

# Application: Genesee Community Charter School - Flour City Campus

Shannon Hillman - shillman@GCCSchool.org  
2022-2023 Annual Report

## Summary

ID: 0000000280

Last submitted: Nov 1 2023 06:50 PM (EDT)

Labels: SUNY Trustees

## Entry 1 School Info and Cover Page

Completed - Aug 1 2023

### Instructions

#### Required of ALL Charter Schools

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

## Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2023**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

GENESEE COMMUNITY CHARTER SCHOOL-FLOUR CITY CAMPUS 800000092317

**a1. Popular School Name**

GCCS - Flour City Campus

**b. CHARTER AUTHORIZER (As of June 30th, 2023)**

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. School Unionized**

Is your charter school unionized?

No

**d. DISTRICT / CSD OF LOCATION**

ROCHESTER CITY SD

**e. Date of Approved Initial Charter**

Jul 1 2021

**f. Date School First Opened for Instruction**

Sep 19 2022

**g. Approved School Mission and Key Design Elements**

*(Regents, NYCDOE and Buffalo BOE authorized schools only)*

N/A

**h. School Website Address**

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

**i. Total Approved Charter Enrollment for 2022-2023 School Year**

90

**j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment**

81

**k. Grades Served**

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

**Responses Selected:**

k

1

2

## I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

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## FACILITIES INFORMATION

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### m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

No, just one site.

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### School Site 1 (Primary)

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**m1. SCHOOL SITES**

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

	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).	
Site 1	1100 South Goodman Street Rochester, NY 14620	585-417-7020	Rochester	K-2	K-3	No

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

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Shannon Hillman	Executive Director	585-417-7020	[REDACTED]	<a href="mailto:shillman@gccschoool.org">shillman@gccschoool.org</a>
Operational Leader	Maureen Milke	Director of Operations	585-417-7020	[REDACTED]	<a href="mailto:mmilke@gccschoool.org">mmilke@gccschoool.org</a>
Compliance Contact	Shannon Hillman	Executive Director	585-417-7020	[REDACTED]	<a href="mailto:shillman@gccschoool.org">shillman@gccschoool.org</a>
Complaint Contact	Christine Farrell	School Director	585-417-7020	[REDACTED]	<a href="mailto:cfarrell@gccschoool.org">cfarrell@gccschoool.org</a>
DASA Coordinator	Shelby DiRoma	Student Culture Coordinator	585-417-7020	[REDACTED]	<a href="mailto:sdiroma@gccschoool.org">sdiroma@gccschoool.org</a>
Phone Contact for After Hours Emergencies	Lauren Grimm	Social Worker	585-417-7020	[REDACTED]	<a href="mailto:shillman@gccschoool.org">shillman@gccschoool.org</a>

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

Co-located Space

**m1c. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	No plans to leave current location.					No

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

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

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.**

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

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

[CertificateofOccJune12023.pdf](#)

**Filename:** CertificateofOccJune12023.pdf **Size:** 151.3 kB

## Site 1 Fire Inspection Report

*This is required, marked optional for administrative purposes.*

[GCCSFCFireSafeyInspection121522.pdf](#)

**Filename:** GCCSFCFireSafeyInspection121522.pdf **Size:** 1.7 MB

### n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

N/A

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### CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

#### o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

*Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.*

No

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### ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Shannon Hillman
Position	Executive Director
Phone/Extension	585-417-7030
Email	<a href="mailto:shillman@gccschool.org">shillman@gccschool.org</a>

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

**Responses Selected:**

Yes

As outlined in ENTRY 10:

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

**Responses Selected:**

Yes



Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 27 2023



Thank you.

## Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

### Instructions

**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy**

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

## Form for Entry 2 Links to Critical Documents on School Website

School Name: Genesee Community Charter School - Flour City Campus

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**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy, and NYSED-Approved School Discipline Policy**

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

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	<a href="https://gccschool.org/wp-content/uploads/2023/07/Not-Applicable-Annual-Report.pdf">https://gccschool.org/wp-content/uploads/2023/07/Not-Applicable-Annual-Report.pdf</a>
2. Board meeting notices, agendas and documents	<a href="https://gccschool.org/about/board-of-trustees-flour-city/">https://gccschool.org/about/board-of-trustees-flour-city/</a>
3. New York State School Report Card	<a href="https://gccschool.org/about/">https://gccschool.org/about/</a>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<a href="https://www.gccschool.org/about/dignity-for-all-students-act-dasa/">https://www.gccschool.org/about/dignity-for-all-students-act-dasa/</a>
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo)	<a href="https://gccschool.org/wp-content/uploads/2023/02/2022-23-GCCS-Flour-City-District-Safety-Plan-2.pdf">https://gccschool.org/wp-content/uploads/2023/02/2022-23-GCCS-Flour-City-District-Safety-Plan-2.pdf</a>
6. Authorizer-approved FOIL Policy	<a href="https://gccschool.org/wp-content/uploads/2023/01/GCCSFCFOILPolicy.pdf">https://gccschool.org/wp-content/uploads/2023/01/GCCSFCFOILPolicy.pdf</a>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://gccschool.org/wp-content/uploads/2023/01/GCCS-FC-FOIL-Subject-Matter-List.pdf">https://gccschool.org/wp-content/uploads/2023/01/GCCS-FC-FOIL-Subject-Matter-List.pdf</a>

Thank you.



## Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

## Instructions

**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

## **Entry 3 Progress Toward Goals**

### **PROGRESS TOWARD CHARTER GOALS**

**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

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

**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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**2022-2023 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

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

(No response)

**2022-2023 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
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Academic Goal 50				
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Academic Goal 57				
Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

**4. ORGANIZATION GOALS**

**For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

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**2022-2023 Progress Toward Attainment of Organization Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

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

(No response)

**6. FINANCIAL GOALS**

**2022-2023 Progress Toward Attainment of Financial Goals**

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

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

(No response)

**2021-2022 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

**Thank you.**

## Entry 3 Accountability Plan Progress Reports

Completed - Nov 1 2023

### Instructions

#### SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

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

#### [Accountability-Plan-Progress-Report-GCCSFC-2022-23-K-2](#)

Filename: Accountability-Plan-Progress-Repor\_5a97OaC.pdf Size: 304.0 kB

## Entry 4 - Audited Financial Statements

Completed - Oct 31 2023

#### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

**ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

**PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.**

#### [GCCS Financial Statement 2023 \(1\)](#)

Filename: GCCS\_Financial\_Statement\_2023\_1.pdf Size: 429.2 kB

## Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

#### Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

#### [Genesee Community Charter School - FLOUR 2022-23-Audited-Financial-Statement-Template 110123](#)

Filename: Genesee\_Community\_Charter\_School\_\_3d25Wtu.xlsx Size: 174.2 kB

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

Incomplete - Hidden from applicant

## Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

**Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.**

**EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.**

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

## Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

**Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

## Entry 4d - Financial Contact Information

Incomplete - Hidden from applicant

**Regents, NYCDOE, and Buffalo BOE authorized schools** should enter financial contact information directly into the form within the portal by **November 1, 2023**.

