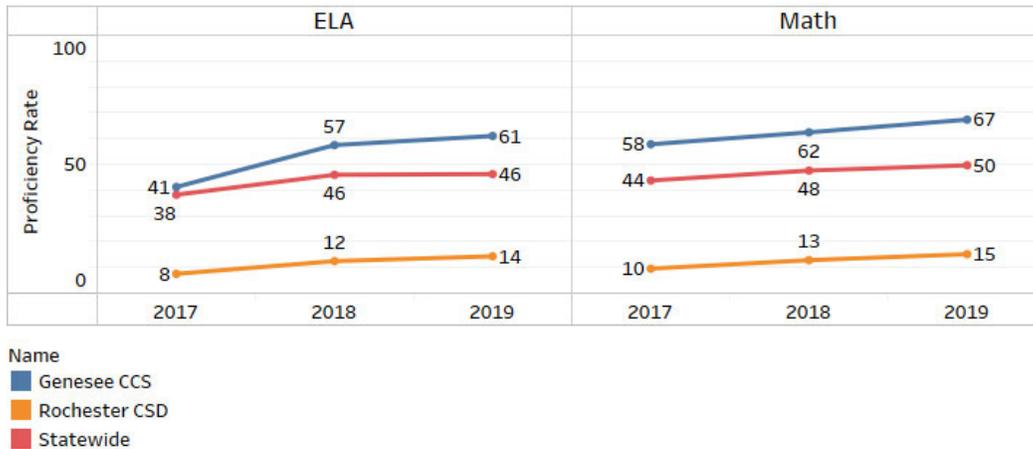


*Charter schools in adjacent districts serving Rochester families are included.

The GCCS community is proud of these results, which show the school is a high achiever in terms of both absolute performance as well as comparatively. With that said, outperforming the local district isn't a particularly high bar to use to show comparative success. Consistently beating the New York State average, however, is a more rigorous signal of achievement, as it reflects the performance of both high and low performers across the spectrum of student need. The chart below displays summary data from the NYS exams for the last three years available for GCCS, the district, and the state.

2017 - 2019 NYS ELA and Math Grades 3-6 Aggregate Proficiency Rates

Genesee Community Charter School, Rochester CSD and NYS



Further, GCCS students perform on-par with suburban districts (please see data comparison included in Response 1 for details). The performance outcomes of the existing program at the flagship GCCS is the most relevant evidence supporting the founding team’s desire to replicate the model and design. In addition, an ample body of research examining the Genesee design elements also exists. Please refer to Responses 1 and 6 for discussion and research citations supporting the use of EL Education, place-based education, arts integration, and diverse school models. The results of the flagship school, bolstered by the significant research supporting key aspects of the design, unequivocally support the likelihood of success in addressing the needs of the community at the replication school. The proposed school will benefit from the two decades spent honing highly impactful governance practices and educational program implementation. The many lessons learned over the years has resulted in an organization with ample capacity to support the establishment of this second small learning community. The proposed school is ready to start strong.

The Board of Trustees and administration are committed to thoughtful, ongoing oversight to ensure the school is effective and accomplishes its mission. There will be regular monitoring of academic outcome data by both the Trustees and Executive Director. Each will track progress against accountability metrics using the SUNY Trustees’ Renewal Benchmarks. Staff and leadership will regularly emphasize the mission and key design elements during professional planning and development time to ensure daily classroom implementation, and students will participate in a culminating Sixth Grade Passage Presentation which summarizes their academic careers and details how they’ve become “mission ready.” Finally, the school will participate in a rigorous annual Implementation Review conducted by independent examiners from EL Education as an additional measure of effectiveness.

3. Proposal History

a. Applicant Information

The lead applicants for this proposal are administrators at the Genesee Community Charter School (GCCS). Mrs. Shannon Hillman is a GCCS parent and the GCCS School Leader. Mrs. Lisa O'Malley is the Curriculum Coordinator and the parent of four GCCS alumni.

Shannon Hillman is a 16-year veteran at Genesee Community Charter School. She taught sixth grade, third grade, first grade, and Kindergarten at GCCS for 13 years prior to accepting the School Leader position after the founding leader retired. In addition to her certifications in Building and District Leadership, she also holds certifications in Teaching Students with Disabilities and Elementary Education with a concentration in Mathematics. Since she assumed the School Leadership role three years ago, she has focused her initiatives on data-driven decision-making, shared leadership and collegial collaboration, as well as social justice and racial equity. As an educator, she embraced a growth mindset attending numerous EL Education Institutes and has presented on several pedagogical practices at EL National Conferences. Mrs. Hillman has formal training in Responsive Classroom, Genesee Community Charter School's approach to classroom management. She was honored to be invited to assist in writing English and Language Arts Curriculum Modules for both grades 3-5 and K-2. These modules are now featured on EngageNY.org and EEducation.org and are accessed and implemented by educational institutions around the country. Personally, Mrs. Hillman embraces vocal, instrumental, and theatrical arts as well as dance and is fostering that same passion in her own children as well as GCCS students through the school's focus on arts-integration. These varied experiences support the key design elements of the Genesee Community Charter School and the proposed school such as arts integration, a caring community, rigorous curriculum design, and purposeful learning. She has a Master of Science degree in Education Leadership from St. John Fisher College and a Master of Science degree in Education from Nazareth College. She also holds permanent/professional New York State teaching certifications in Elementary (K-6) Education and Inclusive (1-6) Education and holds a Bachelor of Arts in Mathematics from Wells College. She is dually certified in Building and District Leadership through New York State.

Lisa O'Malley has served as the Curriculum Coordinator at the Genesee Community Charter School since 2001. As a founding staff member, she serves in a variety of leadership roles and spearheads dissemination efforts. She supports curriculum and instruction through the coordination of meaningful fieldwork and classroom experiences for children, and through instructional coaching and expedition planning with teachers. Her own schooling experience in a traditional setting motivates her to provide a more active approach to learning at GCCS. In addition to planning and leading overnight fieldwork, she poses as fictional characters during

simulations that deepen scientific and historical understandings for children. Mrs. O'Malley is native to Rochester and has remained local throughout her life. She is married with four adult children, all alumni of GCCS. She has a Master of Science degree in Education from Nazareth College and is permanently certified in Elementary (K-6) Education.

b. Proposal History

The founding team applying for GCCS – Flour City Campus is comprised of members of the GCCS community. The two lead applicants, Mrs. Shannon Hillman and Mrs. Lisa O'Malley, are both administrators at the existing school, and each of the proposed Trustees currently serve on the board of the flagship school as well. An additional member of the founding team, Mrs. Becki Mason, is a faculty representative.

The Genesee community has been careful and thoughtful about organizational capacity and timing, and has applied the mantra “Revise, reflect, revise some more” to replication and growth discussions. The decision to expand should not be a hasty one, but rather must be focused on quality with the full support of all stakeholders.

The history of this proposal has deep roots. Replication, or growth through grade or enrollment expansion, has been considered at various points in time by GCCS' leaders and Trustees. For example, over the last few years the leader of the Charter School Office at NYSED has on multiple occasions encouraged growth, which always sparked brainstorming among leaders and the board. There has been steady interest among faculty in the idea of reaching more children, and strong enrollment demand consistently demonstrated by the parent community.

This fall the school engaged with Deb Hanmer of Breakthrough Leadership Consulting to work with the Board of Trustees on strategic priorities. While this work was not solely focused on replication, an intensive SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis was conducted beginning in September and the issue quickly emerged as an important consideration. The SWOT analysis revealed the community (including staff, parents and community partners) viewed replication and/or enrollment growth as an important opportunity. This analysis placed expansion among the top considerations for strategic priorities and reignited the conversation between school leadership and Trustees.

The idea of expansion was discussed through two distinct lenses: 1) growth through grade or enrollment expansion at the existing school; and, 2) replication to create a new school. It quickly became apparent that stakeholders value keeping GCCS a small learning community. Discussions also reinforced, however, the widespread desire to serve more students in Rochester who desperately need an excellent education. There were multiple crises in 2020 as well that added to the motivation and the timeline. The COVID health pandemic injected some urgency

into the conversation by highlighting the depth and breadth of need for schools able to operate effectively through unforeseen challenges – something the RCSD struggled to provide. In addition, the civil, racial and social unrest of 2020 significantly accelerated the sense of urgency to expand the impact of the program, which is designed to erase both visible and invisible boundaries for the sake of social justice. These conversations led to the ultimate decision that strategic growth would best be accomplished through replication – that establishing a second small learning community able to both collaborate with the flagship and create its own intimate environment is the appropriate approach for this organization. Through replication, the Genesee community intends to help work toward dismantling decades of systemic racism and segregation and will educate the community’s children together to eliminate social and academic boundaries in service of educational equity.

The proposal development process was led this winter by Mrs. Hillman and Mrs. O’Malley, and was guided by the clear goal of replicating the existing successful program at GCCS. A task force was established to actively engage in discussions and decision-making. The task force carefully considered input from the broader parent and faculty community on a regular basis. Multiple meetings and stakeholder sessions were held, and feedback was solicited through an email address and intent to apply forms, as well as through careful note taking during virtual public information sessions (please see response 4 for details). The lead applicants received advice about applying for the proposed school from the statewide charter school advocacy association and assistance such as project management tasks and media support from a consultancy at the direction of Mrs. Hillman. One of the founders of the Elmwood Village Charter Schools (EVCS) in Buffalo, New York also graciously shared advice and lessons learned about the replication process, which was particularly helpful as the EVCS organization also had an original school established under the Board of Regents and then subsequently replicated with SUNY. The founding team anticipates pursuing continued communication and partnership with EVCS, who ultimately merged two schools into a single education corporation with both schools under SUNY, which is a goal for the GCCS community.

The founding team has also benefited from participation in the Diverse Charter Schools Coalition. This organization has provided many opportunities for communication, collaboration and support with like-minded schools across the country, including operators throughout New York such as the founder of Buffalo Commons (a recently approved SUNY charter school). The founding team will seek to continue the relationship and find opportunities to collaborate with Buffalo Commons in particular, as the school is in fairly close proximity to Rochester and the two entities share many common goals.

The application represents the work of GCCS and the replication task force; no parts of the program were created or modified by any entity other than a faculty member, founder or Trustee. Proposed policies are the same as, or very similar to, those in use at the existing school. All

policies therefore have been vetted by Counsel and approved by the State Education Department, although changes will certainly be made for GCCS – Flour City Campus as appropriate and necessary.

c. List of Founding Team Members

The founding team is comprised of the two lead applicants, the proposed Trustees, and one additional faculty representative who served on the replication task force. (Please see Response 3a for Lead Applicant bios and Response 14 for information about the proposed Trustees).

Mrs. Becki Mason has been a teacher at GCCS for 17 years. Throughout her time at the school, she has taught K-5th grades. She has spent the most time teaching in the 4-5 loop because she particularly loves that age group. One of Mrs. Mason’s favorite parts of teaching is trying to make math concepts both fun and challenging for students. In fact, she recently took a sabbatical to spend time finding more ways for children to grapple with math. Mrs. Mason’s favorite part of the GCCS program is the overnight field studies that she takes with her 4th and 5th graders. She is grateful to work in a school where students can explore the Rochester community, and further communities, to learn about historical and scientific concepts. She was excited to serve as a faculty representative to the replication effort. Before becoming a teacher, Mrs. Mason worked in the Public Relations field for organizations such as the Blue Cross Arena, Mix 100.5, and Mary Cariola Children's Center. She earned a Master of Science degree in Education with a concentration in Elementary Education from Nazareth College. She holds a New York State Permanent Certification in Elementary Education, N-6. Her Bachelor of Arts degree was awarded by SUNY Geneseo with a major in Communications and a minor in Public Relations.

d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

This is not applicable.

3. Proposal History

e. Letters of Justification for Previously Denied Applications

This response is not applicable.

Shannon M. Hillman

Education

St. John Fisher College, Rochester, NY

Master of Science in Educational Leadership, December 2017

School Building Leader and School District Leader Certification, Spring 2018

4.0 GPA

Nazareth College, Rochester, NY

Master of Science in Education, August 2004

Concentration: Inclusive Education

Professional Certification: Teaching Students with Disabilities – Childhood grades 1-6

Annotation: Supporting Students with Challenging Behaviors

Rochester Guild for Special Children Scholarship

Candidate for the Nazareth Chapter of Kappa Delta Pi

Wells College, Aurora, NY

Bachelor of Arts, May 2002

Major: Mathematics

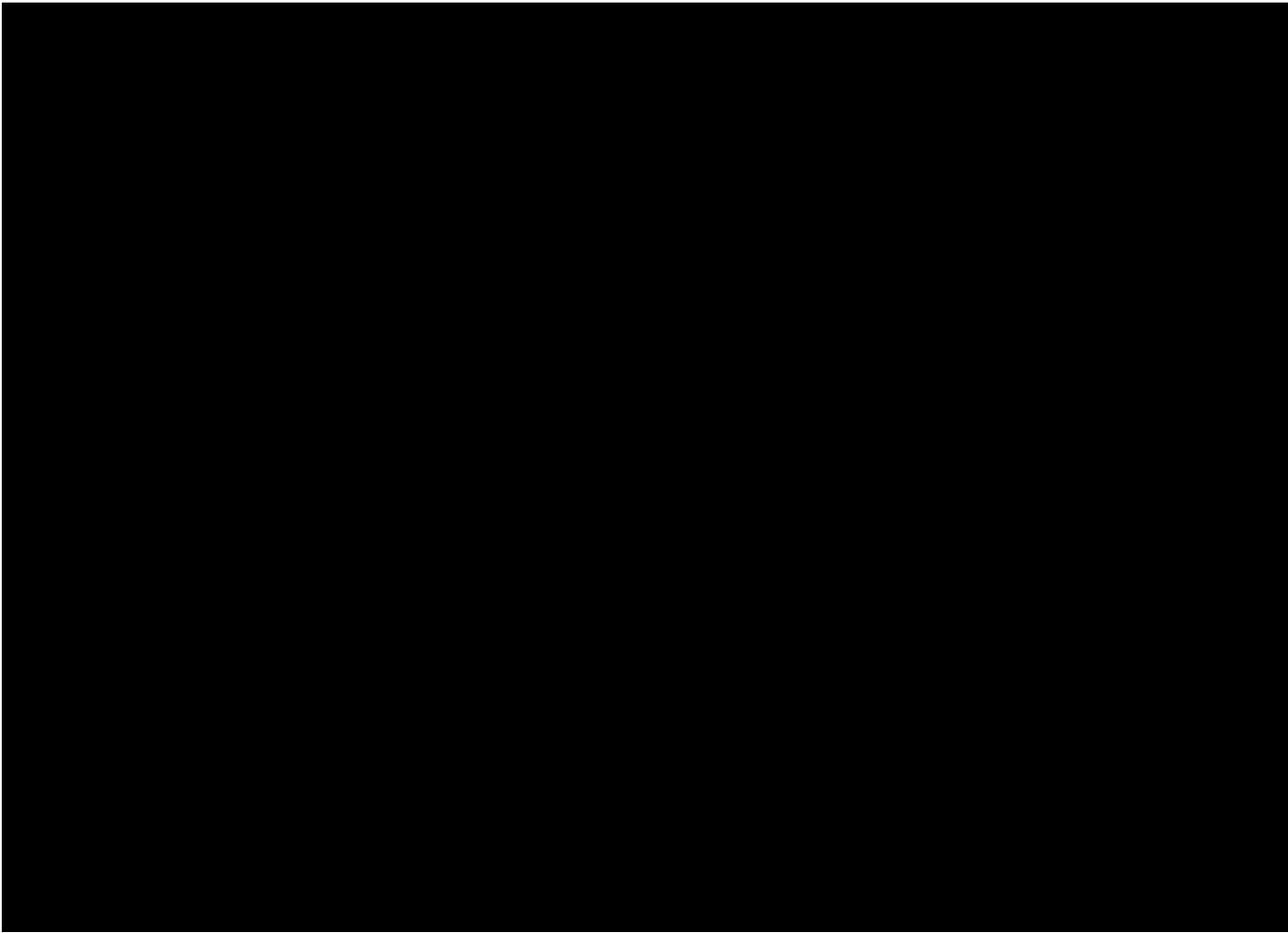
Permanent Certification/Minor: Elementary Education grades K-6

Senior Thesis: Math Anxiety: Children's Attitudes and Achievements

Wells College Scholarship for Leaders

Who's Who Among American Colleges and Universities

Professional Experience



Professional Development

EL Education Schools Institutes (including Mathematics, Writing, Reading, Primary Literacy, Data, Assessment, Differentiation, Equity)	January 2006- December 2020
EL Education Schools Civil Rights Institute	July 2010
Fund For Teachers Invitational	June 2010
Responsive Classroom Training Institute I and II	July 2005, 2013

Additional Professional Accomplishments

Fund For Teachers Plank Fellowship Award	Spring, 2010
Fund For Teachers Grant – Study of Europe’s Revitalized Canals	July, 2006

Activities

Vocalist, St. Thomas and Grace Church Choir (2005-2007, 2010-2017)
Percussionist, Rochester Crusaders Drum and Bugle Corps (2003) & Empire Statesmen (2004, 2007, 2008)
Director, Vocalist, The Whirligigs (A Cappella singing group) (1998-2002)
Chair of the Hillary Heights Neighborhood Committee (2013-2019)

Skills

Computer Software: Google Applications, Microsoft Word, Excel, PowerPoint, Garage Band, iMovie, Adobe Voice. Adobe Photoshop, Strong researching skills.
Web-based Assessment Tools: i-Ready, AIMSweb2, NWEA MAP
Computer Hardware: Apple Devices, ELMO, LCD Projector, Digital Camera
Instruments: Clarinet, Xylophone, Beginning Piano, Beginning Guitar

Lisa M. O'Malley



Certification

Permanent Certification in Elementary Education, New York State: N-6

Education

Master of Science in General Education

May 1990

Nazareth College of Rochester, Rochester, New York

Bachelor of Science in Elementary Education

May 1988

S.U.N.Y. at Geneseo, Geneseo, New York

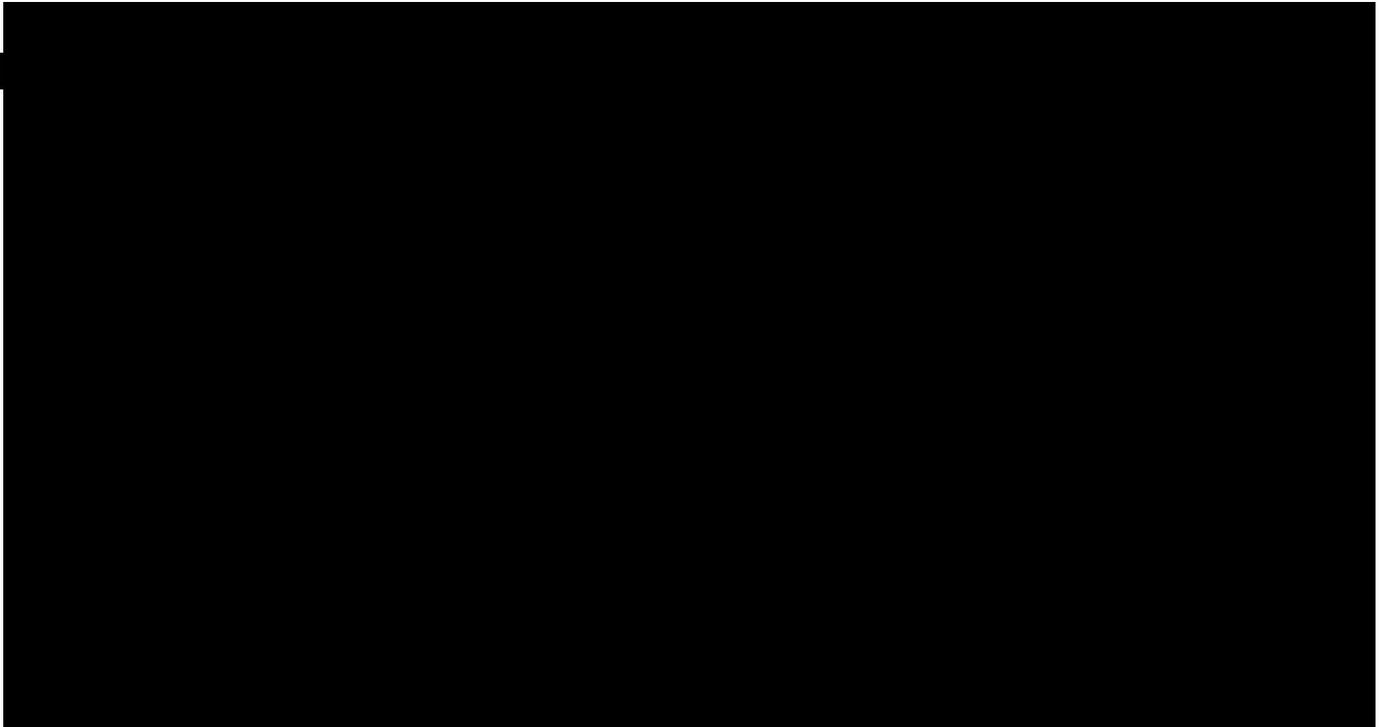
Concentration: Early Childhood

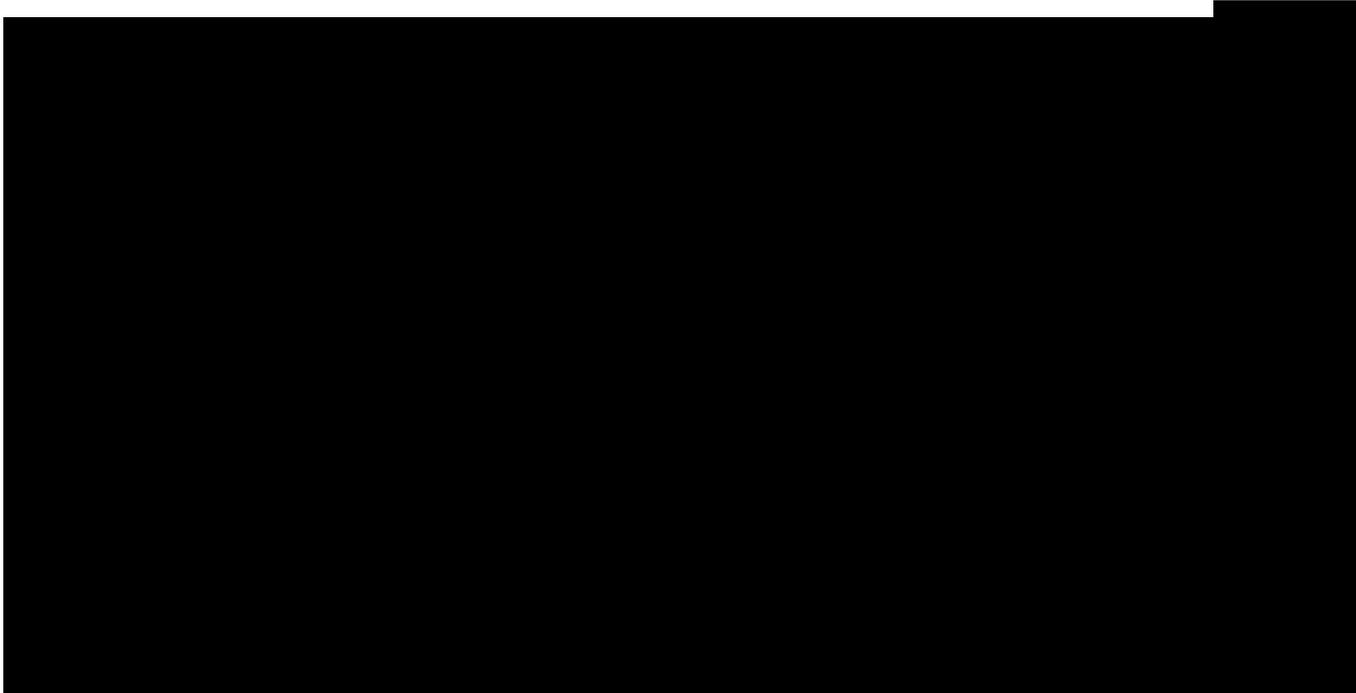
Study Abroad: Madrid, Spain (June - July 1988)

Student Teaching: Scribner Road Elementary School (Second Grade), Penfield, NY (1987)

Student Teaching: City of Rochester Public School #22 (Kindergarten), Rochester, NY (1987)

Experience





Professional Activities and Involvement

EL Education (Formerly Expeditionary Learning Schools)

2001 - present

Demonstration Site Seminar @ Genesee Community Charter School

- Hosted annually from 2004-2012, 2014, 2015, 2016, 2020
- Planned and organized all logistical aspects of the seminar
- Planned and facilitated opening and debrief sessions
- Presented workshops at each seminar
- Led optional day expedition planning sessions

National Conference Attendance

Virtual, October 2020; Atlanta, GA, October 2019; Philadelphia, PA, November 2018; Chicago, IL, October 2017; San Diego, CA, October 2015; Boston, MA, December 2014; Atlanta, GA, October 2013; Baltimore, MD, February 2013 (Workshop Presenter: *The Faculty That Plays Together: Building Staff Culture*); Kansas City, MO, February 2010; Denver, CO, March 2008 (Workshop Presenter: *Going Public: Looking at Teacher Work*); Portland, ME, March 2007 (Workshop Presenter: *Developing Staff Guiding Principles*); Oakland, CA, March 2006 (Workshop Presenter: *Layering Literacy in Fieldwork*); Denver, CO, March 2005 (Workshop Presenter: *It's All in the Planning: Quality Expeditions Require a Quality Plan*); Seattle, WA, March 2004 (Workshop Presenter: *Mucking About: Planning and Critiquing Learning Expeditions*); Portland, ME, March 2003

Regional Leadership Institute, Saratoga, NY, January 2020, Virtual, October 2020

Mentor Schools Institute, Amherst, MA, July 2011

Instructional Coaching Institute, Rochester, NY, June 2011

Odyssey School Site Seminar, Denver, CO, February 2011

Presenter, Education Seminar, Zaragoza, Spain, November 2006

Cataract Canyon Outward Bound, Colorado River, UT, July 2004

Data Institute, Denver, CO, August 2003

King Middle School Site Visit, Portland, ME, March 2003

Odyssey School/REMSEL Site Seminar, Denver, CO, January 2003

BECKI MASON

EDUCATION

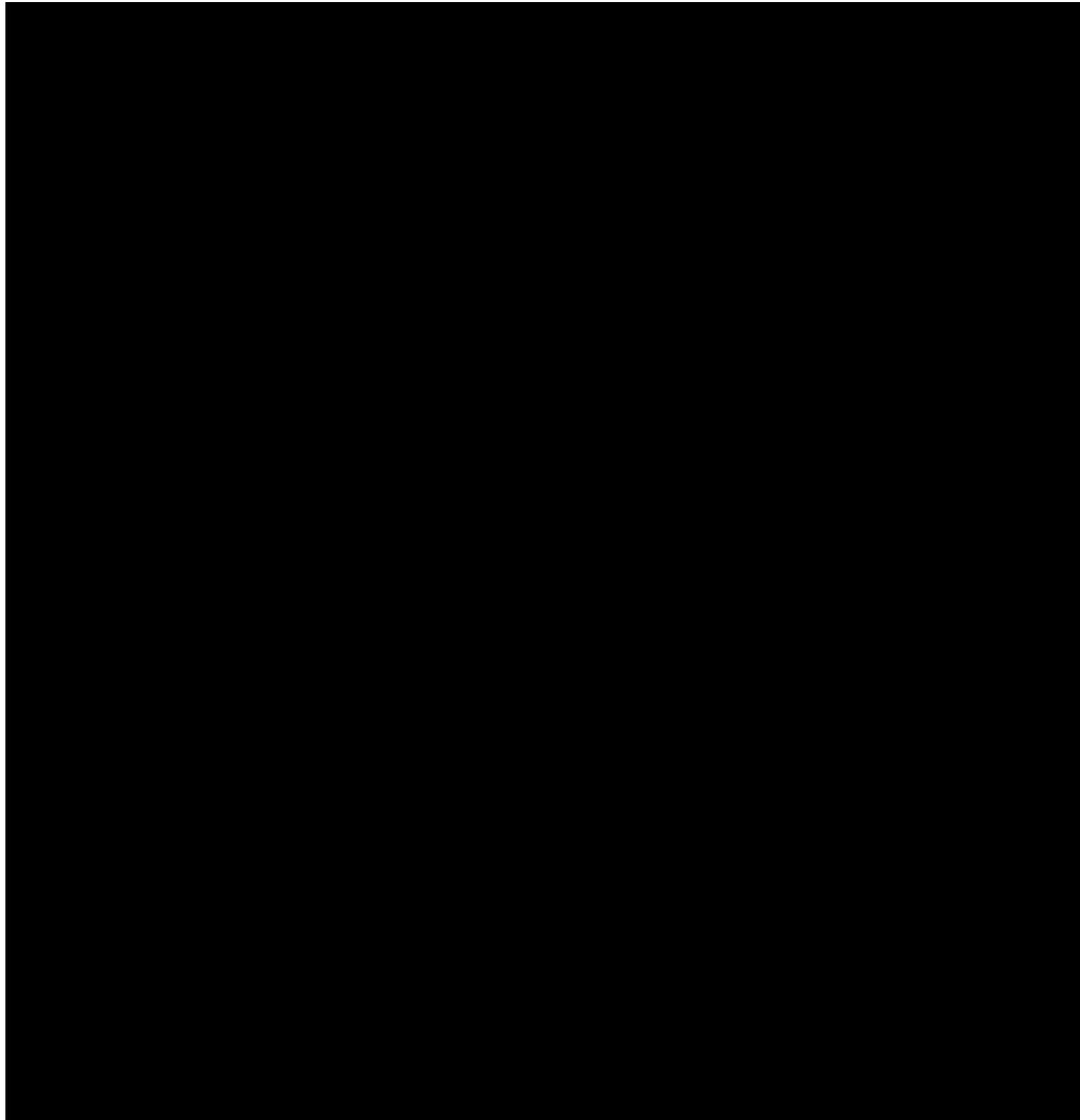
Nazareth College of Rochester

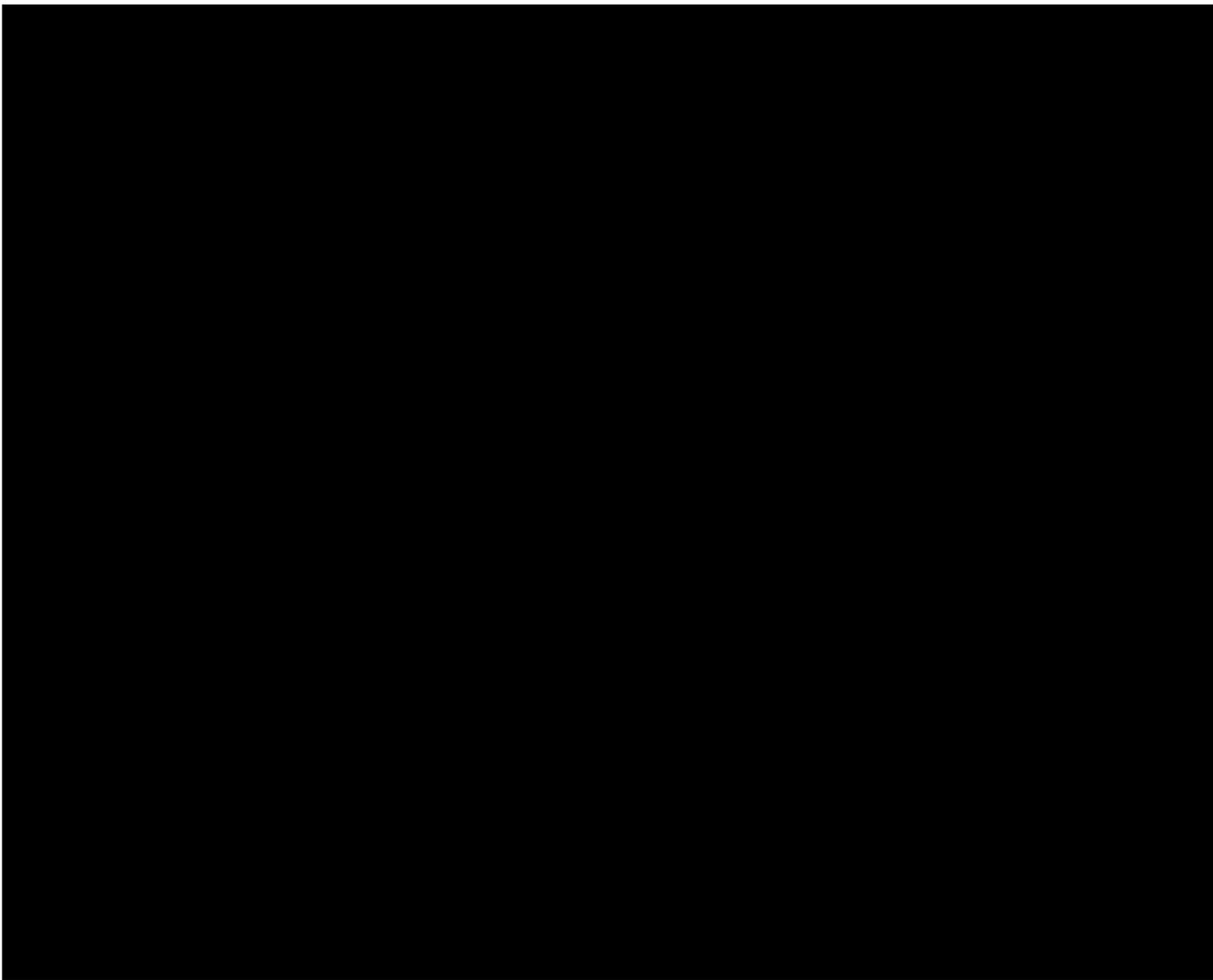
M.S. in Education
Elementary Concentration
December 2003

SUNY College at Geneseo

B.A. in Communications
Minor in Public Relations
May 1998

CERTIFICATION New York State Permanent Certification in *Elementary Education, N-6* (effective 12/03)





4. Community Outreach, Support, and Demand

a. Description and Analysis of Community Outreach Efforts

Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

- **The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
- **The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,**
- **The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.**

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

The founding team has used multiple outreach and engagement methods both to notify the community of the intention to replicate and to collect input and feedback. These efforts have targeted current GCCS staff and families, parents who have expressed interest in GCCS, parents who have expressed interest in charter schools through the common application, the broader Rochester community, and community-based organizations. Methods of outreach have included media, social media, public meetings, one-on-one phone calls and meetings, and email campaigns to stakeholder groups. Each is described below.

Media: A press release was sent to a comprehensive local press list in January. Information shared included the application timeline, mission and key design elements, the email address to use to provide comments or request information, and the link to the Intent to Apply form. In addition, multiple radio ads ran on: WDKX, WBZA and WPXY.

Social Media: Social media outreach leveraged Facebook and Twitter. A Facebook page dedicated to the Flour City Campus replication was created in January, and the existing GCCS Facebook and Twitter feeds frequently highlighted the press release and Intent to Apply Form and advertised public information session opportunities held via Zoom. A Facebook ad was used to boost the Intent to Apply Form opportunity (which included questions to gather input and feedback as well as signal an interest in applying).

Meetings: Sessions were held to gather input and brainstorm with current GCCS staff in January. This effort was in addition to the many meetings held by the Replication Task Force, which was a smaller group established to guide replication decisions and support the proposal development process. Public meetings were offered via Zoom throughout January and February to answer questions from the broader community and explain to parents how to stay informed and provide input. The slide deck from the meetings was available in Spanish and English and the school arranged for interpretation during two public sessions – one Spanish and the other ASL. The

ASL interpretation was recorded (<https://www.youtube.com/watch?v=6WUGCEHeaY0&t=6s>) to allow for sharing with hearing impaired community members at any time. GCCS currently has students enrolled who have hearing impaired family members and this ensured they were able to stay informed.

One-on-one: Multiple phone calls and meetings supported information sharing efforts among partners and groups the school has or intends to collaborate with in the future. This engagement included EL Education, the Rochester Museum & Science Center, partner charter schools located in Rochester and in other states, local community and business groups such as the Rochester Chamber of Commerce, elected officials, E3 Rochester and GoodSchoolsROC, and the New York Charter Schools Association. Many of these conversations yielded letters of support.

Email and Email Campaigns: The email address GCCS2@GCCSchool.org was established early in the replication process and is consistently monitored to ensure all inquiries are answered and that any feedback shared was acknowledged and documented. The email address has been widely advertised. In addition, an email alert went out to the current GCCS parent community and the GCCS wait list.

GoodSchoolsROC: A digital ad was shared with GoodSchoolsROC, the host of the region's common application, who graciously sent the message to all of the 2020-21 waitlisted applicants for charter schools in the community (594 total) as well as the families currently interested in applying to a charter school for the 21-22 school year (154 when the blast was sent). The digital ad included Spanish translation.

Replication Task Force and GCCS Faculty: The Replication Task Force met regularly throughout January and February to discuss plans, provide feedback, and support tasks. For example, the Task Force discussed facility options and helped identify professionals in the community who could assist with a search for possible locations near the RMSC campus. The Task Force provided feedback on written sections of the proposal and helped the founding team brainstorm ideas and establish plans. The entire faculty was also engaged through multiple staff sessions to ensure they were familiar with the plans and to provide thoughts and ideas, and to determine whether there would be opposition among the GCCS staff – the response was overwhelmingly positive, and no negative feedback was shared.

Influence on the Proposal

Between the submission of SUNY's Intent to Apply Form and the final proposal submission, the founding team decided to increase the number of seats offered at each grade level. This decision was heavily influenced by the community response and enrollment demand. Plans started with a range of 26-28 seats per grade, and the final proposal raised this to 30 per grade. The change accommodates the enrollment of approximately a dozen more students in year one alone but keeps the extremely beneficial staff to student ratio, as each classroom will have two certified

teachers and a teaching assistant. In addition to the supportive feedback gathered through Intent to Apply Forms and in meetings, a key reason behind this decision was the updated enrollment demand data for the flagship. As of February 12th, the GoodSchoolsROC system showed that of the 218 students who had submitted applications for 2021-22, ***97 of these indicated that GCCS was the only charter school they applied to***, despite the ease of choosing multiple schools through the common application. As more than 200 total applications had been received for a relatively small number of seats, the founding team felt it was important to increase the number of seats offered through the Flour City Campus.

The community influenced the decision to pursue replication at this time as well. This fall GCCS engaged with Deb Hanmer of Breakthrough Leadership Consulting to work with the Board of Trustees on strategic priorities. A comprehensive SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis was conducted which revealed the community (including staff, parents and community partners) viewed replication and/or enrollment growth as an important opportunity.

b. Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including a candid analysis of both the depth of support and opposition to the school.

Community support has been overwhelmingly positive, including among parents, faculty, and partner organizations. Current GCCS families expressed a supportive response to the idea of expanding the school's impact on more children. A GCCS parent who is also a local educator, Staci Intriligator, provided a compelling letter, as did parent Bill Gargan, a long-standing member of the Monroe County District Attorney's Office, who had four children attend the flagship school. EL Education has been extremely enthusiastic about these replication plans from the start (please see letters of support). Other local organizations, such as AKWAABA: The Heritage Associates Inc., and the Rochester Chamber of Commerce also expressed enthusiasm.

The Rochester Chamber of Commerce is led by Robert Duffy, a current SUNY Trustee and former elected official. Mr. Duffy has a long history of supporting GCCS. When he was Mayor of Rochester, a group of 6th graders presented him with ideas to bring the Erie Canal back to life as part of city revitalization efforts. In this video (<https://eleducation.org/resources/revisiting-rochester>), he credits the work and research of the GCCS students as contributors to the years-long revitalization efforts the city pursued. The video catches up with GCCS alumni who were involved in the project as part of the EL Education 2017 National Conference. It helps bring to life how the school model truly connects students to their broader community as contributing citizens and showcases why community support is flowing so freely to the replication effort.

Finally, the Intent to Apply Form used by the founding team to measure demand also included a question asking participants about their hopes and feedback for the new school. The responses included extremely positive feedback that demonstrates support for the new school. The

following examples reflect the strong support the founding team has received from the community:

- I hope this school is able to provide another much needed diverse, hands-on, and progressive choice for students in Rochester. Congrats and I wish you luck whether my daughter gets to join your wonderful school or not!
- I hope to have the benefits of the school reach more students in the Rochester community. Even if my own children are not chosen in the lottery, I think it is a tremendous opportunity for our city students.
- We love the learning model at GCCS. The more hands-on approach to learning and immersing in our city's history and culture. We love that there is a concerted effort to be outside, as well as project-based learning - learning across different disciplines in a more wholistic way. So many positives in our opinion.... Our hopes for this new school are that more students would be able to experience a learning environment that fosters a love of learning and one that focuses on producing lifelong learners.
- We are thrilled that the GCCS Board and leadership is opening another campus. This expansion gives access to more of Rochester's children to receive a quality education with successful outcomes. ANY hopes of extending beyond the 6th grade?
- I love the local based historical teaching and just for GCCS to expand their programs so that more children can attend and excel.
- My hopes are that this school replicates the values of the existing school.

While no clear opposition directly aimed at the Flour City Campus proposal has emerged, the founding team is aware of general charter opposition among certain groups such as teachers' union officials, some legislators, and other charter skeptics. This opposition is not expected to quell enrollment demand or otherwise make it difficult for the school to operate effectively.

c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

Two key factors demonstrate demand for the proposed school: 1) Evidence of demand for GCCS; 2) Evidence of demand collected through Intent to Apply Forms.

First, the flagship school historically has been able to demonstrate strong enrollment interest and wait list figures. GCCS has never struggled to fill seats. As the replication school intends to serve the same grades in the same area of the city, it is reasonable to expect some of these families will seek to enroll at the Flour City Campus (which will enroll K-2 in the first year). Interest in

enrollment at GCCS has actually increased in recent years in response to the intentional recruitment strategies now employed and participation in the GoodSchoolsROC application.

GCCS Flagship Data	2020-21 Using Common Application	2019-20 Using additional Targeted Recruitment Efforts	2018-19 Baseline
Total Applications	789	172	163
Total Kindergarten Applications	199	100	91

The 789 total applications submitted to GCCS for enrollment this year far exceeded the number of available seats; the flagship school at full scale serves 220 students, and only a small fraction are open through the lottery each year. The current wait list (for the 2020-21 school year) includes 593 children (accurate as of 2/5/21). It is significant that the enrollment system data shows 130 of those children are only on the GCCS waitlist. Despite the ease of enrolling in charters across the local area, there is clearly strong interest in the specific program offered by this school. Strong demand is evident for 2021-22 as well.

As of February 12, 2021, 218 students were in the lottery for enrollment at GCCS next year. Of these children, 97 were signed up to seek enrollment only at GCCS. The current 2021-22 GCCS application count includes the following breakdown by grade:

K: 90	3 rd : 24
1 st : 33	4 th : 23
2 nd : 27	5 th : 21

Many of these children will be age eligible to attend second grade in fall 2022 if they do not secure a seat at GCCS, thus making them eligible for year one enrollment at the Flour City Campus. Many of those families also are likely to have younger siblings who would be age and grade eligible to apply to the Flour City Campus in all enrolling grades. As enrollment unfolds for next year, all 2021-22 wait listed families will be kept informed about both how to re-apply to GCCS and apply to the Flour City Campus if their children remain age eligible.

Second, throughout the months of January and February, the founding team collected Intent to Apply Forms. These were designed to allow families to provide input, express a desire to say informed, and to signal if they would apply for the school should it be approved.

A total of 71 forms had been collected as of February 15th. The Form will stay live and an update can be given during a capacity interview if the proposal advances. Nearly 100 percent said they would apply or might apply if the school were to be approved, and the vast majority of respondents live in the city of Rochester and have age eligible children spread across grades K-2 (please see Response 4f for details). As a reminder, the school intends to enroll 90 children in

year 1; thus, these data support the ability to fully enroll the school with ease as recruitment efforts continue.

The founding team has every confidence that given the strong name and identity of GCCS in the community, combined with effective recruitment and enrollment efforts (including using the Common Application), every seat will be filled if GCCS Flour City Campus is approved. The founding team also expects a lottery will be necessary.

4. Community Outreach, Support and Demand

d. Evidence of Outreach

Submit documents that provide evidence of community outreach (e.g. flyers, websites, social media pages, virtual meeting announcements, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page numbers and a brief description of the document.

Evidence	Pages	Description
Press Release	2-5	Press release sent to local news organizations
Example of Radio Ad Buy	6	Evidence of an ad buy for local radio announcing a public meeting
Example of Radio Ad Script	7	Example of the audio that ran on the radio; some radio ads also were tailored to advertise specific public meeting dates.
Flyer in English	8	Flyer widely shared with community via social media
Flyer in Spanish	9	Flyer widely shared with community via social media
Example of Twitter Outreach	10	Example of a tweet sharing public meeting information; please see @GeneseeCharter to view full Twitter feed that helped promote the replication.
“How to stay updated” slide in English and Spanish	11	A slide from the public session slide deck with information about how to stay informed and provide feedback
Email that was sent to GCCS 2020-21 waitlist and 2021-22 Applicant families	12	This was sent to families currently on the GCCS waiting list for the 2020-21 year, as well as those in the lottery for the 2021-22 school year
Text of Intent to Apply Form	13-14	This Intent to Apply Form was shared with families via email, through the GCCS website, published in flyers and in the presentation slide deck, and pushed through social media channels
Recorded Flour City Campus Information Session with ASL Interpretation	N/A	Please view this presentation on the flagship school’s public YouTube Channel: https://tinyurl.com/yph47bjv
Active Webpage on GCCSchool.org	N/A	Please visit https://www.gccschool.org/gccs-flour-city-campus/ to see this active webpage
Active Facebook Page	N/A	Please visit https://www.facebook.com/GCCSReplicationSchool to see this active social media page



Genesee Community Charter School
at the Rochester Museum & Science Center

657 East Avenue • Rochester, NY 14607 • (585) 271-4552 x 460 •

www.GCCSchool.org

PRESS RELEASE

January 14, 2021

School Contact: GCCS2@GCCSchool.org

Media Contact (for interviews): Jessica Mokhiber (518) 573-0516

Genesee Community Charter School Announces Plans to Open New Second School

In an effort to increase opportunities to educate our community's children through an integrated and innovative model, Genesee Community Charter School (GCCS) is excited to announce plans to replicate its K-6 school in the fall of 2022. The proposal will be provided to SUNY, one of the State's charter authorizers, by February 16 and the review process and approval would occur this spring. If approved, enrollment would start in the spring of 2022, with preference given to city of Rochester residents.

Since its founding in 2001, Genesee Community Charter School has been one of the most successful K-6 schools in New York as measured by the New York State Education Department's School Performance Index. GCCS is nationally recognized for its implementation of the EL Education (formerly named Expeditionary Learning) model. Throughout its 20-year history, GCCS has expanded its footprint through efforts to collaborate and grow professionally with local and national schools as well as community service projects with community-based organizations and looks forward to continued partnerships and growth. GCCS equally values multidisciplinary education, community activism, and social justice and actively seeks ways to erase the visible and invisible boundaries to equity in education.

"In this past year, our country has seen the greatest challenges in the fight for racial, economic, and educational equity and has truly been divided across all differences. The time for action is now," said School Leader, Shannon Hillman. "Our small school community of 220 students has consistently outperformed schools in the city, county, and the state to help grow Rochester's youngest citizens. By opening a second school, we can expand our reach to serve more students and families."

The replica school, yet to be named, will serve approximately 180 students and have a local history-focused curriculum with a strong arts-integration focus. With plans to be located near the original campus, both schools will strengthen the partnership with the Rochester Museum & Science Center to enhance science, technology, engineering, and mathematics programming and integration.

If the proposal is approved, the replica school would open in the fall of 2022 with grades K-2, adding grades each consecutive school year. Each grade level will have approximately 26 seats. Virtual public meetings will be held in the coming weeks to share more information and gather community input. Families who have age-eligible children to enroll in the new school are encouraged to fill out this form to join our contact list to stay informed:

<https://tinyurl.com/y58cshm8>

###

For more information about Genesee Community Charter School, visit www.GCCSchool.org.



Genesee Community Charter School
at the Rochester Museum & Science Center

657 East Avenue • Rochester, NY 14607 • (585) 271-4552 x 460 •

www.GCCSchool.org

Genesee Community Charter School (GCCS) Replication School
Mission and Key Design Elements

Mission Statement: The GCCS replication provides an integrated educational experience that values diversity, community responsibility, and intellectual rigor. Our placed-based curriculum, focused on science and local history, engages students in investigation and discovery using the cultural and natural resources of our community. We teach children to become reflective questioners, articulate communicators, critical thinkers, and skilled problem-solvers.

Key Design Elements: The new Genesee Community Charter School will feature key design elements that make it an exemplary model. These elements include:

EL Education (EL). Like our flagship school, the replication school will partner with EL Education. As a nationally recognized school reform model, EL provides systems and structures that allow schools to develop a culture of quality and rigor. The school will fully implement the model leaning on the expertise of GCCS as a mentor. EL focuses on three dimensions of student achievement: student character, high-quality work, and mastery of knowledge and skills. The foundation of this school's instructional program will utilize the following structures from EL Education's Core Practices:

Learning Expeditions. As an EL Education school, students will spend most of each school day embarking on purposeful, rigorous "learning expeditions" that involve intellectual, service and kinesthetic dimensions. Learning expeditions are in-depth studies of a single theme or topic, generally lasting twelve weeks, and evolve from the GCCS Curriculum Framework.

Final Products. Students at this school will develop the knowledge and skills required to produce a substantial and ambitious final product for each expedition. Real deadlines and an authentic audience raise the stakes and motivate every student to produce excellent work.

Field Work & Experts. Because “using cultural and natural resources of the community” is part of the mission, the school views fieldwork as a natural part of the educational program. Field studies are carefully structured to address the learning goals of the expedition, and afford students rich opportunities to “learn on location.” With a specific learning purpose in mind and armed with questions and note catchers, students will visit local museums and parks, businesses and cemeteries, historic sites and nature centers.

Curriculum Framework. The curriculum framework is an interdisciplinary program based on local history and science. Students at all levels will investigate the natural, social, political and economic history of our community. The curriculum is structured in this way to provide opportunities for deeper learning and a framework on which children can build on their understanding year after year. Using the framework, culturally relevant learning expeditions will be planned that include intensive research, reading, writing, scientific exploration and real-world application. The framework offers challenging, interesting content for all students, regardless of their age and ability levels.

Arts Integration. A key curricular feature will be arts integration. The teachers will meet the NYS arts standards for their discipline through meaningful, integrated lessons that mutually support the objectives of the classroom teachers rather than being an “add-on” to the curriculum. Classroom and arts teachers will work together to plan and implement an in-depth curriculum that allows children to use music, visual art, and creative movement as another language to experience, understand, and express what they are learning.

Culture and Character Development. Like the flagship school, this new school will support a strong school culture that equally values character and academic achievement. Using the Responsive Classroom (RC) model, the school will provide consistent expectations from classroom to classroom. A few hallmarks of RC include Morning Choice and Morning Meetings, logical consequences, and classroom organization. Aligned with Responsive Classroom, we will embed Restorative Practices to enhance students’ abilities to be social problem-solvers. The school will utilize GCCS’s seven character traits to frame students’ interpersonal and work habits. These models and practices will provide common vocabulary for social-emotional learning.

Diverse Student Population. Like its flagship school, the new school will promote, celebrate, and foster a racially, economically, academically, and ethnically diverse student population. Through a school-wide commitment to the diverse-by-design model, this school will welcome students and families of all backgrounds. This school will promote an equitable community through its systems and structures. This model will provide an opportunity for children to learn with and from each other despite living in a segregated metropolitan area. School integration has shown to improve academic achievement rates and support social and emotional learning where students can engage with peers who are different from them--an experience that can deepen critical thinking and help students understand and challenge existing stereotypes.

Rochester Museum & Science Center (RMSC). With emphasis on science, local history and our community, the Rochester Museum & Science Center (RMSC) is an ideal partner and site for the new charter school. The resources of the RMSC, the exhibits and collections, its Planetarium and Nature Center, the RMSC campus and neighborhood cultural institutions, provide an extensive network which supports the school’s engaging curriculum.

Professional Development. The school finds equal value in growing the minds of students as well as faculty. The school plans to commit over 330 hours of whole-staff professional development each year to address staff-created focus areas. Our Teacher Development Accountability Process

(TDAP) is designed to address the individual goals through collegial work groups. Staff will determine individual goals that are aligned to school-wide focus areas. Instructional coaching also provides teachers with individualized professional development based on personal professional goals.

Family Participation & Involvement. Family members will be an integral part of the school and are viewed as partners with school faculty and staff. The school will utilize the strengths of each family to involve them in the growth, development, and education of their children in meaningful ways. The school's open door policy will promote communication between the staff, teachers, and parents. Family members support learning by chaperoning fieldwork, sharing expertise as guest experts, volunteering in the classroom, and supporting students at home while there will also be opportunities for families to be involved in decision-making roles such as being members of the Board of Trustees or volunteering on school-based committees.

AM 1370

npr NEWS & TALK



**Genesee Community
Charter School**

WXXI

Promoting February 2nd meeting only

WXXI-AM 1370 | FM 107.5 # spots cost/spot value client rate

Rotators: M-Su, 5a-12mid 10 \$54 \$540 **\$459**

WXXI-AM 1370 Simulcasts:

- WEOS-FM 89.5 (Geneva/Finger Lakes): M-F noon-2p
- WRUR-FM 88.5 (Rochester): M-F 5-9a, noon-2p & 4-6p
- WXXY-FM 90.3 (Houghton): M-F 5a-8a & 4p-6p

Hope Scheda | WXXI Public Broadcasting | P 585-258-0379 | E: hscheda@wxxi.org

Hope Scheda | WXXI Public Broadcasting | P: [REDACTED]

Example radio ad script:

The Genesee Community Charter School at the Rochester Museum & Science Center is planning to open a new K through 6 school in the fall of 2022. Learn more about the new school by attending our GCCS Replication Community Meetings via Zoom. Look us up on Facebook, The Genesee Community Charter School!



Genesee Community Charter School at the Rochester Museum & Science Center

Flour City Campus

An EL Education School

GCCS plans to start a new K - 6 school!

Our program features:

- Attention to local history
- Using the community as a classroom
- Arts integration
- Hands-on, minds-on projects
- Exploration and discovery

Erase Boundaries

We emphasize:

- Deeper learning
- Reflection and revision
- Character and collaboration
- Support for diverse learners (SPED and ESOL)

For more information, visit our
Facebook page:

<https://www.facebook.com/GCCSReplicationSchool>

Grow Together!

Intend to Apply? Fill out this short form:

<https://tinyurl.com/y58cshm8>

657 East Ave. Rochester, NY 14607 (585) 697-1960

Expected K - 2 Opening Fall, 2022

Learn more about the new school by attending one of our GCCS Replication Community Meetings.

Zoom Meeting Information:

Meeting ID: 891 1167 3084

Passcode: nmPY4S

Available Community Meetings:

- Saturday, Jan. 23rd - 10 am
- Tuesday, Jan. 26th - 7 pm (Spanish Translation)
- Thursday, Jan. 28th - 9 am
- Tuesday, Feb. 2nd - 2 pm
- Monday, Feb. 8th - 12 noon (ASL Interpretation)



Genesee Community Charter School at the Rochester Museum & Science Center

Flour City Campus

Una escuela de educación EL

GCCS planea comenzar una nueva escuela K - 6!

Nuestro programa cuenta con:

- Atención a la historia local
- Usar la comunidad como aula
- Integración artística
- Proyectos prácticos y mentales
- Exploración y descubrimiento

Borrar límites

Hacemos hincapié en:

- Aprendizaje más profundo
- Reflexión y revisión
- Carácter y colaboración
- Soporte para diversos estudiantes (SPED y ESOL)

Para obtener más información, visite
nuestro **Página de Facebook:**

<https://www.facebook.com/GCCSReplicationSchool>

¡Crecer juntos!

¿Tiene la intención de solicitar?

Rellene este breve formulario:

<https://tinyurl.com/y58csh8>

657 East Ave. Rochester, NY 14607 (585) 697-1960

Esperado K - 2 Apertura Otoño, 2022

Obtenga más información sobre la nueva escuela asistir a una de nuestras Reuniones de la Comunidad de Replicación del GCCS.

Información de la reunión de zoom:

Identificación de la reunión: 891 1167 3084

Código de acceso: nmPY4S

Reuniones comunitarias disponibles:

- Sábado, 23 de enero - 10 am
- Martes, 26 de enero - 7 pm (Traducción al español)
- Jueves, 28 de enero - 9 am
- Martes, 2 de febrero - 2 pm
- Lunes, 8 de febrero - 12 mediodía (Interpretación ASL)

[GeneseeCharter](#)
[@GeneseeCharter](#)

We're celebrating [#SchoolChoiceWeek](#) by sharing our plans for a proposed second school opening in Fall 2022. Join us on Zoom tonight at 7:00 pm to learn more! Meeting ID: 891 1167 3084 Passcode: nmPY4S

 Genesee Community Charter School
at the Rochester Museum & Science Center

Flour City Campus

An EL Education School

GCCS plans to start a new K - 6 school!

Our program features:

- Attention to local history
- Using the community as a classroom
- Arts integration
- Hands-on, minds-on projects
- Exploration and discovery

10:14 AM · Jan 26, 2021 · Twitter Web App

How can I stay updated?

- Visit, follow, and "like" our new **GCCS Replication Page** on Facebook
- Fill out this intent to apply form: <https://tinyurl.com/y58csh8>
 - To provide your email for our contact list
 - To let us know if you have an age-eligible child for the new school
 - To tell us your hopes for this new school!
- Email GCCS2@GCCSchool.org to share a letter of support!



¿Cómo puedo mantenerme actualizado?

- Visite, siga y **haga clic en " Me gusta"** en nuestra nueva **página de replicación de GCCS** en Facebook
- Complete este formulario de intención de solicitud: <https://tinyurl.com/y58csh8>
 - Para proporcionar su correo electrónico para nuestra lista de contactos
 - Para informarnos si tiene un hijo elegible por edad para la nueva escuela
 - ¡Para contarnos sus esperanzas para esta nueva escuela!
- Envíe un correo electrónico a GCCS2@GCCSchool.org para compartir una carta de apoyo.
-





Dear Families,

We hope you are well despite this difficult time in our history. Thank you for your interest in Genesee Community Charter School! We know that our small school of 220 students cannot accommodate all who would like to attend. Therefore, we have some big news to share with you!

Genesee Community Charter School is celebrating its 20th year and we have just announced our intentions to apply to start an additional school! Therefore, we are providing information about our proposed replication school in this attached flyer below.

We intend to open the new school for Kindergarten through Second Grade in the fall of 2022.

Here is some other important information you may need to know:

- GCCS is a not-for-profit, public school. We do not charge tuition or require an entrance examination.
- GCCS is located on the campus of the Rochester Museum & Science Center. We hope to have our second school on campus as well!
- Our current school is Kindergarten – 6th Grade. Our proposed replication school will also be Kindergarten through 6th grade, but will begin **Kindergarten through second grade** and grow up each year (Therefore, if you have 3-5 year-olds, they may be eligible to apply for the fall of 2022!)
- Incoming Kindergarten students need to be 5 years old before December 1st of their Kindergarten year.
- Each class is inclusive and therefore we can support diverse learners including special education students and students who speak languages other than English.
- Our school day is 8:00 am – 3:00 pm on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays our day runs from 8:00 am – 1:00 pm.
- Visit our website (www.GCCSchool.org) or follow our Facebook page (“GCCS **Replication School**”) for more information.

For more information, come to one of the following GCCS Replication Community Meetings (Zoom Information is in the flyer):

- Sat. January 23rd - 10 am
- Tues. January 26th - 7 pm - Spanish Translation
- Thurs. January 28th - 9 am
- Tues. February 2nd - 2 pm
- Mon. February 8th - 12 pm - ASL Interpretation

If you intend to apply for the replication school or would like to share your hopes, **please fill out this form:** <https://tinyurl.com/y58cshm8>

If you have any questions, or would like to write a letter of support, please email GCCS2@GCCSchool.org

Thank you for considering. We hope to see you soon!

Sincerely,
Shannon Hillman, School Leader

Intent to Apply to GCCS - Second Campus

January, 2021

Dear Caregivers, Parents, and Guardians,

Genesee Community Charter School intends to apply to open a new K-6 elementary school that will enroll Kindergarten - 3rd Grade students for the 2022-2023 school year. This school plans to be located on or near its flagship school on the campus of the Rochester Museum & Science Center. The curriculum focuses on local history, mirroring the development of Rochester through a study of six historical time periods. The Second GCCS Campus will continue to utilize EL Education and project-based learning with its hands-on approach and frequent use of the community as its classroom.

Through its diverse-by-design model, GCCS welcomes all students and families from our community. Admission to GCCS is not restricted based on a student's intellectual ability, disability, race, ethnic background, or religion. However, preference among applicants is given to students who are residents of the Rochester City School District. Students who reside in other districts of location in the Greater Rochester area are welcome to apply, but are enrolled after all RCSD applicants.

Please visit <https://www.gccschool.org/> for more information about GCCS.

If you have a child that is age-eligible for the 2022-23 school year, please fill out this form to let us know you intend to apply! Please note that GCCS is in the process of applying for a new school and therefore this form is for informational purposes only and does not commit you to enrolling in this school nor does it guarantee a spot in the 2022-23 enrollment.

If you are interested in supporting us as we begin this new school, please consider sending us a letter of support to GCCS2@GCCSchool.org and "like" or "follow" our GCCS Replication School page. You may also email GCCS2@GCCSchool.org if you would like to be included on our school's contact list.

*** Required**

Email address *

Your email

Parent, Guardian, or Caregiver Name (filling out this form).

Your answer

I have a child that will be age eligible to apply for Kindergarten, First Grade, or Second Grade during the 2022-23 school year.

My child will be 5 years old by December 1st, 2022 and therefore is eligible for Kindergarten.

My child will be eligible for First Grade for the 2022-23 school year.

My child will be eligible for Second Grade for the 2022-23 school year.

I am a current resident of the City of Rochester.

Yes

No

I intend to apply to the second GCCS Campus for the 2022-2023 school year.

Yes

No

Maybe

What are your hopes for this new school?

Your answer

Submit

Never submit passwords through Google Forms.

Bottom of Form

This form was created inside of Genesee Community Charter School. [Report Abuse](#)

_Forms

AKWAABA: The Heritage Associates, Inc.

181 Royleston Road

Rochester, New York 14609

February 1, 2021

Ms. Susie Miller Carello, Executive Director

SUNY Charter School Institute

H. Carl McCall SUNY Building

353 Broadway

Albany, New York 12246

Dear Ms. Carello,

Genesee Community Charter School continues to be a star in the Rochester Educational Community. As witnessed by the word community, as a part of its name, the school has made great use of the area's resources.

AKWAABA: The Heritage Associates Inc. has interacted with Genesee Charter School's fourth and fifth grade students for a number of years. We have conducted numerous guided tours of Underground Railroad sites in the Rochester area for the students' expedition research. A part of our program consists of enactments which "bring to life" events in the lives of historical figures. These presentations enhance the students understanding of our local history. This way the students have an opportunity to see and ask questions right where historic events took place.

We thoroughly enjoy observing the students conduct research during their expedition studies. Their teachers are also thoroughly engaged and everyone treats each other with great respect.

To give additional Rochester students the opportunity to experience expeditionary learning through the arts in a welcoming environment is not only welcome but necessary. AKWAABA looks forward to the school's opening.

Sincerely,

Ruth B. Anderson

Executive Director

AKWAABA: The Heritage Associates, Inc.

February 10, 2021

Ms. Susie Miller Carello, Executive Director
SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Miller Carello,

It is my pleasure to offer the support of the Rochester Museum & Science Center (RMSC) to the Genesee Community Charter School (GCCS) for their charter replication application. Located on the Campus of the RMSC, the GCCS is a vibrant part of the neighborhoods we both serve and the perfect partner for us in our mission to inspire a better future for all through curiosity, exploration, and participation in science, culture, and the natural world.

The new strategic plan for the RMSC centers our commitment to diversity, equity, and inclusion as one of our most important pillars, and doubles down on our commitment of displaying and interpreting our history and cultural collections working in deep collaboration with communities of origin. Our mission and values are very much in line with the mission, values and objectives of GCCS; making ours an invaluable collaborative partnership.

RMSC is working with Genesee Community Charter School's Replication Task Force to develop some space efficiencies that will create viable options for GCCS - Flour City Campus to happen on our current campus, strengthening our collaboration further. We have potential options for the first few years of incubation and are exploring potential renovations for a more permanent campus location for this new school.

Genesee Community Charter School has been located on this campus since its inception 20 years ago. Through the years, we have seen our relationship strengthen and look forward to many more years working towards very similar missions in service to our community.

If I can be of help in any way, please do not hesitate to reach out.

Sincerely,



Hillary Olson
President & CEO
Rochester Museum & Science Center





Feb. 11, 2021

Ms. Susie Miller Carello, Executive Director
SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Re: Genesee Community Charter School (GCCS) Replica School Application

Dear Ms. Miller Carello:

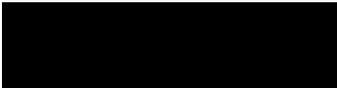
Please accept this letter as an enthusiastic vote of support for the application of GCCS to launch a replica school. I am a proud member of the GCCS family due to having had all four of my children attend from kindergarten through sixth grade. My eldest enrolled in the fall of 2006 and my youngest was graduated in 2019 so I have had the distinct honor of having been a parent of a student for thirteen (13) straight years. My wife and I embraced the GCCS community and the community embraced us. Our children have reaped the benefits of attending GCCS in ways that still resonate in their schooling. The foundational support of inquiry, acceptance of failure as an opportunity for learning, public speaking, teamwork, preparation and joy have provided each of my children with a truly exceptional educational adventure.

GCCS has the rare ability to make everyone who was part of the community a better member of the community. I am a better parent today because of what I learned from the incredible teachers and staff at GCCS. I have had richer life experiences because of the families that we met at GCCS. I genuinely think our city and county have been positively impacted by the quality of instruction that this school has consistently provided throughout its existence. It would truly be wonderful if more students and families could partake of this experience. If I can be of any further assistance in this process please do not hesitate to contact me.

Sincerely yours,



William T. Gargan



P.S. I have not even mentioned the extraordinary field studies.



Ron Berger

Senior Advisor for Teaching and Learning

EL Education

7 North Pleasant Street, 3rd Floor

Amherst, MA 01002



January 29, 2021

Endorsement for the Genesee Community Charter School Replication Proposal

To Whom It May Concern,

As one of the founding leaders of EL Education, an organization that supports a national network of high-performing schools, I am writing to share my enthusiastic endorsement for a plan for Genesee Community Charter School to replicate its model to a second, proximate campus in Rochester, NY. I believe this new school will be a profound asset for Rochester and for New York State, and can serve as a national model.

In 45 years working in public education, visiting schools across America and the world, Genesee Community Charter School ranks at the very top of schools I have seen. There is no school I have recommended more as a visitation site for seeing the best of what education can be. If you are considering this proposal, you will already know its stellar student performance data—with outstanding data in local or statewide comparisons. I would like to add here my description of Genesee’s unique role in being a catalyst for improving education locally and nationally.

There is nothing more powerful for teachers and school leaders than to see great practice firsthand, and over the past 20 years, Genesee has hosted thousands of educators to learn from its good work. In formal “Site Seminar” visitations, in which Genesee hosted groups of visitors, often over a hundred at time, for two-day immersions into its culture and program, and in informal visits by educators from Rochester, other NY State districts, and from across the region, Genesee has opened its doors to eager educators. I have personally contributed to this process, shepherding Rochester district school leaders and teachers to see Genesee, school leaders and teachers from other parts of NY State, and at one point renting 16-person vans to bring teams of teachers and leaders from Springfield, MA to see the school. When High Tech High, the renowned San Diego-based charter network decided to expand its work from secondary schools to elementary schools, they asked me if there was one elementary school in the U.S. they should visit. I drove to Rochester to meet them; they flew from San Diego; and Genesee hosted them for two days to share their model. High Tech High now has a fleet of successful elementary schools that look very much like Genesee Community Charter School. In our national EL Education, there are scores of high-performing elementary schools, district and charter schools, who view Genesee as their founding inspiration for quality.

Because not everyone can visit a great school in person, and because I think we all learn best from models, I have spent the past 20 years documenting the good work of Genesee to share widely with the world through text, images, and video. I have written 8 books, a few that are considered educational bestsellers; I have led the production of over 300 instructional videos; with my colleagues at Harvard Graduate School of Education and EL Education, I founded a website, Models of Excellence, that houses the world's largest collection of high-quality student work. In all of these settings, no school is featured more than Genesee Community Charter School. Genesee's school model and instructional practices have reached educators all across the U.S. and around the globe.

In addition, our EL Education Network has honored students, teachers, and leaders in many ways for their contributions to Rochester, our NY State schools, and educators nationally. Students from Genesee were our first student keynote speakers at our annual EL Education National Conference, describing to a thousand educators about a transformational project they led to advocate for reopening urban portions of the Erie Canal. (One of the teachers who led students in that project, Shannon Hillman, is now Genesee's principal). Lisa Wing, founding principal of Genesee, was honored with our National Principal of the Year Award, the Silverberg Leadership Award. Chris Dolgos, an inspirational teacher still at Genesee, was honored with our National Teacher of The Year Award, the Klingenstein Teaching Award, and was recently lauded in a speech by former NY State Education Commissioner and former U.S. Secretary of Education, John B. King, Jr.. And teachers from Genesee were instrumental in supporting the creation and statewide implementation of the EL Education open-source ELA Curriculum, which was initially funded by NY State, is used across the state, and is housed on the EngageNY website.

Having contributed so much to educators across NY State and the world, it's a shame that only a small fortunate handful of students in greater Rochester were able to benefit directly by being students at the school. This charter replication proposal is an opportunity to expand that opportunity to new set of lucky families, and to create another hub for the dissemination of great ideas.

I could not endorse a charter replication proposal more highly. If the opportunity to attend this new school had been available to my own children or grandchildren, I would have been elated. I imagine there will be many families in greater Rochester who will feel the same. I am happy to respond with further information at any time. Do not hesitate to reach out if it would be helpful in the process.

Respectfully,

Ron Berger



Ms. Susie Miller Carello, Executive Director
SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

February 8, 2021

In Support of Genesee Community Charter School Replication

Dear Ms. Carello and the SUNY Charter School Institute,

I am writing in strong support of Genesee Community Charter School's application to replicate.

GCCS is a leader in the country in designing content-based literacy curriculum. In my former role with EL Education, I directly supported GCCS with integrating the Common Core literacy standards into their learning expeditions (projects that engage all students in challenging learning related to science and social studies standards while simultaneously building their literacy skills).

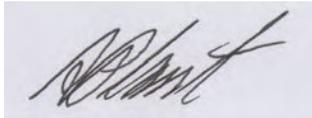
GCCS faculty tackled this work with remarkable intellect, creating compelling learning experiences for all students. This learning not only serves their own students, but is a model for educators around the country who see their work featured in our [Ts Curriculum Design](#) video, or come to GCCS site seminars to observe their quality implementation in action.

And the K-2 teachers at GCCS have also served as both trail blazers and field leaders in their work on structured phonics: essential instruction to ensure that all students can crack the alphabetic code. From 2014 onward, their primary teachers helped design and pilot EL Education's Skills block curriculum, which is now being implemented in hundreds of districts across the country. GCCS teachers are featured in multiple EL Education videos illuminating key practices of this curriculum (see [Chaining Instructional Practice](#), [Spelling to Complement Reading Instructional Practice](#)) as well as modeling [Analyzing Data in the K-2 Skills Block](#) to ensure that all students are getting the targeted instruction they need to rapidly progress.

Through a multi-year grant, GCCS faculty also have directly supported School #8 in Rochester with this early literacy work. Their commitment to excellent and equitable outcomes for their own students, and to sharing their expertise with other educators, is unprecedented.

GCCS not only serves their own students and families, but the broader educational landscape. I urge cannot think of a school better positioned to replicate: they have a clear vision, a commitment to equity, excellent documentation of their existing curriculum, instruction, and school culture; and veteran staff equipped to grow a larger team with even broader reach in the Rochester area. They approach the work with a deep commitment to serve their current students and families, to reach more families through replication, and to continue to trail blaze for the field more broadly. They are dedicated, innovative, and achieving remarkable results. They're poised to scale.

Sincerely,

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

Suzanne Plaut, Ed.D., independent consultant
Former Managing Director of Program, EL Education
Former Director of Curriculum Design, EL Education
[LinkedIn](#)

February 1, 2021

Susie Miller Carello
Executive Director
SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Carello,

I am writing to express my strong support for the replication of Genesee Community Charter School. I am a resident of the Rochester City School District and I believe that the replication of this school will be a tremendous asset to my community. I bring to this support two perspectives - as a parent whose children currently attend Genesee Community Charter School, and as an educator who partners with schools in the city of Rochester, including the students and staff at GCCS. Genesee has provided an educational choice to families like mine in the Rochester community, with core values of curiosity, diversity and inclusion, and critical thinking. With the creation of a second school, more children in Rochester will have access to this unique experience.

When choosing an elementary school, my family sought a community that nurtured and empowered children through real-world experiences. As an educator myself, I looked for a school that implemented research-based practices and integrated instruction across content areas. We have found all that plus more at GCCS. It is a caring community that sees our children for who they are, bringing out the best in them and fostering a strong sense of self and place within both the school and the Rochester community. During the last year as the school navigated the dual pandemics of COVID-19 and racial violence, I observed leadership and staff make decisions with students and families in mind first, center students' wellness and emotional wellbeing, and lean into conversations with students and families about identity and racial equity. The potential of a second school brings these same opportunities to more children, which will only further enrich our city.

Over the course of my career, I have taught at and partnered with schools across New York state and the Northeast for the last seventeen years. I have yet to encounter a school as special as Genesee. I have worked with the GCCS community in many different roles - as a substitute teacher, a special educator, and now as a school designer with EL Education. It has been an honor and privilege to work with the leadership team and staff to support their strategic and continuous improvement. The school serves as a model for innovative elementary education, and has been recognized as such by the EL Education network. As an EL Education Credentialed, Mentor School since 2013, Genesee has consistently demonstrated remarkable student impacts with regard to mastery of knowledge and skills, character development, and student work that reflects the highest quality. GCCS is a leader in the country in designing content-based literacy curriculum, integrating

the New York Next Generation literacy standards into their learning expeditions (projects that engage all students in challenging learning related to science and social studies standards while simultaneously building their literacy skills). Teachers from around the country come to GCCS to observe their quality implementation in action. GCCS not only serves their own students and families, but the broader educational landscape. The crew at Genesee is ready to bring this approach and framework to a new school, to expand its reach and impact on children, and to show what is possible through the close collaboration of two schools.

I strongly support the approval for replication of Genesee Community Charter School. The mission and approach are what all children in Rochester deserve.

Sincerely,
Staci Intriligator



2 Old Sturbridge Village Road
Sturbridge, MA 01566

Dear Ms. Susie Miller Carello,

As founding principal of Old Sturbridge Academy Charter Public School, and EL Education school located at Old Sturbridge Village, I am delighted to submit this letter in support of Genesee Community Charter School. On behalf of my colleagues at OSV- a living history museum in central Massachusetts, and OSACPS, we are confident that GCCS's replication of their unique and effective model will reach more children in the Rochester community.

We were honored to be paired with GCCS as our EL Education mentor school throughout our first two years as a charter school and this relationship continues today. This tremendous collaboration highlights GCCS's dissemination efforts and best practices. GCCS has led us in terms of an attention to local history, arts-integration, hands-on projects, as well as exploration and discovery. In meeting with GCCS, visiting their school, and hosting GCCS teachers here, these dissemination efforts catapulted our young school on a successful trajectory.

GCCS inspires us to connect to local history. Through the study of the past, current students are able to make connections to their community and reflect on their roles as active citizens. This unique way of teaching brings history to life as students conduct field work in the community. It promotes students' character education as well as mastery of knowledge and skills.

A second area where GCCS disseminated best practices is through arts-integration and hands-on projects. As mentors, they share high-quality, authentic student work from their archives. This exalts us to think bigger about our projects by collaborating across disciplines (including visual arts, music, and movement) that showcase students' collaborative work. This showcases high-quality work created by students for an authentic, outside audience.

Finally, GCCS sparks our teachers' (and therefore students') passion for exploration and discovery. GCCS educators are bold, innovative, and creative as they take students out into the real world. From collecting water samples from a nearby river to show stopping musical productions, GCCS embodies student ownership facilitated by highly skilled teachers. The engagement is palpable from multiple stakeholders including teachers, students, families, and community members.

These best practices we have learned from GCCS's dissemination efforts foster high-student engagement and have long-lasting impacts on the community. This, in turn, will benefit the community as these young people grow up as engaged, passionate, and active citizens who are ready to make the world a better place. We are extremely grateful to GCCS for their dissemination efforts.

Thank you for the opportunity to submit this letter of support for Genesee Community Charter School.

In gratitude,
Lisa DeTora, Principal of Old Sturbridge Academy Charter Public School



TWO RIVERS PUBLIC CHARTER SCHOOL

February 3, 2021

Ms. Susie Miller Carello, Executive Director
SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Miller Carello,

I am one of the co-founders of Two Rivers Public Charter School in Washington, DC and the director of the Two Rivers Learning Institute, our professional development arm. I am writing to strongly support the replication of Genesee Community Charter School.

Back in the winter of 2004, Jessica Wodatch, our founding principal and I, journeyed to Rochester to attend a site seminar hosted at Genesee. We came away from that experience both inspired by the amazing program that Genesee had developed and equipped with powerful tools for developing our own program. In that initial experience and connection, Genesee acted as a North Star for us. They demonstrated what an EL Education School committed to hands-on experiential learning can look like. We opened our own doors as an EL Education School in September of that year looking to replicate the powerful learning model that we had seen at Genesee.

Since then, we have sent numerous staff to learn with and from the staff at Genesee both through formal site seminars and through informal connections. Throughout we have been impressed with Genesee's commitment to realizing a broader definition of student success for all students. They consistently have demonstrated this commitment through the creation of powerful learning experiences for all of their students. Specifically, we have found their approach to learning expeditions to be informative for how to create rich and meaningful experiences for students. In addition, their work around literacy has given us concrete tools for deepening our own students' literacy skills.

In addition to this concrete sharing, the leaders at Genesee have been amazing colleagues and thought partners with our own leaders over the years. As fellow leaders in EL Education schools, they have given both practical advice and been supportive in our own journey to create successful learning communities.

In 2015, Two Rivers replicated our own school. We now operate two elementary schools and a middle school in Washington, DC. Our model is founded on the design principles and core practices of EL Education, principles and practices exemplified by Genesee Community Charter School. While I can't speak to the specifics of the community of Rochester, I can speak to the power of the EL Education model and its impact on students. In addition, I can speak from firsthand knowledge of Genesee's commitment and implementation of this model. For these reasons, I want to strongly encourage you to approve the replication of Genesee Community Charter School.

Sincerely,

Jeff Heyck-Williams
Director of the Two Rivers Learning Institute

4. Community Outreach, Support, and Demand

f. Evidence of Student Demand

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number, and a brief description of the document.

Item	Page Number	Description
Graphic documenting the profile of those who completed the Intent to Apply Form	2	The first figure confirms most respondents will have age eligible children for enrollment across grades K-2 in fall 2022
Graphic documenting how many respondents live in the RCSD	2	The second figure shows 93 percent of respondents live within the city of Rochester
Graphic documenting how many respondents would consider applying to the Flour City Campus	3	The third figure shows nearly 100 percent of respondents would apply or might apply to the Flour City Campus
Feedback text from families gathered through the Form	3-5	These comments demonstrate evidence of family demand for the school (no negative comments were submitted)
Please also see evidence of GCCS lottery and wait list data in R-4abc.	N/A	Wait list data and lottery data show consistently strong demand for the flagship school, which enrolls the same grades as the proposed school. This evidence supports demand for the model being replicated.

Figure 1

I have a child that will be age eligible to apply for Kindergarten, First Grade, or Second Grade during the 2022-23 school year.

66 responses

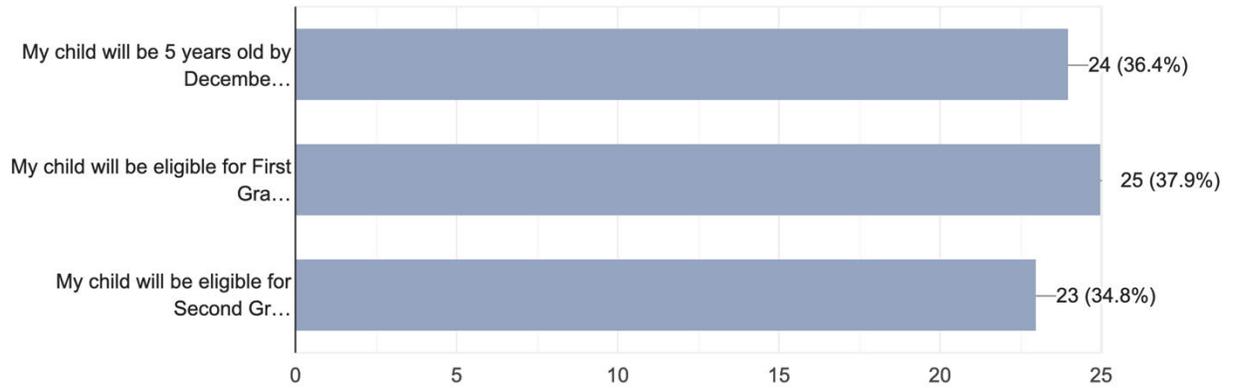


Figure 2

I am a current resident of the City of Rochester.

71 responses

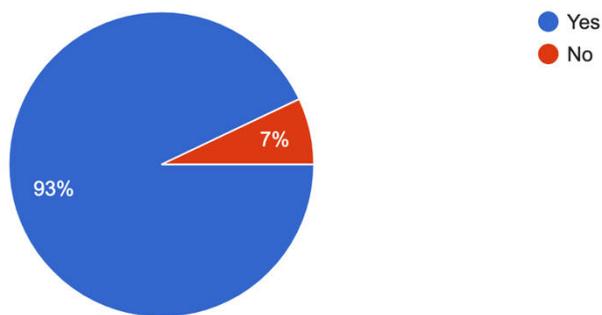
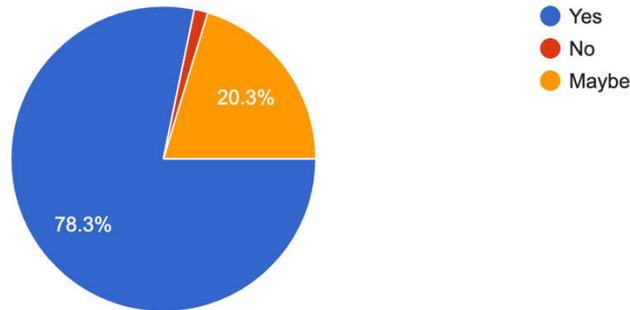


Figure 3

I intend to apply to the second GCCS Campus for the 2022-2023 school year.

69 responses



Evidence of Demand Gathered via the Intent to Apply Form

Please note, this is not an exhaustive list of all the positive comments received. These comments were chosen for submission because they directly reflect demand for the school. No negative comments were submitted.

- Every additional student going to a good school in the city helps shift the needle towards revitalizing the city and trying to fix the RCSD. Disadvantaged youth may be able to break out of poverty and well off children attending good schools can keep their parents tax revenue in the district. I hope GCCS is able to help move this needle by expanding the number of students they are able to support in quality schools.
- My daughter will be a kindergartener in fall 2023 - I intend to apply to both GCCS campuses for fall 2023. I love living in the city and would love my daughter to attend a city school with a robust and dynamic structure.
- I'm hoping that the new school will provide educational structure and support for my child as well as a creative learning environment.
- My hope is that this new school maintains the integrity of the first school with the same dedication to exploratory learning with included field trips and parental responsibility. It would also be nice if there was a way to include older siblings as my elder son will be in grade 3 when the school intends to open and I'm assuming this new school will not assure placement for older siblings at the old building.

- So glad the benefits of a GCCS education can include more children. Really wish that students in other districts had a better chance of getting in. We live in Rush Henrietta and would love to have more options, especially the ability to get into GCCS like many of our RCSD friends.
- More opportunities for enrollment! We've heard great things!
- More opportunities for students to attend.
- We are thrilled that the GCCS Board and leadership is opening another campus. This expansion gives access to more of Rochester's children to receive a quality education with successful outcomes. ANY hopes of extending beyond the 6th grade?
- I love the local based historical teaching and just for GCCS to expand their programs so that more children can attend and excel.
- I hope this new school will prepare my child with the knowledge and confidence to successfully complete elementary years and that my child will be more than prepared for middle and high school.
- An opportunity for my child to experience a good charter school.
- We love the learning model at GCCS. The more hands-on approach to learning and immersing in our city's history and culture. We love that there is a concerted effort to be outside, as well as, project based learning - learning across different disciplines in a more wholistic way. So many positives in our opinion. Our son has a sensory processing disorder, he is sensory seeking for the most part. But, he is also a great student. He loves to please and WANTS to thrive. While, academically, he has done well in the RCSD classrooms, we feel he would thrive in a setting that values a less rigid, more hands on model. Our hopes for this new school are that more students would be able to experience a learning environment that fosters a love of learning and one that focuses on producing lifelong learners.
- My son has a fascination and intense interest in science and learning. I know he'd excel in this kind of school environment. My hopes are to feed his interest and turn education into a way of life rather than a duty. He has the skill and I know this particular school can provide him with the tools he needs to advance.
- I hope that this new school can share the amazing education that GCCS provides with more students in the City of Rochester. I also hope that with more children there is the possibility for an extended music program.???... :)

- I hope that this new school gives more scholars the EL opportunity to learn and grow.
- I hope to have the benefits of the school reach more students in the Rochester community. Even if my own children are not chosen in the lottery I think it is a tremendous opportunity for our city students.
- An inclusive environment that allows my child to learn and grown in a supportive classroom.
- I hope this school is able to provide another much needed diverse, hands-on, and progressive choice for students in Rochester. Congrats and I wish you luck whether my daughter gets to join your wonderful school or not!
- More Opportunity for my child to get a good quality education within the City of Rochester.

5. Enrollment

a. Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including:

- **The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;**
- **Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;**
- **The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;**
- **A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and,**
- **A statement regarding whether the school might seek to apply for a full day universal pre-Kindergarten program.**

GCCS – Flour City Campus intends to begin with grades K-2, growing to serve K-6 at full scale.

Enrollment plans anticipate 30 children per classroom with two teachers and one teaching assistant. Attrition is expected to be quite low based on the experience of the flagship, where nearly 100 percent of eligible students have returned each year over the last five years (please see R-00b for details). The school will backfill seats from the waiting list throughout each school year in grades K-4 as seats become available, and at the beginning of the year in grade 5. Backfilling will be used to keep class sizes constant and to ensure as many children as possible have access to the educational program. However, the school requests the right to decide against backfilling should a particular class experience significant challenges – this is not expected to happen often. Historically, the flagship school did not admit students in grade 6 as it is a unique year built on the foundational skills established in grades K-5. Students entering Kindergarten will be required to turn five on or before December 1st. There are no anticipated differences in age alignment between the proposed school and other local public schools in any grade.

The proposed K-6 grade configuration aligns well to Rochester City School District (RCSD). There are 22 district run schools serving either PK-6 or K-6, and five RCSD schools have the seating capacity to offer instruction to students beginning in 7th grade – including the School of the Arts which enrolls more than 1,000 students. Additionally, two local charter schools begin serving students in seventh grade – Young Women's College Prep Charter School and University Prep Charter School for Young Men (as in previous sections, the charter schools located in adjacent districts are included in discussions as they serve Rochester families). No misalignment problems are anticipated at this time, especially because graduates of the flagship

GCCS typically do not experience challenges in choosing and accessing their next option. Historically, many GCCS graduates go on to enroll at the School of the Arts.

Genesee Community Charter School has been a K-6 school for two decades, and there are no current plans to add middle or high school grades at the flagship. The proposed school will align directly with the same grades served. Accordingly, the founding team of GCCS – Flour City Campus does not intend to expand grades served beyond K-6 in the initial or subsequent charter terms and does not intend to seek approval for pre-Kindergarten. This is not to reject the idea of adding grades in perpetuity, but rather reflects the thinking of the founders, leaders and Trustees at this time.

b. Target Population Enrollment

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- **Cite the proposed school’s enrollment and retention targets as determined through the enrollment and retention calculator found here: newyorkcharters.org/operate/existing-schools/enrollment-retention/;**
- **Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language). Such strategies should take into account potential limitations on recruitment resulting from the COVID-19 pandemic;**
- **Describe any at risk admissions factors, set-asides, or “preferences” the school would offer to increase the likelihood of enrolling targeted students;**
- **Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup; and,**
- **Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.**

The founding team of GCCS – Flour City Campus has extensive experience with the enrollment and retention targets for students with disabilities, English language learners, and low income students as experienced operators of the flagship school. Since its inception in 2001, Genesee’s vision has been to create a learning community that reflects the diversity of families and successfully helped break up the concentration of poverty and segregation that has overwhelmed the Rochester City School District (RCSD). With that said, Trustees and the administration also recognize and respect §2854 of the *Charter Schools Act*, which ensures charter schools extend learning opportunities to students at-risk of academic failure. The team shares a deep and profound commitment to ensuring children who are identified as English language learners,

those who are economically disadvantaged, and those with disabilities have access to the program and receive services and supports that keep them enrolled and successful.

GCCS – Flour City Campus will be open to all applicants who are age eligible and enrollment will never be restricted based on intellectual ability, disability, race, ethnic background, socio-economic status or religion. The founding team seeks to comply with the law while also honoring the key design element of diversity, thus extending the many benefits associated with a diverse learning environment to more children, as discussed in previous responses.

According to the enrollment and retention calculator, the following percentages would be used to help determine whether the school has met, or made good faith efforts toward meeting, the targets. This calculation uses Rochester CSD and 210 students in grades K-6 as inputs.

Enrollment Targets	District Percentage	Target # of Students
Economically Disadvantaged	90.4%	192.4
English language learners	11.4%	24.2
Students with Disabilities	16.2%	34.5
Retention Targets	District Percentage	Target # of Students
Economically Disadvantaged	94.6%	181.9
English language learners	94.3%	22.8
Students with Disabilities	94.9%	32.8

Recruitment Strategies

GCCS – Flour City Campus will make good faith efforts to attract and successfully retain students. Specific plans will be implemented to focus on each of the key high-need subgroups (further detailed below).

Applications will be available to be completed online through GoodSchoolsROC, linked to the school’s website, or at any recruitment events or information sessions that can be held in-person. Virtual and in-person sessions and the website will highlight exactly how to access the application and will detail the ongoing supports available to help families with the process, including how to access assistance. In-person events have been limited for all schools during the COVID-19 pandemic, and there is currently uncertainty regarding how long this will last. In lieu of in-person events, the school will provide multiple opportunities to attend public information sessions virtually, and will promote these opportunities through widespread social media advertising and through the collaboration with GoodSchoolsROC. Prospective families will be welcomed to participate in a tour of the flagship or of the new location if buildings are able to safely open to the public.

The school website and information sessions will clearly advertise available times for families to schedule an appointment to receive help filling out an application, the GoodSchoolsROC's helpline, and a Frequently Asked Questions section on the website will provide extensive information for anyone who would like to know more about school operations and philosophy.

The Flour City Campus application will include an **optional** section for families to fill out to provide the school with ongoing data regarding recruitment efforts. The flagship school has been successfully implementing this strategy and it has yielded valuable data. The questions (clearly identified as optional) will include a prompt about free- and reduced-price meals eligibility, whether the family speaks a language other than English at home, whether the child has received preschool special education services, and how the applicant heard about the school.

The school plans to collaborate with E3Rochester, GoodSchoolsROC, and other charter schools to jointly promote and recruit families through the Common Online Application – which GCCS – Flour City Campus will utilize. The benefits of this collaboration include increasing widespread recruitment and marketing efforts, since the partnership includes flyer distribution and sponsored recruitment events throughout all areas of the Rochester community. Specific strategies used by GoodSchoolsROC include multiple home mailings to all Rochester City residents, billboard postings in targeted neighborhoods, social media campaigns, charter school recruitment fairs, television and radio postings, as well as publication of a charter school selection booklet for Rochester area charter schools.

Social media is also a strategy that is increasingly effective for schools, especially during times where in-person interaction is limited. The flagship school has increased its presence and seen results. Facebook advertising in particular has provided a growing opportunity for recruitment and marketing that is proving to be effective.

Economically Disadvantaged: GCCS – Flour City Campus will regularly conduct ZIP code audits of students who apply through the lottery and enroll at the school and will proactively identify ZIP codes to be targeted through intentional marketing and recruitment if there is a need to reach and enroll additional low-income students. This strategy has been used by the flagship school in the past. These past audits revealed that five ZIP codes in particular were underrepresented at that time: 14605, 14608, 14611, 14621, and 14613. These areas make up the highest areas of poverty in the city. As a new school, GCCS – Flour City Campus will use this knowledge upon approval and will ensure these ZIP codes are specifically targeted.

Both evening and weekend events will be held for prospective families. The flexible hours offered will be planned to ensure families working different shifts and with different childcare challenges can find a convenient time to attend. The school will post flyers for the lottery and application process at bodegas, medical clinics, pediatrician offices, and social welfare offices

throughout the city, specifically ensuring lower income ZIP codes are informed. Information will also be visibly posted at the Rochester Public Market. The school will utilize radio and print advertising in diverse, local media outlets. Additionally, advertisements on TV monitors will be displayed in the Rochester Transit Center's Public Transportation Hub as well as on several busses that follow routes within the targeted ZIP code areas.

English language learners (ELL): GCCS – Flour City Campus will implement comprehensive bilingual advertising in Spanish, and the application will be available in Spanish. The founding team will have access to interpreters in multiple languages to support families (including American Sign Language). In collaboration with GCCS, the school plans to work closely with representatives who serve as advocates of the Rochester refugee community to attract ELL and Multi-lingual learners (MLL) families in addition to providing access to interpreters. These organizations have already been identified by the flagship school. The schools will ensure these partners are provided bilingual flyers in Korean, Vietnamese, Russian, Somali, and Spanish for distribution.

GCCS – Flour City Campus will participate annually in the Ibero Early Childhood Center's UPK school fair and will recruit for applicants at the Puerto Rican Festival. As mentioned above, radio and print advertising in diverse media outlets will be a strategy, and this will include outlets likely to reach families for whom English is a second language.

Students with Disabilities: It is a bit harder to recruit and identify students with disabilities when the enrolling grades are K-2, particularly in Rochester. In recent years the RCSD has systematically declassified many children with early childhood IEPs as they enter Kindergarten, and has delayed IEP consideration for many students until at least the middle of first grade. With that said, the proposed school will certainly use strategies to recruit students with special needs, including widely informing the community that the school can and will accommodate both students with an existing IEP and those who may be suspected of having a disability. Instructional staff will closely monitor children in their first years at the school, especially if they previously had a preschool IEP. The program plan ensures an exceptional intervention program will be executed which will enable the school to identify children with special needs at an accelerated level and be able to classify them with certainty in their primary years despite RCSD's difficult policies.

There will be specific information available detailing how the proposed school plans to support students with disabilities; such information will be shared proactively during information sessions and on the website. Families participating in a tour of the school will be provided such information even if they have not identified themselves – this strategy is designed to ensure families don't feel pressured to self-identify prior to the lottery by having to ask how services are

handled and to ensure they are fully informed about the many ways the program can support and benefit their child.

Enrollment Preferences or Weighted Lottery Strategies

As has been previously noted, the flagship school implemented a weighted lottery for ENL/MLL students for the first time this year. The new policy allows a two-ticket weighting approach for families who reported speaking a language other than English at home. A similar preference or weighted lottery approach will be considered at GCCS – Flour City Campus if enrollment data shows a need. However, the founding team has every confidence the proposed school will have a balanced and diverse population of students. The recruiting strategies planned are robust, tested and have proven to be effective in the Rochester community. Further, as a new school there will be three classes (K-2) filled with new students in year one. A major challenge to increasing the enrollment of special populations at the flagship has been the extremely small number of seats open each year, as historically less than 10 percent of enrollment each year comes from new families (please see discussion below). Should an enrollment preference be warranted for any of the three high-need subgroups, the founding team is aware of the need to be mindful of the federal Charter Schools Program grant requirements and specific processes that must be followed if such a strategy is employed during the grant years. The founding team is also open to incorporating a goal related to enrollment into the Accountability Plan that will be executed with SUNY if the school is approved.

Retention

The founding team is confident all students, including those who are low income, English learners or students with IEPs, will stay enrolled in the school at extremely high rates. The flagship school has had no challenges meeting the retention targets as determined by the NYS Charter School Office.

The successful retention rates are due to robust services, frequent communication, and a supportive learning culture and environment. The staffing structure alone supports retention, as each classroom features two certified teachers and a teaching assistant. It ensures significant attention for any student who is at-risk, including those with IEPs or who receive language support. The staffing structure allows for small group interventions and flexible groupings as well as personal interventions and services throughout each school day. The model provides an Intervention Team which meets with each grade level team and supportive Special Education providers at least once a month to analyze progress (using assessment data and qualitative observations) and program effectiveness. The regular meetings ensure staff and providers collaboratively develop and modify instructional goals and agree upon specific instructional strategies to help children meet clearly defined goals.

In cases where students are considered at-risk, families are involved in team meetings and parent-teacher conferences at least every six weeks to discuss academic and/or behavior progress. A member of the Intervention Team is always present to provide additional information regarding progress and challenges. In practice, families are often communicating with teachers on a weekly or daily basis.

A supportive culture is also important for retention. GCCS was founded on the belief that all children benefit from life experiences that come with attending school with peers from other racial, socio-economic, religious, and ethnic groups as well as those who have disabilities, live in different geographic areas, and have different family structures. In order to capitalize upon this diversity, improve students' appreciation of their classmates' different backgrounds, and retain every student, the flagship school founded a Diversity and Racial Equity Committee comprised of staff and families. A similar committee will be established at GCCS – Flour City Campus to support and facilitate parent and student community-building across differences. The committee will be tasked with providing ongoing support to staff efforts to celebrate and highlight opportunities to talk productively about race and bias and build personal relationships and make cultural and contemporary curriculum connections.

Each year the school will administer an anonymous Parent Satisfaction Survey (called the *Family Culture and Climate Survey*). Data will be compiled and disaggregated by demographic subgroup, including analysis for each of the key subgroups captured by the enrollment and retention targets. Data will be examined and analyzed with several stakeholder groups such as the teaching staff, Board of Trustees, and Diversity Committee. Data specific to enrollment and retention will also be regularly examined by both the School Leader and the Board of Trustees to ensure all strategies being employed are effective.

Enrollment and Retention at the Flagship School

Historically, Genesee Community Charter School has struggled to meet the stringent enrollment targets and has met the retention targets. As this proposal has already explained, the original school was founded (and approved) with the explicit intention to mirror the demographics of Monroe County, and the model aims to dismantle the concentration of poverty that overwhelms the Rochester City School District. Over the last few years, the School Leader and Board of Trustees have carefully analyzed data and have been reflective and honest about the enrollment growth gains made by key high-need subgroups. The school community is committed to continuous improvement and diversity and has made genuine good faith efforts to meet the requirements of the law. The GCCS Board of Trustees and administrators strongly object to the interpretive lens the Board of Regents and NYSED staff has used to evaluate these efforts, but have worked nonetheless to document the significant efforts that have been implemented, evaluate progress, and refined strategies.

GCCS serves a diverse population with the following current demographics: 55% White; 28% Black; 17% Hispanic, Asian, Multiracial & Middle Eastern (for a total student population that is 45% non-white); 38% low income; 13 percent students with special needs (IEPs and 504 Accommodation Plans); and four percent English language learners.

As an established school with full enrollment, it is not easy to dramatically impact enrollment percentages in a short period of time. With 220 students and incredibly high student retention (including among ED, ELL and SWD subgroups), GCCS generally has annual openings for 30 Kindergarten students and approximately five additional openings among grades 1-5. Furthermore, due to sibling preference, approximately half of those openings are granted to siblings per the mandatory requirement in the law. Therefore, less than 10 percent of enrollment each year includes new families – enrollment percentages change slowly due to the basic math.

With that said, the school has been working diligently to impact the composition of the student body – and data has confirmed the efforts are working.

The following specific strategies began in February 2019:

1. Examined application data from 2015 – 2020, including the most recent application data, to determine the number of applicants who potentially qualify under at least one of the three subgroup categories as well as the ZIP codes of residence.
2. Conducted a ZIP code analysis of currently enrolled students and compared information to ZIP codes with generally higher concentrations of poverty.
3. Conducted an audit of marketing and recruitment strategies.
4. Created new marketing and recruitment strategies that specifically target high poverty areas including, but not limited to: additional advertising on public transportation, targeted recruitment through refugee organizations, and new community partnerships.
5. Provided more onsite and offsite opportunities for families to learn about and apply to GCCS including school tours during the day and participation in charter and preschool fairs.
6. Added an optional data collection prompt to the 2019-2020 school year application asking for families to identify if they speak a language other than English at home.
7. Added an optional data collection prompt to the 2020-2021 school year application asking for families to identify if their child has an Individualized Education Plan.
8. Joined the GoodSchoolsROC common (and easily translatable) online application (moving from a paper application) with all other Rochester-area charter schools to enroll students in the 2020-21 school year and beyond.
9. Took part in all marketing and recruitment opportunities through GoodSchoolsROC which included multiple home mailings to Rochester City residents, billboard postings in

targeted neighborhoods, social media campaigns, additional charter school recruitment fairs, television and radio postings, and participation in the charter school selection booklet.

10. Formed a Board-driven strategic plan to collaborate with a leadership consulting organization to evaluate GCCS’s community engagement and overall external and internal-facing perception. This also helped to create additional partnerships with organizations supporting economically disadvantaged and multilingual families. Additionally, the analysis process strengthened relationships with an organization that works with families who have developmental disabilities.

These efforts have dramatically increased accessibility and inclusivity within the Rochester community and the results are astounding. **In just one year, GCCS increased its applicant pool by 450 percent with a total of 172 applicants for the 2019 lottery increasing to 789 applicants for the 2020 lottery!** Notably, the Kindergarten applicant pool doubled, moving from 100 applicants for the 2019 lottery to 199 applicants for the 2020 lottery. Fifty-seven percent of the Kindergarten class in 2020-21 are economically disadvantaged, and seven percent are English language learners – an increase over schoolwide percentages. As the data show, 92 percent of families who responded to the optional question identified as economically disadvantaged prior to the 2020-21 lottery.

Recent GCCS Application Results

		2020-21 GoodSchoolsROC Application	2019-20 Targeted Recruitment Efforts Focused on ED and ELL	2018-19
	Total Applications	789	172	163
	Total Kindergarten Applications	199	100	91
Optional Application Questions	Economically Disadvantaged	92% of those responded	37% of those responded	28% of those responded
	English language learners/Multi-language learners	4% of those responded	22% of those responded	No Question
	Special Education (IEPs only)	No Question	No Question	No Question

The strategies outlined above will continue, and a newly implemented ELL/MLL lottery preference will be used in the upcoming spring lottery to ensure progress and good faith efforts continue.

c. Student Enrollment Table

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2022-23	2023-24	2024-25	2025-26	2026-27
Kindergarten	Elementary School	30	30	30	30	30
1st Grade	Elementary School	30	30	30	30	30
2nd Grade	Elementary School	30	30	30	30	30
3rd Grade	Elementary School		30	30	30	30
4th Grade	Elementary School			30	30	30
5th Grade	<i>Elementary School</i>				30	30
6th Grade	Middle School					30
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		90	120	150	180	210

d. Admission Policy

Describe the admissions policy for the school including any at risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

The Admission Policy plan for GCCS – Flour City Campus is to use the vetted policy used by the flagship school, without a weighted lottery preference for ELL/MLL students. The Admission Policy outlines explicitly that attendance will not be restricted based on intellectual ability, disability, race, ethnicity, or religion. No weighted lottery provisions will be in place, but enrollment preferences will be used as required or allowed by law. The preferences will be organized as follows:

1. Returning students
2. Siblings of students already enrolled
3. Children of staff, excluding temporary employees and limited to no more than 15 percent of the total enrollment
4. Applicants who are residents of the RCSD

Upon submission of an application the school will screen to ensure the student is age and grade eligible. Those who are not will have their applications rejected. Then applications will be sorted at each grade level, using the preference list provided above to establish categories (with a fifth category “all other applicants” used if necessary). If the school receives more applicants than

seats available, a random and transparent lottery will be conducted in public. Students will be admitted by category, with a wait list being created by grade when available seats are filled.

The school will backfill at the start of the school year in K-5, and typically will backfill throughout the year in K-5 as well, although the policy allows the school to decline to admit a student mid-year if the class is experiencing any significant challenges.

Please refer to R-05d to read the full proposed policy.

5. Enrollment

d. Admissions Policy

Describe the admissions policy for the school including any at risk designations or set asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Draft Admissions Policy GCCS- Flour City Campus

As a public school, Genesee Community Charter School – Flour City Campus is open to all applicants who fit our age guidelines. Admission to GCCS- Flour City Campus is not restricted based on a student’s intellectual ability, disability, race, ethnic background, or religion. However, preference among applicants is given to:

- Students who are enrolled at GCCS – Flour City Campus in the previous school year;
- Siblings of students who are already enrolled at GCCS – Flour City Campus;
- Children of current staff members, excluding temporary employees such as substitute teachers, provided that such children of employees may constitute no more than fifteen percent of the charter school’s total enrollment;
- Applicants who are residents of the Rochester City School District.

Interested students and their families submit applications to GCCS – Flour City Campus. Any application from a student who is not eligible to attend a grade served by GCCS – Flour City Campus is rejected. All other applications are sorted by the grade level for which the student is applying. Within each grade level, applications are further sorted into the following categories:

1. Applicants currently enrolled at GCCS – Flour City Campus;
2. Applicants who are siblings of students currently enrolled at GCCS – Flour City Campus;
3. Applicants who are children of current staff members;
4. Applicants who are residents of the Rochester City School District;
5. All other applicants.

All applicants in Category 1 are admitted. All applicants in Category 2 are admitted, provided that there are a sufficient number of spaces available in the applicable grade level. If there are more Category 2 applications than spaces available for a given grade, a random lottery will be conducted in public among the Category 2 applicants for that grade level. This lottery determines which siblings will be admitted to the school. The lottery continues until all names have been

selected in order, for the purpose of creating a waiting list for any vacancies that may occur in the event that an admitted student elects not to enroll at GCCS – Flour City Campus.

All applicants in Category 3 are then admitted, provided that there are a sufficient number of spaces available in the applicable grade level, and provided that such children of employees may constitute no more than fifteen percent of the charter school’s total enrollment. If there are more Category 3 applications than spaces available for a given grade, a random lottery will be conducted in public among the Category 3 applicants for that grade level. This lottery determines which non-sibling children of staff members will be admitted to the school. The lottery continues until all names have been selected in order, for the purpose of creating a waiting list for any vacancies that may occur in the event that an admitted student elects not to enroll at GCCS – Flour City Campus. If a class is full, siblings are placed at the top of the waiting list, followed by non-sibling children of current staff members. This process is repeated for students in Categories 4 and 5, respectively.

Our lottery is advertised and is open to the public.

In the event that the enrollment invitation is declined, the next student on the waiting list will be invited to attend the school. This process will continue until a student accepts the invitation. A student who declines an invitation to attend GCCS – Flour City Campus will be removed from the waiting list. The student is welcome to re-apply during the application period for the following year.