## Form for "Financial Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

## 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
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3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Nov 1 2023

**SUNY-authorized charter schools** should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

**Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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

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

### [2023-24-Budget-and-Quarterly-Report 103123](#)

Filename: 2023-24-Budget-and-Quarterly-Repo\_l68qjZf.xlsx Size: 529.6 kB

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

Completed - Aug 1 2023

### Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

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

### [FinancialDisclosureGCCSFC2023](#)

Filename: FinancialDisclosureGCCSFC2023.pdf Size: 1.0 MB

# Entry 7 BOT Membership Table

Completed - Aug 1 2023

## Instructions

### Required of ALL charter schools

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

### Entry 7 BOT Table

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

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#### Authorizer:

Who is the authorizer of your charter school?

SUNY

**1. 2022-2023 Board Member Information (Enter info for each BOT member)**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Michele Hannagan	[REDACTED] [REDACTED] [REDACTED] [REDACTED].g	Chair	Executive, Personnel	Yes	1	07/1/2021	06/30/2024	13 or more
2	Annemarie Wess	[REDACTED] [REDACTED] [REDACTED]	Vice Chair	Personnel	Yes	1	07/1/2021	06/30/2024	5 or less
3	Ryan O'Malley	[REDACTED] [REDACTED] [REDACTED]	Trustee/Member	Finance	Yes	1	07/01/2021	06/30/2024	5 or less
4	Kevin Sutherland	[REDACTED] [REDACTED] [REDACTED]	Treasurer	Finance	Yes	1	07/01/2021	6/30/2023	8
5	Tasha Stevens	[REDACTED] [REDACTED] [REDACTED]	Trustee/Member	Personnel	Yes	1	07/01/2022	6/30/2025	10
6	Jess Wanner	[REDACTED] [REDACTED] [REDACTED]	Parent Rep	Personnel	Yes	1	07/01/2021	06/30/2023	11
7	Allison Schultes	[REDACTED] [REDACTED] [REDACTED]	Trustee/Member	Finance	Yes	1	07/01/2021	06/30/2024	7
8									
9									



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

No

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

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

a. Total Number of BOT Members on June 30, 2023	6
b.Total Number of Members Added During 2022-2023	1
c. Total Number of Members who Departed during 2022-2023	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

**3. Number of Board meetings held during 2022-2023**

14

**4. Number of Board meetings scheduled for 2023-2024**

12

**Total number of Voting Members on June 30, 2023:**

6

Total number of Voting Members added during the 2022-2023 school year:

1

Total number of Voting Members who departed during the 2022-2023 school year:

1

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

7

Thank you.

## Entry 8 Board Meeting Minutes

Incomplete - Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

## Entry 9 Enrollment & Retention

Completed - Aug 1 2023

### **Instructions for submitting Enrollment and Retention Efforts**

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

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

#### **\*SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

## Entry 9 Enrollment and Retention of Special Populations



**Good Faith Efforts to Meet Recruitment Targets (Attract)**

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<ul style="list-style-type: none"> <li>•Prioritized hiring staff of color including open leadership positions to continue to improve community perception of school diversity.</li> <li>•Focused partnerships with community-based organizations including Action for a Better Community Childcare Centers</li> <li>•Continued contract with GoodSchoolsROC to join the Rochester Charter Schools' common application process and recruitment strategies</li> <li>• TV and Radio Commercials through GoodSchoolsROC English and Spanish</li> <li>•TV and Radio commercials (specific for GCCS) through public broadcasting and traditionally popular stations for black and brown families in English and Spanish adjusting the advertisement and messaging to appeal to the BIPOC community</li> <li>•Ads from GoodSchoolsROC and GCCS in the City Newspaper</li> <li>• Facebook Advertisement Boosts for GCCS and GoodSchoolsROC</li> <li>• GoodSchoolsROC -Instagram, Google Ads, and YouTube Campaigns</li> <li>• Postcards 2 times a year to households</li> <li>• School Selection Booklet for all charters in Rochester sent to every family household in the Rochester City School District</li> <li>• Discussed recruitment and retention efforts with the Diversity</li> </ul>	<ul style="list-style-type: none"> <li>•Continue previous efforts</li> <li>•Create a strategic plan for recruitment for recruitment identifying clear goals for improvement and progress monitoring with the Board of Trustees as well as the Community Engagement Committee</li> <li>•Continue to strengthen the relationship with the charter schools in the Rochester area through Charter Advocacy groups and Foundations to share marketing and recruitment strategies and resources.</li> <li>•Strengthen relationships with local "influencers" to get GCCS' story out regarding the importance of an integrated model in our city.</li> </ul>

	<p>and Racial Equity Committee as well as the Community Engagement Committee soliciting new ideas for community partnerships and recruitment/retention focus areas</p> <ul style="list-style-type: none"> <li>•Sent English and Spanish GCCS posters to urban neighborhood churches, bodegas, and convenience stores</li> <li>•Sent English and Spanish GCCS digital fliers to all city libraries, social services offices, pediatric offices, YMCAs and YWCAs, music schools, museums</li> <li>•GCCS attended virtual recruitment fair hosted by GoodSchoolsROC</li> <li>•Held several virtual and in-person information sessions and student-led tours for perspective families with translators for Spanish and American Sign Language.</li> <li>•Held a booth at a fall Trick-or-Treating event at the Rochester Public Market handing out informational fliers and promotional cups to families with elementary-aged children</li> <li>•Participated in off-site charter school fairs located in non-profit organizations and community centers within the city of Rochester</li> </ul>	
<p>English Language Learners</p>	<ul style="list-style-type: none"> <li>•Prioritized hiring staff of color including open leadership positions to continue to improve community perception of school diversity.</li> <li>•Focused partnerships with community-based organizations including Action for a Better Community Childcare Centers</li> <li>•Continued contract with GoodSchoolsROC to join the</li> </ul>	<ul style="list-style-type: none"> <li>•Continue previous efforts</li> <li>•Create a strategic plan for recruitment for recruitment identifying clear goals for improvement and progress monitoring with the Board of Trustees as well as the Community Engagement Committee</li> <li>•Continue to strengthen the relationship with the charter schools in the Rochester area through</li> </ul>

Rochester Charter Schools' common application process and recruitment strategies

- TV and Radio Commercials through GoodSchoolsROC English and Spanish
- TV and Radio commercials (specific for GCCS) through public broadcasting and traditionally popular stations for black and brown families in English and Spanish adjusting the advertisement and messaging to appeal to the BIPOC community
- Ads from GoodSchoolsROC and GCCS in the City Newspaper
- Facebook Advertisement Boosts for GCCS and GoodSchoolsROC
- GoodSchoolsROC -Instagram, Google Ads, and YouTube Campaigns
- Postcards 2 times a year to households
- School Selection Booklet for all charters in Rochester sent to every family household in the Rochester City School District
- Discussed recruitment and retention efforts with the Diversity and Racial Equity Committee as well as the Community Engagement Committee soliciting new ideas for community partnerships and recruitment/retention focus areas
- Sent English and Spanish GCCS posters to urban neighborhood churches, bodegas, and convenience stores
- Sent English and Spanish GCCS digital fliers to all city libraries, social services offices, pediatric offices, YMCAs and YWCAs, music schools, museums
- GCCS attended virtual recruitment fair hosted by GoodSchoolsROC
- Held several virtual and in-person

Charter Advocacy groups and Foundations to share marketing and recruitment strategies and resources.