Withdrawal

Students may withdraw at any time. GCCS – Flour City Campus will work with parents, students, and the receiving school to ensure a smooth transition. The space will be offered to the next student on the waiting list for the grade level of the vacancy.

GCCS – Flour City Campus backfills vacancies prior to the start of the school year in Grades K-5 to maintain a class size of approximately 26 students. We typically backfill vacancies in Grades K-4 during the course of the school year. However, if a particular class is experiencing significant challenges, we may decide not to add a student mid-year if a vacancy occurs.

Request 6 – Curriculum and Instructional Design

a. Curriculum Selection Process

Summarize the school’s curriculum, by subject, and the rationale for all curriculum decisions including:

- **Research-based evidence of effectiveness, particularly in meeting the needs of the school’s target population, including proper citations;**
- **Discussion of how the school’s curriculum is aligned to New York State standards;**
- **An explanation of how the curriculum aligns with the school’s educational philosophy and furthers its specific mission, key design elements, and unique themes;**
- **How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequence documents, pacing guides, etc.), and specifically address who will be responsible for creating or selecting these resources;**
- **The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved; and,**
- **The extent to which the selected curriculum lends itself to implementation in a remote setting should circumstances related to the COVID-19 pandemic require and any considerations related to the COVID-19 pandemic taken into account when selecting the curriculum.**

GCCS – Flour City Campus will use the existing Genesee Community Charter School program, therefore the existing curriculum and instructional approach will be referenced throughout this section. GCCS has compiled a proven track record of success over the course of 20 years, and the proposed new school will adopt this innovative and effective model for its own future success.

The GCCS Curriculum Framework is a key design element of both this proposed school and the flagship. This unique framework, developed by GCCS as an EL Education school, crafts an interdisciplinary program featuring social studies, science, literacy and language arts. Students at every grade level investigate the natural, social, political, and economic history of the local community. The structure intentionally provides opportunities for deeper learning and a framework on which children can build their understandings year after year. Learning expeditions involve intensive research, reading, writing, scientific exploration and real-world application. The framework offers challenging, interesting content for all students, regardless of their age and ability level, and is fully implemented at each grade level.

The Curriculum Framework aligns to the state learning standards for Science and Social Studies, with unique pacing of the standards by grade loops (please see the Curriculum Framework provided in Response 23 and the *Science, Geography and Social History* discussion below). For English language arts, the teaching staff uses a “bundling” process in which classroom teachers group ELA standards to ensure students are taught efficiently throughout the year while aligning

to the social studies and science content addressed in learning expeditions. A noteworthy example of the expertise of the GCCS faculty is that multiple teachers were recruited to author the ELA curriculum and modules distributed through the EngageNY website, as well as the K-2 Reading Foundations Skills Block written by EL Education and found on Open-Up Resources.¹ The GCCS faculty have stayed ahead of the shifts from the New York State Common Core Standards to the Next Generation Standards. The Flour City Campus will utilize both the GCCS Curriculum Framework and a collection of exemplars of learning expeditions for teachers to reference when they are planning. Response 23 includes a learning expedition exemplar to help the descriptions provided in this response come to life.

The Curriculum Framework and learning expeditions focus on the local community to foster young citizens who care about, and feel connected to, the area in which they live. Students will learn about the science, geography, and social history of Rochester through learning expeditions that include meaningful work with local experts, purposeful fieldwork experiences, and the creation of final products that emulate the work of professionals in their field of study. The curriculum includes attention to basic skills and includes rigorous content across all grades and subjects, with safeguards to protect against the planning and teaching of superficial lessons. Furthermore, the curriculum has resulted in documented academic outcomes over the course of two decades.

In addition to the academic data that has been generated by GCCS over time, proving the effectiveness of the Curriculum Framework and instructional program, data and research exists documenting the impact and effectiveness of EL Education. EL Education's 2019 Annual Report summarized it well: "A growing and important set of external research studies confirms the efficacy of our holistic approach to teaching and learning."² Students in EL Education schools have been found to outperform both their peers overall, as well as when considered by student subgroups such as race, income or special education status. Further, data shows that students in EL credentialed schools – GCCS is one of only 41 across the country – achieve remarkable results. "Students in all types of EL Education Credentialed Schools, whether district or charter, rural or urban, from kindergarten to 12th grade, consistently outperform their state peers. They have higher average state test scores, graduation rates, and college acceptance rates."³ Data from credentialed schools in the 2018-19 school year shows "Students in historically underserved groups gained the most."⁴

¹ For reference, the Open-Up Resources can be found online: <https://openupresources.org/el-education-k-5-language-arts/>.

² EL Education (2019). *Reason to Believe: 2019 Annual Report*. Published by EL Education, available online: <https://eleducation.org/uploads/downloads/EL-Education-2019-Annual-Report.pdf>.

³ EL Education (2019). *Reason to Believe: 2019 Annual Report*. Published by EL Education, available online: <https://eleducation.org/uploads/downloads/EL-Education-2019-Annual-Report.pdf>.

⁴ *Ibid*

Recent independent research also has demonstrated the impact of EL, summarized by the 2019 Annual Report as follows:

“The Teacher Potential Project—conducted by the international leader in education research, Mathematica Policy Research—found that teachers demonstrate significant improvement in classroom practices and students have higher scores on their state tests in schools that combine EL Education’s standards-aligned curriculum and empowering professional development. This federally funded, five-year “gold standard” study included more than 10,000 students in 4th-8th grade from 70 schools in 18 districts across the US. Participating schools served diverse students, 71% of whom were economically disadvantaged.”⁵

“A rigorous study of the EL Education K-2 Language Arts Curriculum was conducted by leading research organization WestED in a large district in Tennessee during the 2018-2019 school year. The researchers found that the EL Education curriculum combined with teacher coaching resulted in significant improvements in student achievement. The treatment group consisted of 1,095 students in seven schools, of whom 86% were Black and 64% were economically disadvantaged.”⁶

A previous study conducted by Mathematica Policy Research and published in 2003 documented that each of the schools included in the analysis at that time had statistically significant positive impacts on both reading and math scores.⁷ There is no doubt EL has produced meaningful results over time.

The program also features an effective arts integration model, another key design element. This interdisciplinary feature of the curriculum requires the arts teachers to meet the New York State arts standards for their discipline through meaningful, integrated lessons that mutually support the objectives of the classroom learning expedition. A body of research exists to support the positive relationship between arts-integrated lessons and academic achievement. For example, “Researchers found that when students received arts-integrated lessons compared to more traditional teaching practices, they improved their ability to assess their learning, and reported that the arts integrated instruction created greater intrinsic motivation, encouraged learning for understanding, turned what students perceived to be barriers into opportunities to be solved, and motivated students to continue learning.”⁸ This outcome aligns directly with the founders’ core

⁵ *Ibid*

⁶ *Ibid*

⁷ Nicholas-Barrer, I., & Haimson, J. (2013). Impacts of Five Expeditionary Learning Middle Schools on Academic Achievement. *Mathematica Policy Research*. Available online: file:///Users/Andrea/Downloads/EL_middle_schools.pdf

⁸ DeMoss, K. & Morris, T. (2002). How arts integration supports student learning: Students shed light on the connections. Chicago, IL: Chicago Arts Partnerships in Education (CAPE).

values and school design. A review of the website ArtsEdSearch, a project of the Arts Education Partnership, returns more than three hundred research studies examining and documenting the value of the arts in education.⁹ The studies can be viewed by benefit category, such as academic, cognitive, personal or social & civic outcomes, as well as by art form and student population.

Science, Geography and Social History

Based on the philosophy of EL Education and the results of the flagship school, the Flour City Campus also will teach through learning expeditions, which are in-depth interdisciplinary and standards-aligned curricular units that focus on a particular topic. Teachers will plan learning expeditions using several documents, including the GCCS Curriculum Framework. As was noted above, the framework is grounded in the philosophy of Place-based Learning. It focuses on the Genesee River and its surrounding areas as the lens to learn science, geography and social history. Place-based learning also is a research backed educational approach. A review of evidence by the Place-based Education Evaluation Collaborative summarized the benefits beautifully: "The findings are clear: place-based education fosters students' connection to place and creates vibrant partnerships between schools and communities. It boosts student achievement and improves environmental, social, and economic vitality. In short, place-based education helps students learn to take care of the world by understanding where they live and taking action in their own backyards and communities."¹⁰

The Curriculum Framework is organized around six historical time periods - *Prehistory, First Peoples of the Americas/Explorers, Settler & Colonial Life, Village to City, City Grows, and Today & Tomorrow* (please see Course or Subject Overview, below, for details).

Kindergarten through fifth grade students will gain a deep understanding of Rochester through time by engaging in meaningful work with local experts, rigorous fieldwork experiences, and carefully crafted classroom experiences that integrate science, social studies, and ELA. Each year, students study the same time period at the same time. This allows for greater cross-age and peer collaboration, and encourages family involvement as siblings of different ages explore the same time period of history. The topics of investigation within each time period increase in complexity and sophistication as grades progress. For example, during the *Village to City* time period, kindergarten and first grade students learn about early village life in Rochester, second and third grade students learn about the economic and transportation systems (milling and the Erie Canal) that contributed to Rochester becoming America's first "Boom Town," and fourth and fifth grade students explore the quest for freedom by examining slavery and women's rights

⁹ Please visit the following website to read more: www.artsedsearch.org/browse-research/

¹⁰ Place-based Education Evaluation Collaborative. 2010. The Benefits of Place-based Education: A Report from the Place-based Education Evaluation Collaborative (Second Edition). Retrieved January 20,2021 from <http://tinyurl.com/PEECBrochure>.

and the associated economic and social issues. Once students enter sixth grade, they will be prepared to apply what they have learned by becoming experts on a current problem in Rochester, researching how other cities around the country have addressed similar issues, and becoming active citizens who inspire change in their own community.

The curriculum is structured this way to provide an interdisciplinary framework on which children can build their understandings year after year. Learning expeditions involve intensive fieldwork, research, reading, writing, scientific exploration and real-world application. The Curriculum Framework offers challenging, interesting content for all students, regardless of their age and ability levels. Importantly, it is aligned to the New York State Social Studies Framework and New York State Next Generation Science Standards. All 2016, K-5 New York State Social Studies Standards, and all 2019, K-5 New York State Next Generation Science Standards are covered, with pacing aligned to learning expedition topics and grade loop (K-1, 2-3, 4-5). Using the Curriculum Framework, teachers plan and execute three 12-week standard-based learning expeditions per year covering all six times periods over a two-year loop. Sixth grade follows the New York State Standards as they are written. At every grade level, teachers map out how the ELA standards will be incorporated into the learning expeditions, which standards will be explicitly taught and assessed, and how students will demonstrate mastery of the standards in their work. When appropriate, mathematics skills and thinking exercises are also incorporated into learning expeditions (math is also taught as a stand-alone block).

English language arts (ELA) and mathematics

The Flour City Campus program mirrors the GCCS program, which is structured to provide ELA and mathematics instruction to meets a wide range of students' needs. The curriculum incorporates the best practices, based on current research, from EL Education. The approach was created in alignment with the rigor and depth of the New York State Learning Standards and Next Generation Standards.

The Flour City Campus will use the GCCS curriculum for English language arts, as it is a comprehensive, standards-based literacy program that engages students through compelling, real world content while addressing reading and writing skills related to phonics, grammar, usage, mechanics, punctuation, and spelling. In the primary grades (K-2), student will develop ELA skills using a combination of EL Education's K-2 Reading Foundations Skills Block and teacher written literacy modules based on the content of the learning expedition. ELA in the intermediate grades (3-6) will be primarily taught through teacher written modules based on the content of the learning expedition. Grammar, usage, mechanics, and punctuation will be taught through the learning expedition content. However, if needed, supplemental lessons may be incorporated. Spelling will be taught using the Perfection Learning Spelling program and through expedition content. Teaching ELA through learning expeditions provides students with extensive

opportunities to read with purpose from a variety of sources, including informational texts, historical fiction, and primary source documents. The design ensures students at all ages will learn about text structure, purpose, and perspective as they build background knowledge and gain awareness of other cultures and other points of view.

Like the flagship school, the Flour City Campus will use the math modules from EngageNY as the primary curriculum for math instruction. When there is a logical and effective fit, math instruction will be integrated into learning expeditions as well, giving students the opportunity to solve real-world math problems as they relate to the science and social studies concepts in their expedition. Teachers will design tasks that teach children to dissect, comprehend, and solve rigorous math problems. These problems develop students' abilities to grapple and persevere, explain their thinking, and justify their solutions. GCCS has found that the modules alone are lacking in long-term, complex problems that require students to apply a wide range of mathematical skills and knowledge. Incorporating math skills and thinking into learning expeditions enhances mathematics instruction promotes the ability to efficiently solve complex problems. Prior to the COVID-19 building closure period last spring, select classrooms at the flagship school piloted Zearn Math as a supplement to enhance mathematics instruction in K-5. The timeline was accelerated and the program was adopted by K-5 this year for remote learning implementation. The intent is to implement the supplemental program at the Flour City Campus as well.

The Arts and Physical Education

Integration of the arts is vital to the program. The arts teachers will meet the New York State arts standards for their discipline through meaningful, integrated lessons that mutually support the objectives of the classroom teachers. The Physical Expedition program encompasses physical education and health. With a focus on creative movement, dance, and time period sports and games, students will learn and creatively express expedition content while developing skills and habits of wellness, strength, stamina, and flexibility. The Music program is rooted in the Orff-Schulwerk philosophy which is a developmental approach that mirrors a child's world of play. Students imitate, create and express their understanding of expedition concepts and content through movement, music and play. The Visual Arts program will provide opportunities for students to generalize and conceptualize skills and concepts connected to the expedition while building technique and a deeper understanding of the artistic process.

Curriculum Review, Evaluation and Revision

To ensure horizontal and vertical alignment of the curriculum, faculty considered each content area standards when materials were first created, and the curriculum is revised often to meet the needs of students; as such, the same method of revisitation and revision will be applied for

GCCS – Flour City Campus. The interdisciplinary design aligns the curriculum across content areas. When teachers design learning expeditions, they will refer to the grade-by-grade documents that align the Curriculum Framework to the New York State Standards. Teachers in each grade also will use the grade-level ELA standards when planning modules aligned to learning expeditions, and math standards will be worked into the LEs when appropriate.

GCCS – Flour City will revise and update the curriculum on a regular basis, in collaboration with GCCS. Every August, professional development time will be dedicated to curriculum design and it will include the faculty of both campuses. During these sessions teachers will work with administrators to map out year-long plans ensuring that all standards will be addressed throughout the year. Time will be devoted to examining existing grade-level documents and making thoughtful curricular decisions. During this time the staff will use the “bundling” process mentioned above, during which classroom teachers group ELA standards so that they are taught efficiently throughout the year while aligning to the social studies and science standards addressed in learning expeditions. When applicable, teachers will write long-term complex math problems that align to the learning expedition that develop students’ higher-level thinking and problem-solving abilities. For the past five years, the flagship school has intentionally examined the curriculum looking for opportunities to increase cultural relevance and include underrepresented voices. Curriculum has been written and revised to ensure that multiple perspectives are addressed, and this work will continue. The founding senior leadership team will emphasize the development of an equitable curriculum. All curriculum work will continually be informed by data analysis and the results of the annual EL Education Implementation Review (please see Programmatic Audits, below) as well as the annual Work Plan, which establishes academic priorities for the year.

In addition, ample professional development time for learning expedition planning is provided throughout the year. This time will allow teachers to plan in-depth learning expeditions according to classroom needs and contemporary issues. Structures will be in place that allow for ongoing opportunities to critique and provide feedback to other teaching teams. Professional development time dedicated to curriculum planning ensures a cohesive curricular program across grade levels and ensures the revision process does not become too burdensome or overwhelming. Teaching faculty will participate in this process, which will be led by Director of Curriculum and Instruction with support from the School Director, Literacy Coordinator and/or Math Coordinator.

Remote Learning Considerations

The pandemic created a challenge for educators across the country, indeed across the globe, when schools had to be closed to in-person learning last March 2020. The GCCS staff and leadership team quickly adapted to the “new normal” and ensured the effective delivery of the

curriculum through remote learning. In 2020-21, the school continues to provide strong instruction despite the challenges of moving between remote, hybrid or in-person instruction. The program at GCCS – Flour City will be well-poised to rise to the challenge of a similar situation; this educational approach has been proven to work in all three scenarios (remote, hybrid, or fully in-person).

GCCS has learned that by using the following instructional strategies and practices, the curriculum and instructional program can be effectively administered through remote instruction:

- More face-to-face time with teachers in small group live Zoom lessons
- More synchronous instruction with new lessons almost every day
- Lessons focused on individual and/or small group needs
- Support staff (ex. reading and math specialists and special education teachers) will provide additional instruction and are embedded into schedules for easier navigation for families
- Offer full days of instruction while also considering what is developmentally appropriate for different age groups
- Students who miss a lesson due to connectivity, technology glitches, or a scheduling conflict will have a “back up” assignment to do in place of the live lesson that can be completed asynchronously

The curriculum was adapted to accommodate remote instruction, but leaders, trustees, teachers and families felt strongly that whether students were engaged in in-person or virtual instruction, it was imperative to not lose the key design elements that make the school unique. Therefore, to accommodate remote instruction, the arts schedule as well as academic schedules were adjusted, ensuring features such as learning expeditions, arts integration, and character development continued to be important pillars. In 2020-21, a new “crew” structure was also implemented to support Social Emotional Learning, hone Restorative Practices skills, and normalize talking about race and bias in service of building equity. This was another important change that helped support the delivery of the program in alignment with the mission, values and school design during a tumultuous year.

The curriculum has been successful during the COVID-19 period because teachers created engaging learning expeditions integrating Social Studies, Science, the Arts, and ELA content and skills standards to be implemented across learning modalities. The arts program was also adapted to ensure a well-rounded experience for all students. The Flour City Campus will benefit from the lessons learned and will adopt or adapt these approaches as appropriate in the future should the need arise.

b. Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- **Describe each assessment’s purpose, design, format, and rationale for its selection;**
Describe key considerations in the selection or creation of any assessments not yet identified;
- **Describe how the school will collect and analyze assessment results;**
- **Explain how the school will ensure assessment results are valid and reliable;**
- **Describe who will be responsible for administering assessments and collecting and analyzing the results;**
- **Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;**
- **Explain how the following stakeholders will have access to and be able to use assessment results: teachers, school leaders, the education corporation’s board of trustees, and students and parents;**
- **Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information; and,**
- **Describe the key considerations in the school’s approach to its assessment program if circumstances necessitate remote instruction including:**
 - o **How the school intends to administer assessments and analyze the resulting data in a remote setting; and,**
 - o **How the school will ensure the validity and reliability of assessment results in a remote setting.**

The school plans to use multiple measures to assess student achievement and ensure the rigor, alignment and effectiveness of the curriculum. The primary goal of the performance-based accountability system is to identify the strengths and weaknesses of individual students and cohorts of students in order to improve student learning for all children.

State Exams: The school will make every effort to ensure all grade eligible children participate in state exams. At least once a year faculty will engage in a deep dive into the results of the state exam results from the previous year to look at school-wide and class-wide trends over time. During this analysis exercise, staff will determine particular standards of weakness and strength, nuances of academic vocabulary, and question types to determine next steps in instruction and curricular programming.

In addition to state exams, the following assessments will also be used to collect data on a regular basis.

i-Ready: i-Ready Assessments will be used in grades K-6. This adaptive assessment focuses on students’ strengths and knowledge gaps at the sub-skill level while showing trends across student groups, in addition to creating personalized learning paths for individual students. i-Ready will be administered three times a year. The fall results will be used for diagnostic purposes. Teachers will diagnose instructional needs of individual students and design groupings and instructional

strategies based on student strengths and needs. This assessment also allows teachers to monitor individual academic growth over time. Teachers will use the mid- and end-of-year administration to identify progress towards skills and concepts and plan instruction accordingly.

i-Ready was chosen due to its accessibility for all grades K-6, in order to provide the school and teachers with consistent data measures. Additionally, i-Ready provides each student individualized computer-based lessons in reading and math for 20-40 minutes per week for further targeted support. This personalization allows teachers to effectively group students and differentiate instruction. Students can also access personal lessons at home, at school or as part of Response to Intervention (RTI) within the school setting.

Benchmark Assessments from EL Education: The Benchmark Assessments from EL Education's K-2 Reading Foundations curriculum will allow teachers to track student progress, group students effectively for differentiated instruction, and determine mastery of grade level Foundational Skills standards. These assessments will be utilized at least three times a year. The Reading Intervention Teachers and classroom teachers will meet to discuss instructional moves and academic intervention plans based on the results after each administration.

Wilson Benchmark Assessments: The school intends to use the Wilson Reading Program as a Tier III intervention for RTI, and therefore the Wilson benchmark assessments will be implemented to help determine students' reading strengths and weaknesses. This ensures the specialist is aware of the students' skills and understanding, and it helps create a body of data over time.

Teacher created formative and summative assessments: Teachers will frequently administer and utilize the results of formative and summative assessments. Teachers will use pre- and post-assessments based on clearly defined standards for that grade level at the beginning and end of units and modules.

EngageNY for math: Teachers will use the assessments within the EngageNY math program to determine student mastery of the knowledge and skills taught. The results of these assessments will be used to successfully identify groupings and focus for targeted reteaching and intervention as needed at GCCS.

Student-Engaged Assessments: The program provides opportunities for student-engaged assessments. Students will track their own progress towards character and academic learning. They'll do so by using standards-aligned learning targets through the use tools such as exit tickets, reflections and rubrics. Students will also spend time critiquing their own work and giving peer feedback using rubrics and criteria lists based on the learning targets addressed. This student-involved approach to assessment creates a sense of accountability and motivation to

improve in all academic areas. The results inform discussions during Student Led Conferences (SLC). During SLCs, students reflect on their academic and social growth and prepare a conference in which they lead a discussion with their parents and caregivers about their learning and progress since the beginning of the school year.

Passage Portfolio Presentation: As a culminating assessment, sixth grade students will be required to present their accomplishments and justify their readiness for middle school during a Passage Presentation to a panel of teachers, community members, and the School Director. These mission-aligned presentations will serve as a capstone assessment and as a celebration of students' achievements during their elementary school years. The assessment will include both written and oral components of this assessment, and evaluation is centered on whether the child has become "mission ready."

Data Collection, Analysis, and Use

The primary goal of the performance-based accountability system is to identify strengths and weaknesses of individual students and within cohorts of students in order to improve student learning for all children. Three times a year, teachers will use i-Ready diagnostic assessments and EL Education K-2 Foundational Skills Curriculum Benchmark assessments to determine strengths and weaknesses within each strand. Additionally, teachers will use pre- and post-assessment data based on clearly defined standards for that grade level at the beginning and end of units and modules.

To ensure the school's mission is alive in each classroom, the School Director will participate in whole school analysis of student data from the New York State exams as well as i-Ready benchmark assessments and EL Education K-2 Foundational Skills benchmark assessment data. In addition, rigorous ongoing data reviews by the Executive Director and instructional leadership will ensure data are *actionable* and are used to support the effectiveness of the program. To that end, data analysis will be absolutely critical to academic planning.

The GCCS School Leader (the proposed Executive Director) created a collaborative process in 2018-19 to establish the Work Plan and it has been very successful – the Flour City campus intends to replicate the process. The annual Work Plan is created in collaboration with EL Education and sets priorities for the year. The process ensures data underpins and connects the needs of students, teachers and classes in alignment with annual goals, professional development offerings, and resource allocation priority planning. Each new school year will start with a specific data-driven Work Plan to effectively address students' strengths and weaknesses, and ensure all students are progressing in alignment with standards, grade level expectations, and the school's high level of rigor.

A Professional Development Advisory Crew composed of instructional leaders, classroom teachers, support staff, and administrative representatives, help draft and monitor the implementation of the annual Work Plan, which aligns across the program to ensure all stakeholders are working toward the same goals. The Work Plan details the specific professional development goals of focus that support the school's mission and academic achievement. This Professional Development Advisory Crew meets regularly to monitor instructional progress against the Work Plan and adjust the professional development calendar as needed in alignment with the Work Plan goals. The Board of Trustees also uses the Work Plan to inform strategic priorities. Thus, data underpins and connects the needs of students, teachers and classes in alignment with annual goals, professional development offerings, and resource allocation priority planning.

Regular data meetings (held minimally every six weeks) will focus on reporting out on student achievement and progress, identifying trends and patterns in data, and sharing instructional strategies that have been implemented since the last meeting. The participants will revise the Work Plan set forth in the beginning of the year based on student achievement and make any adjustments necessary with regard to meeting the needs of individual students and class instruction. Teachers will then implement any changes made and continue to track student achievement. At the end of the year, the team of teachers will give a final report to the School Director and next year's teachers if the class is moving to a new loop. This report details student achievement over the year based on the standards and goals set forth in the beginning of the year.

The school will use a standard school-created digital spreadsheet called a "Data Wall" that tracks student and class progress. The grade-level teachers, School Director, Director of Curriculum and Instruction, Literacy, Math, and Special Education Coordinators, and (when appropriate) the next year's teacher will have access to the Data Wall, which houses standardized assessment data. The Data Wall captures i-Ready, state assessments and EL Foundational Skills benchmark assessments.

The intervention team and other specialists will have access to data on an as-needed basis. Teachers will be responsible for monitoring and maintaining Data Walls on their students and sharing these data with the School Director at regularly scheduled intervals. The School Director will monitor the effectiveness of the school's academic program and operations through a variety of practices and protocols, making the updated Data Walls critical. Data check-ins with teaching teams focus on student growth and achievement and coordination with the Intervention Team to identify and discuss students in need of RTI or acceleration.

Additionally, at least once a year, the school will engage in a deep dive into the results of the New York State ELA and Mathematics results from the previous year to look at school-wide and class-wide trends over time. During this analysis, the staff will determine particular standards of

weakness and strength, nuances of academic vocabulary, and question types to determine next steps in instruction and curricular programming.

One additional unique feature of the professional climate at the flagship school, which will be replicated by the Flour City Campus, is its approach to professional development and planning. Teachers are required to reflect on their effectiveness in meeting the expectations of their position in the School. Analysis and collaboration will be facilitated by having teams of teachers work together to review data, including conducting item and error analysis of standardized data to identify areas of strength and areas in need of improvement. In the past, this kind of deep analysis work helped the flagship school to identify deficits that became focus areas for staff professional development.

Progress Updates for Parents, Students, and Other Stakeholders

It is imperative to promote transparency and support student learning by ensuring updates focused on academic growth, standardized data, and accomplishments related to the mission and key design elements are communicated frequently and clearly.

Parents and Guardians: Parents will be viewed as active participants in their child's education, and therefore will be kept informed about both academic and social learning and growth. Many tools will be used to document and share student performance, including work samples, checklists, videos, standardized test data, and anecdotal records. Teachers will assess student progress in a variety of ways and will provide parents and guardians with ongoing, comprehensive information.

Daily communication will be facilitated by notes home from teachers to provide snapshots of the activities happening at school. A Round Trip folder (always the color blue to ensure it is easily identified) will be carried by students and will include items such as the newsletter, menus, examples of student work, and announcements.

To discuss students' strengths and needs, teachers will be formally available for scheduled parent-teacher conferences three times a year and will work with families to determine conference times and facilitate a meaningful in-person feedback session. In-person discussions of student academic progress will be held more frequently on an individualized basis, and parents can request such a conference at any time. A standards-based report card also will be shared three times per year. These progress reports will detail student's growth in all areas.

Teachers will routinely coordinate with families who may need more frequent check-ins as needed; this is especially true for students who are receiving Response-to- Intervention (RtI) supports. In cases where students are considered "at-risk" academically and/or behaviorally,

teachers will formally meet with families every six weeks (at a minimum) to discuss academic results, targeted interventions and ways to support students at home. In these cases, a member of the Intervention Team (e.g. School Social Worker, Intervention Teacher) will participate in these conferences and provide additional information regarding the student's progress. When appropriate, families of these students will be communicating with teachers on a weekly or even daily basis using a reporting system such as a daily log, learning target tracker, or behavior chart to capture this data and use it to inform decision-making on a students' individual progress. Information to families will always be provided through an agreed upon means such as email, phone conference or in-person meetings.

Students: The program design ensures students are kept apprised of their progress in achieving the school mission and key design elements on a regular basis. Students will engage in daily work focused around aspects of both components and will benefit from frequent, detailed feedback. Instruction, fieldwork, projects, and final products are designed to connect learning to the critical charter elements using a standards-based grading system.

Additionally, once a year students will prepare their own Student-led Conference (SLC) to discuss their academic and social growth and celebrate their learning with families. Teachers will help students prepare for this conference and will be present, but students will facilitate the conference with their families. SLCs are used at GCCS and have proven to be a highlight for students and parents. In addition, sixth graders will prepare the Sixth Grade Passage Presentation. The written and oral components of this presentation explain how and why the student is mission ready to move on to the next phase of their schooling.

GCCS has compiled examples of both SLCs and Passage Portfolio Presentations for the EL Education Credentialing process. Please feel free to view these examples using the following link to the school's EL Education Online Credentialing Portfolio:

<https://sites.google.com/gccschool.org/credentialing-portfolio/chr/slcs-and-passage?authuser=0>

Board of Trustees: At each meeting, the Executive Director will report on school-wide student performance, share updates about school culture and climate, will describe current initiatives or events, and share any policy or practice issues that have arisen. Additionally, each fall the Executive Director will share the results of the state exams and will provide a comparison of those data with the school's past performance, New York State averages, and the performance of other Monroe County schools. The Executive Director will also share and receive input on the school's annual work plan goals and the strategies being implemented, including any programmatic changes, intended to improve student performance. Analysis includes results by cohort and subgroup. The School Director will support this process and participate in meetings with the board.

At the end of the year, the Executive Director will provide the Board with an annual report. The annual report will describe the school's implementation of the programs and policies included in its charter, will present a review of all student performance data, including students at-risk, and will assesses the school's progress toward meeting its goals. Each teacher will submit a summary of his or her professional development goals, efforts, and accomplishments as part of the information gathering effort. The annual report will also include the rigorous Implementation Review prepared by EL Education, which is an independent, non-biased entity (for further discussion please see Programmatic Audits, below).

Finally, in order to ensure the Trustees also have an opportunity to hear about the program in more detail, at each board meeting a team of teachers will report on the curriculum and academic progress of their class. The flagship school also has an innovative structural approach in the by-laws ensuring faculty voices are heard by the board and current information is frequently shared. A formal Education Governance Council (EGC) comprised of two faculty and the School Leader participate to share their professional expertise and familiarity with the operations of the school. The EGC is able to fully participate in all board meetings (unless private personnel matters are being discussed) and the board seriously considers input from the EGC in decision-making (please see the by-laws for further details). This model will be maintained as the two schools merge.

Additional Dissemination Efforts: i-Ready testing and state testing results will be shared with the school community through articles in the school newsletter. Additionally, the most recent New York State generated Report Card and Annual Report will be linked to the school's *About Us* page on the website.

Assessment Adaptation During Remote Instruction

During the COVID-19 remote experience, i-Ready was effectively used by the flagship school to measure growth and identify students in need of additional support. Benchmark and teacher created assessments (both standards-based and formative daily assessments) also were used. Data analysis continued to be an important priority, with members of the leadership team working in alignment with their typical responsibilities, with flexibility and creativity helping to accommodate the necessary new strategies. For example, the i-Ready assessment analysis expanded from three to five levels to account for COVID impacts, which leaders and teachers quickly adapted to in order to best support student learning.

Kindergarten screening at the flagship was held virtually in a one-to-one format; the Flour City Campus will be ready to follow this method should future screenings need to be remote. i-Ready was administered on schedule as well; it is accessible from anywhere that WiFi is available because each student has an individual log-in. When benchmark assessments were administered

virtually, teachers monitored on Zoom to ensure the student was taking it and not receiving help from parents or siblings. Teacher created assessments, EL Foundational Skills Block benchmark assessments, EngageNY module assessments or Zearn were also able to be administered remotely. Testing modifications were made when necessary – for example, a teacher may go one-to-one with a child via Zoom. Google forms were created to gather answers to teacher created assessments (based on modules in alignment with school pacing and learning expedition content) or EngageNY assessments. One lesson learned from this experience: when hybrid is possible, staff will try to schedule benchmark assessments during in-person learning days to ensure accurate results.

In addition at GCCS, SeeSaw was used in grades K-3, and Google Classroom was used in grades 4-6. Both serve as a type of digital binder to track student work and house assessments. In many cases, younger children interacted directly in slide decks, spoke into the microphone or took pictures of paper-and-pencil work and sent it to the teacher. All such information remained at teachers' and leaders' fingertips to inform data meetings, professional development and planning sessions. If the Flour City Campus is forced to be remote or hybrid, the team is more than prepared to teach children.

c. Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- **The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach (e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.);**
- **Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6(a) – Curriculum Selection Process;**
- **An explanation of how the instructional methods align with the school's educational philosophy and further its specific mission, key design elements, and unique themes; and,**
- **An explanation of the school's approach to instruction if circumstances necessitate remote and/or hybrid instruction including:**
 - o **Which specific approaches (e.g., synchronous vs. asynchronous) and programs/platforms (e.g., Zoom, Nearpod, etc.) the school would consider and the extent to which these align with the school's overall academic program and key design elements; and,**
 - o **The physical resources necessary to implement this model (e.g., laptops, mobile hotspots, cameras, etc.) and the school's plan to obtain and distribute them.**

The founding team seeks to use the same highly effective instructional strategies that are implemented by the flagship school. Classrooms will be alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Lessons will have explicit purpose and will be framed with learning targets. Standards-based long-term and daily lesson targets will be written in student-friendly language to ensure student ownership and responsibility. Daily lesson-level

targets will be scaffolded towards long-term targets. Learning targets will be a priority because they help students maintain a daily focus on their learning goals while giving them a clear picture of where they are going over the course of weeks or months.

Teachers will write and prepare modules and lessons for each learning expedition. Expedition exemplars and other grade-level documents will be available for reference (high-quality materials have already been created by the flagship school). During long term and daily planning teachers will carefully choose lesson designs and instructional strategies that ensure all students of varying skill and need are engaged and challenged through high quality and rigorous instruction. Lesson designs such as the workshop model, protocol-based lesson strategies and discovery-based lessons will provide multiple opportunities for students to grapple, question, collaborate, and dive deeply into complex tasks.

Teachers will build lessons, develop teaching materials, vary their approach, and leverage the learning environment so all students can master grade-level skills and concepts. Each classroom is designed to have a low student-teacher ratio with two teachers and a teaching assistant in each class. This design allows for small group interventions and flexible groupings that can be homogeneous or heterogeneous as needed. In addition, the i-Ready diagnostic assessments will provide each student with individualized computer-based lessons in reading and math for 20-40 minutes a week.

First and foremost, as an EL Education school, the following structures from EL Education’s Core Practices will be fully implemented (these are part of the Key Design Elements).

Learning Expeditions: As an EL Education school, students will spend most of each school day embarking on purposeful, rigorous “learning expeditions” that involve intellectual, service and kinesthetic dimensions. Learning expeditions are in-depth studies of a single theme or topic, generally lasting 12 weeks, and evolve from the GCCS Curriculum Framework.

Final Products: Students will develop the knowledge and skills required to produce a substantial and ambitious final product for each expedition. Real deadlines and an authentic audience raise the stakes and motivate every student to produce excellent work.

Field Work & Experts: Because “using cultural and natural resources of the community” is part of the mission, fieldwork will be a natural part of the educational program. Field studies will be carefully structured to address the learning goals of the expedition, and afford students rich opportunities to “learn on location.” With a specific learning purpose in mind and armed with questions and note catchers, students will visit local museums and parks, businesses and cemeteries, historic sites and nature centers.

In order to successfully accomplish the proposed mission and key design elements, students must matriculate from the school as reflective questioners, articulate communicators, critical thinkers, and skilled problem-solvers. Within the structure provided by the Core Practices, classrooms in all subjects and grades will emphasize the development of the following skills in an age and grade appropriate way.

Reflective Questioners: Students will be taught early on to observe, reflect, and question. To borrow from poet William Blake, students deserve to be able to “see the world in a grain of sand.” Students will learn to look closely at their world and develop an understanding of how it works by gathering information and asking thoughtful questions. Students will be taught how to look at their work with a critical eye, spending time reflecting on their work weekly, seeking feedback, and asking how they can make it better. Asking the right question can provide answers and can also build empathy, compassion and respect.

Articulate Communicators: Students will develop the ability to present information through multiple modes. They will be able to write both narrative and informational texts that entertain, persuade and explain, using sophisticated language, appropriate conventions, and a unique voice. They will be able to speak to the public with confidence, making eye contact and using body language and word choice that engages an audience. They will listen intently, paraphrasing what they have heard, probing with questions to better understand the speaker. The arts will be used as a vehicle for understanding as well as for personal expression, presenting dances, musical scores and visual pieces that show a depth of comprehension and synthesis of a topic beyond reading and writing.

Critical Thinkers: Students will think deeply and passionately about their expedition topics. They will learn to look for multiple entry points to better understand an issue or a text. They will read closely and think deeply about the work they are engaged in and embrace spirited debate around topics they are studying. Teachers will model these skills and scaffold opportunities for students to take risks, share opinions and support their findings with evidence. Students will learn to not be content with the textbook answer – and they will use multiple texts and primary source documents to find the truth at the heart of their work.

Skilled Problem-Solvers: Being able to collaborate and effectively communicate ideas to a group are skills sought after in 21st century workplaces. Students will be introduced to collaboration through crew work, or small group work, that fosters asymmetrical thinking and allows all ideas to come to the table before discounting any. Students will learn about grit and will grapple through developmentally appropriate tasks in large groups, small groups, with partners and as an individual. Many of the problems students will learn to solve academically will relate to the learning expedition – whether it be calculating the number of rotations of a bus wheel on a trip to New York City or how designing a model of the Broad Street Bridge should be approached.

Students will be prepared to solve problems of a social-emotional nature, too, modeling language and routines that get kids talking about solutions, not just the problem.

The above mission-critical Core Practices, skills and strategies will be introduced and reinforced through well-planned lessons aligned to the GCCS Curriculum Framework. The key design element emphasizing professional development will ensure teachers have extensive time to plan, prepare, revise and improve lessons alongside their peers.

Commonly used lesson designs and instructional strategies will include the following models.

Workshop 2.0: The Workshop 2.0 lesson design builds student capacity to engage, grapple and build perseverance as they construct meaning using complex texts. Students will engage in peer discussions, justify their claims with evidence, and synthesize their learning. When planning for a Workshop 2.0 close read cycle, teachers will carefully consider the meaning/purpose of the text, text structure, language features and the demands of background knowledge the reader will need to access the text. Developing close reading habits is an integral component to the teacher written ELA modules and expedition plans. In addition, teachers will create and implement rigorous problem-based tasks that are integrated into the EngageNY Math Modules during math instruction. The problem-based tasks will promote engagement, critical thinking and perseverance. During Teacher Development Accountability Process (TDAP; please see Response 9), peer-based professional learning communities devote professional development time creating, implementing, critiquing and revising problem-based tasks aligned with EngageNY modules. These tasks engage, challenge, and empower students to develop a growth mindset.

Protocol Based Lessons: Protocol Based Lessons are very effective in engaging all students. The rules embedded in the protocols provide students with clear, predictable guidelines. In this design students will be empowered to manage their own reading, thinking, writing and problem solving around a topic. Critique protocols such as Praise, Question, Suggest will invite students to give and receive effective feedback that may lead to revisions in students' math and writing learning. Discussion protocols such as Fishbowl, Science/Math Talks and Socratic Seminars will engage students in structured discussions such as "What makes a bird a bird?" and "How does a seed become a plant?" Like at the flagship school, students at the Flour City Campus will show ownership of their work as they share and reflect on their ideas and the ideas of others.

Discovery Based Lessons: Discovery Based Lessons will invite students to brainstorm, collaborate, analyze and draw conclusions. This format will allow students to develop inquiry skills by asking questions, collaborate with their peers, and problem solve. The teacher will participate as a facilitator while students use critical thinking to problem solve and draw conclusions.

Reading Instruction: Work with text is rigorous and purposeful with the expectation that students will be able to work with grade-level text independently, and above grade-level with some support. Students will be taught how to deconstruct complex text, code text, cite passages, and defend their statements with evidence. Students will learn how to conduct a close read and analyze an author's craft. Students will be expected to write a detailed analysis of an expository text or of a novel's characters and plot.

In the primary grades (K-2), students will develop reading foundational skills and strategies through explicit teacher instruction in a dedicated skills block. The program design is based on an explicit structured phonics curriculum (EL Education's K-2 Reading Foundational Skills curriculum) to ensure mastery of foundational skills by the end of second grade. Purposeful instruction will be given in phonological awareness, word recognition, decoding, language, and fluency skills. Regular progress monitoring and benchmark assessments allow teachers to identify the specific sound spelling patterns students need to work on within the scope and sequence of the curriculum. Explicit, systematic, small group differentiated instruction will be provided based on this information. This will include students reading below, at, and above grade level. Primary students who require more intense intervention will receive daily instruction using the Wilson Intervention program in addition to the differentiated small group skills work in the classroom. Response to Intervention (RtI) progress will be monitored by both this specialist as well as the classroom teacher and adjustments to instruction will be made as needed.

At the upper grades (3-6) ELA will also have a stand-alone block, during which students work in small groups that provide opportunities for choice as well as targeted skills instruction using a wide range of genres and writing styles. Texts used for reading instruction will be aligned with the content of learning expeditions. Learning expeditions also will provide students with extensive opportunities to read with purpose from a variety of sources, including informational texts, historical fiction, and primary source documents. Students at all ages will learn about text structure, purpose, and perspective as they build background knowledge and gain awareness of other cultures and other points of view.

While students in the upper grades (3-6) reading below grade level will be provided time with a reading specialist as part of their intervention plan, classroom teachers, too, will support these readers by making texts accessible through visual modifications, through the pre-teaching of vocabulary and syntax, or by making text accessible through other modes (auditory, for example). Students who are accomplished readers may be provided with slightly different texts that introduce a more nuanced vocabulary or provide for more opportunities to debate themes inherent in the text. Again, students will be expected to master the material, but each student will be challenged at his or her own instructional level.

Mathematics Instruction: Math instruction will follow the modules provided by EngageNY, and math will be worked into learning expeditions when applicable, as it is at the flagship school. Frankly, GCCS has found the modules are lacking in long-term, complex problems that require students to apply a wide range of mathematical skills and knowledge, so incorporating math skills and thinking into learning expeditions enhances their ability to efficiently solve complex problems. Whenever appropriate, students will use math to solve real world problems that relate to the science and social studies in their expedition. Teachers will use the assessments within the EngageNY math program to determine student mastery of the knowledge and skills taught. The results of the assessments will be used to identify groupings and the focus for targeted reteaching and intervention as needed. Students who are working below grade level will participate in mini-lessons to cement gaps in their understanding. Mini-lessons will often be in the form of pre-teaching so students can be present in the whole class instruction of new skills and concepts. Advanced mathematicians, on the other hand, will work with a teacher on extending their understanding of the whole-class lessons in deeper, more complex problem sets that reinforce and challenge their mathematical comprehension.

Integrated Technology: The Flour City Campus will integrate technology into the classroom where appropriate and meaningful. Classes will have access to computers and teachers will begin to introduce computer skills when developmentally appropriate. Students will be producers of new media, not simply consumers. Children at the upper grades will conduct research online, collaborate on projects, and will acquire keyboarding skills, and learn how to use a variety of programs and applications that help them communicate their learning to an outside audience.

Creating and Revising Unit and Lesson Plans

“Reflect, revise, and reflect some more” has emerged as a Staff Guiding Principle at the flagship school. Indeed, this is a way of life at GCCS; it is an inherent part of the school’s culture and academic identity. The Flour City Campus will implement the same approach.

All units (learning expeditions) will undergo a rigorous process of development that includes multiple design, feedback and revision sessions. As described above, teachers are expected to design tightly integrated content expeditions aligned with the school’s curriculum framework. Exemplars are maintained and can be accessed to help ensure quality and support this design work. An extensive professional development calendar will provide three weeks over the summer, multiple consecutive two- and three-day sessions throughout the school year, and weekly sessions devoted to the creation, feedback, and revision of learning expedition plans, ELA modules, and individual lessons. During learning expedition planning, the GCCS staff specifically engages in dedicated protocols to provide feedback on plans. In addition, grade level teams will be provided with weekly common planning time to develop and revise their plans for instruction. Protocols such as “Looking at Teacher Work” will be used to examine and give

feedback on specific lessons while “Looking at Student Work” is used to examine student work generated after a lesson (or a series of lessons) to determine if a given lesson plan and/or instruction is effective. The flagship school has developed and strategically employed systems to ensure consistent observations are conducted, with frequent feedback and teacher coaching designed to support teachers as they develop their craft in alignment with student needs.

Genesee’s Teacher Professional Development Accountability Process (TDAP – also discussed in Response 9 with more details) is the unique structure that provides explicit opportunities for rigorous feedback and revision, both on the unit as well as the lesson level. In this process, each teacher, in consultation with the School Director, identifies a specific area of focus for professional development and growth and develops a plan to foster that growth. Teams of teachers with similar goals (e.g., designing effective learning targets in English language arts) will collaborate with each other to support their growth. These teams regularly meet and participate in protocols such as lesson study or focused observations and debriefs, and provide specific feedback on each other’s instruction. As part of the plan, each teacher identifies specific criteria for measurement of progress towards their goal in terms of student impact. At the end of the process, the team presents the story of both their collective and individual journeys along with the student impact results. The tight connection between the Work Plan (which outlines major academic goals for the year) and the individual TDAP plans is critical in continuous improvement with an ultimate goal of student success. This model will be used at GCCS-Flour City.

Remote or Hybrid Instruction

As the flagship, GCCS has navigated both remote and hybrid learning since March, 2020. The proposed school will benefit from the lessons learned, and the plans established by, an experienced school which quickly delivered highly effective instruction remotely (or in a hybrid model). As has been previously mentioned, comprehensive plans have guided the shifts between remote, hybrid and in-person learning, with an emphasis on maintaining the mission and key design elements, including learning expeditions and arts-integration, as well as supporting social and emotional health for families and staff. The full 2020-21 reopening plan is available on the GCCS website for review.¹¹

The GCCS Reopening Task Force considered the acronym CREW (Compassion, Reflection, Equity, and Willingness) as a lens for developing equitable and sustainable reopening plans for the 2020-2021 school year, with the ability to deliver instruction in all three scenarios (in-person, hybrid and remote). Crew is also a term used by EL Education schools to describe the intentional values and school culture that supports relationship building, academic progress monitoring, and

¹¹ <https://www.gccschool.org/wp-content/uploads/2020/07/GCCS-Reopening-Plans-for-In-Person-and-Virtual-Instruction.pdf>

character development (please see Response 10 for more information). It aligns with an important EL philosophy: We are crew, not passengers. This mindset, which will be fully embraced at the Flour City Campus, is critical to the success of the model under even the most difficult circumstances, such as those navigated in 2020 and 2021.

The following specifics highlight how the mechanics of teaching and learning would be handled in the proposed school if such a situation were to reoccur:

- Ensure staff and families become fluent in, and are able to access, the following virtual platforms and technology:
 - K-3: SeeSaw
 - 4-6: Google Classroom
 - Zoom (all grades)
 - Zearn (math supplement aligned to EngageNY Math Modules)
 - i-Ready supplemental lessons (ELA, Math)
 - Technology to live stream lessons to students at home (ipad or video camera)
- Create consistent daily schedules for in person and virtual learning
- Implement effective strategies for identifying and addressing social and emotional needs of students
- Address the importance of self-care and responding to trauma
- Relationship building with students
- Bundle and prioritizing New York State Learning Standards - ELA, Math, Social Studies, and Science
- Plan in-person and live virtual lessons in all subject areas including visual arts, music and physical education
- Develop a clear and consistent communication plan in multiple languages for how students and family contact the school and teachers with questions about instruction and/or technology

The school will provide materials for non-virtual at home lessons and activities (such as hands-on projects, paper/pencil tasks, art projects) and students will engage in daily interaction with classroom teachers, including live instruction for the whole class, small group or individual lessons, and class meetings.

The structure of two full time teachers and one teaching assistant per class will allow for creative and flexible instruction for remote and hybrid learning. There will be an emphasis on ensuring teachers create and implement effective learning expeditions will be maintained. The arts program will also continue. During 2020-21, GCCS students received weekly live instruction for one hour in each of the arts classes (visual arts, music and movement) in addition to supplemental activities for remote learning.

From the physical resource perspective, a laptop will be provided to all staff and students, and a hot spot upon request. During COVID-19 the flagship school quickly surveyed families to determine need and ensured technological gaps were covered by the school.

d. Course or Subject Overview

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedules and specials (e.g., physical education, art, etc.). This should include, at minimum:

- **A general description of the specific content and skills that would be addressed in the course, if known;**
- **The curricular programs (e.g., Core Knowledge, Singapore Math, FOSS, etc.) that would be used in each course;**
- **Essential course specific assessments (e.g., the state’s 3rd – 8th grade assessments/Regents exams, end of course portfolios or performances, etc.); and,**
- **If serving students in 12th grade, provide an outline of course sequences leading to graduation.**

The Curriculum Framework is an experiential program with social studies, science, ELA, the arts, and mathematics (when applicable) integrated through the study of local history and science. It is best summarized as *focused* and *connected*. It offers challenging, interesting content for students, regardless of their age or ability level. The framework is organized around six historical time periods - *Prehistory, First Peoples of Americas/Explorers, Settlers and Colonial Life, Village to City, City Grows, and Today and Tomorrow*. As students advance, the curriculum spirals making increasingly complex global comparisons and connections. In effort to dismantle systematic racism, all learning expeditions will make contemporary connections and incorporate Culturally Relevant Pedagogy that calls for students to develop critical perspectives that challenge societal inequalities.

The academic program is field study-based making the community a classroom. The flagship is ideally positioned on the RMSC campus within the Arts and Cultural District of Rochester and the founding team of the proposed school intends for the replication school to be located on campus. The goal is to be within close proximity to local community resources such as the Memorial Art Gallery, The George Eastman House International Museum of Photography and Film, the East Avenue preservation district, the Strong Museum, the Rochester Public Library and the Rochester Historical Society, and the Genesee River Historic District.

Interdisciplinary Learning Expeditions by Grade Band – GCCS Curriculum Framework

The GCCS Curriculum and course content reflect the mission and vision of the founders as an EL Education school – and learning expeditions are grounded in providing a rich, multidisciplinary approach. All learning expeditions will explicitly align to the New York State Social Studies Standards and the New York State Next Generation Science Standards by loop, and the ELA standards will be bundled into expeditions to ensure comprehensive coverage. English language arts and mathematics will also be discussed following this explanation of each learning expedition by grade band.

Each year, the six historical time periods will be examined over three-month long learning expeditions. Learning expeditions are a journey into the unknown and begin with a mystery, a lot of questions, and a sense that the task ahead is daunting. Through expeditions, students read, write, research, examine artifacts and primary source documents, go on field studies, experiment, work with experts, and engage in simulations and dramatizations. Students do not simply learn out of textbooks; they experience history and science.

K-1: Children in the kindergarten and first grade loop will begin the process of becoming lifelong learners and friends. Rituals and routines such as morning meeting support students' emotional and academic growth. Teachers will engage primary learners through movement, music, and story. Teaching through the senses is an invitation for all learners to participate in instruction and make meaningful connections. Daily opportunities for play – both indoors and outdoors – will provide students with the much-needed time for physical activity and socialization at this age.

Crew work and flexible groupings are important aspects of kindergarten and first grade instruction and learning. The expedition work will naturally encourage students to collaborate with their peers and solve conflicts peacefully. Primary teachers will take advantage of the 10:1 student to teacher ratio and break into smaller groups in order to challenge and meet the needs of all of the students.

The topics of investigation in the **Prehistory** historical time period will cover Time and Sequence, Prehistoric Life, Animal defenses, Fossil Formation and Maps and Globes. Students will learn how the past, present and future describe points in time and help people examine and understand events. Students will learn how maps and globes are used as representations of Earth's surface that are used to locate and better understand places and regions, and will learn to use geographic vocabulary. Students will explore the processes that shape the Earth, explore interdependent relationships in ecosystems, and will begin to investigate inheritance and variations of traits.

During the **First Peoples of the Americas/Explorers**, topics of investigation will include the Haudenosaunee Way of Life – their Beliefs and Traditions, Family Roles, Using Natural Resources to Meet Basic Needs (food, clothing, shelter), Woodland Animals, and using Maps

and Globes to locate the Haudenosaunee Confederacy. Children will learn how the past, present and future describe points in time and help people examine and understand events, how historical sources reveal information about how life differs from the present, and how symbols and traditions help develop a shared culture and identity in the United States. Students will learn how their own sense of self is shaped by their unique experiences and their families as well as by common experiences shared by a community or nation. The concepts of similarities and differences among children, families and communities will be explored, as well as languages, beliefs, customs and traditions that shape the culture of family and community. Maps and globes will again be used as a representation of Earth and how they can be used to locate and understand places and regions. This time period places an emphasis on the Haudenosaunee (Iroquois) and Algonquian-speaking groups who inhabited the region that became New York State who had rich, unique culture and how they interacted with the environment.

The topics of investigation during **Settlers and Colonial Life** will cover Settlement in Rochester from multiple viewpoints: Moving to New places & Reasons for Change, Economic Change (including Needs and Wants), and Development of Community. Other topics will include the Physical Environment & Natural Resources, Farming and Crops, and Maps and Mapping Tools. Students will examine how the past, present and future describe points in time and help us examine and understand events. Significant individuals, historical events and symbols that are important to America's cultural identity will be examined and children will further explore economic needs and wants to learn about scarcity. Historical sources will be examined to reveal information about how life in early Rochester differs from the present. Children will continue to learn about how people and communities depend on and modify their physical environment, and how people make economic choices as producers and consumers of goods. Map work will focus on how the location and place of physical features and man-made structures can be described and interpreted using symbols and geographic vocabulary.

The topics of investigation in **Village to City** will be focused on Community Roles and Responsibilities in Village Life, The Need for Rules and Law, Economic Needs and Wants (examined through Early Occupations and the Agricultural Economy), and the Four Seasons and Weather Cycles/Patterns in addition to Maps and Mapping. During these expeditions, children will learn about symbols and traditions, and explore the rights and responsibilities of children and adults at home, school, and in the community. Students will also learn about how rules affect people and how and why rules are made. The concept of citizenship (both of the local and global community) and the creation of government to establish peace and order will be studied. Rules and law, and personal contributions through leadership and service will round out the study of the Need for Rules and Law. Economic wants and needs will be examined with attention to how interdependent relationships in ecosystems, specifically human choices, impact Earth and the world around them. The seasons and cycles will be explored to discover how they affect people's work, as communities are impacted by and adapt to the physical environment and weather.

The topics of investigation in **City Grows** include: Types of Communities (urban, suburban and rural), City Infrastructure, Household Inventions, Changing Family, and Maps and Mapping. Students will learn about the characterizations of community (urban, suburban and rural). Population density and the use of land will be studied as ways to distinguish between types of communities. Students will explore the similarities and differences with others in their own community and in other communities. The modification of the physical environment to meet basic needs will include a look at roads, dams, bridges, farms, parks and dwellings. Household inventions will be studied, and students will also explore how information technologies and instrumentation use waves of light and sound. Personal and family history study will examine documents that relate family histories and how sequence and chronology can be identified in various units of measurement when describing events and histories. Geography and natural resources will be a focus in mapping how urban, suburban and rural communities develop and sustain themselves.

Finally, in **Today and Tomorrow**, students will explore the following topics of investigation: Plants and Animals Along the River and in Our Community (including adaptations and survival needs), Food Chain & Food Web, Local Ecosystems and Habitats, Relationships between Living and Non-Living Things, Conservation of Natural Resources, and Individual Development and Cultural Identity. The interdependent relationships in ecosystems include a look at Organization for Matter and Energy Flow in Organisms as well as Biogeology. Students will learn about the structure and function of different organisms and how organisms grow, develop, and process information. The inheritance and variation of traits and the process of adaptation will be studied, including how some organisms cannot survive at all. Biodiversity, the interdependence of animals, plants and their environment, and human impacts on earth also will receive attention.

Grades 2-3: As budding authors and emergent readers transition into second grade, they will continue to benefit from direct instruction in foundational reading skills. By third grade, nearly all reading material and writing assignments will be generated by the learning expedition content. Learning expedition work will offer authentic purposes for improving literacy skills and opportunities for crew work. Children will write poetry, nonfiction articles about a researched topic, and biographies.

Children's social skills mature as they take on the dynamics of group work and are able to complete a finished product or goal. At the same time, teachers expect students at this age to become more independent problem solvers, and by the end of third grade, students will be equipped to work in crews or independently.

The **Prehistory** time period is very scientifically oriented in this grade band. Topics of investigation will include Space (Earth's place in the universe, solar system and origin theories), the Sun, Day and Night (and seasonal cycles) as well as Gravitational Force. Space takes a closer

look at the universe and its stars, while the Sun includes concepts such as energy conservation and energy transfer. As students begin to explore day and night and the seasons, the patterns of motion for the sun, moon, and stars will be examined including how they are observable and predictable. Students will learn about gravitational force pulling objects toward the planet's center.

During **First Peoples of the Americas/Explorers** students will investigate a variety of topics through the study of the Indigenous Peoples of North America. Geographic factors such as climate, geography and natural resources influenced where people settled and formed communities and guided how humans modified their physical environment. Students will continue to learn about the rich culture of the Haudenosaunee and Algonquian-speaking groups of people who had a unique way of life with shared customs, beliefs and values, as well as a unique history with heroic figures, traditions and holidays. Specific patterns of organization and governance were created by the Haudenosaunee and Algonquian-speaking groups who inhabited the area in order to manage their societies. Students will study how the first humans in the Western Hemisphere modified their physical environment and adapted to their environment, leading to innovation and cultural developments. The economics of natural resources also offers a lens to learn how they met their needs and wants, including the similarities and differences in how people in various communities meet their needs and earn a living. Finally, mapping study shows how regions are identified, including how the Western Hemisphere is organized into North America, Mesoamerica, Caribbean and South America.

Settler and Colonial Life will focus on Rochester's earliest settlers and the Seven Settlements or Rochester. The topics of investigation will include the Reasons for Change, Community Interdependence, Challenges in Meeting Needs and Wants (Scarcity), the Beginnings of a Milling Economy, and Mapping. Students will begin to examine Westward Movement and Industrialization, with an understanding of movement patterns after the Revolution. Community Interdependence will come to life when students further explore how many people were needed to perform a variety of jobs and services to provide collective basic needs and wants. Students will explore how resources, personal decisions, scarcity and taxes factored into people's challenges meeting needs and wants and how an economy works.

The topics of investigation during **Village to City** are exciting: America's First Boom Town will look at milling, waterpower, the Erie Canal, and early transportation. Students will investigate Forces and Interactions through simple machines and Changes in Communities. Mapping delves into the City and Streets. Students will learn how each community develops systems to answer three essential questions: what will be produced, how will it be produced, and who will get what is produced? Students will learn about movement and industrialization by digging into farming, mining, lumbering and finance across New York State. The Erie Canal highlights how communities change and how New York State played an important role in the country's

westward expansion. Students will explore improvements to technology such as the steam engine and telegraph. Forces and Interactions will be examined through multiple lenses, including how simple machines use pushing and pulling with different strengths and directions. Students will be introduced to how to define an engineering problem. The local community changed from the Flour City to the Flower City – and students will examine evidence of change and look at cause-and-effect relationships to help understand this historical development.

The **City Grows** time period focuses on two topics of investigation: Rochester’s Nursery Industry and the Climate. In addition to looking at the connections between printing and nurseries during the, students also will investigate Seeds and Plants – including Plant Structures, Photosynthesis, and Reproduction. Students will examine interdependent relationships in ecosystems, the structure, function and information processing of internal and external structures, matter and energy, and organization for matter and energy flow in organisms. The study of climate includes the water cycle, lake effect, and weather maps. Students will learn how scientists record patterns of weather across times and areas and make predictions about what might happen next.

The time period **Today and Tomorrow** is organized into six topics of investigation: Human Effects on World Biomes, Wildlife Around the World, Food Web, Animal Life Cycles, Protecting and Rebuilding World Habitats, and Individual Development and Cultural Identity. The examination of the Human effects on World Biomes will include comparing local woodland, pond, and river biomes with world desert, ocean, swamp, tundra and rainforest biomes. In Wildlife Around the World students will look at classification, adaptations, and endangered species. The Food Web explores concepts such as how most food can be traced back to plants and decomposition. The Animal Life Cycle looks at metamorphosis and reproduction. Protecting and Rebuilding World Habitats will explore how geographic factors influence where people settle and form communities, using geographic tools and vocabulary; students will also study interdependent relationships in ecosystems and biodiversity are also examined. Students will continue to explore concepts of individual development and cultural identity.

Grades 4-5: Learning expedition content will increase in complexity and will challenge students, both in their comprehension and social interactions. Increasingly, students will be guided by their own questions during expeditions. Students at this level will show more sophistication in their ability to conduct independent investigations. As researchers, students will draw on multiple fiction and nonfiction sources and examine issues and events from multiple perspectives. Reading and writing will be devoted almost exclusively to expedition work. Fieldwork will become more rigorous and multi-day field studies will provide in-depth experiences.

Fourth and fifth graders will continue to develop their ability to work independently, in small groups, and as a whole class. At this age, social relationships will grow in their importance. Activities are designed to guide students to further develop empathy towards one another, and

better understand viewpoints from multiple perspectives. By debriefing their thoughts and experiences, students will learn to be inclusive. They will also begin to take on leadership roles and offer service to members of our school, the museum, and Rochester communities.

Topics of investigation again will begin in **Prehistory** with the exploration of Earth's systems, including Geospheres, the Hydrosphere, the Atmosphere and the Biosphere. Additional topics will include Plate Tectonics, Organizing Geological Time, and Mapping. Students continue to explore Earth's materials and systems, with a closer examination of volcanoes, rocks and minerals, land formations, layers of the earth, fossil formation and erosion. Study of the hydrosphere will include glaciers and river formations, and a look at the Biosphere will emphasize humans' interaction with Earth. Plate Tectonics are studied to allow students to investigate large-scale system interactions such as the locations of mountain ranges and deep ocean trenches, earthquakes and volcanoes. Maps will be used to help locate different land and water features. Students will examine the history of Earth, including events that happen very quickly and those occurring over longer periods of time.

First Peoples of the Americas/Explorers begins with Early Peoples of the Americas as a Topic of investigation and then moves on to European Exploration and the Colonization of North America and the French and Indian War. Mapping will be again incorporated, from the lens of oceans, continents, land formations and latitude and longitude. During Early Peoples of the Americas students will study migration routes, settlement and natural resources, and will learn about the complex societies and civilizations in the Western Hemisphere between 1100 B.C.E. and 1500 C.E. European Exploration will examine colonization beginning in the early 1600s, as people looked for new markets, trade opportunities, and new resources – factors which led to the transatlantic slave trade. Colonial and revolutionary study will examine the role of colonial New York and Native Americans during the revolutionary period and how England and France competed for control of the land and wealth in North America.

Topics of investigation during **Settler and Colonial Life** will include Formation of Democracy in the United States, Levels and Functions of Government, and the Colonial Experience. Students will examine colonization, the Revolutionary War, the Declaration of Independence, and the Constitution and Bill of Rights. Investigations will cover how local, state and federal systems and the role of the citizen within communities or countries vary across different types of government, and how different groups of people (Europeans, free and enslaved Africans) experienced the colonial and revolutionary periods differently.

Village to City will examine Slavery and Women's Rights, Rochester's Early Leaders, and the Economic and Social Issues of the North and the South. During the investigation focused on slavery and women's rights, children will learn about voices of dissent, The Underground Railroad, the Civil War, and suffrage. Study of Rochester's early leaders include Frederick

Douglass, Harriett Tubman, Sojourner Truth, Austin Steward, Amy and Isaac Post, Susan B. Anthony, and Elizabeth Cady Stanton. Students will begin to examine how the United States became divided over several issues, including slavery, resulting in the Civil War.

Topics of investigation during the **City Grows** period include Immigration and Local Industry – the Workforce, Moving to an Industrial Economy, Local Industries and Entrepreneurs, Humans’ Impact on the Natural World, Conservation of Natural Resources, and Individual Development and Cultural Identity. Students will study immigration, population shifts, the Labor Movement and Child Labor is explored, along with the changing nature of work. A critical component will be the study of the Industrial Revolution in America; the invention of the assembly line and mass production as well as working conditions will be critical components. Children will explore local industries such as Eastman Kodak, Xerox, Bausch and Lomb, Hickey Freeman, Gleason Works, Wegmans Food Markets, and Cutler Mail Chute Ward’s Natural Science. The Human Impact on the Natural World investigation will focus on energy, including types of energy and alternative sources of energy. Conservation of natural resources will be examined with study of water and soil quality.

Sixth Grade: Sixth graders, having spent years preparing for the role, will emerge as leaders in the GCCS Flour City Campus community. The environment for sixth grade will encourage leadership, responsibility, and activism. With appropriate supports in place, students will have more social and academic freedom and take on significant roles in the classroom and school.

The curriculum will culminate in sixth grade as students become community leaders and activists – researching and developing recommendations for solving a local community problem. Each year, the class will take on a new and important local “hot topic” to investigate. Teachers will expose students to many perspectives on a specific issue and the class will research solutions developed in other cities around recommendations to city officials and other stakeholders.

Past projects at the flagship school have included designing a health exhibit for the RMSC, evaluating the merits of a proposal to re-water the Erie Canal through downtown Rochester, and exploring the benefits of neighborhood skate parks for reducing youth obesity and crime. In recent years, the year-long topic has focused on social justice. *Bridges and Barriers* explored housing inequities culminating with the study of public art in cooperation with artist Shawn Dunwoody that yielded four community murals. The study of food equity allowed students to successfully advocate for a Rochester Food Policy Council. Regardless of the “hot topic” studied, students investigate the ancient roots of the problem (for example the relationship between early cities and land use), the science aspects of the problem (for example the chemistry of rust in public art structures) and the contemporary issue in Rochester (for example the connection between bike-friendly cities and childhood obesity). Students have explored ways cities around the world have addressed similar issues. Students’ year-long projects conclude with a written report and the sixth grade Passage Presentation capstone assessment presented to

community stakeholders at a public forum. The founders will ensure Flour City Campus children engage in the same rich projects that allow them to study their hometown with depth and breadth.

Assessments: Students will be assessed in each grade band in multiple ways. A critical, mission-aligned assessment tool will be the completion of final products at every grade level. Students will produce a substantial and ambitious final product for each expedition. Real deadlines and an authentic audience will raise the stakes and motivate every student to produce excellent work. Final products will be fully integrated into the curriculum design. When possible, final products will be in service of an outside organization or need in the community. Final products may take on many forms such as a book, performance, public presentation, or museum exhibit. Many final product examples from the flagship school are featured in the EL Education Models of Excellence. The Center for High Quality Work was developed in conjunction with Harvard Graduate School of Education and funded by a Federal Arts Integration Dissemination grant held by GCCS. Several final product examples can also be found on the GCCS website. In one example, fifth graders wrote biographies of local immigrants and choreographed movement pieces depicting their life – for example, a biography of Mohamud Osman can be found online.¹² Another example is the sixth grade construction of an Adobe Spark page as part of a year-long study of equity in the community.¹³

Importantly, many final products will feature the melding of art, music and movement with the natural and social sciences. For example, a GCCS second grade class performed the play Pushing Up the Sky by Joseph Bruchac. This arts-integrated final product is an expression of the cultural of the Snohomish People through drama, music, and dance. The performance included symbolic props such as a staff that was created in visual arts class. In another example during a study of prehistory, students represented their understanding of river formation by choreographing a movement piece with a musical accompaniment and by illustrating geological content in an acrylic painting.

Like they do at the flagship school, teachers will also use standards-based pre- and post-assessments based on clearly defined standards for each grade level at the beginning and end of units and modules, and develop and administer various formative assessments such as Exit Tickets and intentional questioning, tailored to each expedition. The process of creating, revising and refining assessments will be supported by professional development and will be part of the Teacher Development and Accountability Process.

The model also provides opportunities for student-engaged assessment. Students will track their own progress towards character and academic learning using standards-aligned learning targets

¹² Please visit: <https://www.gccschool.org/wp-content/uploads/2019/03/Mohamud-biography.pdf>

¹³ Please visit: <https://spark.adobe.com/page/GOYdlhpxsuDsf/>

through the use of tools such as exit tickets, reflections and rubrics. They will spend time critiquing their own work and giving peer feedback using rubrics and criteria lists based on the learning targets addressed. This student-involved approach to assessment will create a sense of accountability and motivation to improve in all academic areas.

English language arts

Grounded in the New York State Next Generation Learning Standards, the ELA curriculum plays an integral role in the GCCS Curriculum Framework. ELA is typically integrated into learning expeditions, allowing students to gain a deep understanding of the topic they are studying. In addition, a foundational skills block will be included into the schedule to reinforce basic skills and strategies. As noted above, the flagship school received the highest rating from EdReports based on the ELA curriculum used in the primary grades, a significant testament to the rigorous, multi-layered design and development process used to ensure students are proficient readers, writers, and communicators. The program is designed to ensure at-risk students or struggling learners develop into proficient readers, writers and communicators.

Grades K-2: The primary classrooms will use the EL Education K-2 Reading Foundations Skill Block to teach students the skills needed to acquire strong and automatic knowledge of letters and sounds. In addition to the K-2 Reading Foundations Skill Block, content-based literacy will be taught through modules that align with expedition content. The structure of the modules will allow students to build fluency, practice language standards, and gain a deep schema for rhythm and syntax. Students will read, sing, discuss, dramatize, draw, and write to acquire strong content knowledge as well as literacy skills. Handwriting and spelling will be embedded in the Foundational Skills Block while the Integrated Literacy module lessons dedicate time focused on reading and writing within expedition content.

Grades 3-6: Integrated Literacy and Literacy Skills will be incorporated into the schedule to ensure children continue to develop as proficient readers, writers and communicators. The curriculum will engage students through compelling, real-world content. Students will learn to navigate complex text through “Close Reading” protocols. These series of lessons will be intended to invite students to analyze and discuss the text to build understanding. Students will read informational texts, learn how to ask and answer questions about the text, and learn to collaborate and converse with one another about the content of the text.

Writing will also be a major component of the integrated ELA and expedition block. Students will be expected to engage in a variety of types of writing throughout the year. Spelling and grammar skills will be taught; often this will align with the learning expedition. During Literacy Skills, children will benefit from a focus on Language, Spelling, Grammar and Mechanics, with both Cursive and Keyboarding embedded throughout.

Assessments: The New York State assessment in English language arts will be administered annually in grades 3-6 (although these assessments were not administered in New York in 2020 and may not be administered in 2021). The i-Ready Diagnostic Assessments will be used in grades K-6, even during remote learning if necessary. This adaptive assessment will focus on students' strengths and knowledge gaps at the sub-skill level and will show trends across student groups in addition to creating personalized learning paths for individual students. The assessment will be administered three times a year. The fall results will be used for diagnostic purposes. Teachers will diagnose instructional needs of individual students and will design groupings and instructional strategies based on student strengths and needs. This assessment also will allow teachers to monitor individual academic growth over time. Teachers will use the mid- and end-of-year administration to identify progress towards skills and concepts and plan instruction accordingly. Additionally, teachers will use pre and post assessments based on clearly defined standards for that grade level at the beginning and end of units and modules.

The Benchmark Assessments from EL Education's K-2 Reading Foundations curriculum will guide teachers to track student progress, group students effectively for differentiated instruction and determine mastery of grade level Foundational Skills standards. These assessments will be utilized at least three times a year and the Reading Intervention Teachers and classroom teachers meet to discuss instructional moves and academic intervention plans will be based on these assessments. The Tier III Reading Intervention Specialist will utilize the Wilson Reading Program and uses the Wilson benchmark assessments to determine students' reading strengths and weaknesses.

Mathematics

GCCS emphasizes depth in mathematical thinking and problem solving – preparing students to master math skills, understand mathematical concepts, and apply mathematics to everyday life. Guided by the EngageNY modules and New York State Next Generation Learning Standards in Mathematics, the program provides students with in-depth experiences in number, data, measurement, geometry, and probability. Students also learn to explain their mathematical reasoning and find multiple pathways to solving problems. Zearn Math was implemented in 2020 at the flagship school to provide an additional research-based approach to help support achievement for all students.¹⁴ The Flour City Campus will use the same approach.

When possible and appropriate, mathematics will be woven into learning expeditions. Students may hone mathematical skills and understandings by analyzing social or scientific data, by

¹⁴ A review of evidence and research supporting program effectiveness is compiled online on the Zearn website: <https://about.zearn.org/results>

building models to scale, or by creating mathematical models of the natural world. Using the EngageNY modules, teachers will cover the following topics (source: www.engageny.com):

Kindergarten: Numbers to 10; Two-Dimensional and Three-Dimensional Shapes; Comparisons of Length, Weight, Capacity and Numbers to 10; Number Pairs, Addition and Subtraction to 10; Numbers from 10-20 and Counting to 100 by ones and tens; and Analyzing, Comparing and Composing Shapes.

First Grade: Sums and Differences to 10; Introduction to Place Value through Addition and Subtraction within 20; Ordering and Comparing Length Measurements; Place Value, Comparison, Addition and Subtraction to 40; Identifying, Composing and Partitioning Shapes; Place Value, Comparison and Addition and Subtraction to 100.

Second Grade: Sums and Differences to 100; Addition and Subtraction of Length Units; Place Value, Counting and Comparison to 1,000; Addition and Subtraction Within 200 with Word Problems to 100; Addition and Subtraction Within 1,000 with Word Problems to 100; Foundations of Multiplication and Division; Problem Solving with Length, Money, and Data; and Time, Shapes, and Fractions as Equal Parts of Shapes.

Third Grade: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10; Place Value and Problem Solving with Units of Measure; Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10; Multiplication and Area; Fractions as Numbers on the Number Line; Collecting and Displaying Data; and Geometry and Measurement Word Problems.

Fourth Grade: Place Value, Rounding, and Algorithms for Addition and Subtraction; Unit Conversions and Problem Solving with Metric Measurement, Multi-Digit Multiplication and Division, Angle Measure and Plane Figures, Fraction Equivalence, Ordering, and Operations, Decimal Fractions; and Exploring Measurement with Multiplication.

Fifth Grade: Place Value and Decimal Fractions; Multi-Digit Whole Number and Decimal Fraction Operations; Addition and Subtraction of Fractions; Multiplication and Division of Fractions and Decimal Fractions; Addition and Multiplication with Volume and Area; and Problem Solving with the Coordinate Plane.

Sixth Grade: Ratios and Unit Rates; Arithmetic Operations Including Division of Fractions; Rational Numbers; Expressions and Equations; Area, Surface Area, and Volume Problems; and Statistics.

Assessments: As with ELA, the school will administer the New York State mathematics exam in grades 3-6 (when the exams are implemented by the state) and will use i-Ready in all grades K-6.

The i-Ready benchmark assessment will be administered three times a year. The fall results will be used for diagnostic purposes, when teachers identify the needs of individual students and design groupings and instructional strategies based on student strengths and needs. This assessment will allow teachers to monitor individual academic growth over time. Students will use adaptive resources provided by i-Ready for math on an ongoing basis. Teachers will use the mid- and end-of-year administration to identify progress towards skills and concepts and plan instruction accordingly.

In addition, teachers will use the assessments within the EngageNY math program to determine student mastery of the knowledge and skills taught. The results of these assessments will be used to identify groupings and focus for targeted reteaching and intervention as needed. Students who are working below grade level will participate in mini-lessons to cement gaps in their understanding. Zearn Math will provide formative lesson-level assessments that teachers use to gather additional feedback.

The Arts

The integration of arts into curriculum, a key design element, has been foundational at GCCS and will likewise be a foundation of the Flour City Campus. The GCCS program excels in this area. The arts form the foundation of the culture at GCCS playing a critical role in creating a warm, inviting, collaborative atmosphere in which students develop their social and academic skills and strengthen their capacity for self-expression. The arts teachers (music, visual arts, and movement/physical education) meet the New York State arts standards for their discipline through meaningful, integrated lessons that mutually support the objectives of the classroom teachers. The arts allow students to reinforce and extend their insights into the concepts and content they are studying in the classroom as they develop their artistic expression.

Through the arts, students learn to express their understanding creatively through three types of integration: literal, historical and cultural, and conceptual. Literal connections are directly connected to the topic of study. For example, a class studying butterflies may learn songs about butterflies, or a class investigating Rochester's nursery industry may do botanical drawings of sunflowers. An historical/cultural connection is made when the arts are related to the historic time period or culture being studied. Students studying Rochester's early settlers may learn period dances. When researching the American Revolution, students may examine how music of the era expressed political attachments of colonists. Conceptual connections are made when the arts relate to the big ideas of the learning expedition. While learning about the water cycle, students compose music that has cycles. Students studying the origins of the universe may choreograph dances that highlight gravity, revolution, and rotation. Providing a variety of approaches deepens and enriches our curriculum by offering opportunities for all children to succeed according to their personal learning style.

The school calendar has been designed to give teachers sufficient time for planning learning expeditions, including time for classroom teachers and arts specialists to meet and plan which enables this approach. In addition, the schedule is arranged so classroom teachers participate in arts classes, rather than using these time slots as planning periods. This enhances teachers' understanding of the role of arts and facilitates the integration of the arts into content areas and the content areas into the arts.

Music: Children will be immersed in music, both in the classroom and in their weekly music class. Taught using the Orff-Schulwerk approach, students will sing, play, compose, and dance their understanding of complex expedition content. Students will experience music from many different peoples and places and will be exposed to a wide variety of musical forms, such as opera, jazz, and African drumming. Students will learn to create and appreciate music and will be equipped with musical tools that will help them succeed in other musical endeavors.

Dance/Creative Movement: The physical education program emphasizes movement, dance, and collaborative games. Through movement, children will learn to use their bodies to express the content and concepts of their expeditions. Children will be taught to choreograph their own movement pieces, in addition to learning the basics of yoga, capoeira, ballet, tap, and modern dance. They will also learn healthy habits of fitness by building balance, strength, endurance, and flexibility. Some attention will be given to traditional sports, particularly at the upper grades. Sports and games will be woven into the curriculum as students explore historic and global recreation traditions.

Visual Arts: The focus on local history naturally lends itself to integrating visual arts into learning expeditions. Field studies will give children ample opportunities to exercise and improve their skills in observing, narrating, and visually recording what they have learned. In addition, students will create artistic representations during daily class work and weekly classes in art. A series of artworks, for example, might represent several iterations of their thinking and problem solving around specific content or concepts. Students will use a variety of mediums to express their learning over the course of their elementary years.

e. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

Historically, the flagship school has not retained many students. Retention typically occurs in the early primary grades, based on a combination of a child's social development and academics. Developmental retention happens most often when a primary student hasn't developed strong

relationships with peers, often because they are on the younger side of the age range for Kindergarten (a student who enters at age four). In these situations, parents often enroll the child knowing that retention the following year may be wise. The Flour City Campus will use a similar approach, and will not use strict rules regarding absences, tardies, or exact assessment scores to guide decisions.

Teachers will begin conversations with parents, the Intervention Team, and leaders mid-year if promotion is at all in doubt due to developmental or academic challenges. If a child is thus identified, time during data meetings will be focused on tracking their progress, and they likely will be receiving RtI Tier II or III services. Students will be identified through benchmark assessments and classroom activities/observation, such as whether a child is struggling with letter and sound identification or matching and/or phonological awareness. Developmental indicators will include factors such as whether children can follow directions or retell stories and use expressive and receptive language. A final decision will always be made no later than May 1st. Parents involvement will be ongoing and parents will be asked to provide input for the final decision – interestingly, in many cases at GCCS, the parent will actually request retention. Final decisions will be documented with a formal communication immediately after a final decision is made, as is done at the flagship school.

f. Programmatic Audits

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school’s education program. Programmatic audits should include an evaluation of the effectiveness of the school’s academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- **Purpose and objectives;**
- **Areas to be audited;**
- **Schedule of events;**
- **Responsible persons, which may include outside consultants;**
- **Description of written end product;**
- **How and to whom such written end product will be disseminated; and,**
- **Any plans to hire outside consultants to perform such audits.**

On an annual basis, the Board of Trustees will receive a customized annual report from the Executive Director and School Director. This annual report will be designed to describe the implementation of the programs and policies included in the charter. It will present a comprehensive review of all student performance data and will frankly assess the school’s progress toward meeting its goals. The in-depth report will be delivered at the end of each academic year, typically in June. A main feature of this process is the results of the rigorous Implementation Review (IR) prepared by EL Education, which is an independent, non-biased entity (please see the discussion below for details).

It also should be noted that to ensure the best use of limited resources (time, space and money), the School Director and/or Executive Director will meet weekly with the operations, academic and office staff leaders to ascertain the current status of school operations and student learning. During these meetings communication with families and other community stakeholders will be discussed, finance and expense allocations analyzed, and updates on personnel delivered (as needed and when appropriate). This routine ensures ongoing operational analysis and documents information which can easily be compiled for monthly or annual board meetings for further review. The annual IR (and mid-year review or MYR) also regularly includes operational metrics such as disciplinary referrals, attendance and family engagement, ensuring the programmatic audit comprehensively captures effectiveness.

EL Education conducts an annual Implementation Review (IR) and a mid-year Implementation Review (MYR) designed to track the growth of a school's implementation practices over time, which makes it an extremely useful measure of progress. Each school also is provided with a written End of Year Review Summary report that allows individual schools and EL Education partners to analyze the relationship between the level of implementation and other student outcomes (e.g., growth in achievement, engagement, motivation, etc.). The data from this review is designed to be used to help determine strengths and needs within social and emotional programs and to inform the annual academic Work Plan and professional development activities for the school. The IR report scores are compiled in the following areas: Curriculum, Instruction, Culture & Character, Student-Engaged Assessment, and Leadership. A comprehensive rubric establishes criteria and guides scoring for well-defined indicators in each category. An overall score is calculated and compared to the target score for the year. For example, in 2019-20, the overall GCCS IR score was 123, and the target was 98, showing exemplary results.

The End of Year Review Summary report that is written by EL Education aligns to the Work Plan Performance Benchmarks in an effort to ensure a tight connection between the evaluation and accountability goals – this reflects the critical understanding that goals must align across stakeholders and ensures everyone works in the same direction. The results are widely distributed to the school community as it is designed to be a useful communication and planning tool for the board, teachers, leaders, and even parents. The results help craft the follow year's Work Plan. Data collected in a typical year includes:

- i-Ready assessment data
- Walkthrough observations
- High-Quality Work Protocol trends
- Attendance and referral data
- EL Implementation Review Scores for the year

GCCS – Flour City Campus

**Accountability Plan (Draft)
for the Accountability Period 2022-23 to 2027-28**

ACADEMIC GOALS

GOAL 1: ENGLISH LANGUAGE ARTS

Goal: Students will be proficient readers, and will be articulate writers and communicators, in the English language arts.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.
- Each year, the school’s aggregate Performance Index (“PI”) on the New York State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the New York State English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.
- Each year, the school will exceed its predicted level of performance on the New York State English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the New York State Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

GOAL 2: MATHEMATICS

Goal: Students will be proficient mathematicians who are able to apply their understanding of mathematical concepts to investigation, discovery and problem-solving.

Absolute Measures

- Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics exam in grades 3-8.
- Each year, the school's aggregate Performance Index ("PI") on the New York State math exam will meet that year's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the New York State mathematics exam will be greater than that of all students of the same tested grades in the school district of comparison.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or greater (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

GOAL 3: SCIENCE

Goal: Students will understand and apply scientific methods to investigation and discovery with proficiency.

Absolute Measure

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.

Comparative Measure

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

GOAL 4: ESSA

Goal: The school will remain in Good Standing according to the New York State ESSA accountability system.

Absolute Measure

- Under the ESSA accountability system, the school is in Good Standing; the state has not identified the school for comprehensive or targeted improvement.

7. Calendar and Schedules

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:

- Total number of days of instruction for the school year including whole and half days;
- Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;
- First and last day of classes;
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days; and,
- Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.

Page 2 provides a copy of GCCS – Flour City Campus' proposed calendar for the 2022-23 school year.



Genesee Community Charter School – Flour City Campus 2022-2023 Calendar

Staff only/No students School is Closed Half Day for Conferences

August 2022					September 2022					October 2022				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5				1*	2*	3	4	5	6	7
8	9	10	11	12	5	6*	7	8	9	10	11	12	13	14
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28
29	30	31*			26	27	28	29	30	31				

August:
 Professional Development: 8/8-8/30
 First Day for 1st-6th Grades: 8/31
 1:00 Dismissal: 8/31 (No Buses)
 Kindergarten Screenings: 8/31

September:
 1:00 Dismissal: 9/1-9/2 (No Buses)
 Kindergarten Screenings: 9/1 – 9/2
 Labor Day: 9/5
 Half Day for Kindergarten: 9/6 (No Buses)

October:
 Professional Development: 10/7
 Curriculum Night: 10/6
 Columbus Day: 10/10

November 2022					December 2022					January 2023				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	2	3	4				1	2	2	3	4	5	6
7	8	9	10	11	5	6	7	8	9	9	10	11	12	13
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20
21	22	23	24	25	19	20	21	22	23	23	24	25	26	27
28	29	30			26	27	28	29	30	30	31			

November:
 Professional Development: 11/11
 Professional Development: 11/21-11/22
 Thanksgiving Recess: 11/23-11/25
 Exhibition Nights (end of 1st Trimester):
 11/28 – 12/2

December:
 Conferences -11:30 Dismissal: 12/13
 Winter Recess: 12/23-12/30

January
 Winter Recess: 1/2
 Professional Development: 1/3-1/4
 Martin Luther King Day: 1/16

February 2023					March 2023					April 2023				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
		1	2	3			1	2	3	3	4	5	6	7
6	7	8	9	10	6	7	8	9	10	10	11	12	13	14
13	14	15	16	17	13	14	15	16	17	17	18	19	20	21
20	21	22	23	24	20	21	22	23	24	24	25	26	27	28
27	28				27	28	29	30	31					

February:
 Student-led Conferences: 2/10
 February Recess: 2/20-2/21
 Professional Development: 2/22-2/24

March:
 Conferences -11:30 Dismissal: 3/9
 Exhibition Nights (end of 2nd Trimester):
 3/13 – 3/17

April:
 Spring Recess: 4/7-4/14
 Professional Development: 4/17

May 2023					June 2023				
M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5				1	2
8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	12	13	14	15	16
22	23	24	25	26	19	20	21	22	23
29	30	31			26	27	28	29	30

May:
 Professional Development: 5/26
 Memorial Day: 5/29

June:
 Conferences -11:30 Dismissal: 6/8
 Exhibition Nights (end of 3rd Trimester):
 6/12 – 6/16
 Last Day of School for Students-11:30
 Dismissal: 6/21
 Professional Development: 6/22-6/23

***NO RCSD BUSES**
 (suburban residents
 check with district)

School Hours:
 M, T, Th, F: 8:00 - 3:00
 Every Wed.: 8:00 - 1:00

**Number of
 Instructional Days: 182**
 (excludes 8/31)

984 Instructional Hours

Calendar During Remote or Hybrid Learning

As a replication school, this is another area where GCCS – Flour City Campus will benefit from the lessons learned and previously established plans of the flagship school. Should another remote or hybrid scenario be required due to a building closure, the newly approved school would be ready. The Board of Trustees and leaders of both schools will proactively create the annual calendar each year with flexibility to accommodate any scenario. The following considerations will form the basis of the approach to creating calendars (with appropriate modifications due to the specific circumstances at that time):

- Whether in-person, virtual or hybrid, the school will ensure the minimum annual instructional hour requirements are met and a minimum of 180 days will be calendared to ensure full state aid compliance.
- At least four emergency make-up days will be incorporated into the calendar as a contingency to ensure instructional days and hours are sufficient to address unforeseen disruptions to learning.
- Conferences and professional development will be built into the calendar and conducted remotely, if the need arises, according to the calendar.
- One calendar will be designed to ensure the ability to easily pivot between in-person, hybrid or remote instruction. This also ensures all students and staff who are uncomfortable attending class in-person in a similar situation would be accommodated and would allow the entire school community to move between the scenarios as required by public health directives.

Hybrid: In this scenario, students will be placed into cohort A or cohort B, assuming social distancing would be required in a future scenario. The cohorts will be formed to create half classes of approximately 15 or fewer students in each classroom and include siblings from the same family. Additionally, the cohorts will be formed based on bus routes so that half of a bus would be filled each day. The calendar will outline a plan to ensure each cohort will attend school twice a week and receive remote instruction three times per week consecutively. Students who have an IEP or qualify for ELL services will be invited to attend all four days of in-person instruction, which the calendar and schedule will explicitly support. All students would receive remote instruction on Wednesdays to provide a day for cleaning and disinfection. Meals and instruction will be provided regardless of whether the cohort is receiving in-person or virtual instruction that day.

Remote: The remote scenario allows students and staff to be fully remote, or some students and staff to be remote due to their specific circumstances and comfort level (taking into account those who are immuno-compromised, for example). The school will be able pivot seamlessly to the virtual modality and still follow the existing calendar.

This is an example of the tentative modality calendar developed at the start of the 2020-21 school year by GCCS. Each expedition is approximately 12 weeks.

Fall Expedition (Sept. – Thanksgiving Break)	Winter Expedition (December – March)	Spring Expedition (March – End of Year)
Hybrid	Hybrid or Virtual	Hybrid or In-Person

b. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
- A table that clearly identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade (e.g., ELA, mathematics, science, and social studies), and the total number of instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.);
- A sample student schedule for a typical week; and,
- A narrative describing key considerations in the development of an alternate student schedule for remote and/or hybrid instruction should circumstances require (e.g., length of the remote school day, the number of synchronous vs. asynchronous lessons per day/week, etc.). Applicants are not required to submit a fully developed alternate student schedule but should discuss how the proposed school would go about developing one and the resources it would consult in doing so.

A typical school day is scheduled from 8:00am to 3:00pm four days a week, and on Wednesdays from 8:00am to 1:00pm. Staff will engage in professional development on Wednesdays from 1:45 to 5:00pm. Specific times in the schedule are devoted to building community, goal-setting and social-emotional learning, as well as recess and quiet time for children to re-charge.

In addition to core academics, the schedule features the following structures that align with Responsive Classroom (RC) and/or EL Education:

- Breakfast/Morning Choice (students choose a skill-based activity, typically gross or fine motor skills or academics and/or teachers will deliver RTI)
- Morning Meeting (the whole class has circle time for greeting, a social skills-based activity, and set goals for the day; this is a RC structure)
- Closing Circle (a RC structure to close and reflect on the day)
- Weekly Reflection/Goal Setting (once a week, students reflect on character and/or academics and set goals for the following week)

- Community Circle (an EL structure that provides a weekly ritual to bring the whole school together to share learning, celebrate the arts and character traits; this includes families, staff and students)
- Recess (all grades, every day)
- Quiet Time (this applies to K-1 classrooms)

Excluding lunch and recess, weekly instructional time at both the primary and intermediate level is over 28 hours (1,680 minutes). Response to Intervention (RTI) is embedded in the schedule for 20-30 minutes per day, 3-4 days a week, with students receiving additional support as appropriate. Interventions are constantly integrated into classrooms by the two classroom teachers and TA. The Special Education Coordinator will ensure schedules are clear and logical for additional push-in/pull-out services in accordance with IEPs, RTI plans or ELL needs. The interdisciplinary nature of the program is reflected in the schedule. The specific amounts of time devoted to core academics each week are summarized in the tables below.

Primary

Integrated Literacy “Module Lessons” (Reading, Writing with Expedition Content)	120 minutes
Foundational Skills Literacy Block (Handwriting and Spelling is embedded)	300 minutes
Math (Skills and Concepts)	300 minutes
Expedition (Social Studies/Science – Hands-on Experiences and Lessons)	135 minutes
Labs (Interdisciplinary – Literacy, STEAM, Social Studies)	180 minutes
Physical Expedition (Movement)	90 minutes
Music	75 minutes
Art	75 minutes

Intermediate

Integrated Literacy “Module Lessons” (Reading, Writing with Expedition Content)	300 minutes
Literacy Skills (Language, Spelling, Grammar, Mechanics – Cursive/Keyboarding embedded)	225 minutes
Math (Skills and Concepts)	375 minutes

Expedition (Social Studies/Science – Hands-on Experiences and Lessons)	240 minutes
Physical Expedition (Movement)	90 minutes
Music	75 minutes
Art	75 minutes

Sample Primary (Grades K-2) Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
8:00	Breakfast & Morning Choice	Breakfast & Morning Choice	Breakfast & Morning Choice	Breakfast & Morning Choice	Breakfast & Morning Choice		
8:15							
8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting		
8:45	Foundational Skills Literacy Block	Foundational Skills Literacy Block	Foundational Skills Literacy Block	Music/ Foundational Skills Literacy Block and Integrated Literacy Lesson (1/2 class attends each for 75 minutes)	Foundational Skills Literacy Block		
9:00							
9:15							
9:30							
9:45	Snack	/Math (1/2 class attends each for 65 minutes)	/Math (1/2 class attends each for 65 minutes)				
10:00	PE/ Integrated						
10:15	Literacy Lesson (1/2 class attends each for 35 minutes)	-Snack in transition-	-Snack in transition-	-Snack in transition-	Integrated Lit. Lesson		
10:30					Weekly Reflection		
10:45					PE/ Math		
11:00					(1/2 class attends each for 50 mins)		
11:15	Recess	Recess	Choice	Recess			
11:30	Lunch	Lunch	Lunch	Lunch			
11:45							
12:00	Quiet time	Art/ Integrated Literacy Lesson (1/2 class attends each for 35 min)	Closing Circle	Quiet Time			
12:15	Math				Community Circle	Math	Recess
12:30							Lunch
12:45							Quiet Time
1:00			Dismissal				
1:15	Art/ Expedition (1/2 class attends each for 45 mins)	Quiet Time	Teachers engage in Professional Development	Expedition	Expedition		
1:30							
1:45		Labs/RTI*					

2:00			From 1:45 – 5:00	Continued Int. Lit.	Labs/RTI*
2:15				Labs/RTI*	
2:30					
2:45	Closing Circle	Closing Circle			Closing Circle

*Students are pulled for Response-to-Intervention (RTI) during this time.

Sample Intermediate (Grades 3-6) Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	Breakfast & Morning Choice	Breakfast & Morning Choice	Breakfast & Morning Choice	Breakfast & Morning Choice	Breakfast & Morning Choice
8:15					
8:30	Morning Meeting & Goal Setting	Morning Meeting	Morning Meeting & Goal Check-in	Morning Meeting	Morning Meeting
8:45					
9:00	Literacy Skills/RTI*	(1/2 class attends each for 75 mins)	Math/ Integrated Literacy (1/2 class attends Each for 65 minutes)	Literacy Skills/RTI*	PE/Literacy Skills/RTI* (1/2 class attends each for 50 minutes)
9:15					
9:30					
9:45					
10:00	Math			Integrated Literacy	
10:15					
10:30					
10:45					
11:00					
11:15	Recess	Recess	Recess	Recess	Math
11:30	Lunch	Lunch	Lunch	Recess	
11:45	Integrated Literacy	Literacy Skills/RTI*	Closing Circle	Lunch	Recess
12:00					
12:15				Community Circle	Music/ Math (1/2 class attends each for 75 minutes)
12:30					
12:45	Expedition	Integrated Literacy	Dismissal		Expedition
1:00					
1:15	PE/ Expedition (1/2 class attends each for 35 mins)	Expedition	Teachers engage in Professional Development		
1:30					
1:45					
2:00					

2:15			From 1:45 – 5:00		Weekly Reflection & Goal Reflection
2:30					
2:45	Closing Circle	Closing Circle		Closing Circle	Closing Circle

*Students are pulled for Response-to-Intervention (RTI) during this time.

Scheduling During Remote or Hybrid Learning

As previously noted, the school will use lessons learned at the flagship to guide scheduling decisions, especially if socially distanced hybrid plans are required, or in the case of entirely virtual learning. The hybrid scenario allows children to be assigned to a cohort and attend school virtually over three consecutive days and in-person two days, with all children working remotely on Wednesdays. The size of cohorts and specific schedules used for each cohort will be based on health guidelines and whether social distancing is required under future possible scenarios.

This is how the flagship school approached hybrid learning in 2020-21:

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person	In-person	Virtual	Virtual	Virtual
Cohort B	Virtual	Virtual	Virtual	In-person	In-person

Like the flagship school, GCCS – Flour City Campus will approach scheduling adjustments (whether students are engaged in in-person, hybrid or virtual instruction) with the key design elements in mind. These elements make the program unique and must be preserved. Therefore, the arts and academic schedules will be adjusted while honoring concepts such as learning expeditions, arts integration, EL Education, and Responsive Classroom and character development.

In 2020-21 the flagship school used a new “crew” structure to support social emotional learning, hone restorative practices skills, and normalize talking about race and bias in service of building equity. Schedules were adjusted to ensure students received an individualized program to meet their academic and social-emotional needs. Students engaged in daily interaction with teachers regardless of modality.

The school day still ran from 8am-3pm, with early dismissal on Wednesdays. Teachers provided daily live instruction, small group or individual lessons, independent assignments, and/or class meetings. The staffing structure of two full time teachers and a teaching assistant allowed for creative and flexible instruction for the hybrid and remote models. For example, while one teacher and TA were teaching the cohort at school, the other teacher could be instructing live with the virtual cohort, or all three teachers could be instructing in small groups (in-person or remotely). Teachers continued to use i-Ready and benchmark assessments to determine small group differentiated instruction, potential Tier II intervention, and eligibility for Tier III services

with GCCS support staff. The Intervention Team met every four weeks with each teaching team to discuss and monitor RTI for students. Special education, ELL and RTI interventions were planned for remote delivery when necessary using small groups or 1-1 virtual sessions.

Future scheduling changes would be similarly made, with a focus on providing daily synchronous lessons, supplemented by asynchronous lessons or activities, and maintaining the regular school day as much as possible. The GCCS schedules developed for this year would serve as a model or guide. In 2020-21 the flagship school used the following:

- K-3: SeeSaw
- 4-6: Google Classroom
- Zoom
- Zearn Math (math supplement and aligned to EngageNY Math Modules)
- i-Ready supplemental lessons (ELA, Math)
- Additional Technology to live stream lesson to students at home (ipad or video camera) as needed

c. Sample Teacher Schedule

For each division of the school, provide a sample teacher schedule for a typical week of instruction including:

- **Length of teachers' work day;**
- **Time devoted to core teaching assignments, planning, and other activities; and,**
- **A narrative describing key considerations in the development of an alternate teacher schedule for remote and/or hybrid instruction, should circumstances require (e.g., length of the remote school day, the number of synchronous vs. asynchronous lessons per day/week, planning time allotments, etc.). Applicants are NOT required to submit a fully developed alternate teacher schedule but should discuss how the proposed school would go about developing one and the resources it would consult in doing so.**

Teachers' days will run from 7:35 to 3:30. In a typical year, the model ensures 313 hours of strategically employed professional development. On Wednesdays, teachers will participate in professional development from 1:45 to 5:00. There are three weeks of full days dedicated to professional development in August, and an additional 12 professional development days spread throughout the rest of the year. Professional development time is spent analyzing student performance data, planning expeditions and lessons, and develop teaching skills, curricula, and assessments that drive student achievement. Additionally, an EL Education School Designer will visit 10-20 days each year to lead high-quality professional development aligned with the school's mission and Work Plan. Teacher schedules ensure teachers are participating in the arts blocks alongside their students.

Sample Kindergarten Teacher Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:00 Staff Arrival and Material Preparation	7:30 - 8:00 Staff Arrival and Material Preparation	7:30 - 8:00 Staff Arrival and Material Preparation	7:30 - 8:00 Staff Arrival and Material Preparation	7:30 - 8:00 Staff Arrival and Material Preparation
8:00-8:25 Support students with Breakfast & Morning Choice in the classroom	8:00-8:25 Support students with Breakfast & Morning Choice in the classroom	8:00-8:25 Support students with Breakfast & Morning Choice in the classroom	8:00-8:25 Support students with Breakfast & Morning Choice in the classroom	8:00-8:25 Support students with Breakfast & Morning Choice in the classroom
8:28-8:45 Lead Whole Class Morning Meeting/ Crew	8:28-8:45 Lead Whole Class Morning Meeting/ Crew	8:28-8:45 Lead Whole Class Morning Meeting/ Crew	8:28-8:45 Lead Whole Class Morning Meeting/ Crew	8:28-8:45 Lead Whole Class Morning Meeting/ Crew
Foundational Skills/Math 8:45-9:45 Group 1 (Classroom Teachers Lead, TA assists)	8:45 - 10:30 Movement/Choice Time (Teacher planning time, TA leads Choice Time) Switch at 9:37	8:45 - 10:10 Foundational Skills Literacy /Math Switch at 9:25	Foundational Skills/Math 8:45 - 11:15 Snack at 9:50 - 10:05	Foundational Skills/Math 8:45 - 11:00 Snack at 9:45
9:45 Snack				
10:15-11:30 Art/ Integrated Literacy Lesson (1/2 class attends each for 37 minutes) Switch at 10:52	10:30 Read Aloud /Expedition	10:15 - 11:30 Movement/Wonder Labs Switch at 10:52		
	11:15 Lunch		11:15 Lunch	11:00 Weekly Reflection
11:30 Recess	11:45 Read Aloud/Game	11:30 Lunch	11:45 Read Aloud/Game	11: 20 Recess
12:00 Lunch	12:00 - 2:15 Foundational Skills/Math Switch at 1:07	12:00 Closing Circle	12:00 - 1:15 Music/Expedition Switch at 12:37	11: 45 Lunch
12:20 Read Aloud		12:15 Community Circle		12:15 Read Aloud
Foundational Skills/Math 12:30- 1:30 Group 2		1:00 Dismissal		12:30 - 1:45 Art/Wonder Labs Switch at 1:07

1:30-2:45 Music/ Quiet Time Switch at 2:07		1:15 Staff Break	1:15 Quiet Time	
		Professional Development From 1:45 – 5:00	1:45 Wonder Labs	1:45 - 2:40 Expedition/Quiet time/Wonder Labs
	2:15 - 2:45 Quiet Time/Recess		2:15 Pack-up and Recess	
Closing Circle	Closing Circle		Closing Circle	Closing Circle
Dismissal	Dismissal		Dismissal	Dismissal

Scheduling During Remote or Hybrid Learning

As with student schedules, the flagship school has experience scheduling for teachers during hybrid or remote learning. The overall calendar and schedule designed for 2020-21 allowed GCCS students and staff to shift between the three modalities with schedule changes strategically updated as necessary. Teachers used a combination of synchronous learning and asynchronous learning using independent activities for students to complete or utilize prerecorded videos.

If a future need for alternative scheduling arises, every effort will be made to preserve planning time, professional development and instruction in accordance with the school model regardless of whether the physical building is open. Most critically for teachers, the length of the school day and number of professional development hours offered will be preserved. In the event of hybrid or virtual learning, a schedule would quickly be developed and posted to ensure all staff and families know what to expect and to ensure consistency. Teachers would participate in the planning and decision-making process when the schedules were designed.

The following decisions were made by GCCS in 2020-21 and would guide thinking at GCCS – Flour City in a similar situation:

- Teachers will create engaging learning expeditions integrating Social Studies, Science, the Arts, Math (if possible), and ELA content and skills standards.
- GCCS will continue to utilize EngageNY Math Curriculum along with Zearn to supplement virtual instruction.
- The Intervention Team met every week as a team and every four weeks with teaching teams (up from six).
- Arts Program:
 - Students will receive weekly live instruction for one hour in each of our arts classes - visual arts, music, and PE (movement). In addition, students will be provided with supplemental physical education activities for remote learning days.

- Live lessons with our Arts teachers will occur during all learning models (hybrid, remote, or in person)
- Accommodations will be made to adhere to all safety guidelines
- Scheduling will allow for cleaning between classes
- PE (Movement) will be held outside under a large tent, on a field, or in the Auditorium
- Students will maintain 12 feet social distancing
- Music will be held outside or in a large multi-purpose room; Students will maintain social distancing
- Instruments will be cleaned between classes
- If students are singing or using wind instruments, they will maintain the 12-foot social distancing requirement
- Visual Arts will be pushing into the grade level classrooms
- Students will remain six feet away to meet socially distant standards
- Students will have their own art supplies

Professional development in August was revised to accommodate the COVID-19 considerations, and included professional learning to become fluent in virtual platforms and technology, the creation of daily schedules, identifying new learning strategies required to meet the needs of the circumstances, relationship building and self-care, responding to trauma, bundling and prioritizing the learning standards, planning lessons, and developing clear communication plans in multiple languages to ensure students and families were informed and comfortable asking questions or requesting help.

8. Specific Populations

a. Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- How the school will determine and identify which students are struggling including within the context of a Response to Intervention (“RTI”) program. The applicant should clearly define the term “struggling student” as it would be applied in the school;
- How the school would ensure the effective implementation of a student identification process in a remote setting;
- The strategies, programs, specific curricula, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings (e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.);
- How the school would ensure the effective implementation of these interventions in a remote setting;
- Any research or evidence that supports the appropriateness of the proposed approach; and,
- The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.

The GCCS flagship school has a robust and effective program to support struggling students through differentiation and targeted interventions. The specific strategies and programs outlined below are proven to work well, having evolved over the last two decades to ensure the appropriateness and feasibility of implementation. GCCS – Flour City will replicate this approach.

The curriculum is designed to include intentional differentiation based on ongoing assessment of class and individual student needs. Academic subjects, tasks, activities, and materials are scaffolded and modified as needed so students at various levels of proficiency can access complex text and content. Such scaffolding and modifications include the use of additional and smaller steps, graphic organizers, explicit vocabulary and application of UDL (Universal Design for Learning) supports. The schedule includes opportunities for adults to regularly work with students to reinforce concepts and skills as well as to assist students who are extending their learning through long-term projects or problem solving.

Nothing is done in a silo under the Genesee model. **Each classroom is an inclusion classroom with integrated interventions provided by both of the two certified teachers and the teaching assistant.** Push-in and pull-out schedules are designed to further ensure students receive required services and supports. The Intervention Team will include the Special Education

Coordinator, Literacy Coordinator, Math Coordinator, Intervention Teachers, English as a New Language Teacher, and Social Worker.

Response to Intervention

The RTI process will begin with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners will be identified through universal screenings and/or results on benchmark assessments and state exams as well as through additional data documented throughout Tier I intervention. The process intentionally analyzes more than i-Ready scores. Children will be identified as “struggling” and will be referred to the Intervention Team following this process:

- A specific concern exists prompting the RTI Referral
- Student information is included
- At least two relevant academic baseline assessments indicate the student is not on grade level proficiency
- Evidence of parent communication
- Subject strengths and challenges are identified
- Top 3 Barriers for Learning Checklist is completed

Upon referral, during the initial referral team meeting, the Intervention Team will evaluate the referral and discuss next steps for intervention. A “crew leader” (i.e. one of the child’s classroom teachers) will be designated as the liaison for the referred student to manage the student’s progress and establish communication between the family and the Intervention Team. A letter summarizing the results of the meeting also will be sent to families. When a student is in need of Tier II, teachers will first notify parents and prepare a folder with specific skills students should be practicing at home for six weeks. If the child has progressed to Tier III intervention, another letter will go home notifying the family of this service and the ways the family can offer support at home.