- Strengthen relationships with local "influencers" to get GCCS' story out regarding the importance of an integrated model in our city.
- Rekindle relationships with specialized refugee schools who need to transition students to local schools to recruit families

	<p>information sessions and student-led tours for perspective families with translators for Spanish and American Sign Language.</p> <ul style="list-style-type: none"> <li>•Held a booth at a fall Trick-or-Treating event at the Rochester Public Market handing out informational fliers and promotional cups to families with elementary-aged children</li> <li>•Participated in off-site charter school fairs located in non-profit organizations and community centers within the city of Rochester</li> <li>•The online application is available in multiple languages</li> <li>• Revised the GCCS website and added a module to translate in 5 different common languages</li> </ul>	
<p>Students with Disabilities</p>	<ul style="list-style-type: none"> <li>•Prioritized hiring staff of color including open leadership positions to continue to improve community perception of school diversity.</li> <li>•Focused partnerships with community-based organizations including Action for a Better Community Childcare Centers</li> <li>•Continued contract with GoodSchoolsROC to join the Rochester Charter Schools' common application process and recruitment strategies</li> <li>• TV and Radio Commercials through GoodSchoolsROC English and Spanish</li> <li>•TV and Radio commercials (specific for GCCS) through public broadcasting and traditionally popular stations for black and brown families in English and Spanish adjusting the advertisement and messaging to appeal to the BIPOC community</li> </ul>	<ul style="list-style-type: none"> <li>•Continue previous efforts</li> <li>•Create a strategic plan for recruitment for recruitment identifying clear goals for improvement and progress monitoring with the Board of Trustees as well as the Community Engagement Committee</li> <li>•Continue to strengthen the relationship with the charter schools in the Rochester area through Charter Advocacy groups and Foundations to share marketing and recruitment strategies and resources.</li> <li>•Strengthen relationships with local "influencers" to get GCCS' story out regarding the importance of an integrated model in our city.</li> <li>•Continue to educate current and perspective families about the programs available to neurodiverse students at GCCS</li> </ul>

- Ads from GoodSchoolsROC and GCCS in the City Newspaper
- Facebook Advertisement Boosts for GCCS and GoodSchoolsROC
- GoodSchoolsROC -Instagram, Google Ads, and YouTube Campaigns
- Postcards 2 times a year to households
- School Selection Booklet for all charters in Rochester sent to every family household in the Rochester City School District
- Discussed recruitment and retention efforts with the Diversity and Racial Equity Committee as well as the Community Engagement Committee soliciting new ideas for community partnerships and recruitment/retention focus areas
- Sent English and Spanish GCCS posters to urban neighborhood churches, bodegas, and convenience stores
- Sent English and Spanish GCCS digital fliers to all city libraries, social services offices, pediatric offices, YMCAs and YWCAs, music schools, museums
- GCCS attended virtual recruitment fair hosted by GoodSchoolsROC
- Held several virtual and in-person information sessions and student-led tours for perspective families with translators for Spanish and American Sign Language.
- Held a booth at a fall Trick-or-Treating event at the Rochester Public Market handing out informational fliers and promotional cups to families with elementary-aged children
- Participated in off-site charter school fairs located in non-profit organizations and community centers within the city of Rochester



- On the School's website and in any information session, always explained that our classrooms are inclusive and support both general education students and students who qualify for an IEP.
- Provided tours and one-on-one meetings for applying and waitlisted families of neurodiverse students and students with specialized plans to encourage acceptance to the school

**Good Faith Efforts To Meet Enrollment Retention Targets**

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<ul style="list-style-type: none"> <li>•Continued to fully implement a staff-family Diversity and Racial Equity Committee to increase involvement of, participation of, and support for families of color and ELL/MLL families in the life of the school</li> <li>•Ensured that families who move within the city or county receive information about transportation options</li> <li>•Maintained high level of parent satisfaction through excellent instructional program, communication, and family involvement opportunities</li> <li>•Continuing to refine Discipline Policies by collaborating with the Discipline Committee to revise the school's Code of Conduct</li> <li>•Collaborated with Student Culture Coordinator and contracted with a DEI organization to fully implement and train teachers in Diversity, Equity, and Inclusion</li> <li>•Utilized Social Worker to support school-wide initiatives to promote Social-Emotional Practices.</li> <li>•Continued professional development regarding culturally responsive teaching, unconscious bias, racial equity including staff initiatives</li> <li>•Continued a system of "crew time" for students. This means students had regular crew meetings with a small group of their peers, one of their teachers, and another staff member to support student sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>•Continue current efforts</li> <li>•Provide workshops and trainings for teachers, students, and families regarding identity within the community</li> <li>•Utilize the Student Culture Coordinator and Social Worker to ensure families understand the resources available to them both in and outside of the school day.</li> <li>•Continue to grow the system of "crews" for families to help the community stay connected, including sharing of resources for economically diverse families</li> <li>•Continue racial equity discussions with families to hear concerns and respond to systemic racism and transition these important meetings to Diversity and Racial Equity Crew meetings as well as Staff Professional Development.</li> <li>•Continue to implement Restorative Practices more broadly and thoroughly training staff and families in this approach.</li> <li>•Fully adopt the revised Code of Conduct and Discipline Policy that includes Restorative Practices to continue to promote equity and cultural responsiveness promoting a sense of belonging.</li> </ul>

English Language Learners

- Continued to fully implement a staff-family Diversity and Racial Equity Committee to increase involvement of, participation of, and support for families of color and ELL/MLL families in the life of the school
- Ensured that families who move within the city or county receive information about transportation options
- Maintained high level of parent satisfaction through excellent instructional program, communication, and family involvement opportunities
- Continuing to refine Discipline Policies by collaborating with the Discipline Committee to revise the school's Code of Conduct
- Collaborated with Student Culture Coordinator and contracted with a DEI organization to fully implement and train teachers in Diversity, Equity, and Inclusion
- Utilized Social Worker to support school-wide initiatives to promote Social-Emotional Practices.
- Continued professional development regarding culturally responsive teaching, unconscious bias, racial equity including staff initiatives
- Continued a system of "crew time" for students. This means students had regular crew meetings with a small group of their peers, one of their teachers, and another staff member to support student sense of belonging.
- Utilized the English as a New Language Teacher to support school-wide initiatives to promote Social-Emotional Practices and connecting ELL/MLL families with

- Continue current efforts
- Provide workshops and trainings for teachers, students, and families regarding identity within the community
- Continue racial equity discussions with families to hear concerns and respond to systemic racism and transition these important meetings to Diversity and Racial Equity Crew meetings as well as Staff Professional Development.
- Strengthen partnerships with the refugee and Latinx communities in Rochester to amplify community resources for our existing ELL/MLL families.
- Fully adopt the revised Code of Conduct and Discipline Policy that includes Restorative Practices to continue to promote equity and cultural responsiveness promoting a sense of belonging.

	<p>community resources.</p> <ul style="list-style-type: none"> <li>•Translated communication and/or provided support for non-English speaking families</li> <li>•Provided translators for all parent-teacher conferences, Community Circles, or other major events for families whose dominant language is not English</li> <li>•Worked with refugee sponsors to ensure transportation and communication was effective</li> <li>•Highlighted the immigrant population by telling their stories as part of 5th grade's winter expedition</li> </ul>	
<p>Students with Disabilities</p>	<ul style="list-style-type: none"> <li>•Increased the capacity of the Intervention Team to involve more staff members in Tier 2 and 3 intervention efforts</li> <li>•Enhanced the Social Emotional Academic Development Team to ensure strong targeted intervention systems for all students</li> <li>•Regular Intervention Team meetings to discuss school-wide and class wide trends and needs, especially related to projected tracks for special education referrals</li> <li>•Classroom teachers, and often members of the Intervention Team, involved families early and met regularly to address behavioral or academic concerns</li> <li>•Met with Special Education Team regularly to discuss student progress and/or concerns and discussed ways families were involved in the process</li> <li>•Developed a strong relationship with the head of the Special Education Department for our most represented district ensuring strong communication and guidance to support families through the referral</li> </ul>	<ul style="list-style-type: none"> <li>•Continue current efforts</li> <li>•Create a protocol for training parent advocates to support new families going through the CSE process</li> <li>•Refine the master schedule to ensure strong protocols are in place for effective meetings about student needs</li> <li>•Continue teacher development on Tier One Intervention and supports for all students to ensure students are getting the instruction they need before intervention is needed.</li> </ul>

process.

- Have the Special Education Coordinator join monthly meetings with other SPED coordinators from Rochester Area charter schools to share resources.
- Created regular weekly check-in meetings within the master schedule to ensure all teams were meeting with the Special Education Coordinator about needs

## **Entry 10 – Teacher and Administrator Attrition**

Completed - Aug 1 2023

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

## A. TEACH System – Employee Clearance

### Required of ALL Charter Schools

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

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

#### 1. Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

<sup>[1]</sup> Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

## B. Emergency Conditional Clearances

### Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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### Attestation

#### Responses Selected:

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

## Entry 11 Percent of Uncertified Teachers

**Incomplete** - Hidden from applicant

### Instructions

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

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

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

## Entry 11 Uncertified Teachers

School Name:

---

# Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category A: 5 or 30% whichever is less	0



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

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
<b>Total Category C: not to exceed 5</b>	<b>0</b>

**TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)**

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

	FTE Count
Total	

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

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

	FTE Count
Total Category D	

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

	FTE Count
Total Category E	

**CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS**

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.



**Entry 12 Organization Chart**

Incomplete - Hidden from applicant

[Instructions](#)

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

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

## Entry 13 School Calendar

Completed - Aug 1 2023

[Instructions for submitting School Calendar](#)

### Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

### [23 24 GCCS School Calendar with Instructional Hours Days](#)

Filename: 23\_24\_GCCS\_School\_Calendar\_with\_In\_NYrTdcV.pdf Size: 98.6 kB

## Entry 14 Staff Roster

Incomplete - Hidden from applicant

### INSTRUCTIONS

#### Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

**Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.**

**Reminders:** Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer <b>NOTE: MUST BE DONE FIRST</b>	<b>Select</b> your school's authorizer from the <b>drop-down list first</b> , before completing the roster.
School Name and Institution ID	<b>Select</b> your school's name from the <b>drop-down list</b> .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the <b>7 digit TEACH ID</b> for the Faculty/Staff person.
Role in School	<b>Select</b> the best choice of role of the Faculty/Staff person from the <b>drop-down list</b> .

CPR/AED Certification Status	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Subject Taught	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Notes	Optional

## Optional Additional Documents to Upload (BOR)

Incomplete



**Genesee Community Charter School  
Flour City Campus**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2023

By, Christine Farrell and Shannon Hillman

100 South Goodman St.  
Rochester, NY 14620

(585) 417-7020

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Shannon Hillman, School Director, prepared this 2022-23 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Michele Hannagan	Chair	Executive, Personnel
Annemarie Wess	Vice Chair	Personnel, Governance
Allison Shultes	Secretary	Finance
Kevin Sutherland	Treasurer	Finance
Jessica Wanner	Parent Representative	Personnel
Tasha Stevens	Community Member	Personnel, Governance
VACANT	RMSC Rep	

**Christine Farrell has served as the School Director since 2022**

**Shannon Hillman has served as the Executive Director since 2021**

## SCHOOL OVERVIEW

Genesee Community Charter School - Flour City Campus is located in Rochester, NY. This replication school officially opened its doors to K-2 students in September of 2022. It shares a mission with its flagship school, also located in Rochester:

*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.*

As the mission statement above articulates, students at the Flour City Campus engages in learning expeditions that involve investigating topics through local contexts. Teachers are provided with over 300 hours of professional development so that they can skillfully plan for interdisciplinary learning expeditions where students engage in concepts through high-quality texts, relevant field studies, and peer collaboration. As an EL Education partner school, all professional development for teachers is planned with the intention of accomplishing the goals of the work plan that is co-developed with school leaders and coaches from the EL network.

In addition to Expeditions, EL Education, and Professional Development, Genesee Community Charter School - Flour City Campus continues to value its other key design elements such as Place-based curricular framework, Arts-Integration, Culture and Character Development, Diverse Student Population, partnership with the Rochester Museum & Science Center, and Family Participation & Involvement.