In addition to the at home practice, the Intervention Team and teachers will enact a six-week intervention plan with specific targets to address aligned with progress monitoring assessments. Teachers who do this now at the flagship school write narrow and measurable SMART goals for the student to accomplish as a result of the intervention. Data must correspond to the goal. The assessments most commonly used by GCCS include: i-Ready; Foundational Skills Benchmark Assessment; Heggerty; and DRA (please see the full list of possible assessments used below in each individual Tier). Assessments will continually be administered in the remote setting when necessary, with i-Ready, the EL Foundational Skills Benchmark Assessments, Zearn Math and teacher created assessments in particular providing data on a frequent basis for analysis.

Progress Monitoring and regular meetings between the Intervention Team and families will continue throughout the intervention process until the student’s goals have been accomplished and no further barriers to learning are identified. If a student has completed intervention services

a letter will be sent home to families summarizing the reasons for completing Tier II or III intervention and to provide recommendations for ways to support continued academic success.

Students will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, Literacy or Math Coordinator, Intervention Teacher and Social Worker or ENL Teacher. Progress will be closely monitored to assess both the learning rate and level of performance of each individual student. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. GCCS uses RTI when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

Documentation is key to providing evidence that robust modifications and strategies have been tried and measured before advancing to the next Tier or before a referral process begins. Therefore, proper documentation is necessary. GCCS has developed specific protocols, which incorporate the recommendations of the Rochester City School District, to guide the frequency and type of intervention necessary before a referral can be considered and has developed effective documentation techniques. GCCS – Flour City will use the same RTI systems and approaches, described below by Tier. Planning and progress monitoring in each Tier includes frequent parent input.

Tier I: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier I, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students will be screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed eight weeks. During that time, student progress will be closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier II.

Tier I Strategies (*For All Children*)

Routines and Classroom Norms:

Model appropriate behavior

Clear Expectations

SEL Morning Meetings

Consistency with use of tools, resources, routines

Guided discovery for classroom materials

Responsive Classroom
Restorative Practices

Classroom Structure:

Heterogeneous crew tables
Daily schedule posted and reviewed
Frequent assessment of sensory output
Continuous assessment of seating arrangements

Emotion Regulation:

Provide movement breaks
Social/behavior conferences and conflict resolution (VOSP Protocol)
SEL/Mindfulness Lessons
Non-verbal redirection
Reset and Refocus (R and R)

Academic Differentiation in the Classroom:

Whole group/half group instruction
Choice of graphic organizer when writing
Reference texts at various levels for content
Manipulatives, calculators, and other math tools available
Challenge by choice – students choose to match their ability level
Use of FM system
Choice of format for final assignments – typed or written
Visual directions in addition to auditory directions
Directions repeated or clarified
Choice of pencil grips
Homogeneous reading groups
Personal copies of materials for text coding
Timelines and rubrics for work completion
Decodable text for Foundational Skills
Differentiated levels for math problems
EngageNY Math Program
EL Education Skills Block (with Assessment Conversion Chart/Differentiated Small groups)
Access to class notes on bulletin board
Color code home learning on whiteboard
Sentence starters
Additional writing prompts
Anchor charts
Heggerty Phonological Awareness

Progress Monitoring:

i-Ready 3 times a year
Skills benchmark assessments
End of cycle assessments (Skills)

Tier II: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier I will be provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions will be provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this Tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention will then be considered for more intensive interventions as part of Tier III.

Tier II Strategies (*For Many Children*)**Classroom Structure:**

Consistent teacher proximity

Emotion Regulation:

Pillows, chairs, wedges, sit disks, yoga balls, and t-stools for seating
Weighted vest/blanket
Prompts to prepare for transitions
Additional transition time
Visual timer
Placement of students in lines to reduce behavior
Individual Written Agreement (GCCS has developed a Written Agreement Guide)
Problem Solving Conference (GCCS has developed a Problem-Solving Planning Guide)
Conferences

Tier II Interventions that May Require Additional Staff Support:

GCCS has created a Tier II Analysis Form

Academic Differentiation:

Audio books or texts
Pre-started graphic organizer or partially completed outline

Regular use of manipulatives, number line, calculators, multiplication tables, hundreds charts
(Grades 4-6)

Modified length for assignments

Consistently having a student repeat directions back to teacher

Differentiated small groups for Skills (microphase groups)

Differentiated small groups for Math Problem Solving Skills

Small group Heggerty Phonological Awareness

Kinesthetic memory aids

Manuscript-only handwriting instruction

Slanted writing surface

Additional word banks for writing

Modified difficulty for assignments and home learning

Required pencil grips or other modified writing tools

Classroom computer/laptops for supporting writing process

Word processor/Chromebook/i-Pad

Consult Services GCCS Special Education Teachers (RCSD students only)

Simplify, re-phrase or re-read instructions

Tier II Interventions that May Require Additional Staff Support:

Alternate assessments – verbal rather than written

Peer or teacher reads text aloud to student

Consistent one-on-one or small group support for assignment

Regular meetings with special ed coordinator and parents

Pre-teaching or additional reading to build schema

More staff for small group work for additional instruction

One-on-one pre-teaching instruction to address skill or content deficits

One-to-one teacher check-in with student before child begins work

Regularly dictating or scribing

Separate location for completion of assignments

Coded teacher notes in addition to student notes

Check-in, Check-out

Individualized, structured and planned movement breaks

Individualized, structured and planned use of Reset and Refocus (R and R)

Structured and planned Community Circle with agreements made

Progress Monitoring

Bridges Intervention (math)

Classroom Language Interaction Checklist (ENL, by Dr. Catherine Collier)

Tier III: Intensive Interventions and Comprehensive Evaluation

At this level, students will receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers I, II, and III will be compiled and used to make the eligibility decision.

Tier III Strategies (*For Some Children*)

Emotion Regulation:

Tier III Interventions that Require Additional Staff Support:

Social Skills Group Functional Behavior Assessment

Emotion Regulation Plan

Consistent, planned 1:1 Social and Emotional Support with Social Worker and/or Restorative Practice Coach

504 Plan

Truancy Mediation with Community Circle and agreements made

Reintegration Conference with Community Circle and agreements made

Tier III Services that May Require Outside Consultation Support:

Time out of the classroom for sensory diet

Tier III Services that May Require Outside Consultation Support for CSE Track:

Specialist informal observations: speech, OT, PT

Academic Differentiation that Requires Additional Staff Support:

Wilson Reading Program 4x/week

Push-in, Pull-Out Services with both GCCS and other district Special Education Teachers per IEP

Accelerated Skills group with six-week check-ins with parents

After-school tutoring

Requiring 1:1 chaperone for fieldwork

Alternate location for testing

Individual Lexile lists sent home

OT services provided via 504 plan

Alternate text

Modified length and level of home learning

Teacher assistance with arrival and dismissal (unpacking and packing up)

i-Ready targeted lessons for students

After-school math and ELA groups prior to testing

Additional materials and learning targets provided for parents
Academic Intervention Plan
Wilson Fluency Instruction in-class
Keyboarding rather than writing
Voice recording and dictation with audio recorder
504 Accommodation Plan
Heggerty Phonological Awareness

Progress Monitoring that Requires Additional Staff Support (RtI Team Members):

Aimsweb
DRA
DWA
i-Ready
Skills Benchmark Assessments
WADE
WIST
Heggerty Phonological Awareness
Bridges Intervention (math)
Acculturation Quick Screen (AQS by Catherine Collier) for ENL students (please see below)

Tier IV: School and District Recognized Individualized Education Plan

At this tier, students will be deemed eligible to be referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers I, II, and III are included and used to make the eligibility decision. Students in this tier would qualify for an IEP, 504 Accommodation Plan, or targeted Emotion Regulation Intervention Plan as specified by Committee on Special Education or developed by the school.

Tier IV Strategies (*For a Few Children*)

Support is determined by child's IEP or 504 Plan and specialists will be involved in the intervention. The instruction can be delivered out of the classroom and/or in the classroom provided by a Special Education Teacher, Occupational Therapist, Speech Pathologist, or Physical Therapist (these providers historically have been provided by districts of residence).

b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- **A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;**
- **The process for identifying students with disabilities (child find), especially within the context of the school’s RTI process;**
- **The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (“CTT”), Special Education Teacher Support Services (“SETSS”), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;**
- **The services or settings that will be provided by the school district of the student’s residency or through a third party contract (pursuant to the Act);**
- **Any research or evidence that supports the appropriateness of the school’s approach to serving students with disabilities;**
- **The process for coordination between general education teachers and special education teachers or service providers;**
- **The process that will be used to monitor the achievement and progress of students with disabilities including how the school would do so in a remote setting;**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,**
- **Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans (“BIPs”) in the classroom.**

The founding team can confidently state that GCCS – Flour City will abide by all of the assurances found in Appendix B of this Request for Proposals regarding Special Education. All federal laws relating to students with disabilities, including IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the ADA will be honored in both letter and spirit. Children will receive a free and appropriate public education in the least restrictive environment, in a building which allows access. The school will not discriminate based on disability or intellectual ability.

The school will work diligently with districts of residence to develop and/or accommodate IEPs, will follow timelines outlined in the law, and will honor the participation of parents throughout the process. In the past, GCCS students have received consultant teacher services, resource room services, speech/language therapy, occupational therapy, autism consultant services, behavior specialist services, counseling, and a one-on-one aide. Students at the proposed GCCS – Flour City Campus will receive the same robust array of services.

Child Find: Upon being admitted to the school, staff will make every effort to determine whether an in-coming child has an existing Individualized Educational Plan (IEP), or whether preschool special education services were previously in place for a child who has since been declassified. The optional question on the admission application will help this process, as will Kindergarten screening. Upon enrollment the district of residence will be canvassed for all applicable records

for each new child in every grade. If a child does enter the school with an IEP in place, which has been rare at the flagship, it will be immediately reviewed and the school will make every effort to provide all necessary services. If modifications to the IEP are necessary, the school will work with parents and the CSE to recommend changes and find the appropriate approaches to ensure the child is served well. If a child has been declassified by the district prior to enrollment this information will be noted to ensure the child receives additional monitoring.

The rigorous RTI process outlined above will be instrumental in determining which children should be evaluated by the Committee on Special Education for an IEP. However, at any point in an RTI process, IDEA allows parents to request a formal evaluation to determine eligibility for special education, and this will be fully supported by the school. The RTI process cannot and will not be used to deny or delay a formal evaluation for special education.

During Tier II and III Intervention, teachers will be vigilant about keeping strong documentation. This documentation will inform the Committee on Special Education and the school service providers on what has been tried and the level of success for each intervention. Students who do not make sufficient progress may be referred to the CSE for evaluation.

Personnel: The staffing model provides a Special Education Coordinator whose responsibilities include coordinating the special service schedule, ensuring all teachers are aware of the details in each IEP, and ensuring teachers are adequately prepared to provide the services necessary for students in inclusion classrooms. Additionally, the school will employ a Social Worker and Intervention Teacher. The founding team expects to have an additional Special Education Teacher or two provided by the RCSD, based on historical trends at the flagship. The exact number of special education teachers and their FTE status will depend upon the enrolled student population. Extensive efforts will be made to work collaboratively with special education providers from RCSD and to secure services from outside providers in order to meet the needs of special education students. For example, at full scale GCCS has two full-time special education teachers provided by the RCSD, and PT/OT and speech pathologist professionals are also provided.

Settings and Services Offered: GCCS- Flour City classrooms, with two certified teachers and a teaching assistant, will be inclusion with special education supports and services integrated into the general education setting. Inclusion aligns with the GCCS model, embodies the commitment to providing the least restrictive environment, and honors the many benefits to all children when they work side-by-side with peers. A comprehensive report examining 280 studies from 25 countries summarized research this way: “There is clear and consistent evidence that inclusive educational settings can confer substantial short- and long-term benefits for students with and without disabilities. A large body of research indicates that included students develop stronger skills in reading and mathematics, have higher rates of attendance, are less likely to have behavioral problems, and are more likely to complete secondary school than students who have

not been included.”¹ Inclusion explicitly aligns with the Genesee mission, model, and Key Design Elements.

Each of the two certified classroom teachers are responsible for knowing the needs of each student in accordance with their IEP or 504 Accommodation Plan. The Special Education Coordinator position is dedicated to facilitating the requirements of the IEPs and scheduling, and ensuring all staff are informed and prepared for implementation. The teachers work to provide interventions, supports and testing modifications as required on an ongoing basis, and directs the TA to provide additional supports when appropriate.

The school anticipates providing both push-in and pull-out services and resource room as the flagship has historically done over the years. The facility plans are being pursued with the goal of having dedicated breakout rooms available for such sessions. The exact supports provided will be determined by each child’s IEP or 504 Accommodation Plan and specialists will be involved in the delivery of interventions as appropriate.

In a remote setting, such as required during the 2020-21 school year at GCCS, services were delivered using breakout rooms and one-to-one sessions. During hybrid instruction, plans were made to get all students with disabilities to the school in-person four days a week. The few students with IEPs that did not attend four days a week were due to specific parent requests and every effort was made by GCCS staff to continue a strong continuity of learning plan and provide services both in-person and in one-on-one remote sessions.

Communication and Planning: The weekly schedule will allow for the Intervention Team (comprised of the Special Education Coordinator, Social Worker, ENL teacher, and Intervention Teacher) to meet with 2 grade level teams and special education providers per week to discuss progress and program effectiveness. Meeting regularly will allow classroom teachers and the Special Education providers time to collaboratively develop and modify instructional goals along with specific instructional strategies to help meet those goals. Additionally, the Intervention Team and grade level teams will meet six times throughout the year (more if necessary) to discuss intervention methods and make course corrections in service of student achievement and social-emotional learning.

During meetings between the Intervention Team and grade level teams, data is examined by class and subgroups for trends to identify ongoing needs. Assessment data and student work will be used to determine effectiveness of instructional strategies and next steps for individual students. The Special Education Coordinator and Social Worker will provide frequent reports to

¹ Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y., & Burke, S., in partnership with Abt Associates (August 2016). A Summary of the Evidence on Inclusive Education. *Instituto Alana*. Available online: https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf

the administration to further ensure special needs are incorporated into professional development planning and any necessary course corrections are made. Families will be involved in team meetings and/or parent-teacher conferences every six weeks to discuss progress. Such meetings can be held securely via Zoom if necessary.

School-wide analysis will be facilitated by disaggregating student data on benchmark assessments, NYS exams and other quantitative measures of progress on a regular basis to determine trends or needs within this subgroup.

The strategies described here replicate the successful approaches implemented at the flagship school. GCCS has emphasized the performance of the SWD subgroup through professional development and intentional examination of disaggregated data, and it is anticipated the two schools will collaborate on such efforts in the future. The Professional Development Advisory Crew will make recommendations for PD offerings in alignment with data analysis and student needs, with specific attention given to disaggregated subgroup data and a mindfulness on ensuring staff are prepared to meet the needs of students with disabilities.

Services in a Remote Setting: During remote learning, the flagship school recognized the importance of providing dedicated virtual support time. Support staff and instructional leaders (for example, reading and math specialists, special education teachers, the Curriculum Coordinator, and the School Leader) provided additional instruction embedded directly into schedules for easier navigation for families. The Special Education Coordinator worked closely with districts, service providers, and classroom teachers to ensure all IEP requirements were met according to the guidelines and the law. When hybrid instruction was allowed, students with disabilities were encouraged to be in-person four days a week. Remote services were delivered in breakout rooms and via one-to-one sessions between students and providers.

c. English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- **The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;**
- **The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings) including a brief discussion about how specifically the school would ensure that students continue to receive language acquisition supports in a remote setting;**
- **The research and evidence that supports the appropriateness of this approach;**
- **The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;**

- **The process that will be used to monitor the achievement and progress of ELLs including exit criteria;**
- **The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;**
- **How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,**
- **How the school will make after school and other extra-curricular programming accessible to ELLs.**

As with students with disabilities, the school will take significant steps to identify children who speak another language at home and thus might be eligible for English language learner status. The school will not discriminate against students who are learning English. The process to identify children whose first language is not English includes the optional question on the admission application, as well as the administration of the Home Language Questionnaire and observations gathered during interaction with children and families, including Kindergarten screenings. These families will be contacted and the GCCS – Flour City ENL teacher will work to determine eligibility status.

Identification: As noted above, all incoming students will be screened for information related to home language. Eligibility for ENL services will be determined using the New York State Identification Test for English Language Learners. Progress will be monitored each spring with the New York State English as a Second Language Achievement Test (NYSESLAT). Historically, not all students who speak another language at home who enrolled at the flagship school qualified for services based on the assessment. Students may be bilingual but this does not necessarily mean they should be classified. GCCS has been mindful of this distinction over the years and has avoided unnecessary classification.

Settings and Services Offered: The school plans to have a certified English as a New Language teacher support students in accordance with their need. Classrooms will be set up as inclusion with push-in when appropriate, and pull-out services will be incorporated and designed on an individualized basis. The NYSESLAT provides a range of results, by focus area, that drives the services offered and goal creation. The focus areas are: Listening, Reading, Writing and Speaking. The scores follow a scale of: Entering, Emerging, Transitioning, Expanding, or Commanding. Each spring students will retake the NYSELAT to document progress. “Commanding” aligns with proficiency and will provide an indication that a student is eligible to exit services, although individualized supports and accommodation may continue to be provided once a student has been formally exited. Push-in or pull-out supports will be provided on an individualized basis by the certified ENL teacher post-declassification.

Importantly, the flagship school created a structure to ensure ENL students are not inappropriately identified as SWDs and to ensure they are appropriately supported and advancing against goals should they require RTI to address an academic or behavioral challenge. When an

academic or emotional regulation challenge arises for a student who is also an ENL, it is important to use tools designed for English as a New Language students in the RTI process. The tools and approach were designed by Dr. Catherine Collier to measure acculturation, interactive language skills and academic language proficiency, compared to a typically developing native English speaker. The school will use the following grid as a reference to determine whether a student’s language skills are developing at a typical rate, based on the number of years he or she has been in US schools and to help guide the RTI process (source: Catherine Collier, 2015).

Language Acquisition Grid

Pre-Production 0-6 months in US Schools	Early Production 6 mo-1 year in US Schools	Speech Emergent 1-2 years in US Schools	Intermediate Fluency 2-3 years in US Schools	Advanced Intermediate 3-5 years in US Schools	Advanced Fluency 5-7 years in US Schools
<p>Able to observe, locate, label, match, show, classify, sort</p> <p>Adjusting to U.S. culture</p> <p>Associate sound to meaning</p> <p>Comprehend key words only</p> <p>Depend on context</p> <p>Develop listening strategies</p> <p>Gaining familiarity with sounds, rhythms and patterns of English;</p> <p>Follow modeled oral directions</p> <p>May not produce speech</p> <p>Minimal comprehension of general meaning;</p> <p>Point to real objects related to content</p> <p>Mimic gestures or movements</p> <p>Gesture responses</p> <p>Responses range from no verbal response, one to two words, single words, phrases</p> <p>Speech errors observed</p>	<p>Able to name, recall, draw, record, point out, underline, categorize, list</p> <p>Carry out two to three step commands</p> <p>Beginning sound symbol understanding</p> <p>Depends heavily on context</p> <p>Grammar errors</p> <p>Increased comprehension of general and some specific meaning</p> <p>Mispronunciation can sequence a series of statements using real objects or pictures</p> <p>Produces words in isolation</p> <p>Respond using phrases and simple sentences</p> <p>Responds with one/two-word answer or short phrases</p> <p>Can locate objects described orally.</p> <p>Match oral reading to illustrations</p> <p>Use routine expressions independently</p> <p>Uses simple words, gestures, and drawings</p> <p>Verbalizes key words</p>	<p>Able to share, retell, follow, associate, organize, compare, restate, role play</p> <p>Functions on social level</p> <p>Good comprehension of general meaning and increased comprehension of specific meaning</p> <p>Hears smaller elements of speech</p> <p>Makes frequent errors of grammar and word order which occasionally obscure meaning</p> <p>Follow modeled multistep directions</p> <p>Reads and writes basic sight words</p> <p>Respond in more complex sentences with more detail using newly acquired vocabulary to experiment and form messages</p> <p>Can match objects with functions and descriptions</p> <p>Classify objects according to descriptions</p> <p>Short phrases</p>	<p>Able to tell, describe, restate, contrast, question, map, dramatize, demonstrate, give instructions</p> <p>Good comprehension of general meaning and increased comprehension of specific meaning</p> <p>Initiates conversation and questions</p> <p>Makes some pronunciation and basic grammatical errors but is understood</p> <p>Produces whole sentences</p> <p>Reads and writes simple words/sentences</p> <p>Respond in more complex sentences with more detail using newly acquired vocabulary to experiment and form messages</p> <p>Simple sentences</p> <p>Responds orally and in written form</p> <p>Shows good comprehension</p> <p>Uses limited vocabulary</p> <p>Uses short sentences to inform and explain</p>	<p>Able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, model</p> <p>Can communicate thoughts</p> <p>Consistent comprehension of general meaning and good understanding of implied meaning</p> <p>Sustain conversation and respond with detail</p> <p>Engage in and produce connected narrative</p> <p>Functions somewhat on an academic level</p> <p>Makes complex grammatical errors</p> <p>Participate using more extensive vocabulary</p> <p>Produces text independently for academic & social purposes</p> <p>Reads and writes descriptive sentences.</p> <p>Shows good comprehension</p> <p>Use standard grammar with few random errors</p> <p>Uses descriptive sentences and initiates conversations</p> <p>Uses expanded vocabulary</p>	<p>Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge</p> <p>Comprehend general and implied meaning, including idiomatic and figurative language.</p> <p>Demonstrates comprehension in decontextualized literacy situations</p> <p>Demonstrates decontextualized comprehension</p> <p>Initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary</p> <p>Functions on academic level with peers</p> <p>Maintains two-way conversation</p> <p>Native-like proficiency with social conversations.</p> <p>Uses enriched vocabulary</p> <p>Use conventions for formal and informal language.</p>

Communication and planning: As noted above, the Intervention Team will meet with each grade level team to discuss progress and program effectiveness. The ENL teacher will take the lead on ensuring ELL students are properly receiving services, with oversight and support by the Special Education Coordinator. The School Director will receive regular feedback from the ENL Teacher and Special Education Coordinator. The support of ENLs will be incorporated into professional development offerings for all classroom teachers, with NYSESLAT scores and students’ progress toward goals used to inform planning. Student data on benchmark assessments, NYS exams and other quantitative measures of progress will be analyzed to determine trends or needs within this subgroup. Translators will be provided to ensure families are kept current on their child’s progress. Translation services and support will always be provided to students and families to ensure all are able to participate in after school events,

family nights, and optional programming. As with students with disabilities, the progress and performance of the ENL subgroup will be monitored frequently by the leadership team and Intervention Team to ensure efficacy of services.

Remote: The flagship school has experience delivering services during a closure period. Again, this situation is never ideal, but it laid the groundwork to ensure continuity of services in the future should the need arise. During the building closure/hybrid period in 2020-21, the ENL identification process was completed within 30 school days of the start of the school year. Staff maintained regular communication with the family members of ENLs to ensure that they were engaged in their children's education during the reopening process with all communications for parents/guardians in their preferred language and mode of communication. This was made possible through relationships GCCS has with local services organizations designed to support immigrants and refugees. Every effort was made to ensure instruction was provided to ENLs based on their most recent proficiency levels. Additionally, there was an English as a New Language (ENL) workshop for all staff in August devoted to ensuring the needs of this student subgroup were met despite the challenges of hybrid or remote instruction. As was noted above, the remote schedule included specific blocks of time for services to be delivered remotely on a regular basis. During hybrid learning ENL students were encouraged to attend in-person four days a week.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- **How the school will identify advanced and/or gifted and talented students; and,**
- **Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.**

EL Education provides an ideal model to accommodate students who are ready to accelerate. Advanced students will be identified based on results from benchmark assessments and state exams. The program design explicitly incorporates opportunities for acceleration and advanced content to be provided to those who are ready, because it focuses on providing a range of challenge levels and "just right" tasks for students. Differentiation at GCCS – Flour City Campus will include providing robust opportunities to work with concepts and skills at an advanced level.

During data check-ins, the School Director will review data disaggregated multiple ways, including students who may benefit from acceleration or are currently working at an advanced level. Teachers plan intentionally to ensure these children are granted opportunities within the regular classroom to work at their own "just right" level.

9. Instructional Leadership

a. Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:

- **Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;**
- **The process and criteria for identifying and selecting instructional leaders including how such criteria aligns with the school's educational philosophy and mission; and,**
- **How instructional leaders will monitor the effectiveness of the academic program and at risk students' academic performance.**

A robust leadership structure is being proposed to effectively oversee both the replication school and the flagship. The key roles and responsibilities for the instructional leadership team are discussed here; please also see Responses 11 and 12 for further details.

Executive Director: The ED is already identified. Mrs. Shannon Hillman is the highly effective GCCS School Leader who is mission-aligned and has a long history of teaching and leading at the flagship school. The ED will oversee the entire senior leadership team, including the School Director, and will evaluate the senior leaders. The ED is responsible for ensuring the mission and vision are fully implemented and is responsible for quality control over curriculum, teaching, professional development, parent relationships, teacher development and performance, student achievement, and academic growth. The ED is responsible for data monitoring and analysis, budgeting, and updating policies and procedures. The ED reports directly to the Board of Trustees and is the liaison between the authorizers, key stakeholders and community partners.

Director of Curriculum and Instruction: The DCI is also already identified. Mrs. Lisa O'Malley is also a veteran GCCS administrator with a strong record of effectiveness. The DCI will directly oversee the Literacy and Math Coordinators and the Special Education Coordinator. The Intervention Teachers, Social Worker and ENL Teacher also fall under the DCI on the organizational chart. The DCI is responsible for leading curriculum standards mapping, planning and leading professional development, onboarding new teachers, and providing instructional coaching. The DCI also supports expedition planning and acquires necessary resources.

School Director(s): Each location will have a dedicated School Director. The Flour City Campus School Director has not yet been identified. This position will be hired upon school approval and will be embedded at the flagship school during the 2021-22 school year for onboarding and to prepare for opening. The School Director will report to the ED. Hiring criteria will emphasize having Building Leader Certification and a minimum of five years of experience in elementary education. The position will oversee daily school operations in alignment with school policies and procedures and will work to support the ED with budgeting and reporting. The Director will

supervise the Student Culture Coordinator, administrative assistant, teachers and teaching assistants and will ensure effective communication with families.

Literacy Coordinator: Jean Hurst, another GCCS veteran and founding member of the flagship school, will fill this position. Key responsibilities will include supervising the ELA intervention teacher, supporting the development of curriculum materials, onboarding new teachers (along with other leaders), leading professional development when appropriate, supporting curriculum standards mapping, providing instructional coaching in ELA, and coordinating and providing ELA interventions (including Tier II and III supports). The position will also support teachers with student benchmark assessments and will support data analysis.

Math Coordinator: The Math Coordinator is not yet identified. Key responsibilities will include supervising the math intervention teacher, supporting the development of curriculum materials, onboarding new teachers (along with other leaders), leading professional development when appropriate, supporting curriculum standards mapping, providing instructional coaching in math, coordinating and providing math interventions (including Tier II and III supports). The position will also support teachers with student benchmark assessments and will support data analysis.

As noted, existing GCCS staff will fill three of these positions, which will be shared across both campuses (please see the organizational charts in Response 11). The process and criteria for filling the remaining instructional leadership positions will be led by the Executive Director. Positions will be widely advertised and candidates from within the GCCS organization will receive consideration. Familiarity and experience with EL Education, arts integration, place-based learning, and other key aspects of the mission and model will be considered. A Personnel Committee of faculty, parents, and Trustees will participate in interviews and help develop hiring recommendations with leadership. To reflect the diversity of the student body and Board of Trustees, the Personnel Committee will actively recruit to support the hiring of staff of color for any open positions. The committee will review letters of interest and resumes and will select applicants for interviews using the specific criteria established for the position. Multiple rounds of interviews will be held and candidates will be required to perform a demonstration activity either in-person or virtually. References will be required and checked. Final candidate recommendations will be presented to the board for input; final decisions will be at the discretion of the Executive Director.

The processes described below explain how the Executive Director and leadership team will replicate GCCS's model to review, support and evaluate progress and program effectiveness. The key components include the establishment of a school-wide Work Plan, which sets specific goals and clear plans each year to support and improve student achievement. The Work Plan is directly aligned with the process that supports both instructional coaching and the evaluative process – the Teacher Development Accountability Process (TDAP) - to ensure all professionals

are working toward the same goals on both an individual and collective level. The design integrates the consistent review and analysis of student data, including disaggregation by key subgroups as well as by class and the whole school, in alignment with the Work Plan. Professional Development is planned using this information and is constantly adjusted to meet the needs of teachers and students. The Trustees use the Work Plan to set strategic priorities and allocate resources, fully integrating the connections at every level. The annual Implementation Review, Mid-Year Review, and End of Year Review summary conducted by EL Education provides independent feedback on how well the school met the needs identified in the Work Plan as measured by specific Performance Benchmarks. Please note that professional development and TDAP are a key design element.

To support ongoing academic success in alignment with the Work Plan, frequent data meetings will be held throughout the year on a weekly, monthly, or every six weeks cycle, depending on the topic, team, and the intensity of the need. The School Director and Executive Director will ensure all data meetings are focused and effective. For example, the School Director will hold a data meeting with each team every six weeks. The purpose is to report out on student achievement and progress, identify trends and patterns in data, and share instructional strategies that have been implemented since the last meeting. The participants revise approaches based on student achievement and make any adjustments necessary with regard to meeting the needs of students. At-risk student performance will receive dedicated scrutiny. The Intervention Team will meet with two grade level teams and special education providers on a rotating basis to discuss progress and program effectiveness. Meeting regularly will allow classroom teachers and the Special Education providers time to collaboratively develop and modify instructional goals along with specific instructional strategies to help meet those goals. Additionally, the Intervention Team and grade level teams will meet six times throughout the year (more if necessary) to discuss intervention methods and make course corrections in service of student achievement and social-emotional learning.

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high quality instructional planning and implementation. The narrative should address the proposed school's specific approach to teacher support and supervision in a remote setting.

Teacher support will be directly aligned to the professional accountability and evaluation system called the Teacher Development Accountability Process (TDAP – please see the information provided below in responses c and d). Using this process teacher coaching, feedback and development is extremely collaborative, placing peer support at the heart of the approach.

The TDAP process is designed to allow each individual teacher to choose a focus for professional development and growth. Teams of teachers with similar goals are created to collaborate together and support each other as they learn and grow. For example, teachers might identify “designing effective learning targets in the English language arts,” and then would work together as a PLC to collaborate and develop their skills in this area. The teams meet regularly and participate in protocols such as lesson study or focused observations and debriefs to provide specific feedback on each other’s instruction and progress. Consistent peer coaching is front and center in the model. Annually, each teacher creates a plan with specific criteria to be used to measure progress against their goals, as the primary goal of TDAP is to help teachers continue to grow as professionals. The TDAP materials and coaching provide teachers with clear descriptors of what exemplary teaching looks like in alignment with the school mission and vision, helps teachers identify specific areas of strength and opportunities for growth, helps teachers track their growth, enables ongoing support for growth, encourages collegial discussion and collaboration, and adds a measure of accountability.

In addition to peer coaching, frequent and ongoing instructional coaching will be provided from the Director of Curriculum and Instruction (DCI), the Literacy Coordinator (LC), and the Math Coordinator (MC) to support teachers with their individualized professional development based on personal goals and students’ needs (as the merged organization scales a Math Coordinator will also be hired). The DCI, MC and LC will not conduct formal evaluations, but will instead focus solely on instructional coaching. Instructional coaching occasionally will be provided by representatives from EL Education and other administrators and specialists. The School Director will conduct observations throughout the year and will be involved in coaching teachers in accordance with their goals and growth plan. Walk-throughs and frequent formal and informal observations will be conducted by all instructional leaders and representatives from EL Education to ensure on-going feedback is provided to teachers on their instructional pedagogical practices.

Another aspect of the professional climate is common planning time for teachers to collaborate, support each other, and help each other grow. For example, grade level teams are provided with weekly common planning time to develop and revise their plans for instruction based on the needs of their class. Another example is during the TDAP process, PLCs are provided release time to meet, observe each other, and reflect on progress towards goals. Protocols such as “Looking at Teacher Work” are used to examine and give feedback on specific lessons; “Looking at Student Work” is used to examine student work generated after a lesson (or series of lessons) to determine if the lesson plan and/or instruction is effective. During the times when gathering physically are restricted, the Flour City Campus will approach coaching and support using Zoom and other methods to connect remotely with teachers. This is how the GCCS flagship school conducted individualized and small group coaching during 2020 and 2021.

One particularly noteworthy feature of the professional climate is the approach to communication and the establishment of a collegial and professional environment upheld through a set of Staff Guiding Principles. The founding faculty at the flagship school collaboratively developed these to establish a set of behaviors and norms for communication that enable staff to have productive, honest meetings in which everyone can participate and feel valued and heard. The Staff Guiding Principles are revisited throughout the year and revised when appropriate. For example, in 2018-19, at the end of each professional development workshop, each staff member chose one Staff Guiding Principle to reflect on and share feedback with the group. This process promotes an additional level of professional accountability and autonomy for the staff and reinforces the agreed upon standards for professional conduct and collaboration. GCCS – Flour City and GCCS will jointly participate in professional development, therefore these Staff Guiding Principles will continue to provide structure and norms for the combined staff. The input of new faculty, however, will be valued and revisions will be considered honoring the input of all stakeholders as the organization grows.

c. Professional Development

Describe how the school’s professional development program will assist teachers in meeting students’ academic needs and school goals including:

- **An overview of the frequency and format of professional development;**
- **Who will be responsible for leading and providing professional development;**
- **How the school will identify professional development topics;**
- **How the school’s professional development plans support the school’s mission, key design elements, and the target and special populations’ needs;**
- **How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects;**
- **The process for evaluating the efficacy of the professional development program; and,**
- **How the school would ensure teachers continue to receive high-quality professional development in a remote setting.**

Professional development (PD) opportunities are designed to be collaborative in nature, as EL Education’s model believes collaboration is a key element in life-long and effective learning. Indeed, professional development is a key design element for GCCS and GCCS – Flour City Campus, with a commitment to providing 330 hours of PD each year. The school model ensures data underpins and connects the needs of students, teachers and classes with alignment between annual goals, professional development offerings, and resource allocation priorities. Each new school year will start with the creation of a specific data-driven Work Plan to effectively address students’ strengths and weaknesses, and ensure students are progressing in alignment with standards, grade level expectations, and both schools’ high level of rigor. Using the Work Plan, the Professional Development Advisory Crew is responsible for planning professional development with leaders.

The extensive professional development offered throughout the year will be devoted to analyzing student performance data and develop teaching skills, curriculum, expedition and lesson plans, and assessments to drive student achievement. Significant financial resources have historically been dedicated to instructional coaching, conference/institute attendance, and work with consultants. Genesee's partner EL Education School Designer visits GCCS 10-20 days each year to lead high-quality professional development aligned with the mission and Work Plan, and immediate plans will be made to extend these visits to include faculty from the second location.

In efforts to streamline PD and make a stronger impact on student achievement, over recent years GCCS aligned TDAP to the focus areas and structures deeply embedded into professional practice in service of student achievement. For instance, as part of GCCS's multi-year goal within EL Education's Mastery of Knowledge and Skills, teachers spent three years developing their own ELA modules aligned to the New York State Common Core Standards as well as to learning expeditions. These modules have targeted strong ELA instruction and student performance in ELA increased 12 percentage points based on these efforts. The tight connections between the school-wide Work Plan and the individual TDAP plans highlight how the key design element comes alive in the pursuit of continuous improvement. To share another example, during the academic year 2018-2019, the flagship framed professional development work around the elements of deeper learning using the anchor text *Learning That Lasts* by Vilen, Woodfin, and Berger which provides a framework and practical tools for helping teachers plan, deliver, and evaluate deeper instruction that *challenges, engages, and empowers* students. The TDAP teams of teachers with a mathematics focus worked to create Problem Based Tasks that aligned expedition topics with the EngageNY Math curriculum. They provided feedback to each other using the tools and rubrics provided in that anchor text.

The Professional Development Advisory Crew meets regularly to monitor instructional progress against the Work Plan and adjust the professional development calendar as needed in alignment with the Work Plan goals. Professional development is calendared and scheduled in the following ways:

- Three weeks are devoted to PD in August prior to the start of the school year – these sessions are full day.
- An additional 12 sessions are calendared throughout each year on days without students in attendance.
- Every Wednesday students are dismissed at 1pm, and teachers engage in PD from 1:45 to 5pm.
- Additional time is included in teachers' weekly schedules for common planning and to work collaboratively and support each other as they develop toward goals.

This year GCCS accommodated the COVID-19 building restrictions by delivering professional development in a remote setting. Using Zoom, the school maintained the calendar as planned. While it is preferable to engage with teachers in person, and every effort will be made to do so within health and safety guidelines, there are ways to ensure the supports and processes outlined above continue. Ensuring all staff have reliable connectivity is critical. The Zoom platform supports multiple break-out rooms, is able to function reliably when the whole school is logged in to one session and has organizational features such as the chat function that help keep communication lively but organized.

d. Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- **An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and,**
- **A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.**

Staff will be required to reflect on their effectiveness in meeting the expectations of their position through the Teacher Development and Accountability Process (TDAP). Just like at the flagship school, goals will be set during one-on-one sessions between teachers and the School Director. In addition to being accountable to their students and peers, using this process teachers are accountable to themselves as well. The goals will be shared with instructional leaders and the EL Education School Designer – anyone who supports teachers' objectives towards their growth plans. Annually, the School Director will conduct a formal evaluation of teachers, which will feature a 360-degree style approach using a rubric based on the TDAP. The teacher will self-assess using the rubric, then will meet with the School Director to discuss and reconcile the results. The session will include a review of the personal digital portfolio that is maintained on each teacher to gather items such as observation feedback (the School Director will conduct multiple observations throughout the year which will be documented), student work examples, progress toward meeting TDAP goals, and reflections. The full details of this existing process are described below.

Teacher Professional Development and Accountability Process (TDAP)

Purpose

The primary goal of this process is to help teachers continue to grow as professionals. GCCS believes the process:

- Provides teachers with clear descriptors of what exemplary teaching looks like at GCCS

- Helps teachers identify specific areas of strength and opportunities for growth
- Helps teachers track their growth
- Enables ongoing support for growth
- Encourages collegial discussion and collaboration
- Adds a measure of accountability

Description of Process

Each teacher chooses one descriptor and sets one professional school-wide goal based on focus areas.

Goals are accompanied by student impact statements, e.g. “If I improve this area of my practice, then students will...” or “If I want students to improve in this area, then I must...” This facilitates the use of student performance as a means to inform teacher practice.

Each teacher is partnered with another teacher or small group of teachers for a period of time. This small professional learning community (PLC) meets together to share their goals, check in on progress, support one another, and provide feedback. The goals for each member need not be the same but tend to have a similar focus area. The partners do not include co-teachers, but the co-teacher is a significant source of feedback and support.

Goals are then fleshed out with action plans and timelines. Some goals may be short-term and others may last the entire year. When met, short-term goals are replaced with new goals.

Demonstration of growth is central to the effectiveness of this process. Each teacher determines his/her own evidence for each goal to demonstrate growth. It is up to the teacher and his/her professional growth partner to determine when a goal is met. This determination is made based on evidence that demonstrates sustained change in teacher practice and desired impact on students. Evidence may include:

- Observation data such as checklists, frequency counts, duration records
- Classroom observation notes
- Lesson plans
- Student work
- Teacher reflection
- Student reflection
- Student assessment data
- Instructional coaching summaries

Once goals are met, they may move to maintenance status. Maintenance goals are revisited every four to six weeks until they are integrated into a teacher’s daily practice.

Existing professional development structures have been redesigned to support teachers' professional growth plans. Classroom observations focus on providing feedback to one person as well as observing other teachers who have strengths in this goal area. Instructional coaching focuses on the school-wide goal or the personal goal. Instructional coaching cycles will be flexible so that they fit the timing of specific goals.

Evaluation

At the beginning of each year, each teacher participates in a one-on-one meeting with the School Director as part of the self-assessment process. During this meeting, the School Director provides input into identifying the teacher's strengths, goal selection, and action plan. New teachers participate in the process described above. They will have an additional monthly one-on-one meeting with the School Director as they onboard.

The School Director strives to observe for at least five 15-minute periods per year. This allows the School Director to take the pulse of the whole school, to identify teachers' strengths, to assist with professional goal selection, and to provide specific feedback in one-on-one meetings. One-on-one meetings include a conversation about student performance and the status of professional goals as well as reflections on descriptors and criteria that have stood out during observations.

Teachers participate in a self-assessment once per year summarizing strengths, reflecting on areas of growth, and suggesting development opportunities with the School Director. A comprehensive rubric has been developed with a clear rating scale to organize this process. These inform the final annual evaluation the School Director conducts. A similar process and rubric are used and followed by Teaching Assistants, with 360-degree reflection provided by the classroom teacher and final review by the School Director.

If significant deficits are observed in a teacher's practice in any of the domains – classroom environment, planning and preparation, instruction, assessment, professional responsibilities, and teaming – the School Director documents and shares those concerns with the teacher. Significant deficits are behaviors and practices that have a negative impact on student performance and/or school culture. A corrective action plan is developed with the teacher. The plan sets forth roles, expectations, actions, benchmarks for improvement, and a timeline. Continued employment is contingent upon satisfactory progress toward the benchmarks.

TDAP Domains

The criteria used to set expectations fall under the following domains and directly connect to the Key Design Elements: Classroom Environment, Planning and Preparation, Instruction,

Assessment, Professional Responsibilities, and Teaming. The specific expectations under each domain include the following:

Classroom Environment

C1 – Maintains a joyful and respectful classroom tone

- Uses and models warm and caring language that respects fairness and maintains student dignity
- Models a sense of wonder and enthusiasm about learning
- Creates a climate in which disruption of learning is not acceptable
- Infuses music and movement throughout the day

C2 – Maintains high expectations for student learning

- Identifies and maintains high expectations for quality work
- Creates a culture of urgency and respect for learning
- Ensures that students produce high quality work through perseverance and revision
- Maximizes student time on task
- Expects high levels of student motivation and engagement
- Builds in choice for student activities, projects, and topics of investigation

C3 – Uses *Responsive Classroom* approach to classroom management to promote self-control, self-direction, and self-reflection

- Develops and maintains consistent classroom routines, procedures, rituals, and traditions
- Communicates and consistently reinforces clear guidelines for behavior in large group, small group, crew, and independent work situations
- Provides consistent, specific feedback that reflects classroom culture and holds students accountable to specific classroom expectations
- Monitors student behavior at all points throughout the day
- Teaches character traits, design principles, and social skills, including anti-bullying intentionally and proactively
- Treats misbehavior as a learning opportunity for student and teacher
- Addresses misbehavior consistently through logical consequences, social conferences, class problem-solving meetings, and intervention plans
- Manages efficient transitions
- Uses school-wide common language and silent signals

C4 – Creates classroom spaces that support student engagement and learning

- Abides by school standards for classroom interior design
- Reflects school culture and current learning through the display of student work, anchor charts, guiding questions, design principles, and title of expedition
- Sets up classroom to foster independence and learning through arrangement of furniture and materials
- Avoids visible clutter and unnecessary materials

C5 – Promotes a growth mindset

- Helps children understand that their abilities can be developed through sustained effort
- Praises and encourages effort, risk-taking, perseverance, and initiative rather than intelligence
- Provides opportunities for students to develop self-motivation
- Provides opportunities for students to reflect on their learning process, work habits, and character

Planning and Preparation

P1 – Builds knowledge of important content and concepts such as historical time period, science, math, and literacy development

P2 – Demonstrates knowledge of students

- Demonstrates knowledge of child development
- Demonstrates formal and informal knowledge of students, e.g. IEP goals, cultural differences, interests, medical or developmental needs

P3 – Sets instructional outcomes

- Aligns standards, targets, and assessments
- Develops learning targets that address Common Core Standards, content, and character traits
- Crafts learning targets that articulate specific outcomes (knowledge, skill, reasoning, craftsmanship) and that are written in student-friendly language
- Plans and sequences supporting targets that lead to the achievement of long-term targets

P4 – Develops effective instructional lessons in and out of the expedition

- Plans for a variety of lesson designs including workshop, 5Es, and inquiry to meet instructional outcomes
- Plans effective instructional strategies and protocols that promote differentiated approaches to meet the learning targets
- Chooses instructional materials and resources to enhance the lesson, meet the instructional purpose of the lesson, and address student needs and interests

P5 – Plans effective expeditions

- Designs expeditions that center around a compelling topic or “grain of sand”
- Creates open-ended guiding questions that frame and lead student learning
- Integrates authentic application of reading, writing, speaking, listening, math, and arts standards
- Embeds a variety of resources that challenge and engage students, including primary source documents and anchor texts
- Includes opportunities for students to use complex problem solving, present to authentic audiences, and engage in original research when possible
- Plans for purposeful fieldwork and experts to deepen student engagement and learning
 - Is strategic in the placement of fieldwork and experts within the flow of the expedition
 - Includes plans for preparation and follow-up
 - Structures fieldwork for active learning
- Plans for a final product and exhibition that require students to synthesize their learning and produce quality work
 - Includes scaffolds to ensure student independence and ownership
 - Demonstrates a balance of individual student and crew work
 - Includes a written component in the final product
 - Demonstrates and honors student work and understanding at exhibition night
 - Leads students to build skills in the conventions of a particular medium

Instruction

I1 – Unfolds the lesson to match the intended purpose and outcomes

- Sequences teacher moves to support student engagement and learning
- Utilizes protocols to provide structures for learning activities and discussions
- Weaves into lessons a sense of mystery to build curiosity and wonder
- Encourages students to grapple and work to make sense of things
- Pushes student thinking as they engage in the task by encouraging connections, elaboration, questioning, and explanation

- Integrates models and demonstrations into lessons to support skill and concept development
- Creates opportunities within lessons for student independence
- Paces lessons appropriately for the tasks and student stamina

I2 – Communicates effectively with students

- Articulates clear learning targets and makes them visible to students
- Creates a transparent link between target, task, and assessment
- Gives directions clearly and succinctly
- Balances teacher voice and student voice
- Uses clear and precise written and oral language

I3 – Uses questions effectively

- Phrases questions purposefully in order to prompt the type of student thinking intended, e.g. knowledge, reasoning
- Structures the timing and placement of questions artfully to support rigor, curiosity, and the need to know

I4 – Demonstrates flexibility and responsiveness

- Utilizes teachable moments when they support the intended purpose of the lesson
- Adjusts lessons in response to student needs and questions
- Uses alternate approaches to support students needing reteaching/enrichment when necessary

I5 – Structures partner and crew work effectively

- Groups children strategically, e.g. considers group sizes, group composition
- Establishes clear protocols for crew tasks and roles for active participation
- Ensures individual accountability for learning outcomes

Assessment

A1 – Creates and uses formative and summative assessments for academic targets

- Matches assessment methods to target types, e.g. knowledge, skill, reasoning
- Creates or selects assessments that are a valid indicator of the target
- Varies assessment methods to give students different ways to show what they know and

what they can do

- Tracks student performance toward academic targets

A2 – Creates and uses formative and summative assessments for character targets

- Tracks student performance toward character targets
- Creates opportunities for students to reflect and self-assess their progress toward character targets

A3 – Uses data from a variety of evidence to inform planning, grouping, and instruction

- Analyzes data from standardized assessments to identify strengths, gaps, class trends, and outliers
- Conducts pre- and post-assessments to evaluate progress toward learning targets
- Uses student work and admit/exit tickets to plan the next lesson
- Uses diagnostic assessments to design targeted interventions

A4 – Provides opportunities for students to take ownership of their learning

- Teaches students to analyze evidence and set goals
- Teaches students to use models, criteria lists, and rubrics
- Provides ways for students to track their progress toward learning targets and goals
- Prepares students to reflect upon and discuss their performance in Student-Led Conferences and Portfolio Presentations

A5 – Provides quality descriptive feedback and helps students use it to improve their work

- Links feedback to the target
- Addresses one aspect of quality at a time
- Provides timely feedback that is clear to the student
- Phrases feedback to promote student ownership

Professional Responsibilities

PR1 – Advances the profession

- Participates in Teacher Development & Accountability process and instructional coaching
- Supports school focus areas and school work plan
- Seeks out new skills, knowledge, and resources through conference attendance, study

groups, Fund for Teachers, and continuing education

- Contributes to the knowledge base of the profession through publication, conference presentations, mentoring student teachers, and dissemination activities

PR2 – Meets professional obligations

- Upholds the GCCS Guiding Principles and policies outlined in the Staff Handbook
- Provides service to the school by attending exhibitions, meetings, and Family Association events
- Keeps abreast of school events, schedule changes, and memos
- Is punctual and reliable with paperwork, e-mail communication, and record keeping
- Prepares and maintains RTI, FBA, and BIP plans and parent communication logs
- Abides by the provisions of student IEPs and 504 plans
- Maintains a pattern of consistent daily attendance and arrives at school on time each day
- Participates fully in professional development meetings, including minimal absences, arriving on time, and staying the entire time
- Provides plans for substitutes

PR3 – Maintains effective relationships with families

- Communicates with parents/guardians about important school related information through a weekly newsletter
- Informs parents of behavior and/or learning concerns in a timely manner
- Shares positive updates and celebrations
- Responds promptly to parent concerns or questions
- Provides clear guidance for home learning
- Communicates student performance toward standards and targets through progress reports and parent conferences

Teaming

T1 – Communicates effectively with co-teacher and teaching assistant

- Shares ideas and concerns openly and honestly
- Is open to new ideas
- Listens thoughtfully
- Gives and responds to feedback
- Uses professional counseling to strengthen the team
- Discusses student progress and needs regularly
- Reflects upon classroom management and culture

- Maintains a regular meeting time with teaching assistant

T2 – Plans effectively and efficiently with co-teacher and teaching assistant

- Discusses and agrees upon classroom organization
- Develops protocols and systems for long- and short-term planning
- Follows through with independent planning tasks
- Discusses schedule for the week

T3 – Co-teaches daily lessons

- Maintains common expectations for students regarding academic and social performance
- Balances classroom management responsibilities with co-teacher
- Uses a variety of co-teaching structures

T4 – Shares labor equitably with co-teacher on tasks such as:

- TA supervision and evaluation
- Final product preparation
- Exhibition preparation
- Community Circle preparation
- Progress reports
- Parent communication
- RTI documentation
- CSE preparation and attendance
- Field study planning and implementation
- Materials preparation
- Paperwork and deadlines
- Classroom maintenance
- Daily instruction

T5 – Develops effective relationships with staff beyond the teaching team

- Works with the arts team to plan arts-integrated expeditions
- Checks in frequently with arts team to ensure effective arts integration
- Clarifies role of the classroom teacher with arts teachers and service providers
- Attends and participates in arts classes with students regularly
- Checks in regularly with arts team and service providers regarding student progress and schedule changes
- Seeks out other staff as experts and resources

10. School Culture and Discipline

a. School Culture

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- The school’s general approach to school culture and rationale for this approach;
- Any specific programs (e.g., Responsive Classroom, restorative justice, etc.) the school intends to implement and the rationale for their selection;
- How the school will maintain a safe and orderly environment; and,
- How the school would ensure the development of a strong school culture in a remote setting including behavior expectations for students in the context of a remote classroom.

School culture provides the foundation for learning at GCCS. GCCS – Flour City Campus will have a strong school culture, based on the successful design and practices established at the flagship. Indeed, a key design element is the implementation of this strong school culture.

GCCS - Flour City will support a learning environment that equally values character and academic achievement. Using the Responsive Classroom (RC) model for classroom management, the school will provide consistent expectations from classroom to classroom. A few hallmarks of RC include Morning Choice and Morning Meetings, logical consequences, and classroom organization. Aligned with Responsive Classroom, the school will embed Restorative Practices to enhance students’ abilities to be social problem-solvers. The school also will utilize GCCS’s seven Character Traits to frame students’ interpersonal and work habits. These models and practices will provide common vocabulary for social-emotional learning.

Importantly, the Responsive Classroom approach to behavioral management aligns well with EL Education’s Dimensions of Student Achievement (Character Dimension) and Design Principles as well as GCCS’ Character Traits to form the core values in the social curriculum. Restorative practices go hand-in-hand with the school’s philosophy of culture as well as the Responsive Classroom approach by focusing on relationship building and repairing harm rather than punishment and blame. The founding team believes that a strong school culture fosters character growth, high expectations and equity by clearly defining and modeling courteous, respectful and compassionate behavior, enforcing boundaries when necessary, and having high expectations for academic achievement. Academic success is not viewed in isolation from character development; therefore, the model focuses on helping students develop the social and emotional skills they need to achieve at high levels.

The following are at the root of EL Education:

Dimensions of Student Achievement (Character excerpt)

Students:

- **Work to become effective learners:** develop the mindsets and success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)
- **Work to become ethical people:** treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)
- **Contribute to a better world:** put their learning to use to improve communities (e.g., citizenship, service)

Teachers:

- Elevate student voice and leadership in classrooms and across the school
- Make habits of scholarship visible across the school and in daily instruction
- Prioritize social and emotional learning, along with academic learning, across the school

Design Principles

Primacy of Self Discovery: “I am here to discover what I can do.”

Empathy & Caring: “I care for others; others care for me.”

The Natural World: “Nature is our teacher.”

Solitude & Reflection: “I need time to be with myself.”

Diversity & Inclusion: “Our differences make us stronger.”

Collaboration & Competition: “We work together as friends; I compete with myself.”

Responsibility for Learning: “I am responsible for my learning, and I help others learn.”

The Having of Wonderful Ideas: “I have wonderful ideas.”

Service & Compassion: “We do excellent things for others.”

Success & Failure: “Success is sweet, but failure is good food.”

In addition to EL Education’s Dimensions of Student Achievement and Design Principles, the seven GCCS Character Traits are: Courage, Responsibility, Initiative, Perseverance, Collaboration, Compassion and Gratitude.

Courage: “I step out of my comfort zone.”

- I accept my fears yet keep trying.
- I stand up for others even if it unpopular.
- I take risks in order to learn.

Responsibility: “I do what I am supposed to do.”

- I am ready for learning
- I make choices with others in mind.
- I can complete a task with quality.

Initiative: “I take action when something needs to be done.”

- I speak up for myself and share my ideas.
- I do my part to help our community.
- I make connections and try to learn more.

Perseverance: “I keep trying.”

- I keep going even when I’m tired or something is hard.
- I have patience and do what I can to help my crew move forward.
- I strive to do good work.

Collaboration: “I work with others.”

- I contribute my ideas and listen to others.
- I join with others to create work that is beyond what I could create on my own.
- I work with others to achieve a common outcome.

Compassion: “I am kind.”

- I am kind to myself.
- I show kindness towards others.
- I can learn from points of view other than my own.

Gratitude: “I am thankful.”

- I am grateful for all that I have.
- I say thank you when someone does or says something nice.
- I appreciate the opportunities I have at GCCS.

The flagship school adopted Responsive Classroom at its inception to support the school’s community culture, core values, and social curriculum. RC is “a student-centered, social and emotional learning approach to teaching and discipline. It is built upon a set of research and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.”¹ Several of the structures provided by the RC approach have laid the foundation for building community and common language. These structures help students learn how to be intrinsically motivated so they are able to make their own choices in the face of adversity.

Based on the flagship’s approach, the Flour City Campus will use established school-wide protocols to address the development of academic abilities and social and emotional aptitudes. This whole child model honors character development as just as important as academics and is woven naturally through curriculum rather than taught in isolation.

Crew: Social development is critical to the success of academic work at the flagship school. In the academic setting, students often will work in groups, or “crews,” making their interactions with each other crucial to academic success. In addition to working in small crews during

¹ Description is from the Responsive Classroom website: www.responsiveclassroom.org

academic tasks, the school implements the EL Education CREW structure in all classrooms. EL Education describes the CREW structure as follows:

“An EL Education school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. Students in EL schools are know well and supported by adults. In EL schools, each student is know well by at least one adult within the school. One structure for developing this relationship - and supporting students socially, emotionally, and academically - is crew.

The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader.”²

Social Practice: Children are provided time each day to develop and practice positive social behaviors. Morning Choice, family style lunch, and daily recess offer opportunities for building peer relationships essential for a healthy personal growth. Students are taught how to solve social problems in a respectful way that honors the dignity of each individual. Classrooms have class meetings or Listening Circles when problems arise. The intentional emphasis placed on social development has a direct impact on academic endeavors as well as personal wellbeing.

Responsive Classroom Implementation: The GCCS faculty includes a staff member who is a certified Responsive Classroom trainer. In addition to supporting RC implementation at GCCS, this individual leads institutes for other educators across the country during the summer months. The founding team expects this faculty member to play a role in establishing the strong implementation of RC at the replication school. New staff members will have the opportunity to attend the RC Elementary Core Course, a four day institute offered by RC.

Cognitive Behavioral Approaches: The Social Worker and Restorative Practice Coach at GCCS work with students both individually and in small groups. At the flagship school, the Social Worker trained all classes to use *Zones of Regulation* by Leah M. Kuypers, MA Ed., OTR/L and will continue this training across both campuses. The Restorative Practice Coach (named the Student Culture Coordinator at Flour City Campus) has built mindfulness techniques in all Social-Emotional Learning classes as well as with the staff. In addition to working with students, they have started to train the staff to become trauma informed educators and will continue this work at the replication school as well.

² Description is from the EL Education website: <https://eleducation.org/resources/purposes-of-crew>

Caring Community Commitment Agreement: Each year, students and parents will be asked to sign a Caring Community Commitment Agreement to ensure their understanding of the expectations and policies regarding social emotional learning and discipline at GCCS – Flour City Campus, including restorative practices and the language used with children. This approach has been used at the flagship, and is outlined in the Discipline Policy. The practices include time and space away from the group or classroom, social problem-solving conferences between student and teacher or between peers, logical consequences that reflect a way to repair the “broken relationship,” and conferences with student, teacher and parent. Please note: The Caring Community Commitment Agreement will not be used as a barrier to entry; rather, it is a tool to ensure a common understanding between families and the school.

School culture in remote classrooms

During remote and hybrid instruction in 2020 and 2021, GCCS maintained all the main features of the school’s climate and culture. For example, Morning Meetings and Community Circles were intentionally built into the schedules for each instructional modality. This approach ensured ample time was devoted to community and culture and to meeting the social and emotional needs of students. Additional specific blocks of time were worked into schedules to support SEL and ensure individual needs were addressed. These sessions were led by the flagship school’s Social Worker and Restorative Practice Coach. If a similar circumstance were to occur in the future, all of the key design elements and major aspects of the GCCS - Flour City Campus school would similarly be maintained, supported by the Social Worker and Student Culture Coordinator. Voluntary blocks of time devoted to “mindful moments” were also offered during the COVID-19 building closure periods as an additional optional strategy for students to engage with school staff and peers.

School Safety

A safe learning environment will be provided so that students can thrive physically, socially, emotionally, and academically. Extensive safety efforts ensure children are safe from harm, form healthy relationships, develop positive self-confidence, and are free to learn and grow. Many policies and procedures will protect students and will help them interact with others in both friendly and collaborative ways. The program helps children understand and accept differences in each other. This proactive approach prevents many issues with harassment and discrimination as staff and students learn how to respectfully treat one another. Policies and expectations related to safety and school discipline will be documented in the Family Handbook, Staff Handbook, and the Caring Community Commitment Plan. Each year, all members of the Flour City Campus community will review and commit to these policies. Discipline procedures will always be clearly defined in the documents to ensure all parties are aware of the approach and consequences.

The school climate will maintain an environment free of all types of fear and intimidation. Based on the core belief that individuals are entitled to be treated with dignity and respect, the school will prohibit any conduct that constitutes a climate in which individuals feel fear and/or intimidation.

Physical and emotional safety, equally important, play a critical role in the development of children.

GCCS - Flour City Campus will maintain a Zero-Tolerance Policy to send the message that physical contact and bullying will not be tolerated. However, in alignment with the EL Education design principle *Success and Failure*, behavioral infractions will be viewed as a learning experience and an opportunity for growth. School personnel and families will work together from the onset of any behavioral concern. Aggressive physical behavior will be taken seriously. Intentional hitting, scratching, pushing, kicking, and other physically harmful behaviors are cause for involvement with the Student Culture Coordinator, School Director and/or Social Worker. Intervention procedures will be determined on a case-by-case basis and multiple strategies will be implemented before arriving at a serious disciplinary outcome. A range of interventions will be considered including, but not limited to, a restorative conversation, recovery within the classroom, an alternative learning space, and opportunities to repair harm through a facilitator led Restorative Circle. Suspension will be considered for serious or repetitive offenses. Causing emotional harm will be treated as serious as physical harm. Teasing, name-calling, and bullying are also grounds for disciplinary intervention. The approach does take into account the understanding that occasional incidents may occur, but also maintains that student safety is a priority. The Flour City Campus will take patterns of targeted misuse of power and/or extreme cases seriously.

The school will implement the *Dignity for All Students Act (DASA)*. The goal of DASA is to ensure schools create a safe and supportive school climate in which students can learn and focus on learning rather than fear being harassed, bullied, intimidated, or discriminated against. The Caring Community Plan outlines what is expected of community members in order to have a safe and caring school community. There may be times when students, parents, and community members need additional assistance to respond to harassment, intimidation, or bullying. A reporting process will be used for these occurrences. The Student Culture Coordinator will serve as the DASA Coordinator and will be responsible for collecting and responding to reports concerning issues of harassment, intimidation, or bullying and outlined in the DASA guidelines. The Director of Curriculum and Instruction is also DASA certified and will regularly check-in regarding DASA procedures and actions for both the flagship school and Flour City Campus.

Per New York State regulations, all staff will be trained in understanding and recognizing sexual harassment. In addition, staff will be trained in CPR, First Aid, and use of the AED every two years. All NYS laws regarding safety will be followed.

The flagship school has a well-represented Safety Committee comprised of Local Law Enforcement, an Emergency Responder, and representatives from the board, families, and staff. This committee will expand to include the replication school. CrisisGo will be used; it is an application that sends emergency signals to all staff members through phones and computers. This free application greatly enhanced the flagship school's ability to respond to potential emergency situations efficiently and effectively. The application also provides staff with two-way communication between administration and classrooms. The flagship school is working to adopt SchoolMessenger as a means to communicate swiftly and effectively, especially in emergency situations through automated calls, texts, and emails. This will be implemented at Flour City Campus as part of GCCS's future emergency plans.

The school building will be locked at all times and equipped with doorway video monitors. Visitors will identify themselves outside the doorway to be admitted into the building. RMSC Campus Security patrols regularly and is on call to respond to emergencies for the flagship school per the lease agreement; this will extend to the replication site during both the incubation year(s) and in the long-term as long as the plan to remain on campus is accomplished (please see Response 16). Security personnel will be present during arrival and dismissal times to monitor crosswalks and traffic flow as appropriate. The staff will have walkie-talkies to carry with them when playing on the playground or at the local park. The public District-wide Safety Plan and confidential GCCS Emergency Response Plan identifies potential hazards, outlines steps to reduce risks, and sets forth actions to be taken in the event of an emergency situation and can be accessed online for reference.³

³ Please follow this link to access the GCCS Emergency Response Plan Summary: <https://www.gccschool.org/wp-content/uploads/2019/05/Emergency-Plan-Summary-3.pdf> or visit this link to access the public District-wide Safety Plan: <https://www.gccschool.org/wp-content/uploads/2020/10/2020-GCCS-District-Safety-Plan.pdf>

10. School Culture and Discipline

b. Discipline Policy

Provide the school's discipline policy for general education students.

This draft explains how the Flour City Campus intends to approach discipline and is based on currently executed GCCS policy. However, please note the flagship school is currently reviewing and revising the discipline policy. Therefore, the founding team of the Flour City Campus will likely seek to update this policy during the planning year to provide consistency across campuses should the school be approved.

GCCS – Flour City Campus Draft Discipline Policy

Building a classroom community and creating a safe learning environment are crucial components to the culture of the school. GCCS - Flour City Campus will use the Responsive Classroom approach as the basis for the social curriculum. The Responsive Classroom model focuses on seven guiding principles:

- The social curriculum is as important as the academic curriculum.
- How children learn and what they learn is equally important.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the staff work together is as important as each staff member's individual skills

The following ten Responsive Classroom practices will be fully executed:

1. Morning Meeting is a class gathering each morning where students and teachers greet one another, share news, and warm up with an activity.
2. During Rule Creation, teachers help students create classroom rules to ensure an environment that allows all class members to meet their learning goals.
3. Interactive Modeling teaches children to notice and internalize expected behaviors using a specific modeling technique.
4. Positive Teacher Language encourages teachers to use respectful words and tone as a tool to promote children's active learning, sense of community, and self-discipline.

5. Logical Consequences is the method for responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity.
6. Guided Discovery is used when teachers are introducing classroom materials. This format encourages independence, creativity, and responsibility.
7. Academic Choice is a designated time where students and teachers create structured choices in their work.
8. Classroom Organization encourages a classroom to be physically arranged in ways that encourage students' independence, cooperation, and productivity.
9. Working with Families emphasizes teachers to communicate with parents, listen to their insights and help them understand the school's teaching approaches.
10. Collaborative Problem Solving implements the use of conferencing, role-playing, and other strategies to resolve problems with students.

Using the *Responsive Classroom* approach, much of the discipline policy is based on prevention. This means not setting rigid rules, but developing a community that fosters positive decision-making and creative problem solving. The definition of such a community is taken from Alfie Kohn's (1996) work in *Beyond Discipline: From Compliance to Community*.

...a place in which students feel cared about and are encouraged to care about each other. They experience a sense of being valued and respected; the children matter to one another and to the teacher. They have come to think in the plural: they feel connected to each other; they are part of an "us." And, as a result of all this, they feel safe in their classes, not only physically but emotionally (p. 101-102).

The GCCS – Four City Campus discipline plan is named The Caring Community Plan, and every child and parent is asked to sign The Caring Community Commitment. The plan is focused on developing a caring, supportive school community in which students participate fully in solving problems, including problems of behavior. Students' growth toward kindness, respect and critical problem solving depends on becoming active members of a caring community. Rather than constitute rules to enact on children, the school will involve students as partners in resolving problems. It is the experience with decision-making and problem solving that enables children to handle conflicts that arise. All community members continually work toward developing a sense of community where students feel safe by consistently being encouraged to make judgments, express opinions, and work cooperatively toward solutions. For this to occur the teachers accept the obligation to provide a classroom which fosters such a community.

The Caring Community Plan Ensures Staff:

- Gives each student personal attention fostering mutual respect and trust
- Ensures that each student experiences genuine success in learning
- Provides an engaging curriculum

- Involves students in decision-making, e.g. “What do you think we could do to solve this problem?”
- Responds consistently to solve behavior situations
- Makes every effort to know the student beyond school grounds
- Respects cultural differences in values and behaviors
- Consistently provides time for class meetings and individual conflict resolution

This list was created using a combination of suggestions from Alfie Kohn’s work and the American Academy of Pediatrics.

The general discipline procedures under The Caring Community Plan are as follows:

- Classroom and school meetings are held to discuss discipline issues;
- Conflict resolution and problem-solving skills are taught;
- Causes for misbehavior are sought to facilitate prevention of further misbehavior;
- Alternative approaches are based on the analysis of causes;
- Any action is monitored, evaluated and revised as necessary.

The steps in “disciplining” could include:

- 1) Private consultation between student and teacher
- 2) Class meeting
- 3) School meeting
- 4) Teacher-student conflict resolution
- 5) Student-student conflict resolution
- 6) Family-student-teacher conflict resolution
- 7) Removal from the classroom (into teacher partner room)
- 8) Suspension
- 9) Expulsion

When students become engaged in learning expeditions behavior disruptions decrease. If students are stimulated, challenged, and held to the school community’s norms of behavior, students are less likely to disturb the class. EL Education’s dual focus on character and academics helps address behavior problems more comprehensively than conventional behavior management plans.

Only in extreme cases would the latter half of the above list be enacted. Those cases would involve the health and safety of oneself or others, or continuous misbehavior which disrupts the educational program, when all other strategies have been exhausted.

Additional Disciplinary Measures

The disciplinary measures listed below may be imposed in addition to short-term or long-term suspensions or, in place of such suspension, if an exception has been made by the School Director or Board of Trustees. Behavior not listed above, but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without a reasonable excuse, also may be subject to the additional disciplinary measures noted below.

Suspensions or expulsions from program may be imposed only by the School Director. All other disciplinary measures may be imposed by the School Director, Student Culture Coordinator, or a teacher, who must inform the School Director of such action before the end of the school day.

Behavioral Contract. School staff may design written agreements with students subject to punishment under this code to identify target behaviors, define expectations, and describe consequences, provided that the student *and* his or her parent(s) or guardian(s) are informed that the decision to enter into such a contract is voluntary.

Detention. After notice to the student and parent(s) or guardian(s), and provided that there is no objection from the parent(s) or guardian(s) and the student has appropriate transportation home, a student may be detained after school in detention.

Loss of School Privileges. After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in extracurricular activities, including athletics. The student and parent(s) or guardian(s) shall be given an opportunity to meet informally with the School Director or teacher involved. If possible, the School Director or teacher involved shall hold any requested meeting prior to imposing the suspension from participation in extracurricular activities.

Suspension From School Transportation. As the result of misconduct occurring on a bus or other means of student transportation and after notice to the student and his or her parent(s) or guardian(s), a student may be suspended from school transportation. In such a case, parents are responsible for arranging alternate transportation during the period of suspension from transportation. When such suspension amounts to a suspension from attending school because of the distance between home and school and the absence of alternative public or private means of transportation, students will be provided alternate instruction by the school immediately upon suspension, as is reasonable under the circumstances and required by law.

Suspension and Expulsion

In extreme situations in which all other means have been exhausted, students may be suspended or expelled from school. In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions.

For purposes of this discipline policy, short-term suspension refers to the removal of a student from school for disciplinary reasons for a period of five or fewer days; long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days; and expulsion refers to the permanent removal of a student from school for disciplinary reasons.

Short-term Suspensions. A student who commits any of the infractions listed below shall be subject minimally to a short-term suspension, unless the School Director or Board of Trustees determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The student may also be subject to other disciplinary measures depending on the severity of the infraction. A long-term suspension also may be imposed and referrals to law enforcement authorities may be made. Disciplinary infractions may include:

- Attempt to assault any student or staff member.
- Vandalize school property causing minor damage.
- Endanger the physical safety of another by the use of force or threats of force which reasonably places the victim in fear of imminent bodily injury.
- Engage in conduct which disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others.
- Engage in insubordination.
- Use forged notes or excuses.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Commit extortion.
- Engage in gambling.
- Trespass on school property.
- Abuse school property or equipment.
- Use obscene or abusive language or gestures.
- Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.
- Make a false bomb threat or pull a false emergency alarm.
- Possess tobacco or alcohol.
- Refuse to identify himself or herself to school personnel.

- Continuous misbehavior which disrupts the educational program, when all other strategies have been exhausted.
- Commit any other act which school officials reasonably conclude warrants a disciplinary response.

Procedures for Short-Term Suspensions

The School Director may impose a short-term suspension. Before imposing a short-term suspension, the School Director shall verbally and in writing inform the student of the suspension, and the reason or reasons for it, as well as the nature of the evidence supporting the charge(s). The student shall be given an opportunity to deny or explain the charges, and where appropriate, confront witnesses.

The School Director also shall immediately notify the parent(s) or guardian(s) in writing that a decision has been made to suspend the student from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the decision to impose suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident(s) which resulted in the suspension and shall offer the opportunity for an immediate informal conference with the School Director. In the event that the attendance of the parent(s) of the student is, in the sole discretion of the School Director, impractical, the conference will be scheduled as soon as practicable thereafter, and in any event prior to 5:00 p.m. of the next school day. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s). The Suspension shall not be implemented until after the informal conference, or the parents' waiver of, or refusal to participate in, the conference, unless the School Director determines that delay in implementation would pose an undue threat to school order and/or the safety and well-being of the student or others. If, as a result of this deferred conference, the School Director determines to reduce or retract the suspension, the student shall be readmitted, if necessary, and the record amended, or expunged, accordingly.

Immediately upon suspension, the school will take steps to provide alternate instruction. In the case of a one-day suspension, the student will be provided time with the teacher in school the following day to make up missed assignments and lessons. In the case of a suspension lasting two or more days, a certified teacher will arrange to come to the student's home or another location mutually agreed upon by the teacher and parent to provide tutoring related to missed assignments or lessons. The School will maintain documentation of the alternate instruction provided, including teacher's name, date, time, location, content and skills taught, and assignments completed.

Appeal to the Board of Trustees

The decision of the School Director to impose a short-term suspension shall be subject to appeal to the Board of Trustees, solely on the basis that the School Director's decision was arbitrary and capricious, and constituted an abuse of discretion and/or that the School Director failed to accord the student the informal conference as provided above. Unless authorized by the School Director, there shall be no stay of the suspension. Such appeal must be requested, in writing, by the student/parent(s) within fifteen days of the commencement of the suspension, filed with the School Director. Upon receipt of a request for appeal, the School Director shall, within three school days thereafter, prepare a written summary of the proceedings to date, including a detailed statement of the charges, the nature of evidence considered, pro and con, and the process followed. This summary shall be immediately delivered or mailed to the student and parent(s) and to the Discipline Committee of the Board of Trustees. The student and parent(s) shall be entitled to file a written statement in support of the appeal within five school days following receipt of the School Director's written summary, and/or to request, if they so desire, an opportunity to present, to the Discipline Committee, an oral statement in addition to, or in lieu of, a written statement. In the event the parents present an oral statement, the School Director may request an opportunity for rebuttal which shall be at the discretion of the Discipline Committee.

The Discipline Committee shall thereafter convene, as soon as practicable, to consider and determine the appeal, which determination shall be final.

Long-Term Suspensions. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension, unless the School Director or Board of Trustees determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. The student may also be subject to other disciplinary measures, including expulsion, depending on the severity of the infraction. Referrals to law enforcement authorities may be made. Disciplinary infractions may include:

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school. [The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. This suspension requirement may be modified by the School Director, however, on a case-by-case basis. Weapon as used in this law means a "firearm," as defined by 18 USC §8921, and includes firearms and explosives. New York Education Law §3214(3)(d) effectuates this federal law.]
- Commit or attempt to commit arson on school property.

- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect himself or herself from injury.
- Vandalize school property causing major damage.
- Continuous misbehavior which disrupts the educational program, when all other strategies have been exhausted.
- Commit any act which school officials reasonably conclude warrants a long-term suspension.

In addition, a student who commits any of the acts listed in Part II which would ordinarily result in a short-term suspension may, instead or in addition, be subject to a long-term suspension at the School Director's or Board of Trustees' discretion.

Procedures for Long-Term Suspensions

The School Director may recommend a suspension of more than five days subject to the review and approval of the Board of Trustees. Upon determining that a student's action warrants a possible long-term suspension or the School Director shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension and state the reasons for such actions.

The School Director shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident(s) which resulted in the suspension and shall indicate that a hearing will be held on the matter which may result in a long-term suspension. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). The notice shall:

- Include a clear and concise statement of the charges.
- Advise the student and parent(s) that a formal hearing will be conducted by the School Director or designee to make a determination as to a long term suspension.
- Specify the date and time of such hearing.
- Advise students and parents that they have the right to be represented by legal counsel or advocate of their choice, and that they have the right to confront and question witnesses and to have relevant and competent witnesses subpoenaed if they so require.

- Advise parent(s) that the hearing will be conducted in two parts, that the students' anecdotal record may be considered, a record of the hearing shall be made, and that such record will be the sole basis for any appeal.

If the suspension proceeding has been initiated by the School Director, the School Director shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. Hearings will be conducted in two parts, in the following order:

- The School Director or hearing officer shall ascertain whether the student admits guilt as to the charge. If the student does admit guilt, the School Director or hearing officer shall proceed with Part Two to determine the degree of penalty.
- If the student does not admit guilt, the School Director or hearing officer shall proceed to call witnesses and review relevant documents.
- The student and parent(s) or their advocate will be entitled to cross examine any witnesses and to challenge the relevancy of documents. The student and parent(s) will also be permitted to call witnesses and offer documentary evidence.
- Following the presentation of the case for the defense, the School Director or hearing officer may call additional witnesses or consider additional evidence, solely in rebuttal.
- Upon the conclusion of Part One, the School Director or hearing officer shall deliberate and find the student either guilty or not guilty. If the student is found not guilty, the proceedings shall close and the student shall be immediately readmitted to school and the record expunged. If the student is found guilty, the School Director or hearing officer shall proceed to Part Two.
- Part Two shall proceed the same as Part One. Within 48 hours of the conclusion of the hearing, the School Director shall render a written decision confirming the finding as to guilt and specifying the length of suspension. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. The notice will also advise parent(s) of the right to appeal to the Board of Trustees.

Immediately upon suspension, the school will take steps to provide alternate instruction. A certified teacher will arrange to come to the student's home or to such other location as may be mutually acceptable to the School and the parents, to provide tutoring related to missed assignments or lessons for the duration of the suspension. The School will maintain documentation of the alternate instruction provided, including teacher's name, date, time, location, content and skills taught, and assignments completed.

Expulsions. Expulsions are considered permanent suspension from the school resulting in the student's being removed from the register of students to be re-enrolled in the student's home school district. Any infraction which might result in a long term suspension may be grounds for expulsion where the severity of the conduct, or the persistence of conduct, is determined to

present a chronic risk to the health and safety of one or more persons, including the perpetrator, or to the orderly conduct of the educational process.

The Board of Trustees, upon the recommendation of the School Director, endorsed by the Discipline Committee, shall have the authority to expel a student. Upon the occurrence of three short-term suspensions, or in other cases of severe conduct, the School Director may refer the student to the Discipline Committee of the Board of Trustees, together with a recommendation by the School Director that the student be expelled. The student shall be deemed suspended until such time as the recommendation has been decided by the Board of Trustees.

The Discipline Committee shall, within five days of such referral, conduct a hearing, upon notice to the student and parents, to consider the recommendation for expulsion. The Discipline Committee shall designate a member who shall preside over such hearing. The School Director shall have the burden of calling such witnesses, and producing such other proof, as is relevant in support of the recommendation. The student and parents shall have the right to be represented as such hearing, and the parents, or their representative, shall have the right to cross examine witnesses and otherwise challenge such evidence as may be presented in support of the recommendation. The student and parents shall thereupon be afforded the opportunity to offer witnesses and evidence in opposition to the recommendation, subject to the School Director's right to cross examine and otherwise challenge such evidence. Each side shall be afforded an opportunity to make a closing statement to the Discipline Committee, with the School Director first and the student and parents thereafter. A record of such hearing shall be maintained in the same manner as for a formal suspension hearing.

Upon the close of the hearing, the Discipline Committee shall determine, by majority vote, whether to endorse the recommendation for expulsion or overrule such recommendation and impose, in lieu thereof, a suspension for such duration as the Committee may specify. A decision to overrule the recommendation shall not be subject to appeal.

In the event that the Discipline Committee votes to endorse the recommendation for expulsion, that recommendation shall be reported to the Board of Trustees at its next regularly scheduled meeting, or at a special meeting called for such purpose. Upon resolution of the majority of members, the Board of Trustees will consider the entire record of the hearing before the Discipline Committee. In the absence of such a resolution, the Board of Trustees shall proceed solely upon the report of the Discipline Committee. By majority vote, the Board of Trustees shall sustain or overrule the recommendation for expulsion. The Board may impose a suspension for such duration as it may determine. Parent(s) may appeal the decision to the State Education Board of Regents.

In the event that the Board sustains the recommendation for expulsion, the student's home district will be contacted within 24 hours. Copies of student records will be immediately sent to the home district. Parents will be sent a letter strongly reminding them of their obligation to enroll the student forthwith and that their failure to do so may result in an educational neglect referral to Child Protective Services. Alternate education will continue to be provided by the School until such time as the student is enrolled elsewhere or until the end of the school year.

Time Periods

It is expected that the time periods specified shall be applied, as nearly as is practicable. Such periods may be extended by the party conducting the hearing or considering the appeal. The failure to adhere to any such time period shall not, in and of itself, be grounds for reversal, dismissal, or reconsideration, absent a demonstration that such failure resulted in prejudice to the complaining party.

10. School Culture and Discipline

c. Special Education Discipline Policy

Provide the school's discipline policy for special education students with assurances that it is in conformity with the federal Individuals with Disabilities Education Act and regulations.

Any student classified as disabled under the Individuals with Disabilities Education Act, the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, or a student presumed to have a disability (who has not yet been identified as a student with a disability but who may be eligible for protection) that the School Director has recommended for long term suspension or for whom any additional suspension would be deemed a change in placement, shall be accorded such additional due process as is required under Sections 300.519 through 300.529 of the Federal Regulations, and in accordance with Part 201 of the Regulations of the Commissioner of Education.

1. Any such student found guilty following Part 1 of a disciplinary hearing, or for whom any additional suspension may result in a change in placement, shall be referred to a Manifestation Team to determine if the behavior in question is a manifestation of such student's disability. In making such determination the Team must determine a) if the conduct in question was caused by or had a direct and substantial relationship to the child's disability or b) if the conduct in question was the direct result of the School's failure to implement the student's individualized educational program.
2. Upon a determination that the behavior in question is not a manifestation of the student's disability, the disciplinary process shall continue as provided above for Short or Long Term Suspension, as the case may be. Related services shall be continued for any student classified under the Individuals with Disabilities Education Act for the duration of any resulting suspension.
3. Upon a determination that the behavior is a manifestation of the student's disability, the disciplinary hearing shall be discontinued and the matter shall be referred to the appropriate parties for the development or amendment of a Functional Behavioral Assessment, Behavioral Intervention Plan and/or a change in placement.

In the case of a disabled student charged with behavior involving serious bodily injury, weapons, illegal drugs or controlled substance, the School Leader shall be authorized to take any and all steps for which a Superintendent of School is authorized under Section 201.7(e) of the Regulations of the Commissioner of Education.

10. School Culture and Discipline

d. Dress Code Policy

Students attending GCCS – Flour City Campus will not wear uniforms, but students must be dressed responsibly and appropriately. This includes weather-appropriate clothing. Children should refrain from wearing tank tops, low-cut tops or tops with spaghetti straps, cut-off shorts, and flipflops. Students must also refrain from wearing clothing that shows midriffs, bra straps or underwear. T-shirts should not have offensive language or graphics on them. Hats and sweatbands are also not permitted in classrooms. If a child chooses to wear something that is distracting to the classroom learning environment, staff may ask the child to change or remove the item and keep it in their cubby. Parents will be notified if a child wears inappropriate attire to school.

11. School Management and Leadership

a. Organizational Chart

Provide organizational charts for the first and fifth years of operation clearly showing reporting structures between the school leaders, the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

 <p>Genesee Community Charter School at the Rochester Museum & Science Center</p>					Shared positions across both schools
<p>Draft Year 1 Organization Chart – Flour City Campus</p>		GCCS Board of Trustees		Member of the Leadership Team	
		Executive Director (12 mo) -.3FTE – Flour City			
<p>Director of Curriculum and Instruction (12 mo) - .3FTE – Flour City</p>		<p>School Director of the Flour City Campus (12 mo)</p>	<p>School Director of the River Campus* (12 mo)</p>	<p>Director of Operations (12 mo) .3FTE – Flour City</p>	
<p>Literacy Coordinator .5FTE – Flour City</p>	<p>Intervention Teachers (1.5 FTE) .3FTE – Flour City</p>	<p>Administrative Assistant (11 mo)</p>	<p>Administrative Assistant (11 mo)</p>	<p>Technology Coordinator (.5 FTE) (12 mo) .3FTE – Flour City</p>	<p>Community Engagement and Partnership Coordinator (12 mo)</p>
<p>Math Coordinator</p>		<p>Student Culture Coordinator</p>	<p>Student Culture Coordinator</p>	<p>Food Service Coordinator (11 mo) -.5FTE .3FTE – Flour City</p>	<p>Food Service Assistant (.5 FTE)</p>
<p>Special Education Coordinator .3FTE – Flour City</p>	<p>Social Worker .3FTE – Flour City</p>	<p>K – 6 Classroom Teachers (6)</p>	<p>K – 6 Classroom Teachers (14)</p>		
	<p>English as a New Language Teacher (.3FTE – Flour City)</p>	<p>Visual Art, Music, Movement Teachers (1.5)</p>	<p>Visual Art, Music, Movement Teachers (3)</p>		
		<p>Teaching Assistants (3)</p>	<p>Teaching Assistants (7)</p>		
<p>*Denotes the new name of the flagship school after a merger.</p>					
<p>Accounting, Payroll, and Human Resource support will be provided by contracted vendors.</p>					
<p>Security and Building Maintenance Staff are provided by the RMSC as part of the lease agreement.</p>					
<p>Special Education Service Providers are provided by the district of residence. Historically, there have been two full-time Special Education Teachers from RCSD located on site.</p>					

meetings, the Board of Trustees will plan to address school business and operations at both sites and will use a gavel-in/gavel-out method with the appropriate Trustees voting on business for each school to facilitate the process until the merger is complete.

The Executive Director (Mrs. Hillman) will report directly to the Board of Trustees and she will oversee and manage the Leadership Team. In the above organizational charts, members of the Leadership Team have a bold blue box outlining their position. The color green represents positions with responsibilities at both schools and yellow shows staff dedicated to the Flour City Campus. Each senior leader oversees the professionals in their direct line. Specifically, the Director of Curriculum and Instruction will oversee the Special Education Coordinator and a Literacy Coordinator to work with both schools beginning in year one. A Math Coordinator will be added as the merged education corporation grows. The Special Education Coordinator will oversee the Social Worker and ENL Teacher, who work at both schools, as well as the Intervention Teachers. The Special Education Coordinator additionally is responsible for ensuring students with disabilities are properly serviced. School Directors oversee the classroom teachers, including the arts teachers, the teaching assistants, a dedicated Student Culture Coordinator, and an administrative assistant. The Director of Operations will oversee the operations and positions focused on food service, technology and payroll and benefits for both schools.

Management Practices and Procedures

The annual Work Plan, which is created in collaboration with the EL Education School Designer based on EL's Dimension of Student Achievement, will be used to set comprehensive goals, identify needs, dedicate resources, inform professional development planning, determine staffs' individualized professional development, and will be used by the Board of Trustees and leadership to set strategic school priorities and strategic plans. This approach is designed to align across all aspects of the school's operations, governance and academic performance to ensure everyone is always working toward the same goals, with shared common understanding and a focus on student performance.

The Work Plan is a comprehensive document that clearly articulates multi-year impact goals, sets performance benchmarks to be met each year, identifies associated implementation priorities, and establishes goals specific for leadership – this ensures direct alignment with evaluative efforts for the leadership team and the Executive Director. The Work Plan is incorporated into goal setting, planning and evaluation at every level – governance, leadership, and individual. The teaching staff participates in the development of the annual Work Plan by providing input on possible focus areas, and the Professional Development Advisory Crew consolidates the ideas into goals, provides input on professional development, and monitors instructional progress against the plan and makes real-time shifts in the professional development

schedule in response. There also is an intentional connection between each teachers' individual Teacher Development Accountability Process (TDAP – please see response 9) and the Work Plan.

GCCS – Flour City Campus will establish multiple crews and committees to implement priorities and support the collaborative staff culture and climate. Feedback will be gathered from staff and families, using strategies such as surveys and meetings with leadership, as well as through close and supportive relationships with the Family Association and opportunities for parent participation in school activities.

Management Evaluations

The Executive Director will be evaluated annually by the Board of Trustees - please see Response 14 for details of the process. The Executive Director will evaluate the rest of the senior leaders including the School Director. The evaluative process will start with an annual meeting during which each staff sets goals with the ED. Throughout the year an individualized digital folder will be used to collect information regarding progress toward these goals and to capture notes and observations. GCCS has developed a leadership evaluation rubric that is based on Robert J. Marzano's School and District Leader Evaluation approach. The rubric is organized into six domains: A data-driven focus on school improvement (student progress and achievement); Continuous Development of Teachers and Staff; Cooperation and Collaboration; Climate and Core Values; and, Resource Allocation and Management. This existing rubric will be modified to target the specific position being evaluated. A self-assessment will be completed by each senior leader in a 360-degree style process that culminates in a meeting between the ED and the staff to discuss, reconcile and finalize the results.

Executive Director Identification

The Executive Director candidate, Mrs. Hillman, is the current GCCS School Leader. She is a 16-year GCCS veteran and is the second leader in the school's history, having taken over the role when the founding leader retired. Her skills and experience align directly with the mission and key design elements. She is committed to data-driven decision-making, shared leadership and collegial collaboration, as well as social justice and racial equity. She is an expert in EL Education pedagogy and is trained in Responsive Classroom. Her past experiences include teaching at multiple grade levels, and even include assisting with the writing of the ELA Curriculum Modules for EngageNY, which demonstrates her understanding of the standards and curriculum alignment. She is dedicated to the arts and arts integration, with a personal focus on vocal, instrumental and theatrical arts. The founding team of GCCS – Flour City Campus is confident in her leadership abilities and fully supports her ascension to the ED role if this proposed school is approved. She is certified in both Teaching Students with Disabilities and

Elementary Education with a concentration in math. She also holds a certification in Building and District Leadership.

School Director

The founding team intends to identify a School Director for GCCS – Flour City Campus in summer 2021, after charter approval, and to embed that professional into the flagship school for the 2021-22 school year. This will allow the School Director to intimately learn how the key design elements of the model translate into effective systems, routines and procedures. The School Director may be promoted from within the staff of the existing school. The School Director will hold a New York State Building Leader Certification and will have a minimum of five years experience in elementary education.

The hiring process will be led by the Executive Director and a Personnel Committee established by the Board of Trustees. The Personnel Committee will include GCCS faculty as well as Trustees. The position will be posted and widely advertised using websites which may include Indeed, Monster (using the diversity package), Idealist, and Handshake. Handshake is a local recruitment database which targets Rochester area colleges and universities. The position posting will also be widely shared using social media, among the current GCCS faculty and families, and with the broader EL Education network. The hiring process will be multi-step with at least two interviews, teaching demonstrations, extensive reference checks, and evidence of mission- and model-alignment.

12. Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). The narrative should also address how the proposed staffing structure would lend itself to the provision of instruction in a remote setting.

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.3	0.3	0.4	0.5	0.5
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	1.1	1.8	1.9	1.9	2.5
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	0.3	0.3	0.3	0.4	0.5
Administrative Staff	0.8	0.8	1.3	1.3	1.3
TOTAL ADMINISTRATIVE STAFF	3.5	4.2	4.9	5.1	5.8
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	6.0	8.0	10.0	12.0	14.0
Teachers - SPED	0.0	0.0	0.0	0.0	0.0
Substitute Teachers	12.0	15.0	18.0	21.0	24.0
Teaching Assistants	3.0	4.0	5.0	6.0	7.0
Specialty Teachers	1.5	3.0	3.0	3.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.5	1.5	1.5	1.5	1.5
Other	0.8	0.8	1.3	1.3	1.3
TOTAL INSTRUCTIONAL	24.8	32.3	38.8	44.8	50.8
NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.5	0.5	0.5	0.5	0.5
TOTAL NON-INSTRUCTIONAL	0.5	0.5	0.5	0.5	0.5
TOTAL PERSONNEL SERVICE FTE	28.8	37.0	44.2	50.4	57.1

One Executive Director (Mrs. Hillman) will oversee both schools – the flagship (which will be renamed River Campus) and the Flour City Campus. There will be a robust leadership team shared across the buildings. The structure includes a Director of Curriculum and Instruction (Mrs. O’Malley) to support the academic program and direct key instructional positions (the Math and Literacy Coordinators, Intervention Teachers) and a Director of Operations who will oversee additional operations vendors and consultants. The Community Engagement and Partnership Coordinator will also work across campuses. Each school will have a dedicated

School Director who reports to the ED. The School Director will provide oversight and daily management to the Student Culture Coordinator, teachers (both general classrooms and arts teachers). Each school is further supported by a dedicated Administrative Assistant. The structure ensures each location benefits from the skills and expertise of a strong leadership team and provides a full-time School Director who is able to stay focused on the needs of just one site and its students and families.

The classroom structure features two teachers and a teaching assistant. This design is beneficial under both traditional circumstances and if remote learning is required. It ensures multiple professionals are present who are able to differentiate, provide interventions, and work with students in small groups or one-on-one when necessary. The Special Education Coordinator, Intervention Teachers, Social Worker, and ENL Teacher will support students with special needs and will report to the Director of Curriculum and Instruction. Historically, GCCS has had additional special education providers assigned to the school by RCSD, including two full time teachers. The founding team anticipates the assignment of a certified special education teacher(s) to the Flour City Campus on a part-time or full-time basis depending on student need.

Salaries and benefits are based on the figures used in the GCCS budget as an experienced operator in Rochester. The figures are known to be competitive among other charters and district schools. In particular please note teacher salaries are higher than the RCSD average. Additionally, Flour City Campus is budgeting for higher salaries for teachers with the assumption that some seasoned teachers from the flagship school may be interested in moving to Flour City to support and strengthen the replication and transition.

b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Positions to be shared across campuses are listed first, followed by the positions specific to the GCCS - Flour City Campus.

Shared Positions

Executive Director (ED):

- New York State Building Leader Certification Required
- Minimum of 10 years of elementary education classroom and administrative experience required
- Experience with EL Education or project-based learning required
- Senior Leadership Team
- Reports to Board of Trustees
- Completes reporting to Board, SUNY, NYSED, Key Stakeholders, Community Partners
- Ensures vision and mission of the school are fully implemented

- Oversee operations for both schools (once merged)
- Quality control on curriculum, teaching, professional development, parent relationships, teacher development/ performance, student achievement/growth
- Assess data to inform decisions
- Manage budgets for both schools
- Determine benefit packages and salaries
- Interview Committee Member
- On-boarding of new teachers (coordinated with DCI, SD, LC, and MC)
- Develop GCCS policies and procedures in conjunction with the Board of Trustees
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Director of Curriculum and Instruction (DCI):

- Master in Elementary Education required
- New York State Professional Teacher Certification required
- Minimum of 5 years of elementary education classroom experience required
- Experience with EI Education or project-based learning required
- Experience with writing curriculum required
- Senior Leadership Team
- Reports to Executive Director
- Curriculum standards mapping
- Plan and lead Professional Development
- Interview Committee Member
- On-boarding of new teachers (coordinated with ED, SD, LC, and MC)
- Instructional Coaching (Expedition)
- Support expedition planning
- Order expedition books and materials (Library budget line and RCSD library allotment)
- Coordinate dissemination efforts (with Literacy Coordinator and/or Math Coordinator)
- Coordinate Exhibition Night
 - Secure RMSC space or off-site location
 - Secure rehearsal space for the 3 weeks prior
 - work orders
 - Rehearsal/Arts schedule change
- Manage, Volunteer & Chaperone Orientation -Select dates, secure space, make agenda, revise and print guide for parents, gather materials, manage approved parent list, spring & August - email parents who are up for renewal
- Plan Events- secure space with RMSC, Work orders, Shop for materials or food
 - Sixth Grade Passage Reception Planning
 - Support Passage Ceremony Planning
 - Seniors Luncheon - work order, setup, order food
 - Dissemination such as Site Seminar
- Coordinate Field Studies (fs)
 - Plan, schedule & and manage all overnight field studies
 - Attend overnight fs
 - Shop for food and other materials
 - Mange field notebook production (with Administrative Assistant)

- Manage paperwork & payments
- Schedule all day field studies and guest experts
- Support teachers in planning experiential instruction
- Manage Student Tour Guides- train, schedule and lead
- Coordinate NY State Testing
 - Logistics: Order materials, Schedule space, Collect & Organize materials after administration,
 - Coordinate test correcting and/or contracts with vendors
 - Work with SpEd coordinator and ENL teacher to determine needs for testing
 - Schedule test modifications
 - Schedule additional people, if needed, for test administration
 - Manage make-up tests for ELA and Math
 - Administer the Performance part of Science Test (teachers administer the written portion) (Secure Lower Level for administration of performance test)
 - Correct Science test (if not contracting with an outside vendor)
 - Prepare tests for drop-off to BOCES
 - Mail materials back to state according to guidelines
- Support other school needs such as arrival and dismissal process
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Literacy Coordinator (LC):

- Master in Elementary Education or Literacy required
- New York State Teacher Certification required
- Classroom experience in Elementary Education required
- Experience with writing curriculum preferred
- Reports to Director of Curriculum and Instruction
- Supervise ELA intervention teacher
- Support teachers in the development of ELA curriculum materials
- On-boarding of new teachers (coordinated with ED, DCI, SD, MC)
- Plan and lead professional development focused on ELA
- Support curriculum standards mapping
- Instructional coaching (ELA)
- Coordinates and provides ELA interventions
- Manage students using Responsive Classroom and Restorative Practices
- Intervention team member
- Support teachers with student benchmark assessments
- Order ELA materials in conjunction with DCI and or DO
- Data analysis
- On-boarding of new teachers (coordinated with ED, DCI, SD, and MC)
- Support other school needs such as arrival and dismissal process
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Math Coordinator (MC):

- Master in Elementary Education or Math required

- New York State Teacher Certification required
- Classroom experience in Elementary Education required
- Experience with writing curriculum preferred
- Reports to Director of Curriculum and Instruction
- Supervise math intervention teacher
- Support teachers in the development of math curriculum materials
- On-boarding of new teachers (coordinated with ED, DCI, SD, LC)
- Plan and lead professional development focused on math
- Support curriculum standards mapping
- Instructional coaching (math)
- Coordinate and provides math interventions
- Manage students using Responsive Classroom and Restorative Practices
- Intervention team member
- Support teachers with student benchmark assessments
- Order math materials in conjunction with DCI and or DO
- Data analysis
- On-boarding of new teachers (coordinated with ED, DCI, SD, and LC)
- Support other school needs such as arrival and dismissal process
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Intervention Teachers:

- Bachelor in Elementary Education, Literacy, or Math required, Master degree preferred
- New York State Teacher Certification required
- Classroom experience in Elementary Education required
- Reports to Literacy and/or Math Coordinator
- Works with Literacy and/or Math Coordinator to deliver intervention to eligible students
- Implement designated curriculum as determined by LC and/or MC (such as Wilson Reading or Bridges Intervention)
- Manage students using Responsive Classroom and Restorative Practices
- Intervention team member
- Support other school needs such as arrival and dismissal process
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Special Education Coordinator (SEC)

- Master in Special Education Required
- New York State Teacher Certification required
- Classroom experience in Elementary Special Education required
- Reports to the Director of Curriculum and Instruction
- Work with teachers and School Director to submit referrals for CSE evaluations
- Coordinate Annual Reviews and Triennials with districts
- Coordinate testing for referrals and Triennials
- Perform classroom observations for children suspected of having disabilities

- Work with teachers and districts of residence to prepare and monitor Academic Intervention Plans, Response to Intervention documentation, Functional Behavior Assessments, and Behavior Intervention Plans
- Coordinate receipt and distribution of IEP's
- Participate in State Education Department reviews of the School's special education program
- Work with teachers and School Leader to create and update 504 plans
- Monitor special education consultants, resource room teachers, and special services teachers to ensure fidelity to IEP goals and mandates
- Maintain log of special education-related conferences and communications.
- Ensure the School's compliance with special education law, and keep abreast of changes in regulations and procedures
- Attend CSE meetings when necessary
- Make schedule for special education service providers
- Lead Intervention team meetings
- Support other school needs such as arrival and dismissal process
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Social Worker

- New York State License Master Social Work Required
- Some experience preferred
- Reports to Special Education Coordinator
- Services to Students:
 - Develop intervention strategies to increase academic and emotion regulation success.
 - Assist with Restorative Practice processes
 - Help the child develop appropriate Social and Emotional Learning skills
 - Assist the child in understanding and accepting self and others
 - Provide crisis intervention
- Related Services:
 - Serve as McKinney Vento Liaison
 - Facilitate Response to Intervention Team meetings
 - Work with problems in a child's living situation that affect the child's adjustment in school. (home, school, and community)
 - Prepare a social or developmental history on a child with a disability
 - Provide Counseling (group, individual, family)
 - Mobilize family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program
 - Assist in developing positive behavioral intervention strategies
- Services to Parents/Families:
 - Work with parents to facilitate their support in their children's school adjustment
 - Alleviates family stress to enable the child to function more effectively in school & community
 - Assist parents to access programs available to students with special needs
 - Assist parents in accessing and utilizing school and community resources

- Services to School Personnel:
 - Provide staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior with a lens on diversity and racial equity
 - Assess students with mental health concerns
 - Develop staff in-service training programs
 - Assist teachers with behavior management support
 - Provide direct support to staff
- School-Community Liaison:
 - Obtain and coordinate community resources to meet students' needs
 - Secure adequate support from social and mental health agencies
 - Advocate for new and improved community/school service to meet the needs of students and families
 - Help the system respond effectively to each child's needs
 - Work with music teachers to plan and lead Community Circle monthly with focus on SEL, Diversity and Racial Equity
- Intervention team member
- Support other school needs such as arrival and dismissal process
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

English as a New Language Teacher (ENL):

- Bachelor in English Language Learning required, Master preferred
- New York State Teacher Certification required
- Some experience preferred
- Reports to Special Education Coordinator
- Identify students who may be eligible for ELL services
- Administer NYSITELL and NYSESLAT
- Provide services to eligible students
- Make schedule for services
- Manage students using Responsive Classroom and Restorative Practices
- Work with classroom teachers to support curriculum needs for identified students
- Work with families and/or liaisons of identified students
- Intervention team member
- Support other school needs such as arrival and dismissal process
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Director of Operations (DO):

- Experience in finance and student data management
- Knowledge of Quickbooks required
- Senior Leadership Team
- Reports to Executive Director
- Data Coordination with MAARS
 - Monthly updates in Level 0
 - SchoolTool scheduling and yearly updating

- Meet monthly with SPED Coordinator to make sure new students are correctly identified in SchoolTool and updating program services
- Communicate with Food Service Coordinator when changes are made
- Communicate with Coordinator of School Operations when new students enrolled
- Attend quarterly Data Coordinator's meetings at BOCES
- Read and keep up with weekly emails from MAARS
- Aware of new changes in SIRS or new requirements from NYS
- Student Services
 - Enrollment
 - Transportation
 - Records
 - Data Uploading
 - Manage Lottery
- Manage Student Lotter Applications - GoodSchoolROC
- Manage personnel files
- Manage medical, dental and other insurance benefits
- Substitute Management
 - Communicate with Administrative Assistant regarding daily substitute needs
 - Communicate w/ TES for billing and payment
 - Compiles staff attendance for state reporting
 - Reports to Accounting and Payroll Specialist regarding staff attendance
- Office Tasks
 - Billing
 - Quickbooks
 - Check writing
 - Manage credit card statements
 - Communicate w/ bank
 - Large Mailings - notices to families, progress reports, etc.
 - Manage ordering from RCSD - textbooks and library (DCI), technology (TC),
- Communications
 - RMSC Liaison
 - Board of Trustees Support
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Food Service Coordinator (FSC):

- Associate Degree preferred
- NYS Food Service Certification required
- Reports to Director of Operations
- Supervises Food Service Assistant
- Follow all Monroe County Health Department Guidelines
- Coordinate breakfast/lunch set up, distribution, clean-up
- Coordinate Food Service with TAs
- Communicate with Food Vendor
- Order Lunches for field studies

- Create and copy monthly menus
- Report food count to Vendor
- Track money
- Manage food service billing
- Check NYSSIS site 3x's per year
- Reimbursement counts each month
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Food Service Assistant (FSA):

- Experience with food service
- Reports to Food Service Coordinator
- Follow all Monroe County Health Department Guidelines
- Responsible for day-to-day food preparation
- Clean dishes and food carts after breakfast and lunch
- Maintain classroom food carts
- Maintain sanitary kitchen and refrigerator
- Maintain equipment such as the dish machine, milk unit, and heating unit
- Monitor supplies
- Receive deliveries
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Technology Coordinator (TC)

- Degree in a technology related field
- Experience in educational setting
- Experience with instructional technology
- Reports to Director of Operations
- Coordinate with ED and SD to determine needs
- Manage technology-related operations in office, classrooms, and computer lab settings
- Manage audio-visual technology and facilitating teachers' use of technology in the classroom
- Support teachers and staff in integrating and implementing technology into the curriculum
- Install and manage a Mobile Device Management (MDM) system
- Provide first and second level hardware and software troubleshooting and support to GCCS user base consisting of Apple and PC computers, tablets, interactive whiteboards, document cameras, and LCD projectors
- Develop and implement a schedule for updating software in all computer-based equipment.
- Develop and follow a preventive maintenance program all computer-based and a-v equipment including repair and/or arranging repair of damaged or malfunctioning equipment.
- Manage GCCS Google Platform - Email, Staff Drive, Google Photos, Calendar

- Website Management - Keeping calendar up-to-date, Adding menus monthly, Adding news items as needed, Keeping staff and board pages up-to-date, Communicating with Sukhenko for additional needs
- Manage Social Media - School and Class Facebook pages, Twitter
- Manage Instructional Platforms- i-Ready (Data, schedule for diagnostic test, exports), SeeSaw, Reading A-Z, Raz Kids, and Typing Club
- SchoolTool
- RCSD Software/Hardware Order- Get funding amount from OD, Request Quotes from vendors, submit quotes to RCSD
- Prepare all audiovisual equipment for use on exhibition nights and other important events, run lighting and sound booth when needed, arrange video recording
- Enhance system for archiving videos
- Serve as liaison to RMSC AV Department for Auditorium-related issues
- Maintain inventory of all classroom and school audio-visual equipment
- Keep all school audio-visual equipment in good repair- Sound field systems, LCD projectors, Document Cameras, Video cameras, Digital cameras, Cords, cords, cords
- Label and maintain AV-equipment in the RMSC Auditorium that belongs to GCCS
- Prepare iMovie projects or other audio-visual presentations for student final products
- Create an asset management system for the sound booth in the Auditorium
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Community Engagement and Partnership Coordinator:

- Bachelors degree in a human services related field preferred
- Experience with community outreach and marketing
- Reports to the Executive Director
- Manage the annual process related to enrollment of new students
 - Creates a calendar of outreach efforts
 - Conducts direct outreach through phone calls, home visits and community events to collect applications for enrollment
 - Tracks progress on recruitment tool to support smooth communication with full team against progress
 - Creates and manages recruitment and enrollment activities within the budget
 - Visits schools and community based organizations to present about GCCS
 - Support the efforts of the Board's Community Engagement Committee (attend meetings, capture notes, coordinate next steps with DS)
- Manage parent engagement efforts throughout the year
 - Coordinates with family group leads
 - Coordinates programming ideas from families
 - Organizes and manages annual parent survey
 - Supports all new family and student induction events with School Director
 - Conducts new parent check-ins
- Manage Community Engagement
 - Develop and manage a vision for community engagement at GCCS
 - Develop, implement, and maintain the school's family and community engagement initiatives aligned to the vision for community engagement

- Develop and implement a community engagement marketing plan
- Coordinate and staff the Board's Community Engagement Committee
- Oversee and coordinate special events focused on friend and fund raising
- Develop and manage the budget for community engagement programs
- Create and maintain strategic partnerships with organizations to support recruitment of new students in a variety of Rochester neighborhoods
- Create and maintain strategic partnerships to support staff recruitment, specifically related to staff of color
- Write articles for community publications, create posts for social media, and press releases
- Collect and analyze data to support community engagement efforts and recruitment
- Attend Board meetings
- Create strategic partnerships with organizations to support curriculum in coordination with DCI
- Community Engagement Committee Co-Chair
- Diversity and Racial Equity Committee member
- GCCS Family Association staff liaison
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

School Director:

- New York State Building Leader Certification Required
- Minimum of 5 years of elementary education experience preferred
- Senior Leadership Team
- Reports to Executive Director
- Oversee day-to-day building operations
- Support ED with State reporting
- Support ED with budget management
- Collaborate with Board of Trustees
- Ensure implementation of school philosophy throughout the school
- Work with EL Education School Designer and Senior Leadership Team to conduct Implementation Review
- Plan and lead professional development
- Interview Committee Member
- On-boarding of new teachers (coordinated with ED, DCI, LC, and MC)
- Supervise Student Culture Coordinator, Administrative Assistant, K-6 teachers, teaching assistants, and arts teachers
- Observe teachers to ensure quality of lesson planning and instruction
- Evaluate teaching staff and teaching assistants
- Meet one-on-one with staff as part of evaluation process
- Oversee Teacher Development Accountability Process (TDAP)
- Oversee Student Led Conferences (requirements, schedule, reflection forms)
- Manage students using Responsive Classroom and Restorative Practices
- Attend yearly EL Education Leadership Institute
- Attend EL Education National Conference and/or other professional development
- Oversees arrival and dismissal process

- Write weekly bulletins and other communications to staff
- Write communications to families
- Support in planning school-wide events such as Passage Ceremony or Sixth Grade Passage Reception
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Administrative Assistant

- Associates Degree required
- Reports to School Director
- Answer phone and door
- Greet students, parents and guests
- Manages student attendance
- Supports substitute management and staff attendance with Director of Operations
- Mail
- Lamination
- Copier Management (all copiers)
- Manage River Room books check out, check-in, shelve
- Coordinate with SPED director to secure testing space
- Coordinate Field Studies with Director of Curriculum and Instruction
 - Buses for day of and overnight
 - Manage paperwork for overnights
 - Assist with Field Notebook production for overnights
 - Help schedule day fs, when needed
- Printing and Binding - brochures, fliers, View book, final products, Printing lottery materials (posters, applications, fliers)
- Back up Nurse
- Final Products Management - Ordering paper, operating binding machines , fulfilling deadlines for classrooms, maintaining stock of final products in River Room including possible sales throughout the year, Burning CDs for incoming students and teachers, manage Final Product Sales
- Adheres to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Student Culture Coordinator (SCC)

- Bachelors degree required, Masters degree preferred in a human services related field
- Experience in elementary education setting
- Reports to School Director
- DASA Coordinator
- Trained in restorative practices processes and theory of action
- Attend Responsive Classroom training
- Manage proactive and reactive approaches to the Code of Conduct
 - Consults with principals and staff concerning behavioral expectations and needs of students
 - First responder to evaluate a situation where a child breaks a Caring Community Commitment

- Communicates with families and documents disciplinary actions in collaboration with the School Director
- Train staff based on a Tiered System of Supports (MTSS) Tier I process for behavioral interventions and teach social-emotional lessons to all students in grades 4-6
- Support students in behavioral MTSS Tier II and Tier III social-emotional support
- Consults with the Intervention Team regularly
- Provide restorative support for faculty and students – proactive culture, discipline issues, communication with parents/teachers/students
- Support the planning and implementation of Crew and Social Problem-Solving Curriculum
- Coach teachers in the structures of a Responsive Classroom approach to classroom management
- Identify resources to support the growth of a healthy, positive school culture
- Work with the ED and SD to implement policies that support the vision of the GCCS school culture
- Participate in intervention and classroom team meetings to discuss management concerns
- Collect and analyze school-wide cultural data
- Work with the School Director to hold staff accountable to school wide norms and commitment to the Responsive Classroom approach to discipline
- Facilitate staff professional development around school culture and discipline
- Support the facilitation and participate on the Diversity and Racial Equity Committee
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Classroom Teacher

- Bachelor in Elementary Education required, Master preferred
- New York State Teacher Certification required
- Elementary education experience in project-based learning environment preferred
- Strong academic background in early childhood education, reading, social sciences, math and/or science
- Ability to take risks, collaborate, work flexibly, and demonstrate initiative
- Strong desire to teach in a demanding, child-centered program with students from diverse backgrounds
- Excellent written and oral communication skills
- Reports to the School Director
- Collaborate with team-teaching on all classroom decisions
- Write curriculum using GCCS curriculum framework, New York State Next Generation Learning Standards, and the EL Education design
- Teach all core subject areas with our progressive, project-based educational philosophy
- Knowledge of skills in a wide range of pedagogies
- Teach in an inclusive classroom
- Plan and lead purposeful day and/or overnight field studies related to the curriculum
- Manage students using Responsive Classroom and Restorative Practices
- Work as part of a professional community that is continually reflecting, learning, and improving
- Attend on and off-site professional development

- Write progress reports 3 times per year
- Hold parent teacher conferences as needed as well as on selected school-wide days
- Plan and attend Exhibition Night 3 times per year
- Attend school evening or weekend events several times per year
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Teaching Assistant

- High School Diploma required, Associates Degree preferred
- Minimum of 2 years experience working with children
- Reports to the School Director through the teaching staff
- Supervise individuals or small groups of students as directed by the teachers
- Help with the planning, preparation, and implementation of projects and activities as directed by the teacher
- Supervise students during non-academic times (i.e. lunch, choice time, recess, teacher planning periods, etc.). Supervision may take place outdoors, at times in inclement weather
- Plan student activities for teacher planning periods
- Chaperone class field studies. Field studies may require Teaching Assistants to hike, climb, row, camp, and participate in other physically demanding activities
- Help maintain an orderly, attractive classroom environment
- Assist with arrival and dismissal, including escorting children to and from buses
- Provide clerical assistance as directed by the teachers, including copying, filing, maintaining student portfolios, and organizing classroom libraries and supplies
- Manage classroom food service by preparing and cleaning food carts, serving breakfast and lunch in classroom, compiling breakfast and lunch orders, and tallying meal counts
- Participate in all staff meetings
- Maintain flexible daily routines that accommodate changing responsibilities and schedules.
- Support teaching staff in any way that promotes the goals of the GCCS
- Manage students using Responsive Classroom and Restorative Practices
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Music Teacher:

- Bachelor in K-12 Music Education required, Master preferred
- New York State Teacher Certification required
- Experience in elementary education preferred
- Reports to School Director
- Collaborates with arts colleagues and classroom teachers
- Meet the NYS music learning standards through meaningful, integrated lessons that mutually support the objectives of the classroom teachers
- Design curriculum that embeds music into classroom content areas using three type of integration - literal, historic/cultural, and conceptual
- Provide innovative ways for children to learn and to express knowledge and concepts
- Teach using the Orff-Schulwerk approach to teaching music

- Play guitar, piano, and recorder
- Create focused lessons using learning targets and a variety of assessment types
- Attend Exhibition Nights in November, March and June for all classes that include music
- Write progress reports for all students
- Plan and lead weekly school-wide Community Circle
- Collaborate with Senior Leadership Team to plan the Passage Ceremony
- Attend on and off-site professional development
- Manage students using Responsive Classroom and Restorative Practices
- Support other school needs such as arrival and dismissal process
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Movement Teacher (Physical Expedition):

- Master in Dance with K-12 Certification required
- New York State Teacher Certification required
- Experience teaching children preferred
- Reports to School Director
- Collaborate with arts colleagues and classroom teachers
- Meet the NYS Physical Education learning standards through meaningful, integrated lessons that mutually support the objectives of the classroom teachers
- Design curriculum that embeds music into classroom content areas using three type of integration - literal, historic/cultural, and conceptual
- Provide innovative ways for children to learn and to express knowledge and concepts through movement and dance
- Incorporate healthy habits of fitness (building balance, strength, endurance, and flexibility)
- Weave sports and games into the curriculum as students explore historic and global recreation traditions
- Create focused lessons using learning targets and a variety of assessment types
- Attend Exhibition Nights in November, March and June for all classes that include movement
- Write progress reports for all students
- Support music teacher in planning and leading of weekly school-wide Community Circle
- Collaborates with Senior Leadership Team to plan the Passage Ceremony
- Attends on and off-site professional development
- Manages students using Responsive Classroom and Restorative Practices
- Support other school needs such as arrival and dismissal process
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Visual Arts Teacher:

- Bachelor in K-12 Visual Arts required, Master preferred
- New York State Teacher Certification required
- Experience in elementary education preferred
- Reports to School Director
- Collaborate with arts colleagues and classroom teachers

- Meet the NYS Visual Arts learning standards through meaningful, integrated lessons that mutually support the objectives of the classroom teachers
- Design curriculum that embeds visual arts into classroom content areas using three type of integration - literal, historic/cultural, and conceptual
- Provide innovative ways for children to learn and to express knowledge and concepts
- Teach using a variety of mediums and techniques
- Create focused lessons using learning targets and a variety of assessment types
- Prepare displays of artwork for Exhibition Nighs
- Attend Exhibition Nights in November, March and June for classes that include visual art
- Maintain bulletin boards located in hallways and other common areas
- Write progress reports for all students
- Support music teacher in planning and leading of weekly school-wide Community Circle
- Collaborate with Senior Leadership Team to plan the Passage Ceremony
- Attend on and off-site professional development
- Manage students using Responsive Classroom and Restorative Practices
- Support other school needs such as arrival and dismissal process
- Adhere to GCCS policies and procedures as outlined in the Staff Handbook, staff bulletins, and other documents

Additional Vendors (Not shown on org charts)

Human Resources Vendor:

- Reports to Director of Operations
- Revise Staff Handbook in compliance with State and Federal laws
- Provide policy updates based on regulatory changes to ensure ongoing compliance
- Provide advisement based on school policies regarding personnel matters
- Provide advisement to the Board of Trustees Personnel Committee

Accounting and Payroll Specialist Vendor:

- Payroll and Finance
 - TA time sheets
 - Communicate with payroll company
 - Tax paperwork
 - Work with Auditor
 - Retirement System
- Attend Board of Trustees meeting
- Member of Finance Committee

c. Staff Recruitment and Retention

Describe plans to recruit and retain staff members, particularly high quality teachers including:

- **The processes and policies to recruit and hire teachers and other staff members that takes into consideration the specific quality and availability of talent in the proposed geographic area;**
- **The strategies for retaining high quality teachers; and,**

- **How the school would undertake teacher recruitment should traditional in person methods (e.g., career fairs, in person interviews, recruiting events, etc.) be unavailable as a result of the COVID-19 pandemic.**

The flagship school's employment history has been characterized by a stable staff, including among school leadership, teachers, teaching assistants, and administrative staff. Recruitment and retention practices for GCCS – Flour City Campus will be based upon the successful practices developed designed to ensure the selection of the most highly qualified staff members who remain at the school over time. GCCS's history has been characterized by a staff stability.

Recruitment and Hiring of Instructional Staff

Recruitment and interviewing will be conducted annually. Promising candidates for whom no appropriate positions are currently open will be kept on file to maintain a pipeline of strong candidates when vacancies do occur. This approach has successfully been implemented by the flagship. In fact, some of the candidates already screened by GCCS may be recruited to join the founding team at the Flour City Campus.

Advertisements will be placed in a variety of places. This will occur in late winter or very early spring annually for anticipated vacancies, but may also occur as needed throughout the year. The advertisements will be placed with Indeed, Monster (including the diversity package), as well as Handshake. Handshake is a local recruitment database linked to most Rochester area colleges and universities. Open positions will be shared on the school's social media and emails will be sent to the school community. Additionally, the school plans to source teachers from those who have substituted at either the flagship or at the replication school who have proven to be mission-aligned and successful in the classroom. Recruitment efforts for special subjects will also be sent to colleges with strong teacher preparation programs in that particular discipline, and the school will advertise in subject matter journals.

A Personnel Committee of faculty, parents, and Trustees participate in interviews and help develop recommendations with leadership. The committee will review letters of interest and resumes and will select applicants for interviews using the criteria established for the position. The school's preferred criteria for teachers includes:

- Master's Degree
- Teacher Certification
- At least two years prior experience
- Evidence of experience or interest in project-based program
- Well-written letter of interest
- Evidence of employment stability

The following process will be followed when hiring teachers:

1. Conduct Interview Round 1 – 20-minute screening interviews.
2. Conduct Interview Round 2 – 30-minute interview, preparation of a 4-6 week expedition plan (applicants are given 2-3 hours to complete this task), presentation of plan to committee.
3. Request three letters of reference and credential files.
4. Conduct Round 3 – School visitation day and demonstration lesson. Each candidate spends time in classrooms to observe the school culture and instructional practices.
5. Call references. Request fingerprint clearance and conduct background check.
6. Conduct Round 4 – Individual interview with School Director. Prior to the interview, the candidate meets with a potential teaching partner(s) to help gauge compatibility.
7. Determine salary based on experience.
8. Extend offer pending Board approval.
9. Present candidate for hiring approval to the Board.

At the culmination of the process the Executive Director takes into account the entire application, the feedback from the Committee, and any other relevant information, such as teaching demonstrations, letters of recommendation, work history, etc. The ED will make final recommendations to the Personnel Committee of the Board of Trustees. The ED will carefully consider the input of the School Director in making these final decisions. A modified process will be used to hire teaching assistants and other open instructional positions – the modifications will align to the role, responsibilities and hiring criteria of the position.

The school will comply with state and federal laws and will not discriminate against employees or applicants because of race, color, disability, creed, religion, sex, age, marital status, physical or other handicap, medical condition, national origin, ancestry, citizenship, veteran status, sexual orientation, or other non-job-related factors. Opportunity is provided to all employees based on qualifications and job requirements. The school will recruit, select, and employ applicants only on the basis of their qualifications for a position in the organization. Compensation, transfer and promotion of employees are likewise dependent on demonstrated performance and potential. The school is committed to equal opportunity in all aspects of the relationship between employee and employer, including recruitment, hiring, benefits, training, promotion, compensation, transfer, discipline, layoff and termination.

The procedures outlined above will be followed if in-person interviewing is restricted in the future. Last spring GCCS conducted virtual interviews and lesson observations. In fact, GCCS had conducted the hiring process for remote candidates prior to COVID -19. Virtual lesson demonstrations in those cases were held remotely, so it wasn't new for the school.

Retention

Staff who are adequately resourced, respected, and supported tend to stay at a school. Regular meetings among the leadership team will ensure staff receives such support. During weekly

meetings, the ED and School Director will discuss operations and student learning with the Director of Operations, Director of Curriculum and Instruction, and the Director of Community Engagement and Partnerships to review finance and expenses, communications with families, and personnel needs. The Director of Operations will consult with Asure Consulting, an outside Human Resources firm, on personnel matters as well. Additionally, the School Director will meet regularly with the Director of Curriculum and Instruction, Special Education Coordinator, and Intervention Team. These meetings focus on student achievement and instructional needs. The information from all such meetings will inform the school's personnel planning in direct alignment to student support and achievement and teacher needs. Resources will be devoted to supporting teachers and instructional leaders in their ongoing efforts to maintain high levels of proficiency and overall student success. The TDAP process (described in detail in Response 9) provides the structure that explicitly facilitates frequent teacher collaboration and peer support. Working in PLCs toward common goals, staff will feel the full benefit of being coached and mentored not just by instructional leaders but also by other teaching professionals.

The school also will use a robust task force structure to ensure all staff have ample opportunities to participate in the ongoing development and operations of the school. For example, at the flagship school a Transition Team was established prior to the retirement for the founding School Leader. The Transition Team included all founding staff members, who served as an advisory council to the new School Leader during the first 120 days of leadership. A Professional Development Advisory Crew monitors instructional progress and adjusts the professional development calendar as needed in alignment with the Work Plan. Other committees will form on an as-needed basis (such as the Site Seminar Planning Committee) to discuss and plan an EL Education-sponsored events to bring educators to the school to conduct open classroom observations, engage in collegial discussions around focused topics, and participate in staff-led workshops on areas of expertise.

These retention efforts will be supported by routine methods used to gauge the overall culture and climate and respond to staff wants and needs. The School Director will meet with each staff member throughout the year and will maintain an open-door policy to receive feedback and provide support at any time. Surveys will be sent to staff throughout the year to collect specific information on the overall satisfaction of their place of work. As part of the Board of Trustees' Executive Director Evaluation, surveys are sent out at least once per year to ascertain information about the ED, school operations, and overall satisfaction. The Personnel Committee of the Board of Trustees will also solicit feedback on the Staff Handbook annually to inform decisions and gauge satisfaction. Routinely, closing circle debriefs at the end of professional development and staff meeting "exit tickets" to the School Director and/or Executive Director will provide additional feedback that can be addressed at that time and/or collected for further documentation about staff culture.



**Genesee Community
Charter School**

at the Rochester
Museum & Science Center

Staff Member Handbook

REVISED: January 1, 2021

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General Information

Welcome to the Genesee Community Charter School (GCCS). The Board of Trustees is pleased that you have made this important decision to be a member of the GCCS team.

This handbook has been prepared to inform you of the policies, procedures, and practices of GCCS concerning employment matters. The ultimate objective of these policies is to foster a satisfying and productive work experience so that we can achieve the goals and vision set forth in the GCCS Charter.

You should familiarize yourself with its contents at your earliest opportunity and keep it handy for periodic reference. GCCS is a not-for-profit, tuition-free, public school for children in kindergarten through sixth grade. The school was chartered by the New York State Board of Regents in July 2000. Our mission states:

The Genesee Community Charter School provides a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. Our local history-based and globally connected program immerses children in investigation and discovery, extensively using the cultural and natural resources of our community. We nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers, enabling them to reach exemplary standards.

Sustaining an exceptional school requires our staff to reach the highest standards of commitment, initiative, and teamwork, in addition to being outstanding practitioners. A critical aspect of our ability to help children learn and grow is the establishment of our own professional learning community. It is the intention of the Board of Trustees to help create a supportive working and learning environment for adults as well as for children. GCCS provides opportunities for staff to be actively involved in curriculum development, school governance, professional growth, and national networking. The participation of staff in the formulation of policies and procedures is integral to our success.

None of our personnel documents and benefit plans, including this Employee Handbook, constitutes, or is intended to constitute, an express or implied contract guaranteeing continued employment, or any particular position or benefits, or any minimum duration of employment for any employee. No manager or supervisor has any authority to enter into a contract of employment - express or implied - that changes or alters the at-will employment relationship. **Only the Board of Trustees, or their authorized representative, has the authority to enter into an employment agreement that alters the at-will employment relationship as set forth below and any such agreement must be in writing and signed by the Board of Trustees, or their authorized representative.**

The material contained in this manual applies to all staff members, unless otherwise specified. The guidelines described in it are for information purposes only and may be changed by the Board of Trustees without notice and at its sole discretion.

This handbook is not intended to be all-inclusive, and you should feel free to speak to the School

Leader if you have any questions about employment policies and practices. As changes are made to this handbook, you will receive replacement pages so that your copy can be kept current.

Maintaining strong communication will help us address and resolve issues regarding working conditions and procedures as they arise. Please bring any concerns you have to the attention of the School Leader. Discussing issues directly with one another will enable us to maintain a productive working environment and will contribute to a positive school culture for staff, students, and their families.

Purpose of Employee Handbook

This Employee Handbook contains information about the employment policies and practices of GCCS. These policies reflect the School's values, and we expect each employee to read this Employee Handbook carefully as it is a valuable reference for understanding your job at GCCS.

This Employee Handbook supersedes all previously issued Employee Handbooks and any inconsistent verbal or written policy statements made or issued before this Employee Handbook. Except for the policy of at-will employment, GCCS reserves the right to revise, delete, and add to the provisions of this Employee Handbook. All such revisions, deletions, or additions must be in writing. No oral statements or representations can change the provisions of this Employee Handbook.

Not all of the School's policies and procedures are set forth in this Employee Handbook. We have summarized only some of the more important ones. If an employee has any questions or concerns about this Employee Handbook or any other policy or procedure, please ask the School Leader or the Coordinator of School Operations.

Nothing in this Employee Handbook or in any other document or policy is intended to violate any federal, state, or local law. Nothing in this Employee Handbook or in any other document or policy is intended to limit any concerted activities by employees relating to their, hours, or working conditions, or any other conduct protected by Section 7 of the National Labor Relations Act ("NLRA"). Furthermore, nothing in this Employee Handbook prohibits an employee from reporting concerns making lawful disclosures, or communicating with any governmental authority about conduct the employee believes violates any laws or regulations.

Employment At-Will

Employment with GCCS is at-will, unless state law provides otherwise. This means that employment may be terminated for any lawful reason or for no reason, with or without cause or notice at any time by the employee or by the School. Nothing in this Employee Handbook or any oral statement will limit the right to terminate the at-will employment relationship. This at-will employment policy is the sole and entire agreement between the employee and GCCS as to the duration of employment and the circumstances under which employment may be terminated. None of our personnel documents and benefit plans, including this Employee Handbook, constitutes, or is intended to constitute, an express or implied contract guaranteeing continued employment, or any particular position or benefits, or any minimum duration of employment for any employee. No manager or supervisor has any authority to enter into a contract of employment - express or implied - that changes or alters the at-will employment relationship. **Only the Board of Trustees, or their authorized representative, has the authority to enter into an employment agreement that alters the at-will employment relationship, and any such agreement must be in writing and signed by the Board of Trustees, or their authorized representative. Any other oral or written statements shall not be binding on the School and are therefore unenforceable.**

School Contact Information

Contact information for the various school representatives referenced throughout this document can be found in the attached appendix or online at <http://www.gccschool.org/about>.

SECTION 1 - Commitment to Diversity

1.1 Equal Employment Opportunity and Harassment, Discrimination, & Retaliation

GCCS is an equal opportunity employer and is committed to providing a work environment that is free of illicit harassment. As a result, the School maintains a strict policy prohibiting sexual harassment and harassment against applicants and staff members based on any legally-recognized basis, including, but not limited to: race, color, creed, religion, sex (including pregnancy, childbirth or related medical conditions, gender identity/expression and transgender status), familial status, national origin, physical or mental disability (including gender dysphoria and being a certified medical marijuana patient), genetic information (including predisposing genetic characteristics), age (18 and over), veteran status, military status, sexual orientation, marital status, certain arrest or conviction records, domestic violence victim status, and political affiliation. The School will not tolerate discrimination or harassment based on a staff member's membership in one or more of these protected categories, a staff member's known relationship or association with a member of one or more of these protected categories, or any other characteristic protected by applicable federal, state, or local law. Our commitment to equal opportunity employment applies to all persons involved in our operations and prohibits unlawful discrimination by any staff member, including supervisors and co-workers.

GCCS is committed to equal employment opportunity and to compliance with federal antidiscrimination laws. We also comply with New York law, which prohibits discrimination and harassment against any employees, applicants for employment or interns, as well as contractors, subcontractors, vendors, consultants, other individuals providing services in the workplace and their employees, based on race (including traits historically associated with race, such as hair texture and protective hairstyles), color, creed, religion (including attire, clothing or facial hair worn in accordance with religious requirements), sex (including pregnancy, childbirth or related medical conditions and transgender status), gender identity or expression, familial status, national origin, physical or mental disability (including gender dysphoria and being a certified medical marijuana patient), genetic information (including predisposing genetic characteristics), age (18 and over), veteran status, military status, sexual orientation, marital status, certain arrest or conviction records and domestic violence victim status. The School will not tolerate discrimination or harassment based upon an individual's membership in one or more of these protected categories, known relationship or association with a member of one or more of these protected categories, or any other characteristic protected by applicable federal, state or local law.

Our anti-harassment policy applies to all persons involved in our operations and prohibits harassing conduct by any staff member of GCCS. This policy also protects staff members from prohibited harassment by third parties, such as vendors, students, or substitute teachers. If such harassment occurs on the job by someone not employed by GCCS, the procedures in this policy should be followed.

Types of Harassment

Harassment on the basis of any legally protected classification is prohibited.

They include conduct such as:

- Verbal conduct including threats, epithets, derogatory comments, or slurs based on an individual's protected classification;
- Visual conduct including derogatory posters, photography, cartoons, drawings, or gestures based on protected classification; and
- Physical conduct including assault, unwanted touching, or blocking normal movement because of an individual's protected status.

Complaint Procedure

Any staff member who believes that they have been harassed, discriminated against or subject to retaliation by a co-worker, supervisor, agent, vendor or student of GCCS in violation of this policy, or who is aware of such harassment, discrimination or retaliation against others, should immediately provide a written or verbal report to the School Leader, Coordinator of School Operations, or the Curriculum Specialist, which will be maintained as confidential to the extent possible. If the complaint involves the School Leader, employees are requested and encouraged to contact the President of the Board of Trustees.

After a report is received, School Leadership and/or the President of the Board of Trustees, will take prompt action to conduct as thorough and objective an investigation as warranted under the circumstances. The investigation will be completed, and a determination made and communicated to the staff member as soon as practical. The School expects that all staff members fully cooperate with any investigation conducted by the School into a complaint of proscribed harassment, discrimination or retaliation, or regarding the alleged violation of any other School policies.

If we determine that this policy has been violated, remedial action will be taken, commensurate with the severity of the offense. Appropriate action will also be taken to deter any future harassment or discrimination prohibited by this policy. If a complaint of prohibited harassment, discrimination or retaliation is substantiated, appropriate disciplinary action, up to and including termination of employment, will be taken.

The New York State Division of Human Rights will accept and investigate charges of unlawful discrimination or harassment at no charge to the complaining party.

Protection against Retaliation

Retaliation is prohibited against any person by another staff member or by GCCS for using this complaint procedure, reporting proscribed harassment, or for filing, testifying, assisting, or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Staff members should report any retaliation, or concerns about potentially retaliatory behavior, prohibited by this policy to the School Leader, Coordinator of School Operations, or the Curriculum Specialist. If the report involves the School Leader, employees are requested and encouraged to contact the President of the Board of Trustees. Any report of retaliatory conduct will be investigated in a thorough and objective manner. If a report of retaliation is substantiated, appropriate disciplinary action, up to and including termination of employment, will be taken.

Confidentiality During the Investigation

GCCS has a compelling interest in protecting the integrity of its investigations. GCCS strives to protect witnesses from harassment, intimidation and retaliation, prevent evidence from being destroyed, ensure that testimony is not fabricated, and to prevent a cover-up. We may decide in some circumstances that, in order to achieve these objectives, we must maintain the investigation and a staff member's role in it in strict confidence. If a staff member participating in an investigation that we determine requires this level of confidentiality, we will in turn require the staff member not to discuss the investigation or any allegations until the conclusion of the investigation. We will notify affected staff members of any such requirement as necessary and appropriate. If the School reasonably imposes such a requirement, and the staff member does not maintain the necessary level of confidentiality, they may be subject to corrective action up to and including termination of employment.

1.1(a) Reproductive Health Decisions

The School will not discriminate or retaliate against an employee because of the employee's, or a dependent of the employee's, reproductive health decision-making, including the use of particular drugs, devices or medical services. The School also will not, without prior informed written consent, access personal information regarding the reproductive health decision-making of employees or their dependents, and will not require an employee to sign any document or waiver denying that employee the right to make their own reproductive health decisions.

Employees subjected to unlawful discrimination or retaliation on the basis of reproductive health decision-making can bring an action in court and may be entitled to certain remedies, including monetary and injunctive relief.

Employees who feel they have been subjected to discrimination or retaliation on the basis of their reproductive health decision-making, or that of a dependent, or to any other violation of this policy, should contact Human Resources.

1.2 Disability Accommodation

To comply with applicable laws ensuring equal employment opportunities for individuals with disabilities, GCCS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is a staff member or applicant for employment unless undue hardship and/or a direct threat to the health and/or safety of the individual or others would result.

Any staff member who requires an accommodation in order to perform the essential functions of their job, enjoy an equal employment opportunity, and/or obtain equal job benefits should contact the School Leader to request such an accommodation. The School Leader will communicate with the staff member and engage in an interactive process to determine the nature of the issue and what, if any, reasonable accommodation may be appropriate. In some cases, this interactive process may be triggered without a request from the staff member, such as when the School receives notice from its own observation or another source that a medical impairment may be impacting the staff member's ability to perform their essential job functions.

Staff members who believe they need an accommodation must specify, preferably in writing, what barriers or limitations prompted the request. The School will evaluate the information obtained from the staff member, and possibly their health care provider or another appropriate health care provider, regarding any reported or apparent barriers or limitations and will then work with the staff member to identify possible accommodations, if any, that will help to eliminate or otherwise address the barrier(s) or limitation(s). If an identified accommodation is reasonable and will not impose an undue hardship on the School and/or a direct threat to the health and/or safety of the individual or others, the School will generally make the accommodation, or it may propose another reasonable accommodation that may also be effective. Staff members are required to cooperate with this process by providing all necessary supporting documentation of supporting the need for accommodation and being willing to consider alternative accommodations when applicable.

The School will also consider requests for reasonable accommodations for medical conditions related to pregnancy, childbirth, and lactation where supported by medical documentation and/or as required by applicable federal, state, or local law.

Staff members who wish to request unpaid time away from work because of a qualifying disability should speak to the School Leader regarding a proposed accommodation.

1.3 Religious Accommodation

The School will provide reasonable accommodation for staff members' religious beliefs, observances, and practices when a need for such accommodation is identified and reasonable accommodation is possible. A reasonable accommodation is one that eliminates the conflict between a staff member's religious beliefs, observances or practices and the staff member's job requirements, without causing undue hardship to the School. The School has developed an accommodation process to assist staff members and leadership. Through this process, the School establishes a system of open communication between staff members and the School to discuss conflicts between religion and work and to take action to provide reasonable accommodation for staff members' needs. The intent of this process is to ensure a consistent approach when addressing religious accommodation requests.

Any staff member who perceives a conflict between job requirements and religious belief, observance or practice should bring the conflict and their request for accommodation to the attention of the School Leader to initiate the accommodation process. The School requests that accommodation requests be made in writing, and in the case of schedule adjustments, as far in advance as possible.

1.4 Pregnancy Accommodation

Staff members and applicants for employment may request a reasonable accommodation for pregnancy-related conditions. For purposes of this policy, a "pregnancy-related condition" is a medical condition related to pregnancy or childbirth that inhibits the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques but does not prevent the staff member from performing their job functions in a reasonable manner, with or without a reasonable accommodation.

Staff members may be required to provide medical or other information that is necessary to verify the existence of the pregnancy-related condition or that is necessary for the School's consideration of a reasonable accommodation. Such medical information will be kept confidential.

Staff members or applicants for employment who have questions about this policy or who wish to request a reasonable accommodation under this policy should contact the School Leader.

1.5 Sexual Harassment Prevention

GCCS is committed to maintaining a workplace free from sexual harassment. Sexual harassment is a form of workplace discrimination. All employees are required to work in a manner that prevents sexual harassment in the workplace. This Policy is one component of GCCS' commitment to a discrimination-free work environment. Sexual harassment is against the law¹ and all employees have a legal right to a workplace free from sexual harassment and employees are urged to report sexual harassment by filing a complaint internally with GCCS. Employees can also file a complaint with a government agency or in court under federal, state or local antidiscrimination laws.

GCCS' policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business, regardless of immigration status, with GCCS. In the remainder of this document, the term "employees" refers to this collective group.

Sexual harassment will not be tolerated. Any employee or individual covered by this policy who engages in sexual harassment or retaliation will be subject to remedial and/or disciplinary action (e.g., counseling, suspension, termination).

Retaliation Prohibition: No person covered by this Policy shall be subject to adverse action because the employee reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint. GCCS will not tolerate such retaliation against anyone who, in good faith, reports or provides information about suspected sexual harassment. Any employee of GCCS who retaliates against anyone involved in a sexual harassment investigation will be subjected to disciplinary action, up to and including termination.

¹ While this policy specifically addresses sexual harassment, harassment because of and discrimination against persons of all protected classes is prohibited. In New York State, such classes include age, race, creed, color, national origin, sexual orientation, military status, sex, disability, marital status, domestic violence victim status, gender identity and criminal history

All employees paid or unpaid interns, or non-employees² working in the workplace who believe they have been subject to such retaliation should inform the School Leader, Coordinator of School Operations, or the Curriculum Specialist, which will be maintained as confidential to the extent possible. If the complaint involves the School Leader, employees are requested and encouraged to contact the President of the Board of Trustees. All employees, paid or unpaid interns or non-employees who believe they have been a target of such retaliation may also seek relief in other available forums, as explained below in the section on Legal Protections.

Sexual harassment is offensive, is a violation of our policies, is unlawful, and may subject GCCS to liability for harm to targets of sexual harassment. Harassers may also be individually subject to liability. Employees of every level who engage in sexual harassment, including managers and supervisors who engage in sexual harassment or who allow such behavior to continue, will be penalized for such misconduct.

GCCS will conduct a prompt and thorough investigation that ensures due process for all parties, whenever management receives a complaint about sexual harassment, or otherwise knows of possible sexual harassment occurring. GCCS will keep the investigation confidential to the extent possible. Effective corrective action will be taken whenever sexual harassment is found to have occurred. All employees, including managers and supervisors, are required to cooperate with any internal investigation of sexual harassment.

All employees are encouraged to report any harassment or behaviors that violate this policy. GCCS will provide all employees a complaint form for employees to report harassment and file complaints.

Managers and supervisors are **required** to report any complaint that they receive, or any harassment that they observe or become aware of, to the School Leader, Coordinator of School Operations, or the Curriculum Specialist, which will be maintained as confidential to the extent possible. If the complaint involves the School Leader, employees are requested and encouraged to contact the President of the Board of Trustees.

This policy applies to all employees, paid or unpaid interns, and non-employees and all must follow and uphold this policy. This policy must be provided to all employees and should be posted prominently in all work locations to the extent practicable (for example, in a main office, not an offsite work location) and be provided to employees upon hiring.

What is Sexual Harassment?

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity and the status of being transgender.

² A non-employee is someone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in the workplace. Protected non-employees include persons commonly referred to as independent contractors, “gig” workers and temporary workers. Also included are persons providing equipment repair, cleaning services or any other services provided pursuant to a contract with the employer.

Sexual harassment is unlawful when it subjects an individual to inferior terms, conditions, or privileges of employment. Harassment need not be severe or pervasive to be unlawful and can be any harassing conduct that consists of more than petty slights or trivial inconveniences. Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the reporting individual is not the intended target of the sexual harassment;
- Such conduct is made either explicitly or implicitly a term or condition of employment; or
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.
- A sexually harassing hostile work environment includes, but is not limited to, words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.
- Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment. This is also called "quid pro quo" harassment.

Any employee who feels harassed should report so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

Examples of Sexual Harassment

The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited:

- Physical acts of a sexual nature, such as:
 - Touching, pinching, patting, kissing, hugging, grabbing, brushing against another employee's body or poking another employee's body;
 - Rape, sexual battery, molestation or attempts to commit these assaults.
- Unwanted sexual advances or propositions, such as:
 - Requests for sexual favors accompanied by implied or overt threats concerning the target's job performance evaluation, a promotion or other job benefits or detriments;
 - Subtle or obvious pressure for unwelcome sexual activities.

- Sexually oriented gestures, noises, remarks or jokes, or comments about a person’s sexuality or sexual experience, which create a hostile work environment.
- Sex stereotyping occurs when conduct or personality traits are considered inappropriate simply because they may not conform to other people's ideas or perceptions about how individuals of a particular sex should act or look.
- Sexual or discriminatory displays or publications anywhere in the workplace, such as:
 - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.
- Hostile actions taken against an individual because of that individual’s sex, sexual orientation, gender identity and the status of being transgender, such as:
 - Interfering with, destroying or damaging a person’s workstation, tools or equipment, or otherwise interfering with the individual’s ability to perform the job;
 - Sabotaging an individual’s work;
 - Bullying, yelling, name-calling.

Who Can Be a Target of Sexual Harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender. New York Law protects employees, paid or unpaid interns, and non-employees, including independent contractors, and those employed by companies contracting to provide services in the workplace. Harassers can be a superior, a subordinate, a coworker or anyone in the workplace including an independent contractor, contract worker, vendor, client, customer or visitor.

Where Can Sexual Harassment Occur?

Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for business or at employer sponsored events or parties. Calls, texts, emails, and social media usage by employees can constitute unlawful workplace harassment, even if they occur away from the workplace premises, on personal devices or during non-work hours.

Retaliation

Unlawful retaliation can be any action that could discourage a worker from coming forward to make or support a sexual harassment claim. Adverse action need not be job-related or occur in the workplace to constitute unlawful retaliation (e.g., threats of physical violence outside of work hours).

Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in “protected activity.” Protected activity occurs when a person has:

- made a complaint of sexual harassment, either internally or with any anti-discrimination agency;

- testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law;
- opposed sexual harassment by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of harassment;
- reported that another employee has been sexually harassed; or
- encouraged a fellow employee to report harassment.

Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment.

Reporting Sexual Harassment

Preventing sexual harassment is everyone's responsibility. GCCS cannot prevent or remedy sexual harassment unless it knows about it. Any employee, paid or unpaid intern, or non-employee who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to the School Leader, Coordinator of School Operations, or the Curriculum Specialist, which will be maintained as confidential to the extent possible. If the complaint involves the School Leader, employees are requested and encouraged to contact the President of the Board of Trustees. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to the School Leader, Coordinator of School Operations, or the Curriculum Specialist, which will be maintained as confidential to the extent possible. If the complaint involves the School Leader, employees are requested and encouraged to contact the President of the Board of Trustees.

Reports of sexual harassment may be made verbally or in writing. A form for submission of a written complaint is attached to this Policy, and all employees are encouraged to use this complaint form. Employees who are reporting sexual harassment on behalf of other employees should use the complaint form and note that it is on another employee's behalf.

Employees, paid or unpaid interns or non-employees who believe they have been a target of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

Supervisory Responsibilities

All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, **are required** to report such suspected sexual harassment to the School Leader, Coordinator of School Operations, or the Curriculum Specialist, which will be maintained as confidential to the extent possible. If the complaint involves the School Leader, employees are requested and encouraged to contact the President of the Board of Trustees.

In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.

Supervisors and managers will also be subject to discipline for engaging in any retaliation.

Complaint and Investigation of Sexual Harassment

All complaints or information about sexual harassment will be investigated, whether that information was reported in verbal or written form. Investigations will be conducted in a timely manner and will be confidential to the extent possible.

An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt and thorough, commenced immediately and completed as soon as possible. The investigation will be kept confidential to the extent possible. All persons involved, including complainants, witnesses and alleged harassers will be accorded due process, as outlined below, to protect their rights to a fair and impartial investigation.

Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. GCCS will not tolerate retaliation against employees who file complaints, support another's complaint or participate in an investigation regarding a violation of this policy.

While the process may vary from case to case, investigations should be done in accordance with the following steps:

- Upon receipt of complaint, the School Leader, Coordinator of School Operations, the Curriculum Specialist, or the Board of Trustees will conduct an immediate review of the allegations, and take any interim actions (e.g., instructing the respondent to refrain from communications with the complainant), as appropriate. If complaint is verbal, encourage the individual to complete the "Complaint Form" in writing. If he or she refuses, prepare a Complaint Form based on the verbal reporting.
- If documents, emails or phone records are relevant to the investigation, take steps to obtain and preserve them.
- Request and review all relevant documents, including all electronic communications. ▪

Interview all parties involved, including any relevant witnesses;

- Create a written documentation of the investigation (such as a letter, memo or email), which contains the following:
 - A list of all documents reviewed, along with a detailed summary of relevant documents;
 - A list of names of those interviewed, along with a detailed summary of their statements;
 - A timeline of events;
 - A summary of prior relevant incidents, reported or unreported; and

- The basis for the decision and final resolution of the complaint, together with any corrective action(s).
- Keep the written documentation and associated documents in a secure and confidential location.
- Promptly notify the individual who reported and the individual(s) about whom the complaint was made of the final determination and implement any corrective actions identified in the written document.
- Inform the individual who reported of the right to file a complaint or charge externally as outlined in the next section.

Legal Protections and External Remedies

Sexual harassment is not only prohibited by GCCS but is also prohibited by state, federal, and, where applicable, local law.

Aside from the internal process at GCCS, employees may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, you may seek the legal advice of an attorney.

In addition to those outlined below, employees in certain industries may have additional legal protections.

State Human Rights Law

The Human Rights Law (“HRL”), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees, regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with the Division of Human Rights (“DHR”) or in New York State Supreme Court.

Complaints with DHR may be filed any time **within one year (three years beginning Aug. 12, 2020)** of the harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL, **within three years** of the alleged sexual harassment. An individual may not file with DHR if they have already filed an HRL complaint in state court.

Complaining internally to GCCS does not extend your time to file with DHR or in court. The one year or three years is counted from date of the most recent incident of harassment.

You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment is found after a hearing, DHR has the power to award relief, which varies but may include requiring your employer to take action to stop the harassment, or redress the damage caused, including paying of monetary damages, attorney’s fees and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. You may call (718) 741-8400 or visit: www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission ("EEOC") enforces federal anti discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example, employees who work in New York City may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 40 Rector Street, 10th Floor, New York, New York; call 311 or (212) 306-7450; or visit <http://www.nyc.gov/html/cchr/html/home/home.shtml>

Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

SECTION 2 - General Employment Practices

2.1 Open Door Policy

We recognize that staff members may have suggestions for improving our workplace, as well as complaints about the workplace. We feel that the most satisfactory solution to a job-related problem or concern is usually reached through a prompt discussion with the School Leader. Staff members should feel free to contact the School Leader with any suggestions and/or complaints. If the complaint involves the School Leader, or staff members or are not satisfied with the School Leader's response, they should contact the President of the Board of Trustees.

While we provide staff members with this opportunity to communicate their views, please understand that not every complaint can be resolved to the staff member's satisfaction. Even so, we believe that open communication is essential to a successful work environment and all staff members should feel free to raise issues of concern without fear of reprisal.

Employees should review the attached appendix for additional information regarding Staff Communication Guidelines.

2.2 Staff Member Classifications

Staff members of GCCS are classified as either exempt or non-exempt under federal and state wage and hour laws and are further classified for administrative purposes. The following designations are used throughout this Staff Handbook.

Exempt Staff Members

Exempt staff members are staff members whose job assignments meet specific tests established by the federal Fair Labor Standards Act ("FLSA") and state law and who are exempt from minimum wage and overtime pay requirements. Exempt staff members are compensated on a salary basis. Staff members will be informed whether their status is exempt or non-exempt and should consult the School Leader with any questions or concerns regarding this status.

Non-Exempt Staff Members

Non-exempt staff members are staff members whose job positions do not meet FLSA or applicable state exemption tests, and who are not exempt from minimum wage and overtime pay requirements. Non-exempt staff members are eligible to receive overtime pay for hours worked in excess of 40 hours in a given week, or as otherwise required by applicable state law. Staff members will be informed whether their status is exempt or non-exempt and should consult the School Leader with any questions or concerns regarding this status.

Full-Time Staff Members

Full-time staff members are those who are normally scheduled to work and who do work a schedule of 40 hours or more per week, for the length of the school year. Full-time staff members are generally eligible for the staff member benefits described in this Staff Handbook and are provided with benefits required by applicable law.

Extended Part-Time Staff Members

Extended part-time staff members are those who are normally scheduled to work between 24 and 39 hours per week. Extended part-time staff members may be assigned a work schedule in advance or may work on an as-needed basis. Extended part-time staff members may be eligible for some, but not all, staff member benefits described in this Staff Handbook and are provided with benefits required by applicable law.

Part-Time Staff Members

Part-time staff members are those who are normally scheduled to work less than 24 hours per week, for the length of the school year. Part-time staff members may be assigned a work schedule in advance or may work on an as-needed basis. Part-time staff members may be eligible for some, but not all, staff member benefits described in this Staff Handbook and are provided with benefits required by applicable law.

Long-Term Substitutes

Long-term substitutes are those who are generally employed for three continuous weeks and will receive pay beyond the per-diem rate after two continuous weeks in the same position. Long-term substitutes may be eligible for some, but not all, staff member benefits described in this Staff Handbook after five months of service and are provided with benefits required by applicable law.

2.3 Staff Member Eligibility & Work Authorization

GCCS is committed to employing only individuals who are authorized to work in the United States and who comply with applicable immigration and employment law. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States within three business days of commencing employment. If the staff member cannot verify their right to work in the United States within three business days of beginning employment, the School will be required to terminate their employment immediately.

2.4 Personal & Family Relationships at Work

We will not take any adverse employment action against any staff member for engaging in personal relationships during non-working hours away from School premises. However, we will consider such relationships when they affect a staff member's job performance, occur during working time, occur on School premises, or pose a danger of a conflict of interest.

2.5 Access to Personnel Files

Staff members may inspect their own personnel file in the presence of a representative of GCCS. Please contact the School Leader to schedule a time. Staff members may not be allowed to view investigation records or any letters of reference that have been prepared or collected by Management. Staff members will be provided access to personnel records in accordance with applicable state law.

The School will cooperate with - and provide access to a staff member's personnel file to - law enforcement officials or federal, state, or local agencies in accordance with applicable law.

2.6 Background Checks

The School recognizes the importance of maintaining a safe, secure workplace with staff members who are qualified, reliable, and non-violent, and who do not present a risk of serious harm to their co-workers or others. To promote these concerns and interests, the School reserves the right to investigate an individual's prior employment history, personal references, and educational background, as well as other relevant information. Consistent with legal or contractual requirements, the School also reserves the right to obtain and to review an applicant's or a staff member's criminal conviction record, and related information, and to use such information when making employment decisions, but only to the extent permissible under applicable law.

A pending criminal matter may be considered in appropriate circumstances for business-related reasons, consistent with applicable law. All background checks will be conducted in strict conformity with the federal Fair Credit Reporting Act ("FCRA"), applicable state fair credit reporting laws, and state and federal anti-discrimination and privacy laws. The School is an equal opportunity employer and will comply with applicable federal, state and local laws relating to the use of background checks for employment purposes.

2.7 Reference Checks

So that the School can handle requests for job references in a consistent, fair, and lawful manner, all requests for official job references on behalf of the School should be forwarded to the School Leader. In response to job reference requests, GCCS provide factual information based upon the former employee's previous employment with the School. If a staff member or former staff member submits written authorization, the School will provide information regarding salary or wage history.

2.8 Personal Information Changes

To better assist staff members and/or their families in the event of personal emergencies, GCCS needs to maintain up-to-date contact information. Maintaining accurate information in our files is also important for recordkeeping, payroll, and benefits related purposes.

Changes in name, address, telephone number, marital status, number of dependents, next of kin, and/or beneficiaries should be given to the Coordinator of School Operations promptly.

2.9 Performance Evaluation

Clerical Staff

Performance evaluations are generally scheduled once per year; however, staff members are strongly encouraged to discuss job performance and goals on a more frequent, informal, with the School Leader.

Teachers

At the beginning of each School year, each teacher participates in a one-on-one meeting with the School Leader as part of the self-assessment process. During this meeting, the School Leader provides input into identifying the teacher's strengths, goal selection, and action plan.

The School Leader strives to observe each teacher several times per school year. This allows the School Leader to take the pulse of the whole school, to identify teachers' strengths, to assist with professional goal selection, and to provide specific feedback in one-on-one meetings.

One-on-one meetings include a conversation about student performance and the status of professional goals, as well as reflections on descriptors and criteria that have stood out during observations.

Teachers also receive a written narrative once per year summarizing strengths, reflecting on areas of growth, and suggesting development opportunities.

If significant deficits are observed in a teacher's practice in any of the domains, the School Leader will document and share those concerns with the teacher. Significant deficits are behaviors and practices that have a negative impact on student performance and/or school culture. The School Leader develops a corrective action plan with the teacher. The plan sets forth roles, expectations, actions, benchmarks for improvement, and a timeline. Continued employment may be contingent upon satisfactory progress toward the benchmarks.

We reserve the right to make any personnel changes (including termination) before or after performance evaluations.

Teaching Assistants

Performance evaluations are generally scheduled once per year; however, staff members are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis, with the teaching team.

All Staff

A positive performance evaluation does not guarantee a salary increase or a promotion. These decisions are made at the discretion of the School and depend on a number of factors in addition to a staff member's individual performance.

We reserve the right to make any personnel changes (including termination) before or after performance evaluations.

2.10 Licensing & Certification

Staff members whose positions require them to be licensed must maintain current, valid credentials and are responsible for ensuring that their licenses or certifications are in compliance with all applicable laws, regulations, and the School's Charter at all times. Failure to do so may result in corrective action, up to and including immediate termination of employment.

Staff members must report any issues, events, or circumstances that could affect the status of their credentials.

Staff members must provide the School Leader with a copy of any licenses, certifications, or registration renewals upon request.

2.11 Professional Development

Professional development is critical to the ongoing growth of our staff members. Teachers and teaching assistants are required to participate in three weeks of in-house professional development beyond the regular school year, which is compensated in addition to the regular salary. Professional staff engage in the annual Teacher Development and Accountability Process (“TDAP”), see the appendix for additional information. Professional Development may also include attendance at conferences, institutes, site seminars, or workshops, and may involve the facilitation of, or presentation at, any of the above events. Requests for professional development must be submitted to the School Leader at least three weeks in advance. Professional staff are expected to take full advantage of the professional development opportunities provided by GCCS. This will require occasional travel time during the summer and/or school year.

The School Leader, regardless of whether the professional development was directed by GCCS or requested by the staff member, must approval all professional development in advance. If approved, the School reimburses staff members for conference fees, transportation, meals, and lodging according to its travel reimbursement rates. The School does not compensate teachers for their time while attending professional development outside of school hours and during the summer months. GCCS encourages staff members to drive rental vehicles booked through the school’s corporate account when traveling more than 100 miles to professional development workshops.

GCCS will provide reasonable accommodations to any staff member who makes a request in advance in order to attend professional development.

2.12 Professional Activities

Staff members may not receive payment for professional activities for the time they are scheduled to be in school. In the event that a stipend or payment is provided for participating in or facilitating professional development, if the time required exceeds the time off from regular responsibilities, the School Leader will consult with the Board Personnel Committee and make a determination about the portion of payment that the staff member is eligible to retain. This does not apply to stipends received for mentoring student teachers.

The School Leader, regardless of whether the professional activities were directed by GCCS or requested by the staff member, must approve all professional activities in advance. GCCS will provide reasonable accommodations to any staff member who makes a request in advance in order to attend professional activities.

SECTION 3 - Workplace Conduct

3.1 Standards of Conduct

To assure safety and security and provide the best possible work environment, we expect staff members to follow basic, common-sense rules of conduct that will protect everyone's interests and safety. It is not possible to list all forms of behavior that are considered unacceptable in the workplace, but the following are examples of infractions that may result in disciplinary action, including suspension, demotion, or termination of employment:

- Falsification of employment records, employment information, or other records;
- Recording the work time of another staff member, allowing any staff member to record another staff member's work time, or allowing falsification of any time card, whether yours or another staff member;
- Failed to meet and/or maintain New York State certification requirements as directed by New York State Education Department and/or New York State Charter School laws and regulations;
- Theft or the deliberate or careless damage of any School property or the property of any staff member or student;
- Use of the School's property, materials, supplies, tools or products for personal reasons without advanced permission from the School Leader;
- Abuse of the School's electronic resources, including sending e-mails that are clear from their content to be of a personal nature, during working time or in a manner that interferes with the staff member's work performance;
- Possessing, distributing, selling, transferring or using or being under the influence of alcohol or illegal drugs in the workplace;
- Provoking a physical fight or engaging in physical fighting during working hours or on premises owned or occupied by the School;
- Carrying firearms, weapons or dangerous substances at any time, on premises owned or occupied by the School, unless state law provides otherwise;
- Using abusive, violent, threatening or vulgar language at any time during working hours or while on premises owned or occupied by the School;
- Absence without prior notice to the School that do not either occur under extenuating circumstances or are not allowed under applicable federal, state or local family medical leave or disability laws;
- Failing to observe working schedules;
- Abusing or misusing paid sick leave;
- Failing to provide a certificate from a health care provider when requested or required to do so in accordance with applicable law;
- Working overtime without authorization or refusing to work assigned hours;

- Harassment or discriminatory treatment of employees, customers or vendors in violation of policies in this Employee Handbook or in violation of state or federal laws;
- Violating any safety, health or security policy, rule or procedure of the School; ▪
- Committing a fraudulent act or intentional breach of trust under any circumstances; ▪
- Any act which may negatively impact the reputation of the school;
- Failure to teach specified curriculum or use instructional and classroom management approaches consistent with the philosophy of the school;
- Repeated failure to abide by the Guiding Principles adopted by the staff, and included in the attached appendix; and
- Non-compliance with an established policy.

Unprofessional conduct, insubordination, and/or conduct that jeopardizes the health or safety of the staff member or others may result in disciplinary action, including a formal reprimand, EAP mandate, corrective action plan, suspension without pay, and dismissal. In such event, the usual steps are:

1. Conversation with the School Leader regarding the issue; notation in staff member's personnel file;
2. Written warning with copy in the staff member's personnel file; School Leader consultation with the Board of Trustees President and/or members of the Board Personnel Committee;
3. Second written warning with a copy in the staff member's personnel file; meeting with the employee; School Leader, and Board of Trustees President and/or members of the Board Personnel Committee; review of employee record;
4. Disciplinary action and/or corrective action plan;
5. Termination of employment.

At any point, a mutually agreed-upon third party may participate in the process. Depending on the circumstances and/or the severity of the violation, this procedure may be shortened or disregarded at the absolute discretion of the School Leader in consultation with the Board of Trustees President and/or members of the Board Personnel Committee, and violations may result in disciplinary action up to and including immediate suspension of employment with a referral to the Board of Trustees for consideration of termination.

This statement of prohibited conduct does not alter or limit the policy of at-will employment. Either the staff member or the School may terminate the employment relationship at any time for any lawful reason, with or without cause, and with or without notice. As previously set forth in this Staff Handbook, **only the Board of Trustees of the School, or their authorized representative, has the authority to enter into an employment agreement that alters the at-will employment relationship, and any such agreement must be in writing and signed by the Board of Trustees of the School, or their authorized representative.**

3.2 Code of Ethics

This Code of Ethics defines the responsibilities of GCCS staff. It is the goal of this Code of Ethics to preserve the public trust with the least possible sacrifice of personal rights. Employees of GCCS have a duty and an obligation to preserve and protect this public trust. It is understood that such duty may entail the voluntary surrender of certain rights to personal privacy and economic activity. Employment by GCCS is a public trust and involves great responsibility. In all activities GCCS staff must act with integrity and in accordance with professional ethical principles as well as with the highest standards of objectivity.

Nothing in this Staff member Handbook prohibits a staff member from communicating with any governmental authority or making a report in good faith and with a reasonable belief of any violations of law or regulation to a governmental authority, or disclosing confidential information which the staff member acquired through lawful means in the course of their employment to a governmental authority in connection with any communication or report, or from filing, testifying, or participating in a legal proceeding relating to any violations, including making other disclosures protected or required by any whistleblower law or regulation to the Securities and Exchange Commission, the Department of Labor, or any other appropriate government authority.

Further, staff members are hereby notified that, under the 2016 Defend Trade Secrets Act (“DTSA”):

- No individual will be held criminally or civilly liable under federal or state trade secret law for the disclosure of a trade secret (as defined in the Economic Espionage Act) that:
 - Is made **in confidence to** a federal, state or local government official, either directly or indirectly, or to an attorney; and made **solely for the purpose of** reporting or investigating a suspected violation of law; or
 - Is made in a complaint or other document filed in a lawsuit or other proceeding, **if such filing is made under seal** so that it is not made public.
- An individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by court order.

Failure to abide by the Code of Ethics outlined will result in disciplinary action, up to and including termination of employment.

Professional Conduct

As a GCCS staff member, you represent our school while you are on the job. Staff members are expected to conduct themselves in a professional manner at all times when in contact with students, parents, vendors, or members of the community, whether on school premises, in a less formal social setting, or when using public online spaces.

As an EL English mentor and credentialed charter school, visitors are often in the building taking tours, observing in classrooms and talking with staff about best practices. Additionally, on-site professional development such as Site Seminars are conducted here where teachers may be instructing students in a “classroom lab” setting. Due to these reasons, all staff should be aware that professional conduct is especially valued and needed at GCCS.

Staff members are expected to abide by the Guiding Principles created by the staff and included in the attached appendix. These Guiding Principles are reviewed at the beginning of each school year.

Members of GCCS’s Board of Trustees respect the professional expertise of the administration and staff. GCCS’s governance is structured so that the resolution of issues incorporates the opinions and professional judgments of relevant members of the staff. Responsibility for decisions will normally rest with the School Leader.

General Principles

All persons associated with GCCS are entitled to engage in the full range of personal and professional activities of their choice, limited by the restraints imposed in the Code of Ethics and the following general principles:

- They will understand, and their actions shall support, GCCS’s mission and the school as public trust responsibilities.
- They will fully and conscientiously fulfill the duties of their positions at GCCS.
- They will not misuse GCCS’s name, reputation, property, or services, nor shall they compromise its good will in the community.
- They will establish reliable systems for communicating with parents and members of the community.
- They will operate in compliance with the terms of the charter agreement, see the appendix for additional information.
- They will provide timely, comprehensive, responsive and truthful responses to any inquiries from the charter authority or governing state agency.
- They will avoid conflicts of interest.

Confidentiality

In the course of staff members’ work, they may have access to confidential information regarding employees, students, and their families. It is one of their primary responsibilities to be sure that they in no way reveal any such information and that they use it only in the performance of their duties. Divulging confidential information will result in disciplinary action up to and including termination of employment.

"Confidential information" refers to a piece of information, or a compilation of information, in any form (on paper, in an electronic file, or otherwise), related to the School's business that the School

has not made public or authorized to be made public, and that is not generally known to the public through proper means.

Confidential information does not include information lawfully acquired by non-management staff members about wages, hours, or other terms and conditions of employment, if used by them for purposes protected by Section 7 of the National Labor Relations Act such as joining or forming a union, engaging in collective bargaining, or engaging in other concerted activity for their mutual aid or protection.

Conflict of Interest

Staff members must conduct themselves in such a way as to avoid actual or potential conflicts of interest. The following are examples of prohibited conflicts of interest in any aspect of their jobs:

- Acting as a director, officer, consultant, agent or staff member of a supplier, competitor, or any entity that engages in business with the School;
- Owning a material interest in or being a creditor of or having other financial interest in a supplier, competitor, or any entity that engages in business with the School;
- Receiving from or giving to any supplier, or competitor gifts, gratuities, special allowances, discounts, or other advantages not generally available to staff members of the School;
- Having any significant direct or indirect personal interest in a business transaction involving the School;
- Conducting outside activities that materially detract from or interfere with the full and timely performance of a staff member's services for the School; or
- Influencing commercial transactions involving purchases, contracts or leases in a way that would have a negative impact on the School or its business.

Employees who find that they have, or are considering the assumption of, a financial interest or outside employment relationship that might involve a conflict of interest, or who are in doubt concerning the proper application of this policy, should promptly discuss the matter with the School Leader and refrain from exercising responsibility on the School's behalf in any manner that might reasonably be considered to be affected by any adverse interest.

3.3 Use of School Property

When using School property, staff members are expected to exercise care, maintain the property in safe working order, and follow all operating instructions, safety standards and guidelines.

Staff members and others may not use school facilities for personal, private, or commercial activities, without written permission from the School Leader.

All staff members are expected to comply with all federal, state, and local laws while operating School equipment. The School may discipline staff members who engage in unlawful conduct.

3.4 Guidelines for Staff Parents

It is a great opportunity and privilege to have our children attend GCCS. But it can also be difficult to balance the roles of staff member and parent when those roles so frequently overlap or collide, and it may be challenging for some children to understand the multiple hats their parents wear. We have developed the following guidelines for our staff members who are also parents of GCCS students:

Set boundaries with your children:

- Establish routines and expectations for mornings and afternoons if you are transporting your children to and from school. Students should stay in their parent's classroom until 7:55.
- Reinforce with your children that this is their school, and they are expected to abide by all of the guidelines and procedures that are expected of other children.
- Be clear with your children that they may not visit with you during the school day.

Set boundaries with your children's teachers:

- Request that teachers communicate information with you that they would share with other students' parents at appropriate times and in mutually acceptable ways.
- Ask teachers to follow normal school routines when your child is ill rather than sending them to you.
- Expect that teachers will follow school discipline guidelines and procedures.

Set boundaries for yourself:

- Remember that the workday extends beyond 8:00 a.m. – 3:00 p.m. Make appropriate arrangements for transportation and child care that allow you to work before and after school with your team, attend parent conferences, etc.
 - Be prepared to take responsibility for your class promptly at 7:50 a.m. when buses arrive.
- Remember that when at school during work hours or at after-school events as a staff representative, your primary responsibility is your class/the school.
- Make arrangements for off-site child care for your children on Wednesday afternoons and professional development days.
- Refrain from peeking in on your child continually throughout the day.
- Allow your child to sit with you during Community Circle but remember that you are responsible for your class.
- Limit the frequency with which you allow your child to have lunch in your classroom, e.g. once per month.
- Request to chaperone/attend no more than one field study per year per child.

- Refrain from applying to chaperone overnight fieldwork.
- Attend your child's exhibition night as a parent, not as a staff volunteer.
- Communicate with your child's teacher at mutually agreed-upon times in mutually acceptable ways.

Set boundaries for other parents:

- Abide by our communication guidelines and refrain from discussing school business or other children with parents of your children's friends.
- Refrain from allowing other children to remain after school (e.g. playdates) on a regular basis.

3.5 Social Media

GCCS believes that there is value in a thriving online community, and we support blogging and social networking as valuable components of social media. While GCCS supports participation in blogging and social networking, participation in blogging and social networking is identified by the School as a voluntary act of its staff members. This policy regarding personal blogs/webpages, and other social media content, has been developed for staff members who maintain or participate in personal blogs, webpages, or other social media communications that may contain postings about the School, its programs, fellow School staff members, and others who may be associated with the School. The policy also contains guidelines which describe the types of content that may violate [policy 3.1, Standards of Conduct](#), and some of the legal implications of participating in social media activities.

Important: Nothing in this social media policy is intended to, or should be construed to limit, interfere with, restrain, or prevent staff member communications regarding wages, hours, or other terms and conditions of employment protected under Section 7 of the National Labor Relations Act, or any other federal or state laws protecting this type of communication. Staff members have the right to engage in or refrain from such activities.

In general, what staff members do on their own time is their own business. On the other hand, activities outside of work that affect job performance, the performance of others, or the interests of the School and our students are governed by School policies and guidelines. For this reason, subject to the italicized paragraph above, before discussing GCCS, its business, the people associated with the School, or its students on any blog, webpage, or other social media outlet, staff members should ensure that they are familiar with these guidelines, all School personnel policies, and the [Standards of Conduct, policy 3.1](#).

GCCS cannot assume responsibility or liability for opinions staff members may express via a blog or other social media outlet. Since staff members engage in all activity at their own risk, they may want to seek legal counsel if they have questions about postings or communications.

Confidential, Proprietary, and Private Information

Any confidential, proprietary, or trade secret information, as defined in [policy 3.2, Code of Ethics](#) is off-limits for staff member's blogs or webpages, the blogs or websites maintained by other people, or any other social media outlets. The School logo and trademarks are off-limits as well.

Disclosing confidential, proprietary, and/or otherwise private information concerning the School, students, visitors, projects, services, or any other protected information can negatively impact the School and may result in legal liabilities for the School.

Staff members are encouraged to share photos and video of students with the website and Facebook managers but are required to seek permission if posting photos and videos of students on their own private social media pages.

Important: Nothing in this policy is intended to, or should be construed to limit, interfere with, restrain, or prevent staff member communications regarding trade secrets protected under the Defend Trade Secrets Act, or any other federal or state laws protecting this type of communication. Staff members have the right to reveal the business' trade secrets to the government as part of any violations they report.

Social Media Conduct Expectations

All of our staff members receive and are required to acknowledge the School Standards of Conduct, as well as a copy of the School Staff Handbook, and be familiar with these documents. Staff members responsible for blogs, blog postings, and other social media activities which violate the Standards of Conduct, or other School employment policies, may be subject to corrective action, up to and including termination of employment. All corrective action taken under this policy is subject to the National Labor Relations Act, and any other applicable federal or state laws.

Best Practice Guidelines

These guidelines provide a roadmap for constructive, respectful, and productive dialogue both on-line and in person.

All GCCS staff members can be viewed (correctly or incorrectly) as representatives of the School, which can add significance to a staff member's public comments. GCCS therefore requests that, if a staff member identifies themselves in their public comments as a School staff member, they should notify the School Leader or President of the Board of Trustees. No staff member will be disciplined for any comments or activities that are protected under federal or state laws.

Staff members should be sure to provide enough support in their posting to help others understand the reasoning for their post, whether it is positive or negative. We appreciate the value of multiple perspectives, so help us to understand these opinions by providing context. Whether a staff member is posting in praise or criticism of the School, they are encouraged to develop a thoughtful argument.

When a staff member publishes their own blog(s), or participate in other social media activities, they should ensure others understand that their views and opinions are their own and do not represent the views and opinions of the School. If a staff member publishes their own blog(s), or use another type of social media outlet, they should include standard disclaimer language such as: *“The postings and views on this site are my own and do not represent the positions, views, or opinions of GCCS.”*

Finally, remember that *every staff member at GCCS is required to comply with all applicable privacy laws and regulations*. We also expect that every staff member will be respectful of the privacy and dignity of their fellow staff members, their families, anyone associated with the School, and their individual circumstances.

3.6 Outside Employment

The School respects each staff member's right to engage in activities outside of employment such as those that are of a personal or private nature, to the extent that such activities do not create a conflict of interest as described in the Conflicts of Interest policy set forth in this Staff Handbook or adversely affect the staff member's ability to perform their job. Under certain circumstances, if a staff member's personal conduct begins to adversely affect their performance on the job or begins to make it impossible for them to carry out any or all of their job duties while at work, appropriate disciplinary action up to and including termination of employment may be appropriate.

An example of an activity that might adversely affect a staff member's ability to perform their job duties is outside employment. While the School does not prohibit staff members from holding other jobs, the following types of outside employment are prohibited:

- Employment that conflicts with the staff member's work schedule, duties and responsibilities or creates an actual conflict of interest;
- Employment that impairs or has a detrimental effect on the staff member's work performance with the School;
- Employment that requires staff members to conduct work or related activities during working times or using any of the School's tools, materials or equipment; and
- Employment that directly or indirectly competes with the business or the interests of the School.

For the purposes of this policy, self-employment is considered outside employment.

The School will not assume any responsibility for staff members' outside employment. Specifically, GCCS will not provide workers' compensation coverage or any other benefit for injuries occurring from, or arising out of, such outside employment.

Staff members are required to notify the School Leader if their outside employment involves children or families of currently enrolled children.

3.7 Personal Appearance & Grooming

The image GCCS projects to the public is reflected in the appearance of our staff members. Simply stated, staff members should look neat, clean, and well-groomed and should be dressed appropriately for the business environment. Staff members are expected to use good judgment in their appearance and grooming, keeping in mind the nature of the work, their own safety, and the safety of co-workers, and their need to interact with the public.

Below are a few guidelines for professional appearance:

- Clothing should not constitute a safety hazard.
- All staff members should practice common sense rules of neatness, cleanliness, and comfort.
 - Jeans are not permitted on days school is in session, unless the employee is on fieldwork.
- Tank tops, spaghetti straps, flip-flops, sweat pants, overly revealing clothing, and other similar apparel are generally not permitted.
- Leggings are permitted if paired with a tunic-style top.
- Personal appearance should include good personal hygiene.
- During fieldwork staff members are expected to project a professional image appropriate to the destination.

We encourage staff members to seek the advice of the School Leader if they have questions regarding appropriate dress or appearance at work. Staff members who report to work improperly dressed or groomed may be instructed by the School Leader to return home to change. The time that non-exempt staff members are absent for this purpose will be unpaid unless state law requires otherwise.

Religious, Medical, Gender Identity, and Disability Accommodations

The School will reasonably accommodate a staff member's religious beliefs, medical condition, gender identity, or disability by making exceptions to this policy. Staff members who need such an accommodation should contact the School Leader.

3.8 Personal Electronic Devices

Although the School permits staff members to bring personal electronic devices, including, but not limited to, cell phones, smartphones, and tablets, into the workplace, staff members are expected to remember that working time is for work.

Therefore, staff members should only engage in personal phone calls and/or texting and other use of personal electronic devices during non-working time, including breaks.

3.9 Personal Calls

While staff members are at work, they are expected to perform their job duties and responsibilities. Personal calls should be made primarily outside of working time.

3.10 Contact with the Media

To ensure that the School communicates with the media in a consistent, timely and professional manner about matters related to the School, staff members should notify the School that they have been contacted by the media whenever they are asked to speak on behalf of the School so that the School knows that a media inquiry has been made. The School Leader will contact the Board of Trustees as soon as possible. Do not respond to media inquiries on the School's behalf without authorization. This rule does not prevent staff members from speaking with the media, but they should not attempt to speak on behalf of the School unless they have specifically been authorized to do so by an officer of the School.

SECTION 4 - Time Off and Leave of Absence

4.1 Attendance & Punctuality

Staff members are expected to report to work as scheduled, be on time, and be prepared to start work. Staff members are also expected to remain at work for their entire work schedule, except for break periods, or when required to leave on authorized School business or otherwise authorized to leave (*unless the absence or tardiness is otherwise protected by federal, state, or local law*). Non-approved late arrivals, early departures, or other absences from scheduled hours are disruptive and must be avoided, (*unless the absence or tardiness is otherwise protected by federal, state, or local law*).

The School recognizes that staff members need time away from work for a variety of reasons. If staff members are unable to report for work on any particular day, they must contact Substitute System by 6:30 AM and are expected to contact their team and/or the Coordinator of School Operations as well as have emergency substitute lesson plans available. Please see the appendix for more information about the Substitute System. The School may inquire about the general reason for an absence or tardiness (*unless otherwise dictated by federal, state, or local law*). Unless extenuating circumstances exist, staff members must call in on each and every day they are scheduled to work but will not report to work.

Excessive absenteeism or tardiness may result in disciplinary action, up to and including termination of employment, unless the absence or tardiness is legally protected. The following types of time off will not be considered grounds for disciplinary action under this policy:

- Excused time off, including vacation and other forms of paid time off;
- Sick leave provided under a protected sick leave law;
- Approved leaves of absence, including jury duty leave, military leave, leave protected under the Family and Medical Leave Act or similar state or local laws, and time off or leave provided under the Americans with Disabilities Act or similar state or local laws;
- Late arrival to work, early departure from work, or an absence from work due to protected: jury duty activities, military activities, use of approved Family and Medical Leave Act or similar state or local laws, and accommodations made under the Americans with Disabilities Act or similar state or local laws.
- Time off due to a work-related injury that is covered by workers' compensation.

Each situation of absenteeism or tardiness will be evaluated on a case-by-case basis. However, the School will not subject staff members to disciplinary action or retaliation for an absence or for tardiness that is legally protected. If the staff member believes that their absence or lateness to work is legally protected, the staff member should notify the School Leader of this fact at the time of the absence or tardiness. Staff members will not be required to reveal the nature of any underlying medical condition.

Absent extraordinary circumstances or a legally protected reason, if an employee fails to report to work without any notification to the School Leader, the School will consider that the employee has abandoned his/her job and voluntarily terminated his/her employment.

* As a public employer the school does not opt into Paid Family Leave as an eligible employer but offers the following as benefits:

4.2 Absence Days

The School provides paid absence days to staff members. These absence days are primarily intended to be used for employee's mental or physical illness, injury, or health condition, or emergency care of an immediate family member's illness, injury, or health condition, (*unless otherwise dictated by federal, state, or local law*). ("Immediate family member" includes the staff member's spouse, domestic partner, children, siblings, parents, grandparents, grandchildren; or the parents or siblings of the staff member's spouse or domestic partner, *unless otherwise dictated by federal, state, or local law*). Staff members are expected to plan most personal travel and appointments for the days School is closed or after school hours (*unless otherwise dictated by federal, state, or local law*). Staff members are provided with paid absence days in the amount of:

- 10 days per year for 10-month full-time employees
- 12 days per year for 12-month full-time employees
- 5 days per year for part time salaried non-exempt employees
- 5 days per year for all other employees including long-term substitute teachers

Staff members should submit a request to the School Leader for planned time off as far in advance as possible, at least one week prior to the requested date(s) (*unless otherwise dictated by federal, state, or local law*). The School Leader or designee will deny the request within two working days if the absence would cause undue hardship for the class or school (*unless the absence or tardiness is otherwise protected by federal, state, or local law*). Requesting days off before or after school breaks is unadvisable, (*unless the absence or tardiness is otherwise protected by federal, state, or local law*).

Staff members must sign in and out if they are late to work, leave during the work day, or leave work early. Absences are calculated to the quarter day. See additional information about calculating to the quarter day in the appendix.

Absence days are not counted for the purpose of calculating a staff member's overtime hours of work or overtime premiums. Accrued, unused absence days will not be paid out upon termination of employment.

The School reserves the right to require medical certification (*unless otherwise dictated by federal, state, or local law*).

Paid Sick and Safe Leave

The School provides employees with paid sick and safe leave in accordance with the requirements of New York's Sick and Safe Leave Law (NYSSLL). NYSSLL is intertwined with absence days provided by the School.

Reasons Sick and Safe Leave May be Used

Eligible employees may use paid sick and safe leave for the following reasons:

- For an eligible employee's or eligible family member's mental or physical illness, injury or health condition, regardless of whether the illness, injury or health condition has been diagnosed or requires medical care at the time the employee requests leave;
- To obtain a medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive medical care;
- To care for an eligible family member who needs medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or who needs preventive medical care; or
- If the employee or an eligible family member is the victim of domestic violence, a family offense matter, sexual offense, stalking or human trafficking and time off is needed to:
 - Obtain services from a domestic violence shelter, rape crisis center or other services program;
 - Participate in safety planning, temporarily or permanently relocate, or take other actions to increase the safety of the employee or family member;
 - Meet with an attorney or other social service provider to obtain information and advice on, and prepare for or participate in, any criminal or civil proceeding;
 - File a complaint or domestic incident report with law enforcement;
 - Meet with a district attorney's office;
 - Enroll children in a new school; or
 - Take other actions necessary to ensure the health or safety of the employee or family member or to protect those who associate or work with the employee.

Eligible family members include an employee's spouse or domestic partner; parent, including a biological, foster, step- or adoptive parent of the employee or the employee's spouse or domestic partner, a legal guardian or a person who stood *in loco parentis* when the employee was a minor child; child or child of a domestic partner, including a biological, adopted or foster child, a stepchild, a legal ward or a child of an employee standing in loco parentis; sibling; grandchild; or grandparent.

Requesting Sick and Safe Time/Documentation

To provide notice of the need to use sick and safe leave, employees should contact the School Leader.

In accordance with the NYSSLL, the School does not require, as a condition of providing sick and safe leave, the disclosure of: confidential information relating to a mental or physical illness, injury or health condition of an employee or employee's eligible family member; or information relating to absence from work due to domestic violence, a sexual offense, stalking or human trafficking.

Effect on Other Rights and Policies

The School may provide other forms of leave for employees to care for medical conditions or for issues related to domestic violence, stalking or sex offenses under certain federal, state and local laws. In certain situations leave under this policy may run at the same time as leave available under another federal, state or local law, provided eligibility requirements for that law are met. The School is committed to complying with all applicable laws. Employees should contact The Board of Trustees, for information about other federal, state and local medical, victim or family leave rights.

Retaliation

Employees have the right to request and use sick and safe leave in a manner consistent with the NYSSLL. The School will not discriminate or retaliate, or tolerate discrimination or retaliation, against any employee who seeks or obtains sick and safe leave under this policy or who otherwise exercises their rights under the NYSSLL.

4.3 Accrued Unused Absence Days

Staff members accrue unused absence days to use for medical leaves for serious health conditions of five or more days. A “serious health condition” is defined as an illness, injury, impairment, or physical or mental condition for self, spouse, child, or parent that involves:

- Any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility;
- A period of incapacity requiring absence of more than five calendar days from work or other regular daily activities that also involves continuing treatment by (or under the supervision of) a health care provider;
- Any period of incapacity due to pregnancy, or for prenatal care;
- Any period of incapacity (or treatment therefore) due to a chronic serious health condition (e.g., asthma, diabetes, epilepsy, etc.);
 - A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective (e.g., Alzheimer’s, stroke, terminal diseases, etc.); or
- Any absences to receive multiple treatments (including any period of recovery therefrom) by, or on referral by, a health care provider for a condition that likely would result in incapacity of more than five consecutive days if left untreated (e.g., chemotherapy, physical therapy, dialysis, etc.); or
- Preparation for and recovery from surgery related to organ or tissue donation.

Unused absence days are multiplied by 1.5 and banked at the conclusion of each school year for future medical leaves. After a staff member has 40 accrued absence days, additional unused absences will be added to the staff member’s bank at face value.

Up to an additional five paid absences will be provided for medical leave for a serious health condition if a staff member has expended all of his or her accrued paid absences. This is intended to provide pay during the period before short-term disability begins.

Absence days do not accrue during unpaid leaves of absence or other periods of inactive service.

Staff members may voluntarily gift employees unused accrued absence days for other employees who are facing hardships and run out of absence days and accrued unused absence days. The gifting of days can only occur within the description of a medical leave for a "serious health condition" lasting more than 5 days. This will be anonymous and voluntary. The staff member in need will come to the School Leader with the request and they will discuss options and what information about that staff person will be disclosed to others.

No disclosure is presumed as the response unless specifically stated otherwise. Staff members who wish to gift time will bring that request forward to the School Leader in person and in writing.

Requests will be processed on a case-by-case, as needed basis and will need to be approved by the School Leader.

4.4 Parental Leave

Staff members who have worked at least one year of service at GCCS are eligible for four weeks (20 business days) of paid parental leave. Leave may be taken any time during the first six-month period immediately following the birth, adoption or placement of a child with the employee in full day increments. This time may be used in addition to other absence days (e.g. holidays) and in addition to or in place of accrued medical leave days; however, all time off for parental leave must be used in a continuous block.

4.5 Leave of Absence

Employees who have completed at least one year of service may be eligible for a leave of absence up to four continuous months of paid and/or unpaid leave. Staff members who do not fit this criteria may be granted a leave of absence as authorized by the School Leader in compelling circumstances.

In cases of parental leave, up to six months of continuous paid and/or unpaid leave is allowable.

Summer months are counted as part of this benefit.

4.6 Benefits During Leaves of Absence

GCCS will continue to pay its portion of health and dental benefits for up to four continuous months of paid or unpaid family or medical leave, providing the staff member returns to work at GCCS following the leave. In cases of parental leave, GCCS will continue to pay its portion of health and dental benefits for up to six continuous months of paid or unpaid family or medical leave, providing the staff member returns to work at GCCS following the leave. Staff members who resign their positions following a leave or within three months thereafter will be responsible for reimbursing the school its portion of benefits within 90 days of resignation retroactive to the last day of paid leave.

4.7 Bereavement Leave

Staff members may take up to five days of paid bereavement leave to attend the funeral and make any necessary arrangements due to the death of an immediate family member, except where allowed additional time off for bereavement under applicable state law. "Immediate family members" consist of the staff member's spouse, domestic partner, children, siblings, parents, grandparents, grandchildren; or the parents or siblings of the staff member's spouse or domestic partner.

Staff members must notify the School Leader as soon as possible if they need to take bereavement leave. Approval of bereavement leave will occur in the absence of unusual GCCS operating requirements. Any staff member may, with the School Leader's approval use absence days for additional time off beyond the five days as necessary.

Staff members who require additional time off as a reasonable accommodation of a religious practice should speak with the School Leader.

4.8 Military Leave

The School provides unpaid military leaves of absence to staff members who serve in the uniformed services as required by USERRA and applicable state laws. The uniformed services are defined as the Army, Navy, Marine Corps, Air Force, Coast Guard, Army National Guard, Air National Guard, and Commissioned Corps of the Public Health Service and any other category of persons designated by the President of the United States in time of war or national emergency. The uniformed services also include participants in the National Disaster Medical System when activated to provide assistance in response to a public health emergency, to be present for a short period of time when there is a risk of a public health emergency, or when they are participants in authorized training.

Service consists of performing any of the following on a voluntary or involuntary basis: active duty, active duty for training, initial active duty, inactive duty training, full time National Guard duty, absence from work for an examination to determine fitness for such duty, and absence for performing funeral honors duty. Total military leave time may not exceed five years during employment, except in certain, defined circumstances.

If a staff member plans to request leave based on military service, they should contact the School Leader for information on rights or requirements as required by USERRA and applicable state laws. Staff members must provide the School Leader with as much advance notice as possible of any anticipated leave of absence for military service.

Staff members who work an average of 20 or more hours per week, who are the spouse of a member of the United States armed forces, national guard, or reserves who has been deployed during a period of military conflict (to a combat zone of operations or a combat theater) may be allowed up to 10 days of unpaid leave to use when their spouse is on leave. Staff members who seek leave under this policy may be required to provide documentation to support their request.

For purposes of this policy, "period of military conflict" means a period of war declared by the United States Congress, or in which a member of a reserve component of the armed forces is ordered to active duty.

The School will not retaliate or tolerate retaliation or harassment against staff members for requesting or taking military spouse leave.

4.9 Emergency Responder Leave

Eligible staff members will be allowed time off from work to perform duties as a volunteer firefighter or member of a volunteer ambulance service during a declared state of emergency, unless providing the leave would impose an undue hardship on the school's business operations. To be eligible for leave under this policy, staff members must have previously provided the School with written documentation from the volunteer fire department or ambulance service notifying the School of the staff member's status as a volunteer firefighter or volunteer ambulance service member and the staff member's volunteer duties must be related to the declared emergency.

Leave under this policy will be unpaid for non-exempt staff members, except that staff members may elect to use any other applicable paid leave to which they are entitled.

The School may request certification of the need for leave in the form of a notarized statement from the head of the fire department or ambulance service setting for the time period that the staff member's volunteer services were required.

4.10 Jury Duty Leave

The School encourages all staff members to fulfill their civic responsibilities and to respond to jury service summons or subpoenas, attend court for prospective jury service or serve as a juror. Under no circumstances will staff members be terminated, threatened, coerced or penalized because they request or take leave provided they notify the School Leader prior to their service.

Staff members must provide the School Leader with notice of any jury summons or subpoena within a reasonable amount of time after receipt and before their appearance is required. Verification from the court clerk of having served may also be required.

Leave under the policy will be unpaid, except that staff members will be paid their regular wages for the first three days of jury duty. Exempt staff members will be paid in accordance with the Fair Labor Standards Act ("FLSA").

4.11 Witness Duty Leave

We encourage staff members to serve witness duty when called. Staff members must notify the School Leader of the need for time off for witness duty upon receipt of a subpoena, notice, or summons from the court. Time off for witness duty will be unpaid except where required otherwise by applicable state law and except that exempt staff members will not incur any reduction in pay for a partial week of absence due to witness duty.

Staff members may be required to provide verification of or witness service from the court clerk. Any staff member on witness duty is expected to report or return to work for the remainder of the work schedule when dismissed from witness duty.

4.12 Crime Victim Leave

Eligible staff members may take time off from work to comply with a subpoena to:

- Testify in a criminal proceeding (including time off to consult with the district attorney);
- Give a statement at a sentencing proceeding;
- Give a victim impact statement at a pre-sentencing proceeding; or
- Give a statement at a parole board hearing.

Time off under this policy is unpaid except that exempt staff members will not incur any reduction in pay for a partial week's absence for leave under this policy.

Staff members are eligible for time off under this policy if they are:

- The victim of the crime at issue in the proceedings;
- The victim's next of kin;
- The victim's representative (a person who represents or stands in the place of another person, including an agent, attorney, guardian, conservator, executor, heir or parent of a minor) if the victim is deceased as a result of the offense;
- A good Samaritan (someone who acts in good faith to:
 - Apprehend a person who has committed a crime in their presence;
 - Prevent a crime or an attempted crime from occurring;
 - Aid a law enforcement officer in effecting an arrest); or
- Pursuing an application or the enforcement of an order of protection as provided under relevant law.

Staff members must notify the School Leader of the need to take a leave under this policy no later than the day before the absence. In addition, staff members must provide the School Leader with verification of their service upon request.

4.13 Time Off to Vote

The School encourages staff members to fulfill their civic responsibilities and to vote in public elections.

The School provides staff members who are registered voters with up to three hours of paid time off to vote. Additional time off will be without pay, except that exempt staff members may receive pay, as required by applicable law.

Time off to vote will be provided only at the beginning or end of the staff member's shift, unless the School and the staff member mutually agree to different timing. Staff members intending to take leave to vote must inform the School Leader at least two working days prior to Election Day. The School Leader will designate when the leave should be taken (e.g., at the beginning or end of the shift).

Proof of having voted may be required.

4.14 Blood Donor Leave

Staff members who work an average of 20 or more hours per week will be granted leave of absence if they seek to donate blood. Eligible staff members will be granted up to three hours of leave per calendar year to donate blood off-site or will be provided with an opportunity to donate blood on site during work hours (such as through a blood drive) at a convenient time and place. Time spent donating blood on-site will be paid. Time spent donating blood off-site will be unpaid for non exempt staff members.

Except in emergencies, staff members who seek leave under this policy must give reasonable notice to the School Leader of at least three working days prior to taking leave for blood donation off-premises and two working days for on-site and other alternative blood donation drives. Staff members must also provide documentation to the School Leader immediately after such leave is taken.

The School will not retaliate or tolerate retaliation against a staff member for requesting or taking blood donor leave.

4.15 Bone Marrow Donor Leave

Staff members who work an average of 20 or more hours per week will be granted a leave of absence if they seek to undergo a medical procedure to donate bone marrow. The total length of the leave for each staff member will be determined by a physician but may not be longer than 24 work hours without school approval. A staff member who seeks leave under this policy must provide verification from a physician of the purpose and length of the leave. Leave under this policy will be unpaid except that exempt staff members will receive pay when required by applicable federal or state law.

The School will not retaliate or tolerate retaliation against a staff member for requesting or taking bone marrow donor leave.

4.16 Domestic Violence Victim Leave

The School will reasonably accommodate employees who are the victim of domestic violence and who need a reasonable amount of time off for the following reasons, unless providing such accommodation would result in an undue hardship:

- Seek medical attention for injuries caused by domestic violence, including for a child who is a victim of domestic violence;
- Obtain services from a domestic violence shelter, program, or rape crises center; • Obtain psychological counseling related to domestic violence incidents, including for a child who is a victim of domestic violence;
- Participate in safety planning or other actions to increase safety from future incidents of domestic violence; or
- Obtain legal services, assist in the prosecution of an offense or appear in court in relation to an incident of domestic violence.

Employees must give the School reasonable advance notice of their intention to take leave for this purpose unless such advance notice is not feasible.

When taking leave under this policy, an employee must use any available paid leave. Otherwise, leave will be unpaid. During the leave, the School will maintain any health insurance coverage being provided in the same manner as if the employee had not taken leave.

Except as otherwise required by law, the School will maintain the confidentiality of any information regarding an employee's status as a victim of domestic violence.

The School will not discriminate or retaliate against an employee because the employee is a victim of domestic violence or requests leave in accordance with this policy.

4.17 School Closing

It is GCCS's practice to remain open during regular business hours whenever possible. However, in some unforeseen circumstances, it may be necessary to close the building in order to protect the health and safety of GCCS staff members. GCCS will typically close if the Rochester City School District closes and/or if the City or County declare a State of Emergency. GCCS may remain open or staff may be required to report if the RCSD closes due to cold temperatures.

When an inclement weather situation occurs that makes GCCS close early or for an entire workday(s), GCCS will announce this closing through WROC channel 8, including notification on whether staff are required to report. Staff will also be notified of school closings through the staff phone tree. Unless noted through the above outlets, staff members should assume that GCCS is open and operating at full capacity.

If a staff member believes they are not capable of coming to work or must leave early due to inclement weather when GCCS is open, the staff member should inform the School Leader of this absence and use an absence day or unpaid leave day depending on what is available to the staff member.

If GCCS deems it necessary to close early, it is the duty of the staff members at work to remain until closing or to follow the standard procedures for taking a partial day off of work. However, GCCS encourages staff members to leave as soon as GCCS closes in order to expediently and safely arrive at their destination.

4.18 Sabbatical Leave

GCCS offers teachers sabbatical leaves to allow them to pursue opportunities and experiences that will enrich themselves and their practice, thereby enhancing student achievement, inspiring colleagues, and strengthening our school and community. We want to invest in teachers' self determined professional growth and provide them with time and space to become empowered life long learners and innovators who share new perspectives and best practices. We firmly believe that when teachers have a sustained opportunity to follow their professional passions and interests, they come back to their work with a greater sense of value, rejuvenation, and confidence – which makes them better teachers. A sabbatical may be used for research, graduate coursework, lifelong learning courses, study travel, internships or apprenticeships, service, writing for publication, developing curriculum, or performing the work of a teacher on special assignment.

Sabbaticals are offered for periods of three months consistent with the school's expedition schedule. Fall sabbaticals run from approximately the end of August to the beginning of December. Winter sabbaticals run from approximately the beginning of December to the middle of March. Spring sabbaticals run from approximately the middle of March to the end of the school year. Applicants will be notified of the specific dates each year. Teachers on sabbatical receive 100% of their pay and benefits for the duration of the sabbatical. Applicants for a sabbatical must have a minimum of three years teaching experience at GCCS. Teachers must remain in a teaching position at GCCS for the entire academic year subsequent to the sabbatical year, or the salary earned during the sabbatical must be repaid within 120 days of resignation. Teachers who involuntarily separate from the school do not have to repay sabbatical salary.

It is impermissible for a teacher on sabbatical to work for pay during the period of the sabbatical with the exception of existing part-time employment. Only one teacher may take a sabbatical at a time. The time between sabbatical leaves must be at least five years. A teacher will be hired annually to substitute for the three teachers on sabbatical. The substitute will be responsible for all planning and professional responsibilities during the period of the sabbatical, including writing progress reports.

Applications must be submitted electronically to the chair of the Personnel Committee by May 1 of the year preceding the requested sabbatical. Applications will be scored by a committee comprising members of the Personnel Committee, the School Leader, and a Board of Trustees parent representative using the attached rubric. The committee may request additional information after reviewing an application. Applicants will be notified of the status of their sabbatical request by June 1. The decision of the committee is final.

SECTION 5 - Pay Practices

5.1 Payment of Wages

Staff members will be paid bi-weekly on Thursday by check or direct deposit. Staff can elect to have their pay spread over 12 months.

If the regular payday falls on a school-recognized holiday, then staff members will be paid on the work day before the regular payday. Staff members who enjoy the benefit of electronic direct deposit will receive a paystub on each payday.

Paycheck Deductions

The School is required by federal and state laws to make certain deductions from a staff members' paycheck each pay period. Such deductions typically include federal and state taxes and Social Security. Depending on the state in which the staff member is employed, and the benefits chosen, additional deductions may occur.

The amount of all deductions will be listed on the staff member's pay stub.

Reporting Errors and Obtaining More Information

If any staff member, exempt or non-exempt, has questions about deductions from their pay, believes they have been subjected to improper deductions, or believes that the amount paid does not accurately reflect the staff member's total hours worked or salary, please contact the Coordinator of School Operations. If the Coordinator of School Operations is unable to assist the employee should contact the Bookkeeper, and then the School Leader.

Every report will be fully investigated, and the School will provide the staff member with any compensation to which the staff member is entitled in a timely fashion.

The School complies with all applicable laws, including the Fair Labor Standards Act, and will not allow any form of retaliation against individuals who make good faith reports of alleged violations of this policy, or who cooperate in an investigation by the School, even if the reports do not reveal any errors or wrongdoing.

Teaching Assistants Substituting for Teachers

Teaching assistants will receive additional compensation for days they step into a teacher role because (a) a teacher substitute was not available or (b) the substitute available is only appropriate to serve in the teaching assistant's role. The amount of additional pay will be the difference between the cost of a teaching assistant substitute and a teacher substitute, or approximately \$40.00. This additional pay will be pro-rated for ½ days. Prior to permitting teaching assistants substituting for teachers, the School will always attempt to secure a teacher substitute.

5.2 Business Expenses & Reimbursement

The School will reimburse staff members for reasonable business expenses, within their classroom budget. All business travel must be approved in advance.

When approved, the actual cost of travel, meals, lodging and other expenses directly related to accomplishing business objectives will be reimbursed by the School. Staff members are expected to limit expenses to reasonable amounts. Reimbursement of personal items and alcoholic beverages will not be reimbursed.

5.3 Discussion of Wages

No staff member is prohibited from inquiring about, discussing or disclosing their wages or the wages of another staff member, if voluntarily disclosed by that staff member. Staff members are not required to disclose their wages to anyone.

This policy does not apply to disclosure of other staff members' wage information by staff members who have access to such information solely as part of their essential job functions and who, while acting on behalf of the School, make unauthorized disclosure of that information. School representatives may disclose staff members' wages in response to a complaint or charge, or in furtherance of an investigation, proceeding, hearing or action under state law.

5.4 Work Schedules

The School is normally open Monday through Friday. Teachers are expected to be in the classrooms by 7:35 AM, as well as are expected to be available for other student and/or parent consultations, and for other professional activities and responsibilities beyond the instructional day. Because our staff members work in teams, it is important to have time for those teams to touch base before the day begins and to debrief at the end of the day. Teachers generally work until 3:30 PM each day to provide time to communicate with other staff members and parents, and to prepare for the next day. Please see appendix for more information about student dismissal responsibilities.

Teaching assistants are required to report to work at 7:35 AM and leave at 3:30 PM. When teaching assistants are required to work beyond their scheduled hours (i.e. Exhibition night, or overnight field work), they may be eligible to flex their other time during the same workweek, or the following workweek, if it is within the same pay period, provided that the staff member is entitled to overtime for any hours worked over 40 hours in the first workweek.

Teachers and teaching assistants are expected to be in the building until 5:00 p.m. every Wednesday in order to participate in faculty and professional development meetings. Teachers and teaching assistants also work an additional three weeks in August with compensation beyond their annual salary. Faculty and professional development meetings are critical to the school's operation, and staff members are expected to refrain from scheduling appointments, attending to personal matters, or planning personal travel during those times.

Start times for clerical staff vary according to schedule and number of hours worked.

5.5 Timekeeping

Non-Exempt Staff Members

Staff members who are classified as non-exempt must accurately record the time they work each day, including arrival, departure and break times.

Non-exempt staff members must report *all* time worked and *may not* work any time that is not authorized by the School Leader. This means non-exempt staff members must not start work early, finish work late, work during a break, or perform any other extra or overtime work unless directed to do so. Staff members who do so without authorization will be paid for all time worked, including overtime pay when applicable, but may be subject to discipline up to and including termination of employment. Staff members who have questions about when or how many hours they are expected to work should contact the School Leader.

Exempt Staff Members

Exempt staff members are paid on a salary basis. This means the staff member regularly receives a predetermined amount of compensation each pay period, which cannot be reduced because of variations in the quality or quantity of the staff member's work. In general, an exempt staff member will receive their salary for any week in which the staff member performs any work, regardless of the number of days or hours worked. However, an exempt staff member will not be paid for days not worked in the following circumstances:

- When an exempt staff member takes one or more full days off for personal reasons, sickness or disability, the staff member will not be paid for such day(s) of absence, but the staff member may use available absence days to make up for the reduction in salary, as allowable by state law;
- When an exempt staff member works only part of the week during their first and last week with the School, the staff member will be paid only for the days actually worked;
- For penalties imposed in good faith for infractions of safety rules of major significance; or for unpaid disciplinary suspensions; and
 - For one or more full days imposed in good faith for workplace conduct rule infractions.

The School may require an exempt staff member to use available absence days as a replacement for salary, when the staff member takes less than a full-day off from work, as allowable by state law.

An exempt staff member's salary will not be reduced when the staff member works part of a week and misses part of a week due to service as a juror, witness or in the military or for lack of work. It is school policy to comply with the salary basis requirements of the Fair Labor Standards Act (“FLSA”) and applicable state law. The School prohibits any deductions from pay that violate the FLSA or applicable state law.

If an exempt staff member believes that an improper deduction has been made to their salary, the staff member should immediately report this information to the School Leader.

Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the staff member will be promptly reimbursed for any improper deduction made.

5.6 Overtime

When operating requirements or other needs cannot be met during regular working hours, staff members may be scheduled to work overtime. Non-exempt staff members will be paid one and one-half (1.5) times their regular rate of pay for all hours worked in excess of 40 in one workweek and as otherwise required by applicable federal and state law. Paid time off such as absence days, and jury duty pay (where applicable) will not count toward hours worked for the purpose of determining overtime pay.

All overtime work must be authorized in advance by the School Leader. Working overtime without prior authorization may result in disciplinary action, up to and including termination of employment.

Exempt staff members are expected to work as much of each workday as is necessary to complete their job responsibilities. No overtime or additional compensation is provided to exempt staff members.

For overtime pay calculation purposes, the workweek begins at 12:00 AM Saturday and ends at 11:59 PM Friday.

5.7 Breaks

Due to the nature of continuous supervision for the children, Teachers, and Teachers Assistants (“TA’s”) should work with their team to determine appropriate break times.

Staff members working at least a six-hour workday, which extends over the noon break (11 a.m. to 2 p.m.), are entitled to a 30-minute break to be taken between 11 a.m. and 2 p.m. Staff members who start their workday before 11 a.m. and continue after 7 p.m. are entitled to a 30-minute noon break and an additional 20-minute break between 5 p.m. and 7 p.m.

Staff members who work more than six hours in their workday starting between the hours of 1 p.m. and 6 a.m. are entitled to a break of at least 45 minutes in the middle of their workday. An uninterrupted break lasting 30 minutes or more will be unpaid for non-exempt staff members.

Staff members may not take a shorter break or skip a break to leave early.

5.8 Lactation Accommodation

The School will provide a reasonable amount of break time to accommodate a staff member desiring to express breast milk for the staff member's child. Generally, a reasonable amount of break time for purposes of this policy will be at least 20 minutes in every three-hour period, if requested by the staff member. Longer break times will be provided when the room designated for

expression of breast milk is not in close proximity to the staff member's work station. The School will provide this break time for up to three years following the birth of a child.

Nursing mothers can elect to take time to express breast milk during their regularly scheduled breaks. If the break time cannot run concurrently with the breaks already provided to the staff member, the break time will be unpaid for non-exempt staff members. Where these additional breaks are required, staff members should work with the School Leader regarding scheduling. A non-exempt staff member can elect to work before or after their normal shift to make up the amount of time used during unpaid break time for expression of breast milk, so long as the additional time requested falls within the School's normal work hours.

Staff members are required to provide reasonable notice to the School that they intend to take breaks for expressing breast milk upon returning to work. The School will make reasonable efforts to provide staff members with the use of a private location, other than a toilet stall, in close proximity to their work area for the staff member to express breast milk. Staff members should discuss with the School Leader the location to express their breast milk and for storage of expressed milk and to make any other arrangements under this policy.

The School will not demote, terminate or otherwise take adverse action against a staff member who requests or makes use of the accommodations and break time described in this policy.

SECTION 6 - Staff Member Benefits

6.1 Benefits Overview

Benefit plans offered by GCCS, are defined in legal documents such as insurance contracts and summary plan descriptions. If staff members are offered benefits, and if a question arises about the nature and extent of plan benefits or if there is a conflict in language, the formal language of the plan documents govern, not the informal wording of this Staff Handbook. Plan documents, if applicable, are available for staff members' inspection. The School and its designated benefit plan administrators reserve the right to determine eligibility, interpretation and administration of issues related to benefits offered by the School.

Employment benefits vary according to the position and status of the staff member.

Full-time staff members are eligible to receive all employment benefits offered by GCCS. Extended part-time staff members are eligible to receive all employment benefits offered by the School on a pro-rated basis. Part-time staff members are not entitled to any school benefits, except those required by state law. Long-term substitutes may be eligible for benefits, subject to the terms and conditions of each individual plan. To receive certain benefits, eligible staff members may be required to meet participation requirements and pay required premiums and other contributions.

Staff members should contact the Coordinator of School Operations for detailed benefits information.

6.2 Medical & Dental Insurance

The School currently offers medical and dental insurance to eligible staff members and their spouses, dependents, and other qualifying family members in an equitable and cost-effective way and in compliance with applicable federal and state laws.

Once a plan selection is made it will remain fixed for the remainder of the plan year; however, staff members will have an opportunity to make changes to their benefit selections during the School's annual open enrollment period.

Staff members who experience a qualifying life event such as marriage, divorce, or the birth of a child will also be allowed to make a change in their benefit selection when that event occurs, in accordance with the terms of the plan document.

Both the School and the staff member contribute to the cost of medical and dental insurance. Staff members should contact the Coordinator of School Operations with any questions.

For more information about our Medical and Dental Insurance please see the appendix.

6.3 Life Insurance

The School provides full-time staff members, and extended part-time staff members, with life insurance equal to their annual salary(\$50,000 maximum). This policy is paid in full by the School.

Eligible staff members can purchase additional coverage with supplemental life insurance, at their expense.

For more information about our supplemental and full life insurance policy please see appendix.

6.4 Retirement Benefits

GCCS participates in the New York State Teachers Retirement System and the Employees Retirement System. Eligible staff members will receive detailed information from the Coordinator of School Operations.

6.5 Disability Benefits

Short-Term Disability (“DBL”) and Long-Term Disability (“LTD”) benefits are available to eligible staff members.

Short-Term Disability Benefits

DBL benefits provide partial income protection for staff members who are unable to work due to medical reasons for up to 26 weeks in a calendar year. DBL includes loss of work due to hospitalization, outpatient surgery, illness or injury not related to work.

Staff members out on DBL are required to submit documentation from a doctor or licensed health care professional authorizing the staff member to return to work.

DBL benefits will be used concurrently with all federal or state required leaves of absence.

Long-Term Disability

Full-time staff members may also be eligible for basic LTD coverage of 60% of their pay. An eligible staff member who is out on a non-work-related disability for more than 26 weeks may apply for long term disability benefits.

6.6 Workers' Compensation

This program covers most injuries or illnesses, sustained in the course of employment, that require medical, surgical or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits or, if the staff member is hospitalized, treatment immediately.

Reporting Work-Related Injury or Illness

Staff members who sustain a work-related injury or illness should inform the Clerical Assistant, or School Leader, immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible staff member to qualify for coverage.

Leaves of Absence/Accommodation

Staff members who need to take time off from work due to a workers' compensation illness or injury may also be eligible for a leave of absence under the School's leaves of absence or reasonable accommodation policies. Staff members should consult with the School Leader for additional information.

Return to Work

Staff members who are ready to return to work following a workers' compensation-related leave of absence must supply a certification from a health care provider confirming the staff member's ability to return to work.

Fraud

The School will notify the workers' compensation insurance school if we have reason to believe a staff member has supplied false or misleading information in connection with a claim and/or has filed a fraudulent claim. Workers' compensation fraud is a crime and may also be grounds for disciplinary action, up to and including termination of employment.

6.7 Employee Assistance Program

The School provides an employee assistance program ("EAP") at no cost to staff members and their immediate families. This counseling program is available 24 hours a day, seven days a week. It is a confidential, safe, and easy-to-use resource. EAP counselors will help staff members clarify their concerns, assess their situation and identify options to help them resolve problems. See appendix for a list of employee services and contact information.

SECTION 7 - Safety and Security

7.1 Workplace Safety

GCCS has established a Safety and Wellness Committee, consisting of the School Leader, teachers, and parents. The responsibilities of the Safety Committee identifying hazards and unsafe work practices, removing obstacles to accident prevention, and helping evaluate GCCS's effort to achieve an injury and accident free workplace.

7.2 Smoke-Free Workplace

No smoking is permitted in the building, on school grounds, nor while on fieldwork with students. The RMSC is a smoke-free campus. Smoking is not allowed anywhere on RMSC grounds.

7.3 Drug- & Alcohol-Free Work Place

GCCS believes that eliminating drug and alcohol use in the workplace will improve the safety, health, and productivity of all staff members. The object of GCCS's Drug and Alcohol policy is to provide a drug-free, healthful, and safe workplace for all staff members which complies with federal and state law. To promote these goals, staff members are expected to report to work in an appropriate mental and physical condition and to perform their jobs in a satisfactory and professional manner. Staff members may be subject to disciplinary action, up to and including termination of employment, for violations of this policy.

Additionally, this policy is not intended to alter the employment at-will relationship in any way. Accordingly, unless a staff member has a written and signed contract of employment stating otherwise, their employment is at-will, meaning that it is not for a specified period of time and that the employment relationship may be terminated at any time for any lawful reason, with or without cause or notice, by the staff member or the School.

Prohibited Conduct

Staff members are prohibited from the sale, use, dispensing, distribution, possession, or manufacture of illegal drugs and narcotics or alcoholic beverages:

- During the staff member's work hours; and
- On GCCS's premises or work sites at any time; and
- Off premises and outside of the staff member's work hours while the staff member is acting on behalf of or representing GCCS.

In addition, staff members are prohibited from the off-premises use of alcohol and the possession, use or sale of illegal drugs when such activities adversely affect job performance, job safety, or GCCS's reputation in the community.

Violations of this policy include, but are not limited to, possessing illegal or non prescribed drugs or narcotics or alcoholic beverages at work; being under the influence of such substances while working; using them while working; possessing drug paraphernalia on GCCS property; or dispensing, distributing, or illegally manufacturing or selling illegal or non prescribed drugs during business hours or on GCCS work sites or premises.

GCCS will not hire, subject to federal, state, or local law restrictions, users of drugs or alcohol whose current use of those substances prevents them from performing their jobs or who would constitute a direct threat to the property or safety of others.

Supervisors are to report immediately to the School Leader any staff member action or observations that suggest a staff member may be impaired by drugs or alcohol. The School Leader, in conjunction with the Board of Trustees will evaluate and determine whether the staff member should be examined by a physician or clinic and/or tested for drugs and alcohol. Staff members believed to be under the influence of drugs or alcohol will be required to leave the premises. Arrangements will be made to transport the staff member home or to an alternate safe location; the staff member will not be allowed to drive themselves if the staff member is suspected of being impaired.

Supervisors and other management personnel will be trained in the signs and symptoms of drug and alcohol use; the intervention procedures in accordance with this policy; and the procedures for drug testing.

Drug Testing

Staff members may be asked to take a test to determine the presence of drugs or alcohol, except where such tests are prohibited by law. A drug test may be a condition of continued employment. GCCS reserves the right to test staff members for the presence of unauthorized drugs and in some cases alcohol in the following circumstances, except where such tests are prohibited by law, including, but not limited to reasonable suspicion.

It is a violation of this policy to refuse to give consent for drug testing, to attempt to alter or tamper with a sample or any other part of the testing process, or to test positive for alcohol or illegal drugs. A refusal to take a drug test will be considered a positive test. In agreeing to take such a test, staff members will be required to sign a consent form authorizing the test as well as GCCS's use of the test results for purposes of administering its discipline policy.

Use of Test Results

Tests that are paid for by GCCS are the property of GCCS, and the examination records will be treated as confidential and held in separate medical files. However, GCCS reserves the right to release test results to the decision-maker in a lawsuit, grievance, or other proceeding initiated by the staff member arising from or related to the results of an alcohol and/or drug test, or from GCCS's determination that the individual has engaged in conduct prohibited by this policy, including but not limited to, a workers' compensation, unemployment compensation, or other proceeding relating to a benefit sought by the individual. GCCS also reserves the right to release test results as required by a subpoena, court order, or other judicial process, or as required by federal, state, or local laws or regulations. In addition, records of specific examinations may be

made available to the staff member, or person designated by the staff member, upon receipt of written authorization by the staff member.