There are no notable changes to the school’s academic program at this time.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	N/A	N/A	N/A											
2021-22	N/A	N/A	N/A											
2022-23	25	25	30											

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### BACKGROUND

As an EL Education partner and champion of its model and curriculum, Genesee Community Charter School - Flour City Campus adopted the K-2 Foundational Skills Literacy Curriculum for all teams to implement during the 2022-23 school year. Additionally, the school aligned EL Education's ELA modules to the time period of study for each expedition. In addition to weekly professional development as a whole staff, teachers met weekly with our Literacy Coordinator to receive direct instructional coaching on using the EL Education Foundational Skills curriculum as well as the EL Education K-2 Modules. For both of these curricula, regular assessments are embedded and aligned to the New York State Next Generation Standards as well as the types of questions students will see in the New York State English and Language Arts Exams in third through sixth grade.

#### METHOD

Genesee Community Charter School - Flour City Campus uses iReady as a holistic and adaptive assessment. Most students take a diagnostic assessment each fall, winter, and spring (except Kindergarten that only takes the diagnostic in the winter and spring). The staff uses the data provided to determine individual instructional needs and to measure students academic growth over the course of a school year.

In addition to iReady assessments, our staff also uses the benchmark assessments within the EL Education K-2 Foundation Skills Curriculum to determine the phonemic awareness skills that students have mastered. When students have shown that they have mastered recognizing, segmenting, and blending phonemes in each cycle, they will move on to the next set of cycles in the program. Every student is progress monitored during instruction, and they are benchmarked three times per year.

When students are age-eligible, the school will use New York State exams to compare diagnostic and benchmark scores when determining trends and academic achievement holistically and individually.

#### RESULTS AND EVALUATION

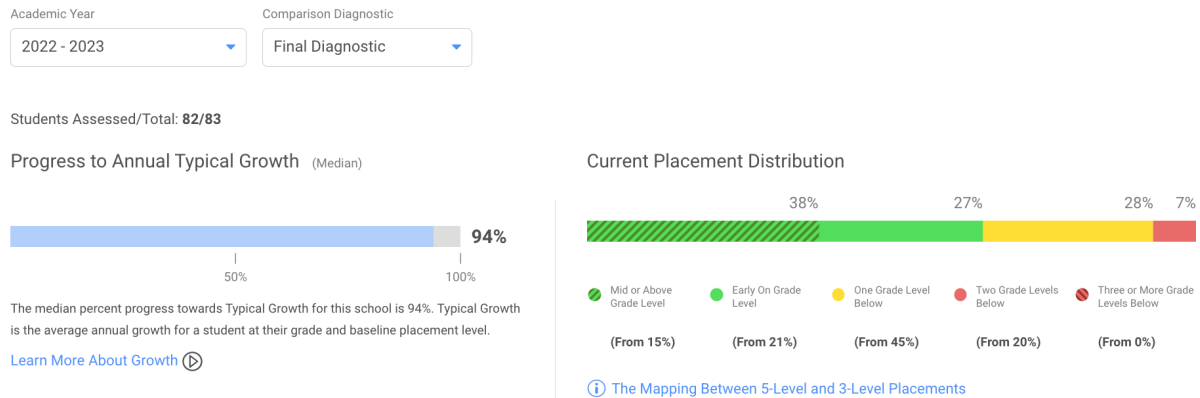
Based on i-Ready results, by June, 2023 - 65% of students tested on or above grade level in reading. 7% (from 14% in the fall) of students are more than two grade levels below in reading.

One of the growth measures the school will be using for the 2023-24 school year is: *Each year, the school's median percent of Annual Typical Growth on the i-Ready assessment of all 3<sup>rd</sup> through 6<sup>th</sup> grade students will be equal to or greater than 100%.*

Genesee Community Charter School - Flour City Campus



In its first year, GCCS - Flour City Campus almost met this goal with the median percentage growth rate at 94% by year-end for Kindergarten - second graders. The second grade class was the lowest scoring class in reading at the beginning of the year with 38% of students two or more grade levels below, however, they made the most growth. By year end, 68% of second graders had met or exceeded their typical growth ranging from 113 - 341% and no one was three or more grade levels below in reading.



The school’s aim was to have students who scored two or more grade levels behind in the fall reach a 110% growth rate by Spring. First and second graders who entered two or more grade levels below did not collectively reach this median. The median was 80% growth for these two grade levels.

Based on the year-end results of the K-2 Foundational Skills Benchmark Assessments, 100% of Kindergarteners, 78% of First Graders, and 86% of Second Graders achieved at least a year’s growth in foundational skills.

### ADDITIONAL CONTEXT AND EVIDENCE

Overall, the school is satisfied with these “baseline” results for year one. These will be good comparison numbers to use as the school expands enrollment and improves on curriculum implementation. The 2023-24 school year will also give the school a baseline comparison when third grade takes the New York State ELA exam this year.

### ACTION PLAN

After each benchmark assessment is complete, teachers and school leaders will collaboratively analyze results to determine next steps for instruction.

Based on the results of the Foundations benchmark assessment, groups of students will be formed so that they receive instruction in the phase of phonemic awareness that they are shown to be decoding text. Students that are well-below grade level expectations will be identified as needing Tier 3 intervention provided by our academic support team.

Trends from the iReady diagnostic results will be used to determine Tier 1 goals for each grade level. Teachers will use these Tier 1 goals to inform their instruction and help them determine learning targets moving forward. Data from iReady diagnostics will also be used for identifying groups of students who are not meeting grade level expectations and have similar instructional needs. After a goal is determined for each group, classroom teachers will be responsible for providing these groups of students with Tier 2 interventions. These students will be progress monitored at least every two weeks and adjustments will be made to instructional plans as needed.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

#### BACKGROUND

Although EL Education does not provide a mathematics curriculum, the organization does promote Illustrative Mathematics as an aligned program to the EL Education model. Genesee Community Charter School - Flour City Campus adopted the Illustrative Mathematics curriculum for the 2022-23 school year after careful consideration of standards alignment, instructional strategies and classroom structure, and progressive methodology. Grades K - 2 fully implemented the program with students beginning in the fall of 2022. Regular assessments are embedded and aligned to the New York State Next Generation Standards as well as the types of questions students will see in the New York State English and Language Arts Exams in third through sixth grade.

#### METHOD

Genesee Community Charter School - Flour City Campus uses iReady as a holistic and adaptive assessment. Most students take a diagnostic assessment each fall, winter, and spring (except Kindergarten that only takes the diagnostic in the winter and spring). The staff uses the data provided to determine individual instructional needs and to measure students academic growth over the course of a school year.

In addition to iReady assessments, our staff also uses mathematics screeners and Bridges Math Intervention Assessments to determine individual skill strengths and gaps.

When students are age-eligible, the school will use New York State exams to compare diagnostic and benchmark scores when determining trends and academic achievement holistically and individually.