Staff Member Assistance

Staff members who are experiencing work-related problems resulting from drug or alcohol abuse or dependency may be required to seek counseling by the school, which may be a condition of continued employment.

Job performance alone, not the fact that a staff member seeks counseling, is to be the basis of all performance appraisals.

Any staff member who is abusing drugs or alcohol may, in management's sole discretion, be granted a leave of absence to undertake rehabilitation treatment. The staff member will not be permitted to return to work until certification is presented to the School Leader that the staff member is capable of performing their job, is no longer under the influence of drugs or alcohol and will refrain from any further use of such substances. The staff member may also be subject to a return-to-duty test. Failure to cooperate with an agreed-upon course of treatment may result in discipline, up to and including termination. Participation in a treatment program does not insulate a staff member from the imposition of discipline for violations of this or other school policies.

Reporting of Convictions

Staff members subject to the Drug Free Workplace Act who are convicted of any criminal drug violation occurring in the workplace must report such conviction to the School Leader within five days. The School Leader shall then take all appropriate action required by law.

7.4 School's Right to Search

The School wishes to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. To this end, the School prohibits the control, possession, transfer, sale or use of such materials on its premises to the extent permitted by applicable law. We require the cooperation of all staff members in administering this policy.

Storage areas are provided for the convenience of staff members but remain the sole property of the School. Accordingly, they, as well as any articles found within them, can be inspected by any agent or representative of the School at any time, either with or without prior notice.

In addition, to ensure the safety and security of staff members and students, and their families, and to protect our legitimate business interests, we reserve the right to question and inspect or search any staff member or other individual entering or leaving School premises or job sites. The inspection or search may include any packages or items that the individual may be carrying, including briefcases, handbags, knapsacks, shopping bags, etc.

These items are subject to inspection and search at any time, with or without prior notice. We also may require staff members to agree to reasonable inspection of their personal property and/or person while on the job or on the School's premises. The individual may be requested to self-

inspect their personal property or person by displaying the contents of any packages and/or turning out their pockets, etc., in the presence of a representative of the School, typically a management staff member of the same gender. The School will not tolerate any staff member's refusal to submit to a search.

7.5 Visitors

Restricting access to School premises helps maintain safety standards, protect against theft, ensure security of equipment, protect confidential information, safeguard students staff member welfare, and avoid potential distractions and disturbances. For this reason, only authorized visitors are allowed in classrooms and all visitors, including friends, family and former associates, must register with the office.

7.6 Driving for School Business

GCCS may provide rental vehicles for approved selected staff members to drive on school designated business. The School may also reimburse these staff members for business use of personal vehicles in accordance with this policy. Please see appendix regarding insurance coverage and responsibilities.

GCCS staff members should not drive students unless there is a special circumstance such as a school-sponsored field study where it is unavoidable for staff members to participate in driving. In these cases, special permission needs to be obtained prior to the event.

All staff members are expected to comply with all federal, state, and local laws while operating vehicles and other equipment or driving a personal vehicle for School purposes. The School may discipline staff members who engage in unlawful conduct. Staff members who drive as part of their job duties are required to have and maintain a valid driver's license, wear seat belts, travel at a safe speed, and refrain from using cell phones while driving. The improper, careless, negligent, destructive, or unsafe use or operation of vehicles, as well as excessive or avoidable traffic and parking violations, may result in disciplinary action, up to and including termination of employment. Staff members will be responsible for all liabilities, fines, etc. that result from such traffic and parking violations, to the extent permissible under the law.

Any accidents in school vehicles or while driving on school business, regardless of severity, must be reported immediately to the police and to the School Leader.

GCCS encourages staff members to drive rental vehicles booked through the school's corporate account when traveling more than 100 miles to professional development workshops.

SECTION 8 – School Technology

In addition to policies [8.1, Use of Electronic Resources](#), and [8.2, Bring Your Own Device](#), staff members will be required to comply with any School technology requirements included in the attached appendix.

8.1 Use of Electronic Resources

This policy describes the School's general guidelines for using its electronic resources, including e-mail, voicemail, internet access, computer systems, laptops, and cell phones (including smartphones and other mobile electronic devices).

Staff members should use the School's electronic resources with the understanding that these resources are provided for the benefit of the School's business. Staff members may use School electronic resources for personal use, during non-work times, as long as such use complies with School rules and applicable law. Staff members should never use the School's electronic resources for personal use in a manner that interferes with their work duties or any responsibilities to students.

Sending, saving, accessing, or viewing obscene or similarly offensive material on the School's electronic resources is prohibited. Messages stored and/or transmitted by the School's electronic resources, including the computer, voicemail, e-mail, or the telephone system, must not contain content that may reasonably be considered to be obscene or other patently offensive material. Prohibited material includes, but is not limited to, sexual comments, jokes or images, racial slurs, gender-specific comments, or any comments, jokes or images that would discriminate against or harass someone on the basis of their race, color, sex, age, national origin or ancestry, disability, or any other category protected by federal, state, and local law. Likewise, any use of the internet, e mail, social media accounts, or any other electronic resource to engage in harassment or discrimination prohibited by School policies is unlawful and strictly prohibited. Violators may be subject to discipline, up to and including termination of employment.

Unless otherwise noted, all software on the internet should be considered copyrighted work. Therefore, staff members are prohibited from downloading software and/or modifying any such files without permission from the copyright holder.

Computer and Systems Security

All computers and the data stored on them are, and remain at all times, the property of GCCS. As such, all messages created, sent or retrieved over the internet or the School's e-mail systems, internet, or social media are the property of the School, and should be considered School information. The School reserves the right to retrieve and read any message composed, sent or received using the School's electronic resources, including all computer equipment and the electronic mail system, for any business reason, including but not limited to, ensuring compliance with this and all School policies.

Staff members should be aware that even when a message is deleted or erased, it is still possible to recreate the message; therefore, ultimate privacy of a message cannot be ensured to anyone, and

staff members have no reasonable expectation of privacy when using a School computer, School e-mail, any social media accounts owned by the School, or the School's internet system. Accordingly, internet and e-mail messages are not private, and staff members have no reasonable expectation of privacy while on the internet or sending or receiving email messages while using School technology. Furthermore, all communications including text and images can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver.

Staff members should also be aware that duplicates of e-mail transmitted through a personal, web based e-mail account using School equipment could be stored on that equipment; likewise, information regarding internet sites that a staff member has accessed may also be stored.

E-mail Content Screening

The School maintains the right to screen all inbound and outbound e-mail content. E-mail messages or attachments that contain obscene or similarly offensive material may be quarantined and held from transmission or receipt until the sender or recipient can verify the message or attached document is work related.

The School may, in its discretion, review communications to and from a personal account, subject to state laws regarding attorney-client communications.

If a staff member wants to communicate with an attorney or send an otherwise confidential piece of communication that they do not want the School to monitor, the staff member should consider using a personal e-mail address and personal computer equipment. If a staff member does use School equipment, they consent to any monitoring by the School and should understand that they have no right to privacy with respect to such communications, to the extent permissible under applicable law.

Virus Protection

To prevent computer viruses from being transmitted through the system, staff members are not authorized to download any software from the internet onto their computer or any drive in that computer.

The School maintains virus protection software on all network servers and filters all inbound and outbound e-mail for virus attachments. E-mail containing a virus will be quarantined and both the sender and recipient will be informed. If the virus can be removed, the message will be forwarded to the recipient.

8.2 Bring Your Own Device

GCCS's staff members are permitted to use personal mobile devices such as cell phones, smart phones, laptops, and tablets for business purposes and access to GCCS e mail/network/applications provided staff members follow the procedures detailed herein. GCCS reserves the right to terminate the use of personal mobile devices for business purposes if the staff member violates any provision of this policy. GCCS considers acceptable business use as activities that directly or indirectly relate to, concern or support GCCS's business.

Staff members should aim to keep personal conversations and communications on personal mobile devices to a minimum during working hours. Staff members should try not to engage in personal conversation on personal mobile devices during professional development conferences, presentations, School meetings or at any time when students are present unless advised otherwise by the School. Staff members have a right to use their personal mobile devices for communications in furtherance of their rights under Section 7 of the National Labor Relations Act (“NLRA”) and to engage in protected concerted activity.

Personal mobile devices used for business purposes may not be used to store or transmit pornographic, obscene, harassing or offensive material, and content, to store or transfer confidential and proprietary information belonging to another individual or school, or to engage in outside business activities unrelated to the employer. In aiming to limit improper use of personal mobile devices such prohibitions do not apply to communications related to protected concerted activity under Section 7 of the NLRA.

In order to guard against unauthorized access and use, all personal mobile devices used by GCCS's staff members for business purposes must be password-protected.

GCCS's confidential and proprietary information and trade secrets shall not be stored on a staff member's personal mobile device and the staff member should gain access to such information remotely. In the event that the staff member must store or transmit data from the device, such information should be encrypted so as to protect the confidentiality information. This provision does not apply to information regarding staff members or staff member terms and conditions of employment related to staff member rights under Section 7 of the NLRA.

GCCS will only provide IT support for any electronic devices owned by the School.

GCCS does not reimburse staff members for the use of mobile devices when used for business purposes.

By using a personal mobile device for business purposes, staff members are implicitly agreeing to have information backed up by the employer's server or cloud-based storage and that all such information, including emails, School photographs, and School-related documents will then be accessible to the school.

GCCS will not monitor staff members for any unlawful purpose including monitoring, or giving the impression of monitoring, staff member union activity and protected concerted activity under Section 7 of the NLRA.

If a personal mobile device that is used for business purposes is lost, stolen or misplaced or accessed without authorization by a third party, the staff member should notify GCCS as soon as possible. GCCS retains the right to remotely wipe the device in order to protect GCCS's systems and so that the GCCS's network is not compromised.

If the staff member terminates their employment or their employment is terminated by GCCS, GCCS retains the right to obtain School property such as Google Drive accounts, School photographs, and School-related documents.

Staff members are required to have all devices contain approved virus detection and prevention software as well as personal firewall protection to separate personal information and business information. In the event of a virus or threat to the GCCS data, information and computer networks, GCCS retains the right to remotely wipe the device in order to protect the employer's systems and so that the employer's network is not compromised.

Staff members must abide by all policies of the employer including those policies regarding discrimination, harassment, confidentiality and protection of GCCS's trade secrets and proprietary information. The provisions regarding the protection of confidential information belonging to the employer and students, and their families, does not apply to information regarding staff members or staff member terms and conditions of employment related to staff member rights under Section 7 of the NLRA.

GCCS reserves the right to take appropriate disciplinary measures, up to and including termination, if a staff member fails to comply with the provisions of this policy.

Staff members are expected to follow all laws regarding the use of cellular phones and personal mobile devices while conducting employer-related business on a personal mobile device. This includes the use of a personal mobile device to send or receive text messages or emails. Staff members are not permitted to use a personal mobile device while driving unless using a hands-free feature and must engage in safe operation of all vehicles.

Other parts of this Staff Handbook address the confidentiality of the School's trade secrets and other proprietary information. Staff members should note that in raising any questions or concerns they may have about potentially illegal conduct, pursuant to the 2016 Defend Trade Secrets Act ("DTSA"):

- No individual will be held criminally or civilly liable under federal or state trade secret law for disclosure of a trade secret (as defined in the Economic Espionage Act) that is:
 - Made **in confidence** to a federal, state, or local government official, either directly or indirectly, or to an attorney, and made **solely for the purpose of** reporting or investigating a suspected violation of law; or
 - Made in a complaint or other document filed in a lawsuit or other proceeding, **if such filing is made under seal**, so that it is not made public.
- An individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by court order.

When applicable protected concerted activity covered by the NLRA or the particular collective bargaining agreement is not prohibited by this policy. This policy in no way prohibits staff member communications that are protected under applicable federal and state laws, including but not limited to any activity that is protected under Section 7 of the NLRA which includes the right of staff members to speak with others about their terms and conditions of employment.

SECTION 9 - Leaving the School

9.1 Separation from Employment

Staff members of GCCS are employed on an at-will basis. This means that employment may be terminated by either party at any time, for any lawful reason, or for no reason, with or without cause or notice. Nothing in this policy is intended to limit or alter the at-will nature of employment.

Staff members may leave the School for a variety of reasons. Regardless of the reason, we strive to ensure that all separations from employment are handled fairly, efficiently, and in compliance with applicable federal and state laws.

Reasons for termination include, but are not limited to, the following:

Voluntary Termination

A voluntary termination means a staff member has made the decision to end the working relationship with the School. Voluntary resignations include, but are not limited to, written or verbal resignation, retirement, or job abandonment. Subject to applicable federal, state, and local family medical leave and/or disability leave laws, a staff member is considered to have abandoned their job if they fail to return to a job and has not notified the School of their intention to resign.

Staff members who voluntarily leave the School are encouraged to provide the School Leader with a minimum of 30 days' notice, ideally in writing, in order to allow a reasonable amount of time to transfer ongoing work.

Staff members in good standing who retire or resign from their positions may be eligible for re hire.

Involuntary Termination

An involuntary termination occurs when the School decides to end the working relationship with a staff member. Involuntary terminations may occur *for cause* or for reasons *other than cause*. Involuntary termination *for cause* include, but are not limited to, terminations for violating School policy, misuse or theft of resources, the falsification of information, excessive absence/tardiness or unsatisfactory work performance. School disciplinary procedure can be found within [policy 3.1, Standards of Conduct](#).

Involuntary terminations for reasons *other than cause* include, but are not limited to, a reduction in workforce.

Except where required otherwise by applicable state law, employment with GCCS is at will, meaning that it is not for a specified period of time and that the employment relationship may be terminated at any time for any lawful reason, or for no reason, with or without cause or notice, by the or the School, as long as any School-initiated termination is not based on an unlawful reason.

Pay and Benefits Upon Termination

Final wages will be paid in accordance with applicable law. Accrued, unused absence days will not be paid out upon separation of employment.

9.2 Return of School Property

Staff members are required to return all School property (e.g., computers, school-related files, passwords, ID badges, credit cards) that is in their possession or control in the event of termination of employment, resignation, retirement or layoff or immediately upon request. No information belonging to the School can be copied for the staff member's use. We may also take all action deemed appropriate to recover or protect School property.

9.3 Exit Interviews

Before leaving GCCS, staff members may request to participate in a voluntary exit interview with the School Leader or the Coordinator of School Operations. This will provide closure to the staff member's employment with the School and will allow the School to ensure that it has resolved various administrative matters, answered any questions about continuation of benefits and listened to any of the staff member's comments or ideas about improving the School's operations.

Acknowledgement & Receipt

I acknowledge that I have received and read a copy of the GCCS Staff Handbook. I understand that the Staff Handbook is set forth in general terms what I can expect while employed at GCCS. I agree to abide by and be bound by the rules, policies and standards set forth in the Staff Handbook.

I acknowledge that, except where required otherwise by applicable state law, my employment with GCCS is at-will, meaning that it is not for a specified period of time and that the employment relationship may be terminated at any time for any lawful reason, with or without cause or notice, by me or the School. **I further acknowledge that only the Board of Trustees, or their authorized representative, has the authority to enter into an agreement that alters the at-will relationship. Any such agreement must be in writing and signed by the Board of Trustees, or their authorized representative. I understand that nothing contained in this Staff Handbook shall create a contract of employment or any other legally binding document, nor shall anything in this Staff Handbook serve as a guarantee of employment or as a guarantee of a minimum duration or specific term or position of employment or any other benefits, terms or conditions of employment.**

I further acknowledge that the School reserves the right to revise, delete and add to the provisions of the Staff Handbook, but that all such revisions, deletions or additions must be in writing. No oral statements or representations can change the provisions of the Staff Handbook. Furthermore, the School's policy of at-will employment can only be changed as stated in the prior paragraph.

I understand and acknowledge that nothing in this Staff Handbook or in any other document or policy is intended to prohibit me from reporting concerns, making lawful disclosures or communicating with any governmental authority about conduct I believe violates any laws or regulations. I also understand and acknowledge that nothing about the policies and procedures set forth in this Staff Handbook should be construed as interfering with any staff member rights provided under federal or state law, including Section 7 of the National Labor Relations Act.

I have read and understand the above statements.

Staff member Signature

Print Name

Date

[TO BE PLACED IN STAFF MEMBER'S PERSONNEL FILE]

Acknowledgement & Receipt – Drug - & Alcohol-Free Workplace I have read and understand the School's Drug- & Alcohol-Free Workplace policy. As a staff member of the School, I agree to abide by the policy as written.

I also understand the School will ask for my written permission for drug or alcohol testing and release of the results of such tests before a test is performed. Should a drug or alcohol test ever be requested, I agree to provide the necessary permission. However, I acknowledge that my refusal to take a test may result in my immediate termination.

I have read and understand the above statements.

Staff member Signature

Print Name

Date

[TO BE PLACED IN STAFF MEMBER'S PERSONNEL FILE]

13. Partner Organization(s)

a. Partner Information

Explain the due diligence process used to select the partner(s) and its role in the development of this proposal. Describe any partner organizations that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:

- **The name of the partner organization(s);**
- **The name, address, phone number, and e-mail of a contact person;**
- **A description of the nature and purpose of the relationship;**
- **Any contract or monetary arrangements;**
- **Names of proposed school board members affiliated with the organization(s); and,**
- **Evidence of the organization's ability to do business in New York.**

SUNY's Charter Schools Institute confirmed this response is not applicable for GCCS – Flour City Campus.

13. Partner Commitment

a. Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the charter school.

This response is not applicable.

14. Governance

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details.

- Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board members would hold. For example: “Board Chair,” “CMO Representative,” “Parent Representative,” etc.
- Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve (e.g., “Academic Committee,” “Finance Committee,” etc.).
- Include any currently vacant seats that the board would fill at a later date, and specify the date. For example, if the board intends to add the head of the school’s Parent Teacher Organization as an ex-officio member after PTO elections in December of the first year, that member should appear in the table below as: Name – TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether role would be “Voting” or “Non-Voting and/or “Ex-Officio.”

As a replication school, the Genesee Community Charter School – Flour City Campus sought to identify Trustees from among the experienced volunteers currently serving on the Genesee Community Charter School (GCCS) board. This strategy aligns directly with the founding team’s plans to merge the two individual charter schools (should this proposal be approved) into one education corporation with one governing body. For consistency and to facilitate a smooth merger, the proposal provides stability among the officers as well.

TRUSTEE NAME	POSITION ON THE BOARD	COMMITTEE AFFILIATIONS	EXPERTISE AND/OR ROLE AT SCHOOL	VOTING	EX-OFFICIO
Michele Hannagan	President	All Committees-Member Personnel-Chair Executive-Chair	GCCS President	Yes	No
Annemarie Wess	Vice President	Nominating-Chair Personnel-Member Executive-Member	GCCS Vice President	Yes	No
Allison Shultes	Secretary	Executive-Member	GCCS Secretary/ RMSC Representative	Yes	No

Kevin Sutherland	Treasurer	Finance-Chair Executive-Member	GCCS Treasurer/CPA	Yes	No
Luke Wilson	Trustee	Personnel-Member Nominating-Member	RCSD Music Teacher	Yes	No
Jessica Winterhalt Wanner	Trustee	Personnel-Member Community Engagement-Co- Chair	GCCS Parent	Yes	No
Ryan O'Malley	Trustee	Finance-Member	GCCS Alumni	Yes	No
TBD	Trustee	TBD	Parent	Yes	No
TBD	Trustee	TBD	Parent	Yes	No

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation’s board of trustees including:

- **Selecting school leader(s) (and partner or management organizations, if any);**
- **Monitoring school performance including fiscal performance; and,**
- **Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school’s mission and goals.**

The Board of Trustees will provide oversight to the Education Corporation to ensure the school works in accordance with its charter to meet the needs of students, families and faculty. The Board of Trustees will hold the charter and is the public body responsible for performance and the appropriate stewardship of public funds. The proposed officer positions include: President, Vice-President, Secretary and Treasurer. Each of these roles will be filled with the experienced volunteer who currently serves in the same role for the GCCS flagship board. The Trustees will hire and evaluate the Executive Director (please see details below) and will monitor and support academic, fiscal and operational health.

Key Tasks Related to Monitoring and Oversight

Fiscal oversight for the school will be accomplished by regularly monitoring financial indicators, as well as annual audits. Led by the Treasurer and Finance Committee, the Trustees will carefully craft annual operating budgets which align with the needs identified in the Work Plan (which outlines goals and priorities for student achievement and school operation) and revenue projections, and other applicable information. The Finance Committee of the board will meet monthly, led by the Treasurer to review monthly financial reports prepared by the school’s Accounting and Payroll Specialist and the Director of Operations. Committee members will probe with questions, request clarification, and ensure accuracy as well as alignment with the budget. The financial reports will subsequently be sent to the entire board in advance of the monthly meeting for review. During each full board meeting, the Accounting and Payroll

Specialist and Treasurer will provide an overview of revenue, expenses, and investments. They will answer questions and explain any aberrations (e.g., higher expenses for classroom materials at the beginning of the school year or higher substitute expenses during a medical leave). The Finance Committee will be critical to the annual budgeting process and will carefully review the annual independent audit.

Academic oversight will be facilitated in a variety of ways, first and foremost being the active participation of the Education Governance Council (EGC) in all board meetings and decision-making processes (details about the EGC are provided below). In addition to receiving advice from the Education Governance Council, the Board of Trustees plans to receive an update from a team of teachers at every meeting to ensure frequent communications occur between Trustees and employees and to provide a closer look at classroom activities, instructional methods and techniques, student progress, and current events. The Board of Trustees will monitor academic achievement data regularly through data analysis. Each meeting will devote time to academic performance metrics, and once per year the Trustees will examine the EL Education Implementation Review and comprehensive reporting from the ED regarding all aspects of performance. This annual review will serve as the most critical measure of how the school is progressing against its goals. Academic data presented include results on benchmark assessments, including i-Ready which is both nationally normed and considered to be directly aligned to New York State standards. In addition, each fall, the Executive Director will share the results of the state exams and will provide a comparison of those data with other schools, New York State averages, and various local districts. Finally, the board will analyze results from Parent Satisfaction Surveys at least annually. The SUNY renewal benchmarks will be used to drive conversations and help evaluate performance.

The Board of Trustees will be responsible for legal compliance, which includes ensuring the school complies with all applicable laws and regulations and conducts its duties according to the Open Meetings Law and the applicable provisions of the General Municipal Law. EGC will be consulted regularly and will provide advice to ensure policies and practices are compliant with applicable laws and regulations. The board will review, revise, and approve major policy documents, with input from faculty and other appropriate stakeholders, including the Staff Handbook, Family Handbook, Investment Policy, and Accounting Manual. If ambiguous situations arise during the course of the year that require the clarification or development of a policy, the issue is discussed at the next board meeting. Policies may be created or refined and then voted upon by the board at any time throughout the year.

Leadership Evaluation

The Board of Trustees will establish a Personnel Committee which will prepare a comprehensive annual review of the Executive Director's performance. This evaluation will involve several components:

1. Review of student performance data to ensure the school is making adequate progress in improving student learning and meeting the goals set forth in the charter and Work Plan.
2. Review of staff feedback results from anonymous feedback surveys to identify themes, areas of particular strength, and areas in need of improvement.
3. Review of EL Education Implementation Review with particular attention to EL's appraisal of the school's performance on the Leadership and School Improvement Core Practice Benchmarks.
4. Review of parent satisfaction data for themes and for areas of greatest satisfaction and/or dissatisfaction.
5. Review of authorizer communications such as post-visit communications sent by SUNY, as well as any data from comprehensive reviews (such as the Annual Accountability Dossier) or renewal reports.
6. Review of Annual Reports noting areas of progress and those in need of development.
7. Observation of two professional development sessions led by the ED to assess the quality of planning, staff engagement, and alignment with the school's focus areas.
8. One-on-one meeting with the Executive Director to ask questions, review the school's performance and progress, and to discuss the ED's effectiveness using a 360-degree style approach. This meeting will be used to set new measurable professional goals that will have a positive impact on teacher and student performance and parent satisfaction.
9. Consideration of compliance with the charter to evaluate the level of successful implementation of the program and philosophy.

The Personnel Committee will compile the data it has gathered into a narrative report and will present the report to the Board of Trustees during Executive Session. The flagship school currently uses a process grounded in Robert Marzano's School Leader Evaluation Model as the basis for the School Leader's evaluation rubric and report, and this practice will be adopted. The GCCS School Leader will become the ED of the merged schools and the rubric and process will be modified as needed to accommodate the new role. The full Board of Trustees will have an opportunity to pose further questions, ask for additional information, or provide input into the final evaluation. The Committee will revise its report in light of this feedback and will deliver a final annual evaluation to the ED.

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- *Ex-officio* members (voting and non-voting);
- Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;
- Trustee recruitment and selection process and criteria;
- New trustee orientation process; and,
- Board/trustee training and development including the self-evaluation tool the board intends to use.

The Board of Trustees of GCCS – Flour City Campus expects to merge with GCCS, and therefore adopt the school’s innovative approach to governance. The GCCS board and leaders have established an extremely collaborative and supportive working relationship that is reflective of the school model and the core values of the organization as a whole. An active approach to using committees and task forces effectively support staff and push the work of the school forward. Per the bylaws, the Trustees will work in close collaboration with an Education Governance Council comprised of the Executive Director and two faculty members. This structure honors the intention to fully consider the expertise of the school’s talented leaders and staff and ensure they have a strong voice as decisions are made. The officers are supported by additional representatives from the community, including up to two representatives from the Rochester Museum & Science Center. In addition to the RMSC representatives, three parents are elected by the Family Association.

GCCS uses a robust standing committee structure. The by-laws, which were approved by NYSED and EGC, allow for the creation of both standing and ad-hoc committees (modifications to the by-laws will be made as necessary to accommodate a merged structure under SUNY). The following standing committees are active at GCCS, and the replication school plans to use the same approach:

Personnel Committee. The Personnel Committee participates in the teacher and staff interviewing and hiring process each year. This committee conducts the annual evaluation of the School Leader (will be Executive Director after the merger). The Personnel Committee also reviews the benefits packages provided to staff, researching options and making recommendations for changes when appropriate. The School Leader participates in his/her own evaluation to the extent of providing documentation of student and staff performance, being interviewed by the remaining members of the Committee, participating in professional goal-setting, and providing a self-evaluation. The School Leader recuses himself/herself for the portion of the Board of Trustees meeting during which the School Leader evaluation is discussed and approved.

Finance Committee. The Finance Committee oversees the creation of monthly financial statements and the implementation of the School’s accounting and other fiscal procedures. It assists in the creation and adoption of the School’s annual budget. This committee also makes recommendations for and monitors investments.

Discipline Committee. The Discipline Committee convenes regularly to discuss and evaluate the school's adherence to the discipline policy and code of conduct. With the School Leader, the committee will examine discipline trends and discuss potential actions for the school leadership team to consider. When a child has been suspended three or more times, this committee will convene in order to hold a discipline hearing and make recommendations to the Board. Members of the staff social-emotional team participate on this committee.

Nominating Committee. The Nominating Committee solicits leadership for board membership, ensuring a strategically composed board is in place to govern the institution, nominating candidates for officer positions and committee membership, nominating and orienting new board members, and ensuring an effective board self-assessment process.

Community Engagement Committee. The Community Engagement Committee (CEC) (formerly Advocacy Committee) is responsible for building and sustaining relationships with future and former students and parents, community partners, public servants and friends of GCCS. The CEC serves as an external facing support to the school for current and long-term efforts to make sure that information about GCCS that is in the public realm is accurate, current, and tells the story of GCCS's success.

Executive Committee. The Executive Committee has meetings as needed to take action when it is not possible for the full Board of Trustees to convene. The Executive Committee's actions are reported not later than the next meeting of the Board. The Executive Committee has the responsibility to act for the Board and make decisions on matters which:

- require action before the next Board meeting
- have been specifically delegated by the Board to the Executive Committee; and
- affect the budget and require immediate action

The Executive Committee may also act for the Board in the administration of established policies and programs and make recommendations to the Board with respect to matters of policy and operations. The Executive Committee consists of the Board Officers, the School Leader, and a Museum representative.

Two additional committees function regularly at the flagship school, the Diversity and Racial Equity Committee and the Safety Committee. These are not Trustee run and governed. The Board participates in meetings and frequently hears feedback and recommendations from each, but they are not directed by the governing body. These committees are noted here for the sake of clarity as sometimes the committees are mentioned in other sections. Each committee does valuable work and contributes to the school community in meaningful ways.

Recruitment and Onboarding

Trustee recruitment and selection is expected to follow the following processes that have been successful at the flagship, especially once the merger is completed.

First, up to two positions are appointed by the school's collaborative partner, the Rochester Museum & Science Center (RMSC). The RMSC President appoints the two representatives. The President chooses these representatives from among staff who are interested in the school, committed to fostering a positive and productive partnership between the entities, and have knowledge or skills that would be valuable to the school. Parents who are interested in serving will be appointed by the Family Association. Interested parents will make a statement to the Family Association and will describe their qualifications. A secret ballot vote will follow to fill the seat.

The standing Nominating Committee will recruit candidates to fill other empty seats. Trustees will be recruited if they have expertise in the following areas: Education, Development, Business, Finance, Collaboration (with community, cultural institutions, and supporting at-risk populations), and School Familiarity (such as alumni parents and alumni students who are recent high school or college graduates). The Nominating Committee will look for individuals who possess a breadth of knowledge, reflect the diversity of the model, and who have a demonstrated record of active community involvement. Most importantly, candidates must understand the goals and philosophy of the school and must be committed to furthering its mission and supporting its unique structures and approaches. The Nominating Committee will solicit suggestions for candidates from current members, parents, and community organizations such as Leadership Rochester.

When candidates emerge, the Nominating Committee will review resumés of interested individuals and will invite prospective candidates to observe the school, take a student-led tour (if conditions permit), and spend time discussing the school's mission and program with the Executive Director and Nominating Committee. The Nominating Committee will interview the prospective member and further describe participation and answer questions. These sessions also serve as initial onboarding for potential candidates. Final recommendations are brought to the full board which will vote to elect or reject the candidate.

Each new Trustee will be provided a copy of a comprehensive onboarding manual. This will ensure new Trustees will be provided relevant documentation to understand the governance and history of the organization. GCCS has been working with Breakthrough Leadership to develop a strong onboarding manual and create practices and routines to benefit new members, and the finalized approach will be consistently implemented for the Flour City Campus as well as the

flagship school. The Executive Director and President will be responsible for ensuring critical information is provided. During a one-on-one session, or as part of a formal orientation for multiple new Trustees or during a board retreat, the Executive Director and Board President (or a designee) will review with the new member the provisions of the charter, including: Mission and Key Design Elements; Educational philosophy; Curriculum structure; Governance structure, including board roles and responsibilities; Code of Ethics and Conflict of Interest policies; and Budget.

Self-Evaluation

The Board of Trustees will be fully updated on the school's school Work Plan as it is implemented and updated by leaders. The Work Plan is created with input from EL Education. The Work Plan will be used to drive strategic planning conversations and to set strategic priorities. Each year, the board's efficacy at providing adequate oversight and support will be measured by an annual self-evaluation. This will be conducted in May of each year and the results will inform and improve practices and will identify areas for governance training. A standard form will be shared with each Trustee through Google and the results will be viewed by the President and Vice-President who will share results with the Executive Director and gather feedback from the ED to supplement the self-evaluation.

At least once annually the President will review the responsibilities of board membership during a meeting. The Board of Trustees will maintain the Code of Ethics and Conflict of Interest Policy, will review it during this meeting, and will require that all Trustees sign an acknowledgement of receipt and understanding. Each Trustee will be expected to conduct all of his/her activities, including those relating to persons or organizations closely associated with him/her, in such a way that no conflict will arise between those other interests and the policies, operations, and interests of the school.

d. Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

Per the draft by-laws and as noted above, the Education Governance Council (EGC) is specifically recognized in the governance model. The EGC, which will be comprised of the Executive Director and two faculty, has the right to attend all board meetings, including executive sessions, unless participation would be prohibited such as when the board has to consider protected personnel matters. While the EGC will not have any board votes, it will vote as an independent body to formalize its recommendations. The board as an oversight body commits through the by-laws to heavily consider the recommendations of the EGC as they make decisions and vote.

The EGC isn't the only way teachers provide valuable input into the governance of the school. At monthly meetings a different teaching team will be invited to present to the full board. This practice, started at the flagship, ensures the board develops a robust understanding of how the mission and key design elements come alive in the classroom, and offers an important opportunity for dialogue and relationship building between the Trustees and teachers. Parents will have a clear and strong voice when it comes to governance. The board structure requires that three voting seats will be filled by the GCCS Family Association. Efforts are routinely made to recruit from among current and former families and students. Ryan O'Malley currently fulfills this role for GCCS, and he has been involved in the replication process and is a proposed Trustee for the Flour City Campus as well.

Finally, the community is represented in the governance design as well. As noted above, the Museum will appoint two candidates to ensure close collaboration between the entities continue, and recruitment efforts will ensure candidates from throughout Rochester learn about the school and are invited to inquire about joining the board.

14. Governance

e. By-laws

Provide a draft of the proposed education corporation’s governing by-laws.

Attached is the draft bylaws for the existing flagship school. The Flour City Campus board expects to make modifications to the existing bylaws upon approval of the replication school and merger.

**DRAFT BYLAWS
OF
GENESEE COMMUNITY CHARTER SCHOOL – FLOUR CITY CAMPUS**

ARTICLE ONE - PURPOSE

The Genesee Community Charter School – Flour City Campus (the “School”) is an education corporation formed for the purpose of establishing and operating a charter school in accordance with the provisions of its Charter, as approved by the State University of New York, pursuant to Article 56 of the Education Law of the State of New York, and to engage in any and all activities reasonably related to such purpose. These By-laws shall be interpreted and construed so as to most fully effectuate such purpose.

ARTICLE TWO - BOARD OF TRUSTEES

Section 1. Powers and Duties. Subject to the provisions of Section 1.1, the Board of Trustees shall have general power to control and manage the affairs and property of the Corporation by majority vote.

Section 1.1 Relationship to Educational Governance Council. In accordance with the provisions of Article Three, Board of Trustees shall, as to all matters other than employment contracts and teacher disciplinary matters, give full consideration and weight to the opinions expressed by the members of the Educational Governance Council in recognition of their professional expertise and familiarity with the operations of the School.

Section 2. Number, Election, Term of Office and Removal. The number of trustees shall be not less than seven nor more than fourteen. Each trustee shall hold office for a term of three years. The nomination and election to trustee shall be by reference to the specific term and to the name of the most recent incumbent holding such position.

The available positions on the Board of Trustees shall endeavor to comprise the following:

- a. Up to Two representatives of the Rochester Museum and Science Center, to be designated by its President;
- b. Three parents, to be elected by majority vote of the Family Association. All parents, guardians or persons in parental relationship to the School's students shall be eligible for membership in the Family Association, which shall govern itself in accordance with *Robert's Rules of Order, Revised*, or such other rules of governance as its members select by majority vote;
- c. Nine community members to be elected by majority vote of the then serving members of the Board of Trustees.

With the exception of the School Leader and professional staff members, the trustees serving immediately prior to the adoption of these revised By-Laws shall continue in office for the remainder of their terms, and the election or designation of trustees thereafter shall continue upon the previously established schedule.

Any trustee may be removed, with or without cause by a vote of a three-quarters majority of the Trustees then in office. In the event that a serving Trustee should at any time fail to meet the criteria defining the position which such Trustee holds, such position shall immediately be deemed vacant.

Section 3. Vacancies. Any vacancy in the Board of Trustees arising at any time and due to any cause, shall be filled for the unexpired term in the same manner as provided for the election to such designated position.

Section 4. Annual Meeting/Notice. The annual meeting of the Board of Trustees shall be held at the principal office of the School, or at such other place within the City of

Rochester as the Board of Trustees shall designate, at such date and time as the Board of Trustees shall designate. Notice of the time and place of such annual meeting shall be given by the Secretary by mailing a copy thereof, or delivering the same, to each trustee not less than ten nor more than thirty days prior to such annual meeting.

Section 5. Special Meetings/ Notice. Special meetings of the Board of Trustees may be held upon the call of the President, the School Leader or upon written demand of not less than four Trustees. Such special meetings shall be at the principal office of the School, or at such other place within the City of Rochester as shall be specified by the person calling such meeting. Notice of the time, place and purpose of any special meeting shall be given by the Secretary, or by the person calling such meeting, by mailing a copy thereof or delivering the same to each trustee at least two days before such meeting. The notice of such special meeting shall specify the business to be transacted thereat.

Section 6. Regular Meetings/Notice. Regular meetings of the Board of Trustees shall be held at such time and place as the Board of Trustees shall designate, by resolution, at any duly called meeting of the Board of Trustees and no further notice thereof shall be required.

Section 7. Open Meetings Law/Executive Sessions. All meetings of the Board of Trustees shall be conducted in conformity with the provisions of Article 7 of the Public Officers Law of the State of New York. Due notice of such meetings shall be given in accordance with such law, in addition to any notice requirements specified above.

Upon majority vote of its total membership, taken in an open meeting pursuant to motion identifying the general area or areas of the subject to be considered, the Board of Trustees may conduct an executive session for the below enumerated purposes only, provided that no action by formal vote shall be taken to expend moneys:

- a. matters which will imperil public safety if disclosed;
- b. any matter which may disclose the identity of a law enforcement agent or informer;

- c. information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- d. discussions regarding proposed, pending or current litigation;
- e. collective negotiations pursuant to article fourteen of the civil service law;
- f. the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- g. the preparation, grading or administration of examinations; and
- h. the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by the School, but only when publicity would substantially affect the value thereof.

Section 8. Quorum. A majority of the serving Board of Trustees shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees; but if less than a majority of the Trustees are present at said meeting, a majority of the Trustees present may adjourn the meeting, from time to time, without further notice, until a quorum is obtained.

Section 9. Organization/ Conduct of Meetings. The President of the School shall preside at all meetings of the Board of Trustees or the Board of Trustees may select from among its members a Chairperson. The Secretary of the School shall act as Secretary at all meetings of the Board of Trustees or the presiding officer may appoint any person to act as Secretary of the meeting.

Roberts Rules of Order, Revised shall govern the conduct of all procedures and discussions of the board of trustees, except where in conflict with specifically adopted rules or procedures. Trustees may act with reasonable informality under most circumstances. However, each trustee may request strict adherence to any rule in *Roberts Rules of Order, Revised*.

The Board of Trustees will maintain a complete and accurate set of minutes of all actions at each meeting. Such minutes shall constitute the official record of the proceedings of the board of trustees and shall be open to public inspection, after approval by the Board of Trustees. The

minutes may contain a brief summary of any discussion leading up to a vote. All motions, proposals, resolutions and any other matters formally voted upon by the board shall be recorded in the minutes as affirmative, negative or an abstention due to a personal conflict of interest. A trustee may have the reason(s) for the trustee's vote recorded in the minutes.

Section 10. Resignation. Any trustee may resign at any time by giving written notice to the President or Secretary of the School. Such resignation shall take effect at any time specified therein following the giving of such notice. Acceptance of such resignation shall not be necessary to make it effective.

ARTICLE THREE – EDUCATIONAL GOVERNANCE COUNCIL

Section 1. **PURPOSE/RATIONAL.** One of the founding principles of the Genesee Community Charter School – Flour City Campus was the belief that the School's success in fulfilling its educational mission is dependent upon the participation and support of all stakeholders and, in particular, the participation and support of its professional faculty. Statutory prohibitions prevent employees from serving as Trustees. Nonetheless, the professional expertise and insight of the faculty is essential to enable the Board of Trustees to fulfill its governance responsibilities in all matters exclusive of the financial elements of the employment relationship with staff.

Accordingly, the Educational Governance Council, comprising the School Leader and two members of the certificated faculty has been constituted to afford the Board of Trustees access to this vital expertise and insight.

Section 2. **COMPOSITION**

Section 2.1 **School Leader.** The School Leader shall be a voting member of the Educational Governance Council and shall serve as its chairperson, as needed.

Section 2 .2 Certificated Faculty. Two members designated in the manner specified below shall serve as voting members of the Educational Governance Council.

A. Term. The term of each faculty member shall be two years, from July 1 through June 30 of the next succeeding year, or until a successor shall be designated. A designated faculty member may be re-designated for a subsequent term but no faculty member shall serve more than two successive terms.

B. Manner of Designation. Each faculty member shall be designated by a majority vote of the certificated faculty, excluding the School Leader. The vote may be in a meeting of the certificated faculty, held on at least ten days notice, at which at least a majority of the faculty attend, or by the unanimous written consent of the certificated faculty, excluding the School Leader.

Section 3. RELATIONSHIP TO BOARD OF TRUSTEES

Section 3.1 Attendance at Meetings. Members of the Educational Governance Council shall be entitled to attend and participate in all meetings of the Board of Trustees. Except where matters related to employment contracts or teacher disciplinary matters are to be discussed, such participation shall extend to executive sessions.

Section 3.2 Extent of Participation. The members of the Educational Governance council shall be entitled to full participation in the discussion of all matters under consideration by the Board of Trustees excluding employment contract and teacher

disciplinary matters. The Board of Trustees shall give full consideration and weight to the opinions expressed by the members of the Educational Governance

ARTICLE FOUR - STANDING AND SPECIAL COMMITTEES

The Board of Trustees may designate an executive committee not less than five members and other standing committee, each consisting of three or more Trustees or other persons, as the Board of Trustees may deem necessary to promote the purposes and carry on the work of the School. Each such committee of the Board of Trustees shall serve at the pleasure of the Board of Trustees. Any such committee shall be created and constituted only by vote of the Board of Trustees. The President shall serve, ex officio, on any such committee if not specifically appointed thereto by the Board of Trustees.

The provisions of ARTICLE TWO, Section 7 shall apply to meetings of any such committee.

ARTICLE FIVE - OFFICERS

Section 1. Officers. The officers of the School shall consist of a President, a Secretary, a Treasurer and such other officers, including one or more vice-presidents, as the Board of Trustees may, from time to time, appoint or elect. One person may hold more than one office, except that one person may not hold both the offices of President and Secretary. No instrument required to be signed by more than one officer may be signed by one person in more than one capacity.

Section 2. Election, Term of Office and Removal. The officers, other than the School Leader, shall be elected at the annual meeting of the Board of Trustees and each shall continue until his successor shall have been elected and qualified, or until his/her death, resignation or removal. Any officer may be removed, with or without cause, by a vote of a majority of the Board of Trustees.

Section 3. Consultants. Agents. etc. The Board of Trustees may, from time to time, hire consultants, agents, etc., as it shall deem necessary, each of whom shall serve at the pleasure of the Board of Trustees and shall have such authority, perform such duties and receive such reasonable compensation, if any, as the Board of Trustees may, from time to time, determine.

Section 4. Vacancies. Any vacancy in any office may be filled by the Board of Trustees. Any officer so elected shall hold office until the election at the next annual meeting of the Board of Trustees and the qualification of his/her successor.

Section 5. School Leader: Powers and Duties. The School Leader shall be selected by the Board of Trustees and employed upon such terms and compensation as shall mutually be agreed upon. The School Leader shall be the Chief Executive Officer and the Chief Educational Officer of the School. The School Leader shall serve as the School's instructional leader. The School Leader shall supervise the implementation of curriculum on a daily basis, recommend the appointment persons for all staff position to the Board of Trustees, supervise all personnel, including the professional evaluation and assessment of teachers, coordinate student services, field studies, guest speakers, student admissions, public relations and professional staff development. The School Leader shall be accountable to the Board of Trustees for the success of the School's program and shall have the authority reasonably necessary to fulfill that responsibility. The School Leader shall also act as liaison between the School, the Rochester Museum and Science Center, the New York State Education Department, any and all consultants and the community.

All staff shall report to, and be supervised by, the School Leader. Only the Board of Trustees, however, shall be empowered to employ a member of the staff. The School Leader, following consultation with the President, shall be empowered to discharge a member of the staff. In the event the discharged staff member appeals such discharge to the Board of Trustees, the staff member shall be deemed suspended without pay or benefits pending the decision of the Board of Trustees.

Section 6. President: Powers and Duties. The President shall preside at all meeting of the Board of Trustees. He/she shall generally manage and supervise the affairs of the School. The President shall facilitate communication between the Board of Trustees and the School Leader. He/she shall keep the Board of Trustees fully informed, and shall freely consult with them concerning the activities of the School. He/she shall have the power to sign alone, unless the Board of Trustees shall specifically require an additional signature, in the name of the School, all contracts authorized either generally or specifically by the Board of Trustees. He/she shall perform all duties incident to the office of President, subject, however, to the control of the Board of Trustees.

Section 7. Vice President: Powers and Duties. The Vice President shall have such powers and duties as may be assigned to him/her/them by the Board of Trustees. In the absence of the President, the Vice President, in the order designated by the Board of Trustees, shall in general perform the duties of the President.

Section 8. Secretary: Powers and Duties. The Secretary shall act as secretary of all meetings of the Board of Trustees, and shall cause minutes to be kept of all such meetings. He/she shall attend to giving and serving all notices of the Corporation and he/she shall perform all duties incident to the office of the Secretary, subject however, to the control of the Board of Trustees, and such other duties as shall, from time to time, be assigned to him/her by the Board of Trustees.

Section 9. Treasurer: Powers and Duties. The Treasurer shall have the custody of all funds and securities of the Corporation which may come into his/her hands. He/she shall keep, or cause to be kept, complete and accurate accounts of receipts and disbursements of the Corporation, and shall deposit all monies and other valuable effects of the Corporation in such banks or depositories as the Board of Trustees may designate. Whenever required by the Board of Trustees, he/she shall render a statement of his/her accounts. He/she shall at all reasonable times exhibit his/her books and accounts to any officer or trustee of the corporation, and shall perform all duties incident to the office of Treasurer, subject, however, to the control of the

Board of Trustees, and such others duties as shall, from time to time, be assigned to him/her by the Board of Trustees. The Treasurer shall, if required by the Board of Trustees, give security for the faithful performance of his duties as the Board of Trustees may require, the cost and expense of which will be borne by the Corporation.

ARTICLE SIX - CONTRACTS. CHECKS. BANK ACCOUNTS AND INVESTMENTS

Section 1. Checks, Notes and Contracts. The Board of Trustees is authorized to select such banks or depositories as it shall deem proper for the funds of the School. The Board of Trustees shall determine who shall be authorized, from time to time, on the School's behalf to sign checks, drafts or other orders for the payment of money, acceptances, notes or other evidence of indebtedness, to enter into contracts, or to execute and deliver other documents and instruments.

Section 2. Investments. The funds of the School may be retained in whole or in part in cash, or be invested and reinvested, from time to time, in such property, real, personal or otherwise, or stocks, bonds or securities, as the Board of Trustees may deem desirable.

Section 3. Reimbursement of Expenses and Disbursements. The Treasurer of the School shall be authorized to cause any trustee or officer to be reimbursed for reasonable and necessary expenses and disbursements incurred by the trustee or officer in the furtherance of the School business. In no event shall any trustee be compensated for work, labor or services performed for the School.

ARTICLE SEVEN - OFFICE AND BOOKS

Section 1. Office. The office of the School shall be located as the Board of Trustees may, from time to time, determine.

Section 2. Books. There shall be kept at the office of the School, correct books of account of the activities and transactions of the School, including a minute book, which shall contain a copy of the Certificate of Incorporation or Charter, a copy of these Bylaws, and all minutes of the meetings of the Board of Trustees.

ARTICLE EIGHT -- FISCAL YEAR

The fiscal year of the School shall be July 1 through June 30.

ARTICLE NINE - INDEMNIFICATION AND INSURANCE

The School may, to the fullest extent now or hereafter permitted by law, indemnify any person made, or threatened to be made, a party to any action, suit or proceeding by reason of the fact that he/she (or a person of whom he is the legal or personal representative or heir or legatee) is or was a trustee, officer, employee or other agent of the School, or of any other organization served by him in any capacity at the request of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. The Board of Trustees is specifically authorized to purchase and maintain such insurance as it may determine appropriate for the purpose of funding the obligation of the School pursuant to the foregoing and to purchase and maintain any and all other insurance, insuring the School, against such liability and perils, and in such amounts, as the Board of Trustees may determine.

ARTICLE TEN - CHARITABLE STATUS

The School intends to qualify for, and maintain, tax exempt status under Section 501 (c) (3) of the Internal Revenue Code, or any replacement or substitute therefore, as amended from time to time. Consistent with such intention, neither the School nor any trustee, officer, employee or agent of the School shall permit:

1. Operation of the School for the primary purpose of carrying on a trade or business for profit;
2. Substantial participation in activities consisting of attempting to influence legislation or a political campaign;
3. Participation in unlawful activities;
4. Solicitation or acceptance of contributions that may jeopardize the School's tax exempt status;
5. Receipt of net earnings that inure to the benefit of any private individual;

ARTICLE ELEVEN - DISSOLUTION

In the event of the dissolution of the School, the assets thereof, if any, shall be distributed only to another association, corporation or other entity which has qualified as a charitable organization pursuant to Section 501(c) (3) of the Internal Revenue Code.

ARTICLE TWELVE - AMENDMENTS

These Bylaws may be amended at any meeting of the Board of Trustees by a vote of the majority of the entire Board of Trustees

14. Governance

f. Code of Ethics and Conflict of Interest Policy

Provide a draft of the proposed education corporation’s code of ethics. The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law.

This draft Code of Ethics and Conflict of Interest Policy replicates those in place for Genesee Community Charter School. These have been approved by NYSED and the school’s Counsel.

Code of Ethics of the Genesee Community Charter School – Flour City Campus (the “School”)

Section 1. Purpose.

Officers and employees of the School hold their positions to serve and benefit the public, and not for obtaining unwarranted personal or private gain in the exercise and performance of their official powers and duties. The Board of Trustees recognizes that, in furtherance of this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This code of ethics establishes those standards.

Section 2. Definitions.

(a) “Board” means the Board of Trustees of the Genesee Community Charter School – Flour City Campus.

(b) “Code” means this code of ethics.

(c) “Interest” means a direct or indirect financial or material benefit. A School officer or employee is deemed to have an interest in any private organization when he or she, his or her spouse, or a member of his or her household, is an owner, partner, member, director, officer, employee, or directly or indirectly owns or controls more than 5% of the organization’s outstanding stock.

(d) “School” means the Genesee Community Charter School – Flour City Campus. “School” refers to the Genesee Community Charter School – Flour City Campus.

(e) “School officer or employee” means a paid or unpaid officer or employee of the School, including, but not limited to, the members of the Board.

(f) “Relative” means a spouse, parent, step-parent, sibling, step-sibling, sibling’s spouse, child, step-child, or household member of a School officer or employee.

Section 3. Applicability.

This code of ethics applies to the officers and employees of the School, and shall supersede any prior School code of ethics. The provisions of this code of ethics shall apply in addition to all applicable State and local laws relating to conflicts of interest and ethics including, but not limited to, Article 18 of the General School Law and all rules, regulations, policies and procedures of the School.

Section 4. Prohibition on use of position for gain.

No School officer or employee shall use his or her position or official powers and duties to secure a financial or material benefit for himself or herself, a relative, or any private organization in which he or she is deemed to have an interest.

Section 5. Disclosure of interest

(a) Whenever a matter requiring the exercise of discretion comes before a School officer or employee, either individually or as a member of the Board, and disposition of the matter could result in a direct or indirect financial or material benefit to himself or herself, a relative, or any private organization in which he or she is deemed to have an interest, the School officer or employee shall disclose in writing the nature of the interest.

(b) The disclosure shall be made when the matter requiring disclosure first comes before the School officer or employee, or when the School officer or employee first acquires knowledge of the interest requiring disclosure, whichever is earlier. The disclosure shall be filed with the Secretary of the School and with the School Leader.

Section 6. Recusal and Abstention.

(a) No School officer or employee may participate in any decision or take any official action with respect to any matter requiring the exercise of discretion, including discussing the matter and voting on it, when he or she knows or has reason to know that the action could confer a direct or indirect financial or material benefit on himself or herself, a relative, or any private organization in which he or she is deemed to have an interest.

(b) In the event that this section prohibits a School officer or employee from exercising or performing a power or duty:

(1) if the power or duty is vested in a School officer as a member of a board, then the power or duty shall be exercised or performed by the other members of the board; or

(2) if the power or duty that is vested in a School officer individually, then the power or duty shall be exercised or performed by his or her deputy or, if the officer does not have a deputy, the power or duty shall be performed by another person to whom the officer may lawfully delegate the function.

(3) if the power or duty is vested in a School employee, he or she must refer the matter to his or her immediate supervisor, and the immediate supervisor shall designate another

person to exercise or perform the power or duty.

Section 7. Prohibition inapplicable; disclosure, recusal and abstention not required.

(a) This code's prohibition on use of a School position (section 4), disclosure requirements (section 5), and requirements relating to recusal and abstention (section 6), shall not apply with respect to the following matters:

(1) adoption of the School's annual budget;

(2) any matter requiring the exercise of discretion that directly affects all School officers or employees;

(3) any matter that does not require the exercise of discretion.

(b) Recusal and abstention shall not be required with respect to any matter:

(1) which comes before a board when a majority of the board's total membership would otherwise be prohibited from acting by section 6 of this code;

(2) which comes before a School officer when the officer would be prohibited from acting by section 6 of this code and the matter cannot be lawfully delegated to another person.

Section 8. Investments in conflict with official duties.

(a) No School officer or employee may acquire the following investments:

(1) investments that can be reasonably expected to require more than sporadic recusal and abstention under section 6 of this code; or

(2) investments that would otherwise impair the person's independence of judgment in the exercise or performance of his or her official powers and duties.

(b) This section does not prohibit a School officer or employee from acquiring any other investments representing less than five percent of the stock of a publicly traded corporation.

Section 9. Private employment in conflict with official duties.

No School officer or employee, during his or her tenure as a School officer or employee, may engage in any private employment, including the rendition of any business, commercial, professional or other types of services, when the employment:

(a) can be reasonably expected to require more than sporadic recusal and abstention pursuant to section 6 of this code;

(b) can be reasonably expected to require disclosure or use of confidential information gained by reason of serving as a School officer or employee;

(c) violates section 805-a(1)(c) or (d) of the General Municipal Law.

Section 10. Future employment.

- (a) No School officer or employee may ask for, pursue or accept a private post-government employment opportunity with any person or organization that has a matter requiring the exercise of discretion pending before the School officer or employee, either individually or as a member of a board, while the matter is pending or within the 30 days following final disposition of the matter.
- (b) No School officer or employee, for the two-year period after serving as a School officer or employee, may represent or render services to a private person or organization in connection with any matter involving the exercise of discretion before the School office, board, department or comparable organizational unit for which he or she serves.
- (c) No School officer or employee, at any time after serving as a School officer or employee, may represent or render services to a private person or organization in connection with any particular transaction in which he or she personally and substantially participated while serving as a School officer or employee.

Section 11. Personal representations and claims permitted.

This code shall not be construed as prohibiting a School officer or employee from:

- (a) representing himself or herself, or his or her spouse or minor children before the School; or
- (b) asserting a claim against the School on his or her own behalf, or on behalf of his or her spouse or minor children.

Section 12. Use of School resources

- (a) School resources shall be used for lawful School purposes. School resources include, but are not limited to, School personnel, and the School's money, vehicles, equipment, materials, supplies or other property.
- (b) No School officer or employee may use or permit the use of School resources for personal or private purposes, but this provision shall not be construed as prohibiting:
 - (1) any use of School resources authorized by law or School policy;
 - (2) the use of School resources for personal or private purposes when provided to a School officer or employee as part of his or her compensation; or

(3) the occasional and incidental use during the business day of School telephones and computers for necessary personal matters such as family care and changes in work schedule.

(c) No School officer or employee shall cause the School to spend more than is reasonably necessary for transportation, meals or lodging in connection with official travel.

Section 13. Interests in Contracts.

(a) No School officer or employee may have an interest in a contract that is prohibited by section 801 of the General School Law.

(b) Every School officer and employee shall disclose interests in contracts with the School at the time and in the manner required by section 803 of the General School Law.

Section 14. Nepotism.

Except as otherwise required by law:

(a) No School officer or employee, either individually or as a member of the Board, may participate in any decision specifically to appoint, hire, promote, discipline or discharge a relative for any position at, for or within the School.

(b) No School officer or employee may supervise a relative in the performance of the relative's official powers or duties.

Section 15. Political Solicitations.

(a) No School officer or employee shall directly or indirectly compel or induce a subordinate School officer or employee to make, or promise to make, any political contribution, whether by gift of money, service or other thing of value.

(b) No School officer or employee may act or decline to act in relation to appointing, hiring or promoting, discharging, disciplining, or in any manner changing the official rank, status or compensation of any School officer or employee, or an applicant for a position as a School officer or employee, on the basis of the giving or withholding or neglecting to make any contribution of money or service or any other valuable thing for any political purpose.

Section 16. Confidential Information.

No School officer or employee who acquires confidential information in the course of exercising or performing his or her official powers or duties may disclose or use such information unless the disclosure or use is required by law or in the course of exercising or performing his or her official powers and duties.

Section 17. Gifts.

(a) No School officer or employee shall solicit, accept or receive a gift in violation of section 805-a(1)(a) of the General School Law as interpreted in this section.

(b) No School officer or employee may directly or indirectly solicit any gift.

(c) No School officer or employee may accept or receive any gift, or multiple gifts from the same donor, having an annual aggregate value of seventy-five dollars or more when:

(1) the gift reasonably appears to be intended to influence the officer or employee in the exercise or performance of his or her official powers or duties;

(2) the gift could reasonably be expected to influence the officer or employee in the exercise or performance of his or her official powers or duties; or

(3) the gift is intended as a reward for any official action on the part of the officer or employee.

(d) For purposes of this section, a “gift” includes anything of value, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form. The value of a gift is the gift’s fair market value, determined by the retail cost of the item or a comparable item. The fair market value of a ticket entitling the holder to food, refreshments, entertainment, or any other benefit is the face value of the ticket, or the actual cost to the donor, whichever is greater. Determination of whether multiple gifts from a single donor exceed seventy-five dollars must be made by adding together the value of all gifts received from the donor by an officer or employee during the twelve-month period preceding the receipt of the most recent gift.

(e) (1) A gift to a School officer or employee is presumed to be intended to influence the exercise or performance of his or her official powers or duties when the gift is from a private person or organization that seeks School action involving the exercise of discretion by or with the participation of the officer or employee.

(2) A gift to a School officer or employee is presumed to be intended as a reward for official action when the gift is from a private person or organization that has obtained School action involving the exercise of discretion by or with the participation of the officer or employee during the preceding twelve months.

(f) This section does not prohibit any other gift, including:

(1) gifts made to the School;

(2) gifts from a person with a family or personal relationship with the officer or employee when the circumstances make it clear that the personal relationship, rather than the recipient's status as a School officer or employee, is the primary motivating factor for the gift;

(3) gifts given on special occasions, such as marriage, illness, or retirement, which are modest, reasonable and customary;

(4) unsolicited advertising or promotional material of little intrinsic value, such as pens, pencils, note pads, and calendars;

(5) awards and plaques having a value of seventy-five dollars or less which are publicly presented in recognition of service as a School officer or employee, or other service to the community; or

(6) meals and refreshments provided when a School officer or employee is a speaker or participant at a job-related professional or educational conference or program and the meals and refreshments are made available to all participants.

Section 18. Posting and distribution.

(a) The School Leader shall promptly cause a copy of this code, and a copy of any amendment to this code, to be posted publicly and conspicuously in each building under the School's control. The code must be posted within ten days following the date on which the code takes effect. An amendment to the code must be posted within ten days following the date on which the amendment takes effect. The School Leader shall promptly cause a copy of this code, including any amendments to the code, to be distributed to every person who is or becomes an officer and employee of the School.

(b) Every School officer or employee who receives a copy of this code or an amendment to the code shall acknowledge such receipt in writing. Such acknowledgments must be filed with the School's Secretary.

(c) The failure to post this code or an amendment to the code does not affect either the applicability or enforceability of the code or the amendment. The failure of a School officer or employee to receive a copy of this code of ethics or an amendment to the code, or to acknowledge receipt thereof in writing, does not affect either the applicability or enforceability of the code or amendment to the code.

Section 19. Enforcement.

Any School officer or employee who violates this code may be censured, fined, suspended or removed from office or employment in the manner provided by law.

Section 20. Effective date.

This code takes effect on _____.

**CONFLICTS OF INTEREST POLICY
OF THE
GENESEE COMMUNITY CHARTER SCHOOL – FLOUR CITY CAMPUS
(the “School”)
Article I
Purpose**

We believe the trust and confidence of our community, including our students, our families our staff and our community supporters depend on our continuing to maintain the highest standards of ethical and lawful conduct. It is the School’s position that all individuals involved with its mission must comport themselves so that there is not even the appearance of conflict between personal interests and those of the School. To ensure the continuity of its high standards of conduct, the School desires to set forth the common understandings that must exist among the members of its community regarding practices.

This policy is intended to clarify principles that must guide the School’s conduct, and of those who serve its mission, and to provide guidance in resolving ethical and legal questions that might arise. The purpose of the Conflict of Interest Policy is to protect the School’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director or key employee of the School.

The policy is designed to ensure that all institutional decisions are made solely to promote the best interests of the School without favor or preference based on personal considerations, and to provide the highest ethical conduct. This policy in intended to supplement, but not replace any applicable New York State or federal laws governing conflicts of interest applicable to nonprofit The Schools.

**Article II
Duty of Loyalty and General Requirements**

1. The Law. Conflict-of-interest statutes are contained in the New York Not-for-Profit Corporation Law and focus primarily on the duty of loyalty of the Board of Trustees (“Board”) and every Trustee. This duty broadly commands Trustees and officers to be faithful to an organization’s best interests and to refrain from using their organizational position or knowledge to advance a personal agenda at the organization’s expense.

2. Basis of Decisions. All institutional decisions are to be made solely to promote the best interests of the School without favor or preference based on personal considerations, and to provide the highest ethical conduct. Accordingly, with respect to their personal economic interests, The Trustees, School officers and key employees should not be allowed to participate actively and aggressively as advocates in their own behalf (or on behalf of other organizations in which they have a personal interest), either formally at Board or committee meetings or informally through private contact, communication, and discussion. Similarly, Trustees, officers or key employees may not obtain for themselves, their relatives, or their friends a material benefit of any kind from their association with the School, or from the knowledge gained there from. The fairness of transactions involving potential conflicting interests is usually analyzed by comparing them with similar transactions negotiated by parties dealing at “arm’s length” - that is, parties that have no other relationship and are presumed to base their decisions on rational economic interests.

3. Confidential Information. In addition, one of the School's most valuable assets is its confidential information. The security and integrity of all confidential data must be diligently protected. Accordingly, Trustees, officers and key employees should not disclose or use any confidential information involving the School for personal benefit or for non- School related purposes.

Article III Definitions

- 1. Interested Person.** Any Trustee, officer, member of a School committee, or key employee who has a direct or indirect financial interest, defined below, is an Interested Person.
- 2. Financial Interest.** A person has a financial interest, if a person has, directly or in directly, through business, investment or family:
 - a. an ownership or investment interest in any entity with which the School has a transaction or arrangement;
 - b. a compensation arrangement with the School or with any entity or individual with which The School has a transaction or arrangement; or
 - c. a potential ownership or investment interesting, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.
- 3. Compensation.** Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.
- 4. Key employee.** A key employee is a person who is, or has within the last five years, been in position to exercise substantial influence over the School's affairs, including, without limitation, having been a Trustee, an officer or a "highly compensated" employee within the meaning of section 4958 of the Internal Revenue Code and guidance issued by the Internal Revenue Service, who is in position to exercise substantial influence over the School's affairs.

Article IV Procedures

1. **Duty to Disclose.** In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence and nature of his or her financial interest to the Board and/or members of any School committee considering the proposed transaction or arrangement. The law does not require a prohibition of all conflicts of interests. Rather, the goal is to permit the School to manage conflicting interests successfully and to reach optimum decisions with knowledge of the conflicts. Accordingly, so long as transactions are disclosed to the Board, and the transactions are believed to be in the best interests of the School, they may lawfully be undertaken.

2. **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest, the Interested Person shall leave the Board or committee meeting in which the financial interest is to be discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

3. **Procedures to Address Conflict of Interest.** The following procedure shall be taken:
 - a. The President shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

 - b. After exercising due diligence, the Board or executive committee shall determine whether the School can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

 - c. If a more advantageous transaction or arrangement is not reasonably attainable under circumstance that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the School's best interest and for its own benefit and whether the transaction is fair and reasonable to School and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4. **Violation of Conflict of Interest Policy.**
 - a. If the Board or a committee has reasonable cause to believe that a Trustee, committee member, officer or key employee of the School has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis of such belief and afford the person an opportunity to explain the alleged failure to disclose.

 - b. If, after hearing the response of the person and making such further investigation as may be warranted in the circumstances, the Board or committee determined that the person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate

disciplinary and corrective action as is needed in the circumstances, including removal from office.

Article IV Records of Proceedings

The minutes of the Board and all committees shall contain the following information:

- a. the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest;
- b. the nature of the financial interest;
- c. any action taken to determine whether a conflict of interest was present;
- d. the Board's or committee's decision as to whether a conflict of interest in fact existed;
- e. the names of the persons who were present for discussions and votes relating to the transaction or arrangement;
- f. the content of the discussion, including any alternative to the proposed transaction or arrangement; and,
- g. a record of any votes taken in connection with the matter.

Article VI Periodic Reviews

To ensure that the School operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted to include the following subjects:

- a. Whether compensation arrangement and benefits are reasonable and are the result of arm's length bargaining.
- b. Whether any arrangements with outside service organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the School's charitable purposes and do not result in impermissible private benefit.
- c. Whether agreements with other organizations or key employees further the School's charitable purposes and do not result in impermissible private benefit.

Article VII
Annual Statements

Each Trustee, officer, member of a committee and key employee of the School shall annually sign and file with the School a statement which affirms that such person:

- a. has received a copy of the Conflict of Interests Policy;
- b. has read and understands the policy;
- c. has agreed to comply with the policy; and,
- d. understands that the School is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax exempt purposes.

GENESEE COMMUNITY CHARTER SCHOOL – FLOUR CITY CAMPUS
(the “School”)
ANNUAL CONFLICTS OF INTEREST STATEMENT

I have read the School’s Conflicts of Interest Policy and the School’s Code of Ethics Policy and have no items to report.

- Without exception.**
- Except as described on the attached statement.**

I agree to advise the Board of Trustees or any relevant School committee promptly of any change in circumstances during the year which may create a potential conflict of interest.

Signature: _____

Date: _____

Print Name: _____

14. Governance

g. Complaint Policy

Provide a draft of the proposed school’s complaint policy. The complaint policy must include procedures for handling formal and informal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints.

Any individual or group may bring a complaint to the GCCS – Flour City Campus leaders and/or Board of Trustees. Both informal and formal complaints will be carefully considered and every effort will be made to reach a satisfactory resolution.

Formal Complaints

A formal complaint may be filed in a situation where someone is alleging a violation of the provisions of the law or the charter. All formal complaints are to be submitted to the President of the Board of Trustees in writing at least three days prior to the next monthly meeting. The matter will be placed on the agenda and the Board will discuss the complaint and determine the steps for an appropriate investigation. The investigation may be delegated to staff at the discretion of the Board of Trustees. At the next Board meeting, the Board will hear the results of the investigation and will render a decision. The complainant will receive a written response within one week of the decision. The written response will include the reasoning behind the decision rendered. Complaints will be resolved as quickly as possible, and at least within 45 days of the complaint being filed.

If not satisfied, the party may appeal or issue the complaint directly to the authorizer, the State University of New York. The written response will include both the right to appeal to the SUNY Charter Schools Institute, and a copy of the Grievance Guidelines.

Formal complaints may be handled by the Executive Director or School Director, but only if the complainant voluntarily pursues resolution with staff. It will not be required that a complainant first work with staff prior to filing the complaint with the President of the Board of Trustees.

Informal Complaints

In recognition that many complaints do not allege a violation of the law or of the charter agreement, the informal complaint process will be used when appropriate and will be primarily handled by staff in a multi-tiered approach. Complainants will be encouraged to address the complaint with the staff directly involved in the situation first (ie: a classroom teacher; the Intervention Team). The complaint should be brought to the School Director in a timely manner if the parties cannot agree on a resolution. At this stage the complaint should be submitted in

writing. The School Director will work to sufficiently resolve the complaint to the mutual satisfaction of all parties.

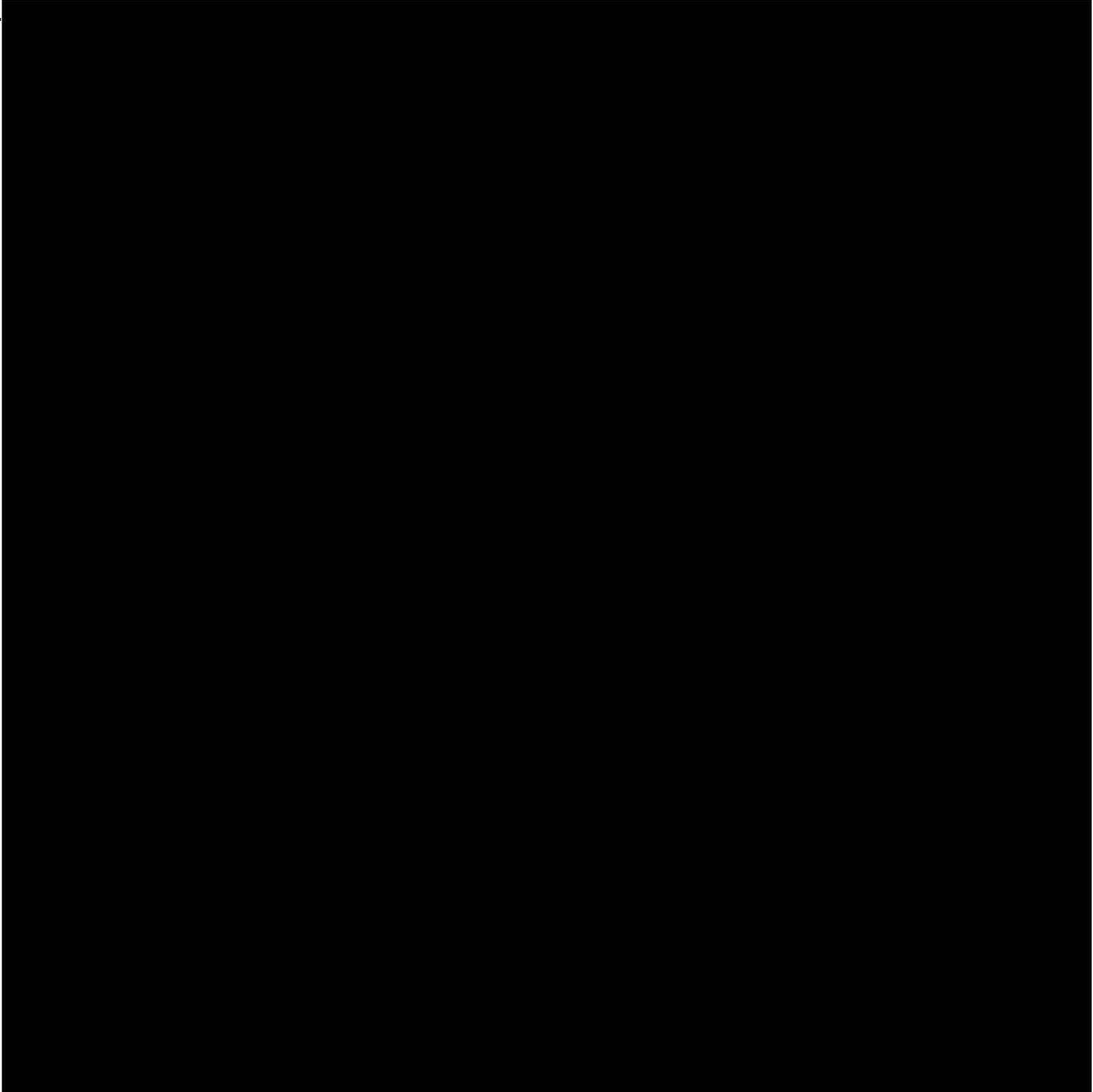
Every effort will be made to reach a swift and mutually agreeable resolution to the situation. A written notice of the decision will not be necessary in most cases, but typically will be provided to document the outcome.

Michele M. Hannagan



KEY STRENGTHS

- Developing collaborative relationships to achieve the organization's vision, mission and goals through integrity and commitment
- Executing in the present while visioning for the future
- Building team cohesiveness, particularly with new and struggling teams
- Mentoring and coaching skills



EDUCATION

2003 **Master of Science, University of Rochester, Rochester, New York**
Specialty area: Family Nurse Practitioner

2000 **Bachelor of Science, Nursing Summa Cum Laude**
St. John Fisher College, Rochester, New York

1989 **Bachelor of Arts, Psychology with dual major in English**
State University College at Geneseo, Geneseo, New York

LICENSURE, CERTIFICATION & PROFESSIONAL DEVELOPMENT

- Six Sigma Black Belt Candidate (2018)
- Healthcare Business Academy (HBA) Fellow (2016)
- Advanced Leadership Course, Leadership Coaching, Inc., John Engels (2009)
- Nurse Practitioner in New York State - #F334085-1
- Registered Professional Nurse, New York #515469-1
- American Heart Association, BLS for Healthcare Providers

PROFESSIONAL ORGANIZATIONS

2014 – Present Member (2014-), President (2018-) Board of Trustees, Genesee Community Charter School
2017 – Present Co-Lead Monroe NOCN of Finger Lakes Performing Provider System (FLPPS)
2008 – 2012 Co-Chair, Clinical Committee of the Health Center Network of New York (HCNNY) – now known as HealthEfficient

References available upon request

Annemarie E. Wess

Experience

Leadership Appointments

- **Vice Chair** The Genesee Community Charter School Board of Trustees **Aug. 2019 - Present**
- **Community Member** The Genesee Community Charter School Board of Trustees **Mar. 2018 - Present**
- **President** Student Philanthropy Council - University of Central Florida **Aug. 2013 - May 2015**
- **President** Student Government Association - Salem College **Aug. 2007 - Aug. 2008**

Education

Masters of Science
Health Administration
University of Central Florida
December 2015

Bachelors of Arts
English Literature, Minor: Biology
Salem College
May 2008

Allison Shultes

EDUCATION

Master of Arts
Museum Studies
Marist College
2011-2012

Bachelor of Arts
Biology & History
Elmira College
2007- 2011

SKILLS

Time Management
Teamwork
Verbal & Written Communication
G-Suite
Microsoft Office
Networking
Creative Thinker
Conflict Resolution
Event Coordinating
Highly Organized
Ability to Delegate
Project Management

PUBLICATIONS

The Wonderful Thing about
Wonders: The Role of Wonder in
the History of Scientific Museums
August 2012
Master of Arts, Thesis
Analyzes the historic and
contemporary role of wonder
and curiosity as a strategic
educational tool in museums.

PROFILE

Analytical, strategic thinker who thrives in a collaborative environment and is motivated by impactful experiences & engagement, interdisciplinary lifelong learning and logistics. Experienced and effective leader, project manager and dedicated team member committed to transparency with excellent written and verbal communication.

Allison Shultes

RESEARCH & PROFESSIONAL HIGHLIGHTS

Visual Thinking Strategies (VTS)

Grant Recipient & Partner

Explored the VTS teaching & learning method and its application to science-based experiences

2015-2019

Building Capacity for Science

Teacher Professional

Developments

Museum of Science & Industry, Chicago

August-November 2016

National Informal Science

Education Network (NISEnet)

Conference Presenter

Conference Presenter

2015

LANGUAGES

English - Native

French - Proficient

Italian - Beginner

INTERESTS

Reading

Local History

Art

Science

Environmental Advocacy

Hiking

Baking

Traveling

SOCIAL



REFERENCES

Joelle Adolfe Esler

Event Coordinator

Sunnking Inc.,

Brockport, NY

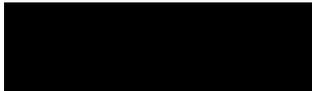


Dan Mennelly

CEO

The DoSeum

San Antonio, TX



Laura Saxby-Lynch

Director, Corporate Communications

Paychex

Rochester, NY



Janet Finch-Levy

Former Head of Preschool

RMSC

Rochester, NY



Cait Fallone

Program Manager, Community

Outreach & Engagement Core/

University of Rochester Medical Center

Rochester, NY



Lauren Sebring

Talent Acquisition Specialist

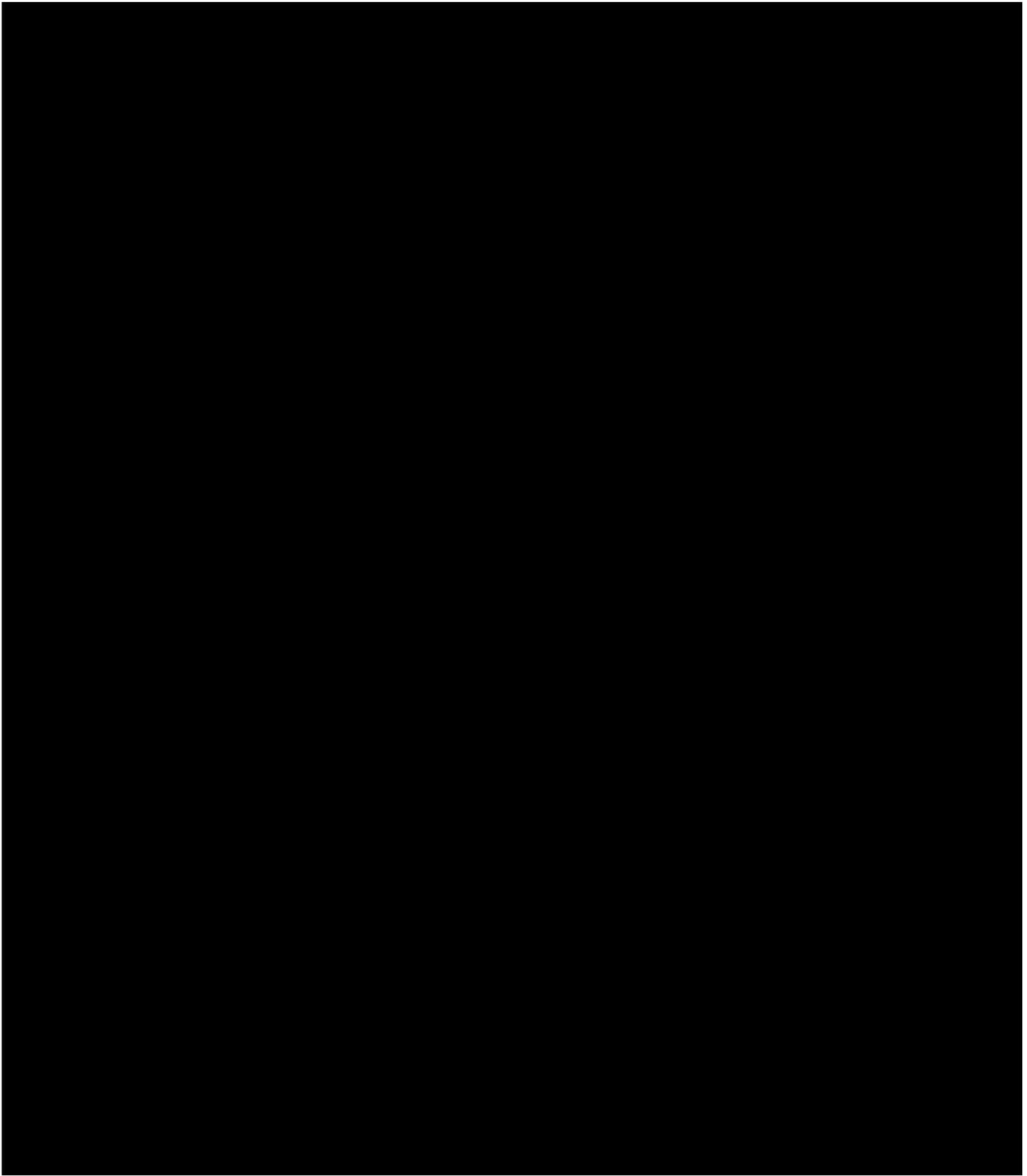
Goodwill of the Fingerlakes

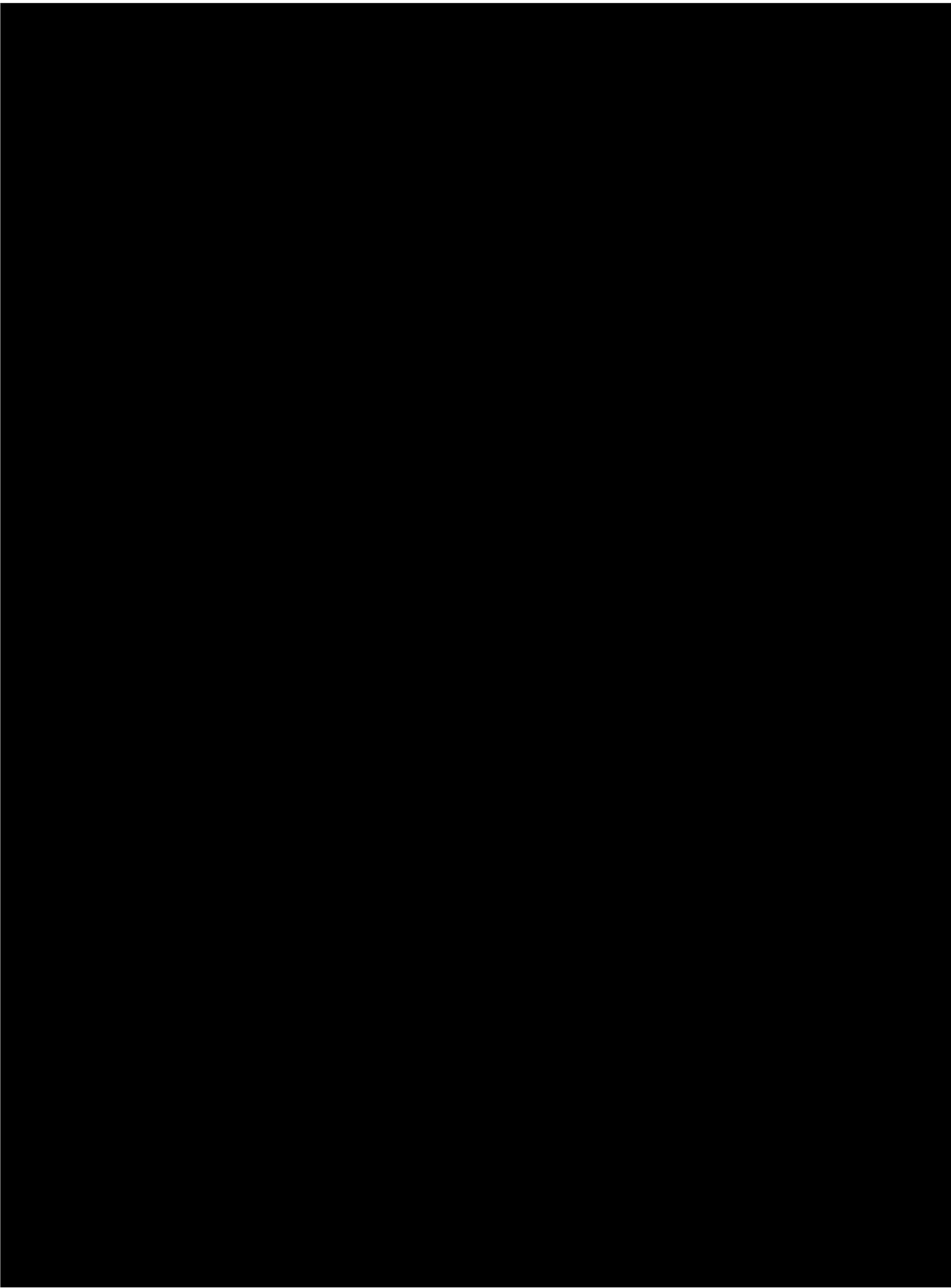
Rochester, NY

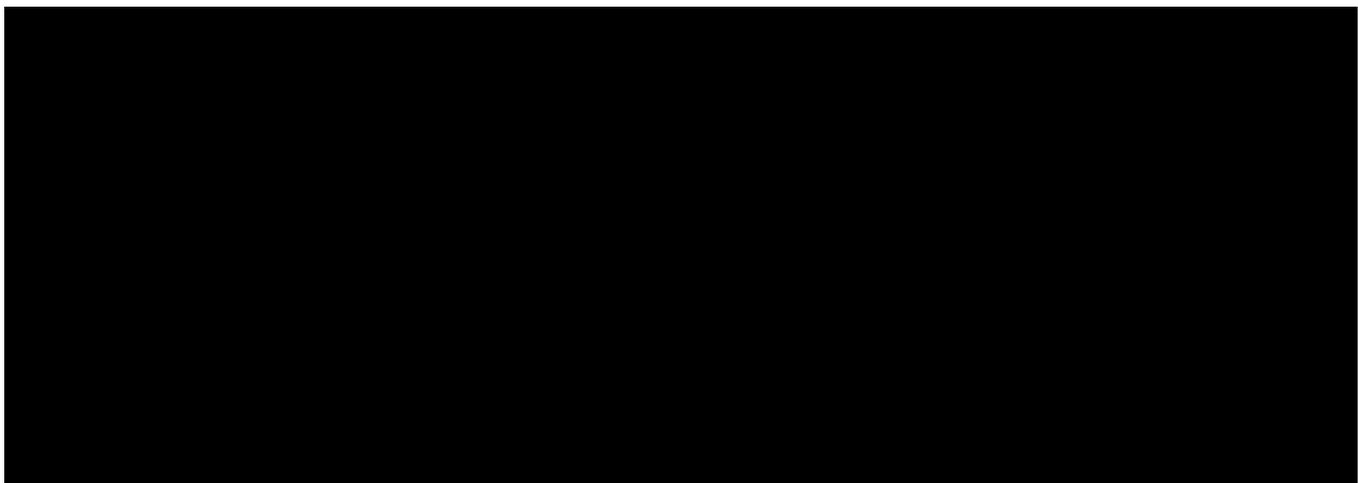


Kevin Scott Sutherland, CPA

Accomplished executive with experience in finance, grants management, strategic planning and implementation, risk management, operations, human resources and contracting seeking a position where I'm able to apply all the skills I've developed in public and private practice in the Profit and Not-for-Profit fields to make a significant contribution to a company's financial success and mission.







EDUCATION

State University of New York at New Paltz *Bachelor of Science in Accounting*
Orange County Community College *Associate of Science in Business Administration*

PROFESSIONAL CERTIFICATION: Certified Public Accountant

AFFILIATIONS: Genesee Community Charter School Treasurer, New York State Society of Certified Public Accountants, NYSSCPA Not for Profit Committee

COMPUTER SKILLS: MIP, Great Plains, Forecaster, Management Reporter, Microsoft Office, eCW, Sage-MIP, Fund EZ

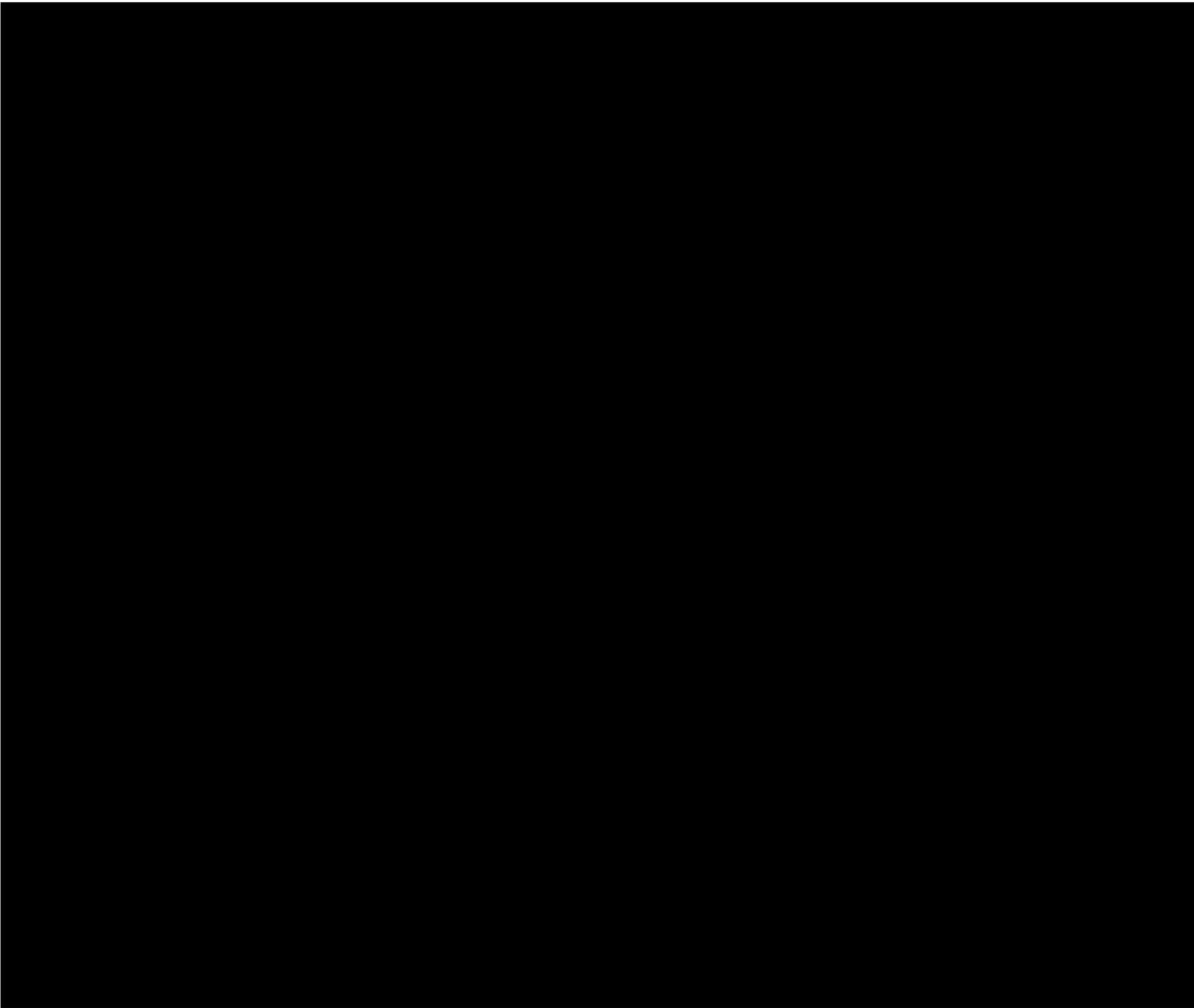
References Available Upon Request

Luke E. Wilson



Rationale

Teaching professional committed to providing a solid education through instilling music skills and appreciation in all students. Diversified musician with a deep knowledge of and compassion for student empowerment, student advocacy, and community involvement through the discovery and celebration of music.



Education

NIAGARA UNIVERSITY, IN PROGRESS

ADVANCED CERTIFICATE IN SCHOOL BUILDING LEADERSHIP

ROBERTS WESLEYAN COLLEGE, 2009

MASTER OF MUSIC EDUCATION

SUNY FREDONIA, 2006

BACHELOR OF MUSIC EDUCATION

Jessica Winterhalt Wanner



Previous Employment



Education

University of Colorado, Denver
Bachelor of Arts, English Writing
2004-2007

Canandaigua Academy
1993-1997

Ryan O'Malley, I.E.

EDUCATION

University at Buffalo, The State University of New York

Master of Science; Civil Engineering – Concentration in Bridge Engineering

August 2017-Unfinished

(4 Courses Completed - Steel Bridge Design, Prestressed Concrete Design, Emerging Technologies in Bridge Engineering, and Structural Dynamics I)

Bachelor of Science; Civil Engineering

June 2016

Cumulative GPA 3.391/4.0

SKILLS

Public Speaking

- Grasso Zimmer Plan (Proposed re-watering of Erie Canal in Downtown Rochester, NY) 2006-2010
 - Expeditionary Learning National Conference
 - Delivered keynote address to 800 educators outlining 6th grade community impact. 2010
- Public Speaking course at the University at Buffalo 2016

Computer Programs

- Merlin DASH, Leap CONSPAN, APPIA (Construction Admin), Microstation, Microsoft Office, AutoCAD, SAP 2000

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Genesee Community Charter School – Flour City Campus

2. Full name: Michele Hannagan
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: same
E-mail address: [REDACTED]

3. A brief educational and employment history (or you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, GCCS.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I serve now on the GCCS Board of Trustees.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, I know the GCCS School Leader and staff from being on the GCCS Board of Trustees.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

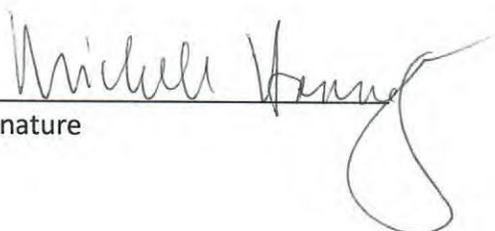
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, Serving on GCCS Board as Board President currently.
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Such a situation would require a full investigation of facts and events. Such as, did the person disclose any conflicts of interests in advance? Did those conflicts get brought before the board in a timely and appropriate fashion, in accordance with bylaws? Was legal counsel sought? The board would certainly seek legal counsel. Anyone found "self-dealing" would be dismissed from the Board.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Michele Hannagan, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Genesee Community Charter School – Flour City Campus is true and correct in every respect.



 Signature

1-31-2021

 Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Genesee Community Charter School

2. Full name: Allison M Shultes
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Rochester NY 14607
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (or you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, Genesee Community Charter School.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, as a prospective Trustees for this Education Corporation (GCCS Flour City) I know the current trustees that also serve as Trustees for Genesee Community Charter School.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. *However, as a current GCCS Trustee, I have a relationship with the lead applicants for GCCS Flour City Shannon and Lisa, as well as other members of the leadership team/staff. This is a professional relationship that developed in accordance with your role providing governance to the existing school and through my role as Director of Education at the Rochester Museum & Science Center (RMSC) and educational partnerships (working with 3rd graders for their Expedition Night where they learned how to lead museum tours, etc.) between GCCS and the RMSC.*
 Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial,

contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

If such a situation were to develop during my service on the board, I would bring my concerns to the Board President, Executive Council, or another member of the board (depending on the position(s) held by the members of the board in question), that I trusted to take the concerns seriously. I would provide any available documentation to support my belief that self-dealing was occurring and with the support of another board member, create an action plan for addressing the concerns. The action plan would include consulting with Counsel and I would be prepared to vote to remove the Trustee if appropriate.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Allison Shultes, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Genesee Community Charter School is true and correct in every respect.



Signature

_____1/29/2021_____
Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Genesee Community Charter School Flour City Campus

2. Full name: Annemarie E Wess
Home Address: [REDACTED]
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.:
E-mail address: [REDACTED]

3. A brief educational and employment history (or you may attach a resume):
X Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. X I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. X Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. X Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
X Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. X Yes, through GCCS Board service.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. X Yes, I do know the proposed staff for the new school through GCCS Board service.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. X I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
X I / we do not know any such persons.
 Yes, .
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. X I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. X I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. X Does not apply to me, my spouse or family.
 Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X None. Yes, .
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. X None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would report the individual to the appropriate channels as well as alert board leadership to the potential issue.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Annemarie E Wess, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Genesee Community Charter School Flour City Campus is true and correct in every respect.

Annemarie E Wess
Signature

2/12/21
Date

Request for Information Prospective Charter School Education Corporation Trustee Form

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Genesee Community Charter School – Flour City Campus.

2. Full name: Kevin S. Sutherland
Home Address: [REDACTED]
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.:
E-mail address: [REDACTED]

3. A brief educational and employment history (or you may attach a resume): see resume
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, Genesee Community Charter School and PEOPLE, Inc.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, Genesee Community Charter School Trustees and staff through serving on the Board.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, Genesee Community Charter School Trustees and staff through serving on the Board.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons.
 Yes,
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .

15. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .

16. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Make the School Leader and other Board Members aware of the suspected self-dealing and seek legal counsel about the appropriate steps to take to investigate the matter and respond if the allegation is true.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. NYS CPA

Certification

I, Kevin S. Sutherland, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Genesse Community Charter School is true and correct in every respect.

Kevin S. Sutherland

Signature

2/13/2021

Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Genesee community charter school flar city campus
2. Full name: Luke Wilson
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (or you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. Affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes,
Genesee community charter school River Campus
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I know the prospective trustee/staff through my board service at GCLS
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, I know the prospective trustee/staff through my board service at GCLS.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

There should be a plan in place prior to incidents such as these. Review guidelines, take findings to president in order to establish certainties then other terminate. Shut track all 'deals' originated from board meeting.

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). Affirm.
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Luke Wilson, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.


Signature

2/12/21
Date



Charter Schools Institute
The State University of New York

Request for Information

**Prospective Not-For-Profit Charter
School Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2018

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246
(518) 445-4230 (phone)

www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members.*

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should

seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement and by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.
- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, "Terms of Operation," any sections dealing with governance;
 - By-laws, which may:
 - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of all of the required documentation:

- complete Request for Information, Prospective Charter School Education Corporation Trustee ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Trustee

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original RFI form. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal, resignation, expiration of term without reelection, or otherwise leaving the board.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

1. Name of charter school education corporation for which you intend to serve as a trustee.

Genesee Community Charter School - Flare Campus

2. Full name:

Home Address:

Business Name and Address: N/A

Home telephone No:

Work telephone No: W/A

E-mail address:

3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. Affirm

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, I serve on the BOT of Genesee Community Charter School

as a parent representative

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, NO

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-

for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes, NO

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I serve on GCS BOT so I know
9. ~~Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.~~ the other prospective candidates
I / we do not know any such employees. Yes, as I parent of two students I know the teachers and staff at current school
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, as a current parent I know current school leaders, teachers and staff.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
Not applicable because the education corporation does not contract with a management company or charter management organization.
I / we do not know any such persons.
Yes,
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the

school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, I am a parent of two GCCS students

17 Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. (None) Yes.

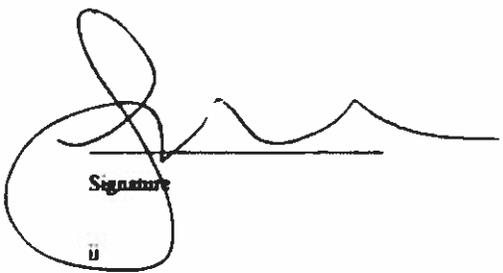
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would seek out the chair person/leader of the BOT and let them know of situation and escalate to SUNY if necessary.
Other

19 Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics) I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. W/17

Certification

I, Jessica Winkhoff Vanner, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the (insert name of education corporation) is true and correct in every respect. GCCS - FLAUX Campus


Signature

2/12/21
Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Genesee Community Charter School

2. Full name: Ryan O'Malley
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Rochester, NY 14614
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (or you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, Genesee Community Charter School.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I know the other prospective Trustees through my work on the existing Board of Trustees for the Genesee Community Charter School.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, Lisa O'Malley (Mother), GCCS Curriculum Specialist.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, My Mother, Lisa O'Malley, is employed by GCCS.
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would bring the matter to the Board President and would share any evidence that I had. I would ensure that the Board President, and the Board as it became aware of the situation, spoke with its attorney to get specific advice. I would consider voting to remove the individual from the board if the circumstances called for such action.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Ryan O'Malley, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the GCCS is true and correct in every respect.



Signature

2/12/2021

Date

15. District and School Relations

a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

The flagship school was the recipient of a CSP Dissemination Grant with RCSD's Roberto Clemente School 8. The three-year grant period was 2016-19, but the strong relationships and collaboration established through this multi-year grant continues.

The grant goals were as follows:

- To disseminate the research basis of the EL Education K-2 Reading Foundations Skills Block curriculum.
- To equip teachers to effectively implement the EL Education K-2 Reading Foundations Skills Block curriculum in order to improve student achievement in reading foundations.
- To prepare primary teachers to analyze data in order to make curricular and instructional decisions.
- To build strong and trusting collegial relationships between the charter school and district school in order to facilitate shared learning, critique, reflection, and growth.
- To prepare primary teachers to incorporate developmentally appropriate sensory integration strategies into foundational skills instruction in order to meet the whole body needs of young learners.

A GCCS teacher, who worked with EL Education to write the K-2 Reading Foundations Skills Block curriculum, served as the Program Manager for the grant. This Teacher on Special Assignment was responsible for all academic grant activities (please note the title of this professional is now Literacy Coordinator). Kindergarten through second grade teachers from both schools worked directly with the Program Manager on implementation of the EL Foundation Skills Curriculum. Teachers participated in cross-school workshops and classroom observations resulting in a strong relationship between the schools. During the grant period, teachers at School 8 worked alongside GCCS teachers who were new to the curriculum to learn how to use K-2 Reading Foundations Skills Block benchmark assessments to identify students at-risk in literacy.

The results of the partnership were phenomenal. At the end of the grant period, the overall decoding abilities of School 8 students increased substantially and were approaching the expected levels of proficiency for their grade levels: 69% of kindergarteners, 47% of first graders, and 65% of second graders were decoding at the expected level by spring 2019. Students met or exceeded expectations for progress through the decoding microphases.

This experience resulted in trust and close personal relationships between faculty at the two schools. Both GCCS and GCCS – Flour City Campus will strive to build on this relationship and will continue to collaborate with School 8 staff despite the grant period having ended. In 2021, School 8 and GCCS teachers still communicate often and the mentorship continues even though the grant has ended. The CSP grant funding was extremely helpful in supporting formal collaboration, and both GCCS and GCCS – Flour City Campus would seek such funding in the future to continue work with School 8 or with another district school contingent on funding availability and eligibility.

Another key strategy to partnering with other schools is offered through EL Education. As has been noted, GCCS is an officially recognized Mentor School. Mentor Schools are described by EL Education as those who “have reached the organization’s high standards for quality and have demonstrated a readiness and willingness to share their expertise with the newest schools in its network.” Mentor status reflects the culture of collaboration and support that is embodied by the founding team. The flagship school has mentored three EL Education schools.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

In addition to School 8, GCCS has a history of working collaboratively with charter schools, such as Discovery Charter School. Both the flagship and GCCS – Flour City Campus will seek to support any area schools who might benefit from the partnership, district or charter. There is natural alignment with the Renaissance Charter School for the Arts, for example, which might provide an opportunity for collaboration related to arts integration.

Unfortunately, there is no shortage of underperforming schools in the RCSD. The list of absolute lowest performers (in addition to School 8) in terms of ELA proficiency on the 2019 NYS exam for tested students in grades 3-6 includes: East Lower School, School 54, School 39, School 29, School 16, School 17, and School 2. Each of these schools had single digit proficiency rates that year. East Lower School, School 54, School 39, School 16, and School 29 also had single digit proficiency for grades 3-6 math in 2019. These lowest performers could be considered for future partnership opportunities in an effort to focus on the schools needing the most help. In addition to supporting the implementation of EL Education strategies, the school could mentor others in regard to professional development, arts integration, place-based learning, Responsive Classroom and/or field work – all of which are particular strengths of the model.

However, the leadership team is dedicated to continuing to provide support to School 8, where there is continued need and existing strong bonds. This school will remain a priority for future efforts.

16. Facility

a. Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;
- Space requirements for administrative functions, food services, a nurse's office, and physical education; and,
- If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.

GCCS - Flour City Campus will be located on or near the Rochester Museum & Science Center (RMSC) campus. The founding team intends to approach the location in two phases. First, incubation space in the flagship's facility will be utilized to accommodate year one and possibly year two. During these first few years, final plans will be executed to ensure the school has a long-term home, which will be ready by year three.

The enrollment plan requires the school to have seven general education classrooms (one classroom per grade for K-6), and three more classrooms for the arts including dance and physical movement (which will meet PE requirements). The school will require a nursing suite, main office, four additional flexible spaces for breakouts and interventions, and a teacher resource room. The GCCS model uses a teacher resource room as a multipurpose room for planning (with a conference table) and to house media and resource curation. A space to support food distribution can be included in the multi-purpose room or can be a separate space. A similar design will be pursued for the replication.

In total, the founding team estimates needing 15,000 to 20,000 square feet. The ideal facility will be equipped with a warming/cooling kitchen with dishwashing space. Both incubation space and the long-term facility will meet all health and safety requirements.

b. Facility Selection

Describe the efforts to date to secure a facility for the school including:

- If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;

- **How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use “G”), and state sanitary specifications by commencement of the first year of operation;**
- **If another organization is assisting the applicants in obtaining facilities, provide information about such organization;**
- **If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;**
- **If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has *not* been located *unless* all necessary governmental approvals for the facility have been obtained;**
- **If co-located space is the primary facility plan and the budget template has been completed under that assumption but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,**
- **If another organization is assisting the applicants in obtaining facilities, provide information about such organization.**

The RMSC campus is a 13-acre complex near downtown Rochester. Conversations with the RMSC have identified the necessary space to incubate the Flour City Campus in the flagship’s current building. Upon charter approval the founding team will finalize and execute a formal agreement with the RMSC for this incubation space, with the goal of finishing the process no later than December, 2021.

The founding team strongly prefers staying on the RMSC campus in perpetuity. Two options are under consideration. One is to use the Cunningham House, which is located on the RMSC Campus. In February, 2021, LaBella Associates, the RMSC Facilities Director, and the applicants for Flour City Campus conducted walk-throughs of the property. A professional analysis of the building’s potential is in process to identify necessary renovations and conversations will continue through spring. The Cunningham House is currently protected as a historical site, which makes the renovation process a bit more complicated than a traditional project and would need to be approved by the Historic Preservation Board. For this reason, a second option emerged as a very strong possibility during the first site visit walk-through with LaBella: the idea of putting an addition on the building complex which currently houses the flagship school (please see the campus map in Response 16d). A renovation would also need to gain approval from the Historic Preservation Board but may be more feasible. LaBella Associates would work with the school to ensure NYSED requirements and sanitary specifications were met. The firm has experience with K-12 education and has served multiple area schools and districts over the last three decades.

While the founding team is currently working with LaBella Associates on feasibility and construction analysis for the options which keep the school on RMSC property, a GCCS parent, Pete Zizzi has been looking at properties in close proximity. Mr. Zizzi is an experienced local

commercial broker. His initial search identified eleven possibilities near RMSC, which have been culled to seven. The sites with the most potential include an old charter school building on Humboldt Street in North Winton Village which is 38,000 square feet. Flour City Campus would only need to use part of the building. The asking price per square foot is \$10.50. A second option with potential is also located in North Winton; the building is Carlson Park and it is very large. The school could seek to secure part of the space, which has been targeted for retail and co-working office space. The price ranges from \$4 to \$12 per square foot. Mr. Zizzi is working to gather more information on both of these options, as well as five other facilities the founding team is interested in learning more about.

The preliminary goal is to have long-term space identified, secured, and any necessary renovations completed by summer 2023 to accommodate the school in year two. However, the incubation space is able to work through June 2024 if necessary, providing an extra year contingency in the timeline.

c. Facility Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

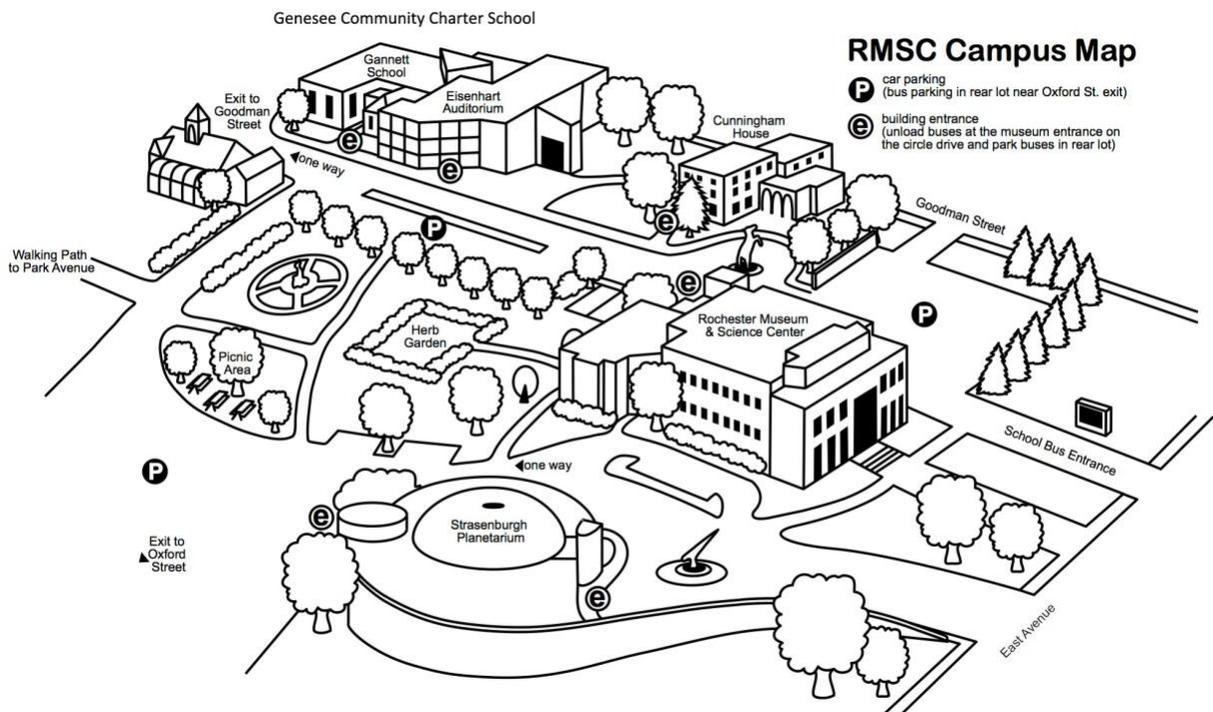
Both the incubation space plan and the preferred long-term plan will require a lease between the school and the Rochester Museum & Science Center. The only foreseeable potential conflicts that may arise would occur for the Trustee(s) who are appointed to the board by the RMSC. As a reminder, up to two Trustees are RMSC staff in honor of the collaboration between the institutions. In any instance where a conflict could occur, the board would seek legal advice and any conflicted Trustee would recuse him/herself from conversations and votes as deemed legally appropriate. RMSC appointed Trustees would not participate in lease negotiations. The buildings on the campus are owned by the RMSC which is a nonprofit institution.

16. Facility

d. Additional Facility Information

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.), to use a particular facility, as part of this response.

The Flour City Campus will incubate with the flagship. There is sufficient space to accommodate incubation in years one and two. A lease will be executed between the RMSC and the school next fall, pending SUNY's approval of the new charter. Two long-term options are under active consideration: 1) An addition on the Eisenhart Auditorium, and, 2) the use of the Cunningham House.



The attached letter documents the RMSC's intention to accommodate the incubation and the long-term location of the school. It is followed by a conceptual renovation draft from LaBella Associates.

February 10, 2021

Ms. Susie Miller Carello, Executive Director
SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Miller Carello,

It is my pleasure to offer the support of the Rochester Museum & Science Center (RMSC) to the Genesee Community Charter School (GCCS) for their charter replication application. Located on the Campus of the RMSC, the GCCS is a vibrant part of the neighborhoods we both serve and the perfect partner for us in our mission to inspire a better future for all through curiosity, exploration, and participation in science, culture, and the natural world.

The new strategic plan for the RMSC centers our commitment to diversity, equity, and inclusion as one of our most important pillars, and doubles down on our commitment of displaying and interpreting our history and cultural collections working in deep collaboration with communities of origin. Our mission and values are very much in line with the mission, values and objectives of GCCS; making ours an invaluable collaborative partnership.

RMSC is working with Genesee Community Charter School's Replication Task Force to develop some space efficiencies that will create viable options for GCCS - Flour City Campus to happen on our current campus, strengthening our collaboration further. We have potential options for the first few years of incubation and are exploring potential renovations for a more permanent campus location for this new school.

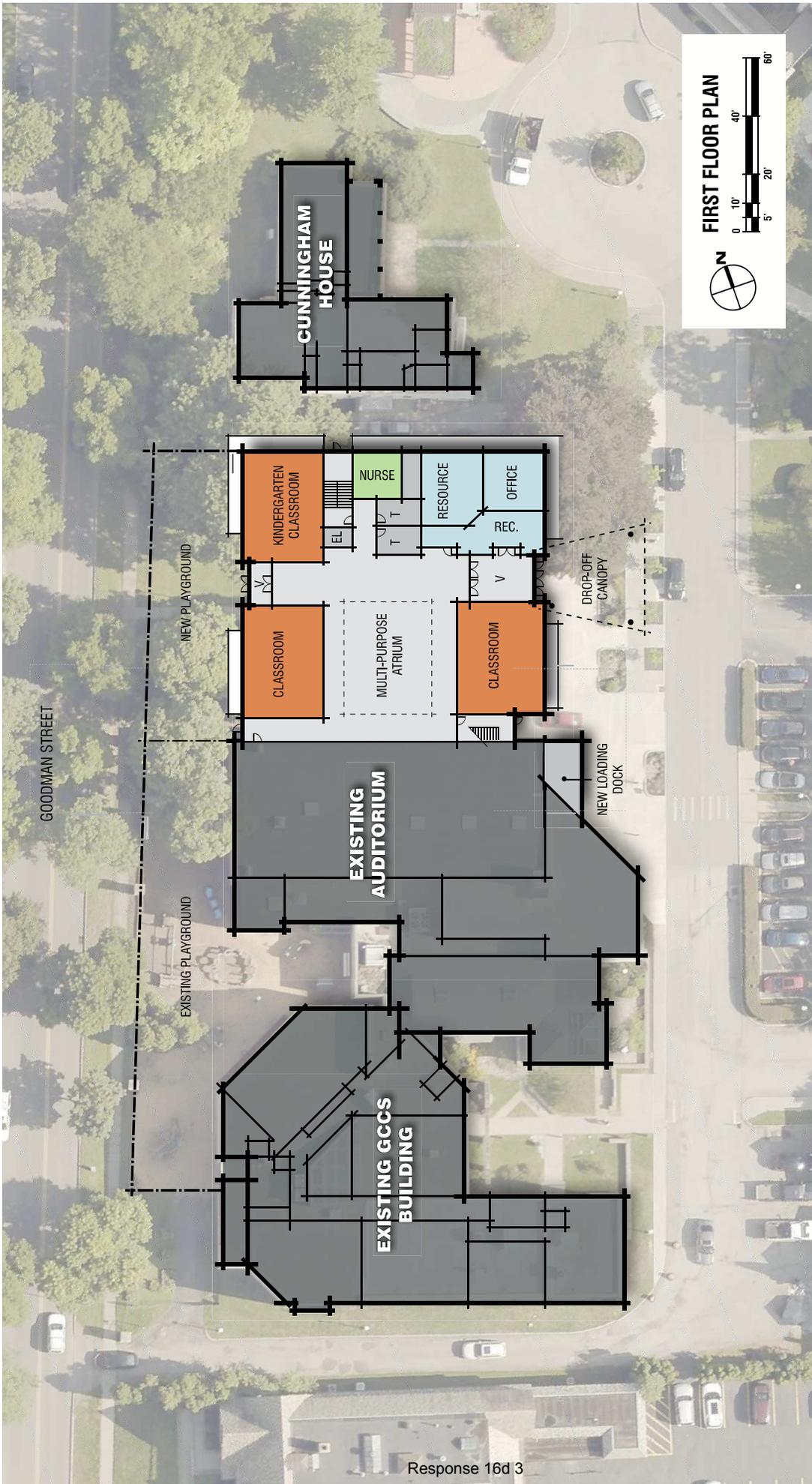
Genesee Community Charter School has been located on this campus since its inception 20 years ago. Through the years, we have seen our relationship strengthen and look forward to many more years working towards very similar missions in service to our community.

If I can be of help in any way, please do not hesitate to reach out.

Sincerely,



Hillary Olson
President & CEO
Rochester Museum & Science Center



Response 16d 3



17. Food Services

Describe the plans for food services the charter school will provide including plans for the provision of food services in the event that the physical school building must close.

To build classroom culture and develop social skills in students, GCCS – Flour City Campus will serve a “family style” lunch in the classrooms. Teachers and/or teaching assistants will eat with the students, modeling appropriate manners and conversation. Students will have the option to order from the caterer or bring a lunch from home.

Once merged, the schools will secure bids from vendors every three years. The flagship school currently partners with Julia K Caters to provide both breakfast and lunch to students daily. The caterer will deliver food to the central food service area which will be equipped with a food warmer, refrigerator, and commercial dish machine. Once food is delivered to school, the Food Service Assistant will manage the day-to-day food operations including maintaining the proper temperature of food, preparing the lunch carts for classrooms, and dish sanitation. Teaching assistants will serve food in the classrooms from a dedicated food cart. Food Service Certification through the Monroe County Health Department is required for the Food Service Coordinator, Food Service Assistant, and Teaching Assistants.

Students who qualify for free- or reduced-price lunch will be enrolled in the U.S. Department of Agriculture’s school meal program. The school will encourage all eligible families to apply and take advantage of this program. Meals will be available for purchase at the school for students who do not qualify for the USDA program. No student will ever go hungry. Menus will be available at least one week prior to implementation to allow families to plan their meals and budgets. Students with special diets or food allergies will be specifically accommodated on an as-needed basis.

During the building closure period in spring 2020, and during hybrid/remote instruction in 2020-21, the flagship school provided meals to students through Julia K Caters. Two blocks of time were established each week for families to pick-up meals. The school also ensured families were aware of additional food supports offered throughout the community. A similar approach will be used in the future should the need arise.

A comprehensive Meal Shaming Policy was developed by GCCS to ensure students never face judgement or stigmatization and never go hungry. The policy is available on the school website.¹ GCCS - Flour City Campus will align with this policy, which provides student with access to nutritious no-cost or low-cost meals each school day and ensures that a pupil whose

¹ Please visit: <https://www.gccschool.org/wp-content/uploads/2019/03/Meal-Shaming-Policy.pdf>

parent/guardian has unpaid school meal fees is not shamed or treated differently than a pupil whose parent/guardian does not have unpaid meal fees. The approach will carefully balance the need to ensure unpaid expenses do not adversely impact the school's budget while honoring the physical and emotional well-being of students.

18. Health Services

Describe the plans for health services the charter school will provide including provision for a school nurse, medical space and equipment, immunizations records checks, medication to students within applicable law.

Health Services at GCCS – Flour City Campus will be monitored by a licensed school nurse provided by BOCES who will ensure compliance with New York State regulations. The nurse will also ensure that students meet the guidelines for hearing, vision and scoliosis. Student dental records also will be reviewed. Referrals for additional care will be sent to parents as needed. Staff will be certified or recertified in First Aid, CPR and Defibrillator Training on an ongoing basis. The school nurse will evaluate children who become ill during the day.

All medications will be housed and distributed in the Health Office. The facility will be properly equipped with a refrigerator, locking cabinets, and space for medical care and equipment. The school will require a doctor's authorization and written permission from the parent or guardian to administer prescription and over-the-counter medication at school. All medications will be clearly labeled with the student's name and presented with written directions for administration from a physician consistent with the labeled directions.

Students will not be allowed to transport medication via school bus and may not keep any medication on their person or in the classrooms. A licensed nurse will give medications to children, unless the child is determined to be self-directed. In instances when the nurse is not available, such as on field studies, designated staff in the school setting, following assignment and in conjunction with approval by school nursing personnel, may assist self-directed students with the taking of their own oral, topical, and inhalant medication. In these situations, school health personnel and the school administration assure the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner for each specific child.

Health records will be maintained separately and confidentially from other school records, as required by law. The nurse will complete comprehensive immunization record checks and efforts will be made to help families stay up to date with immunizations. Immunization records will be kept updated at the school. The nurse will also ensure physicals are on file as mandated by law.

Allergies will be carefully monitored. Staff will be properly trained to use medication necessary to prevent a serious allergic reaction in the event a child is exposed to an allergen. This includes allergies to plants, animals, foods, medicines, and other substances. In order to keep children with food allergies safe, the school will require that foods brought into school to be shared will be store bought to ensure that it is prepared in a health department inspected facility. All school lunches and breakfasts will be prepared peanut free and classrooms will be designated as completely peanut-free when appropriate.

19. Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

The district of residence is required by law to provide transportation for charter school students who live between 1.5 and 15 miles from the school unless otherwise required by an IEP. The RCSD provides Rochester families attending charter schools with transportation using First Student bus services. If a family moves to a suburban district, that district provides transportation. Parents will be required to register with those districts to ensure access to services. Any child who is identified under the McKinney-Vento Act has a right to transportation and GCCS – Flour City Campus staff will work with the family to help ensure this right is honored by the appropriate district. Supplemental transportation services will be paid for by the school for field studies and other excursions. The Director of Operations will keep updated copies of all students' transportation plans.

Historically, families of GCCS students who reside within 1.5 miles of school have not had difficulties walking or driving their children to school. However, the Family Association is prepared to provide support for any families who have difficulty transporting their children if they live within the 1.5 mile radius of the school. GCCS-Flour City Campus Family Association will also provide this to service families in need. In addition, the Family Association will help ensure that all families are able to attend evening and weekend school events by providing transportation for those who need it.



To: **Genesee Community Charter School**

657 East Ave.
 Rochester NY 14607
 Attn: Shannon Hillman

RE: Flour City Campus

Shannon:

Below, please find insurance coverage estimates for Flour City Campus.

Coverage:	Year 5 Estimated Premium:	Year 1 Estimated Premium:
General Liability \$1M/\$2M	\$2,300	\$1,800
Professional Liability \$1M	\$4,000	\$3,500
Business Property \$224k	\$1,700	\$1,100
Computer \$60k	\$600	\$500
Hired/Nonowned Auto \$1M	\$160	\$160
Cyber \$2M	\$1,700	\$1,700
Student Accident 90 Students	\$550	\$500
Umbrella: (\$5M)	\$5,400	\$5,000
Workers Compensation \$897k payroll	\$15,000	\$9,000
Total Annual Budget:	\$31,410	\$23,260

Note; premiums are estimated based on 2021 insurance rates. Further details on specific limits are available upon request.

Thank you,

Tammy Rossi
 Tammy Rossi, Producer



21. Fiscal Soundness

a) Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup funds would be available to the proposed school.

Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.

The narrative should address how the applicant considered possible contingencies related to the provision of alternate education models such as remote and/or hybrid instruction and the ways in which this may have impacted the development of the budget. Due to the financial challenges of the COVID-19 pandemic and the resulting uncertainty of economic conditions, the Institute also encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies.

Due to COVID-19's fiscal unpredictability, turbulent state budget, and SUNY's recommendation, GCCS - Flour City Campus budgeted conservatively utilizing a flat per pupil allocation of \$13,785 each year from 2022-23 to 2026-27. Expenses were estimated based on the flagship school's experience as a high-quality operator in Rochester. Due to the high levels of interest for GCCS - Flour City Campus and the strong success rate of the flagship school, the GCCS - Flour City Campus five-year budget is based on 30 students for each grade, growing by one grade level each year after initially opening kindergarten through second grade. This revenue was combined with the small predictable amount of textbook, library, hardware, and software revenue typically expected with district allocations totaling an estimated \$92 per student. Additionally, the start-up budget along with the first three years of the school includes one million dollars in CSP grant funds. Although GCCS - Flour City Campus expects to apply for Title IA, IIA, and IV grant funding, it was not reflected in the budget due to the unpredictability of enrolled student demographics. Since GCCS has always maintained a conservative budget, the flagship school is positioned to and prepared to absorb any cash flow associated with the preoperational start-up costs prior to the start of CSP grant funding.

GCCS - Flour City Campus expects to utilize one quarter of the CSP grant funds to support the start-up budget. Approximately half of this funding will provide salary and benefits for the hired Flour City Campus School Director and additional GCCS employee stipends for the preoperational year to support the planning of professional development and start-up needs. The Flour City Campus School Director will work alongside the existing GCCS School Leader (who will become Executive Director) and Director of Curriculum and Instruction during the preoperational year to ensure a smooth transition to the new school.

The budget also includes funds for marketing and recruitment to support a successful and healthy initial enrollment. Legal expenses will also be required to ensure GCCS - Flour City Campus is compliant with all state and federal regulations regarding governance, policies, and operations. Finally, CSP grant funds will support classroom start-up funds of approximately \$26,000 per kindergarten - second grade classroom (one class per grade) for the purchase of fixed assets such as classroom furnishings and other classroom supplies. The remaining four classrooms will be furnished in year two.

The budget ensures the required dissolution fund will be established by year three. It also includes reasonable facilities expenses based on the formulas used to calculate costs between GCCS and the RMSC. GCCS - Flour City Campus will incubate in museum space in year one and possibly year two, and plans are being pursued to locate the school on campus in perpetuity. Flour City Campus will likely apply to SUNY for Stimulus Funds at some point in the future to support renovations, but no grant funds were included in the budget workbook.

The cash flow for year one focuses on staff salaries, professional development, and operational costs. The Flour City Campus budget reflects all full-time positions, however, due to the shared staffing across both schools, the operational costs for year one are lower than in subsequent years. The Flour City Campus and flagship school will proportionally share many of these expenses under a merged corporation. Full-time positions included in year one are Flour City Campus School Director, K-2 classroom teachers, teaching assistants, Administrative Assistant, and Student Culture Coordinator. A full-time Student Culture Coordinator will be necessary for year one to support the GCCS - Flour City Campus key design element of building a strong student and collegial culture. Several positions will be shared between both schools. The Literacy Coordinator will split time equally between both the Flour City Campus and the flagship school. The Replication Task Force wants to ensure strong implementation of the EL Education K-2 ELA Foundational Skills Curriculum. Other shared coordinator and director positions are proportionally split between the Flour City Campus and the flagship school to provide levels of support for math and reading intervention, special education, and curriculum implementation. Operationally, the Director of Operations, Food Service Coordinator, and Technology Coordinator will work collaboratively with the Flour City Campus Administrative Assistant to support building operations for the first years and beyond as that position grows in capacity and experience.

From year one to year five, Flour City Campus positions continue to increase from 0.3 FTE to full-time as student enrollment increases. Classroom Teacher and Teaching Assistant positions will be prioritized over other administrative positions to keep the central focus on student growth and achievement. A Mathematics Coordinator position will be added to the Flour City Campus

in Year Two to support the implementation of a strong mathematics curriculum. The Math Coordinator will also provide instructional coaching for teachers and intervention services for students in collaboration with the other curriculum coordinators and intervention teachers. Although the Director of Community Engagement and Partnerships will not be added until year five of the Flour City Campus budget, the flagship school plans to hire this position in the preoperational year to support student and staff recruitment, marketing, and onboarding. The salary will be carried by the flagship school, however, marketing and recruitment expenses for the Flour City Campus may also be absorbed by this position in the early years.

Considering the COVID-19 pandemic and potential changes to per pupil funding revenue, GCCS has several potential contingency plans in place for the Flour City Campus. GCCS is pursuing alternative revenue sources through grants, fundraising, and private donations. Recently GCCS has begun conversations with Greater Rochester Chamber of Commerce to make connections with businesses who are interested in potentially investing in the education sector. As GCCS learns more about the reality of this new school, the Replication Task Force will continue to seek funding options to financially support the school through facilities and capital improvements and/or investing in key positions to support academic outcomes during the first charter term (and prior to full enrollment). Secondly, GCCS is also pursuing local and national grants to support facilities costs. Specifically, meetings are set with the Charter School Growth Fund to examine the merits of potentially receiving a grant to support replication. Finally, GCCS will use the experience from the “Just Give Ten” capital campaign that raised funds to build an addition to the flagship school to launch a similar “20 for 20” campaign to support the facilities of the new school during the flagship’s 20th year as a charter organization. As with the Stimulus Fund, the submitted budget does not include revenue from these anticipated fundraising activities.

During this last school year, Genesee Community Charter School has learned the importance of budgeting conservatively. When it was clear that per pupil allocations would be reduced for the 2020-21 school year, the flagship school tightened the budget by freezing salaries and naturally reducing the professional development and field study expenses knowing that costs would be lessened due to travel restrictions and virtual programming. This allowed the flagship school to maintain a balanced budget this year and the same strategies will be in place for the Flour City Campus. Additionally, the Flour City Campus budget plans for electronic device purchases for all grade levels and staff to support a potentially fluid continuity of learning plan.

b) Financial Planning

Explain the process the school will use to develop its annual budget including:

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and,**

- **Procedures for monitoring and modifying budgets and on what interval.**

GCCS has operated with great fiscal responsibility since opening in 2001. The school initially opened debt-free, has operated within its budget every year, has received a clean, unqualified audit each year of operation, and no material weaknesses have been found. As an experienced operator, a consistent approach will be used to budget and manage the financial condition of GCCS - Flour City Campus This will continue for both schools upon merging into one education corporation through SUNY.

The school will develop each annual budget with mindfulness to the obligation of ensuring fiscal soundness. The board and leaders will act as excellent stewards of taxpayer funded financial and material resources. An active Finance Committee, led by the Treasurer, will work closely with the leadership on the process of developing the annual budget. The full Board of Trustees will be responsible for approving the final budget each year. Budgetary planning will begin a few months prior to the annual board meeting and will culminate with approval during the annual May meeting. The Executive Director, Director of Operations, School Director, and financial consultants will participate in budget development.

The school's mission, key design elements, and priorities will be evaluated when making decisions and allocating resources. The proposed board and Treasurer fully understand that two categories of expenses exist that may exceed those of typical schools – professional development and field studies. Both directly relate to the nature of the model and key design elements and reflect the organizational intent to comprehensively invest in teaching and learning. These endeavors are critical to the school's program and success, and the board will work to ensure adequate resources are budgeted to support them.

The Finance Committee will meet monthly. At each meeting, the committee will review the monthly financial reports prepared by school leadership and supportive consultants such as the Accounting and Payroll Specialist. The participants will probe with questions, ask for clarification, and ensure accuracy and alignment with the approved budget. Financial reports will be generated and will be sent to the full board for review in advance of each monthly meeting. At each full board meeting, the Accounting and Payroll Specialist and Treasurer will provide an overview of revenue, expenses, and investments. They will answer questions and explain any aberrations (e.g., higher expenses for classroom materials at the beginning of the school year or higher substitute expenses during a medical leave).

Internal control protocols will be reviewed and updated each year during the annual audit. The flagship school has developed a comprehensive Accounting and Financial Policies and Procedures Manual that includes guidelines for ethical conduct, fraud policy, security

procedures, policies associated with revenues and cash receipts, policies associated with expenditures and disbursements, policies pertaining to specific asset and liability accounts, policies associated with financial and tax reporting, financial management policies, and whistleblower procedures. This Manual will be adopted by GCCS – Flour City Campus.

In line with this manual, the board and staff will follow identified internal controls, roles, and procedures for handling revenue and disbursements such as how cash and checks are received and handled and who opens and reviews statements and prepares checks. The school will use a credit card instead of a debit card based on the potential risks for fraudulent activity.

Additionally, online banking will support transparency. Several features will be in place to ensure the Treasurer has to give final approval for money transfers and online bill payment. Overall, the Treasurer will have an important role in maintaining internal controls, as s/he also will compare checks with invoices to ensure accuracy, will align receipts and invoices to statements, and will sign checks regularly.

Surplus funds accumulated at the end of any school year will be invested. This approach has been used by the flagship and has provided modest interest income for the school. Investments have provided the school with the funds for large purchases when needed.

c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

GCCS – Flour City Campus will work with Heveron & Company Certified Public Accountants, or a similarly qualified independent firm, to conduct an annual audit. The flagship school has undergone this process each year for the last twenty years, and this experience will guide the replication. The proposed school is fully prepared to comply with all assurances related to the provision of fiscal audits.

The school will routinely compare the costs of qualified firms and will seek to choose an auditor with charter school experience. The auditors will report to the board of trustees and will create a final audit report that includes all of the information required by SUNY and/or NYSED, such as statements of financial position, cash flow, activities and expenses. The Treasurer, Finance Committee, and full board will all review the finalized annual audit, and it will be submitted to the state in a timely manner.

d. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

The proposed board is prepared to comply with the required assurances related to dissolution should closure be necessary. The proposed budget includes \$75,000 to cover the cost of dissolution. In the unlikely event dissolution would occur, the school would ensure the process was as efficient as possible. Dissolution would follow the requirements set by the NYSED, SUNY, and state education law.

The SUNY Closure Plan would be complied with and a Task Force would be established to guide the process, including proper and timely notification to all stakeholders. The school would seek to help displaced families enroll in an alternative school option.



**2021 New School Proposal
Budget(s) & Cash Flow(s) Template**

Genesee Community Charter School - Flour City Campus

Contact Name: Shannon Hillman
Contact Title: School Leader
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2022-23

Pre-Opening Period: July 1, 2021 - June 30, 2022

GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS
2022-23 through 2026-27

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2022-23	2023-24	2024-25	2025-26	2026-27	AGE RANGE
Kindergarten	Elementary School	30	30	30	30	30	5-6
1st Grade	Elementary School	30	30	30	30	30	6-7
2nd Grade	Elementary School	30	30	30	30	30	7-8
3rd Grade	Elementary School		30	30	30	30	8-9
4th Grade	Elementary School			30	30	30	9-10
5th Grade	Elementary School				30	30	10-11
6th Grade	Middle School					30	11-12
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		90	120	150	180	210	

*** N O T E**

Please copy the ENROLLMENT CHART (cells B5:H21) and paste into the Enrollment Section of the New School Proposal.

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2022-23	2023-24	2024-25	2025-26	2026-27
Kindergarten	Elementary School	1	1	1	1	1
1st Grade	Elementary School	1	1	1	1	1
2nd Grade	Elementary School	1	1	1	1	1
3rd Grade	Elementary School		1	1	1	1
4th Grade	Elementary School			1	1	1
5th Grade	Elementary School				1	1
6th Grade	Middle School					1
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		3	4	5	6	7

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2022-23	2023-24	2024-25	2025-26	2026-27
Kindergarten	Elementary School	30	30	30	30	30
1st Grade	Elementary School	30	30	30	30	30
2nd Grade	Elementary School	30	30	30	30	30
3rd Grade	Elementary School	0	30	30	30	30
4th Grade	Elementary School	0	0	30	30	30
5th Grade	Elementary School	0	0	0	30	30
6th Grade	Middle School	0	0	0	0	30
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		90	120	150	180	180
Total Middle School Enrollment		-	-	-	-	30
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		90	120	150	180	210
Change in Net Enrollment from Prior Year (Count)		90	30	30	30	30
Change in Net Enrollment from Prior Year (Percent)		100.0%	33.3%	25.0%	20.0%	16.7%
Anticipated rate of attrition (Percent)		0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS	
Rochester City School District begins Middle School in 7th grade.	

*** N O T E**

Enrollment by Grade should equal Enrollment by District

RED Numbers indicate that corrections are necessary.

ESTIMATED ENROLLMENT BY DISTRICT						
ANNUAL ENROLLMENT BY DISTRICT TOTALS		90	120	150	180	210
Enrollment by Grade vs Enrollment by District (should = 0)		-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: --> **1**

PRIMARY SENDING SCHOOL DISTRICT	ROCHESTER CITY SD	2022-23	2023-24	2024-25	2025-26	2026-27
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 927,587,824	\$ 927,587,824	\$ 927,587,824	\$ 927,587,824	\$ 927,587,824
ENROLLMENT (Charter School)		90	120	150	180	210
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	Utilized the Proposed 2020-21 RCSD Budget from May 7, 2020. Here is the web address to the Budget and District Profile: https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Budget%20Book%202020%20Propo					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2022-23	2023-24	2024-25	2025-26	2026-27
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2022-23	2023-24	2024-25	2025-26	2026-27
	Grades	K-2	K-3	K-4	K-5	K-6
	Enrollment	90	120	150	180	210

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

**NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.3	0.3	0.4	0.5	0.5
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	1.1	1.8	1.9	1.9	2.5
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	0.3	0.3	0.3	0.4	0.5
Administrative Staff	0.8	0.8	1.3	1.3	1.3
TOTAL ADMINISTRATIVE STAFF	3.5	4.2	4.9	5.1	5.8

Description of Assumptions
Executive Director for Genesee Community Charter Schools (assuming merger occurs with SUNY)
Flour City School Director
Year One Includes: Director of Curriculum and Instruction (.3 FTE), Literacy Coordinator (.5 FTE), Special Education Coordinator (.3 FTE). Year Two adds Mathematics Coordinator (.5 FTE). Year Five adds Community Engagement Coordinator (.5 FTE). The FTEs increase slowly across all five years as they are shared positions (assuming merger occurs with SUNY).
Director of Operations
Flour City Administrative Assistant (grows to full time by Year Three) and Technology Coordinator (.3 FTE for all five years)

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	6.0	8.0	10.0	12.0	14.0
Teachers - SPED	0.0	0.0	0.0	0.0	0.0
Substitute Teachers	12.0	15.0	18.0	21.0	24.0
Teaching Assistants	3.0	4.0	5.0	6.0	7.0
Specialty Teachers	1.5	3.0	3.0	3.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.5	1.5	1.5	1.5	1.5
Other	0.8	0.8	1.3	1.3	1.3
TOTAL INSTRUCTIONAL	24.8	32.3	38.8	44.8	50.8

Two classroom teachers are added each year a grade level is added.
Special Education Teachers will be provided to the school by RCSD in \$150 per day times 10 potential absence days for the number of
One teaching assistant added each year a grade level is added.
Art, Music, and PE Teachers are part-time for the first year.
Student Culture Coordinator (1.0 FTE) and Social Worker (.5 FTE)
English as a New Language (ENL) Teacher (.3 FTE) and Intervention

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.5	0.5	0.5	0.5	0.5
TOTAL NON-INSTRUCTIONAL	0.5	0.5	0.5	0.5	0.5

Service provided by district of location.
Flour City will utilize a resource room for teachers to rotate classroom
Service provided by RMSC lease agreement.
Service provided by RMSC lease agreement.
Food Service staff

TOTAL PERSONNEL SERVICE FTE	28.8	37.0	44.2	50.4	57.1
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STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2022-23	2023-24	2024-25	2025-26	2026-27
	Grades	K-2	K-3	K-4	K-5	K-6

GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS

Enrollment	90.00	120.00	150.00	180.00	210.00
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**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

**NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	WAGES				
		0.00%	1.00%	1.00%	1.00%	1.00%
Executive Management	\$ 100,000	\$ 33,000	\$ 33,330	\$ 40,663	\$ 51,070	\$ 51,581
Instructional Management	\$ 80,000	\$ 80,000	\$ 80,800	\$ 81,608	\$ 82,424	\$ 83,248
Deans, Directors & Coordinators	\$ 72,665	\$ 79,931	\$ 131,596	\$ 140,178	\$ 141,580	\$ 186,595
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 70,000	\$ 21,000	\$ 21,210	\$ 21,422	\$ 28,636	\$ 35,923
Administrative Staff	\$ 34,000	\$ 27,200	\$ 27,472	\$ 44,747	\$ 45,194	\$ 45,646
TOTAL ADMINISTRATIVE STAFF		\$ 241,131	\$ 294,408	\$ 328,619	\$ 348,905	\$ 402,993

Description of Assumptions
Assuming all salaries have a slight increase of 1% each year.
Executive Director position is the highest paid position of \$100,000 across both schools
School Director position starting salary of \$80,000
Instructional Coordinators and other Director salaries are between \$65,000 and \$80,000
Salary for the Director of Operations is \$70,000
The Technology Coordinator and Administrative Assistant full-time salaries are around \$34,000

INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	1.00%	1.00%	1.00%	1.00%
Teachers - Regular	\$ 57,000	\$ 342,000	\$ 459,420	\$ 578,014	\$ 697,794	\$ 818,772
Teachers - SPED	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Substitute Teachers	\$ 1,500	\$ 18,000	\$ 22,680	\$ 27,407	\$ 32,181	\$ 37,003
Teaching Assistants	\$ 30,000	\$ 90,000	\$ 120,900	\$ 152,109	\$ 183,630	\$ 215,466
Specialty Teachers	\$ 57,000	\$ 85,500	\$ 171,855	\$ 173,574	\$ 175,309	\$ 177,062
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 53,000	\$ 79,500	\$ 80,295	\$ 81,098	\$ 81,909	\$ 82,728
Other	\$ 58,500	\$ 46,800	\$ 47,268	\$ 76,991	\$ 77,761	\$ 78,538
TOTAL INSTRUCTIONAL		\$ 661,800	\$ 902,418	\$ 1,089,192	\$ 1,248,584	\$ 1,409,570

Classroom Teacher salary exceeds starting salary of \$46,000 to provide opportunities to hire more experienced teachers or invite teachers from flagship school to join Flour City Campus
Assuming all classroom teachers and teaching assistants take their allotted 10 absence days and all need substitute coverage each of the days
Starting salary for teaching assistants is approximately \$25,000. This rate provides opportunities to hire teaching assistants with more experience or invite teaching assistants from the flagship school to join the Flour City Campus.
Art, Music, and PE Teacher salary exceeds starting salary of \$46,000 to provide opportunities to hire more experienced teachers or invite teachers from flagship school to join Flour City Campus
Average rate for certified Social Workers and others with Human Services experience
Average rate for certified teachers with concentrations in specialized areas (specifically the ENL Teacher and Intervention Teacher)

NON-INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	1.00%	1.00%	1.00%	1.00%
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 26,000	\$ 13,000	\$ 13,130	\$ 13,261	\$ 13,394	\$ 13,528
TOTAL NON-INSTRUCTIONAL		\$ 13,000	\$ 13,130	\$ 13,261	\$ 13,394	\$ 13,528

Food Service staff salaries

TOTAL PERSONNEL SERVICE WAGES		\$ 915,931	\$ 1,209,956	\$ 1,431,072	\$ 1,610,883	\$ 1,826,090
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**GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2021 - June 30, 2022**

**NOTE: Please enter financial data on "6" Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS	
Total Revenue	241,128		
Total Expenses	241,128		
Net Income	(0)		
	START-UP PERIOD		
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus	-		
DYCD (Department of Youth and Community Developmt.)	-		
Other	-		
Other	-		
TOTAL REVENUE FROM STATE SOURCES	-		
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation	241,128		A total of \$1,000,000 is assumed for CSP divided across start-up years.
Other	-		
Other	-		
TOTAL REVENUE FROM FEDERAL SOURCES	241,128		
LOCAL and OTHER REVENUE			
Contributions and Donations	-		
Fundraising	-		
Erate Reimbursement	-		
Earnings on Investments	-		
Interest Income	-		
Food Service (Income from meals)	-		
Text Book	-		
OTHER	-		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-		
TOTAL REVENUE	241,128		
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	FTE No. of Positions		
Executive Management	1.00	3,072	Hourly stipend for school planning (\$32 per hour 8 hours a month for six months)
Instructional Management	1.00	80,000	Full-time Flour City School Director
Deans, Directors & Coordinators	3.00	9,216	Hourly stipend for school planning (\$32 per hour 8 hours a month for six months)
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	3,072	Hourly stipend for school planning (\$32 per hour 8 hours a month for six months)
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	6.00	95,360	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	6.00	95,360	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		11,270	
Fringe / Employee Benefits		-	
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		11,270	
TOTAL PERSONNEL SERVICE COSTS	6.00	106,630	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		2,000	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		5,000	Accounting and Payroll
TOTAL CONTRACTED SERVICES		7,000	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		15,000	Materials and furniture for special subject classrooms
Equipment / Furniture		83,004	Classroom furniture and materials for Kindergarten through second grade classrooms
Telephone		-	
Technology		6,000	Router and wifi access points
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		500	Assuming most offices are already utilized by flagship school
Staff Development		-	
Staff Recruitment		-	
Student Recruitment / Marketing		3,000	

**GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2021 - June 30, 2022**

**NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS		
Total Revenue	241,128	
Total Expenses	241,128	
Net Income	(0)	
	START-UP PERIOD	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	107,504	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	19,994	For incubation classroom spaces
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	19,994	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	241,128	
NET INCOME	(0)	

PRE-OPENING CASH FLOW 1-YEAR	GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS													
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION													
	July 1, 2021 - June 30, 2022													
	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	241,128
Total Revenue	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	20,094	241,128
Total Expenses	18,814	18,814	18,814	18,814	18,814	18,814	21,374	21,374	21,374	21,374	21,374	21,374	21,369	241,128
Net Income	1,280	1,280	1,280	1,280	1,280	1,280	(1,280)	(1,280)	(1,280)	(1,280)	(1,280)	(1,275)	(0)	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	1,280	2,559	3,839	5,118	6,398	7,677	6,397	5,116	3,836	2,555	1,275	-	
Net Income	1,280	2,559	3,839	5,118	6,398	7,677	6,397	5,116	3,836	2,555	1,275	(0)	(0)	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Student Recruitment / Marketing	250	250	250	250	250	250	250	250	250	250	250	250	3,000	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	8,959	8,959	8,959	8,959	8,959	8,959	8,959	8,959	8,959	8,959	8,959	8,959	107,504	
FACILITY OPERATION & MAINTENANCE														
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	
Repairs & Maintenance	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,661	19,994	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,661	19,994	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	18,814	18,814	18,814	18,814	18,814	18,814	21,374	21,374	21,374	21,374	21,374	21,369	241,128	
NET INCOME	1,280	1,280	1,280	1,280	1,280	1,280	(1,280)	(1,280)	(1,280)	(1,280)	(1,280)	(1,275)	(0)	
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	
INVESTMENT ACTIVITIES														
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	
FINANCING ACTIVITIES														
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
NET INCOME	1,280	1,280	1,280	1,280	1,280	1,280	(1,280)	(1,280)	(1,280)	(1,280)	(1,280)	(1,275)	(0)	
Beginning Cash Balance	-	1,280	2,559	3,839	5,118	6,398	7,677	6,397	5,116	3,836	2,555	1,275	-	
ENDING CASH BALANCE	1,280	2,559	3,839	5,118	6,398	7,677	6,397	5,116	3,836	2,555	1,275	(0)	(0)	

YEAR 1 BUDGET AND ASSUMPTION	GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2022 - JUNE 30, 2023						
Total Revenue	1,511,683	-	-	-	-	1,511,683	<i>*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.</i>
Total Expenses	1,313,292	-	41,883	-	126,200	1,481,375	
Net Income	198,391	-	(41,883)	-	(126,200)	30,308	
Budgeted Student Enrollment	90	-	-	-	-	90	
		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2020-21)						
PRIMARY School District: ROCHESTER CITY SD	13,785	1,240,650				1,240,650	Assuming per pupil allocations remain flat and therefore we are utilizing the 2020-21 rate.
Other District 1:	-	-				-	
Other District 2:	-	-				-	
Other District 3:	-	-				-	
Other District 4:	-	-				-	
Other District 5:	-	-				-	
Other District 6:	-	-				-	
Other District 7:	-	-				-	
Other District 8:	-	-				-	
Other District 9:	-	-				-	
Other District 10:	-	-				-	
Other District 11:	-	-				-	
Other District 12:	-	-				-	
Other District 13:	-	-				-	
Other District 14:	-	-				-	
Other School Districts' Revenue: (Weighted Avg.)	-	-				-	
TOTAL Per Pupil Revenue (Weighted Avg.)	13,785	1,240,650				1,240,650	
Special Education Revenue			-			-	
NYC DoE Rental Assistance			-			-	
Grants							
Stimulus			-			-	
DYCD (Department of Youth and Community Development)			-			-	
Other			-			-	
Other			-			-	
TOTAL REVENUE FROM STATE SOURCES		1,240,650	-	-	-	-	1,240,650
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			-			-	
Title I			-			-	
Title Funding - Other			-			-	
School Food Service (Free Lunch)			-			-	
Grants							
Charter School Program (CSP) Planning & Implementation		233,870	-	-	-	-	233,870
Other		-				-	
Other		-				-	
TOTAL REVENUE FROM FEDERAL SOURCES		233,870	-	-	-	-	233,870
LOCAL and OTHER REVENUE							
Contributions and Donations			-			-	
Fundraising			-			-	
Erate Reimbursement			-			-	
Earnings on Investments			-			-	
Interest Income			-			-	
Food Service (Income from meals)		28,883					28,883
Text Book			-			-	
OTHER		8,280					8,280
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		37,163	-	-	-	-	37,163
TOTAL REVENUE		1,511,683	-	-	-	-	1,511,683
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	FTE No. of Positions						
Executive Management	0.33	-	-	-	-	33,000	33,000
Instructional Management	1.00	80,000	-	-	-	-	80,000
Deans, Directors & Coordinators	1.10	79,931	-	-	-	-	79,931
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	0.30	-	-	-	-	21,000	21,000
Administrative Staff	0.80	-	-	-	-	27,200	27,200
TOTAL ADMINISTRATIVE STAFF	3.53	159,931	-	-	-	81,200	241,131
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	342,000	-	-	-	-	342,000
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	12.00	18,000	-	-	-	-	18,000

YEAR 1 BUDGET AND ASSUMPTION		GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS					DESCRIPTION OF ASSUMPTIONS	
		PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
		JULY 1, 2022 - JUNE 30, 2023						
Total Revenue		1,511,683	-	-	-	-	1,511,683	<i>*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.</i>
Total Expenses		1,313,292	-	41,883	-	126,200	1,481,375	
Net Income		198,391	-	(41,883)	-	(126,200)	30,308	
Budgeted Student Enrollment		90	-	-	-	-	90	
		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Teaching Assistants	3.00	90,000	-	-	-	-	90,000	Starting salary for teaching assistants is approximately \$25,000. This rate provides opportunities to hire teaching assistants with more experience or invite teaching assistants from the flagship school to join the Flour City Campus.
Specialty Teachers	1.50	85,500	-	-	-	-	85,500	Art, Music, and PE Teacher salary exceeds starting salary of \$46,000 to provide opportunities to hire more experienced teachers or invite teachers from flagship school to join Flour City Campus
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.50	79,500	-	-	-	-	79,500	Average rate for certified Social Workers and others with Human Services experience
Other	0.80	46,800	-	-	-	-	46,800	Average rate for certified teachers with concentrations in specialized areas (specifically the ENL Teacher and Intervention Teacher)
TOTAL INSTRUCTIONAL	24.80	661,800	-	-	-	-	661,800	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	Service provided by district of location.
Librarian	-	-	-	-	-	-	-	Flour City will utilize a resource room for teachers to rotate classroom libraries and therefore do not need a librarian.
Custodian	-	-	-	-	-	-	-	Service provided by RMSC lease agreement.
Security	-	-	-	-	-	-	-	Service provided by RMSC lease agreement.
Other	0.50	-	-	13,000	-	-	13,000	Food Service staff
TOTAL NON-INSTRUCTIONAL	0.50	-	-	13,000	-	-	13,000	
SUBTOTAL PERSONNEL SERVICE COSTS	28.83	821,731.28	-	13,000	-	81,200	915,931	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		90,390	-	-	-	-	90,390	
Fringe / Employee Benefits		59,850	-	-	-	-	59,850	For budgeting purposes, GCCS - Flour City assumes all Flour City Campus staff will take health and dental benefits.
Retirement / Pension		78,160	-	-	-	-	78,160	Historically, the flagship school has offered NYS Teachers Retirement benefits. Flour City Campus will provide the same benefit.
TOTAL PAYROLL TAXES AND BENEFITS		228,400	-	-	-	-	228,400	31% is used for tax and benefit calculations for full-time Flour City Campus Staff. Shared staff will have proportionally shared benefits across start-up years.
TOTAL PERSONNEL SERVICE COSTS	28.83	1,050,132	-	13,000	-	81,200	1,144,332	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	5,000	5,000	
Legal		-	-	-	-	4,000	4,000	
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	-	-	
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	20,000	20,000	Accounting and Payroll Specialist and other contracted vendors will be paid using this portion of the budget.
TOTAL CONTRACTED SERVICES		-	-	-	-	29,000	29,000	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials		8,750	-	-	-	-	8,750	Classroom and library expenses
Special Ed Supplies & Materials		-	-	-	-	-	-	
Textbooks / Workbooks		500	-	-	-	-	500	
Supplies & Materials other		-	-	-	-	-	-	
Equipment / Furniture		1,000	-	-	-	-	1,000	
Telephone		-	-	-	-	-	-	
Technology		21,400	-	-	-	-	21,400	Technology costs for staff and students (leased laptops for staff, chromebooks and iPads for students, A/V equipment)
Student Testing & Assessment		2,700	-	-	-	-	2,700	
Field Trips		13,500	-	-	-	-	13,500	Transportation and admission costs for regular field studies in the Greater Rochester area.
Transportation (student)		-	-	-	-	-	-	
Student Services - other		-	-	-	-	-	-	
Office Expense		16,000	-	-	-	16,000	32,000	
Staff Development		91,050	-	-	-	-	91,050	Professional Development includes additional salary for three weeks in August prior to school years. Assuming founding staff will need school visits to support vision and mission and alignment to EL Education model.
Staff Recruitment		-	-	-	-	-	-	
Student Recruitment / Marketing		6,500	-	-	-	-	6,500	Fees for E3 Rochester (Common Application) and additional marketing and recruitment efforts (this will be a shared expense assuming a merger with SUNY)
School Meals / Lunch		-	-	28,883	-	-	28,883	Assumed meal costs for caterer.
Travel (Staff)		-	-	-	-	-	-	

YEAR 1 BUDGET AND ASSUMPTION	GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2022 - JUNE 30, 2023						
Total Revenue	1,511,683	-	-	-	-	1,511,683	
Total Expenses	1,313,292	-	41,883	-	126,200	1,481,375	
Net Income	198,391	-	(41,883)	-	(126,200)	30,308	
Budgeted Student Enrollment	90	-	-	-	-	90	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	161,400	-	28,883	-	16,000	206,283	
FACILITY OPERATION & MAINTENANCE							
Insurance	23,260	-	-	-	-	23,260	See estimate from Paris-Kirwan Associates
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	41,000	-	-	-	-	41,000	This assumption was developed using the formula that sets the flagship school lease with RMSC.
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	64,260	-	-	-	-	64,260	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	37,500	-	-	-	-	37,500	
TOTAL EXPENSES	1,313,292	-	41,883	-	126,200	1,481,375	
NET INCOME	198,391	-	(41,883)	-	(126,200)	30,308	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: ROCHESTER CITY SD	90					90	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	90					90	
REVENUE PER PUPIL	16,796					16,796	
EXPENSES PER PUPIL	14,592					16,460	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2022 - JUNE 30, 2023												
	125,973	125,973	125,973	125,973	125,973	125,973	125,973	125,973	125,973	125,973	125,973	125,976	1,511,683
Total Revenue	125,973	125,973	125,973	125,973	125,973	125,973	125,973	125,973	125,973	125,973	125,973	125,976	1,511,683
Total Expenses	98,758	82,658	129,996	129,996	129,996	129,996	129,996	129,996	129,996	129,996	129,995	129,998	1,481,375
Net Income	27,216	43,316	(4,022)	(4,022)	(4,022)	(4,022)	(4,022)	(4,022)	(4,022)	(4,022)	(4,022)	(4,022)	30,308
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	27,216	70,532	66,509	62,487	58,464	54,442	50,419	46,397	42,375	38,352	34,331	-
Ending Cash Balance	27,216	70,532	66,509	62,487	58,464	54,442	50,419	46,397	42,375	38,352	34,331	30,308	30,308
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	-	27,216	70,532	66,509	62,487	58,464	54,442	50,419	46,397	42,375	38,352	34,331	-
ENDING CASH BALANCE	27,216	70,532	66,509	62,487	58,464	54,442	50,419	46,397	42,375	38,352	34,331	30,308	30,308

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS	
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>							<i>*NOTE: State assumptions that are being made in the section provided below.</i>	
Total Revenue		1,511,683	2,048,750	2,309,688	2,555,626	2,981,563		
Total Expenses		1,481,375	2,047,584	2,282,338	2,553,715	2,882,921		
Net Income (Before Cash Flow Adjustments)		30,308	1,166	27,350	1,911	98,643		
Budgeted Student Enrollment		90	120	150	180	210		
		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27		
		Per Pupil Revenue Percentage Increase						
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue								
Basic Tuition (2020-21)								
PRIMARY School District: ROCHESTER CITY SD	13,785	1,240,650	1,654,200	2,067,750	2,481,300	2,894,850	Assuming per pupil allocations remain flat all five years.	
Other District 1:	-	-	-	-	-	-		
Other District 2:	-	-	-	-	-	-		
Other District 3:	-	-	-	-	-	-		
Other District 4:	-	-	-	-	-	-		
Other District 5:	-	-	-	-	-	-		
Other District 6:	-	-	-	-	-	-		
Other District 7:	-	-	-	-	-	-		
Other District 8:	-	-	-	-	-	-		
Other District 9:	-	-	-	-	-	-		
Other District 10:	-	-	-	-	-	-		
Other District 11:	-	-	-	-	-	-		
Other District 12:	-	-	-	-	-	-		
Other District 13:	-	-	-	-	-	-		
Other District 14:	-	-	-	-	-	-		
Other School Districts' Revenue:	(Weighted Avg.) -	-	-	-	-	-		
TOTAL Per Pupil Revenue	(Weighted Avg.) 13,785	1,240,650	1,654,200	2,067,750	2,481,300	2,894,850		
Special Education Revenue		-	-	-	-	-		
NYC DoE Rental Assistance		-	-	-	-	-		
Grants								
Stimulus		-	-	-	-	-		
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-		
Other		-	-	-	-	-		
Other		-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES		1,240,650	1,654,200	2,067,750	2,481,300	2,894,850		
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs								
Title I								
Title Funding - Other								
School Food Service (Free Lunch)								
Grants								
Charter School Program (CSP) Planning & Implementation		233,870	345,000	180,000	-	-	Assuming GCCS - Flour City is awarded with \$1,000,000 in CSP funding	
Other		-	-	-	-	-		
Other		-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES		233,870	345,000	180,000	-	-		
LOCAL and OTHER REVENUE								
Contributions and Donations								
Fundraising								
Erate Reimbursement								
Earnings on Investments								
Interest Income								
Food Service (Income from meals)		28,883	38,510	48,138	57,766	67,393	Assuming reimbursement from Child Nutrition for students who qualify for free or reduced meals.	
Text Book		-	-	-	-	-		
OTHER		8,280	11,040	13,800	16,560	19,320	Assumed allocations for textbooks, library, hardware and software money from the district of student residence (estimating \$92 per student).	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		37,163	49,550	61,938	74,326	86,713		
TOTAL REVENUE		1,511,683	2,048,750	2,309,688	2,555,626	2,981,563		
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS							<i>NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>	
		Year 1 No. of Positions						
Executive Management	0.33	33,000	33,330	40,663	51,070	51,581	Executive Director position is the highest paid position of \$100,000 across both schools	
Instructional Management	1.00	80,000	80,800	81,608	82,424	83,248	School Director position starting salary of \$80,000	
Deans, Directors & Coordinators	1.10	79,931	131,596	140,178	141,580	186,595	Instructional Coordinators and other Director salaries are between \$65,000 and \$80,000	
CFO / Director of Finance	-	-	-	-	-	-		
Operation / Business Manager	0.30	21,000	21,210	21,422	28,636	35,923	Salary for the Director of Operations is \$70,000	
Administrative Staff	0.80	27,200	27,472	44,747	45,194	45,646	The Technology Coordinator and Administrative Assistant full-time salaries are around \$34,000	
TOTAL ADMINISTRATIVE STAFF	3.53	241,131	294,408	328,619	348,905	402,993		
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular		6.00	342,000	459,420	578,014	697,794	818,772	Classroom Teacher salary exceeds starting salary of \$46,000 to provide opportunities to hire more experienced teachers or invite teachers from flagship school to join Flour City Campus
Teachers - SPED		-	-	-	-	-	-	Special Education Teachers will be provided to the school by RCSD in proportion to student need; GCCS historically has had two certified special education teachers assigned full-time each year.

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		1,511,683	2,048,750	2,309,688	2,555,626	2,981,563	
Total Expenses		1,481,375	2,047,584	2,282,338	2,553,715	2,882,921	
Net Income (Before Cash Flow Adjustments)		30,308	1,166	27,350	1,911	98,643	
Budgeted Student Enrollment		90	120	150	180	210	
		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	
Substitute Teachers	12.00	18,000	22,680	27,407	32,181	37,003	Assuming all classroom teachers and teaching assistants take their allotted 10 absence days and all need substitute coverage each of the days
Teaching Assistants	3.00	90,000	120,900	152,109	183,630	215,466	Starting salary for teaching assistants is approximately \$25,000. This rate provides opportunities to hire teaching assistants with more experience or invite teaching assistants from the flagship school to join the Flour City Campus.
Specialty Teachers	1.50	85,500	171,855	173,574	175,309	177,062	Art, Music, and PE Teacher salary exceeds starting salary of \$46,000 to provide opportunities to hire more experienced teachers or invite teachers from flagship school to join Flour City Campus
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.50	79,500	80,295	81,098	81,909	82,728	Average rate for certified Social Workers and others with Human Services experience
Other	0.80	46,800	47,268	76,991	77,761	78,538	Average rate for certified teachers with concentrations in specialized areas (specifically the ENL Teacher and Intervention Teacher)
TOTAL INSTRUCTIONAL	24.80	661,800	902,418	1,089,192	1,248,584	1,409,570	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	Service provided by district of location.
Librarian	-	-	-	-	-	-	Flour City will utilize a resource room for teachers to rotate classroom libraries and therefore do not need a librarian.
Custodian	-	-	-	-	-	-	Service provided by RMSC lease agreement.
Security	-	-	-	-	-	-	Service provided by RMSC lease agreement.
Other	0.50	13,000	13,130	13,261	13,394	13,528	Food Service staff
TOTAL NON-INSTRUCTIONAL	0.50	13,000	13,130	13,261	13,394	13,528	
SUBTOTAL PERSONNEL SERVICE COSTS	28.83	915,931	1,209,956	1,431,072	1,610,883	1,826,090	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		90,390	120,996	143,107	161,088	200,870	
Fringe / Employee Benefits		59,850	104,417	126,113	146,637	162,759	For budgeting purposes, GCCS - Flour City assumes all Flour City Campus staff will take health and dental benefits.
Retirement / Pension		78,160	111,765	129,784	145,429	159,885	Historically, the flagship school has offered NYS Teachers Retirement benefits. Flour City Campus will provide the same benefit.
TOTAL PAYROLL TAXES AND BENEFITS		228,400	337,178	399,005	453,154	523,514	31% is used for tax and benefit calculations for full-time Flour City Campus Staff. Shared staff will have proportionally shared benefits across start-up years.
TOTAL PERSONNEL SERVICE COSTS	28.83	1,144,332	1,547,134	1,830,077	2,064,037	2,349,605	
CONTRACTED SERVICES							
Accounting / Audit		5,000	5,050	5,101	5,152	5,203	Assumed shared cost after merger under SUNY
Legal		4,000	4,040	4,080	4,121	4,162	Assumed shared cost after merger under SUNY
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		20,000	20,200	20,402	20,606	20,812	Accounting and Payroll Specialist and other contracted vendors will be paid using this portion of the budget.
TOTAL CONTRACTED SERVICES		29,000	29,290	29,583	29,879	30,177	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		8,750	7,500	8,250	9,000	9,750	Classroom and library expenses
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		500	500	500	500	500	
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		1,000	1,000	1,000	1,000	1,000	
Telephone		-	-	-	-	-	
Technology		21,400	17,650	19,750	26,400	25,200	Technology costs for staff and students (leased laptops for staff, chromebooks and iPads for students, A/V equipment)
Student Testing & Assessment		2,700	3,720	4,800	5,940	7,140	i-Ready assessment costs. This will be a shared expense assuming merger under SUNY.
Field Trips		13,500	22,500	29,250	36,450	50,400	Transportation and admission costs for regular field studies in the Greater Rochester area in first years. As students get older in grades, visits to nearby cities are more likely to support curriculum and expeditions.
Transportation (student)		-	-	-	-	-	
Student Services - other		-	-	-	-	-	
Office Expense		32,000	32,120	32,241	32,364	32,487	
Staff Development		91,050	88,667	98,521	108,414	118,344	Professional Development includes additional salary for three weeks in August prior to school years. Assuming founding staff will need school visits to support vision and mission and alignment to EL Education model.
Staff Recruitment		-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	GENESEE COMMUNITY CHARTER SCHOOL - FLOUR CITY CAMPUS					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	1,511,683	2,048,750	2,309,688	2,555,626	2,981,563	
Total Expenses	1,481,375	2,047,584	2,282,338	2,553,715	2,882,921	
Net Income (Before Cash Flow Adjustments)	30,308	1,166	27,350	1,911	98,643	
Budgeted Student Enrollment	90	120	150	180	210	
	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	
Student Recruitment / Marketing	6,500	6,500	6,500	6,500	6,500	Fees for E3 Rochester (Common Application) and additional marketing and recruitment efforts (this will be a shared expense assuming a merger with SUNY)
School Meals / Lunch	28,883	38,510	48,138	57,766	67,393	Assumed meal costs for caterer.
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	206,283	218,667	248,950	284,334	318,714	
FACILITY OPERATION & MAINTENANCE						
Insurance	23,260	23,493	23,728	23,965	31,410	See estimate from Paris-Kirwan Associates
Janitorial	-	-	-	-	-	
	41,000	87,500	150,000	151,500	153,015	Assuming co-location lease at flagship school for Years One and Two. Assuming Year Three moves to the new leased space totaling approximately 15,000 square feet.
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	
Repairs & Maintenance	-	104,000	-	-	-	Additional classroom start-up costs for grades 3-6
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	64,260	214,993	173,728	175,465	184,425	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	Capitalization Threshold is 5k and did not include projected Depreciation for this budget.
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	37,500	37,500	-	-	-	\$75,000 for a Dissolution Account
TOTAL EXPENSES	1,481,375	2,047,584	2,282,338	2,553,715	2,882,921	
NET INCOME	30,308	1,166	27,350	1,911	98,643	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: ROCHESTER CITY SD	90	120	150	180	210	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	90	120	150	180	210	
REVENUE PER PUPIL	16,796	17,073	15,398	14,198	14,198	
EXPENSES PER PUPIL	16,460	17,063	15,216	14,187	13,728	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	30,308	1,166	27,350	1,911	98,643	
Beginning Cash Balance	-	30,308	31,475	58,825	60,736	
ENDING CASH BALANCE	30,308	31,475	58,825	60,736	159,378	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: ROCHESTER CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for ROCHESTER CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2022-23)	90	13,785	1,240,650	8,280	1,248,930	927,587,824	0.135%
Year 2 (2023-24)	120	13,785	1,654,200	11,040	1,665,240	927,587,824	0.180%
Year 3 (2024-25)	150	13,785	2,067,750	13,800	2,081,550	927,587,824	0.224%
Year 4 (2025-26)	180	13,785	2,481,300	16,560	2,497,860	927,587,824	0.269%
Year 5 (2026-27)	210	13,785	2,894,850	19,320	2,914,170	927,587,824	0.314%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Utilized the Proposed 2020-21 RCSD Budget from May 7, 2020. Here is the web address to the Budget and District Profile: https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Budget%20Book%202020%20Pro
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 2 (2023-24)	-	-	-	-	-	-	#DIV/0!
Year 3 (2024-25)	-	-	-	-	-	-	#DIV/0!
Year 4 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 5 (2026-27)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

21. Fiscal Soundness

f. Letters of Commitment

Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

This is not applicable.

Auditors' Communications

August 25, 2016

To The Board of Directors
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Board Members:

This letter is intended only for the board and those responsible for management and governance. Although we did review some of your internal controls, we did not perform an examination of them that would allow us to give an opinion on the adequacy of your controls.

Those charged with management and governance are responsible for:

- safeguarding your assets,
- ensuring that your resources are used as directed by funders, donors and as required by charities laws and your own articles of incorporation,
- assuring that you are complying with laws, regulations, contracts and grants associated with your funding,
- properly recording and reporting results of operations and account balances, and
- proper business practices, operating procedures, documentation and controls.

Our audit was designed to help you with those responsibilities, and is also designed and intended to help you to benchmark your administrative operations to best practices.

Our Responsibilities to You

As part of our audit we are required to inform you of significant deficiencies and material weaknesses in your controls that we become aware of.

Controls are procedures, policies, and responsibilities that you put in place to make sure that appropriate transactions take place and are reported properly on your financial statements. Examples of controls are timely billing for services you perform, ensuring proper payments are received and recorded, and measures to prevent overpayment of payroll or vendors.

Control deficiencies result when proper procedures are not in place to assure that appropriate transactions are carried out, recorded and reported properly.

Significant deficiencies are control deficiencies or combinations of control deficiencies that are less severe than material weaknesses, yet important enough to merit attention by those charged with governance.

Material weaknesses are significant deficiencies or combinations of significant deficiencies 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.

The Role of Internal Controls

Internal controls are managements' standards to safeguard your assets. They include the following components:

- Setting expectations of integrity and ethical conduct, with actions such as proper hiring and training,
- Assessing risks based on your operations and your staffing,
- Establishing control activities, such as separation of responsibilities, to reduce risks,
- Communications from senior management to all involved staff about internal controls, and
- Monitoring-ongoing evaluation of whether controls are appropriate and are working.

General Observations

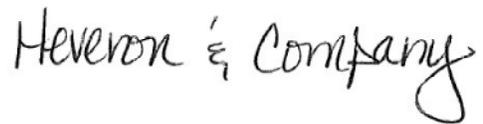
Our general observations are that:

- Your record-keeping system is appropriate for your financial recording and reporting needs, including allocation of revenue and expense to various programs.
- Record-keeping appears to be done in a timely, complete and conscientious manner.
- Internal controls are good given your staff size.
- The attitude of management regarding the importance of proper systems and controls seems appropriate.
- We did not have disagreements with management in connection with our audits or difficulties in performing the audits, and, to our knowledge, management did not consult with other CPAs about audit issues.
- We did not become aware of fraud or illegal acts, and there were no significant financial statement adjustments or unusual transactions.
- No material accounting adjustments were left unrecorded.
- There were no major changes in accounting policies and procedures or in estimating for things such as the useful lives of equipment items, bad debts or functional allocations.

Our consideration of internal control was for the limited purpose described above 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.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Company's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

Sincerely,

A handwritten signature in cursive script that reads "Heveron & Company". The signature is written in black ink and is positioned below the word "Sincerely,".

Heveron & Company CPAs

August 25, 2016

To The Finance Committee
of the Board of Directors
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Committee Members:

In addition to the required communications that we included in a separate letter, we have some observations about financial trends and best practices.

Trends

Comparative financial information and trends for the current and prior three years are also enclosed. This information should assist you in analyzing your financial results, and may be useful for budgeting and planning. Significant trends that we noted include:

- Last year you received the first payment from Rochester City School District for the current 2015-2016 school year prior to June 30, 2015. This did not recur in the current year, and as a result, cash and deferred revenue are both lower this year.
- Additionally, accrued payroll was lower this year because teacher stipend payments were made earlier. In addition, New York State reduced the employer retirement contribution rate from 17.53% to 13.26% for the 2015-2016 year. This decreased retirement expenses and the related accrued liability by \$49,000.
- During the year New York State approved additional funding for charter schools. You were approved to receive an additional \$47,000 from this funding. This amount is recorded in other revenue from public school districts and in accounts receivable at year end.
- Contributions are down \$52,000 primarily because, last year you received \$100,000 from the Farash Foundation, and this year you received \$50,000 from that foundation.

- Your substitute teachers were properly paid as employees this year instead of independent contractors. This change contributed to the increase in your employee benefits and payroll tax expense.
- Overall, while you did have a small net loss for the 2015-2016 year, the amount of the loss significantly decreased from the prior year loss of \$160,000. The total loss was less than the unrealized loss on investments (operations produced a small surplus). The increase in basic charter school tuition, the additional state aid and a decrease in depreciation expense all helped reduce your loss.

Compliance

- In January 2016, the New York State Department of Education issued guidance that schools must obtain current documentation of each student's district of residence upon enrollment and at the beginning of each school year thereafter. During testwork, we noted that all files had proof of residency but some of the documentation was more than a year old. You should ensure that documentation of current addresses is obtained at the beginning of each school year so that you are compliant with the guidance. Also, having this information prior to the beginning of year will reduce the risk associated with billing the wrong district and having to repay funds.
- The Non-Profit Revitalization Act requires organizations to have a written conflict of interest policy. This is separate from your Code of Ethics policy. Such a policy identifies procedures for dealing with board members or other insiders as providers of goods and services. The absence of such a policy can allow improper practices or lead to allegations of improper activities. With a policy in place organizations can carry on appropriate business transactions according to approved practices. You should have conflict of interest statements signed each year to help you identify relationships and comply with regulations on related party transactions.
- Uniform Guidance, the federal rules about requirements for agencies receiving federal funding, has been recently updated. Your school lunch program is funded with federal dollars. We recommend that you review your purchasing policy to make sure it is updated for Uniform Guidance.

Recordkeeping and Other Matters

- We know that you periodically perform a physical inventory count of leasehold improvements and equipment. However, you should compare this count against the accounting records to ensure all items are accounted for and that records are accurate.
- In general, the use of debit cards, while convenient, carry an extra risk for you, as it is a direct link to your cash assets. Cash is an inherently risky asset and we noted during fieldwork that there was an immaterial theft of cash resulting from unauthorized access to your debit card account. We know that you were able to recover the stolen funds, however, this risk could be minimized by switching to a credit card instead of a debit card. Contesting a fraudulent credit card transaction is much simpler and would not tie up any of your cash assets while it was being contested.

Please contact us if you have any questions about this letter or if we can help in any other way.

Sincerely,

Heveron & Company

Heveron & Company CPAs

GENESEE COMMUNITY CHARTER SCHOOL

FINANCIAL STATEMENTS

June 30, 2016

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INDEPENDENT AUDITORS' REPORT

To The Board of Trustees
Genesee Community Charter School
Rochester, New York

We have audited the accompanying financial statements of Genesee Community Charter School (a nonprofit organization), which comprise the balance sheets as of June 30, 2016 and 2015, and the related statements of activities and cash flows for the years then ended, and the statement of functional expenses for the year ended June 30, 2016, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the 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.

Opinion

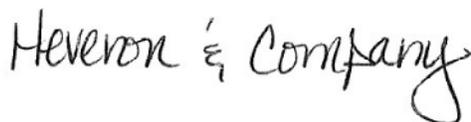
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Genesee Community Charter School as of June 30, 2016 and 2015 and the changes in net assets and cash flows for the years then ended and the functional expenses for the year ended June 30, 2016 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Genesee Community Charter School's statement of functional expenses for the year ended June 30, 2015, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 14, 2015. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015 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 19, 2016 on our consideration of Genesee Community Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is 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 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 Genesee Community Charter School's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "Heveron & Company". The signature is written in dark ink and is positioned above the typed name of the firm.

Heveron & Company CPAs

Rochester, New York

October 19, 2016

**GENESEE COMMUNITY CHARTER SCHOOL
BALANCE SHEETS
June 30, 2016 and 2015**

ASSETS

	<u>2016</u>	<u>2015</u>
<u>Current Assets</u>		
Cash and Cash Equivalents	\$ 285,896	\$ 632,374
Accounts Receivable	91,221	44,329
Prepaid Expenses	<u>14,956</u>	<u>66,450</u>
Total Current Assets	<u>392,073</u>	<u>743,153</u>
 <u>Fixed Assets</u>		
Leasehold Improvements and Equipment, Net	<u>1,077,180</u>	<u>1,185,835</u>
 <u>Other Assets</u>		
Investments	807,478	807,419
Deposits	<u>2,760</u>	<u>2,760</u>
Total Other Assets	<u>810,238</u>	<u>810,179</u>
 TOTAL ASSETS	 <u><u>2,279,491</u></u>	 <u><u>2,739,167</u></u>

LIABILITIES AND NET ASSETS

<u>Current Liabilities</u>		
Accounts Payable	6,540	7,817
Accrued Payroll	146,994	177,273
Accrued Liabilities	240,875	269,086
Deferred Revenue	<u>8,073</u>	<u>405,663</u>
Total Current Liabilities	<u>402,482</u>	<u>859,839</u>
 <u>Net Assets</u>		
Unrestricted		
Operating	1,802,009	1,804,328
Board Designated	<u>75,000</u>	<u>75,000</u>
Total Net Assets	<u>1,877,009</u>	<u>1,879,328</u>
 TOTAL LIABILITIES AND NET ASSETS	 <u><u>\$ 2,279,491</u></u>	 <u><u>\$ 2,739,167</u></u>

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
For The Years Ended June 30, 2016 and 2015

	2016	2015
<u>Revenues, Gains and Other Support:</u>		
Public School District:		
Revenue - Resident Student Enrollment	\$ 2,705,979	\$ 2,640,746
Other Revenue from Public School Districts	47,112	-
State Grants	20,275	20,390
Contributions	80,821	132,525
Food Service Fees	73,369	67,206
Field Study Fees	36,221	31,088
Other Income	17,674	10,336
Interest/Dividends Income	19,631	23,115
Unrealized Loss on Investments	(19,509)	(6,164)
Total Revenues, Gains and Other Support	2,981,573	2,919,242
<u>Expenses:</u>		
<u>Program Services:</u>		
Regular Education	2,424,291	2,526,351
Special Education	61,671	80,022
Food Services	67,822	72,939
Total Program Services Expense	2,553,784	2,679,312
<u>Supporting Services:</u>		
Management and General	430,108	399,502
Total Expenses	2,983,892	3,078,814
Change in Net Assets	(2,319)	(159,572)
Net Assets - Beginning of Year	1,879,328	2,038,900
Net Assets - End of Year	\$ 1,877,009	\$ 1,879,328

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2016 and 2015

	<u>2016</u>	<u>2015</u>
<u>Cash Flows From Operating Activities</u>		
Receipts from School Districts	\$ 2,299,329	\$ 2,987,888
Other Sources	156,176	127,212
Contributions	80,821	152,915
Payments to Vendors for Goods and Services Rendered	(590,461)	(757,557)
Payments to Charter School Personnel for Services Rendered	<u>(2,256,353)</u>	<u>(2,143,218)</u>
Net Cash Flows (Used)/Provided By Operating Activities	<u>(310,488)</u>	<u>367,240</u>
<u>Cash Flows From Investing Activities</u>		
Purchase of Fixed Assets	(16,422)	(86,415)
Purchase of Investments	<u>(19,568)</u>	<u>(23,034)</u>
Net Cash Flows Used By Investing Activities	<u>(35,990)</u>	<u>(109,449)</u>
Net (Decrease)/Increase in Cash and Cash Equivalents	(346,478)	257,791
Cash and Cash Equivalents - Beginning of Year	<u>632,374</u>	<u>374,583</u>
Cash and Cash Equivalents - End of Year	<u>\$ 285,896</u>	<u>\$ 632,374</u>

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2016 and 2015
(Continued)

	2016	2015
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Change in Net Assets	\$ (2,319)	\$ (159,572)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	125,077	221,279
Unrealized Loss on Investments	19,509	6,164
(Increase)/Decrease In:		
Accounts Receivable	(46,892)	(37,102)
Prepaid Expenses	51,494	(59,807)
Increase/(Decrease) In:		
Accounts Payable	(1,277)	(42,368)
Accrued Payroll	(30,279)	13,092
Accrued Liabilities	(28,211)	25,452
Deferred Revenue	(397,590)	400,102
Net Cash Flows (Used)/Provided By Operating Activities	\$ (310,488)	\$ 367,240

See Independent Auditors' Report and Notes to Financial Statements.

**GENESEE COMMUNITY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES**

For The Year Ended June 30, 2016

(With Comparative Totals For The Year Ended June 30, 2015)

	No. of Positions	Program Services				Totals	
		Regular Education	Special Education	Food Services	Management and General	2016	2015
Personnel Services Costs							
Instructional Personnel	25	\$ 1,265,020	\$ 35,447	\$ -	\$ -	\$ 1,300,467	\$ 1,280,062
Administrative Staff Personnel	4	-	-	-	218,985	218,985	214,320
Non-Instructional Personnel	1	71,155	-	-	-	71,155	71,536
Total Salaries	30	1,336,175	35,447	-	218,985	1,590,607	1,565,918
Employee Benefits and Payroll Taxes		334,305	8,869	-	54,789	397,963	368,677
Retirement Expense		175,815	4,664	-	28,814	209,293	258,558
Total Personnel Services		1,846,295	48,980	-	302,588	2,197,863	2,193,153
Rent		193,061	5,122	-	17,233	215,416	204,050
Depreciation and Amortization		121,845	3,232	-	-	125,077	221,279
Student Services		92,973	-	-	-	92,973	99,907
Food Service		-	-	67,822	-	67,822	72,939
Staff Development		61,857	1,641	-	-	63,498	77,931
Other Purchased Services		6,725	-	-	50,693	57,418	51,606
Office Expense		19,802	525	-	26,566	46,893	47,272
Supplies and Materials		37,650	1,001	-	68	38,719	34,832
Insurance		18,904	502	-	9,769	29,175	26,811
Repairs and Maintenance		18,211	483	-	1,540	20,234	17,443
Legal		-	-	-	11,576	11,576	11,351
Accounting and Auditing Fees		-	-	-	10,075	10,075	9,785
Technology		6,968	185	-	-	7,153	10,455
Total Expenses		\$ 2,424,291	\$ 61,671	\$ 67,822	\$ 430,108	\$ 2,983,892	\$ 3,078,814

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Genesee Community Charter School (the School) is a nonprofit organization, that was formed to provide a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. The School's local history-based and globally-connected programs immerse the children in investigation and discovery, extensively using the cultural and natural resources of the Rochester, NY community. The School focuses on nurturing the children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers, enabling them to reach exemplary standards. The School's revenue is predominantly Charter School Basic Tuition from the Rochester City School District and a few other surrounding school districts.

The main programs of the School are as follows:

REGULAR EDUCATION: The School curriculum is organized around six historical time periods - Prehistory, Early People/Woodland Peoples, Indians/Explorers/Settlers, Village to City, City Grows, and Today and Tomorrow. The School integrates Math, Science, Social Studies, Language Arts, Art, Music, and Physical Education to provide a rich and challenging curriculum, while keeping in alignment with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, and Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment, to students with disabilities. The primary service delivery for students with special needs is inclusion. For students requiring supplemental services, the School contracts with local individuals or agencies to provide the required services outlined in the student's Individual Education Plan or 504 Plan.

FOOD SERVICES: The School believes that healthy meals are an important part of a child's day. Breakfast and lunch are delivered and served "family style" every day, as the School does not have a cafeteria or kitchen facilities. The children eat and socialize with each other, parents, and teachers in their classrooms. All meals meet the required New York State Child Nutrition Standards, and the School subscribes to the New York State free and reduced priced meal program.

Accrual Basis

The financial statements of the School have been prepared on the accrual basis of accounting.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2016
(Continued)

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Financial Statement Presentation

The School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in two classes of net assets: unrestricted and temporarily restricted. There were no temporarily restricted net assets as of June 30, 2016 and 2015.

Contributions

The School also records contributions received as unrestricted or temporarily restricted support, depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America, allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met, are recorded in the Unrestricted Net Asset class.

The assets, liabilities, operations and net assets of the School are reported as follows:

- A. Unrestricted - the resources that the School has full discretion of as to use.
- B. Board Designated - those resources that are unrestricted; however, the board has designated for a specific purpose. As of June 30, 2016 and 2015, Board designated consisted of \$75,000 to be held in an escrow account in case of a future dissolution, as required by the New York State Department of Education.

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America, require management to make estimates and assumptions that affect the amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the amounts of revenue and expenses. Actual results could differ from those estimates.

Accounts Receivable

Accounts receivable is stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed, are written off. In addition, if necessary, management provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2016 and 2015.

GENESEE COMMUNITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2016

(Continued)

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Determining Fair Value of Financial Assets and Liabilities

Accounting principles generally accepted in the United States of America established a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1: Inputs to the valuation method are unadjusted quoted market prices in active markets for identical assets or liabilities.

Level 2: Inputs to the valuation method include:

- quoted prices for similar assets or liabilities in active markets;
- quoted prices for identical or similar assets or liabilities in inactive markets;
- inputs other than quoted prices that are observable for the asset or liability;
- inputs that are derived principally from or corroborated by observable market data by correlation or by other means.

Level 3: Inputs to the valuation method are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code, and has also determined that the School is publicly supported. As a result, no provision for federal or state income taxes has been made.

Deferred Revenue

Deferred revenue represents funds received related to the next school year.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2016
(Continued)

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

For the purposes of the statements of cash flows, cash and cash equivalents include all cash on hand and in banks, which at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Certain of these accounts are not federally insured. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

Cash and cash equivalents consisted of the following at June 30:

	2016	2015
Undeposited Funds	\$ 8,198	\$ 396,394
Checking	196,325	154,672
Savings	75,705	78,306
Money Market	5,668	3,002
Total	\$ 285,896	\$ 632,374

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program and management and general categories.

An immaterial amount of fund raising costs for the years ended June 30, 2016 and 2015 are included in management and general expenses.

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2015 from which the summarized information was derived.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2016
(Continued)

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fixed Assets

Leasehold improvements and equipment are stated at cost less accumulated depreciation and amortization. The School capitalizes property and equipment with a cost of over \$1,000 and an estimated life of three or more years. The cost and accumulated depreciation of property items sold or retired are eliminated from the accounts. Minor expenditures for maintenance, repairs and renewals are expensed. Donated assets are recorded at their estimated fair market value at the time of donation.

Fixed assets consisted of the following at June 30:

	2016	2015
Leasehold Improvements	\$ 1,918,847	\$ 1,918,847
Equipment	284,026	278,340
Less: Accumulated Depreciation and Amortization	(1,125,693)	(1,011,352)
Net Improvements and Equipment	\$ 1,077,180	\$ 1,185,835

Depreciation and amortization is computed on a straight-line basis over the estimated useful lives of assets. The ranges of estimated useful lives used in computing depreciation are as follows:

	Years
Leasehold Improvements	6-12
Equipment	3-7

Depreciation and amortization expense amounted to \$125,077 and \$221,279 for the years ended June 30, 2016 and 2015, respectively.

Reclassifications

Certain account balances as of June 30, 2015 have been reclassified to conform with the presentation as of June 30, 2016

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2016
(Continued)

NOTE 2 - INVESTMENTS

Investments in equity securities with readily determinable fair values and all investments in debt securities are measured at fair market value. Unrealized gains or losses on securities result from differences between the cost and fair market value of securities on a specified valuation date.

Investment securities are exposed to various risks, such as interest rate, market, economic conditions, world affairs and credit risks. 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.

A summary of investments at market value at June 30 is as follows:

	<u>2016</u>	<u>2015</u>
Mutual Funds	<u>\$ 807,478</u>	<u>\$ 807,419</u>

Mutual fund investments are based on Level 1 inputs in the hierarchy as described in Note 1.

There were no changes in the valuation techniques during the year.

NOTE 3 - SPECIAL EDUCATION AND OTHER SERVICES

The majority of special education services required by students of the School are provided by the Rochester City School District. The Rochester City School District also provided transportation. The School was unable to determine a value for these services thus these financial statements do not reflect revenue or expenses associated with those services.

Occasionally, the School does need to offer special education services that are not provided through the Rochester City School District. The School uses contracted services at these times; the revenue and expense for these services have been included in the financial statements.

The School also receives State Aid in the form of textbooks, computer hardware, computer software and library materials through the Rochester City School District. The total aid received for the years ended June 30, 2016 and 2015 was \$20,275 and \$20,390, respectively.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2016
(Continued)

NOTE 4 - COMMITMENTS

The School has entered into an operating lease for its facilities. The original lease expired June 30, 2016. Subsequent to year end the School signed a lease that expires June 2021. Annual base rent during each year of the lease is \$172,500. Commencing in the second year of the term, the School will pay additional rent to cover any increase in the lessor's utility costs and janitorial labor. Subsequent to year end the School will advance the cost for completion of HVAC and window upgrades for approximately \$193,000. This cost will be recouped by the School in the form of an annual credit against the rent in an amount equal to 1/10 of 1/2 of the final expenditures. This discount will be applied beginning with the September 2016 payment. The School has the option to renew this lease for one additional five year term at a Consumer Price Index adjusted rent. Rent expense for the years ended June 30, 2016 and 2015 totaled \$215,416 and \$204,050, respectively.

Future minimum lease payments are as follows for the year ended June 30:

<u>Year</u>	<u>Amount</u>
2017	\$ 172,500
2018	172,500
2019	172,500
2020	172,500
2021	172,500

NOTE 5 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System 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.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after July 27, 1976 and before January 1, 2010 with less than ten years of membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Those joining after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary, for their entire working career. Employers are required to contribute at an actuarially determined rate. Rates applicable to the fiscal years ended June 30, 2016 and 2015 were 13.26% and 17.53%, respectively.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2016
(Continued)

NOTE 5 - PENSION EXPENSE (Continued)

The retirement contribution expense totaled \$209,293 and \$258,558 for the years ended June 30, 2016 and 2015, respectively.

The School also has a 403(b) annuity retirement plan for its employees. After one year of service, employees at least 21 years of age that work a minimum of 1,000 hours annually may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The Board of Trustees voted not to make a discretionary contribution for the years ended June 30, 2016 and 2015.

NOTE 6 - DONATED SERVICES AND GOODS

The School receives donated services that do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America. During the years ended June 30, 2016 and 2015, approximately 150 families provided 5,506 and 3,100 hours of service, respectively. There were also 14 board members who donated 392 and 334 hours during the years ended June 30, 2016 and 2015, respectively. Volunteers help with many tasks at the School such as serving meals, chaperoning field studies, preparing classroom materials, and serving on the board.

NOTE 7 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 19, 2016, which is the date the statements were available for issuance.

GENESEE COMMUNITY CHARTER SCHOOL

FEDERAL FINANCIAL ASSISTANCE

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2016

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

To the Board of Trustees
Genesee Community Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Genesee Community Charter School (a nonprofit organization), which comprise the balance sheet as of June 30, 2016, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 19, 2016.

Internal Control Over Financial Reporting

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

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

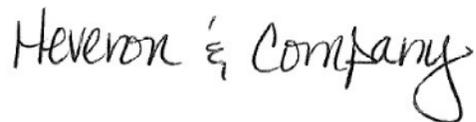
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Compliance and Other Matters

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

Purpose of this Report

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

A handwritten signature in cursive script that reads "Heveron & Company".

Heveron & Company CPAs

Rochester, New York

October 19, 2016

Form **990**

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2015

Department of the Treasury
Internal Revenue Service

- ▶ Do not enter social security numbers on this form as it may be made public.
- ▶ Information about Form 990 and its instructions is at www.irs.gov/form990.

Open to Public Inspection

A For the 2015 calendar year, or tax year beginning **JUL 1, 2015** and ending **JUN 30, 2016**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization Genesee Community Charter School Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 657 East Avenue City or town, state or province, country, and ZIP or foreign postal code Rochester, NY 14607 F Name and address of principal officer: Lisa Wing same as C above	D Employer identification number 16-1593234 E Telephone number 585-271-4320 G Gross receipts \$ 2,998,282. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		J Website: ▶ www.gccschool.org
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2000 M State of legal domicile: NY

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: Providing an educational experience valuing intellectual rigor, diversity, & responsibility. 2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets. 3 Number of voting members of the governing body (Part VI, line 1a) 3 14 4 Number of independent voting members of the governing body (Part VI, line 1b) 4 11 5 Total number of individuals employed in calendar year 2015 (Part V, line 2a) 5 51 6 Total number of volunteers (estimate if necessary) 6 164 7a Total unrelated business revenue from Part VIII, column (C), line 12 7a 0. 7b Net unrelated business taxable income from Form 990-T, line 34 7b 0.													
Revenue	8 Contributions and grants (Part VIII, line 1h) 150,215. 98,296. 9 Program service revenue (Part VIII, line 2g) 2,739,040. 2,862,681. 10 Investment income (Part VIII, column (A), lines 3, 4, and 7d) 23,115. 19,631. 11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) 10,336. 17,674. 12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) 2,922,706. 2,998,282.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Prior Year</th> <th style="width: 50%;">Current Year</th> </tr> </thead> <tbody> <tr><td style="text-align: right;">150,215.</td><td style="text-align: right;">98,296.</td></tr> <tr><td style="text-align: right;">2,739,040.</td><td style="text-align: right;">2,862,681.</td></tr> <tr><td style="text-align: right;">23,115.</td><td style="text-align: right;">19,631.</td></tr> <tr><td style="text-align: right;">10,336.</td><td style="text-align: right;">17,674.</td></tr> <tr><td style="text-align: right;">2,922,706.</td><td style="text-align: right;">2,998,282.</td></tr> </tbody> </table>	Prior Year	Current Year	150,215.	98,296.	2,739,040.	2,862,681.	23,115.	19,631.	10,336.	17,674.	2,922,706.	2,998,282.
Prior Year	Current Year													
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23,115.	19,631.													
10,336.	17,674.													
2,922,706.	2,998,282.													
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3) 0. 0. 14 Benefits paid to or for members (Part IX, column (A), line 4) 0. 0. 15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) 2,181,762. 2,197,863. 16a Professional fundraising fees (Part IX, column (A), line 11e) 0. 0. b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0. 17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) 894,352. 783,229. 18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) 3,076,114. 2,981,092. 19 Revenue less expenses. Subtract line 18 from line 12 -153,408. 17,190.													
Net Assets or Fund Balances	20 Total assets (Part X, line 16) 2,739,167. 2,279,491. 21 Total liabilities (Part X, line 26) 859,839. 402,482. 22 Net assets or fund balances. Subtract line 21 from line 20 1,879,328. 1,877,009.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Beginning of Current Year</th> <th style="width: 50%;">End of Year</th> </tr> </thead> <tbody> <tr><td style="text-align: right;">2,739,167.</td><td style="text-align: right;">2,279,491.</td></tr> <tr><td style="text-align: right;">859,839.</td><td style="text-align: right;">402,482.</td></tr> <tr><td style="text-align: right;">1,879,328.</td><td style="text-align: right;">1,877,009.</td></tr> </tbody> </table>	Beginning of Current Year	End of Year	2,739,167.	2,279,491.	859,839.	402,482.	1,879,328.	1,877,009.				
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2,739,167.	2,279,491.													
859,839.	402,482.													
1,879,328.	1,877,009.													

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer Mark Schiesser, Treasurer Type or print name and title	Date
Paid Preparer Use Only	Print/Type preparer's name Brenda Smith	Preparer's signature Date 09/29/16
	Firm's name ▶ Heveron & Company CPAs, PLLC Firm's address ▶ 260 Plymouth Avenue South Rochester, NY 14608	Check if self-employed <input type="checkbox"/> PTIN P00617844 Firm's EIN ▶ 27-1895149 Phone no. 585-232-2956

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission: To provide a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. (Continued on Schedule O)

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 2,421,491. including grants of \$) (Revenue \$ 2,806,986.) Genesee Community Charter School is located on the campus of the Rochester Museum & Science Center. Genesee Community Charter School enrolls approximately 220 students in kindergarten through sixth grades. As a charter school, Genesee Community Charter School is publicly funded and there is no tuition. Enrollment is open to all students who meet our age guidelines and a lottery is held in April of each year for incoming kindergarten students and for vacancies as they are available in first through fifth grades.

Continued on Schedule O

4b (Code:) (Expenses \$ 67,822. including grants of \$) (Revenue \$ 73,369.) GCCS offers breakfast and lunch daily to all students. Meals are delivered fresh every day by Julia K Caters, and are served "family style" in the classrooms. GCCS participates in the U.S. Department of Agriculture's school meal program. At the start of each new school year, all students are sent an application for free and reduced meals and are encouraged to apply. Those students who qualify are offered meals at a reduced or no cost. Students that do not qualify for free or reduced meals have the option to pay full price, or may bring meals from home. GCCS will continue to encourage all families to participate in its meal program.

4c (Code:) (Expenses \$ 61,671. including grants of \$) (Revenue \$) GCCS has fully included our students with special needs. Speech/language, occupational therapy, and counseling services are delivered both in and out of the classroom by professionals or staff from the child's district of residence. A special education teacher has been provided by the Rochester City School District for our students requiring resource room or consultant teacher services. GCCS has a special education coordinator who helps to maintain compliance with special education regulations. This person also works with teachers on academic intervention, and assists parents and staff through the CSE referral process. This person is also highly trained in the Wilson Language/Literacy Program, and works with small groups of students to enhance their reading levels.

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 2,550,984.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		X
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?	X	

Note. All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Main table with columns for question numbers (1a-14b), Yes/No checkboxes, and numerical input fields. Includes questions about Form 1096, Form W-2G, Form W-3, and various tax compliance requirements.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year 1a 14 If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
b	Enter the number of voting members included in line 1a, above, who are independent 1b 11		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	X	
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official	X	
b	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed **NY**
- 18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20 State the name, address, and telephone number of the person who possesses the organization's books and records: **The Organization - 585-271-4320**
657 East Avenue, Rochester, NY 14607

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Dr. Lisa Wing CEO	40.00	X		X				108,310.	0.	38,326.
(2) Mark Schiesser Board President & Acting Treasurer	0.40	X		X				0.	0.	0.
(3) Tracy Walker Secretary	0.40	X		X				0.	0.	0.
(4) Stacey Cicero Teacher Representative	40.00	X						70,514.	0.	27,330.
(5) Nathan Hayes RMSC Representative	0.40	X						0.	0.	0.
(6) Harry Pierre-Philippe Community Representative	0.40	X						0.	0.	0.
(7) Marcia Joy Community Representative	0.40	X						0.	0.	0.
(8) Kathleen DaBoll-Lavoie Community Representative	0.40	X						0.	0.	0.
(9) Bridget Shumway Community Representative	0.40	X						0.	0.	0.
(10) Patrick Flanigan Parent Representative	0.40	X						0.	0.	0.
(11) Michele Hannagan Parent Representative	0.40	X						0.	0.	0.
(12) Michelle Erklenz-Watts Vice President	0.40	X		X				0.	0.	0.
(13) Jeff Sciortino Parent Representative	0.40	X						0.	0.	0.
(14) Alexis Stubbe Teacher Representative	40.00	X						46,230.	0.	9,207.

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	20,275.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	78,021.			
	g	Noncash contributions included in lines 1a-1f: \$					
	h	Total. Add lines 1a-1f		98,296.			
Program Service Revenue	2 a	Resident Student Enrol	Business Code 611110	2,705,979.	2,705,979.		
	b	Food Service Fees	611710	73,369.	73,369.		
	c	School Dist. Revenue	611110	47,112.	47,112.		
	d	Field Study Fees	611110	36,221.	36,221.		
	e						
	f	All other program service revenue					
	g	Total. Add lines 2a-2f		2,862,681.			
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		19,631.		19,631.	
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
	6 a			(i) Real	(ii) Personal		
		Gross rents					
		Less: rental expenses					
		Rental income or (loss)					
	d	Net rental income or (loss)					
	7 a			(i) Securities	(ii) Other		
		Gross amount from sales of assets other than inventory					
		Less: cost or other basis and sales expenses					
		Gain or (loss)					
	d	Net gain or (loss)					
	8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18		a			
		Less: direct expenses		b			
Net income or (loss) from fundraising events							
9 a	Gross income from gaming activities. See Part IV, line 19		a				
	Less: direct expenses		b				
	Net income or (loss) from gaming activities						
10 a	Gross sales of inventory, less returns and allowances		a				
	Less: cost of goods sold		b				
	Net income or (loss) from sales of inventory						
Miscellaneous Revenue			Business Code				
11 a	Site Seminar	611110	16,670.	16,670.			
b	Other Revenue - Relate	900099	1,004.	1,004.			
c							
d	All other revenue						
e	Total. Add lines 11a-11d		17,674.				
12	Total revenue. See instructions.		2,998,282.	2,880,355.	0.	19,631.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	313,706.	156,244.	157,462.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,344,872.	1,249,122.	95,750.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	174,769.	162,924.	11,845.	
9 Other employee benefits	233,125.	223,576.	9,549.	
10 Payroll taxes	131,391.	103,409.	27,982.	
11 Fees for services (non-employees):				
a Management				
b Legal	11,576.		11,576.	
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	64,693.	3,925.	60,768.	
12 Advertising and promotion				
13 Office expenses	46,893.	20,327.	26,566.	
14 Information technology	7,153.	7,153.		
15 Royalties				
16 Occupancy	235,650.	216,877.	18,773.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	125,077.	125,077.		
23 Insurance	29,175.	19,406.	9,769.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Field Studies	89,223.	89,223.		
b Food Service	67,822.	67,822.		
c Staff Development	63,498.	63,498.		
d Curriculum and Classro	38,651.	38,651.		
e All other expenses	3,818.	3,750.	68.	
25 Total functional expenses. Add lines 1 through 24e	2,981,092.	2,550,984.	430,108.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year	
Assets	1	Cash - non-interest-bearing	551,065.	1	204,523.
	2	Savings and temporary cash investments	81,309.	2	81,373.
	3	Pledges and grants receivable, net		3	
	4	Accounts receivable, net	44,329.	4	91,221.
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	66,450.	9	14,956.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 2,202,873.		
	b	Less: accumulated depreciation	10b 1,125,693.	10c	1,077,180.
	11	Investments - publicly traded securities	807,419.	11	807,478.
	12	Investments - other securities. See Part IV, line 11		12	
	13	Investments - program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11	2,760.	15	2,760.
16	Total assets. Add lines 1 through 15 (must equal line 34)	2,739,167.	16	2,279,491.	
Liabilities	17	Accounts payable and accrued expenses	454,176.	17	394,409.
	18	Grants payable		18	
	19	Deferred revenue	405,663.	19	8,073.
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26	Total liabilities. Add lines 17 through 25	859,839.	26	402,482.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27	Unrestricted net assets	1,879,328.	27	1,877,009.
	28	Temporarily restricted net assets		28	
	29	Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.				
	30	Capital stock or trust principal, or current funds		30	
	31	Paid-in or capital surplus, or land, building, or equipment fund		31	
	32	Retained earnings, endowment, accumulated income, or other funds		32	
33	Total net assets or fund balances	1,879,328.	33	1,877,009.	
34	Total liabilities and net assets/fund balances	2,739,167.	34	2,279,491.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	2,998,282.
2	Total expenses (must equal Part IX, column (A), line 25)	2	2,981,092.
3	Revenue less expenses. Subtract line 2 from line 1	3	17,190.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	1,879,328.
5	Net unrealized gains (losses) on investments	5	-19,509.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	1,877,009.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits		

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources ...						
9 Net income from unrelated business activities, whether or not the business is regularly carried on ...						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2015 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2014 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2015. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2014. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2015. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2014. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2015 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2014 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2015 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2014 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2015. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2014. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 11 on Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):

a The organization satisfied the Activities Test. Complete line 2 below.

b The organization is the parent of each of its supported organizations. Complete line 3 below.

c The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).

2 Activities Test. Answer (a) and (b) below.

	Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		

3 Parent of Supported Organizations. Answer (a) and (b) below.

a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7 Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2015 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2015	(iii) Distributable Amount for 2015
1 Distributable amount for 2015 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2015 (reasonable cause required-see instructions)			
3 Excess distributions carryover, if any, to 2015:			
a			
b			
c			
d From 2013			
e From 2014			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2015 distributable amount			
i Carryover from 2010 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2015 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2015 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2015, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6 Remaining underdistributions for 2015. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7 Excess distributions carryover to 2016. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a			
b			
c Excess from 2013			
d Excess from 2014			
e Excess from 2015			

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and
its instructions is at www.irs.gov/form990.

2015

Name of the organization

Employer identification number

Genesee Community Charter School

16-1593234

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2015)

Name of organization Genesee Community Charter School	Employer identification number 16-1593234
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	<u>Farash Foundation</u> <u>657 East Avenue</u> <u>Rochester, NY 14607</u>	\$ <u>50,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	<u>New York State Department of Education</u> <u>657 East Avenue</u> <u>Rochester, NY 14607</u>	\$ <u>20,275.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	<u>Anonymous</u> <u>657 East Avenue</u> <u>Rochester, NY 14607</u>	\$ <u>16,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization Genesee Community Charter School	Employer identification number 16-1593234
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____

Name of organization

Employer identification number

Genesee Community Charter School

16-1593234

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) \$
 Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.

▶ Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015
Open to Public
Inspection

Name of the organization Genesee Community Charter School Employer identification number 16-1593234

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? <input type="checkbox"/> Yes <input type="checkbox"/> No		
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or education) Preservation of a historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? Yes No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ \$ _____

(ii) Assets included in Form 990, Part X ▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ▶ \$ _____

b Assets included in Form 990, Part X ▶ \$ _____

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2015

532051
11-02-15

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange programs
- e Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment %
- b Permanent endowment %
- c Temporarily restricted endowment %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

- (i) unrelated organizations
- (ii) related organizations

	Yes	No
3a(i)		
3a(ii)		
3b		

b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		1,918,846.	883,702.	1,035,144.
d Equipment		284,027.	241,991.	42,036.
e Other				

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) 1,077,180.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public Inspection

Name of the organization **Genesee Community Charter School** Employer identification number **16-1593234**

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	<input checked="" type="checkbox"/>	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	<input checked="" type="checkbox"/>	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	<input checked="" type="checkbox"/>	
<u>Statement is published on all brochures and any public documents. It is also published on the GCCS website.</u>		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	<input checked="" type="checkbox"/>	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	<input checked="" type="checkbox"/>	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	<input checked="" type="checkbox"/>	
d Copies of all material used by the organization or on its behalf to solicit contributions?	<input checked="" type="checkbox"/>	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		<input checked="" type="checkbox"/>
b Admissions policies?		<input checked="" type="checkbox"/>
c Employment of faculty or administrative staff?		<input checked="" type="checkbox"/>
d Scholarships or other financial assistance?		<input checked="" type="checkbox"/>
e Educational policies?		<input checked="" type="checkbox"/>
f Use of facilities?		<input checked="" type="checkbox"/>
g Athletic programs?		<input checked="" type="checkbox"/>
h Other extracurricular activities?		<input checked="" type="checkbox"/>
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	<input checked="" type="checkbox"/>	
b Has the organization's right to such aid ever been revoked or suspended?		<input checked="" type="checkbox"/>
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	<input checked="" type="checkbox"/>	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) (2015)

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public
Inspection

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Form 990, Part III, Line 1, Description of Organization Mission:

Our local history-based and globally-connected program immerses children in investigation and discovery, extensively using the cultural and natural resources of our community. We nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers enabling them to reach exemplary standards.

Form 990, Part III, Line 4a, Program Service Accomplishments:

Genesee Community Charter School's curriculum focuses on local history and the natural world and-as an Expeditionary Learning school-students are immersed in three interdisciplinary learning expeditions each year. Classes frequently venture into the community for purposeful and rigorous field studies integral to their ongoing learning experiences. Music, visual arts, dance, and creative movement are integrated into the academic and social life at Genesee Community Charter School. The school is nationally recognized for its implementation of the Expeditionary Learning model and its approach to arts integration. Since it was founded in 2001, Genesee Community Charter School has been one of the most successful K-6 schools in New York as measured by the New York State Education Department's School Performance Index.

Form 990, Part VI, Section A, line 2:

Stacey Cicero and Alexis Stubbe are both employees (teachers) and voting board members. Lisa Wing is their supervisor and also a voting board member.

Name of the organization Genesee Community Charter School	Employer identification number 16-1593234
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Form 990, Part VI, Section B, line 11:

The GCCS Finance Committee reviewed the Form 990 and presented it to the Board of Trustees for approval prior to filing. Each Trustee received a full copy of the return prior to filing.

Form 990, Part VI, Section B, Line 12c:

The Organization has all board members sign a conflict of interest policy annually. The statements are updated for any changes during the year. Any conflicts are recognized and board members abstain from voting as appropriate.

Form 990, Part VI, Section B, Line 15:

The GCCS Personnel Committee does a complete evaluation with the CEO. The evaluation is then discussed with the full Board of Trustees. Compensation is benchmarked by the Personnel Committee and approved by full Board of Trustees. There are no other compensated officers.

Form 990, Part VI, Section C, Line 19:

The Organization's governing documents, conflict of interest policy and financial statements are all available upon request.



Auditors' Communications

September 18, 2017

To The Board of Trustees
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Board Members:

This letter is intended only for the board and those responsible for management and governance. Although we did review some of your internal controls, we did not perform an examination of them that would allow us to give an opinion on the adequacy of your controls.

Those charged with management and governance are responsible for:

- safeguarding your assets,
- ensuring that your resources are used as directed by funders, donors, and as required by charities laws and your own articles of incorporation,
- assuring that you are complying with laws, regulations, contracts and grants associated with your funding,
- properly recording and reporting results of operations and account balances, and
- proper business practices, operating procedures, documentation and controls.

Our audit was designed to help you with those responsibilities, and is also designed and intended to help you to benchmark your administrative operations to best practices.

Our Responsibilities to You

As part of our audit we are required to inform you of significant deficiencies and material weaknesses in your controls that we become aware of.

Controls are procedures, policies, and responsibilities that you put in place to make sure that appropriate transactions take place and are reported properly on your financial statements. Examples of controls are timely billing for services you perform, ensuring proper payments are received and recorded, and measures to prevent overpayment of payroll or vendors.



Control deficiencies result when proper procedures are not in place to assure that appropriate transactions are carried out, recorded and reported properly.

Significant deficiencies are control deficiencies or combinations of control deficiencies that are less severe than material weaknesses, yet important enough to merit attention by those charged with governance.

Material weaknesses are significant deficiencies or combinations of significant deficiencies 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.

The Role of Internal Controls

Internal controls are managements' standards to safeguard your assets. They include the following components:

- Setting expectations of integrity and ethical conduct, with actions such as proper hiring and training,
- Assessing risks based on your operations and your staffing,
- Establishing control activities, such as separation of responsibilities, to reduce risks,
- Communications from senior management to all involved staff about internal controls, and
- Monitoring-ongoing evaluation of whether controls are appropriate and are working.

General Observations

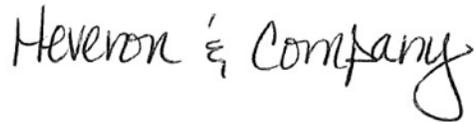
Our general observations are that:

- Your record-keeping system is appropriate for your financial recording and reporting needs, including allocation of revenue and expense to various programs.
- Record-keeping appears to be done in a timely, complete and conscientious manner.
- Internal controls are good given your staff size.
- The attitude of management regarding the importance of proper systems and controls seems appropriate.
- We did not have disagreements with management in connection with our audits or difficulties in performing the audits, and to our knowledge, management did not consult with other CPAs about audit issues.
- We did not become aware of fraud or illegal acts, and there were no significant financial statement adjustments or unusual transactions.
- No material accounting adjustments were left unrecorded.
- There were no major changes in accounting policies and procedures or in estimating for things such as the useful lives of equipment items, bad debts, or functional allocations.

Our consideration of internal control was for the limited purpose described above 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.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Company's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

Sincerely,

A handwritten signature in cursive script that reads "Heveron & Company". The signature is written in black ink and is positioned below the word "Sincerely,".

Heveron & Company CPAs



September 18, 2017

To The Finance Committee
of the Board of Trustees
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Committee Members:

In addition to the required communications that we included in a separate letter, we have some observations about financial trends and recommendations for improvements to your compliance and recordkeeping.

Trends

Comparative financial information and trends for the current and prior three years are also enclosed. This information should assist you in analyzing your financial results, and may be useful for budgeting and planning. Significant trends that we noted include:

- Cash decreased from last year by over \$133,000. A large factor in this change was the payment of approximately \$183,000 for HVAC improvements. Half of this outlay (\$91,000) will be recovered in the form of a rent credit over the next 10 years. The unapplied portion of the rent credit is included in prepaid expenses on the balance sheet at year-end, accounting for the increase in prepaid expenses over the prior year.
- Accrued payroll was higher at June 30, 2017 as compared to June 30, 2016 due to the timing of paydates. There was an additional week of payroll accrued this year.
- Contributions decreased by \$65,000 primarily because last year GCCS received a \$50,000 grant from the Farash Foundation that was not received in the current year.
- Over the past three years the annual financial results for GCCS have improved from a deficit of \$160,000 to a surplus of \$100,000. This year's surplus was positively affected by the unrealized gain on investments due to a strong market, special charter school aid from the state, and the dissemination grant.



Compliance

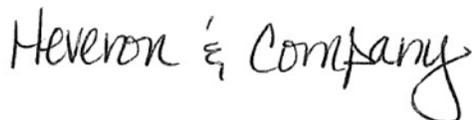
- The Non-Profit Revitalization Act requires organizations to have a written conflict of interest policy. This is separate from your Code of Ethics policy. Such a policy identifies procedures for dealing with board members or other insiders as providers of goods and services. The absence of such a policy can allow improper practices or lead to allegations of improper activities. With a policy in place organizations can carry on appropriate business transactions according to approved practices. You should have conflict of interest statements signed each year to help you identify relationships and comply with regulations on related party transactions.

Recordkeeping and Other Matters

- We know that you periodically perform a physical inventory count of leasehold improvements and equipment. However, you should compare this count against the accounting records to ensure all items are accounted for and that records are accurate.
- Your capitalization cutoff is relatively small for an organization with your annual budget. You may want to increase that limit to simplify your accounting in the future.

Please contact us if you have any questions about this letter or if we can help in any other way.

Sincerely,

A handwritten signature in black ink that reads "Heveron & Company". The signature is written in a cursive, flowing style.

Heveron & Company CPAs

GENESEE COMMUNITY CHARTER SCHOOL

FINANCIAL STATEMENTS

June 30, 2017



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INDEPENDENT AUDITORS' REPORT

To The Board of Trustees
Genesee Community Charter School
Rochester, New York

We have audited the accompanying financial statements of Genesee Community Charter School (a nonprofit organization), which comprise the balance sheets as of June 30, 2017 and 2016, the related statements of activities and cash flows for the years then ended, the statement of functional expenses for the year ended June 30, 2017, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the 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.

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Rochester, New York 14608-2239

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

Opinion

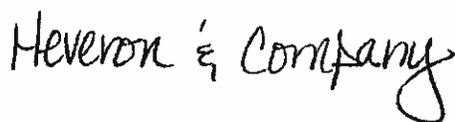
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Genesee Community Charter School as of June 30, 2017 and 2016 and the changes in net assets and cash flows for the years then ended, and the functional expenses for the year ended June 30, 2017 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Genesee Community Charter School's statement of functional expenses for the year ended June 30, 2016, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 19, 2016. In our opinion, the summarized comparative information presented herein, as of and for the year ended June 30, 2016 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 11, 2017 on our consideration of Genesee Community Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is 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 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 Genesee Community Charter School's internal control over financial reporting and compliance.