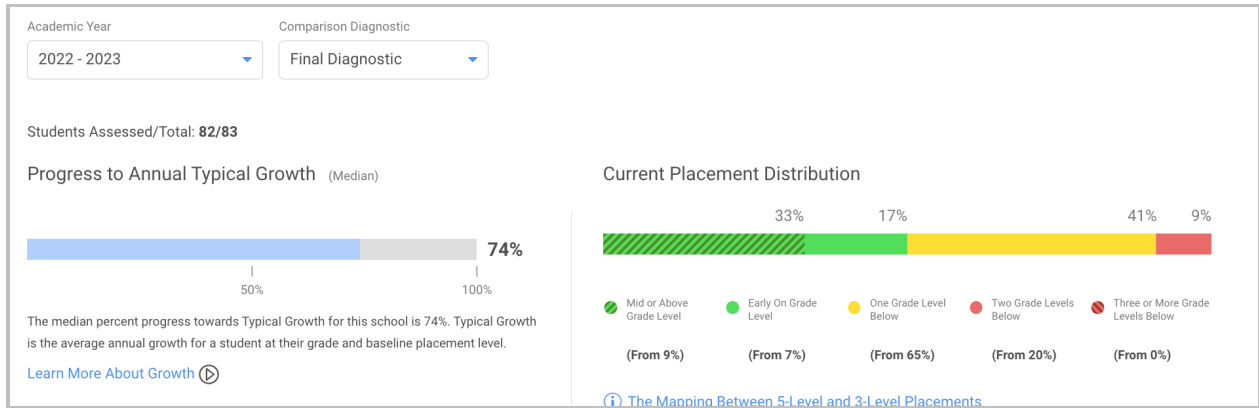
#### RESULTS AND EVALUATION

Based on i-Ready results, by June, 2023 - 51% of students tested on or above grade level in math. 8% (from 28% in the fall) of students are more than two grade levels below in math.

Genesee Community Charter School - Flour City Campus

One of the growth measures the school will be using for the 2023-24 school year is: *Each year, the school’s median percent of Annual Typical Growth on the i-Ready assessment of all 3<sup>rd</sup> through 6<sup>th</sup> grade students will be equal to or greater than 100%.*

In its first year, the median percentage growth rate was 74% for the school. The first grade class had no one on grade level at the beginning of the year. By year end, 10% were two or more grade levels below in math and over 50% of students had met or exceeded their typical growth ranging from 100 - 253%.



The school’s aim was to have students who scored two or more grade levels behind in the fall reach a 110% growth rate by Spring. The school did not meet this goal. The median typical growth was 68% for students who were two or more grade levels behind in math.

**ADDITIONAL CONTEXT AND EVIDENCE**

Overall, the school is mostly satisfied with these “baseline” results for year one. These will be good comparison numbers to use as the school expands enrollment and improves on curriculum implementation. The 2023-24 school year will also give the school a baseline comparison when third grade takes the New York State Math exam this year.

**ACTION PLAN**

Trends from the iReady diagnostic results will be used to determine Tier 1 goals for each grade level. Teachers will use these Tier 1 goals to inform their instruction and help them determine learning targets moving forward. Data from iReady diagnostics will also be used for identifying groups of students who are not meeting grade level expectations and have similar instructional needs. After a goal is determined for each group, classroom teachers will be responsible for providing these groups of students with Tier 2 interventions. These students will be progress monitored and adjustments will be made to instructional plans as needed.

Students will also be given mathematics screeners to determine their skill level and conceptual understanding of prerequisite mathematics standards. The results of these screeners will be compared with students’ iReady diagnostic results to further reveal trends. The data collected from these screeners will serve as another point of data in determining students’ academic needs.

Genesee Community Charter School - Flour City Campus

## GOAL 3: SCIENCE

### Goal 3: Science

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

#### BACKGROUND

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 understanding 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. In its first year, the school chose to adopt the EL Education Literacy Modules that align to Social Studies and Science standards as a way to drive purpose and agency among these disciplines through the form of an Expedition. Therefore, the teachers used the EL Education Modules as an anchor for developing expeditions for their first year of curriculum planning. Expeditions and Modules are assessed based on skills and content taught during the twelve week in-depth unit of study. The results of these assessments are reported to families during each marking period.

#### METHOD

Science assessments are embedded into expeditions and are created based on New York State Standards (and in preparation for the New York State Science Exam that will be administered in fifth grade). These assessments are built from the EL Education ELA Modules and enhanced to include additional social studies and science standards aligned to the unit

#### RESULTS AND EVALUATION

Genesee Community Charter School - Flour City Campus focused its attention on collecting valid assessment data for both literacy and mathematics in its first year. However, assessment data was collected and shared in progress reports for the other disciplines including science. For example, in the Spring of 2023, second grade focused their expedition on frog adaptations within each world biome. For example, each student was assessed on the following learning target: *I can conduct research on a specific type of frog.* This target aligns to NYS 2LS4-1 regarding diversity of life in Genesee Community Charter School - Flour City Campus

different habitats as well as W2.7 on conducting shared research projects. In analyzing academic achievement within this target, the School found that 28% of students were either accomplished or advanced in achieving this goal.

**ADDITIONAL CONTEXT AND EVIDENCE**

This section will be more closely monitored as the school expands enrollment. However, the Director of Curriculum and Instruction is working closely with School Leaders to formalize assessments and regular progress monitoring techniques so that the school can clearly identify trends and gaps in this area.

**ACTION PLAN**

In the Spring of 2023, the staff attended professional development where the Director of Curriculum and instruction unveiled the new Elementary Level Science investigations provided by New York State Education Department that need to be embedded into teacher’s instruction so students have more concentrated support in scaffolding to the New York State Science exam in fifth grade. Teachers conducted a crosswalk of these investigations with the curriculum framework to ensure that they would be purposeful and aligned to the content. The Director of Curriculum and Instruction will continue to hold teachers accountable to these investigations during expedition planning and through instructional coaching.

This fall, all staff were engaged in Professional Development that aligned with the concept of identifying the natural phenomena that occurs in our world and analyzing how we know what we know as scientific researchers. These “big ideas” will continue to be revisited throughout the school year as teachers plan for each expedition during whole staff professional development and during instructional coaching. The Director of Curriculum and Instruction will also be evaluating expedition plans and conducting walkthroughs to find evidence of cross cutting science skills such as authentic research and the scientific method.

**GOAL 4: ESSA**

**Goal 4: ESSA**

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

**Goal 4: Absolute Measure**

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

RESULTS AND EVALUATION

The school has just completed its first year and therefore does not have an accountability status from New York State yet.

Accountability Status by Year

Year	Status
2020-21	N/A
2021-22	N/A
2022-23	N/A



**GENESEE COMMUNITY CHARTER SCHOOL**

**FINANCIAL STATEMENTS**

**June 30, 2023**





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## INDEPENDENT AUDITORS' REPORT

To The Board of Trustees  
Genesee Community Charter School  
Rochester, New York

### Opinion

We have audited the accompanying financial statements of Genesee Community Charter School (a New York State nonprofit organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

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, 2023, and the changes in net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Genesee Community Charter School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.