Heveron & Company CPAs

Rochester, New York

October 11, 2017

**GENESEE COMMUNITY CHARTER SCHOOL
BALANCE SHEETS
June 30, 2017 and 2016**

ASSETS

	<u>2017</u>	<u>2016</u>
<u>Current Assets</u>		
Cash and Cash Equivalents	\$ 152,386	\$ 285,896
Accounts Receivable	56,922	44,112
Grants Receivable	155,046	47,109
Prepaid Expenses	<u>114,930</u>	<u>14,956</u>
Total Current Assets	<u>479,284</u>	<u>392,073</u>
<u>Fixed Assets</u>		
Leasehold Improvements and Equipment, Net	<u>1,064,889</u>	<u>1,077,180</u>
<u>Other Assets</u>		
Investments	890,606	807,478
Deposits	<u>2,760</u>	<u>2,760</u>
Total Other Assets	<u>893,366</u>	<u>810,238</u>
TOTAL ASSETS	<u>2,437,539</u>	<u>2,279,491</u>

LIABILITIES AND NET ASSETS

<u>Current Liabilities</u>		
Accounts Payable	14,610	6,540
Accrued Payroll	209,915	146,994
Accrued Liabilities	215,436	240,875
Deferred Revenue	<u>19,862</u>	<u>8,073</u>
Total Current Liabilities	<u>459,823</u>	<u>402,482</u>
<u>Net Assets</u>		
Unrestricted		
Operating	1,902,716	1,802,009
Board Designated	<u>75,000</u>	<u>75,000</u>
Total Unrestricted Net Assets	1,977,716	1,877,009
Total Net Assets	<u>1,977,716</u>	<u>1,877,009</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,437,539</u>	<u>\$ 2,279,491</u>

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
For The Years Ended June 30, 2017 and 2016

	2017	2016
<u>Revenues, Gains and Other Support:</u>		
Public School District:		
Revenue - Resident Student Enrollment	\$ 2,734,846	\$ 2,705,979
Special Charter School Aid	92,399	47,112
Federal Grants	107,050	-
State Grants	18,994	20,275
Contributions	15,180	80,821
Food Service Fees	77,682	73,369
Field Study Fees	29,325	36,221
Other Income	20,258	17,674
Interest/Dividends Income	17,979	19,631
Unrealized Gain/(Loss) on Investments	65,212	(19,509)
Total Revenues, Gains and Other Support	3,178,925	2,981,573
<u>Expenses:</u>		
<u>Program Services:</u>		
Regular Education	2,490,790	2,424,291
Special Education	70,444	61,671
Food Services	81,525	67,822
Total Program Services Expense	2,642,759	2,553,784
<u>Supporting Services:</u>		
Management and General	435,459	430,108
Total Expenses	3,078,218	2,983,892
Change in Net Assets	100,707	(2,319)
Net Assets - Beginning of Year	1,877,009	1,879,328
Net Assets - End of Year	\$ 1,977,716	\$ 1,877,009

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2017 and 2016

	<u>2017</u>	<u>2016</u>
<u>Cash Flows From Operating Activities</u>		
Receipts from School Districts	\$ 2,731,337	\$ 2,299,329
Other Sources	147,728	156,176
Contributions	15,180	80,821
Grants	91,515	-
Payments to Vendors for Goods and Services Rendered	(700,905)	(590,461)
Payments to Charter School Personnel for Services Rendered	<u>(2,279,943)</u>	<u>(2,256,353)</u>
Net Cash Flows Provided/(Used) By Operating Activities	<u>4,912</u>	<u>(310,488)</u>
<u>Cash Flows From Investing Activities</u>		
Purchase of Fixed Assets	(120,506)	(16,422)
Purchase of Investments	<u>(17,916)</u>	<u>(19,568)</u>
Net Cash Flows Used By Investing Activities	<u>(138,422)</u>	<u>(35,990)</u>
Net Decrease in Cash and Cash Equivalents	(133,510)	(346,478)
Cash and Cash Equivalents - Beginning of Year	<u>285,896</u>	<u>632,374</u>
Cash and Cash Equivalents - End of Year	<u>\$ 152,386</u>	<u>\$ 285,896</u>

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2017 and 2016
(Continued)

	2017	2016
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Change in Net Assets	\$ 100,707	\$ (2,319)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	132,797	125,077
Unrealized Loss/(Gain) on Investments	(65,212)	19,509
(Increase)/Decrease In:		
Accounts Receivable	(12,810)	(46,892)
Grants Receivable	(107,937)	-
Prepaid Expenses	(99,974)	51,494
Increase/(Decrease) In:		
Accounts Payable	8,070	(1,277)
Accrued Payroll	62,921	(30,279)
Accrued Liabilities	(25,439)	(28,211)
Deferred Revenue	<u>11,789</u>	<u>(397,590)</u>
 Net Cash Flows Provided/(Used) By Operating Activities	 <u>\$ 4,912</u>	 <u>\$ (310,488)</u>

See Independent Auditors' Report and Notes to Financial Statements.

**GENESEE COMMUNITY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES**

**For The Year Ended June 30, 2017
(With Comparative Totals For The Year Ended June 30, 2016)**

	No. of Positions	Program Services				Management and General	Totals	
		Regular Education	Special Education	Food Services			2017	2016
Personnel Services Costs								
Instructional Personnel	27	\$ 1,360,154	\$ 45,542	\$ -	\$ -	\$ 1,405,696	\$ 1,300,467	
Administrative Staff Personnel	5	-	-	-	233,294	233,294	218,985	
Non-Instructional Personnel	1	74,001	-	4,345	-	78,346	71,155	
Total Salaries	33	1,434,155	45,542	4,345	233,294	1,717,336	1,590,607	
Employee Benefits and Payroll Taxes		348,184	11,057	1,055	56,639	416,935	397,963	
Retirement Expense		152,953	4,857	463	24,881	183,154	209,293	
Total Personnel Services		1,935,292	61,456	5,863	314,814	2,317,425	2,197,863	
Rent		135,261	4,044	-	12,095	151,400	215,416	
Depreciation and Amortization		129,371	3,426	-	-	132,797	125,077	
Student Services		94,215	-	-	-	94,215	92,973	
Staff Development		83,759	-	-	-	83,759	63,498	
Food Service		-	-	74,144	-	74,144	67,822	
Other Purchased Services		10,597	-	-	53,902	64,499	57,418	
Office Expense		29,095	-	-	15,328	44,423	46,893	
Supplies and Materials		37,085	-	-	-	37,085	38,719	
Insurance		9,112	1,518	1,518	18,221	30,369	29,175	
Repairs and Maintenance		18,796	-	-	1,540	20,336	20,234	
Accounting and Auditing Fees		-	-	-	10,375	10,375	10,075	
Legal		-	-	-	9,184	9,184	11,576	
Technology		8,207	-	-	-	8,207	7,153	
Total Expenses		\$ 2,490,790	\$ 70,444	\$ 81,525	\$ 435,459	\$ 3,078,218	\$ 2,983,892	

See Independent Auditors' Report and Notes to Financial Statements.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2017

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Genesee Community Charter School (the School) is a nonprofit organization, that was formed to provide a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. The School's local history-based and globally-connected programs immerse the children in investigation and discovery, extensively using the cultural and natural resources of the Rochester, NY community. The School focuses on nurturing the children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers, enabling them to reach exemplary standards. The School's revenue is predominantly Charter School Basic Tuition from the Rochester City School District and a few other surrounding school districts.

The main programs of the School are as follows:

REGULAR EDUCATION: The School curriculum is organized around six historical time periods - Prehistory, Early People/Woodland Peoples, Indians/Explorers/Settlers, Village to City, City Grows, and Today and Tomorrow. The School integrates Math, Science, Social Studies, Language Arts, Art, Music, and Physical Education to provide a rich and challenging curriculum, while keeping in alignment with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, and Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment to students with disabilities. The primary service delivery for students with special needs is inclusion. For students requiring supplemental services, the School contracts with local individuals or agencies to provide the required services outlined in the student's Individual Education Plan or 504 Plan.

FOOD SERVICES: The School believes that healthy meals are an important part of a child's day. Breakfast and lunch are delivered and served "family style" every day, as the School does not have a cafeteria or kitchen facilities. The children eat and socialize with each other, parents, and teachers in their classrooms. All meals meet the required New York State Child Nutrition Standards, and the School subscribes to the New York State free and reduced priced meal program.

Accrual Basis

The financial statements of the School have been prepared on the accrual basis of accounting.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2017
(Continued)**

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Financial Statement Presentation

The School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in two classes of net assets: unrestricted and temporarily restricted. There were no temporarily restricted net assets as of June 30, 2017 and 2016.

Contributions

The School also records contributions received as unrestricted or temporarily restricted support, depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America, allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met, are recorded in the Unrestricted Net Asset class.

The assets, liabilities, operations, and net assets of the School are reported as follows:

- A. Unrestricted - the resources that the School has full discretion of as to use.
- B. Board Designated - those resources that are unrestricted; however, the board has designated for a specific purpose. As of June 30, 2017 and 2016, Board designated consisted of \$75,000 to be held in an escrow account in case of a future dissolution, as required by the New York State Department of Education.

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America, require management to make estimates and assumptions that affect the amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the amounts of revenue and expenses. Actual results could differ from those estimates.

Accounts Receivable

Accounts receivable is stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, if necessary, management provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2017 and 2016.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2017

(Continued)

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Determining Fair Value of Financial Assets and Liabilities

Accounting principles generally accepted in the United States of America established a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements), and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1: Inputs to the valuation method are unadjusted quoted market prices in active markets for identical assets or liabilities.

Level 2: Inputs to the valuation method include:

- quoted prices for similar assets or liabilities in active markets;
- quoted prices for identical or similar assets or liabilities in inactive markets;
- inputs other than quoted prices that are observable for the asset or liability;
- inputs that are derived principally from or corroborated by observable market data by correlation or by other means.

Level 3: Inputs to the valuation method are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code. As a result, no provision for federal or state income taxes has been made.

Deferred Revenue

Deferred revenue represents funds received related to the next school year.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2017
(Continued)

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

For the purposes of the statements of cash flows, cash and cash equivalents include all cash on hand and in banks, which at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Certain of these accounts are not federally insured. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

Cash and cash equivalents consisted of the following at June 30:

	<u>2017</u>	<u>2016</u>
Undeposited Funds	\$ 21,623	\$ 8,198
Checking	49,327	196,325
Savings	75,766	75,705
Money Market	<u>5,670</u>	<u>5,668</u>
Total	<u>\$ 152,386</u>	<u>\$ 285,896</u>

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program, and management and general categories.

An immaterial amount of fund raising costs for the years ended June 30, 2017 and 2016 are included in management and general expenses.

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2016 from which the summarized information was derived.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2017
(Continued)**

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fixed Assets

Leasehold improvements and equipment are stated at cost, less accumulated depreciation and amortization. The School capitalizes property and equipment with a cost of over \$ 1,000 and an estimated life of three or more years. The cost and accumulated depreciation of property items sold or retired are eliminated from the accounts. Minor expenditures for maintenance, repairs, and renewals are expensed. Donated assets are recorded at their estimated fair market value at the time of donation.

Fixed assets consisted of the following at June 30:

	2017	2016
Leasehold Improvements	\$ 2,010,703	\$ 1,918,847
Equipment	312,675	284,026
Less: Accumulated Depreciation and Amortization	(1,258,489)	(1,125,693)
Net Improvements and Equipment	\$ 1,064,889	\$ 1,077,180

Depreciation and amortization is computed on a straight-line basis over the estimated useful lives of assets. The ranges of estimated useful lives used in computing depreciation are as follows:

	Years
Leasehold Improvements	7-12
Equipment	3-7

Depreciation and amortization expense amounted to \$132,797 and \$125,077 for the years ended June 30, 2017 and 2016, respectively.

Reclassifications

Certain account balances as of June 30, 2016 have been reclassified to conform with the presentation as of June 30, 2017.

GENESEE COMMUNITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2017

(Continued)

NOTE 2 - INVESTMENTS

Investments in equity securities with readily determinable fair values and all investments in debt securities are measured at fair market value. Unrealized gains or losses on securities result from differences between the cost and fair market value of securities on a specified valuation date.

Investment securities are exposed to various risks, such as interest rate, market, economic conditions, world affairs and credit risks. 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.

A summary of investments at market value at June 30, is as follows:

	<u>2017</u>	<u>2016</u>
Mutual Funds - Equities	\$ 436,600	\$ 807,478
Mutual Funds - Bonds	<u>454,006</u>	<u>-</u>
Total	<u>\$ 890,606</u>	<u>\$ 807,478</u>

Mutual fund investments are based on Level 1 inputs in the hierarchy as described in Note 1.

There were no changes in the valuation techniques during the year.

NOTE 3 - SPECIAL EDUCATION AND OTHER SERVICES

The majority of special education services required by students of the School are provided by the Rochester City School District. The Rochester City School District also provided transportation. The School was unable to determine a value for these services thus these financial statements do not reflect revenue or expenses associated with those services.

Occasionally, the School does need to offer special education services that are not provided through the Rochester City School District. The School uses contracted services at these times; the revenue and expense for these services have been included in the financial statements.

The School also receives State Aid in the form of textbooks, computer hardware, computer software and library materials through the Rochester City School District. The total aid received for the years ended June 30, 2017 and 2016 was \$18,994 and \$20,275, respectively.

GENESEE COMMUNITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2017

(Continued)

NOTE 4 - COMMITMENTS

The School has entered into an operating lease for its facilities. The lease expires June 2021. Annual base rent during each year of the lease is \$172,500, including utility costs and janitorial labor. Next year the School will pay additional rent to cover any increase in the lessor's utility costs and janitorial labor. During the year ended June 30, 2017, the School advanced the cost for HVAC and window upgrades totaling \$183,713. This cost will be recouped by the School in the form of an annual credit against the rent in an amount equal to 1/10 of 1/2 of the final expenditures. This discount will be applied beginning with the September 2016 payment. The School has the option to renew this lease for one additional five year term at a Consumer Price Index adjusted rent. Rent expense for the years ended June 30, 2017 and 2016 totaled \$151,400 and \$215,416, respectively.

Future minimum lease payments are as follows for the year ended June 30:

<u>Year</u>	<u>Amount</u>
2018	\$ 172,500
2019	172,500
2020	172,500
2021	172,500

NOTE 5 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System 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.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after July 27, 1976 and before January 1, 2010 with less than ten years of membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Those joining after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary, for their entire working career. Employers are required to contribute at an actuarially determined rate. Rates applicable to the fiscal years ended June 30, 2017 and 2016 were 11.72% and 13.26%, respectively.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2017

(Continued)

NOTE 5 - PENSION EXPENSE (Continued)

The retirement contribution expense totaled \$183,154 and \$209,293 for the years ended June 30, 2017 and 2016, respectively.

The School also has a 403(b) annuity retirement plan for its employees. After one year of service, employees at least 21 years of age that work a minimum of 1,000 hours annually, may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The Board of Trustees voted not to make a discretionary contribution for the years ended June 30, 2017 and 2016.

NOTE 6 - DONATED SERVICES AND GOODS

The School receives donated services that do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America. During the years ended June 30, 2017 and 2016, approximately 150 families provided 3,141 and 5,506 hours of service, respectively. There were also 14 board members who donated 342 and 392 hours during the years ended June 30, 2017 and 2016, respectively. Volunteers help with many tasks at the School such as serving meals, chaperoning field studies, preparing classroom materials, and serving on the board.

NOTE 7 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 11, 2017, which is the date the statements were available for issuance.

GENESEE COMMUNITY CHARTER SCHOOL

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2017



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

To the Board of Trustees
Genesee Community Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Genesee Community Charter School (a nonprofit organization), which comprise the balance sheet as of June 30, 2017, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 11, 2017.

Internal Control Over Financial Reporting

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

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



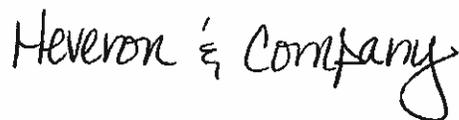
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Compliance and Other Matters

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

Purpose of this Report

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



Heveron & Company CPAs

Rochester, New York
October 11, 2017

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2016

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Do not enter social security numbers on this form as it may be made public.
Information about Form 990 and its instructions is at www.irs.gov/form990.

A For the 2016 calendar year, or tax year beginning JUL 1, 2016 and ending JUN 30, 2017

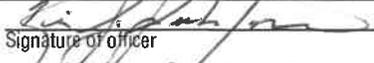
B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization Genesee Community Charter School Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 657 East Avenue City or town, state or province, country, and ZIP or foreign postal code Rochester, NY 14607 F Name and address of principal officer: Lisa Wing same as C above	D Employer identification number 16-1593234 E Telephone number 585-271-4320 G Gross receipts \$ 3,113,713. H(a) Is this a group return for subordinates? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> H(b) Are all subordinates included? Yes <input type="checkbox"/> No <input type="checkbox"/> If "No," attach a list. (see instructions) H(c) Group exemption number
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: www.gccschool.org		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other		
L Year of formation: 2000 M State of legal domicile: NY		

Part I Summary

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: Providing an educational experience valuing intellectual rigor, diversity, & responsibility.			
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.			
	3	Number of voting members of the governing body (Part VI, line 1a)	3	17	
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	14	
	5	Total number of individuals employed in calendar year 2016 (Part V, line 2a)	5	61	
	6	Total number of volunteers (estimate if necessary)	6	164	
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.	
	7b	Net unrelated business taxable income from Form 990-T, line 34	7b	0.	
Revenue			Prior Year	Current Year	
	8	Contributions and grants (Part VIII, line 1h)	98,296.	141,224.	
	9	Program service revenue (Part VIII, line 2g)	2,862,681.	2,934,252.	
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	19,631.	17,979.	
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	17,674.	20,258.	
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	2,998,282.	3,113,713.	
	Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
		14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
		15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,197,863.	2,317,424.
		16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
		b	Total fundraising expenses (Part IX, column (D), line 25)	0.	0.
		17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	783,229.	760,794.
18		Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,981,092.	3,078,218.	
19		Revenue less expenses. Subtract line 18 from line 12	17,190.	35,495.	
Net Assets or Fund Balances			Beginning of Current Year	End of Year	
	20	Total assets (Part X, line 16)	2,279,491.	2,437,539.	
	21	Total liabilities (Part X, line 26)	402,482.	459,823.	
22	Net assets or fund balances. Subtract line 21 from line 20	1,877,009.	1,977,716.		

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	 Signature of officer	Date	11/13/17		
	Kevin Sutherland, Treasurer Type or print name and title				
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	Jeanne Beutner	Jeanne Beutner	11/13/17	<input type="checkbox"/>	P00228650
	Firm's name	Firm's EIN			
	Heveron & Company CPAs, PLLC	27-1895149			
	Firm's address	Phone no.			
	260 Plymouth Avenue South Rochester, NY 14608	585-232-2956			

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission: To provide a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. (Continued on Schedule O)

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

4a (Code:) (Expenses \$ 2,490,790. including grants of \$) (Revenue \$ 2,876,828.) Genesee Community Charter School is located on the campus of the Rochester Museum & Science Center. Genesee Community Charter School enrolls approximately 220 students in kindergarten through sixth grades. As a charter school, Genesee Community Charter School is publicly funded and there is no tuition. Enrollment is open to all students who meet our age guidelines and a lottery is held in April of each year for incoming kindergarten students and for vacancies as they are available in first through fifth grades.

Continued on Schedule O

4b (Code:) (Expenses \$ 81,525. including grants of \$) (Revenue \$ 77,682.) GCCS offers breakfast and lunch daily to all students. Meals are delivered fresh every day by Julia K Caters, and are served "family style" in the classrooms. GCCS participates in the U.S. Department of Agriculture's school meal program. At the start of each new school year, all students are sent an application for free and reduced meals and are encouraged to apply. Those students who qualify are offered meals at a reduced or no cost. Students that do not qualify for free or reduced meals have the option to pay full price, or may bring meals from home. GCCS will continue to encourage all families to participate in its meal program.

4c (Code:) (Expenses \$ 70,444. including grants of \$) (Revenue \$) GCCS has fully included our students with special needs. Speech/language, occupational therapy, and counseling services are delivered both in and out of the classroom by professionals or staff from the child's district of residence. A special education teacher has been provided by the Rochester City School District for our students requiring resource room or consultant teacher services. GCCS has a special education coordinator who helps to maintain compliance with special education regulations. This person also works with teachers on academic intervention, and assists parents and staff through the CSE referral process. This person is also highly trained in the Wilson Language/Literacy Program, and works with small groups of students to enhance their reading levels.

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 2,642,759.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		X
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b <i>If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?</i>		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b <i>If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?		
Note. All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Input box for Schedule O

Table with columns for question number, description, sub-questions (1a-14b), Yes, and No. Includes questions about Form 1096, Form W-2G, Form W-3, Form 990-T, Form 8886-T, Form 8899, Form 1098-C, Form 4966, Form 501(c)(7), Form 501(c)(12), Form 1041, and Form 720.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
	1a	17	
b	Enter the number of voting members included in line 1a, above, who are independent		
	1b	14	
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	X	
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
7b			
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
8a			
b	Each committee with authority to act on behalf of the governing body?	X	
8b			
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
10b			
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12b			
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
12c			
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official	X	
15a			
b	Other officers or key employees of the organization	X	
15b			
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		
16b			

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **▶ NY**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records: **▶**
The Organization - 585-271-4320
657 East Avenue, Rochester, NY 14607

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former** directors or trustees that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Dr. Lisa Wing CEO	40.00	X		X				123,251.	0.	36,364.
(2) Mark Schiesser Board President	0.40	X		X				0.	0.	0.
(3) Tracy Walker Community Representative	0.40	X						0.	0.	0.
(4) Steven Lee-Davis Teacher Representative	40.00	X						53,479.	0.	22,411.
(5) Nathan Hayes RMSC Representative	0.40	X						0.	0.	0.
(6) Harry Pierre-Philippe Secretary	0.40	X		X				0.	0.	0.
(7) Marcia Joy Community Representative	0.40	X						0.	0.	0.
(8) Carla Morris Parent Representative	0.40	X						0.	0.	0.
(9) Bridget Shumway Community Representative	0.40	X						0.	0.	0.
(10) Patrick Flanigan Parent Representative	0.40	X						0.	0.	0.
(11) Michele Hannagan Community Representative	0.40	X						0.	0.	0.
(12) Michelle Erklenz-Watts Vice President	0.40	X		X				0.	0.	0.
(13) Larry Coley RMSC Representative	0.40	X						0.	0.	0.
(14) Alexis Stubbe Teacher Representative	40.00	X						49,283.	0.	7,069.
(15) Chojoy Schroeder Community Representative	0.40	X						0.	0.	0.
(16) Kevin Sutherland Treasurer	0.40	X		X				0.	0.	0.
(17) John Peltz Parent Representative	0.40	X						0.	0.	0.

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a						
	b Membership dues	1b						
	c Fundraising events	1c						
	d Related organizations	1d						
	e Government grants (contributions)	1e	126,044.					
	f All other contributions, gifts, grants, and similar amounts not included above	1f	15,180.					
	g Noncash contributions included in lines 1a-1f: \$							
	h Total. Add lines 1a-1f			141,224.				
Program Service Revenue	2 a Resident Student Enrol	Business Code	611110	2,734,846.	2,734,846.			
	b School Dist. Revenue		611110	92,399.	92,399.			
	c Food Service Fees		611710	77,682.	77,682.			
	d Field Study Fees		611110	29,325.	29,325.			
	e							
	f All other program service revenue							
	g Total. Add lines 2a-2f			2,934,252.				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)			17,979.			17,979.	
	4 Income from investment of tax-exempt bond proceeds							
	5 Royalties							
	6 a Gross rents	(i) Real	(ii) Personal					
		b Less: rental expenses						
		c Rental income or (loss)						
		d Net rental income or (loss)						
	7 a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other					
		b Less: cost or other basis and sales expenses						
		c Gain or (loss)						
		d Net gain or (loss)						
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a						
		b Less: direct expenses	b					
		c Net income or (loss) from fundraising events						
	9 a Gross income from gaming activities. See Part IV, line 19	a						
b Less: direct expenses		b						
c Net income or (loss) from gaming activities								
10 a Gross sales of inventory, less returns and allowances	a							
	b Less: cost of goods sold	b						
	c Net income or (loss) from sales of inventory							
Miscellaneous Revenue			Business Code					
11 a Site Seminar			611110	19,034.	19,034.			
	b Other Revenue - Relate		900099	1,224.	1,224.			
	c							
	d All other revenue							
e Total. Add lines 11a-11d				20,258.				
12 Total revenue. See instructions.				3,113,713.	2,954,510.	0.	17,979.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	299,821.	137,218.	162,603.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,481,433.	1,376,304.	105,129.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	154,415.	144,577.	9,838.	
9 Other employee benefits	251,216.	237,850.	13,366.	
10 Payroll taxes	130,539.	106,661.	23,878.	
11 Fees for services (non-employees):				
a Management				
b Legal	9,184.		9,184.	
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	74,874.	10,597.	64,277.	
12 Advertising and promotion				
13 Office expenses	44,423.	29,095.	15,328.	
14 Information technology	8,207.	8,207.		
15 Royalties				
16 Occupancy	171,736.	158,101.	13,635.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	132,797.	132,797.		
23 Insurance	28,851.	10,630.	18,221.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <u>Field Studies</u>	89,694.	89,694.		
b <u>Staff Development</u>	83,759.	83,759.		
c <u>Food Service</u>	75,662.	75,662.		
d <u>Curriculum and Classroom</u>	37,085.	37,085.		
e All other expenses	4,522.	4,522.		
25 Total functional expenses. Add lines 1 through 24e	3,078,218.	2,642,759.	435,459.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	204,523.	1	70,950.
	2 Savings and temporary cash investments	81,373.	2	81,436.
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	91,221.	4	211,968.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	14,956.	9	114,930.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 2,323,378.		
	b Less: accumulated depreciation	10b 1,258,489.	10c	1,064,889.
	11 Investments - publicly traded securities	1,077,180.	11	890,606.
	12 Investments - other securities. See Part IV, line 11	807,478.	12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	2,760.	15	2,760.
16 Total assets. Add lines 1 through 15 (must equal line 34)	2,279,491.	16	2,437,539.	
Liabilities	17 Accounts payable and accrued expenses	394,409.	17	439,961.
	18 Grants payable		18	
	19 Deferred revenue	8,073.	19	19,862.
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	402,482.	26	459,823.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	1,877,009.	27	1,977,716.
	28 Temporarily restricted net assets		28	
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	1,877,009.	33	1,977,716.	
34 Total liabilities and net assets/fund balances	2,279,491.	34	2,437,539.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	3,113,713.
2	Total expenses (must equal Part IX, column (A), line 25)	2	3,078,218.
3	Revenue less expenses. Subtract line 2 from line 1	3	35,495.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	1,877,009.
5	Net unrealized gains (losses) on investments	5	65,212.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	1,977,716.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
2b	Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits _____		

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here	<input type="checkbox"/>					

Section C. Computation of Public Support Percentage

14 Public support percentage for 2016 (line 6, column (f) divided by line 11, column (f))	14		%
15 Public support percentage from 2015 Schedule A, Part II, line 14	15		%
16a 33 1/3% support test - 2016. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
b 33 1/3% support test - 2015. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2016. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2015. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	<input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions	<input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2016 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2015 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2016 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2015 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2016. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2015. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year(see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions	
7 Total annual distributions. Add lines 1 through 6	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions	
9 Distributable amount for 2016 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2016	(iii) Distributable Amount for 2016
1 Distributable amount for 2016 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2016 (reasonable cause required- explain in Part VI). See instructions			
3 Excess distributions carryover, if any, to 2016:			
a			
b			
c From 2013			
d From 2014			
e From 2015			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2016 distributable amount			
i Carryover from 2011 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2016 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2016 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4			
5 Remaining underdistributions for years prior to 2016, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions			
6 Remaining underdistributions for 2016. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions			
7 Excess distributions carryover to 2017. Add lines 3j and 4c			
8 Breakdown of line 7:			
a			
b Excess from 2013			
c Excess from 2014			
d Excess from 2015			
e Excess from 2016			

Schedule A (Form 990 or 990-EZ) 2016

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Lined area for supplemental information.

Schedule B
(Form 990, 990-EZ,
or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and
its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Name of the organization Genesee Community Charter School	Employer identification number 16-1593234
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Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2016)

Name of organization Genesee Community Charter School	Employer identification number 16-1593234
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Part I Contributors (See instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	<u>New York State Department of Education</u> <u>657 East Avenue</u> <u>Rochester, NY 14607</u>	\$ <u>18,994.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	<u>United States Department of Education</u> <u>657 East Avenue</u> <u>Rochester, NY 14607</u>	\$ <u>107,050.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	<u>Sutliff Family</u> <u>657 East Avenue</u> <u>Rochester, NY 14607</u>	\$ <u>10,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization Genesee Community Charter School	Employer identification number 16-1593234
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Part II Noncash Property (See instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions)	(d) Date received
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____

Name of organization Genesee Community Charter School	Employer identification number 16-1593234
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.

▶ Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016
Open to Public Inspection

Name of the organization **Genesee Community Charter School** Employer identification number **16-1593234**

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or education) Preservation of a historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

Yes No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

▶ \$ _____

(ii) Assets included in Form 990, Part X

▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1

▶ \$ _____

b Assets included in Form 990, Part X

▶ \$ _____

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2016

632051 08-29-16

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange programs
- e Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment _____ %
- b Permanent endowment _____ %
- c Temporarily restricted endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations	3a(i)	
(ii) related organizations	3a(ii)	
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b	

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		2,010,703.	1,170,069.	840,634.
d Equipment		312,675.	88,420.	224,255.
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				1,064,889.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**

▶ **Attach to Form 990 or Form 990-EZ.**

OMB No. 1545-0047

2016

Open to Public Inspection

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	X	
<u>Statement is published on all brochures and any public documents. It is also published on the GCCS website.</u>		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2016

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.
Also provide any other additional information.

Line 6 - Explanation of Government Financial Aid:

The organization received basic charter school tuition, special additional funding from NY State, state flow through aid for library, textbooks, and technology from the NY State Department of Education.

Multiple horizontal lines for supplemental information.

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

2016

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Part I Questions Regarding Compensation

	Yes	No
<p>1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.</p> <p> <input type="checkbox"/> First-class or charter travel <input type="checkbox"/> Travel for companions <input type="checkbox"/> Tax indemnification and gross-up payments <input type="checkbox"/> Discretionary spending account </p> <p> <input type="checkbox"/> Housing allowance or residence for personal use <input type="checkbox"/> Payments for business use of personal residence <input type="checkbox"/> Health or social club dues or initiation fees <input type="checkbox"/> Personal services (such as, maid, chauffeur, chef) </p>		
<p>b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain</p>	1b	
<p>2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?</p>	2	
<p>3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.</p> <p> <input checked="" type="checkbox"/> Compensation committee <input type="checkbox"/> Independent compensation consultant <input type="checkbox"/> Form 990 of other organizations </p> <p> <input checked="" type="checkbox"/> Written employment contract <input type="checkbox"/> Compensation survey or study <input checked="" type="checkbox"/> Approval by the board or compensation committee </p>		
<p>4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:</p>		
<p>a Receive a severance payment or change-of-control payment?</p>	4a	X
<p>b Participate in, or receive payment from, a supplemental nonqualified retirement plan?</p>	4b	X
<p>c Participate in, or receive payment from, an equity-based compensation arrangement?</p> <p>If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.</p>	4c	X
<p>Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.</p>		
<p>5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:</p>		
<p>a The organization?</p>	5a	X
<p>b Any related organization?</p> <p>If "Yes" on line 5a or 5b, describe in Part III.</p>	5b	X
<p>6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:</p>		
<p>a The organization?</p>	6a	X
<p>b Any related organization?</p> <p>If "Yes" on line 6a or 6b, describe in Part III.</p>	6b	X
<p>7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III</p>	7	X
<p>8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III</p>	8	X
<p>9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?</p>	9	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2016

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

Part I, Line 3:

Compensation was approved by the personnel committee and the full board of trustees. Annual incremental increases are approved via the budget by the full board of trustees.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Open to Public
Inspection

Name of the organization

Genesee Community Charter School

Employer identification number
16-1593234

Form 990, Part III, Line 1, Description of Organization Mission:

Our local history-based and globally-connected program immerses children in investigation and discovery, extensively using the cultural and natural resources of our community. We nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers enabling them to reach exemplary standards.

Form 990, Part III, Line 4a, Program Service Accomplishments:

Genesee Community Charter School's curriculum focuses on local history and the natural world and-as an Expeditionary Learning school-students are immersed in three interdisciplinary learning expeditions each year. Classes frequently venture into the community for purposeful and rigorous field studies integral to their ongoing learning experiences. Music, visual arts, dance, and creative movement are integrated into the academic and social life at Genesee Community Charter School. The school is nationally recognized for its implementation of the Expeditionary Learning model and its approach to arts integration. Since it was founded in 2001, Genesee Community Charter School has been one of the most successful K-6 schools in New York as measured by the New York State Education Department's School Performance Index.

Form 990, Part VI, Section A, line 2:

Steven Lee-Davis and Alexis Stubbe are both employees (teachers) and voting board members. Lisa Wing is their supervisor and also a voting board member.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2016)

632211 08-25-16

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Form 990, Part VI, Section B, line 11b:

The GCCS Finance Committee reviewed the Form 990 and presented it to the Board of Trustees for approval prior to filing. Each Trustee received a full copy of the return prior to filing.

Form 990, Part VI, Section B, Line 12c:

The Organization has all board members sign a conflict of interest policy annually. The statements are updated for any changes during the year. Any conflicts are recognized and board members abstain from voting as appropriate.

Form 990, Part VI, Section B, Line 15:

The GCCS Personnel Committee does a complete evaluation with the CEO. The evaluation is then discussed with the full Board of Trustees. Compensation was benchmarked by the Personnel Committee and approved by full Board of Trustees. Annual increases are approved by the Board as part of the budget process. There are no other compensated officers.

Form 990, Part VI, Section C, Line 19:

The Organization's governing documents, conflict of interest policy and financial statements are all available upon request.



Auditors' Communications

September 20, 2018

To The Board of Directors
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Board Members:

This letter is intended only for the board and those responsible for management and governance. Although we did review some of your internal controls, we did not perform an examination of them that would allow us to give an opinion on the adequacy of your controls.

Those charged with management and governance are responsible for:

- safeguarding your assets,
- ensuring that your resources are used as directed by funders, donors, and as required by charities laws and your own articles of incorporation,
- assuring that you are complying with laws, regulations, contracts and grants associated with your funding,
- properly recording and reporting results of operations and account balances, and
- proper business practices, operating procedures, documentation and controls.

Our audit was designed to help you with those responsibilities, and is also designed and intended to help you to benchmark your administrative operations to best practices.

Our Responsibilities to You

As part of our audit we are required to inform you of significant deficiencies and material weaknesses in your controls that we become aware of.

Controls are procedures, policies, and responsibilities that you put in place to make sure that appropriate transactions take place and are reported properly on your financial statements. Examples of controls are timely billing for services you perform, ensuring proper payments are received and recorded, and measures to prevent overpayment of payroll or vendors.

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Control deficiencies result when proper procedures are not in place to assure that appropriate transactions are carried out, recorded and reported properly.

Significant deficiencies are control deficiencies or combinations of control deficiencies that are less severe than material weaknesses, yet important enough to merit attention by those charged with governance.

Material weaknesses are significant deficiencies or combinations of significant deficiencies 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.

The Role of Internal Controls

Internal controls are managements' standards to safeguard your assets. They include the following components:

- Setting expectations of integrity and ethical conduct, with actions such as proper hiring and training,
- Assessing risks based on your operations and your staffing,
- Establishing control activities, such as separation of responsibilities, to reduce risks,
- Communications from senior management to all involved staff about internal controls, and
- Monitoring - ongoing evaluation of whether controls are appropriate and are working.

General Observations

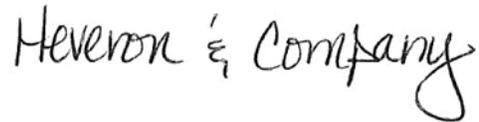
Our general observations are that:

- Your recordkeeping system is appropriate for your financial recording and reporting needs, including allocation of revenue and expense to various programs.
- Recordkeeping appears to be done in a timely, complete and conscientious manner.
- Internal controls are good given your staff size.
- The attitude of management regarding the importance of proper systems and controls seems appropriate.
- We did not have disagreements with management in connection with our audits or difficulties in performing the audits, and to our knowledge, management did not consult with other CPAs about audit issues.
- We did not become aware of fraud or illegal acts, and there were no significant financial statement adjustments or unusual transactions.
- No material accounting adjustments were left unrecorded.
- There were no major changes in accounting policies and procedures or in estimating for things such as the useful lives of equipment items, bad debts or functional allocations.

Our consideration of internal control was for the limited purpose described above 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.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Company's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

Sincerely,

A handwritten signature in black ink that reads "Heveron & Company". The signature is written in a cursive, flowing style.

Heveron & Company CPAs



September 20, 2018

To The Finance Committee
of the Board of Directors
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Committee Members:

In addition to the required communications that we included in a separate letter, we have some observations about financial trends and recommendations for improvements to your compliance and recordkeeping.

Trends

Comparative financial information and trends for the current and prior three years are also enclosed. This information should assist you in analyzing your financial results, and may be useful for budgeting and planning. Significant trends that we noted include:

- Federal grants increased by about \$136,000, more than double the previous year. This is due to the Dissemination Grant being higher this year and also receiving Title I and Title II for the first time this year.
- Charter School aid was cut from the New York State budget this year.
- Technology expense increased about \$38,700 this year. This entire increase is attributable to the purchase of new computers for the computer lab. Each one was under the capitalization policy and was expensed.
- Over the past four years, the annual financial results for GCCS have improved from a deficit of \$160,000 to a surplus of \$100,000 last year, and back to a \$69,000 deficit this year. This years deficit is influenced by a smaller unrealized gain on investments due to fluctuations in the market, the lack of additional New York State Aid, and major increases in expenses, such as the previously mentioned computers.



Compliance

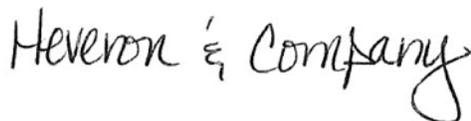
- The Non-Profit Revitalization Act requires organizations to have a written conflict of interest policy. This is separate from your Code of Ethics policy. Such a policy identifies procedures for dealing with board members or other insiders as providers of goods and services. The absence of such a policy can allow improper practices or lead to allegations of improper activities. With a policy in place, organizations can carry on appropriate business transactions according to approved practices. You should have conflict of interest statements signed each year to help you identify relationships and comply with regulations on related party transactions.
- Your procurement policy is not in-line with the Uniform Grant Guidance. You should create a policy in-line with the Uniform Grant Guidance, now that federal funds are starting to increase.

Recordkeeping and Other Matters

- Your capitalization policy is relatively small for an organization with your annual budget. You should consider increasing that limit to simplify your accounting in the future.
- We know that you periodically perform a physical inventory count of leasehold improvements and equipment. However, you should compare this count against the accounting records to ensure all items are accounted for and that records are accurate.

Please contact us if you have any questions about this letter or if we can help in any other way.

Sincerely,

A handwritten signature in cursive script that reads "Heveron & Company". The signature is written in black ink and is positioned below the "Sincerely," text.

Heveron & Company CPAs

GENESEE COMMUNITY CHARTER SCHOOL

FINANCIAL STATEMENTS

June 30, 2018



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INDEPENDENT AUDITORS' REPORT

To The Board of Trustees
Genesee Community Charter School
Rochester, New York

We have audited the accompanying financial statements of Genesee Community Charter School (a nonprofit organization), which comprise the balance sheets as of June 30, 2018 and 2017, the related statements of activities and cash flows for the years then ended, the statement of functional expenses for the year ended June 30, 2018, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the 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.

Opinion

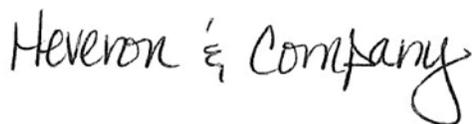
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Genesee Community Charter School as of June 30, 2018 and 2017 and the changes in net assets and cash flows for the years then ended, and the functional expenses for the year ended June 30, 2018 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Genesee Community Charter School's statement of functional expenses for the year ended June 30, 2017, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 11, 2017. In our opinion, the summarized comparative information presented herein, as of and for the year ended June 30, 2017 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 10, 2018 on our consideration of Genesee Community Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is 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 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 Genesee Community Charter School's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "Heveron & Company".

Heveron & Company CPAs

Rochester, New York

October 10, 2018

**GENESEE COMMUNITY CHARTER SCHOOL
BALANCE SHEETS
June 30, 2018 and 2017**

ASSETS		
	<u>2018</u>	<u>2017</u>
<u>Current Assets</u>		
Cash and Cash Equivalents	\$ 161,207	\$ 152,386
Accounts Receivable	22,229	56,922
Grants Receivable	196,081	155,046
Prepaid Expenses	106,769	114,930
Total Current Assets	486,286	479,284
 <u>Fixed Assets</u>		
Leasehold Improvements and Equipment, Net	956,750	1,064,889
 <u>Other Assets</u>		
Investments	944,427	890,606
Deposits	3,478	2,760
Total Other Assets	947,905	893,366
TOTAL ASSETS	2,390,941	2,437,539

LIABILITIES AND NET ASSETS

<u>Current Liabilities</u>		
Accounts Payable	77,715	14,610
Accrued Payroll	204,824	209,915
Accrued Liabilities	200,193	215,436
Deferred Revenue	-	19,862
Total Current Liabilities	482,732	459,823
 <u>Net Assets</u>		
Unrestricted		
Operating	1,833,209	1,902,716
Board Designated	75,000	75,000
Total Unrestricted Net Assets	1,908,209	1,977,716
Total Net Assets	1,908,209	1,977,716
TOTAL LIABILITIES AND NET ASSETS	\$ 2,390,941	\$ 2,437,539

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
For The Years Ended June 30, 2018 and 2017

	2018	2017
<u>Revenues, Gains and Other Support:</u>		
Public School District:		
Revenue - Resident Student Enrollment	\$ 2,853,023	\$ 2,734,846
Special Charter School Aid	-	92,399
Federal Grants	242,999	107,050
State Grants	18,575	18,994
Contributions	11,223	15,180
Food Service Fees	75,043	77,682
Field Study Fees	44,851	29,325
Other Income	18,128	20,258
Interest/Dividends Income	26,710	17,979
Unrealized Gain on Investments	27,091	65,212
Total Revenues, Gains and Other Support	3,317,643	3,178,925
<u>Expenses:</u>		
<u>Program Services:</u>		
Regular Education	2,708,178	2,490,790
Special Education	91,888	70,444
Food Services	81,940	81,525
Total Program Services Expense	2,882,006	2,642,759
<u>Supporting Services:</u>		
Management and General	505,144	435,459
Total Expenses	3,387,150	3,078,218
Change in Net Assets	(69,507)	100,707
Net Assets - Beginning of Year	1,977,716	1,877,009
Net Assets - End of Year	\$ 1,908,209	\$ 1,977,716

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2018 and 2017

	<u>2018</u>	<u>2017</u>
<u>Cash Flows From Operating Activities</u>		
Receipts from School Districts	\$ 2,907,113	\$ 2,731,337
Other Sources	135,091	147,728
Contributions	11,223	15,180
Grants	201,963	91,515
Payments to Vendors for Goods and Services Rendered	(712,328)	(700,905)
Payments to Charter School Personnel for Services Rendered	<u>(2,466,629)</u>	<u>(2,279,943)</u>
Net Cash Flows Provided By Operating Activities	<u>76,433</u>	<u>4,912</u>
<u>Cash Flows From Investing Activities</u>		
Purchase of Fixed Assets	(40,889)	(120,506)
Purchase of Investments	<u>(26,723)</u>	<u>(17,916)</u>
Net Cash Flows Used By Investing Activities	<u>(67,612)</u>	<u>(138,422)</u>
Net Increase/(Decrease) in Cash and Cash Equivalents	8,821	(133,510)
Cash and Cash Equivalents - Beginning of Year	<u>152,386</u>	<u>285,896</u>
Cash and Cash Equivalents - End of Year	<u>\$ 161,207</u>	<u>\$ 152,386</u>

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2018 and 2017
(Continued)

	2018	2017
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Change in Net Assets	\$ (69,507)	\$ 100,707
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	149,026	132,797
Unrealized Gain on Investments	(27,091)	(65,212)
(Increase)/Decrease In:		
Accounts Receivable	34,688	(12,810)
Grants Receivable	(41,035)	(107,937)
Deposits	(718)	-
Prepaid Expenses	8,161	(99,974)
Increase/(Decrease) In:		
Accounts Payable	63,105	8,070
Accrued Payroll	(5,091)	62,921
Accrued Liabilities	(15,243)	(25,439)
Deferred Revenue	<u>(19,862)</u>	<u>11,789</u>
 Net Cash Flows Provided By Operating Activities	 <u>\$ 76,433</u>	 <u>\$ 4,912</u>

See Independent Auditors' Report and Notes to Financial Statements.

**GENESEE COMMUNITY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES**

For The Year Ended June 30, 2018

(With Comparative Totals For The Year Ended June 30, 2017)

	No. of Positions	Program Services				Totals	
		Regular Education	Special Education	Food Services	Management and General	2018	2017
Personnel Services Costs							
Instructional Personnel	27	\$ 1,525,582	\$ -	\$ -	\$ -	\$ 1,525,582	\$ 1,443,085
Administrative Staff Personnel	6	-	62,098	-	250,628	312,726	274,401
Non-Instructional Personnel	1	-	-	6,772	-	6,772	4,345
Total Salaries	34	1,525,582	62,098	6,772	250,628	1,845,080	1,721,831
Employee Benefits and Payroll Taxes		351,484	14,307	1,560	57,743	425,094	416,935
Retirement Expense		145,624	5,928	646	23,924	176,122	183,154
Total Personnel Services		2,022,690	82,333	8,978	332,295	2,446,296	2,321,920
Rent		154,887	4,095	-	13,806	172,788	151,400
Depreciation and Amortization		145,181	3,845	-	-	149,026	132,797
Student Services		122,747	-	-	-	122,747	94,215
Staff Development		110,879	-	-	-	110,879	83,759
Other Purchased Services		26,106	-	-	83,523	109,629	64,499
Food Service		-	-	71,674	-	71,674	69,649
Office Expense		27,410	-	188	38,840	66,438	44,423
Technology		46,885	-	-	-	46,885	8,207
Supplies and Materials		41,637	-	-	-	41,637	37,085
Insurance		9,250	1,615	1,100	19,332	31,297	30,369
Accounting and Auditing Fees		-	-	-	10,685	10,685	10,375
Legal		-	-	-	6,663	6,663	9,184
Repairs and Maintenance		506	-	-	-	506	20,336
Total Expenses		<u>\$ 2,708,178</u>	<u>\$ 91,888</u>	<u>\$ 81,940</u>	<u>\$ 505,144</u>	<u>\$ 3,387,150</u>	<u>\$ 3,078,218</u>

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Genesee Community Charter School (the School) is a nonprofit organization, that was formed to provide a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. The School's local history-based and globally-connected programs immerse the children in investigation and discovery, extensively using the cultural and natural resources of the Rochester, NY community. The School focuses on nurturing the children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers, enabling them to reach exemplary standards. The School's revenue is predominantly Charter School Basic Tuition from the Rochester City School District and a few other surrounding school districts.

The main programs of the School are as follows:

REGULAR EDUCATION: The School curriculum is organized around six historical time periods - Prehistory, Early People/Woodland Peoples, Indians/Explorers/Settlers, Village to City, City Grows, and Today and Tomorrow. The School integrates Math, Science, Social Studies, Language Arts, Art, Music, and Physical Education to provide a rich and challenging curriculum, while keeping in alignment with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, and Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment to students with disabilities. The primary service delivery for students with special needs is inclusion. For students requiring supplemental services, the School contracts with local individuals or agencies to provide the required services outlined in the student's Individual Education Plan or 504 Plan.

FOOD SERVICES: The School believes that healthy meals are an important part of a child's day. Breakfast and lunch are delivered and served "family style" every day, as the School does not have a cafeteria or kitchen facilities. The children eat and socialize with each other, parents, and teachers in their classrooms. All meals meet the required New York State Child Nutrition Standards, and the School subscribes to the New York State free and reduced priced meal program.

Accrual Basis

The financial statements of the School have been prepared on the accrual basis of accounting.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2018
(Continued)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Financial Statement Presentation

The School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in two classes of net assets: unrestricted and temporarily restricted. There were no temporarily restricted net assets as of June 30, 2018 and 2017.

Contributions

The School also records contributions received as unrestricted or temporarily restricted support, depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America, allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met, are recorded in the Unrestricted Net Asset class.

The assets, liabilities, operations, and net assets of the School are reported as follows:

- A. Unrestricted - the resources that the School has full discretion of as to use.
- B. Board Designated - those resources that are unrestricted; however, the board has designated for a specific purpose. As of June 30, 2018 and 2017, Board designated consisted of \$75,000 to be held in an escrow account in case of a future dissolution, as required by the New York State Department of Education.

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America, require management to make estimates and assumptions that affect the amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the amounts of revenue and expenses. Actual results could differ from those estimates.

Accounts Receivable

Accounts receivable is stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, if necessary, management provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2018 and 2017.

GENESEE COMMUNITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2018

(Continued)

**NOTE 1 -ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)**

Determining Fair Value of Financial Assets and Liabilities

Accounting principles generally accepted in the United States of America established a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements), and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1: Inputs to the valuation method are unadjusted quoted market prices in active markets for identical assets or liabilities.

Level 2: Inputs to the valuation method include:

- quoted prices for similar assets or liabilities in active markets;
- quoted prices for identical or similar assets or liabilities in inactive markets;
- inputs other than quoted prices that are observable for the asset or liability;
- inputs that are derived principally from or corroborated by observable market data by correlation or by other means.

Level 3: Inputs to the valuation method are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used, need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code. As a result, no provision for federal or state income taxes has been made.

Deferred Revenue

Deferred revenue represents funds received related to the next school year.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2018
(Continued)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Cash and Cash Equivalents

For the purposes of the statements of cash flows, cash and cash equivalents include all cash on hand and in banks, which at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

Cash and cash equivalents consisted of the following at June 30:

	2018	2017
Undeposited Funds	\$ 125	\$ 21,623
Checking	31,629	49,327
Savings	75,826	75,766
Money Market	53,627	5,670
Total	\$ 161,207	\$ 152,386

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program, and management and general categories.

An immaterial amount of fund raising costs for the years ended June 30, 2018 and 2017 are included in management and general expenses.

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2017 from which the summarized information was derived.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2018
(Continued)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Fixed Assets

Leasehold improvements and equipment are stated at cost, less accumulated depreciation and amortization. The School capitalizes property and equipment with a cost of over \$1,000 and an estimated life of three or more years. The cost and accumulated depreciation of property items sold or retired are eliminated from the accounts. Minor expenditures for maintenance, repairs, and renewals are expensed. Donated assets are recorded at their estimated fair market value at the time of donation.

Fixed assets consisted of the following at June 30:

	2018	2017
Leasehold Improvements	\$ 2,020,999	\$ 2,010,703
Equipment	343,266	312,675
Less: Accumulated Depreciation and Amortization	(1,407,515)	(1,258,489)
Net Improvements and Equipment	\$ 956,750	\$ 1,064,889

Depreciation and amortization is computed on a straight-line basis over the estimated useful lives of assets. The ranges of estimated useful lives used in computing depreciation are as follows:

	Years
Leasehold Improvements	7-12
Equipment	3-10

Depreciation and amortization expense amounted to \$149,026 and \$132,797 for the years ended June 30, 2018 and 2017, respectively.

GENESEE COMMUNITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2018

(Continued)

NOTE 2 - INVESTMENTS

Investments in equity securities with readily determinable fair values and all investments in debt securities are measured at fair market value. Unrealized gains or losses on securities result from differences between the cost and fair market value of securities on a specified valuation date.

Investment securities are exposed to various risks, such as interest rate, market, economic conditions, world affairs and credit risks. 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.

A summary of investments at market value at June 30, is as follows:

	<u>2018</u>	<u>2017</u>
Mutual Funds - Equities	\$ 487,754	\$ 436,600
Mutual Funds - Bonds	<u>456,673</u>	<u>454,006</u>
Total	<u>\$ 944,427</u>	<u>\$ 890,606</u>

Mutual fund investments are based on Level 1 inputs in the hierarchy as described in Note 1.

There were no changes in the valuation techniques during the year.

NOTE 3 - SPECIAL EDUCATION AND OTHER SERVICES

The majority of special education services required by students of the School are provided by the Rochester City School District. The Rochester City School District also provided transportation. The School was unable to determine a value for these services, thus, these financial statements do not reflect revenue or expenses associated with those services.

Occasionally, the School does need to offer special education services that are not provided through the Rochester City School District. The School uses contracted services at these times; the revenue and expense for these services have been included in the financial statements.

The School also receives State Aid in the form of textbooks, computer hardware, computer software, and library materials through the Rochester City School District. The total aid received for the years ended June 30, 2018 and 2017 was \$18,575 and \$18,994, respectively.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2018
(Continued)

NOTE 4 - COMMITMENTS

The School has entered into an operating lease for its facilities. The lease expires June 2021. Annual base rent during each year of the lease is \$172,500, including utility costs and janitorial labor. This year, the School paid additional rent to cover any increase in the lessor's utility costs and janitorial labor. During the year ended June 30, 2017, the School advanced the cost for HVAC and window upgrades totaling \$183,713. This cost will be recouped by the School in the form of an annual credit against the rent in an amount equal to 1/10 of 1/2 of the final expenditures. This discount will be applied beginning with the September 2016 payment. The School has the option to renew this lease for one additional five year term at a Consumer Price Index adjusted rent. Rent expense for the years ended June 30, 2018 and 2017 totaled \$172,788 and \$151,400, respectively.

Future minimum lease payments are as follows for the year ended June 30:

<u>Year</u>	<u>Amount</u>
2019	\$ 172,500
2020	172,500
2021	172,500

NOTE 5 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System 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.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after July 27, 1976 and before January 1, 2010 with less than ten years of membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Those joining after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary, for their entire working career. Employers are required to contribute at an actuarially determined rate. Rates applicable to the fiscal years ended June 30, 2018 and 2017 were 9.80% and 11.72%, respectively.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2018
(Continued)**

NOTE 5 - PENSION EXPENSE (Continued)

The retirement contribution expense totaled \$176,121 and \$183,154 for the years ended June 30, 2018 and 2017, respectively.

The School also has a 403(b) annuity retirement plan for its employees. After one year of service, employees at least 21 years of age that work a minimum of 1,000 hours annually, may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The Board of Trustees voted not to make a discretionary contribution for the years ended June 30, 2018 and 2017.

NOTE 6 - DONATED SERVICES AND GOODS

The School receives donated services that do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America. During the years ended June 30, 2018 and 2017, approximately 150 families provided 5,942 and 3,141 hours of service, respectively. There were also 14 board members who donated 342 hours during the years ended June 30, 2018 and 2017. Volunteers help with many tasks at the School such as serving meals, chaperoning field studies, preparing classroom materials, and serving on the board.

NOTE 7 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 10, 2018, which is the date the statements were available for issuance.

GENESEE COMMUNITY CHARTER SCHOOL

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2018



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
*GOVERNMENT AUDITING STANDARDS***

Independent Auditors' Report

To the Board of Trustees
Genesee Community Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Genesee Community Charter School (a nonprofit organization), which comprise the balance sheet as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 10, 2018.

Internal Control Over Financial Reporting

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

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

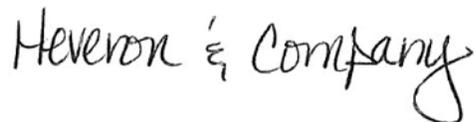
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Compliance and Other Matters

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

Purpose of this Report

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

A handwritten signature in cursive script that reads "Heveron & Company". The signature is written in black ink and is positioned above the typed name of the firm.

Heveron & Company CPAs

Rochester, New York

October 10, 2018

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

A For the 2017 calendar year, or tax year beginning **JUL 1, 2017** and ending **JUN 30, 2018**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization Genesee Community Charter School Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 657 East Avenue City or town, state or province, country, and ZIP or foreign postal code Rochester, NY 14607 F Name and address of principal officer: Shannon Hillman same as C above	D Employer identification number 16-1593234 E Telephone number 585-271-4320 G Gross receipts \$ 3,290,552. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ www.gccschool.org		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		
L Year of formation: 2000		M State of legal domicile: NY

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: Providing an educational experience valuing intellectual rigor, diversity, & responsibility. 2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets. 3 Number of voting members of the governing body (Part VI, line 1a) 3 10 4 Number of independent voting members of the governing body (Part VI, line 1b) 4 9 5 Total number of individuals employed in calendar year 2017 (Part V, line 2a) 5 62 6 Total number of volunteers (estimate if necessary) 6 164 7a Total unrelated business revenue from Part VIII, column (C), line 12 7a 0. 7b Net unrelated business taxable income from Form 990-T, line 34 7b 0.	
Revenue	8 Contributions and grants (Part VIII, line 1h) 141,224. Prior Year 272,797. Current Year 9 Program service revenue (Part VIII, line 2g) 2,934,252. 2,972,917. 10 Investment income (Part VIII, column (A), lines 3, 4, and 7d) 17,979. 26,710. 11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) 20,258. 18,128. 12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) 3,113,713. 3,290,552.	
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3) 0. 0. 14 Benefits paid to or for members (Part IX, column (A), line 4) 0. 0. 15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) 2,317,424. 2,446,296. 16a Professional fundraising fees (Part IX, column (A), line 11e) 0. 0. b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0. 17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) 760,794. 940,854. 18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) 3,078,218. 3,387,150. 19 Revenue less expenses. Subtract line 18 from line 12 35,495. -96,598.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16) 2,437,539. Beginning of Current Year 2,390,941. End of Year 21 Total liabilities (Part X, line 26) 459,823. 482,732. 22 Net assets or fund balances. Subtract line 21 from line 20 1,977,716. 1,908,209.	

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer Kevin Sutherland, Treasurer Type or print name and title	Date 			
Paid Preparer Use Only	Print/Type preparer's name Jeanne Beutner	Preparer's signature Jeanne Beutner	Date 11/14/18	Check if self-employed <input type="checkbox"/>	PTIN P00228650
	Firm's name ▶ Heveron & Company CPAs, PLLC	Firm's EIN ▶ 27-1895149			
	Firm's address ▶ 260 Plymouth Avenue South Rochester, NY 14608		Phone no. 585-232-2956		

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission: To provide a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. (Continued on Schedule O)

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 2,708,178. including grants of \$) (Revenue \$ 2,916,002.) Genesee Community Charter School is located on the campus of the Rochester Museum & Science Center. Genesee Community Charter School enrolls approximately 220 students in kindergarten through sixth grades. As a charter school, Genesee Community Charter School is publicly funded and there is no tuition. Enrollment is open to all students who meet our age guidelines and a lottery is held in April of each year for incoming kindergarten students and for vacancies as they are available in first through fifth grades.

Continued on Schedule O

4b (Code:) (Expenses \$ 81,940. including grants of \$) (Revenue \$ 75,043.) GCCS offers breakfast and lunch daily to all students. Meals are delivered fresh every day by Julia K Caters, and are served "family style" in the classrooms. GCCS participates in the U.S. Department of Agriculture's school meal program. At the start of each new school year, all students are sent an application for free and reduced meals and are encouraged to apply. Those students who qualify are offered meals at a reduced or no cost. Students that do not qualify for free or reduced meals have the option to pay full price, or may bring meals from home. GCCS will continue to encourage all families to participate in its meal program.

4c (Code:) (Expenses \$ 91,888. including grants of \$) (Revenue \$) GCCS has fully included our students with special needs. Speech/language, occupational therapy, and counseling services are delivered both in and out of the classroom by professionals or staff from the child's district of residence. A special education teacher has been provided by the Rochester City School District for our students requiring resource room or consultant teacher services. GCCS has a special education coordinator who helps to maintain compliance with special education regulations. This person also works with teachers on academic intervention, and assists parents and staff through the CSE referral process. This person is also highly trained in the Wilson Language/Literacy Program, and works with small groups of students to enhance their reading levels.

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 2,882,006.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors?</i>	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		X
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?		
Note. All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Input box for Schedule O check

Main table with columns for question numbers (1a-14b), Yes/No, and numerical responses (e.g., 3, 0, 62, X).

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
	1a 10		
b	Enter the number of voting members included in line 1a, above, who are independent		
	1b 9		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	X	
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
10b			
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
12c		X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official	X	
b	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		
16b			

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **NY**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records: **The Organization - 585-271-4320**
657 East Avenue, Rochester, NY 14607

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Dr. Lisa Wing CEO	40.00	X		X				128,347.	0.	33,936.
(2) Mark Schiesser Board President	0.40	X		X				0.	0.	0.
(3) Tracy Walker Secretary	0.40	X		X				0.	0.	0.
(4) Steven Lee-Davis Teacher Representative	40.00	X						57,783.	0.	22,484.
(5) Nathan Hayes RMSC Representative	0.40	X						0.	0.	0.
(6) Marcia Joy Community Representative	0.40	X						0.	0.	0.
(7) Carla Morris Parent Representative (Until 12/17)	0.40	X						0.	0.	0.
(8) Bridget Shumway Community Representative	0.40	X						0.	0.	0.
(9) Michele Hannagan Community Representative	0.40	X						0.	0.	0.
(10) Larry Coley RMSC Representative	0.40	X						0.	0.	0.
(11) Shannon Hillman Teacher Representative	40.00	X						61,391.	0.	0.
(12) Kevin Sutherland Treasurer	0.40	X		X				0.	0.	0.
(13) John Peltz Parent Representative	0.40	X						0.	0.	0.
(14) Sherita Traywick Community Representative	0.40	X						0.	0.	0.
(15) Jessica Nordquist Parent Representative	0.40	X						0.	0.	0.

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	261,574.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	11,223.				
	g Noncash contributions included in lines 1a-1f: \$						
	h Total. Add lines 1a-1f			272,797.			
Program Service Revenue	2 a Resident Student Enrol	Business Code 611110	2,853,023.	2,853,023.			
	b Food Service Fees	611710	75,043.	75,043.			
	c Field Study Fees	611110	44,851.	44,851.			
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f			2,972,917.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		26,710.			26,710.	
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	(i) Real	(ii) Personal				
		b Less: rental expenses					
		c Rental income or (loss)					
		d Net rental income or (loss)					
	7 a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		b Less: cost or other basis and sales expenses					
		c Gain or (loss)					
		d Net gain or (loss)					
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a					
		b Less: direct expenses	b				
		c Net income or (loss) from fundraising events					
	9 a Gross income from gaming activities. See Part IV, line 19	a					
b Less: direct expenses		b					
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances	a						
	b Less: cost of goods sold	b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code					
11 a Site Seminar	611110	17,843.	17,843.				
	b Other Revenue - Relate	900099	285.	285.			
		c					
	d All other revenue						
	e Total. Add lines 11a-11d		18,128.				
12 Total revenue. See instructions.			3,290,552.	2,991,045.	0.	26,710.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	309,673.	143,727.	165,946.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,591,827.	1,473,209.	118,618.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	154,283.	145,402.	8,881.	
9 Other employee benefits	250,177.	232,280.	17,897.	
10 Payroll taxes	140,336.	119,383.	20,953.	
11 Fees for services (non-employees):				
a Management				
b Legal	6,663.		6,663.	
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	120,314.	26,106.	94,208.	
12 Advertising and promotion				
13 Office expenses	66,438.	27,598.	38,840.	
14 Information technology	46,885.	46,885.		
15 Royalties				
16 Occupancy	173,294.	159,488.	13,806.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	149,026.	149,026.		
23 Insurance	31,297.	11,965.	19,332.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Staff Development	110,879.	110,879.		
b Field Studies	108,477.	108,477.		
c Food Service	71,674.	71,674.		
d Curriculum and Classroo	41,637.	41,637.		
e All other expenses	14,270.	14,270.		
25 Total functional expenses. Add lines 1 through 24e	3,387,150.	2,882,006.	505,144.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	70,950.	1	31,754.
	2 Savings and temporary cash investments	81,436.	2	129,453.
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	211,968.	4	218,310.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	114,930.	9	106,769.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 2,364,265.		
	b Less: accumulated depreciation	10b 1,407,515.	1,064,889.	10c 956,750.
	11 Investments - publicly traded securities	890,606.	11	944,427.
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	2,760.	15	3,478.
16 Total assets. Add lines 1 through 15 (must equal line 34)	2,437,539.	16	2,390,941.	
Liabilities	17 Accounts payable and accrued expenses	439,961.	17	482,732.
	18 Grants payable		18	
	19 Deferred revenue	19,862.	19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	459,823.	26	482,732.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	1,977,716.	27	1,908,209.
	28 Temporarily restricted net assets		28	
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	1,977,716.	33	1,908,209.	
34 Total liabilities and net assets/fund balances	2,437,539.	34	2,390,941.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	3,290,552.
2	Total expenses (must equal Part IX, column (A), line 25)	2	3,387,150.
3	Revenue less expenses. Subtract line 2 from line 1	3	-96,598.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	1,977,716.
5	Net unrealized gains (losses) on investments	5	27,091.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	1,908,209.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other		
If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:			
<input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	X	
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:			
<input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	X	
If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits		

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources ...						
9 Net income from unrelated business activities, whether or not the business is regularly carried on ...						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2017 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2016 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2017. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2016. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2017. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2016. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources ...						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ►

Section C. Computation of Public Support Percentage

15 Public support percentage for 2017 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2016 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2017 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2016 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2017. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

b 33 1/3% support tests - 2016. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ►

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI .		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).			
2 Activities Test. Answer (a) and (b) below.		Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.			
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.			
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI .			
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.			

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2017 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2017	(iii) Distributable Amount for 2017
1 Distributable amount for 2017 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2017 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2017			
a			
b From 2013			
c From 2014			
d From 2015			
e From 2016			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2017 distributable amount			
i Carryover from 2012 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2017 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2017 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2017, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI . See instructions.			
6 Remaining underdistributions for 2017. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI . See instructions.			
7 Excess distributions carryover to 2018. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2013			
b Excess from 2014			
c Excess from 2015			
d Excess from 2016			
e Excess from 2017			

Schedule A (Form 990 or 990-EZ) 2017

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2017)

Name of organization Genesee Community Charter School	Employer identification number 16-1593234
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	New York State Department of Education 657 East Avenue Rochester , NY 14607	\$ 18,575.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	United States Department of Education 657 East Avenue Rochester , NY 14607	\$ 242,999.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization Genesee Community Charter School	Employer identification number 16-1593234
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____

Name of organization Genesee Community Charter School	Employer identification number 16-1593234
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**

▶ **Attach to Form 990.**

▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2017

Open to Public Inspection

Name of the organization Genesee Community Charter School **Employer identification number** 16-1593234

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or education) Preservation of a historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

Yes No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

▶ \$ _____

(ii) Assets included in Form 990, Part X

▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1

▶ \$ _____

b Assets included in Form 990, Part X

▶ \$ _____

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2017

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange programs
- e Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment _____ %
- b Permanent endowment _____ %
- c Temporarily restricted endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations	3a(i)	
(ii) related organizations	3a(ii)	
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b	

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		2,020,999.	1,289,608.	731,391.
d Equipment		343,266.	117,907.	225,359.
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				956,750.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

- ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
- ▶ Attach to Form 990 or Form 990-EZ.
- ▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

Open to Public Inspection

Name of the organization **Genesee Community Charter School** Employer identification number **16-1593234**

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	X	
<u>Statement is published on all brochures and any public documents. It is also published on the GCCS website.</u>		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2017

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

Line 6 - Explanation of Government Financial Aid:

The organization received basic charter school tuition, special additional funding from NY State, state flow through aid for library, textbooks, and technology from the NY State Department of Education.

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

2017

Open to Public Inspection

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
 ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
 ▶ Attach to Form 990.
 ▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Department of the Treasury
Internal Revenue Service

Name of the organization: **Genesee Community Charter School**
 Employer identification number: **16-1593234**

Part I Questions Regarding Compensation

	Yes	No
1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items. <input type="checkbox"/> First-class or charter travel <input type="checkbox"/> Travel for companions <input type="checkbox"/> Tax indemnification and gross-up payments <input type="checkbox"/> Discretionary spending account <input type="checkbox"/> Housing allowance or residence for personal use <input type="checkbox"/> Payments for business use of personal residence <input type="checkbox"/> Health or social club dues or initiation fees <input type="checkbox"/> Personal services (such as, maid, chauffeur, chef)		
b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b	
2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2	
3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III. <input checked="" type="checkbox"/> Compensation committee <input type="checkbox"/> Independent compensation consultant <input type="checkbox"/> Form 990 of other organizations <input checked="" type="checkbox"/> Written employment contract <input type="checkbox"/> Compensation survey or study <input checked="" type="checkbox"/> Approval by the board or compensation committee		
4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:		
a Receive a severance payment or change-of-control payment?	4a	X
b Participate in, or receive payment from, a supplemental nonqualified retirement plan?	4b	X
c Participate in, or receive payment from, an equity-based compensation arrangement?	4c	X
If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.		
Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.		
5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:		
a The organization?	5a	X
b Any related organization?	5b	X
If "Yes" on line 5a or 5b, describe in Part III.		
6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:		
a The organization?	6a	X
b Any related organization?	6b	X
If "Yes" on line 6a or 6b, describe in Part III.		
7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7	X
8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8	X
9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2017

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) Dr. Lisa Wing CEO	(i)	128,347.	0.	0.	15,043.	18,893.	162,283.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
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	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

Part I, Line 3:

Compensation was approved by the personnel committee and the full board of trustees. Annual incremental increases are approved via the budget by the full board of trustees.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

Open to Public
Inspection

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Form 990, Part III, Line 1, Description of Organization Mission:

Our local history-based and globally-connected program immerses children in investigation and discovery, extensively using the cultural and natural resources of our community. We nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers enabling them to reach exemplary standards.

Form 990, Part III, Line 4a, Program Service Accomplishments:

Genesee Community Charter School's curriculum focuses on local history and the natural world and-as an Expeditionary Learning school-students are immersed in three interdisciplinary learning expeditions each year. Classes frequently venture into the community for purposeful and rigorous field studies integral to their ongoing learning experiences. Music, visual arts, dance, and creative movement are integrated into the academic and social life at Genesee Community Charter School. The school is nationally recognized for its implementation of the Expeditionary Learning model and its approach to arts integration. Since it was founded in 2001, Genesee Community Charter School has been one of the most successful K-6 schools in New York as measured by the New York State Education Department's School Performance Index.

Form 990, Part VI, Section A, line 2:

Steven Lee-Davis and Shannon Hillman are both employees (teachers) and voting board members. Lisa Wing is their supervisor and also a voting board member.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2017)

732211 09-07-17

Name of the organization Genesee Community Charter School	Employer identification number 16-1593234
--	--

Form 990, Part VI, Section B, line 11b:

The GCCS Finance Committee reviewed the Form 990 and presented it to the Board of Trustees for approval prior to filing. Each Trustee received a full copy of the return prior to filing.

Form 990, Part VI, Section B, Line 12c:

The Organization has all board members sign a conflict of interest policy annually. The statements are updated for any changes during the year. Any conflicts are recognized and board members abstain from voting as appropriate.

Form 990, Part VI, Section B, Line 15:

The GCCS Personnel Committee does a complete evaluation with the CEO. The evaluation is then discussed with the full Board of Trustees. Compensation was benchmarked by the Personnel Committee and approved by full Board of Trustees. Annual increases are approved by the Board as part of the budget process. There are no other compensated officers.

Form 990, Part VI, Section C, Line 19:

The Organization's governing documents, conflict of interest policy and financial statements are all available upon request.



Auditors' Communications

September 13, 2019

To The Board of Trustees
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Board Members:

This letter is intended only for the board and those responsible for management and governance. Although we did review some of your internal controls, we did not perform an examination of them that would allow us to give an opinion on the adequacy of your controls.

Those charged with management and governance are responsible for:

- safeguarding your assets,
- ensuring that your resources are used as directed by funders, donors, and as required by charities laws and your own articles of incorporation,
- assuring that you are complying with laws, regulations, contracts and grants associated with your funding,
- properly recording and reporting results of operations and account balances, and
- proper business practices, operating procedures, documentation and controls.

Our audit was designed to help you with those responsibilities, and is also designed and intended to help you to benchmark your administrative operations to best practices.

Our Responsibilities to You

As part of our audit we are required to inform you of significant deficiencies and material weaknesses in your controls that we become aware of.

Controls are procedures, policies, and responsibilities that you put in place to make sure that appropriate transactions take place and are reported properly on your financial statements. Examples of controls are timely billing for services you perform, ensuring proper payments are received and recorded, and measures to prevent overpayment of payroll or vendors.

260 Plymouth Ave. South,
Rochester, New York 14608-2239

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Control deficiencies result when proper procedures are not in place to assure that appropriate transactions are carried out, recorded and reported properly.

Significant deficiencies are control deficiencies or combinations of control deficiencies that are less severe than material weaknesses, yet important enough to merit attention by those charged with governance.

Material weaknesses are significant deficiencies or combinations of significant deficiencies 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.

The Role of Internal Controls

Internal controls are managements' standards to safeguard your assets. They include the following components:

- Setting expectations of integrity and ethical conduct, with actions such as proper hiring and training,
- Assessing risks based on your operations and your staffing,
- Establishing control activities, such as separation of responsibilities, to reduce risks,
- Communications from senior management to all involved staff about internal controls, and
- Monitoring - ongoing evaluation of whether controls are appropriate and are working.

General Observations

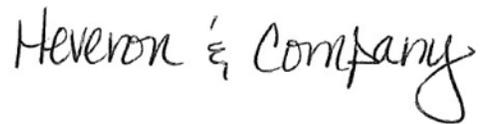
Our general observations are that:

- Recordkeeping appears to be done in a timely, complete and conscientious manner.
- Internal controls are good for an organization of your size and staffing.
- The attitude of management regarding the importance of proper systems and controls seems appropriate.
- We confirm that the significant accounting policies used by management, the significant estimates made by management (about areas such as useful life and collectibility), and the disclosures are appropriate for these financial statements.
- Management may disagree with auditors about areas needed to be accessed for audits or about conclusions that are reached with respect to amounts or disclosures. Management may explain their position and may also reach out to other CPAs or experts. We did not have any such disagreements or difficulties with management.
- We did not become aware of fraud or illegal acts, and we did not note any significant financial statement adjustments or unusual transactions.
- Whenever we become aware of adjustments or corrections that are not clearly trivial, we will discuss them with management. No material accounting adjustments were required to make your financial statements materially correct.

Our consideration of internal control was for the limited purpose described above 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.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

Sincerely,

A handwritten signature in cursive script that reads "Heveron & Company". The signature is written in black ink and is positioned below the word "Sincerely,".

Heveron & Company CPAs



September 13, 2019

To The Finance Committee
of the Board of Trustees
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Committee Members:

In addition to the required communications that we included in a separate letter, we have some observations about financial trends and recommendations for improvements.

Trends

Comparative financial information and trends for the current and prior three years are also enclosed. This information should assist you in analyzing your financial results, and may be useful for budgeting and planning. Significant trends that we noted include:

- Cash and cash equivalents increased about \$200,000 this year. This is primarily due to the receipt of extra charter school aid in the amount of \$60,000 deposited in June and the improved timing of collection on receivables.
- Investments increased 8% this year due to market fluctuation. There was an unrealized gain of \$41,000 by year-end compared to a \$27,000 gain in the prior year.
- Enrollment was steady this year, but revenue was up due to an increase in rates. There was also an additional \$60,000 in income due to the special charter school aid received as noted above. The School was granted Title IV funding this year for the first time, in addition to the Title I and II it has been receiving.
- Expenses remained relatively stable overall this year, beyond a modest pay increase for employees. This coupled with the increase in revenue and unrealized gains on investments resulted in a surplus of almost \$108,000.



Compliance

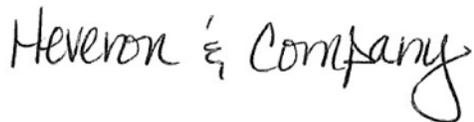
- Your current procurement policy is not compliant with the Uniform Grant Guidance. You should establish a policy within the Uniform Grant Guidance requirements since you do receive federal funding. Failure to do so could lead to lost funding.

Recordkeeping and Other Matters

- The School currently holds approximately \$1,000,000 in investments. The Board of Trustees should discuss the intent for the use of these funds. If the School plans to hold the investments long term so they can generate income to support future operations or special projects of the School, you should consider formally establishing a board designated quasi-endowment with these funds. With board designations, the Board of Trustees would have the ability to make changes or adjustments to this endowment in the future as circumstances change, but a quasi-endowment would document the Board's intent that these funds are not generally available for current operations and expenditures.
- We know that you periodically perform a physical inventory count of leasehold improvements and equipment. However, you should compare this count against the accounting records to ensure all items are accounted for and that records are accurate.

Please contact us if you have any questions about this letter or if we can help in any other way.

Sincerely,

A handwritten signature in cursive script that reads "Heveron & Company". The signature is written in black ink and is positioned below the "Sincerely," text.

Heveron & Company CPAs

GENESEE COMMUNITY CHARTER SCHOOL

FINANCIAL STATEMENTS

June 30, 2019



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INDEPENDENT AUDITORS' REPORT

To The Board of Trustees
Genesee Community Charter School
Rochester, New York

We have audited the accompanying financial statements of Genesee Community Charter School (a nonprofit organization), which comprise the balance sheets as of June 30, 2019 and 2018, the related statements of activities and cash flows for the years then ended, and the statement of functional expenses for the year ended June 30, 2019, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the 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.

Opinion

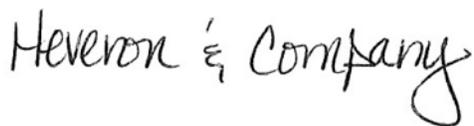
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Genesee Community Charter School as of June 30, 2019 and 2018 and the changes in net assets and cash flows for the years then ended, and the functional expenses for the year ended June 30, 2019 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Genesee Community Charter School's statement of functional expenses for the year ended June 30, 2018, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 10, 2018. In our opinion, the summarized comparative information presented herein, as of and for the year ended June 30, 2018 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 02, 2019 on our consideration of Genesee Community Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is 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 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 Genesee Community Charter School's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "Heveron & Company".

Heveron & Company CPAs

Rochester, New York

October 02, 2019

**GENESEE COMMUNITY CHARTER SCHOOL
BALANCE SHEETS
June 30, 2019 and 2018**

ASSETS

	<u>2019</u>	<u>2018</u>
<u>Current Assets</u>		
Cash and Cash Equivalents	\$ 284,949	\$ 85,381
Accounts Receivable	20,885	22,229
Grants Receivable	137,404	196,081
Prepaid Expenses	<u>115,118</u>	<u>106,769</u>
Total Current Assets	<u>558,356</u>	<u>410,460</u>
 <u>Fixed Assets</u>		
Leasehold Improvements and Equipment, Net	<u>821,943</u>	<u>956,750</u>
 <u>Other Assets</u>		
Investments	1,016,839	944,427
Restricted Cash - Escrow Account	75,887	75,826
Deposits	<u>3,478</u>	<u>3,478</u>
Total Other Assets	<u>1,096,204</u>	<u>1,023,731</u>
TOTAL ASSETS	<u><u>2,476,503</u></u>	<u><u>2,390,941</u></u>

LIABILITIES AND NET ASSETS

<u>Current Liabilities</u>		
Accounts Payable	13,742	77,715
Accrued Payroll	228,706	204,824
Accrued Liabilities	209,370	200,193
Deferred Revenue	<u>8,548</u>	<u>-</u>
Total Current Liabilities	<u>460,366</u>	<u>482,732</u>
 <u>Net Assets</u>		
Net Assets Without Donor Restrictions:		
Undesignated	1,941,137	1,833,209
Designated by the Board	<u>75,000</u>	<u>75,000</u>
Total Net Assets Without Donor Restrictions	<u>2,016,137</u>	<u>1,908,209</u>
Total Net Assets	<u>2,016,137</u>	<u>1,908,209</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 2,476,503</u></u>	<u><u>\$ 2,390,941</u></u>

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
For The Years Ended June 30, 2019 and 2018

	<u>2019</u>	<u>2018</u>
<u>Revenues, Gains and Other Support:</u>		
Public School District:		
Resident Student Enrollment	\$ 2,990,578	\$ 2,853,023
Special Charter School Aid	60,052	-
Federal Grants	239,340	242,999
State Grants	18,519	18,575
Contributions	13,212	11,223
Food Service Fees	74,896	75,043
Field Study Fees	34,003	44,851
Other Income	11,469	18,128
Interest/Dividends Income	31,244	26,710
Net Investment Returns	<u>41,272</u>	<u>27,091</u>
Total Revenues and Other Support	<u>3,514,585</u>	<u>3,317,643</u>
<u>Expenses:</u>		
<u>Program Services:</u>		
Regular Education	2,729,036	2,708,178
Special Education	86,180	91,888
Food Services	<u>84,956</u>	<u>81,940</u>
Total Program Services Expense	2,900,172	2,882,006
<u>Supporting Services:</u>		
Management and General	<u>506,485</u>	<u>505,144</u>
Total Expenses	<u>3,406,657</u>	<u>3,387,150</u>
Change in Net Assets	107,928	(69,507)
Net Assets - Beginning of Year	<u>1,908,209</u>	<u>1,977,716</u>
Net Assets - End of Year	<u>\$ 2,016,137</u>	<u>\$ 1,908,209</u>

See Independent Auditors' Report and Notes to Financial Statements.

**GENESEE COMMUNITY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES**

For The Year Ended June 30, 2019

(With Comparative Totals For The Year Ended June 30, 2018)

	No. of Positions	Program Services			Management and General	Totals	
		Regular Education	Special Education	Food Services		2019	2018
Personnel Services Costs							
Instructional Personnel	26	\$ 1,491,815	\$ -	\$ -	\$ -	\$ 1,491,815	\$ 1,525,582
Administrative Staff Personnel	7	78,889	57,035	-	237,686	373,610	305,734
Non-Instructional Personnel	<u>2</u>	<u>22,402</u>	<u>-</u>	<u>6,319</u>	<u>-</u>	<u>28,721</u>	<u>13,764</u>
Total Salaries	35	1,593,106	57,035	6,319	237,686	1,894,146	1,845,080
Employee Benefits and Payroll Taxes		338,781	4,716	483	68,823	412,803	417,516
Retirement Expense		<u>159,613</u>	<u>5,460</u>	<u>-</u>	<u>26,732</u>	<u>191,805</u>	<u>183,700</u>
Total Personnel Services		2,091,500	67,211	6,802	333,241	2,498,754	2,446,296
Rent		154,587	4,087	-	13,779	172,453	172,788
Depreciation and Amortization		138,146	4,273	-	-	142,419	149,026
Staff Development		94,555	8,836	-	1,538	104,929	110,879
Other Purchased Services		38,663	-	-	62,062	100,725	97,301
Student Services		95,368	-	-	-	95,368	122,747
Food Service		-	-	76,948	-	76,948	71,674
Office Expense		31,046	-	-	18,976	50,022	66,438
Supplies and Materials		40,899	-	-	-	40,899	41,637
Insurance		10,153	1,773	1,206	21,219	34,351	31,297
Technology		14,665	-	-	16,730	31,395	46,885
Accounting and Auditing Fees		-	-	-	29,348	29,348	23,013
Furniture		12,639	-	-	-	12,639	-
Legal		-	-	-	9,592	9,592	6,663
Repairs and Maintenance		<u>6,815</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>6,815</u>	<u>506</u>
Total Expenses		<u>\$ 2,729,036</u>	<u>\$ 86,180</u>	<u>\$ 84,956</u>	<u>\$ 506,485</u>	<u>\$ 3,406,657</u>	<u>\$ 3,387,150</u>

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2019 and 2018

	<u>2019</u>	<u>2018</u>
<u>Cash Flows From Operating Activities</u>		
Receipts from School Districts	\$ 3,033,717	\$ 2,907,113
Other Sources	168,794	135,091
Contributions	13,212	11,223
Grants	298,017	201,963
Payments to Vendors for Goods and Services Rendered	(809,667)	(712,328)
Payments to Charter School Personnel for Services Rendered	<u>(2,465,691)</u>	<u>(2,466,629)</u>
Net Cash Flows Provided By Operating Activities	<u>238,382</u>	<u>76,433</u>
<u>Cash Flows From Investing Activities</u>		
Purchase of Fixed Assets	(7,612)	(40,889)
Purchase of Investments	<u>(31,141)</u>	<u>(26,723)</u>
Net Cash Flows Used By Investing Activities	<u>(38,753)</u>	<u>(67,612)</u>
Net Increase in Cash and Cash Equivalents	199,629	8,821
Cash and Cash Equivalents, and Restricted Cash - Beginning of Year	<u>161,207</u>	<u>152,386</u>
Cash and Cash Equivalents, and Restricted Cash - End of Year	<u>\$ 360,836</u>	<u>\$ 161,207</u>

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2019 and 2018
(Continued)

	<u>2019</u>	<u>2018</u>
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Change in Net Assets	\$ 107,928	\$ (69,507)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	142,419	149,026
Net Investment Returns	(41,272)	(27,091)
(Increase)/Decrease In:		
Accounts Receivable	1,345	34,688
Grants Receivable	58,677	(41,035)
Deposits	-	(718)
Prepaid Expenses	(8,349)	8,161
Increase/(Decrease) In:		
Accounts Payable	(63,973)	63,105
Accrued Payroll	23,882	(5,091)
Accrued Liabilities	9,177	(15,243)
Deferred Revenue	<u>8,548</u>	<u>(19,862)</u>
Net Cash Flows Provided By Operating Activities	<u>\$ 238,382</u>	<u>\$ 76,433</u>

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Genesee Community Charter School (the School) is a nonprofit organization, that was formed to provide a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. The School's local history-based and globally-connected programs immerse the children in investigation and discovery, extensively using the cultural and natural resources of the Rochester, NY community. The School focuses on nurturing the children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers, enabling them to reach exemplary standards. The School's revenue is predominantly Charter School Basic Tuition from the Rochester City School District and a few other surrounding school districts.

The main programs of the School are as follows:

REGULAR EDUCATION: The School curriculum is organized around six historical time periods - Prehistory, Early People/Woodland Peoples, Indians/Explorers/Settlers, Village to City, City Grows, and Today and Tomorrow. The School integrates Math, Science, Social Studies, Language Arts, Art, Music, and Physical Education to provide a rich and challenging curriculum, while keeping in alignment with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, and Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment to students with disabilities. The primary service delivery for students with special needs is inclusion. For students requiring supplemental services, the School contracts with local individuals or agencies to provide the required services outlined in the student's Individual Education Plan or 504 Plan.

FOOD SERVICES: The School believes that healthy meals are an important part of a child's day. Breakfast and lunch are delivered and served "family style" every day, as the School does not have a cafeteria or kitchen facilities. The children eat and socialize with each other, parents, and teachers in their classrooms. All meals meet the required New York State Child Nutrition Standards, and the School subscribes to the New York State free and reduced priced meal program.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2019
(Continued)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Net Assets

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The governing board has designated, from net assets without donor restrictions, net assets for an operating reserve.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Contributions restricted by donors are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, based on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

There were no net assets with donor restrictions at June 30, 2019 and 2018.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2019
(Continued)

NOTE 1 -ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Contributions

Contributions are recorded at the time of receipt or when evidence of a non-conditional promise to give has been received. Promises subject to conditions are not recorded as income until those conditions have been met. Contributions that are expected to be received in future years are recorded at their present value.

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America, require management to make estimates and assumptions that affect the amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the amounts of revenue and expenses. Actual results could differ from those estimates.

Accounts and Grants Receivable

Accounts and grants receivable are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, if necessary, management provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2019 and 2018.

Determining Fair Value of Financial Assets and Liabilities

Accounting principles generally accepted in the United States of America established a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements), and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1: Inputs to the valuation method are unadjusted quoted market prices in active markets for identical assets or liabilities.

Level 2: Inputs to the valuation method include:

- quoted prices for similar assets or liabilities in active markets;
- quoted prices for identical or similar assets or liabilities in inactive markets;
- inputs other than quoted prices that are observable for the asset or liability;
- inputs that are derived principally from or corroborated by observable market data by correlation or by other means.

Level 3: Inputs to the valuation method are unobservable and significant to the fair value measurement.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2019
(Continued)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Determining Fair Value of Financial Assets and Liabilities (Continued:)

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used, need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code. As a result, no provision for federal or state income taxes has been made.

Deferred Revenue

Deferred revenue represents funds received related to the next school year.

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program, and management and general categories. An immaterial amount of fund raising costs for the years ended June 30, 2019 and 2018 are included in management and general expenses.

The financial statements report certain categories of expenses that are attributed to both program and supporting functions. Therefore, allocation on a reasonable basis that is consistently applied is required. The expenses that are allocated include occupancy, depreciation, and amortization, which are allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, professional services, office expenses, information technology, insurance, and other expenses, which are allocated on the basis of estimates of time and effort for each category.

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2018 from which the summarized information was derived.

GENESEE COMMUNITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2019

(Continued)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Fixed Assets

Leasehold improvements and equipment are stated at cost, less accumulated depreciation and amortization. The School capitalizes property and equipment with a cost of over \$1,000 and an estimated life of three or more years. The cost and accumulated depreciation of property items sold or retired are eliminated from the accounts. Minor expenditures for maintenance, repairs, and renewals are expensed. Donated assets are recorded at their estimated fair market value at the time of donation.

Fixed assets consisted of the following at June 30:

	<u>2019</u>	<u>2018</u>
Leasehold Improvements	\$ 2,020,999	\$ 2,020,999
Equipment	350,878	343,266
Less: Accumulated Depreciation and Amortization	<u>(1,549,934)</u>	<u>(1,407,515)</u>
Net Improvements and Equipment	<u>\$ 821,943</u>	<u>\$ 956,750</u>

Depreciation and amortization is computed on a straight-line basis over the estimated useful lives of assets. The ranges of estimated useful lives used in computing depreciation are as follows:

	<u>Years</u>
Leasehold Improvements	7-12
Equipment	3-10

Depreciation and amortization expense amounted to \$142,419 and \$149,026 for the years ended June 30, 2019 and 2018, respectively.

Recent Accounting Pronouncements

During 2018, the School adopted Accounting Standards Update (ASU) No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. This guidance is intended to improve the net asset classifications and the information presented in the financial statements and notes about a not-for-profit entity's liquidity, financial performance, and cash flows. Main provisions of this guidance include, when applicable, the presentation of two classes of net assets versus the previously required three. The guidance also enhances disclosures for board designated amounts, composition of net assets with donor restrictions, liquidity, and expenses by both their natural and functional classification.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2019
(Continued)**

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)**

Recent Accounting Pronouncements (Continued)

A recap of the net asset reclassifications driven by the adoption of ASU No. 2016-14 as of June 30, 2018 follows.

<u>Net Asset Classifications</u>	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total Net Assets</u>
As Previously Presented:			
Unrestricted	\$ 1,908,209	\$ -	\$ 1,908,209
Temporarily Restricted	-	-	-
Permanently Restricted	-	-	-
	<u> </u>	<u> </u>	<u> </u>
Net assets, as reclassified	<u>\$ 1,908,209</u>	<u>\$ -</u>	<u>\$ 1,908,209</u>

NOTE 2 - LIQUIDITY AND AVAILABILITY

The School regularly monitors the availability of resources required to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the School considers all expenditures related to its ongoing activities as well as the conduct of services undertaken to support those activities to be general expenditures.

At June 30, 2019, the following financial assets could readily be made available within one year of the balance sheet date to meet general expenditures:

Cash and cash equivalents	\$ 284,949
Accounts receivable	20,885
Grants receivable	137,404
	<u> </u>
	<u>\$ 443,238</u>

Resident Student Enrollment fees are received throughout the school year to provide additional funds for general expenditures.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2019
(Continued)**

NOTE 3 - CASH AND CASH EQUIVALENTS, AND RESTRICTED CASH

For the purposes of the statements of cash flows, cash and cash equivalents include all cash on hand and in banks, which at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

The School maintains cash in an escrow account in accordance with the terms of their charter agreement. The escrow is restricted to fund legal and other costs related to the dissolution of the School.

Cash and cash equivalents, and restricted cash consisted of the following at June 30:

	2019	2018
Undeposited Funds	\$ 127	\$ 125
Checking	231,152	31,629
Money Market	53,670	53,627
Total Cash and Cash Equivalents	284,949	85,381
Restricted Cash - Escrow	75,887	75,826
Total Cash and Cash Equivalents, and Restricted Cash	<u>\$ 360,836</u>	<u>\$ 161,207</u>

NOTE 4 - COMMITMENTS

The School has entered into an operating lease for its facilities. The lease expires June 2021. Annual base rent during each year of the lease is \$172,500, including utility costs and janitorial labor. This year, the School paid additional rent to cover any increase in the lessor's utility costs and janitorial labor. During the year ended June 30, 2017, the School advanced the cost for HVAC and window upgrades totaling \$183,713. This cost will be recouped by the School in the form of an annual credit against the rent in an amount equal to 1/10 of 1/2 of the final expenditures. This discount will be applied beginning with the September 2016 payment. The School has the option to renew this lease for one additional five year term at a Consumer Price Index adjusted rent. Rent expense for the years ended June 30, 2019 and 2018 totaled \$172,453 and \$172,788, respectively.

Future minimum lease payments are as follows for the year ended June 30:

Year	Amount
2020	\$ 172,500
2021	172,500

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2019
(Continued)

NOTE 5 - INVESTMENTS

Investments in equity securities with readily determinable fair values and all investments in debt securities are measured at fair market value. Unrealized gains or losses on securities result from differences between the cost and fair market value of securities on a specified valuation date.

Investment securities are exposed to various risks, such as interest rate, market, economic conditions, world affairs and credit risks. 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.

A summary of investments at market value at June 30, is as follows:

	<u>2019</u>	<u>2018</u>
Mutual Funds - Equities	\$ 364,410	\$ 487,754
Mutual Funds - Bonds	<u>652,429</u>	<u>456,673</u>
Total	<u>\$ 1,016,839</u>	<u>\$ 944,427</u>

Mutual fund investments are based on Level 1 inputs in the hierarchy as described in Note 1.

There were no changes in the valuation techniques during the year.

NOTE 6 - SPECIAL EDUCATION AND OTHER SERVICES

The majority of special education services required by students of the School are provided by the Rochester City School District. The Rochester City School District also provided transportation. The School was unable to determine a value for these services, thus, these financial statements do not reflect revenue or expenses associated with those services.

Occasionally, the School does need to offer special education services that are not provided through the Rochester City School District. The School uses contracted services at these times; the revenue and expense for these services have been included in the financial statements.

The School also receives State Aid in the form of textbooks, computer hardware, computer software, and library materials through the Rochester City School District. The total aid received for the years ended June 30, 2019 and 2018 was \$18,519 and \$18,575, respectively.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2019
(Continued)**

NOTE 7 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System 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.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after July 27, 1976 and before January 1, 2010 with less than ten years of membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Those joining after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary, for their entire working career. Employers are required to contribute at an actuarially determined rate. Rates applicable to the fiscal years ended June 30, 2019 and 2018 were 10.62% and 9.80%, respectively.

The retirement contribution expense totaled \$176,655 and \$176,121 for the years ended June 30, 2019 and 2018, respectively.

The School also has a 403(b) annuity retirement plan for its employees. After one year of service, employees at least 21 years of age that work a minimum of 1,000 hours annually, may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The Board of Trustees voted not to make a discretionary contribution for the years ended June 30, 2019 and 2018.

NOTE 8 - BOARD-DESIGNATED NET ASSETS

As of June 30, 2019 and 2018, the Board designated net assets consisted of \$75,000 to be held in an escrow account in case of a future dissolution as required by the New York State Department of Education.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2019
(Continued)**

NOTE 9 - LINE OF CREDIT

The School has a line of credit with a maximum authorization of \$200,000. Advances against this line bears interest at a rate of 1.5% above the current bank prime rate. There were no amounts outstanding at June 30, 2019 and 2018.

NOTE 10 - DONATED SERVICES AND GOODS

The School receives donated services that do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America. During the years ended June 30, 2019 and 2018, approximately 150 families provided 3,324 and 5,942 hours of service, respectively. There were also 13 and 14 board members who donated 280 and 342 hours during the years ended June 30, 2019 and 2018, respectively. Volunteers help with many tasks at the School such as serving meals, chaperoning field studies, preparing classroom materials, and serving on the board.

NOTE 11 - ACCOUNTING CHANGE

The School has adopted ASU 2016-18, Statement of Cash Flows (Topic 230): Restricted Cash. Management believes that the adoption of the new accounting standard provides a better presentation of cash flows to the user of its financial statements. Before the change, restricted cash and restricted cash and cash equivalents should not have been included with cash and cash equivalents when reconciling the beginning-of-period and end-of-period total amounts reported on the statement of cash flows, but now are since the adoption of the standard.

NOTE 12 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 02, 2019, which is the date the statements were available for issuance.

GENESEE COMMUNITY CHARTER SCHOOL

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2019



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

To the Board of Trustees
Genesee Community Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Genesee Community Charter School (a nonprofit organization), which comprise the balance sheet as of June 30, 2019, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 02, 2019.

Internal Control Over Financial Reporting

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

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

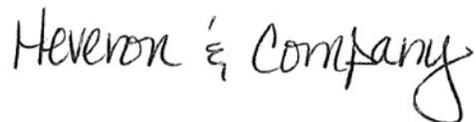
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Compliance and Other Matters

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

Purpose of this Report

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

A handwritten signature in cursive script that reads "Heveron & Company".

Heveron & Company CPAs

Rochester, New York

October 02, 2019



November 7, 2019

Genesee Community Charter School
657 East Avenue
Rochester, NY 14607
Attention: Shannon Hillman, School Leader

Dear Shannon:

Enclosed is the organization's 2018 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-EO to our office. We will transmit the return electronically to the IRS and no further action is required. Return Form 8879-EO to us by November 15, 2019.

The Form 990 includes a Schedule B with donor information that is not subject to public inspection. If you put a copy of your tax return on your website or if you mail, fax or otherwise provide it to persons requesting a copy of your return, you should remove the Schedule B information.

GuideStar will retrieve a copy of this return from IRS and post it to their website several weeks after you file. You should check with GuideStar (www.guidestar.org) periodically to make sure that your information is updated.

Please call me if you have any questions about this return or if we can help in any way.

Your copies are attached to this letter.

Sincerely,

Jeanne Beutner

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

A For the 2018 calendar year, or tax year beginning **JUL 1, 2018** and ending **JUN 30, 2019**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization Genesee Community Charter School Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 657 East Avenue City or town, state or province, country, and ZIP or foreign postal code Rochester, NY 14607 F Name and address of principal officer: Shannon Hillman same as C above	D Employer identification number 16-1593234 E Telephone number 585-271-4320 G Gross receipts \$ 3,473,313. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ www.gccschool.org		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		
L Year of formation: 2000		M State of legal domicile: NY

Part I Summary

1	Briefly describe the organization's mission or most significant activities: Providing an educational experience valuing intellectual rigor, diversity, & responsibility.		
2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
3	Number of voting members of the governing body (Part VI, line 1a)	3	10
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	10
5	Total number of individuals employed in calendar year 2018 (Part V, line 2a)	5	56
6	Total number of volunteers (estimate if necessary)	6	163
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
7b	Net unrelated business taxable income from Form 990-T, line 38	7b	0.
8	Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
9	Program service revenue (Part VIII, line 2g)	272,797.	331,123.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	2,972,917.	3,099,477.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	26,710.	31,244.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	18,128.	11,469.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	3,290,552.	3,473,313.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	0.	0.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	2,446,296.	2,498,754.
16b	Total fundraising expenses (Part IX, column (D), line 25) ▶	0.	0.
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	940,854.	907,903.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	3,387,150.	3,406,657.
19	Revenue less expenses. Subtract line 18 from line 12	-96,598.	66,656.
20	Total assets (Part X, line 16)	Beginning of Current Year	End of Year
21	Total liabilities (Part X, line 26)	2,390,941.	2,476,503.
22	Net assets or fund balances. Subtract line 21 from line 20	482,732.	460,366.
22	Net assets or fund balances. Subtract line 21 from line 20	1,908,209.	2,016,137.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer Kevin Sutherland, Treasurer Type or print name and title	Date _____			
Paid Preparer Use Only	Print/Type preparer's name Jeanne Beutner	Preparer's signature Jeanne Beutner	Date 11/07/19	Check if self-employed <input type="checkbox"/>	PTIN P00228650
Firm's name ▶ Heveron & Company CPAs, PLLC		Firm's EIN ▶ 27-1895149			
Firm's address ▶ 260 Plymouth Avenue South Rochester, NY 14608		Phone no. 585-232-2956			

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission: To provide a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. (Continued on Schedule O)

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 2,729,036. including grants of \$) (Revenue \$ 3,036,050.) Genesee Community Charter School is located on the campus of the Rochester Museum & Science Center. Genesee Community Charter School enrolls approximately 220 students in kindergarten through sixth grades. As a charter school, Genesee Community Charter School is publicly funded and there is no tuition. Enrollment is open to all students who meet our age guidelines and a lottery is held in April of each year for incoming kindergarten students and for vacancies as they are available in first through fifth grades.

Continued on Schedule O

4b (Code:) (Expenses \$ 84,956. including grants of \$) (Revenue \$ 74,896.) GCCS offers breakfast and lunch daily to all students. Meals are delivered fresh every day by Julia K Caters, and are served "family style" in the classrooms. GCCS participates in the U.S. Department of Agriculture's school meal program. At the start of each new school year, all students are sent an application for free and reduced meals and are encouraged to apply. Those students who qualify are offered meals at a reduced or no cost. Students that do not qualify for free or reduced meals have the option to pay full price, or may bring meals from home. GCCS will continue to encourage all families to participate in its meal program.

4c (Code:) (Expenses \$ 86,180. including grants of \$) (Revenue \$) GCCS has fully included our students with special needs. Speech/language, occupational therapy, and counseling services are delivered both in and out of the classroom by professionals or staff from the child's district of residence. A special education teacher has been provided by the Rochester City School District for our students requiring resource room or consultant teacher services. GCCS has a special education coordinator who helps to maintain compliance with special education regulations. This person also works with teachers on academic intervention, and assists parents and staff through the CSE referral process. This person is also highly trained in the Wilson Language/Literacy Program, and works with small groups of students to enhance their reading levels.

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 2,900,172.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	1 X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors?</i>	2 X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>	3	X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	4	X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>	5	X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>	6	X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>	7	X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>	8	X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>	9	X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>	10	X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	11a X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>	11b	X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>	11c	X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	11d	X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	11e	X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	11f	X
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	12a X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	12b	X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	13 X	
14a Did the organization maintain an office, employees, or agents outside of the United States?	14a	X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>	14b	X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>	15	X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>	16	X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>	17	X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	18	X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>	19	X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>	20a	X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b	
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	21	X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?	X	

Note. All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

	Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

Table with columns for question number, question text, and Yes/No response boxes. Includes questions 2a through 16 regarding employee counts, tax filings, and organizational compliance.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a (10), 1b (10), 2 (X), 3 (X), 4 (X), 5 (X), 6 (X), 7a (X), 7b (X), 8a (X), 8b (X), 9 (X).

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 3 columns: Question, Yes, No. Rows include: 10a (X), 10b, 11a (X), 11b, 12a (X), 12b (X), 12c (X), 13 (X), 14 (X), 15a (X), 15b (X), 16a (X), 16b.

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed NY
18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Mark Schiesser Community Representative	0.40	X						0.	0.	0.
(2) Michelle Burack Secretary	0.40	X		X				0.	0.	0.
(3) Nathan Hayes RMSC Representative	0.40	X						0.	0.	0.
(4) Marcia Joy Community Representative	0.40	X						0.	0.	0.
(5) Michele Hannagan Board President	0.40	X		X				0.	0.	0.
(6) Kevin Sutherland Treasurer	0.40	X		X				0.	0.	0.
(7) John Peltz Parent Representative	0.40	X						0.	0.	0.
(8) Sherita Traywick Community Representative	0.40	X						0.	0.	0.
(9) Jessica Nordquist Parent Representative	0.40	X						0.	0.	0.
(10) Annemarie Wess Vice President	0.40	X		X				0.	0.	0.
(11) Shannon Hillman School Leader	40.00			X				91,656.	0.	6,174.

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	317,911.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	13,212.				
	g Noncash contributions included in lines 1a-1f: \$		18,519.				
	h Total. Add lines 1a-1f		331,123.				
	Program Service Revenue	2 a Resident Student Enrol	Business Code 611110	2,990,578.	2,990,578.		
b Food Service Fees		611710	74,896.	74,896.			
c Field Study Fees		611110	34,003.	34,003.			
d							
e							
f All other program service revenue							
g Total. Add lines 2a-2f			3,099,477.				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		31,244.			31,244.	
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	(i) Real	(ii) Personal				
		b Less: rental expenses					
		c Rental income or (loss)					
		d Net rental income or (loss)					
	7 a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		b Less: cost or other basis and sales expenses					
		c Gain or (loss)					
		d Net gain or (loss)					
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a					
		b Less: direct expenses	b				
		c Net income or (loss) from fundraising events					
	9 a Gross income from gaming activities. See Part IV, line 19	a					
b Less: direct expenses		b					
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances	a						
	b Less: cost of goods sold	b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code					
11 a	Site Seminar	611110	11,410.	11,410.			
	Other Revenue - Relate	900099	59.	59.			
	c						
	d All other revenue						
e Total. Add lines 11a-11d			11,469.				
12 Total revenue. See instructions			3,473,313.	3,110,946.	0.	31,244.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	106,485.		106,485.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,799,146.	1,656,460.	142,686.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	180,320.	165,073.	15,247.	
9 Other employee benefits	273,612.	222,255.	51,357.	
10 Payroll taxes	139,191.	121,725.	17,466.	
11 Fees for services (non-employees):				
a Management				
b Legal	9,592.		9,592.	
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	130,073.	38,663.	91,410.	
12 Advertising and promotion				
13 Office expenses	62,661.	43,685.	18,976.	
14 Information technology	31,395.	14,665.	16,730.	
15 Royalties				
16 Occupancy	179,268.	165,489.	13,779.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	142,419.	142,419.		
23 Insurance	34,351.	13,132.	21,219.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Staff Development	104,929.	103,391.	1,538.	
b Field Studies	85,510.	85,510.		
c Food Service	76,948.	76,948.		
d Curriculum and Classroo	40,899.	40,899.		
e All other expenses	9,858.	9,858.		
25 Total functional expenses. Add lines 1 through 24e	3,406,657.	2,900,172.	506,485.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	31,754.	1	231,279.
	2 Savings and temporary cash investments	129,453.	2	129,557.
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	218,310.	4	158,289.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	106,769.	9	115,118.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 2,371,877.		
	b Less: accumulated depreciation	10b 1,549,934.		
	11 Investments - publicly traded securities	956,750.	10c	821,943.
	12 Investments - other securities. See Part IV, line 11	944,427.	11	1,016,839.
	13 Investments - program-related. See Part IV, line 11		12	
	14 Intangible assets		13	
	15 Other assets. See Part IV, line 11	3,478.	14	
16 Total assets. Add lines 1 through 15 (must equal line 34)	2,390,941.	15	3,478.	
		16	2,476,503.	
Liabilities	17 Accounts payable and accrued expenses	482,732.	17	460,366.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	482,732.	26	460,366.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	1,908,209.	27	2,016,137.
	28 Temporarily restricted net assets		28	
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	1,908,209.	33	2,016,137.	
34 Total liabilities and net assets/fund balances	2,390,941.	34	2,476,503.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	3,473,313.
2	Total expenses (must equal Part IX, column (A), line 25)	2	3,406,657.
3	Revenue less expenses. Subtract line 2 from line 1	3	66,656.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	1,908,209.
5	Net unrealized gains (losses) on investments	5	41,272.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	2,016,137.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b	Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits _____		

Form 990 (2018)

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources ...						
9 Net income from unrelated business activities, whether or not the business is regularly carried on ...						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2018 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2017 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2018. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2017. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2017. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ►

Section C. Computation of Public Support Percentage

15 Public support percentage for 2018 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2017 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2018 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2017 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2018. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

b 33 1/3% support tests - 2017. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ►

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI .		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI .		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2018 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2018	(iii) Distributable Amount for 2018
1 Distributable amount for 2018 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2018 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2018			
a From 2013			
b From 2014			
c From 2015			
d From 2016			
e From 2017			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2018 distributable amount			
i Carryover from 2013 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2018 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2018 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2018, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI . See instructions.			
6 Remaining underdistributions for 2018. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI . See instructions.			
7 Excess distributions carryover to 2019. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2014			
b Excess from 2015			
c Excess from 2016			
d Excess from 2017			
e Excess from 2018			

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization Genesee Community Charter School	Employer identification number 16-1593234
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	New York State Education Department 89 Washington Avenue Albany , NY 12234	\$ 18,519.	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II for noncash contributions.)
2	New York State Education Department 89 Washington Avenue Albany , NY 12234	\$ 299,392.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	EL Education 247 West 35th Street 8th Floor New York , NY 10001	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization Genesee Community Charter School	Employer identification number 16-1593234
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
1	Textbooks, library books, technology _____ _____ _____	\$ 18,519.	06/30/19
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____

Name of organization Genesee Community Charter School	Employer identification number 16-1593234
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

▶ Attach to Form 990.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization **Genesee Community Charter School** Employer identification number **16-1593234**

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		<input type="checkbox"/> Yes <input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or education) Preservation of a historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

Yes No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

▶ \$ _____

(ii) Assets included in Form 990, Part X

▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1

▶ \$ _____

b Assets included in Form 990, Part X

▶ \$ _____

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule D (Form 990) 2018

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange programs
- e Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment _____ %
- b Permanent endowment _____ %
- c Temporarily restricted endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations	3a(i)	
(ii) related organizations	3a(ii)	
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b	

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		2,020,999.	1,419,583.	601,416.
d Equipment		350,878.	130,351.	220,527.
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				821,943.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

- ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
- ▶ Attach to Form 990 or Form 990-EZ.
- ▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization **Genesee Community Charter School** Employer identification number **16-1593234**

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	X	
<u>Statement is published on all brochures and any public documents. It is also published on the GCCS website.</u>		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2018

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

Line 6 - Explanation of Government Financial Aid:

The organization received basic charter school tuition, special additional charter school funding from NY State, and aid for library, textbooks, and technology from the NYS Department of Education.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Open to Public
Inspection

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Form 990, Part III, Line 1, Description of Organization Mission:

Our local history-based and globally-connected program immerses children in investigation and discovery, extensively using the cultural and natural resources of our community. We nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers enabling them to reach exemplary standards.