In preparing the financial statements, management is required to evaluate whether there are conditions or events considered in the aggregate, that raise substantial doubt about Genesee Community Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

### **Auditors' Responsibilities for the Audit of the Financial Statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance, and therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements, including omissions, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Genesee Community Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Genesee Community Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

## **Report on Summarized Comparative Information**

We have previously audited Genesee Community Charter School's 2022 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 19, 2022. In our opinion, the summarized comparative information presented herein, as of and for the year ended June 30, 2022 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, 2023 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Genesee Community Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Genesee Community Charter School's internal control over financial reporting and compliance.



Heveron & Company CPAs

Rochester, New York

October 19, 2023

**GENESEE COMMUNITY CHARTER SCHOOL**  
**STATEMENTS OF FINANCIAL POSITION**  
**June 30, 2023 and 2022**

**ASSETS**

	<u>2023</u>	<u>2022</u>
<u>Current Assets</u>		
Cash and Cash Equivalents	\$ 38,632	\$ 97,512
Accounts Receivable	58,936	50,142
Due from Flour City Campus	5,836	387,870
Pledges and Grants Receivable	196,383	145,741
Prepaid Expenses	<u>75,362</u>	<u>93,088</u>
Total Current Assets	<u>375,149</u>	<u>774,353</u>
<u>Fixed Assets</u>		
Leasehold Improvements and Equipment, Net	<u>302,410</u>	<u>431,613</u>
<u>Other Assets</u>		
Investments	1,024,403	959,621
Restricted Cash - Escrow Account	100,194	100,129
Right-of-Use-Assets - Operating Leases	381,109	-
Deposits	<u>3,478</u>	<u>3,478</u>
Total Other Assets	<u>1,509,184</u>	<u>1,063,228</u>
TOTAL ASSETS	<u>\$ 2,186,743</u>	<u>\$ 2,269,194</u>

## LIABILITIES AND NET ASSETS

	2023	2022
<u>Current Liabilities</u>		
Accounts Payable	\$ 65,939	\$ 49,292
Accrued Payroll	276,738	284,432
Accrued Liabilities	222,309	231,927
Deferred Revenue	9,332	-
Current Portion of Operating Lease Liabilities	262,565	-
Line of Credit	-	141,417
Total Current Liabilities	836,883	707,068
<u>Long-Term Liabilities</u>		
Operating Lease Liabilities, Net of Current Portion	125,969	-
Total Long-Term Liabilities	125,969	-
Total Liabilities	962,852	707,068
<u>Net Assets</u>		
Net Assets Without Donor Restrictions:		
Undesignated	373,891	926,719
Designated by the Board	850,000	635,407
Total Net Assets Without Donor Restrictions	1,223,891	1,562,126
Total Net Assets	1,223,891	1,562,126
TOTAL LIABILITIES AND NET ASSETS	\$ 2,186,743	\$ 2,269,194

See Accompanying Notes to Financial Statements.

**GENESEE COMMUNITY CHARTER SCHOOL**  
**STATEMENTS OF ACTIVITIES**  
**For The Years Ended June 30, 2023 and 2022**

	2023	2022
<u>Revenues, Gains and Other Support:</u>		
Public School District:		
Resident Student Enrollment	\$ 2,973,988	\$ 2,933,584
Federal Grants	282,849	377,835
In Kind State Grants	17,208	15,479
Contributions	15,878	17,933
Food Service Fees	129,537	112,468
Field Study Fees	29,421	50,835
Other Income	2,926	4,614
Interest/Dividends Income	21,451	25,057
Net Investment Returns	43,406	(129,409)
Total Revenues, Gains, and Other Support	3,516,664	3,408,396
<u>Expenses:</u>		
<u>Program Services:</u>		
Regular Education	3,079,880	3,028,223
Special Education	77,607	93,872
Food Services	144,323	123,806
Total Program Services Expense	3,301,810	3,245,901
<u>Supporting Services:</u>		
Management and General	553,089	517,675
Total Expenses	3,854,899	3,763,576
Change in Net Assets	(338,235)	(355,180)
Net Assets - Beginning of Year	1,562,126	1,917,306
Net Assets - End of Year	\$ 1,223,891	\$ 1,562,126

See Accompanying Notes to Financial Statements.

**GENESEE COMMUNITY CHARTER SCHOOL  
STATEMENT OF FUNCTIONAL EXPENSES**

**For The Year Ended June 30, 2023**

**(With Comparative Totals For The Year Ended June 30, 2022)**

	No. of Positions	Program Services			Management and General	Totals	
		Regular Education	Special Education	Food Services		2023	2022
Personnel Services Costs							
Instructional Personnel	28	\$ 1,505,819	\$ -	\$ -	\$ -	\$ 1,505,819	\$ 1,535,983
Administrative Staff Personnel	3	28,376	45,500	-	262,531	336,407	389,399
Non-Instructional Personnel	<u>3</u>	<u>83,000</u>	<u>-</u>	<u>14,178</u>	<u>-</u>	<u>97,178</u>	<u>127,429</u>
Total Salaries	34	1,617,195	45,500	14,178	262,531	1,939,404	2,052,811
Employee Benefits and Payroll Taxes		406,010	16,380	1,276	60,987	484,653	460,612
Retirement Expense		<u>127,501</u>	<u>-</u>	<u>-</u>	<u>56,008</u>	<u>183,509</u>	<u>185,363</u>
Total Personnel Services		2,150,706	61,880	15,454	379,526	2,607,566	2,698,786
Rent		261,228	8,518	2,839	11,358	283,943	207,900
Other Purchased Services		55,812	-	-	97,049	152,861	154,936
Student Services		150,693	-	-	-	150,693	112,072
Depreciation and Amortization		125,328	3,876	-	-	129,204	130,247
Food Service		-	-	124,919	-	124,919	106,270
Technology		94,854	-	-	-	94,854	26,269
Office Expense		56,314	-	-	13,921	70,235	55,369
Repairs and Maintenance		58,372	1,903	634	2,538	63,447	61,298
Staff Development		49,437	-	-	-	49,437	89,212
Insurance		43,840	1,430	477	1,906	47,653	45,090
Supplies and Materials		33,296	-	-	-	33,296	44,909
Legal		-	-	-	30,336	30,336	17,300
Accounting and Auditing Fees		-	-	-	12,425	12,425	11,950
Interest Expense		-	-	-	4,030	4,030	1,968
Total Expenses		<u>\$ 3,079,880</u>	<u>\$ 77,607</u>	<u>\$ 144,323</u>	<u>\$ 553,089</u>	<u>\$ 3,854,899</u>	<u>\$ 3,763,576</u>

See Accompanying Notes to Financial Statements.