Form 990, Part III, Line 4a, Program Service Accomplishments:

Genesee Community Charter School's curriculum focuses on local history and the natural world and-as an Expeditionary Learning school-students are immersed in three interdisciplinary learning expeditions each year. Classes frequently venture into the community for purposeful and rigorous field studies integral to their ongoing learning experiences. Music, visual arts, dance, and creative movement are integrated into the academic and social life at Genesee Community Charter School. The school is nationally recognized for its implementation of the Expeditionary Learning model and its approach to arts integration. Since it was founded in 2001, Genesee Community Charter School has been one of the most successful K-6 schools in New York as measured by the New York State Education Department's School Performance Index.

Form 990, Part VI, Section B, line 11b:

The GCCS Finance Committee reviewed the Form 990 and presented it to the Board of Trustees for approval prior to filing. Each Trustee received a full copy of the return prior to filing.

Name of the organization Genesee Community Charter School	Employer identification number 16-1593234
---	---

Form 990, Part VI, Section B, Line 12c:

The Organization has all board members sign a conflict of interest policy annually. The statements are updated for any changes during the year. Any conflicts are recognized and board members abstain from voting as appropriate.

Form 990, Part VI, Section B, Line 15:

The GCCS Personnel Committee does a complete evaluation with the school leader. The evaluation is then discussed with the full Board of Trustees. Compensation was benchmarked by the Personnel Committee and approved by full Board of Trustees. Annual increases are approved by the Board as part of the budget process. There are no other compensated officers.

Form 990, Part VI, Section C, Line 19:

The Organization's governing documents, conflict of interest policy and financial statements are all available upon request.



Auditors' Communications

September 27, 2020

To The Board of Trustees
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Board Members:

This letter is intended only for the board and those responsible for management and governance. Although we did review some of your internal controls, we did not perform an examination of them that would allow us to give an opinion on the adequacy of your controls.

Those charged with management and governance are responsible for:

- safeguarding your assets,
- ensuring that your resources are used as directed by funders, donors, and as required by charities laws and your own articles of incorporation,
- assuring that you are complying with laws, regulations, contracts and grants associated with your funding,
- properly recording and reporting results of operations and account balances, and
- proper business practices, operating procedures, documentation and controls.

Our audit was designed to help you with those responsibilities, and is also designed and intended to help you to benchmark your administrative operations to best practices.

Our Responsibilities to You

As part of our audit we are required to inform you of significant deficiencies and material weaknesses in your controls that we become aware of.

Controls are procedures, policies, and responsibilities that you put in place to make sure that appropriate transactions take place and are reported properly on your financial statements. Examples of controls are timely billing for services you perform, ensuring proper payments are received and recorded, and measures to prevent overpayment of payroll or vendors.

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Control deficiencies result when proper procedures are not in place to assure that appropriate transactions are carried out, recorded and reported properly.

Significant deficiencies are control deficiencies or combinations of control deficiencies that are less severe than material weaknesses, yet important enough to merit attention by those charged with governance.

Material weaknesses are significant deficiencies or combinations of significant deficiencies 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.

The Role of Internal Controls

Internal controls are managements' standards to safeguard your assets. They include the following components:

- Setting expectations of integrity and ethical conduct, with actions such as proper hiring and training,
- Assessing risks based on your operations and your staffing,
- Establishing control activities, such as separation of responsibilities, to reduce risks,
- Communications from senior management to all involved staff about internal controls, and
- Monitoring - ongoing evaluation of whether controls are appropriate and are working.

General Observations

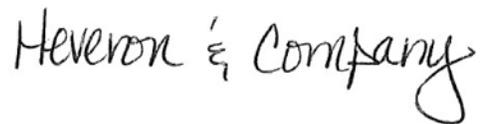
Our general observations are that:

- Recordkeeping appears to be done in a timely, complete and conscientious manner.
- Internal controls are good for an organization of your size and staffing.
- The attitude of management regarding the importance of proper systems and controls seems appropriate.
- We confirm that the significant accounting policies used by management, the significant estimates made by management (about areas such as useful life and collectibility), and the disclosures are appropriate for these financial statements.
- Management may disagree with auditors about areas needed to be accessed for audits or about conclusions that are reached with respect to amounts or disclosures. Management may explain their position and may also reach out to other CPAs or experts. We did not have any such disagreements or difficulties with management.
- We did not become aware of fraud or illegal acts, and we did not note any significant financial statement adjustments or unusual transactions.
- Whenever we become aware of adjustments or corrections that are not clearly trivial, we will discuss them with management. No unanticipated material accounting adjustments were required to make your financial statements materially correct.

Our consideration of internal control was for the limited purpose described above 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.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

Sincerely,

A handwritten signature in cursive script that reads "Heveron & Company". The signature is written in black ink and is positioned below the word "Sincerely,".

Heveron & Company CPAs



September 27, 2020

To The Finance Committee
of the Board of Trustees
Genesee Community Charter School
657 East Avenue
Rochester, New York 14607

Dear Committee Members:

In addition to the required communications that we included in a separate letter, we have some observations about financial trends and recommendations for improvements.

Trends

Comparative financial information and trends for the current and prior three years are also enclosed. This information should assist you in analyzing your financial results and may be useful for budgeting and planning. Significant trends that we noted include:

- Grants Receivable was down \$81,000 when compared to 2019. This was mainly the result of the dissemination grant that ended. Last year, some of the grant was a receivable at year-end. This grant was also the cause of a reduction in Federal grant revenue this year.
- The New York State Teachers' Retirement System percentage decreased, leading to \$33,000 less in retirement expenses.
- Staff Development costs were 36% lower as compared to 2019. This was due to the impact of COVID-19. The shutdown reduced the amount of staff development that occurred during the second half of the school year.

Control Deficiency

The following is not considered a significant deficiency or material weakness.

- During our review of invoices, we noted several invoices that were not initialed and dated by the Treasurer. You should document that invoices have been reviewed before payment. This will reduce the possibility of improper payments.

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Recordkeeping and Other Matters

- We are aware that there is not always adequate staffing to take a physical inventory and compare it to records. You should consider taking photographs of all your rooms with equipment for records in case of an insurance claim.

Please contact us if you have any questions about this letter or if we can help in any other way.

Sincerely,

Heveron & Company

Heveron & Company CPAs

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GENESEE COMMUNITY CHARTER SCHOOL

FINANCIAL STATEMENTS

June 30, 2020



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INDEPENDENT AUDITORS' REPORT

To The Board of Trustees
Genesee Community Charter School
Rochester, New York

We have audited the accompanying financial statements of Genesee Community Charter School (a New York State nonprofit organization), which comprise the balance sheets as of June 30, 2020 and 2019, the related statements of activities and cash flows for the years then ended, the statement of functional expenses for the year ended June 30, 2020, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the 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.

Opinion

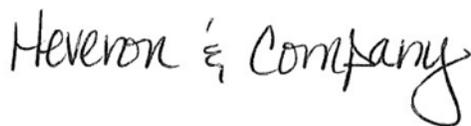
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Genesee Community Charter School as of June 30, 2020 and 2019 and the changes in net assets and cash flows for the years then ended, and the functional expenses for the year ended June 30, 2020 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Genesee Community Charter School's statement of functional expenses for the year ended June 30, 2019, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 2, 2019. In our opinion, the summarized comparative information presented herein, as of and for the year ended June 30, 2019 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 27, 2020 on our consideration of Genesee Community Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is 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 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 Genesee Community Charter School's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "Heveron & Company".

Heveron & Company CPAs

Rochester, New York

October 27, 2020

**GENESEE COMMUNITY CHARTER SCHOOL
BALANCE SHEETS
June 30, 2020 and 2019**

ASSETS

	<u>2020</u>	<u>2019</u>
<u>Current Assets</u>		
Cash and Cash Equivalents	\$ 340,246	\$ 284,949
Accounts Receivable	54,706	20,885
Pledges and Grants Receivable	76,847	137,404
Prepaid Expenses	<u>68,454</u>	<u>115,118</u>
Total Current Assets	<u>540,253</u>	<u>558,356</u>
 <u>Fixed Assets</u>		
Leasehold Improvements and Equipment, Net	<u>684,276</u>	<u>821,943</u>
 <u>Other Assets</u>		
Investments	1,094,833	1,016,839
Restricted Cash - Escrow Account	100,066	75,887
Deposits	<u>3,478</u>	<u>3,478</u>
Total Other Assets	<u>1,198,377</u>	<u>1,096,204</u>
 TOTAL ASSETS	 <u><u>2,422,906</u></u>	 <u><u>2,476,503</u></u>

LIABILITIES AND NET ASSETS

<u>Current Liabilities</u>		
Accounts Payable	9,179	13,742
Accrued Payroll	217,842	228,706
Accrued Liabilities	184,868	209,370
Deferred Revenue	<u>-</u>	<u>8,548</u>
Total Current Liabilities	<u>411,889</u>	<u>460,366</u>
 <u>Net Assets</u>		
Net Assets Without Donor Restrictions:		
Undesignated	1,911,017	1,941,137
Designated by the Board	<u>100,000</u>	<u>75,000</u>
Total Net Assets Without Donor Restrictions	<u>2,011,017</u>	<u>2,016,137</u>
 Total Net Assets	 <u>2,011,017</u>	 <u>2,016,137</u>
 TOTAL LIABILITIES AND NET ASSETS	 <u><u>\$ 2,422,906</u></u>	 <u><u>\$ 2,476,503</u></u>

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
For The Years Ended June 30, 2020 and 2019

	2020	2019
<u>Revenues, Gains and Other Support:</u>		
Public School District:		
Resident Student Enrollment	\$ 3,007,233	\$ 2,990,578
Special Charter School Aid	-	60,052
Federal Grants	69,884	239,340
State Grants	18,025	18,519
Contributions	34,685	13,212
Food Service Fees	63,824	74,896
Field Study Fees	26,724	34,003
Other Income	18,610	11,469
Interest/Dividends Income	25,386	31,244
Net Investment Returns	52,728	41,272
Total Revenues and Other Support	3,317,099	3,514,585
<u>Expenses:</u>		
<u>Program Services:</u>		
Regular Education	2,714,903	2,729,036
Special Education	88,679	86,180
Food Services	85,888	84,956
Total Program Services Expense	2,889,470	2,900,172
<u>Supporting Services:</u>		
Management and General	432,749	506,485
Total Expenses	3,322,219	3,406,657
Change in Net Assets	(5,120)	107,928
Net Assets - Beginning of Year	2,016,137	1,908,209
Net Assets - End of Year	\$ 2,011,017	\$ 2,016,137

See Independent Auditors' Report and Notes to Financial Statements.

**GENESEE COMMUNITY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES**

For The Year Ended June 30, 2020

(With Comparative Totals For The Year Ended June 30, 2019)

	No. of Positions	Program Services			Management and General	Totals	
		Regular Education	Special Education	Food Services		2020	2019
Personnel Services Costs							
Instructional Personnel	36	\$ 1,508,729	\$ -	\$ -	\$ -	\$ 1,508,729	\$ 1,491,815
Administrative Staff Personnel	5	81,255	59,031	-	213,866	354,152	373,610
Non-Instructional Personnel	3	43,867	-	9,992	-	53,859	28,721
Total Salaries	44	1,633,851	59,031	9,992	213,866	1,916,740	1,894,146
Employee Benefits and Payroll Taxes		345,458	10,626	764	69,241	426,089	412,803
Retirement Expense		134,118	-	-	24,400	158,518	191,805
Total Personnel Services		2,113,427	69,657	10,756	307,507	2,501,347	2,498,754
Rent		150,726	4,028	3,633	13,754	172,141	172,453
Depreciation and Amortization		133,536	4,130	-	-	137,666	142,419
Student Services		91,611	-	-	-	91,611	95,368
Other Purchased Services		39,601	-	-	50,262	89,863	100,725
Food Service		-	-	70,695	-	70,695	76,948
Staff Development		54,233	8,854	-	3,560	66,647	104,929
Office Expense		31,867	-	-	12,635	44,502	50,022
Supplies and Materials		44,330	-	-	-	44,330	40,899
Insurance		25,328	2,010	804	12,061	40,203	34,351
Accounting and Auditing Fees		-	-	-	22,802	22,802	29,348
Furniture		10,601	-	-	-	10,601	12,639
Repairs and Maintenance		10,066	-	-	-	10,066	6,815
Technology		9,577	-	-	480	10,057	31,395
Legal		-	-	-	9,688	9,688	9,592
Total Expenses		<u>\$ 2,714,903</u>	<u>\$ 88,679</u>	<u>\$ 85,888</u>	<u>\$ 432,749</u>	<u>\$ 3,322,219</u>	<u>\$ 3,406,657</u>

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2020 and 2019

	<u>2020</u>	<u>2019</u>
<u>Cash Flows From Operating Activities</u>		
Receipts from School Districts	\$ 2,980,158	\$ 3,033,717
Other Sources	127,142	168,794
Contributions	14,396	13,212
Grants	150,730	298,017
Payments to Vendors for Goods and Services Rendered	(630,974)	(809,667)
Payments to Charter School Personnel for Services Rendered	<u>(2,536,714)</u>	<u>(2,465,691)</u>
Net Cash Flows Provided By Operating Activities	<u>104,738</u>	<u>238,382</u>
<u>Cash Flows From Investing Activities</u>		
Purchase of Fixed Assets	-	(7,612)
Purchase of Investments	<u>(25,262)</u>	<u>(31,141)</u>
Net Cash Flows Used By Investing Activities	<u>(25,262)</u>	<u>(38,753)</u>
Net Increase in Cash, Cash Equivalents, and Restricted Cash	79,476	199,629
Cash and Cash Equivalents, and Restricted Cash - Beginning of Year	<u>360,836</u>	<u>161,207</u>
Cash and Cash Equivalents, and Restricted Cash - End of Year	<u>\$ 440,312</u>	<u>\$ 360,836</u>

GENESEE COMMUNITY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2020 and 2019
(Continued)

	2020	2019
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Change in Net Assets	\$ (5,120)	\$ 107,928
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	137,666	142,419
Net Investment Returns	(52,728)	(41,272)
(Increase)/Decrease In:		
Accounts Receivable	(33,824)	1,345
Pledges and Grants Receivable	60,557	58,677
Prepaid Expenses	46,664	(8,349)
Increase/(Decrease) In:		
Accounts Payable	(4,563)	(63,973)
Accrued Payroll	(10,864)	23,882
Accrued Liabilities	(24,502)	9,177
Deferred Revenue	(8,548)	8,548
Net Cash Flows Provided By Operating Activities	\$ 104,738	\$ 238,382

See Independent Auditors' Report and Notes to Financial Statements.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2020

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Genesee Community Charter School (the School) is a nonprofit organization, that was formed to provide a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. The School's local history-based and globally-connected programs immerse the children in investigation and discovery, extensively using the cultural and natural resources of the Rochester, NY community. The School focuses on nurturing the children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers, enabling them to reach exemplary standards. The School's revenue is predominantly Charter School Basic Tuition from the Rochester City School District and a few other surrounding school districts.

The main programs of the School are as follows:

REGULAR EDUCATION: The School curriculum is organized around six historical time periods - Prehistory, Early People/Woodland Peoples, Native Americans/Explorers/Settlers, Village to City, City Grows, and Today and Tomorrow. The School integrates Math, Science, Social Studies, Language Arts, Art, Music, and Physical Education to provide a rich and challenging curriculum, while keeping in alignment with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, and Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment to students with disabilities. The primary service delivery for students with special needs is inclusion. For students requiring supplemental services, the School contracts with local individuals or agencies to provide the required services outlined in the student's Individual Education Plan or 504 Plan.

FOOD SERVICES: The School believes that healthy meals are an important part of a child's day. Breakfast and lunch are delivered and served "family style" every day, as the School does not have a cafeteria or kitchen facilities. The children eat and socialize with each other, parents, and teachers in their classrooms. All meals meet the required New York State Child Nutrition Standards, and the School subscribes to the New York State free and reduced priced meal program.

GENESEE COMMUNITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2020

(Continued)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(Continued)

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Net Assets

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The governing board has designated, from net assets without donor restrictions, net assets for an operating reserve.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Contributions restricted by donors are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, based on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

There were no net assets with donor restrictions at June 30, 2020 and 2019.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2020
(Continued)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Contributions

The School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Contributions that are expected to be received in future years are recorded at their present value. Conditional promises to give, that is, those with a measurable performance or other barrier and a right of return are not recognized, until the conditions on which they depend have been met.

Revenue and Revenue Recognition

A portion of the School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the balance sheet.

The School recognizes revenue derived from tuition and food service. Tuition income is recognized during the school year based on enrollment. Food service revenue is recognized when earned at the time of service.

The School has analyzed the provisions of ASU 2014-09, "*Revenue from Contracts with Customers*", and has determined that no significant changes in the way the school recognizes revenue are necessary, however, the presentation and disclosures of revenue has been enhanced.

Deferred Revenue

Deferred revenue represents funds received related to the next school year.

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America, require management to make estimates and assumptions that affect the amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the amounts of revenue and expenses. Actual results could differ from those estimates.

GENESEE COMMUNITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2020

(Continued)

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)**

Accounts, Pledges, and Grants Receivable

Accounts, pledges, and grants receivable are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, if necessary, management provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2020 and 2019.

Determining Fair Value of Financial Assets and Liabilities

Accounting principles generally accepted in the United States of America established a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements), and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1: Inputs to the valuation method are unadjusted quoted market prices in active markets for identical assets or liabilities.

Level 2: Inputs to the valuation method include:

- quoted prices for similar assets or liabilities in active markets;
- quoted prices for identical or similar assets or liabilities in inactive markets;
- inputs other than quoted prices that are observable for the asset or liability;
- inputs that are derived principally from or corroborated by observable market data by correlation or by other means.

Level 3: Inputs to the valuation method are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used, need to maximize the use of observable inputs and minimize the use of unobservable inputs.

GENESEE COMMUNITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2020

(Continued)

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)**

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program, and management and general categories. An immaterial amount of fund raising costs for the years ended June 30, 2020 and 2019 are included in management and general expenses.

The financial statements report certain categories of expenses that are attributed to both program and supporting functions. Therefore, allocation on a reasonable basis that is consistently applied is required. The expenses that are allocated include occupancy, depreciation, and amortization, which are allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, professional services, office expenses, information technology, insurance, and other expenses, which are allocated on the basis of estimates of time and effort for each category.

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code. As a result, no provision for federal or state income taxes has been made.

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2019 from which the summarized information was derived.

Fixed Assets

Leasehold improvements and equipment are stated at cost, less accumulated depreciation and amortization. The School capitalizes property and equipment with a cost of over \$1,000 and an estimated life of three or more years. The cost and accumulated depreciation of property items sold or retired are eliminated from the accounts. Minor expenditures for maintenance, repairs, and renewals are expensed. Donated assets are recorded at their estimated fair market value at the time of donation.

GENESEE COMMUNITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2020

(Continued)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Fixed Assets (Continued)

Fixed assets consisted of the following at June 30:

	<u>2020</u>	<u>2019</u>
Leasehold Improvements	\$ 2,020,999	\$ 2,020,999
Equipment	350,878	350,878
Less: Accumulated Depreciation and Amortization	<u>(1,687,601)</u>	<u>(1,549,934)</u>
Net Improvements and Equipment	<u>\$ 684,276</u>	<u>\$ 821,943</u>

Depreciation and amortization is computed on a straight-line basis over the estimated useful lives of assets. The ranges of estimated useful lives used in computing depreciation are as follows:

	<u>Years</u>
Leasehold Improvements	7-12
Equipment	3-10

Depreciation and amortization expense amounted to \$137,666 and \$142,419 for the years ended June 30, 2020 and 2019, respectively.

Recent Accounting Pronouncements

During 2018, the School adopted Accounting Standards Update (ASU) No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. This guidance is intended to improve the net asset classifications and the information presented in the financial statements and notes about a not-for-profit entity's liquidity, financial performance, and cash flows. Main provisions of this guidance include, when applicable, the presentation of two classes of net assets versus the previously required three. The guidance also enhances disclosures for board designated amounts, composition of net assets with donor restrictions, liquidity, and expenses by both their natural and functional classification.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2020
(Continued)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(Continued)

Recent Accounting Pronouncements (Continued)

In May 2014, the FASB issued Accounting Standards Update (ASU) No. 2014-09, *Revenue from Contracts with Customers*. This guidance implements a single framework for recognition of all revenue earned with customers. This framework ensures that entities appropriately reflect the consideration to which they expect to be entitled in exchange for goods and services by allocating transaction price to identified performance obligations and recognizing revenue as performance obligations are satisfied. Qualitative and quantitative disclosures are required to enable users of financial statements to understand the nature, timing, and uncertainty of revenues and cash flows arising from contracts with customers. The guidance is effective for the Organization's year ended June 30, 2020.

During the year ended June 30, 2020, the School adopted ASU No. 2014-09 along with the practical expedient, which allows modifications to contracts to be applied at the time of adoption. The School receives revenue from several sources and recognizes revenue based on when performance obligations are met.

In June 2018, the FASB issued ASU 2018-08, Not-for-Profit Entities (Topic 958), *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The ASU clarifies and improves guidance for contributions received and contributions made, and provides guidance to organizations on how to account for certain exchange transactions. This change is preferable in that it clarifies whether to account for transactions as contributions or as exchange transactions. In addition, it clarifies whether a contribution is conditional or unconditional. As a result, it enhances comparability of financial information among not-for-profit entities.

The change in accounting principle was adopted on a modified prospective basis. As a result, there was no cumulative-effect adjustment to opening net assets without donor restrictions or opening net assets with donor restrictions as of June 30, 2019.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2020
(Continued)**

NOTE 2 - LIQUIDITY AND AVAILABILITY

The School regularly monitors the availability of resources required to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the School considers all expenditures related to its ongoing activities, as well as the conduct of services undertaken to support those activities to be general expenditures.

At June 30, the following financial assets could readily be made available within one year of the balance sheet date to meet general expenditures:

	2020	2019
Cash and cash equivalents	\$ 340,246	\$ 284,949
Accounts receivable	54,706	20,885
Grants receivable	76,847	137,404
	\$ 471,799	\$ 443,238

Resident Student Enrollment fees are received throughout the school year to provide additional funds for general expenditures.

NOTE 3 - COMMITMENTS

The School has entered into an operating lease for its facilities. The lease expires June 2021. Annual base rent during each year of the lease is \$172,500, including utility costs and janitorial labor. After June 30, 2020, the School amended the lease to rent additional space at a rate of \$25,006 per year. During the year ended June 30, 2017, the School advanced the cost for HVAC and window upgrades totaling \$183,713. This cost will be recouped by the School in the form of an annual credit against the rent in an amount equal to 1/10 of 1/2 of the final expenditures. This discount will be applied beginning with the September 2016 payment. The School has the option to renew this lease for one additional five year term at a Consumer Price Index adjusted rent. Rent expense for the years ended June 30, 2020 and 2019 totaled \$172,141 and \$172,453, respectively.

Future minimum lease payments are as follows for the year ended June 30:

Year	Amount
2021	\$ 197,503

GENESEE COMMUNITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2020

(Continued)

NOTE 4 - CASH AND CASH EQUIVALENTS, AND RESTRICTED CASH

For the purposes of the statements of cash flows, cash and cash equivalents include all cash on hand and in banks, which at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

The School maintains cash in an escrow account in accordance with the terms of their charter agreement. The escrow is restricted to fund legal and other costs related to the dissolution of the School. The School also has a \$200,000 line of credit available if needed.

Cash and cash equivalents, and restricted cash consisted of the following at June 30:

	<u>2020</u>	<u>2019</u>
Undeposited Funds	\$ 12,469	\$ 127
Checking	298,048	231,152
Money Market	<u>29,729</u>	<u>53,670</u>
Total Cash and Cash Equivalents	340,246	284,949
Restricted Cash - Escrow	<u>100,066</u>	<u>75,887</u>
Total Cash and Cash Equivalents, and Restricted Cash	<u>\$ 440,312</u>	<u>\$ 360,836</u>

NOTE 5 - LINE OF CREDIT

The School has a line of credit with a maximum authorization of \$200,000. Advances against this line bears interest at a rate of 1.5% above the current bank prime rate. There were no amounts outstanding at June 30, 2020 and 2019.

NOTE 6 - BOARD-DESIGNATED NET ASSETS

As of June 30, 2020 and 2019, the Board designated net assets consisted of \$100,000 and \$75,000, respectively to be held in an escrow account in case of a future dissolution as required by the New York State Department of Education.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2020
(Continued)

NOTE 7 - INVESTMENTS

Investments in equity securities with readily determinable fair values and all investments in debt securities are measured at fair market value. Unrealized gains or losses on securities result from differences between the cost and fair market value of securities on a specified valuation date.

Investment securities are exposed to various risks, such as interest rate, market, economic conditions, world affairs and credit risks. 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.

A summary of investments at market value at June 30, is as follows:

	<u>2020</u>	<u>2019</u>
Mutual Funds - Equities	\$ 270,455	\$ 364,410
Mutual Funds - Bonds	<u>824,378</u>	<u>652,429</u>
Total	<u>\$ 1,094,833</u>	<u>\$ 1,016,839</u>

Mutual fund investments are based on Level 1 inputs in the hierarchy as described in Note 1.

There were no changes in the valuation techniques during the year.

NOTE 8 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System 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.

**GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2020
(Continued)**

NOTE 8 - PENSION EXPENSE (Continued)

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after July 27, 1976 and before January 1, 2010 with less than ten years of membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Those joining after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary, for their entire working career. Employers are required to contribute at an actuarially determined rate. Rates applicable to the fiscal years ended June 30, 2020 and 2019 were 8.86% and 10.62%, respectively.

The retirement contribution expense totaled \$154,157 and \$176,655 for the years ended June 30, 2020 and 2019, respectively.

The School also has a 403(b) annuity retirement plan for its employees. After one year of service, employees at least 21 years of age that work a minimum of 1,000 hours annually, may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The Board of Trustees voted not to make a discretionary contribution for the years ended June 30, 2020 and 2019.

NOTE 9 - SPECIAL EDUCATION AND OTHER SERVICES

The majority of special education services required by students of the School are provided by the Rochester City School District. The Rochester City School District also provided transportation. The School was unable to determine a value for these services, thus, these financial statements do not reflect revenue or expenses associated with those services.

Occasionally, the School does need to offer special education services that are not provided through the Rochester City School District. The School uses contracted services at these times; the revenue and expense for these services have been included in the financial statements.

The School also receives State Aid in the form of textbooks, computer hardware, computer software, and library materials through the Rochester City School District. The total aid received for the years ended June 30, 2020 and 2019 was \$18,025 and \$18,519, respectively.

GENESEE COMMUNITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

June 30, 2020
(Continued)

NOTE 10 - DONATED SERVICES AND GOODS

The School receives donated services that do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America. During the years ended June 30, 2020 and 2019, approximately 150 families provided 2,325 and 3,324 hours of service, respectively. There were also 15 and 13 board members who donated 300 and 280 hours during the years ended June 30, 2020 and 2019, respectively. Volunteers help with many tasks at the School such as serving meals, chaperoning field studies, preparing classroom materials, and serving on the board.

NOTE 11 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 27, 2020, which is the date the statements were available for issuance.

Beginning around March 2020, the COVID-19 virus has been declared a global pandemic as it continues to spread rapidly. Business continuity, including supply chains and consumer demand across a broad range of industries and countries could be severely impacted for months or beyond as governments and their citizens take significant and unprecedented measures to mitigate the consequences of the pandemic. Management is carefully monitoring the situation and evaluating its options during this time. No adjustments have been made to these financial statements as a result of this uncertainty. However, subsequent to June 30, 2020, the investment and credit markets have continued to experience significant volatility. As a result, a substantial portion of School's investments may continue to experience significant declines.

GENESEE COMMUNITY CHARTER SCHOOL

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2020



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
*GOVERNMENT AUDITING STANDARDS***

Independent Auditors' Report

To the Board of Trustees
Genesee Community Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Genesee Community Charter School (a nonprofit organization), which comprise the balance sheet as of June 30, 2020, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 27, 2020.

Internal Control Over Financial Reporting

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

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

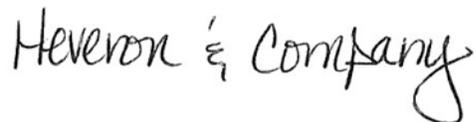
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Compliance and Other Matters

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

Purpose of this Report

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

A handwritten signature in cursive script that reads "Heveron & Company".

Heveron & Company CPAs

Rochester, New York

October 27, 2020



Genesee Community Charter School
at the Rochester Museum & Science Center

657 East Avenue · Rochester, NY 14607 · (585) 271-4552 x 460 · www.GCCSchool.org

Board of Trustees

October 27, 2020

Michele Hannagan
President

Dear GCCS Board of Trustees,

Annemarie Wess
Vice President

This letter is to certify that I have reviewed the most recent draft of the 2019-2020 audited financial statements and Form 990 and they are accurate and complete.

Allison Schultes
Secretary

Per the Board's request and discussion on October 14, 2020, as the Board of Trustee Treasurer, I recommend that they be filed with NYSED as required.

Kevin Sutherland
Treasurer

Sincerely,

Lukas Wilson

Mark Schiesser

Ryan O'Malley

Nolica Murray-Fields

Kevin Sutherland, GCCS BOT Treasurer

Traci Terrance

Jessica Wanner

Tasha Stevens

**Education
Governance Council**

Shannon Hillman
School Leader

Rebecca Mason

Margaret Deutschbein

IRS e-file Signature Authorization for an Exempt Organization

For calendar year 2019, or fiscal year beginning JUL 1, 2019, and ending JUN 30, 2020

2019

Department of the Treasury
Internal Revenue Service

▶ Do not send to the IRS. Keep for your records.
▶ Go to www.irs.gov/Form8879EO for the latest information.

Name of exempt organization

Employer identification number

Genesee Community Charter School

16-1593234

Name and title of officer

**Kevin Sutherland
Treasurer**

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than one line in Part I.

1a Form 990 check here	<input checked="" type="checkbox"/>	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b	<u>3,264,371.</u>
2a Form 990-EZ check here	<input type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9)	2b	
3a Form 1120-POL check here	<input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b	
4a Form 990-PF check here	<input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b	
5a Form 8868 check here	<input type="checkbox"/>	b Balance Due (Form 8868, line 3c)	5b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2019 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize Heveron & Company CPAs, PLLC to enter my PIN 93234
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ *Kevin Sutherland* Date ▶ 11/5/20

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

16459522222
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2019 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ Heveron & Company CPAs, PLLC Date ▶ 10/12/20

**ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So**



October 12, 2020

Genesee Community Charter School
657 East Avenue
Rochester, NY 14607
Attention: Shannon Hillman, School Leader

Dear Shannon:

Enclosed is the organization's 2019 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-EO to our office. We will transmit the return electronically to the IRS and no further action is required. Return Form 8879-EO to us by November 16, 2020.

The Form 990 includes a Schedule B with donor information that is not subject to public inspection. If you put a copy of your tax return on your website or if you mail, fax or otherwise provide it to persons requesting a copy of your return, you should remove the Schedule B information.

GuideStar will retrieve a copy of this return from IRS and post it to their website several weeks after you file. You should check with GuideStar (www.guidestar.org) periodically to make sure that your information is updated.

Please call me if you have any questions about this return or if we can help in any way.



Your copies are attached to this letter.

Sincerely,

Jeanne Beutner

IRS e-file Signature Authorization for an Exempt Organization

For calendar year 2019, or fiscal year beginning JUL 1, 2019, and ending JUN 30, 2020

2019

Department of the Treasury
Internal Revenue Service

▶ **Do not send to the IRS. Keep for your records.**
▶ **Go to www.irs.gov/Form8879EO for the latest information.**

Name of exempt organization Genesee Community Charter School Employer identification number 16-1593234

Name and title of officer
Kevin Sutherland
Treasurer

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than one line in Part I.

1a Form 990 check here	▶ <input checked="" type="checkbox"/>	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b	<u>3,264,371.</u>
2a Form 990-EZ check here	▶ <input type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9)	2b	
3a Form 1120-POL check here	▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b	
4a Form 990-PF check here	▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b	
5a Form 8868 check here	▶ <input type="checkbox"/>	b Balance Due (Form 8868, line 3c)	5b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2019 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize Heveron & Company CPAs, PLLC to enter my PIN 93234
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

1645952222
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2019 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ Heveron & Company CPAs, PLLC Date ▶ 10/12/20

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

A For the 2019 calendar year, or tax year beginning **JUL 1, 2019** and ending **JUN 30, 2020**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization Genesee Community Charter School Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 657 East Avenue City or town, state or province, country, and ZIP or foreign postal code Rochester, NY 14607	D Employer identification number 16-1593234
E Telephone number 585-271-4320		G Gross receipts \$ 3,264,371.
F Name and address of principal officer: Shannon Hillman same as C above		H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ www.gccschool.org		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2000 M State of legal domicile: NY

Part I Summary

1	Briefly describe the organization's mission or most significant activities: Providing an educational experience valuing intellectual rigor, diversity, & responsibility.		
2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
3	Number of voting members of the governing body (Part VI, line 1a)	3	10
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	10
5	Total number of individuals employed in calendar year 2019 (Part V, line 2a)	5	51
6	Total number of volunteers (estimate if necessary)	6	165
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
7b	Net unrelated business taxable income from Form 990-T, line 39	7b	0.
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year 331,123.	Current Year 122,594.
	9 Program service revenue (Part VIII, line 2g)	3,099,477.	3,097,781.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	31,244.	25,386.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	11,469.	18,610.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	3,473,313.	3,264,371.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,498,754.	2,501,347.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.		
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	907,903.	820,872.
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	3,406,657.	3,322,219.
	19 Revenue less expenses. Subtract line 18 from line 12	66,656.	-57,848.
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year 2,476,503.	End of Year 2,422,906.
	21 Total liabilities (Part X, line 26)	460,366.	411,889.
	22 Net assets or fund balances. Subtract line 21 from line 20	2,016,137.	2,011,017.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer Kevin Sutherland, Treasurer Type or print name and title	Date
Paid Preparer Use Only	Print/Type preparer's name Jeanne Beutner	Preparer's signature Jeanne Beutner
	Firm's name ▶ Heveron & Company CPAs, PLLC	Date 10/12/20
	Firm's address ▶ 260 Plymouth Avenue South Rochester, NY 14608	Check if self-employed <input type="checkbox"/> PTIN P00228650
		Firm's EIN ▶ 27-1895149
		Phone no. 585-232-2956

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission: To provide a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. (Continued on Schedule O)

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

4a (Code:) (Expenses \$ 2,714,903. including grants of \$) (Revenue \$ 3,052,567.) Genesee Community Charter School is located on the campus of the Rochester Museum & Science Center. Genesee Community Charter School enrolls approximately 224 students in kindergarten through sixth grades. As a charter school, Genesee Community Charter School is publicly funded and there is no tuition. Enrollment is open to all students who meet our age guidelines and a lottery is held in April of each year for incoming kindergarten students and for vacancies as they are available in first through fifth grades.

Continued on Schedule O

4b (Code:) (Expenses \$ 85,888. including grants of \$) (Revenue \$ 63,824.) GCCS offers breakfast and lunch daily to all students. Meals are delivered fresh every day by Julia K Caters, and are served "family style" in the classrooms. GCCS participates in the U.S. Department of Agriculture's school meal program. At the start of each new school year, all students are sent an application for free and reduced meals and are encouraged to apply. Those students who qualify are offered meals at a reduced or no cost. Students that do not qualify for free or reduced meals have the option to pay full price, or may bring meals from home. GCCS will continue to encourage all families to participate in its meal program.

4c (Code:) (Expenses \$ 88,679. including grants of \$) (Revenue \$) GCCS has fully included our students with special needs. Speech/language, occupational therapy, and counseling services are delivered both in and out of the classroom by professionals or staff from the child's district of residence. A special education teacher has been provided by the Rochester City School District for our students requiring resource room or consultant teacher services. GCCS has a special education coordinator who helps to maintain compliance with special education regulations. This person also works with teachers on academic intervention, and assists parents and staff through the CSE referral process. This person is also highly trained in the Wilson Language/Literacy Program, and works with small groups of students to enhance their reading levels.

4d Other program services (Describe on Schedule O.) (Expenses \$ Including grants of \$) (Revenue \$)

4e Total program service expenses 2,889,470.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X, or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		X
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b <i>If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?</i>		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a		X
24b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
24c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
24d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I		X
25b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? If "Yes," complete Schedule L, Part II		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? If "Yes," complete Schedule L, Part III		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):		
28a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? If "Yes," complete Schedule L, Part IV		X
28b A family member of any individual described in line 28a? If "Yes," complete Schedule L, Part IV		X
28c A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? If "Yes," complete Schedule L, Part IV		X
29 Did the organization receive more than \$25,000 in non-cash contributions? If "Yes," complete Schedule M	X	
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I		X
34 Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
35b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note: All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

	Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
1b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
1c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
	2a		51
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
b	If "Yes," enter the name of the foreign country See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
d	If "Yes," indicate the number of Forms 8282 filed during the year		7d
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966?		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	10a	
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	11a	
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? Note: See the instructions for additional information the organization must report on Schedule O.	13a	
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
c	Enter the amount of reserves on hand	13c	
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O	14b	
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.	15	X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16	X

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
1b	Enter the number of voting members included on line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official	X	
15b	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **None**
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain on Schedule O)
- 19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records **The Organization - 585-271-4320**
657 East Avenue, Rochester, NY 14607

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's current officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
 - List all of the organization's current key employees, if any. See instructions for definition of "key employee."
 - List the organization's five current highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
 - List all of the organization's former officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
 - List all of the organization's former directors or trustees that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- See instructions for the order in which to list the persons above.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Mark Schiesser Community Representative	0.40	X					0.	0.	0.	
(2) Michelle Burack Secretary	0.40	X		X			0.	0.	0.	
(3) Nathan Hayes RMSC Representative (until 11/19)	0.40	X					0.	0.	0.	
(4) Marcia Joy Community Representative	0.40	X					0.	0.	0.	
(5) Michele Hannagan Board President	0.40	X		X			0.	0.	0.	
(6) Kevin Sutherland Treasurer	0.40	X		X			0.	0.	0.	
(7) Sherita Traywick Community Rep (untill 9/19)	0.40	X					0.	0.	0.	
(8) Annemarie Wess Vice President	0.40	X		X			0.	0.	0.	
(9) Nolica Murray-Fields Community Rep (start 8/19)	0.40	X					0.	0.	0.	
(10) Allison Shultes RNSC Rep (started 9/19)	0.40	X					0.	0.	0.	
(11) Ryan O'Malley Community Rep (start 12/19)	0.40	X					0.	0.	0.	
(12) Jessica Wanner Parent Representative	0.40	X					0.	0.	0.	
(13) Shannon Hillman School Leader	40.00			X			96,235.	0.	8,670.	

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	87,909.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	34,685.			
	g	Noncash contributions included in lines 1a-1f	1g \$	38,314.			
	h	Total. Add lines 1a-1f		122,594.			
Program Service Revenue	2 a	Resident Student Enrol	Business Code 611110	3,007,233.	3,007,233.		
	b	Food Service Fees	611710	63,824.	63,824.		
	c	Field Study Fees	611110	26,724.	26,724.		
	d						
	e						
	f	All other program service revenue					
	g	Total. Add lines 2a-2f		3,097,781.			
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		25,386.		25,386.	
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
	6 a	Gross rents	(i) Real	6a			
			(ii) Personal	6b			
				6c			
	d	Less: rental expenses					
	e	Rental income or (loss)					
	f	Net rental income or (loss)					
	7 a	Gross amount from sales of assets other than inventory	(i) Securities	7a			
			(ii) Other	7b			
				7c			
	b	Less: cost or other basis and sales expenses					
	c	Gain or (loss)					
	d	Net gain or (loss)					
8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18		8a				
			8b				
b	Less: direct expenses						
c	Net income or (loss) from fundraising events						
9 a	Gross income from gaming activities. See Part IV, line 19		9a				
			9b				
b	Less: direct expenses						
c	Net income or (loss) from gaming activities						
10 a	Gross sales of inventory, less returns and allowances		10a				
			10b				
b	Less: cost of goods sold						
c	Net income or (loss) from sales of inventory						
Miscellaneous Revenue	11 a	Site Seminar	Business Code 611110	17,095.	17,095.		
	b	Other Revenue - Relate	900099	1,515.	1,515.		
	c						
	d	All other revenue					
	e	Total. Add lines 11a-11d		18,610.			
12	Total revenue. See instructions		3,264,371.	3,116,391.	0.	25,386.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	103,670.		103,670.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,821,740.	1,702,874.	118,866.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	149,848.	134,118.	15,730.	
9 Other employee benefits	280,099.	227,147.	52,952.	
10 Payroll taxes	145,990.	129,701.	16,289.	
11 Fees for services (nonemployees):				
a Management				
b Legal	9,688.		9,688.	
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	112,665.	39,601.	73,064.	
12 Advertising and promotion				
13 Office expenses	55,103.	42,468.	12,635.	
14 Information technology	10,057.	9,577.	480.	
15 Royalties				
16 Occupancy	182,207.	168,453.	13,754.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	137,666.	137,666.		
23 Insurance	40,203.	28,142.	12,061.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Field Studies	78,353.	78,353.		
b Food Service	70,695.	70,695.		
c Staff Development	66,647.	63,087.	3,560.	
d Curriculum and Classroom	44,330.	44,330.		
e All other expenses	13,258.	13,258.		
25 Total functional expenses. Add lines 1 through 24e	3,322,219.	2,889,470.	432,749.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	231,279.	1	310,517.
	2 Savings and temporary cash investments	129,557.	2	129,795.
	3 Pledges and grants receivable, net	137,404.	3	76,847.
	4 Accounts receivable, net	20,885.	4	54,706.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	115,118.	9	68,454.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 2,371,877.		
	b Less: accumulated depreciation	10b 1,687,601.		
	11 Investments - publicly traded securities	821,943.	10c	684,276.
	12 Investments - other securities. See Part IV, line 11	1,016,839.	11	1,094,833.
	13 Investments - program-related. See Part IV, line 11		12	
	14 Intangible assets		13	
	15 Other assets. See Part IV, line 11	3,478.	14	
16 Total assets. Add lines 1 through 15 (must equal line 33)	2,476,503.	15	3,478.	
		16	2,422,906.	
Liabilities	17 Accounts payable and accrued expenses	460,366.	17	411,889.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	460,366.	26	411,889.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	2,016,137.	27	2,011,017.
	28 Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	2,016,137.	32	2,011,017.
33 Total liabilities and net assets/fund balances	2,476,503.	33	2,422,906.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	3,264,371.
2	Total expenses (must equal Part IX, column (A), line 25)	2	3,322,219.
3	Revenue less expenses. Subtract line 2 from line 1	3	-57,848.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	2,016,137.
5	Net unrealized gains (losses) on investments	5	52,728.
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	2,011,017.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
2b Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
2c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	X	
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits		

Form 990 (2019)

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2019 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2018 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2019. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 33 1/3% support test - 2018. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2019. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

15 Public support percentage for 2019 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2018 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2019 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2018 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2019. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2018. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If "Yes," answer (b) and (c) below.		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If "Yes," describe in Part VI when and how the organization made the determination.		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If "Yes," explain in Part VI what controls the organization put in place to ensure such use.		
4a Was any supported organization not organized in the United States ("foreign supported organization")? If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If "Yes," provide detail in Part VI.		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If "Yes," provide detail in Part VI.		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? If "Yes," provide detail in Part VI.		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If "Yes," provide detail in Part VI.		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If "Yes," answer 10b below.		
b Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)		

Part IV Supporting Organizations (continued)

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b	A family member of a person described in (a) above?	11b	
c	A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.	11c	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.	1	
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.	2	

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).	1	

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).	2	
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.	3	

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
a	<input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b	<input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c	<input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.	2a	
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.	2b	
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.	3a	
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.	3b	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	
Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	
Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2019 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2019	(iii) Distributable Amount for 2019
1 Distributable amount for 2019 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2019 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2019			
a From 2014			
b From 2015			
c From 2016			
d From 2017			
e From 2018			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2019 distributable amount			
i Carryover from 2014 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2019 from Section D, line 7:	\$		
a Applied to underdistributions of prior years			
b Applied to 2019 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2019, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2019. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 Excess distributions carryover to 2020. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2015			
b Excess from 2016			
c Excess from 2017			
d Excess from 2018			
e Excess from 2019			

Schedule A (Form 990 or 990-EZ) 2019

Schedule B

(Form 990, 990-EZ, or 990-PF)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust not treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization

Employer identification number

Genesee Community Charter School

16-15 93234

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	New York State Education Department 88 Washinton Avenue Albany, NY 12234	\$ 18,025.	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II for noncash contributions.)
2	New York State Education Department 88 Washinton Avenue Albany, NY 12234	\$ 69,884.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	Rockefeller Philanthropy Advisors 6 West 48th Street, 10th floor New York, NY 10036	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	New York State Office of Parks Recreation and Historic Preservation 625 Broadway, 2nd Floor Albany, NY 12207	\$ 6,454.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	XXXXXXXXXXXXXXXXXXXX <i>Blacked out -</i> XXXXXXXXXXXXXXXXXXXX <i>Donor prefers</i> XXXXXXXXXXXXXXXXXXXX <i>to remain</i> <i>anonymous</i>	\$ 20,289.	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization

Employer identification number

Genesee Community Charter School

16-1593234

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
1	Textbooks, library books, technology	\$ 18,025.	06/30/20
5	Stock	\$ 20,289.	06/30/20
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	

Name of organization

Employer identification number

Genesee Community Charter School

16-1593234

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019 Open to Public Inspection

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include: 1 Total number at end of year, 2 Aggregate value of contributions to (during year), 3 Aggregate value of grants from (during year), 4 Aggregate value at end of year, 5 Did the organization inform all donors...?, 6 Did the organization inform all grantees...?

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Form with multiple sections: 1 Purpose(s) of conservation easements held by the organization, 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution..., 3 Number of conservation easements modified..., 4 Number of states where property subject to conservation easement is located..., 5 Does the organization have a written policy..., 6 Staff and volunteer hours..., 7 Amount of expenses..., 8 Does each conservation easement..., 9 In Part XIII, describe how the organization reports...

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Form with sections: 1a If the organization elected, as permitted under FASB ASC 958, not to report..., 1b If the organization elected, as permitted under FASB ASC 958, to report..., 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain...

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange program
- e Other

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment %
- b Permanent endowment %
- c Term endowment %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

- (i) Unrelated organizations

	Yes	No
3a(i)		
- (ii) Related organizations

	Yes	No
3a(ii)		

b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?

	Yes	No
3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		2,020,999.	1,543,547.	477,452.
d Equipment		350,878.	144,054.	206,824.
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				684,276.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.)		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.)		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.)	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.)	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII

SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No. 1545-0047

2019

Open to Public Inspection

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

Department of the Treasury
Internal Revenue Service

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Statement is published on all brochures and any public documents. It is also published on the GCCS website.</u>		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d Copies of all material used by the organization or on its behalf to solicit contributions?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b Admissions policies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c Employment of faculty or administrative staff?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d Scholarships or other financial assistance?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e Educational policies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f Use of facilities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g Athletic programs?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h Other extracurricular activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Has the organization's right to such aid ever been revoked or suspended?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	<input checked="" type="checkbox"/>	<input type="checkbox"/>

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2019

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.
Also provide any other additional information.

Line 6 - Explanation of Government Financial Aid:

The organization received basic charter school tuition and state flow through aid for library, textbooks, and technology from the NYS Department of Education.

**SCHEDULE M
(Form 990)**

Noncash Contributions

OMB No. 1545-0047

2019

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

- ▶ Complete if the organizations answered "Yes" on Form 990, Part IV, lines 29 or 30.
- ▶ Attach to Form 990.
- ▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Name of the organization **Genesee Community Charter School** Employer identification number **16-1593234**

Part I	Types of Property	(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1	Art - Works of art				
2	Art - Historical treasures				
3	Art - Fractional interests				
4	Books and publications	X		18,025.	
5	Clothing and household goods				
6	Cars and other vehicles				
7	Boats and planes				
8	Intellectual property				
9	Securities - Publicly traded	X	1	20,289.	
10	Securities - Closely held stock				
11	Securities - Partnership, LLC, or trust interests				
12	Securities - Miscellaneous				
13	Qualified conservation contribution - Historic structures				
14	Qualified conservation contribution - Other				
15	Real estate - Residential				
16	Real estate - Commercial				
17	Real estate - Other				
18	Collectibles				
19	Food inventory				
20	Drugs and medical supplies				
21	Taxidermy				
22	Historical artifacts				
23	Scientific specimens				
24	Archeological artifacts				
25	Other ()				
26	Other ()				
27	Other ()				
28	Other ()				

29 Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part IV, Donee Acknowledgement **29** **0**

	Yes	No
30a During the year, did the organization receive by contribution any property reported in Part I, lines 1 through 28, that it must hold for at least three years from the date of the initial contribution, and which isn't required to be used for exempt purposes for the entire holding period?		X
b If "Yes," describe the arrangement in Part II.		
31 Does the organization have a gift acceptance policy that requires the review of any nonstandard contributions?		X
32a Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions?		X
b If "Yes," describe in Part II.		
33 If the organization didn't report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II.		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule M (Form 990) 2019

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Open to Public
Inspection

Name of the organization

Genesee Community Charter School

Employer identification number

16-1593234

Form 990, Part III, Line 1, Description of Organization Mission:

Our local history-based and globally-connected program immerses children in investigation and discovery, extensively using the cultural and natural resources of our community. We nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers enabling them to reach exemplary standards.

Form 990, Part III, Line 4a, Program Service Accomplishments:

Genesee Community Charter School's curriculum focuses on local history and the natural world and-as an Expeditionary Learning school-students are immersed in three interdisciplinary learning expeditions each year. Classes frequently venture into the community for purposeful and rigorous field studies integral to their ongoing learning experiences. Music, visual arts, dance, and creative movement are integrated into the academic and social life at Genesee Community Charter School. The school is nationally recognized for its implementation of the Expeditionary Learning model and its approach to arts integration. Since it was founded in 2001, Genesee Community Charter School has been one of the most successful K-6 schools in New York as measured by the New York State Education Department's School Performance Index.

Form 990, Part VI, Section B, line 11b:

The GCCS Finance Committee reviewed the Form 990 and presented it to the Board of Trustees for approval prior to filing. Each Trustee received a full copy of the return prior to filing.

Name of the organization Genesee Community Charter School	Employer identification number 16-1593234
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Form 990, Part VI, Section B, Line 12c:

The Organization has all board members sign a conflict of interest policy annually. The statements are updated for any changes during the year. Any conflicts are recognized and board members abstain from voting as appropriate.

Form 990, Part VI, Section B, Line 15:

The GCCS Personnel Committee does a complete evaluation with the school leader. The evaluation is then discussed with the full Board of Trustees. Compensation was benchmarked by the Personnel Committee and approved by full Board of Trustees. Annual increases are approved by the Board as part of the budget process. There are no other compensated officers.

Form 990, Part VI, Section C, Line 19:

The Organization's governing documents, conflict of interest policy and financial statements are all available upon request.

22. Action Plan

Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful startup.

Task	Personnel/Board	Start Date	Completion Date
Ratify By-Laws and Approve Policies	Board of Trustees	June/July 2021	July 2021
Hire Flour City Campus School Director	Board of Trustees	June 2021	August/September 2021
Embed School Director at GCCS	Executive Director (ED)	September 2021	July 2022
Finalize Facility Plan for Incubation Space	ED, Director of Operations and Board of Trustees	February 2021	December 2021
Attorney review of Lease/Formal Lease Execution for Incubation Space	Counsel, Board of Trustees	December 2021	January 2022
File for 501c3	ED, Director of Operations, Board Treasurer	July 2021	ASAP
Initiate Merger Process with SUNY	Board of Trustees and ED	August 2021	Prior to GCCS renewal application due date of August 2022
Recruit Students	Community Engagement & Partnership Coordinator	January 2022	April 2022 (or until fully enrolled)
Conduct Lottery	Director of Operations	April 2022	April 2022
Register Students/Gather Records	Director of Operations, GCCS Clerical Assistants	April 2022	August 2022
Student Screenings	ENL Teacher, Kindergarten Teachers, Literacy Coordinator, Special Education Coordinator	August 2022	August 2022
Recruit and Hire Open Instructional Staff Positions	ED, Director of Curriculum and Instruction, with	January/February 2022	May 2022

	support from the Personnel Committee		
Prepare Instructional Staff to Begin	Director of Operations	July 2022	August 2022
Order Furnishings and Cleaning Supplies	Director of Operations, Leadership Team	February/March 2022	May 2022
Order Books and Supplies for Instruction	Director of Curriculum and Instruction, Literacy Coordinator	March 2022	May 2022
Teacher/Instructional Staff PD	ED, Director of Curriculum and Instruction (with support from the Leadership Team)	August 2022 (possibly sooner)	August 2022
Craft Annual Work Plan with EL Education	ED, Director of Curriculum and Instruction, School Director - In collaboration with EL School Designer	January 2022	August 2022
Develop and Finalize Plans for Long-Term Facility/Execute Lease	ED, School Director, Board of Trustees	February 2021	July 2022
Facility Renovation (if needed) for Long-Term Facility	ED, School Director, Board of Trustees	July 2022	June/July 2023

23. Supplemental Narrative

- a. If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.**

Two items are being submitted:

- 1) The GCCS Curriculum Framework. This is a key design element of both GCCS and the proposed GCCS – Flour City Campus. The framework is an interdisciplinary program based on local history and science. The framework offers challenging, interesting content for all students, regardless of their age and ability level, and is fully implemented at each grade level.
- 2) A Learning Expedition (LE) exemplar. The LE being provided is titled *Circle of the Forest* and is designed for first grade. It is intended to be delivered during the winter months. Learning expeditions involve intensive research, reading, writing, scientific exploration and real-world application.

GCCS Expedition Curriculum Framework

Time Period	PREHISTORY	FIRST PEOPLES OF THE AMERICAS/ EXPLORERS	SETTLER & COLONIAL LIFE	VILLAGE TO CITY	CITY GROWS	TODAY & TOMORROW
Approx. Dates	Big Bang – First People 4,500 MYA-12,000 Years Ago	First Peoples of the Americas – European Contact 12,000 Years Ago-1600	European Contact – Pre-Canal 1450-1820	Canal – Civil War 1820-1865	Post Civil War – Pre-space exploration 1865-1960	Space Exploration – Future 1960-Tomorrow
Over-arching Question	What were the beginnings of our universe, our planet, and its living things? How do we know?	How did people live in earliest times? What lasting ideas do we have from early cultures and civilizations?	How did people make choices about where to live? What were the beginnings of our democracy?	How did the village become a city? What were the successes and struggles?	How did industry and inventions make a difference in city life? How did people take responsibility for their community?	Where and how do plants and animals live? How do people keep the environment safe for every living thing?
K-1	<p>Prehistoric Life</p> <p>Time and Sequence</p> <p>Prehistoric Life: Warm Seas (trilobite, brachiopod, eurypterid, horn coral, crinoid)</p> <p>Land Animals (mastodon, mammoth)</p> <p>Animal Defenses</p> <p>Fossil Formation: Living and Non-living Things</p> <p>Maps and Globes</p>	<p>Haudenosaunee Way of Life Prior to 1600</p> <p>Beliefs and Traditions</p> <p>Family and Community Roles</p> <p>Natural Resources: Food, Clothing, and Shelter, Woodland Animals</p> <p>Locating Haudenosaunee Nation on Globe and Map</p>	<p>Settler Life: The Story of the Settlement of Rochester</p> <p>Going to New Places/Reasons for Change</p> <p>Economic Opportunity: Needs & Wants</p> <p>Development of Community</p> <p>Physical Environment/Natural Resources</p> <p>Farming and Crops</p> <p>Maps and mapping tools</p>	<p>Village Life</p> <p>Community Roles and Responsibilities</p> <p>The Need for Rules and Laws</p> <p>Economic Systems: Needs and Wants</p> <p>Early Occupations</p> <p>Agricultural Economy</p> <p>Seasons/Cycles: Four Seasons</p> <p>Related Weather Patterns</p> <p>How Seasons Affected Villagers’ Work</p>	<p>Technological Changes in Work and Play</p> <p>Types of communities: Urban, Suburban, Rural</p> <p>City Infrastructures</p> <p>Household Inventions</p> <p>Changing Families</p> <p>Maps</p>	<p>Pollution and Its Effects on Local Habitats</p> <p>Local Ecosystems and Habitats: Plant and Animal Adaptations and Survival needs</p> <p>Food Chain and Food Web</p> <p>Relationship between Living and Non-living Things: Environmental Change</p> <p>Habitat Destruction</p> <p>Conservation of Natural Resources</p>

GCCS Expedition Curriculum Framework

	PREHISTORY	FIRST PEOPLES OF THE AMERICAS/ EXPLORERS	SETTLER & COLONIAL LIFE	VILLAGE TO CITY	CITY GROWS	TODAY & TOMORROW
2-3	<p>Origin of the Universe</p> <p>Earth’s Place in the Universe: Solar System Origin Theories</p> <p>The Sun: Source of Heat and Light</p> <p>Day and Night</p> <p>Seasonal Cycles</p> <p>Gravitational Force</p>	<p>American Indian Nations of North America</p> <p>Climate, Geography, and Natural Resources</p> <p>Role of men, women, and children</p> <p>Patterns of organization and governance</p> <p>Economics of Natural Resources</p> <p>Mapping: Regions of North America</p>	<p>Living along the Genesee River</p> <p>Geography and Natural Resources</p> <p>The River as a Resource for Transportation, Power, Food, Water, and Irrigation</p> <p>Going to New Places/Reasons for Change:</p> <p>Rochester’s Earliest Settlers and the Seven Settlements</p> <p>Community Interdependence</p> <p>Challenges meeting needs and wants</p> <p>Scarcity</p> <p>Beginnings of a Milling Economy</p> <p>Mapping: New York State</p>	<p>America’s First Boom Town</p> <p>Economic Systems: Milling and Water Power</p> <p>Erie Canal</p> <p>Early Transportation</p> <p>Forces and Interactions: Simple Machines</p> <p>Changes in Communities: Flour City to Flower City</p> <p>Mapping: City/Street Maps</p>	<p>The Nursery Industry</p> <p>Local Economic System: Connections Between Industries - Printing & Nurseries</p> <p>Seeds and Plants: Plant Structures Photosynthesis Reproduction</p> <p>Climate: The Water Cycle Lake Effect Weather Maps</p>	<p>Human Effects on World Biomes</p> <p>Comparing Local Woodland, Pond, and River Biomes with World Desert, Ocean, Swamp, Tundra, and Rainforest Biomes</p> <p>Wildlife Around the World: Classification Adaptations Food Web Endangered Species Life Cycles (including Metamorphosis)</p> <p>Protecting and Rehabilitating World Habitats</p>

GCCS Expedition Curriculum Framework

	PREHISTORY	FIRST PEOPLES OF THE AMERICAS/ EXPLORERS	SETTLER & COLONIAL LIFE	VILLAGE TO CITY	CITY GROWS	TODAY & TOMORROW
4-5	<p>Earth's Systems</p> <p>Geosphere: Volcanoes Rocks & Minerals Land Formations Layers of the Earth Fossil Formation Erosion</p> <p>Hydrosphere: States of Water Glaciers River Formation</p> <p>Biosphere: Human interaction with the Earth</p> <p>Plate Tectonics</p> <p>Mapping New York State: Topographical Maps</p> <p>Organizing Geological Time</p>	<p>Early People & Exploration</p> <p>Early Peoples of the Americas: Migration routes Settlement Natural Resources</p> <p>European Exploration: Looking for Markets Trade Opportunities New Resources</p> <p>French & Indian War</p> <p>Mapping the World: World Geography Oceans Continents Land Formations Latitude & Longitude</p>	<p>Formation of Democracy in the United States</p> <p>Colonization of North America Revolutionary War Declaration of Independence Constitution Bill of Rights</p> <p>Levels and Functions of Government</p> <p>Colonial Experience: Europeans Free and enslaved Africans</p>	<p>The Quest for Freedom</p> <p>Slavery and Women's Rights: Voices of Dissent The Underground Railroad Civil War Suffrage</p> <p>Economic and Social Issues: North vs. South</p> <p>Rochester's Early Leaders: Frederick Douglass Susan B. Anthony Harriet Tubman Sojourner Truth Elizabeth Cady Stanton Austin Steward</p>	<p>Immigration and Local Industry</p> <p>Moving to an Industrial Economy: Changing Nature of Work Industrial Revolution Assembly Line Mass Production Working Conditions</p> <p>The Work Force: Immigration Population Shifts Labor Movement Child labor Formation of Labor Laws Unions</p> <p>Local Industries & Entrepreneurs: Eastman Kodak Xerox Bausch & Lomb Gleason Works Cutler Mail Chutes Ward's Natural Science Hickey Freeman Wegmans Food Markets</p>	<p>Human Impact on the Natural World</p> <p>Energy: Types of Energy Alternate Sources of Energy</p> <p>Conservation of Natural Resources: Water Quality Soil Quality</p> <p>Role of Science, Engineering, and Technology</p> <p>Community Activism</p>

**Sixth Grade Curriculum
Examining a “Hot Topic” Affecting Our Community**

The Rise of Civilization	The Science of Materials	Imagining a New Rochester
<p>Posing the problem Defining the Issue Facing Rochester Setting Purpose for Year’s Study</p> <p>The Evolution of Cities Where People Settled Advances that Made Settlement Possible</p> <p>The Characteristics of Civilizations Settlement in Cities Labor Specialization Government and Public Works Surplus Production and Trade Class Structure Writing, Mathematics, Science</p> <p>The Components of Cities Concentration of People Government</p> <p>Challenges Cities Face Transportation Sanitation Food and Water Public Health Crime</p>	<p>Properties of Matter Mass Volume Density Solubility Conductivity</p> <p>Chemical Structures of Materials Compounds Mixtures Solutions, Suspensions</p> <p>Chemical Reactions and Changes in States of Matter</p> <p>Atoms, Elements, and The Periodic Table</p> <p>Models as Representations of Objects, Structures, and Systems</p>	<p>City Decision-making Who’s Who in City Government Process of Making Municipal Projects Happen Issues of Economics and Historic Preservation</p> <p>Citizens’ Roles and Responsibilities Community Activism Formation of Associations/Societies/grass Roots Organizations Working with City Government</p> <p>Gathering Community Input and Disseminating Information Gathering Community Input Analyzing Qualitative Data Principles of Marketing</p> <p>Elements of a New Rochester Housing Recreation Retail Historic Preservation Transportation Events</p>



Expedition title: Circle of the Forest	Discipline(s) and specific topic: Porquoi Stories, Fairytales, Storytelling, Seneca Life, Conserving/Respecting the Natural World
Grade level: 1st	Time frame: Winter 2019 (December 2019 - March 2020)
Date created/revised: November 2019	Author(s) & email of main contact: Jenny Cos and Audra Surman [REDACTED]
School name: GCCS	City/state: Rochester, NY

Circle of the Forest

Summary: Kicking off with a native story about courage, perseverance, and wisdom, First Graders will immerse themselves into the Seneca culture through the lens of *Circle in the Forest*, a story about a boy who faces fears in order to be able to hunt with his father. Using this story as well as other experts, students will also learn about the art of Storytelling and its importance to the Seneca culture. In addition, First Graders will learn about the characters in this story while exploring the jobs they had in the Seneca village and the importance of having gratitude for the Natural World. The First Graders will recognize that people’s identities interact and create unique and complex individuals. The First Graders will strengthen our classroom community by developing language and knowledge to build empathy, respect, understanding and connection. Exhibition Night will showcase their learning through a live performance of Circle in the Forest, as well as musical and movement compositions inspired by the characters in the story. Students will also have the opportunity to be storytellers as they share other native stories from long ago.

Big Ideas	Guiding Questions	Long-Term Learning Targets
<p>Cultural beliefs and traditions are often passed down through stories.</p> <p>K.8: The past, present, and future describe points in time and help us examine and understand events.</p> <p>K.8b: People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.</p> <p>1.8b: Oral histories, biographies, and family timelines relate family histories.</p>	<ul style="list-style-type: none"> • Why do the Seneca tell stories? 	<ul style="list-style-type: none"> • I can explain how stories were/are used in Seneca life (such as for education, entertainment, and community building). (R)
<p>Artifacts can help to tell stories of people who lived here long ago.</p> <p>NYSSSS:1.8: Historical sources reveal information about how life in the past differs</p>	<ul style="list-style-type: none"> • What gifts were left from the Seneca that tell us a story about their life? 	<ul style="list-style-type: none"> • I can begin to research like an archeologist (S) <ul style="list-style-type: none"> ○ I can use artifacts from long ago to help me learn about Seneca Life. (S) ○ I can name three artifacts and

<p>from the present. NYS SS1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.</p>		<p>explain how they connect to Seneca Life. (K) ■ I can name how the artifact was made and used. (K)</p>
<p>We can learn from our local ancestors by collaborating and showing gratitude for the natural world.</p> <p>NYSSSS: 4.2 Native American groups and the Environment: Native American groups, chiefly the Haudenosaunee and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures. 4.2a Geographic factors often influenced locations of early settlements. People made use of the resources around them to meet their basic needs of food, clothing, and shelter.</p> <p>2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p>	<ul style="list-style-type: none"> ● How do the Seneca take care of each other? ● How do the Seneca take care of the earth? ● How can we take care of each other? ● How can we take care of the earth? 	<ul style="list-style-type: none"> ● I can explain how the natural world helped the Seneca to thrive. (R) <ul style="list-style-type: none"> ○ I can describe at least three jobs in a village/longhouse. (K) ○ I can explain how my crew animal provided food, warmth, tools, and knowledge for the Seneca. (R) ○ I can name at least two ways the Seneca showed gratitude toward the Natural World. (K) ● I can show gratitude and respect toward the natural world. <ul style="list-style-type: none"> ○ I can name one way I can leave no trace. ○ I can show appreciation for the natural world.
<p>ELA: Storytellers make their story come alive with their voice and their body.</p> <p>Writers add words to their drawings to give the reader more information.</p> <p>Readers use story elements to help organize their thinking.</p>	<ul style="list-style-type: none"> ● What do expert storytellers do? ● How do storytellers organize their stories? - story map, story bags ● How do storytellers organize their ideas on paper? ● How do authors and illustrators capture the meaning(essence) of an oral story? 	<ul style="list-style-type: none"> ● I can imagine like a storyteller <ul style="list-style-type: none"> ○ I can listen to a story and name the character, setting, and events. (RL.3) <ul style="list-style-type: none"> ■ I can make connections between two texts on the same topic. (RL 9, RI 3, RI 9) ○ I can read my story map. (RL.3) ○ I can use what I know about reading and writing to help me tell a story. (W. 3, W.11, SL6)

Curriculum Emphases

Character - GCCS Character Trait Map

Responsibility

- ⊙ I can show with my body that I am ready for learning
- ⊙ I can stop, look, and listen when a signal is given
- ⊙ I can safely be on my spot on time
- ⊙ I can take turns talking about a topic
- ⊙ I can leave no trace
- ⊙ I can follow directions
- ⊙ I can name what I am supposed to do and do it
- ⊙ I can keep track of my materials
- ⊙ I can put things back where they belong

Perseverance

- ⊙ When something is hard, I will keep trying or ask for help.
- ⊙ I can keep trying to work with others, even when it is hard.
- ⊙ I can try again to make my work better.

Collaboration

- ⊙ I can be friendly when I am working or playing with others.
- ⊙ I can share materials and space with others.
- ⊙ I can include others in my play.
- ⊙ I can work with a partner to complete a task.

EL Education Design Principles Focus –The Natural World, Empathy and Caring

English Language Arts:

1R4: Identify specific words that express feelings and senses. (RI & RL)

1R6: Describe how illustrations and details support the point of view or purpose of the text. (RI & RL)

1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI & RL)

1R9: Make connections between self and text (texts and other people/ world). (RI & RL)

1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events

1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.

1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

1SL2: Develop and answer questions about key details in diverse texts and formats.

1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1RF3: Know and apply phonics and word analysis skills in decoding words.

1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

Mathematics Connections:

1.OA Represent and solve problems involving addition and subtraction

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

1.OA.5 Add and subtract within 20.

- 1.NBT.1 Count to 120 by ones and tens. Read and write numerals and represent a number of objects with a written numeral.
- 1.MD.1 Order 3 objects by length; compare the lengths of two objects indirectly using a third object.
- 1.MD.2 Measure the length of an object using the same size “length units” placed end to end with no gaps or overlaps. Express the length of an object as a whole number of “length units”.
- 1.MD.4 Organize, represent, and interpret data with up to 3 categories; ask and answer questions about the total data points, how many in each category, and how many more or less are in one category than in another.
- MP.1 I can make sense of problems and persevere in solving them.
- MP.4 I can model with mathematics.
- MP.5 I can use tools to help me solve problems strategically.

Dimensions of Equity Focus Areas Aligned with Teaching Tolerance Standards (TTS)

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE PEDAGOGY
<p><i>Focuses on celebrating diversity</i></p> <p>TTS: Identity 5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.</p>	<p><i>Focuses on exposing the social political context that students experience</i></p>	<p><i>Focuses on improving the learning capacity of diverse students who have been marginalized educationally</i></p>
<p><i>Centers around creating positive social interactions across difference</i></p> <p>TTS: Diversity 8: I want to know about other people and how our lives and experiences are the same and different.</p> <p>TTS: Diversity 10: I find it interesting that groups of people believe different things and live their daily lives in different ways.</p>	<p><i>Centers around raising students’ consciousness about inequity in everyday social, environmental, economic, and political aspects of life</i></p> <p>TTS: Justice 12: I know when people are being treated unfairly.</p>	<p><i>Centers around the affective & cognitive aspects of teaching and learning</i></p>
<p><i>Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected.</i></p>	<p><i>Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society.</i></p> <p>TTS: Action 16: I care about those who are treated unfairly.</p>	<p><i>Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color.</i></p>
<p>Social Harmony</p>	<p>Critical Consciousness</p>	<p>Independent Learning</p>

The Arts:

Visual Arts – Story of corn, beans and squash and having the students do different drawings of corn. Adding in their own connection to self (what they ate, how they dress)

Music – musical background for Adobe voice presentations inspired by crew animals. Pictures of crew animals used to “read” music notation or musical elements (ex. turtle = slow, chipmunk = light/fast, or deer for antler knocking). Deer composition and other animal compositions for Circle in the Forest story performed live. (SINGING PERFORMANCE)

Gourdlandia with Gram project inside the classroom to then perform with the instruments that they made. Have her visit on Wednesday and then try to present the work they made on Community Circle

Movement – dance related to crew animal, Connected to gratitude (the gift of gifts). Dance Map connections to story maps. Perhaps movement related to Circle in the Forest story acted out live.

Fieldwork and Guest Experts

- RMSC - throughout expedition- find out more about the boy from The Circle in the Forest using Seneca dioramas, woodland animal dioramas as well as docent tour
- Ganondagan Historic Site
- Victoria, Ganondagan: come into classroom to share stories
- Jay Stetzer: come into classroom to share stories
- Almeta Whitis, Blackstorytelling.org: come into classroom to share stories

Crew Animals: Beaver, Bear, Turtle, Fox, Owl, Rabbit, Raccoon

Expedition and ELA Flow

Arc 1 (approx. 3 weeks): Gifts of Family

Arc Overview

First Graders will begin by reflecting and learning about their self-identity. They will then connect this self-identity learning to quality storytelling. Through the use of our Anchor Story, Circle in the Forest, they’ll learn about what makes a good storyteller and how stories are organized. First Graders will also get an introduction into Seneca culture as they begin to realize when and why stories were/are told. They’ll also learn more about the family dynamic in a Longhouse and specific roles family members would play as they learn more about the main characters in our anchor story. Artifacts from the RMSC Longhouse diorama will give First Graders more detail about family roles and responsibilities. In addition, the Literacy Labs will serve as job “simulations” to help First Graders experience some of the common roles and responsibilities in the Longhouse.

	Big Ideas	Guiding Questions
Expedition	<p>Cultural beliefs and traditions are often passed down through stories.</p> <p>Artifacts can help to tell stories of people who lived here long ago.</p>	<ul style="list-style-type: none"> ● Why are stories part of our lives? <ul style="list-style-type: none"> ○ How does your family take care of each other? ○ How do our stories help build community and help us take care of each other? ○ Why were stories part of Seneca Life? ● What gifts were left from the Seneca that tell us a story about their life?

		<ul style="list-style-type: none"> ○ What are artifacts? ○ What do Archeologists do?
ELA	Storytellers make their story come alive with their voice and their body.	<ul style="list-style-type: none"> ● What do expert storytellers do? ● How do storytellers organize their stories? - story map, story bags
<p><u>Topic</u></p> <ul style="list-style-type: none"> ● Expert Storytellers ● Family Roles ● Food and Shelter (Preparation in and around the Longhouse) ● Introduction to Archeology - artifacts ● Exploring self-identity 		<p><u>Task</u></p> <ul style="list-style-type: none"> ● <i>Practice using the Story Map Template and Storytelling Checklist</i> ● <i>Morning Meeting and Imagine Station - Practice being members of a family.</i> ● Literacy Labs overarching target: <i>I can practice the jobs of Runner's family and his Seneca village.</i> ● Final Assessment: Retell a familiar fairytale using a story map template (that includes character, setting, and major events) AND storytelling checklist to “read” the map (RL3)
<p><u>Targets</u></p> <p>ELA:</p> <ul style="list-style-type: none"> ● I can imagine like a storyteller <ul style="list-style-type: none"> ○ I can listen to a story and name the character, setting, and events. (RL.3) ○ I can read my story map. (RL.3) ● I can use evidence (key details) to name what the diorama is “mostly about” (RI.K.2) ● I can name how Runner and the other members in the Longhouse diorama are connected (RI.K.3) ● I can name what is the same and different between the Longhouse diorama and Circle in the Forest Story (RI.K.9) <p>Expedition:</p> <ul style="list-style-type: none"> ● I can explain how stories were/are used in Seneca life (such as for education, entertainment, and community building). (R) ● I can explain how the natural world helped the Seneca to thrive.(R) <ul style="list-style-type: none"> ○ I can describe at least three jobs in a longhouse. (K) <p>Character - Perseverance:</p>		<p><u>Text</u></p> <p>Fairytales (ex. Three Little Pigs)</p> <p>Kick Off: The Circle in the Forest Story - Windwalker, Annie, and Runner - Gifts of the forest given to Runner so he can persevere through staying up all night.</p>

- When something is hard, I will keep trying or ask for help
- Gratitude:
- I can show respect for classroom “gifts” and take care of them
 - I can leave no trace

Integrated Literacy Lessons & Labs

<i>Week</i>	<i>Targets</i>	<i>Tasks</i>	<i>Notes</i>
<p>1 Dec. 2- Dec. 6</p>	<ul style="list-style-type: none"> ● I can make connections between self and text (text and other people/ world). (R9) ● I can listen to a story and name the character, setting, and events. (RL.3) ● I can make a scientific observation and record it. 	<p>Monday: Introduction to early people and communicating experiences through storytelling and cave drawings</p> <p>Tuesday: Paperwhite narcissus bulb planting gift. - Make observations of bulb then make observational drawing.</p> <ul style="list-style-type: none"> - Questions we can ask to learn more about identity. What kinds of questions can we ask each other to learn more about others? (write on chart paper) <p>Wed:</p> <ul style="list-style-type: none"> - Use brainstorming questions for interviews. <p>Thursday:</p> <ul style="list-style-type: none"> - Debrief morning meeting: How is the class taking care of each other? Writing/illustration. <p>Friday:</p> <ul style="list-style-type: none"> - Read <u>Two Eyes, A Nose and A Mouth</u> - Make observations of whole class. Use mirrors. Hands in center to compare same/differences. Skin tone - create self-portraits - talk about shapes we see; slow careful drawing; draw what you see; add details <ul style="list-style-type: none"> - Outline in sharpie and skin tone 	<p>Make bulb journals (prompts)</p> <p>Visit RMSC archeology and early peoples exhibit</p> <ul style="list-style-type: none"> - What evidence do we have of how early people lived - Where did archeologists find evidence <p>Weekly Reflection: What is your personal goal for morning meeting?</p>

		crayons	
<p>2 Dec 9 - 13</p>	<ul style="list-style-type: none"> ● I can read my story map. (RL.3) ● I can use evidence (key details) to name what the diorama is “mostly about” (RI.K.2) ● I can name how Runner and the other members in the Longhouse diorama are connected (RI.K.3) ● I can name what is the same and different between the Longhouse diorama and Circle in the Forest Story (RI.K.9) ● I can describe at least three jobs in a longhouse. (K) <ul style="list-style-type: none"> ○ I can use evidence to think about what Runner’s family might do on a typical day ○ I can ask questions about Runner’s family 	<ul style="list-style-type: none"> - Kick off - A Circle in the Forest Story - BBK using deer hide pouch as a mystery document to think more deeply about Runner as a character and what his life might be like - Begin an anchor chart of questions - Runner story: https://drive.google.com/file/d/0B3mqlHvJ3aekVFhNTDRldl85RE1zY1Z1Qm8wbUFPbUt1Z2dB/view?usp=sharing - Field study to RMSC - 12/13 - Archeology exhibit 	<p>Make story map template</p> <p>Make journal for future RMSC visits</p> <p>Visit RMSC archeology and early peoples exhibit</p> <ul style="list-style-type: none"> - What evidence do we have of how early people lived - Where did archeologists find evidence
<p>3 Dec 16- 20</p>	<ul style="list-style-type: none"> ● I can listen to a story and name the character, setting, and events. (RL.3) ● I can read my story map. (RL.3) ● I can use evidence (key details) to name what _____ is “mostly about” (RI.K.2) ● I can name how members of a longhouse are connected (RI.K.3) ● I can name what is the same and different between the Circle in the Forest Story and _____(RI.K.9) ● I can describe at least three jobs in a longhouse. (K) 	<ul style="list-style-type: none"> - Read <u>Life in a Longhouse Village</u> by Bobbie Kalman about family jobs in the longhouse. Begin to answer questions generated on the Anchor Chart the previous week. - Read familiar fairy tales during snack and after lunch. Practice using the story map to retell the story focusing on characters and setting. - Retell using paper and story maps to illustrate characters, setting, and major events - Use/Unveil storytelling checklist (What do expert storytellers do?) to practice “reading” the story map. - RMSC field study - students bring their journals and make observations of the jobs that they see happening. 	<p>Visit RMSC Seneca exhibits</p> <ul style="list-style-type: none"> - Longhouse wonderings about Runner’s family

		<ul style="list-style-type: none"> - Examine a diorama from the RMSC to do an inquiry lesson on "Runner's Family." Continue Anchor Chart of questions - Field study to RMSC - 12/17 - Visit sculpture exhibit and longhouse to think about family jobs in "Runner's family/village" 	
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Create: Students use a variety of media; they artistically expand and represent their content learning through artwork at the Create Center.

Week	Target	Tasks
1	I can follow directions to make a paper mat using weaving.	Make a paper mat using strips of paper
2	I can follow directions to braid.	Use yarn to braid
3	I can follow directions to braid corn husks.	Use damp corn husks to braid together

Imagine: Students use their imagination to engage in play through role-playing and make-believe. Students take on, interpret, and become immersed in the content they are studying as they play and perform.

Week	Target	Tasks
1	I can use what I know about Runner's family to create a longhouse and retell The Circle in the Forest Collaboration: I can include others in my pretend play Gratitude: <ul style="list-style-type: none"> ● I can show respect for classroom "gifts" and take care of them. ● I can leave no trace. 	Use magnet pieces to create a longhouse scene

2	<p>I can use what I know about Runner's family to create a longhouse and retell The Circle in the Forest</p> <p>Collaboration: I can include others in my pretend play</p> <p>Gratitude:</p> <ul style="list-style-type: none"> • I can show respect for classroom "gifts" and take care of them. • I can leave no trace. 	<p>Use magnet pieces to create a longhouse scene</p> <p>Begin to use life-size props to create a dramatic scene in the longhouse</p> <p>Materials: scarves, food, natural materials</p>
3	<p>I can use what I know about Runner's family to show jobs in the longhouse.</p> <p>Collaboration: I can include others in my pretend play</p> <p>Gratitude:</p> <ul style="list-style-type: none"> • I can show respect for classroom "gifts" and take care of them • I can leave no trace 	<p>Use life-size props to create a dramatic scene in the longhouse</p> <p>Assess ability to describe/demonstrate at least three jobs in the longhouse. ("Tap the Pose" family roles)</p> <p>Materials: scarves, food, natural materials</p>

Explore: Students build background knowledge and immerse themselves in a hands-on exploration of the content they are studying.

Week	Target	Tasks
1	I can examine natural food resources such as beans and corn.	Sand table filled with different natural materials. Sorting, examining with magnifying glasses, dissecting Materials: magnifying glasses, egg crates/sort, trays
2	I can explore how to grind corn and other beans.	Using stone grinders and corn to grind at the sand table Materials: stone grinders, dry corn and beans
3	I can practice carving.	Use dull scrapers to carve soap Materials: dull scrapers, soap

Research: Research to build knowledge and write to build fluency and stamina during the Research & Write Center.

Week	Target	Tasks
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1	<ul style="list-style-type: none"> I can use evidence (key details) to name what <i>Circle in the Forest</i> is “mostly about” (RI.K.2) 	Draw what the story is mostly about
2	<ul style="list-style-type: none"> I can name how Runner and the other members in the Longhouse diorama are connected (RI.K.3) 	Read _____ about life in the Longhouse. Draw Runner and his family practicing family responsibilities. Materials: Research Journal
3	<ul style="list-style-type: none"> I can name how Runner and the other members in the Longhouse diorama are connected (RI.K.3) 	Read _____ about life in the Longhouse. Draw Runner and his family practicing family responsibilities. Materials: Research Journal

Engineer: Students represent their learning and/or attempt to solve a design dilemma by building various types of models related to content of the unit/lesson.

Week	Target	Tasks
1	I can use blocks and dolls to practice making a longhouse. <ul style="list-style-type: none"> When something is hard, I will keep trying or ask for help. 	With few blocks and dolls, make a longhouse simulating life in the longhouse
2	I can use thin blocks to practice making a longhouse. <ul style="list-style-type: none"> When something is hard, I will keep trying or ask for help. 	With Jenga blocks or other uniform blocks (or popsicle sticks?), use layering to make a longhouse
3	I can use sticks and lashing to practice making a longhouse. <ul style="list-style-type: none"> When something is hard, I will keep trying or ask for help. 	With natural materials such as sticks and yarn, use lashing to interlock corners to make a longhouse

Illuminator: Students represent their learning and/or attempt to solve a lighting dilemma by experimenting with light.

Week	Target	Tasks
1	I can use the light table to make the setting of <i>Circle in the Forest</i> with transparent shapes. <ul style="list-style-type: none"> I can show respect for classroom “gifts” and take care of them. When something is hard, I will keep trying or ask for help. 	Make trees, fire, other details from <i>Circle in the forest</i> using transparent shapes. (add darker color on the light table to illuminate less light as the week progresses)

		Materials: Light table, tissue paper (for nighttime), transparent shapes
2	<p>I can use the light table and mirrors to experiment with making light and dark.</p> <ul style="list-style-type: none"> • I can show respect for classroom “gifts” and take care of them. • When something is hard, I will keep trying or ask for help. 	Make different ways to make light and dark adding mirrors and more tissue paper effects. Perhaps work on making a “fire”
3	<p>I can use flashlights to help me think about light and dark.</p> <ul style="list-style-type: none"> • I can show respect for classroom “gifts” and take care of them. • When something is hard, I will keep trying or ask for help. 	Using flashlights and the materials from the previous week, make light and dark. Consider taking away the light table and use the closet space or under the table to try other light/dark experiments

Arc 2 (approx. 4 weeks): Gifts of the Forest

Arc Overview

Transitioning from the Circle of the Forest story, each animal in the story will get a closer examination of their gifts to Runner. Each crew will focus on one of the animals from the story (turtle, owl, beaver, bear, rabbit, and fox) by researching the animal using non-fiction text and will record information into their animal research journals. During this arc, First Graders will also hear a Just So story featuring each of these animals as main characters. Using a story map template, puppets, and story acting, students will retell these stories as crews and as a class. By the end of the expedition, each First Grader will have perfected one event in one of the stories by drawing and narrating that event using Adobe voice to be played at Exhibition Night.

	Big Ideas	Guiding Questions
Expedition	<p>We can learn from our local ancestors by collaborating and showing gratitude for the natural world.</p> <p>2-LS2-2: Develop a simple model that illustrates how plants and animals depend on each other for survival. 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats. 1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>	<ul style="list-style-type: none"> • How does the Seneca take care of the earth? <ul style="list-style-type: none"> ○ What gifts can forest animals provide for the Seneca? ○ What gifts can other natural resources provide for the Seneca? • How do present day Seneca take care of the earth? • What jobs do they do for work and at home?
ELA	Readers use story elements to help organize their thinking.	<ul style="list-style-type: none"> • How do storytellers organize their stories?

<p>Topic</p> <ul style="list-style-type: none"> ● Elements of Story ● Pourquoi Stories ● Woodland Animals ● Needs and Wants ● Food and Shelter (how woodland animals provided for the Seneca) 	<p>Task</p> <ul style="list-style-type: none"> ● Introduction to the Venn Diagram ● Question Circle practice - what is the same? What is different? ● Final Assessment: Question Circle- What is the same and different between this true story and this Just So story? - Use the Venn Diagram to draw/write what they know in their RESEARCH JOURNAL ● Categorize/sort Animal Elements that provided food, clothing, and shelter for the Seneca
<p>Targets</p> <p>ELA:</p> <ul style="list-style-type: none"> ● I can imagine like a storyteller. <ul style="list-style-type: none"> ○ I can listen to a story and name the character, setting, and events. (RL.3) <ul style="list-style-type: none"> ■ I can make connections between two texts on the same topic. (RL 9, RI 3, RI 9) ○ I can read my story map. (RL.3) <p>Expedition:</p> <ul style="list-style-type: none"> ● I can explain how the natural world helped the Seneca to thrive.(R) <ul style="list-style-type: none"> ○ I can explain how my crew animal provided food, warmth, tools, and knowledge for the Seneca. (R) <p>Character:</p> <ul style="list-style-type: none"> ● I can show gratitude and respect toward the natural world. <ul style="list-style-type: none"> ○ I can name one way I can leave no trace. 	<p>Text</p> <p>Native American Pourquoi Stories (Just So stories): <i>ex. Turtle Flies South for the Winter, The Chipmunk and Bear, Why Beaver has a Flat Tail, Why Fox has a White Tip, Why Owls are Like Cats, and The Rabbit's Snow Dance</i></p> <p>Non-fiction texts about animals: Bear, Hawk, Turtle, Heron, Snipe, Wolf</p>

Integrated Literacy Lessons & Labs

<i>Week</i>	<i>Targets</i>	<i>Tasks</i>	<i>Notes</i>
1 Jan 6 - 10	Expedition <ul style="list-style-type: none"> ● I can explain how the animals in Circle in the Forest provided gifts for Runner. ELA	<ul style="list-style-type: none"> ● Review the Circle in the Forest Story focusing on the animals as important characters that helped Runner to be brave. 	Animal Anchor Charts Story map template Visit RMSC longhouse exhibits

	<ul style="list-style-type: none"> ● I can listen to a story and name the character, setting, and events. (RL.3) <ul style="list-style-type: none"> ○ I can make connections between two texts on the same topic. (RI 9, RI 3, RI 9) 	<ul style="list-style-type: none"> ● Name each animal and the gifts they provided for Runner on a T chart anchor chart with the labels: Circle in the Forest Story, Pourquoi Stories, and Informational Texts. ● Read the Deer Pourquoi Story and begin to fill out the information it provides on the anchor chart as well as fill out a story map ● Sort vocabulary words we brainstormed into nouns, adjectives and verbs <p>*Field study to RMSC - 1/7 - Self-guided visit to the longhouse exhibits (Vocabulary Dive - brainstorm words (verbs)action, (adjectives)describing words and nouns(things) we observe in the longhouse exhibits)</p> <p>*Almeta Whitis, storyteller, guest expert visit to our classroom -1/7</p> <p>*Victoria, Ganondagan, guest expert visit to our classroom - 1/9</p>	<p>for Vocabulary Dive - brainstorm words (verbs) action, (adjectives) describing and (nouns) things we observe in the longhouse exhibits</p>
<p>2 Jan 13 - 17</p>	<p>Expedition</p> <ul style="list-style-type: none"> ● I can explain how my crew animal provided gifts for the Seneca. <p>ELA</p> <ul style="list-style-type: none"> ● I can listen to a story and name the character, setting, and events. (RL.3) <ul style="list-style-type: none"> ○ I can make connections between two texts on the same topic. (RI 9, RI 3, RI 9) 	<ul style="list-style-type: none"> ● Read all of the animal Pourquoi stories leaving time for story mapping, reviewing the anchor charts, and further dramatization of the stories. (Focus on Bear, Beaver, and Turtle) <p>Field study to RMSC - 1/14 - Docent program for Seneca exhibits in ½ groups</p> <p>Field study to Ganondagan 1/16 - museum exhibits, creation story film, games workshop, self-guided tour around longhouse and nature walk</p>	<p>Animal Anchor Charts Story map template Animal Gifts Anchor Chart</p> <p>Visit RMSC storytelling exhibit</p> <ul style="list-style-type: none"> - What noticings/ wonderings do they have about the corn husk exhibit? - Tell first version of the No-Face Girl using exhibit storyboard

		Field study to RMSC - 1/17 - data collection on what people are doing in the village	
3 Jan 21 - 24 *No Kids 1/20/20 PD day	<p>Expedition</p> <ul style="list-style-type: none"> I can explain how my crew animal provided gifts for the Seneca. <p>ELA</p> <ul style="list-style-type: none"> I can listen to a story and name the character, setting, and events. (RL.3) <ul style="list-style-type: none"> I can make connections between two texts on the same topic. (RL 9, RI 3, RI 9) 	<ul style="list-style-type: none"> Read all of the animal Pourquoi stories leaving time for story mapping, reviewing the anchor charts, and further dramatization of the stories. (Focus on Owl, Fox, and Rabbit) Data analysis of observations made and information collected at the longhouse diorama 3 Sisters story in classroom and art -exploration of story and study of corn (corn grinding, printing, journal entries of observations, corn husks) 	<ul style="list-style-type: none"> - Animal Anchor Charts -Story map template -Animal Gifts Anchor Chart -MATH -Data chart of longhouse information
4 Jan 27th - Jan 31th	<p>ELA</p> <ul style="list-style-type: none"> I can listen to a story and name the character, setting, and events. (RL.3) <ul style="list-style-type: none"> I can make connections between two texts on the same topic. (RL 9, RI 3, RI 9) I can listen to a story and name the character, setting, and events. (RL.3) <ul style="list-style-type: none"> I can make connections between two texts on the same topic. (RL 9, RI 3, RI 9) 	<p>Look for the pattern in the story maps (same sequence of events)</p> <p>Assessment: Independently sequence a familiar story.</p> <p>Real or Made up? - What's true or not true about the animal stories (using information from the research journals)</p> <p>Assessment: Graphic organizer naming what is true and fictional from the story.</p>	

Create: Students use a variety of media; they artistically expand and represent their content learning through artwork at the Create Center.

Week	Target	Tasks
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1	I can look at animal tracks to make my own animal tracks.	Make animal tracks based on the animals from the Circle in the Forest story Materials: Scissors, paper, animal track pictures, models for how to cut symmetrically
2	I can make a forest setting.	Make forest features (indigenous trees, bushes, grass, water, etc.) Materials: Scissors, paper, forest pictures, models of how to cut trees, etc.
3	I can make an accurate setting for my crew story.	Trace trees and other forest features using the light table.
4	I can make an animal character. I can make an accurate animal character from my crew story.	Make puppets using silhouettes of animals and popsicle sticks

Imagine: Students use their imagination to engage in play through role-playing and make-believe. Students take on, interpret, and become immersed in the content they are studying as they play and perform.

Week	Target	Tasks
1	I can use a story map, settings, and characters to make a story.	Using pre-made settings and the story map, create stories
2	I can use a story map, setting, characters, and story pieces to make a story.	Using pre-made settings, story map, characters, and pieces to make stories
3	I can use my own story parts to make a story.	Using the pre-made pieces, a story map, and newly made pieces, to make a story (beginning to retell pourquoi stories)
4	I can use animals as puppets.	I can use animal puppets to make a story (beginning to retell pourquoi stories). I can use animal puppets to retell a crew animal story.

Explore: Students build background knowledge and immerse themselves in a hands-on exploration of the content they are studying.

Week	Target	Tasks
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1	I can examine corn as a natural resource.	Read about what corn is used for.
2	I can name the parts of the corn crop.	Read about other parts of corn and what those parts are used for.
3	I can follow the steps to make a corn husk braid.	Learn how to braid corn husks
4	I can describe why corn, beans, and squash are the three sisters.	Explore corn, beans, and squash and how they worked together.

Research: Research to build knowledge and write to build fluency and stamina during the Research & Write Center.

Week	Target	Tasks
1	I can research about my crew animal.	Each week, read non-fiction text about the crew animal and fill out each page in their personal research journal. Materials: Research Journal

Engineer: Students represent their learning and/or attempt to solve a design dilemma by building various types of models related to content of the unit/lesson.

Week	Target	Tasks
1	I can use ta variety of materials to make a longhouse.	Construct a longhouse using blocks, toothpicks or sticks.
4	I can use lashing and sticks to make a longhouse	Construct a longhouse by lashing sticks.

Illuminator: Students represent their learning and/or attempt to solve a lighting dilemma by experimenting with light.

Week	Target	Tasks
1	I can cut using symmetry and 2D shapes	Cut symmetrical shapes from paper.
2	I can make “scenes” or settings for stories	Create the setting for a story using story boxes.

The Longhouse: Students represent their learning by simulating life in the longhouse

Week	Target	Tasks
1	I can recreate the jobs of the longhouse	Make the longhouse using sticks to create a border. Practice cooking, tending to the fire, and storytelling Weave with yarn

Arc 3 (approx. 4 weeks): When We Work Together...

Arc Overview

During this Arc, First Graders will learn how to collaborate just as the Seneca did in their village. Students will be solidifying their understanding of Runner’s story so that they can recreate it as a dramatization. They will practice what it means to act on stage and will also practice their speaking voice. First graders will take ownership over one Just-so story with their crew so they can retell the story using their own voice and imagery. Finally, through movement and music, First Graders will work together to create a composition and dance representing the animals and gifts of the forest.

	Big Ideas	Guiding Questions
Expedition	<p>We can learn from our local ancestors by collaborating and showing gratitude for the natural world.</p> <p>NYSSSS: 4.2 Native American groups and the Environment: Native American groups, chiefly the Haudenosaunee and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.</p>	<ul style="list-style-type: none"> ● How do the Seneca take care of the earth? <ul style="list-style-type: none"> ○ How do the Seneca show gratitude?

	4.2a Geographic factors often influenced locations of early settlements. People made use of the resources around them to meet their basic needs of food, clothing, and shelter.	
ELA	<p>Storytellers make their story come alive with their voice and their body.</p> <p>Writers add words to their drawings to give the reader more information.</p>	<ul style="list-style-type: none"> • How do storytellers organize their ideas on paper? • How do authors and illustrators capture the meaning(essence) of an oral story?

<p><u>Topic</u></p> <ul style="list-style-type: none"> • Public Speaking • Collaboration • Retelling Stories • Composition 	<p><u>Task</u></p> <ul style="list-style-type: none"> • Dramatization of the <i>Circle in the Forest</i> • Final Assessment: Retelling of the Just-So Story part
<p><u>Targets</u></p> <p>ELA</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.</p> <p>W.K.11 Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class.</p> <p>SL.K.2 Confirm understanding of text read aloud or information presented orally by asking and answering questions and asking for clarification if something is not understood.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Expedition</p> <p>I can explain how stories were/are used in Seneca life (such as for education, entertainment, and community building). (R)</p>	<p><u>Text</u></p> <ul style="list-style-type: none"> • <u>Circle in the Forest</u> • <u>Just-So Animal Stories</u> • Expert Storytellers (ex. Ronnie)

<p>Character I can be friendly when I am working or playing with others. I can share materials and space with others. I can include others in my play. I can work with a partner to complete a task.</p>	
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Integrated Literacy Lessons & Labs

<i>Week</i>	<i>Targets</i>	<i>Tasks</i>
<p>1 Feb. 3 - 7</p>	<p>ELA</p> <ul style="list-style-type: none"> • I can describe the main character in the story. • I can identify the problem in the story. • I can describe the beginning, middle and end of the story. 	<p>Create final story map for crew Just-so story</p> <p>Feb. 6th - Field Study in Movement to Helmer Nature Center - snowshoeing and animal tracks</p>
<p>2 Feb 10 - 14</p>	<ul style="list-style-type: none"> • I can collaborate with my crew to create a Just-So story. • I can illustrate one part of the story. 	<p>Each member of each crew, choose one event from the Just-So story and illustrate the event using pencil only</p> <p>Feb. 10th - Jay Stetzer, storyteller, Worlds of Words program</p>
<p>3 Feb 24- 28</p>	<ul style="list-style-type: none"> • I can add details to my illustration. • I can read my part of my Crew's Just-So story. 	<p>Add sharpie marker, watercolor, and colored pencil to illustrate the picture further.</p> <p>Practice part for Just-So story recording.</p>
<p>4 March 2- 6</p>	<ul style="list-style-type: none"> • I can give warm feedback to my Crew. • I can remember my body movements for my crew dance. • I can remember my hand drum rhythms. 	<p>Rehearsal for Exhibition Night</p> <p>Exhibition Night - Monday, March 9, 7:00-8:00pm</p>

Engineer: Students represent their learning and/or attempt to solve a design dilemma by building various types of models related to content of the unit/lesson.

1	I can use blocks and dolls to practice making a longhouse. When something is hard, I will keep trying or ask for help.	With few blocks and dolls, make a longhouse simulating life in the longhouse
2	I can use thin blocks to practice making a longhouse. When something is hard, I will keep trying or ask for help.	With Jenga blocks or other uniform blocks (or popsicle sticks?), use layering to make a longhouse
3	I can use sticks and lashing to practice making a longhouse. When something is hard, I will keep trying or ask for help	With natural materials such as sticks and yarn, use lashing to interlock corners to make a longhouse

Illuminator: Students represent their learning and/or attempt to solve a lighting dilemma by experimenting with light.

Week	Target	Tasks
1	I can use the light table to make the setting of Circle in the Forest with transparent shapes. <ul style="list-style-type: none"> I can show respect for classroom “gifts” and take care of them When something is hard, I will keep trying or ask for help 	Make trees, fire, other details from Circle in the forest using transparent shapes. (add darker color on the light table to illuminate less light as the week progresses) Materials: Light table, tissue paper (for night-time), transparent shapes.
2	I can use the light table and mirrors to experiment with making light and dark <ul style="list-style-type: none"> I can show respect for classroom “gifts” and take care of them When something is hard, I will keep trying or ask for help 	Make different ways to make light and dark adding mirrors and more tissue paper effects. Perhaps work on making a “fire”
3	I can use flashlights to help me think about light and dark <ul style="list-style-type: none"> I can show respect for classroom “gifts” and take care of them 	Using flashlights and the materials from the previous week, make light and dark. Consider taking away the light table and use the closet space or under the table to try other light/dark experiments

- When something is hard, I will keep trying or ask for help

The Longhouse: Students represent their learning by simulating life in the longhouse

Wee k #	Target	Tasks
1	<ul style="list-style-type: none"> • I can recreate the jobs of the longhouse 	Continue with cooking, tending to the fire, storytelling, and weaving. Add rope making using yarn.

Final Product

1) Product (including format)	Crew Just So Story	A Circle in the Forest Dramatic Retelling
2) Brief Narrative Description of the Product	Each crew is going to create a collaborative Just-So story about their crew animal using a Story Map and Adobe Voice. First, crews will learn about their story. Then, they'll create a story map including setting, characters, problem-solution, and major events. Each member will be responsible for at least one scene from the story map to illustrate and label/write. The crew member will also be responsible to narrate this part using Adobe Voice. In addition, an introduction will precede each crew story. The introduction will include each crew member's voice while they each share one way their crew animal helped the Seneca to thrive. The crew stories will be viewed at Exhibition Night.	Exhibition Night will begin with a dramatic retelling of the kick-off story, A Circle in the Forest. Students will be chosen to act out and narrate each part of the story using the scrim as the ending image of the village supporting the boy as he transitions to becoming brave. Some students will be in charge of playing instruments to symbolize the deer in the story as well as other parts of the story to illustrate musical elements such as tempo, dynamics, and steady beat.
3) Topic(s) & subject(s) of the product	Crew Animal Retelling of an Already Created Just So Story Storytelling Story Mapping Writing/Drawing	Crew Animal Writing/Drawing

	Digital Tools (Adobe Voice)	
4) What skills and knowledge will students need to complete this product? (evidence of what learning targets?)	<p>Knowledge</p> <ul style="list-style-type: none"> ● I can explain how the natural world helped the Seneca to thrive.(R) <ul style="list-style-type: none"> ○ I can explain how my crew animal provided food, warmth, tools, and knowledge for the Seneca. (R) ● I can explain how stories were/are used in Seneca life (such as for education, entertainment, and community building). (R) <p>RL3 - With prompting and support, identify characters, setting, and major events in a story.</p> <p>Reading and Writing Skills</p> <p>RL 9 - With prompting and support, compare and contract the adventures and experiences of characters in familiar stories.</p> <p>a. With prompting and support, students will make cultural connections to text and self.</p> <p>SL5 – Add drawings or other visual displays to descriptions as desired to provide additional detail</p> <ul style="list-style-type: none"> - L 2a - Capitalize the first word in a sentence and the pronoun I - L 1a Print many upper and lower case letters - L 2b - Recognize and name end punctuation - L 2c - Write a letter or letters for most consonant and short vowel sounds (phonemes) - L 2d – spell simple words phonetically drawing on knowledge of sound-letter relationship - L 5d - Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. <p>SL 6 - Speak audibly, express thoughts, feelings, and ideas clearly.</p> <p>W3 – use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell</p>	<p>Knowledge</p> <ul style="list-style-type: none"> ● I can explain how the natural world helped the Seneca to thrive.(R) <ul style="list-style-type: none"> ○ I can explain how my crew animal provided food, warmth, tools, and knowledge for the Seneca. ® <p>Reading and Writing Skills</p> <p>SL 6 - Speak audibly, express thoughts, feelings, and ideas clearly.</p> <p>W11 - Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</p>

	<p>about the events in the order of which they occurred, and provide a reaction to what happened.</p> <p>W6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers</p> <p>W7 – Participate in shared research and writing projects W11 - Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</p>	
4) Intended Audience	<p>Parents on Exhibition Night Other students in the classroom</p>	Parents on Exhibition Night
5) Local connection (solving a problem, audience?)	Teaching about local animals in the north-eastern woodland habitat.	Teaching about the Seneca way of life through the lens of storytelling and dramatization
6) Provides a service?		
7) Fieldwork for product?	<ul style="list-style-type: none"> ● RMSC ● Ganondagan ● Helmer Nature Center 	<ul style="list-style-type: none"> ● RMSC ● Ganondagan ● Helmer Nature Center
8) Experts needed? Parent Volunteers Needed?	<ul style="list-style-type: none"> ● Jay Setzer (storytelling) ● Victoria _____, Ganondagan ● Almeta Whitis, Black Storytelling League 	<ul style="list-style-type: none"> ● Jay Setzer (storytelling) ● Victoria _____, Ganondagan ● Almeta Whitis, Black Storytelling League
9) Table of Contents if book or other description of content sequence	Each story will have a story map and a “making of” introduction followed by the crew story. The introduction will talk and show the story map of at least six scenes that will show the sequence of the story. Characters, setting, and major events will be identified in the story. Students will share about their crew animal, each naming a fact about how the animal helped the Seneca to thrive.	The story will follow the same structure of the Circle in the Forest story told during the Expedition. Additional details may be added to the story to highlight key learning about the Seneca culture (ex. Annie (the mother) might show that she tends to the fire and takes care of the little sister, The grandmother might say or demonstrate more about her jobs beyond just grinding corn).
10) Production “Specs”: ● Size	Adobe Voice on the iPad will hold the 6 crew stories. Each will be shared using the LCD projector in the Auditorium that evening.	Record voices for retelling to play during Exhibition Night?

<ul style="list-style-type: none"> ● Materials ● Binding ● Other <p>Include Printing Company</p> <p>COSTS!</p>		
<p>HOLDING PLACE FOR LATER</p>	<ul style="list-style-type: none"> - Continue to practice retelling fairy tales using story map (focus on naming events) and storytelling checklist - Use Ronnie Reiter’s stories and presentation as a non-fiction “text” to unpack and name what it was “mostly about” and how it compared to information we already learned about the longhouse jobs and Runner’s family - Assessment: Independently retell _____ fairytale using story map and storytelling checklist - Ronnie Reiter visiting <p>A Haudenosaunee Thanksgiving Prayer https://www.firstpeople.us/html/A-Haudenosaunee-Thanksgiving-Prayer.html</p>	