**GENESEE COMMUNITY CHARTER SCHOOL**  
**STATEMENTS OF CASH FLOWS**  
**For The Years Ended June 30, 2023 and 2022**

	<u>2023</u>	<u>2022</u>
<u>Cash Flows From Operating Activities</u>		
Receipts from School Districts	\$ 2,949,107	\$ 2,899,451
Receipts from Food Service	154,956	101,755
Grants	232,207	343,155
Other Sources	53,797	75,331
Contributions	15,878	17,933
Payments for Bank for Interest	(4,030)	(1,968)
Payments to Vendors for Goods and Services Rendered	(1,055,093)	(912,141)
Payments to Charter School Personnel for Services Rendered	<u>(2,624,880)</u>	<u>(2,646,671)</u>
Net Cash Flows Provided/(Used) By Operating Activities	<u>(278,058)</u>	<u>(123,155)</u>
<u>Cash Flows From Investing Activities</u>		
(Increase)/Decrease in Other Receivables	382,034	(387,870)
Purchase of Fixed Assets	-	(5,397)
Proceeds from Sale of Investments	-	214,593
Purchase of Investments	<u>(21,374)</u>	<u>(25,039)</u>
Net Cash Flows Provided/(Used) By Investing Activities	<u>360,660</u>	<u>(203,713)</u>
<u>Cash Flows From Financing Activities</u>		
Proceeds from Line of Credit	-	192,201
Payments on Line of Credit	<u>(141,417)</u>	<u>(50,784)</u>
Net Cash Flows Provided/(Used) By Financing Activities	<u>(141,417)</u>	<u>141,417</u>
Net Increase/(Decrease) in Cash, Cash Equivalents, and Restricted Cash	(58,815)	(185,451)
Cash and Cash Equivalents, and Restricted Cash - Beginning of Year	<u>197,641</u>	<u>383,092</u>
Cash and Cash Equivalents, and Restricted Cash - End of Year	<u>\$ 138,826</u>	<u>\$ 197,641</u>

**GENESEE COMMUNITY CHARTER SCHOOL**  
**STATEMENTS OF CASH FLOWS**  
**For The Years Ended June 30, 2023 and 2022**  
**(Continued)**

	2023	2022
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Change in Net Assets	\$ (338,235)	\$ (355,180)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	129,204	130,247
Net Investment Returns	(43,406)	129,409
(Increase)/Decrease In:		
Accounts Receivable	(8,797)	(17,417)
Pledges and Grants Receivable	(50,642)	(45,393)
Prepaid Expenses	17,726	(32,686)
Operating Lease Asset	222,589	-
Increase/(Decrease) In:		
Accounts Payable	16,647	22,892
Accrued Payroll	(7,694)	1,529
Accrued Liabilities	(9,618)	48,619
Deferred Revenue	9,332	(5,175)
Operating Lease Liability	(215,164)	-
Net Cash Flows Provided/(Used) By Operating Activities	\$ (278,058)	\$ (123,155)

See Accompanying Notes to Financial Statements.

**GENESEE COMMUNITY CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**

**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 Resident Student Enrollment fees from the Rochester City School District and a few other surrounding school districts. The School also receives federal and state grants, contributions, and other income.

The main programs of the School are as follows:

**REGULAR EDUCATION:** The School curriculum is organized around six historical time periods - Prehistory, First Peoples of the Americas/Explorers, Settlement and Colonial Life, 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, 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, 2023**

**(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 net assets. See Note 2 for more information.

*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, 2023 and 2022.

Deferred Revenue

Deferred revenue represents funds received related to the next school year.

**GENESEE COMMUNITY CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**  
**(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 statement of financial position.

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.

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, 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, 2023 and 2022.

Reclassifications

Certain account balances as of June 30, 2022 have been reclassified to conform with the presentation as of June 30, 2023.

**GENESEE COMMUNITY CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023  
(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.

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, 2022 from which the summarized information was derived.

**GENESEE COMMUNITY CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2023**  
**(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, 2023 and 2022 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.

In-kind Contributions

Contributed nonfinancial assets may include donated professional services, donated equipment, and other in-kind contributions which are recorded at the respective fair values of the goods or services received. Contributed goods and services are recorded at fair value at the date of donation. The School does not sell donated gifts-in-kind. See Note 9 for contributions of such goods or services received during the years ended December 31, 2023 and 2022.

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 \$5,000 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>2023</u>	<u>2022</u>
Leasehold Improvements	\$ 2,020,999	\$ 2,020,999
Equipment	362,025	362,025
Less: Accumulated Depreciation and Amortization	<u>(2,080,614)</u>	<u>(1,951,411)</u>
Leasehold Improvements and Equipment, Net	<u>\$ 302,410</u>	<u>\$ 431,613</u>

**GENESEE COMMUNITY CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

**(Continued)**

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**  
**(Continued)**

Fixed Assets (Continued)

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 \$129,204 and \$130,247 for the years ended June 30, 2023 and 2022, respectively.

Advertising

Advertising costs are expensed as incurred.

Recent Accounting Pronouncements

In September 2020, FASB issued ASU 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*. ASU 2020-07 requires the presentation of contributed nonfinancial assets as a separate line item in the statement of activities, apart from contributions of cash and other financial assets. The main difference between the guidance in ASU 2020-07 and previous GAAP is the disclosure of a disaggregation of the amount of contributed nonfinancial assets, qualitative information about whether the contributed nonfinancial assets were either monetized or utilized during the period, the School's policy about monetizing rather than utilizing the assets, a description of any donor-imposed restrictions associated with the assets, a description of the valuation techniques used, and the principal market used to arrive at a fair value measurement. During the year ended June 30, 2022 the School adopted ASU 2020-07 for its contributed nonfinancial assets. This adoption was applied on a retrospective basis.

In February 2016, FASB issued ASU 2016-02, *Leases (Topic 842)*. ASU 2016-02 requires the recognition of lease assets and lease liabilities by lessees for those leases currently classified as operating leases and makes certain changes to the accounting for lease expenses. The main difference between the guidance in ASU 2016-02 and current GAAP is the recognition of lease assets and lease liabilities by lessees for those leases classified as operating leases under current GAAP. During the year ended June 30, 2023 the School adopted ASU 2016-02 for its leasing arrangements, along with the practical expedient, which allows modifications of contracts to be applied at the time of adoption. As a result of implementing ASU No. 2016-02, the School recognized right-of-use assets and lease liabilities totaling \$603,699 in its statements of financial position.



**GENESEE COMMUNITY CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023  
(Continued)**

**NOTE 2 - BOARD-DESIGNATED NET ASSETS**

As of June 30, 2023 and 2022, the board-designated net assets included \$100,000 to be held in an escrow account in case of a future dissolution as required by the New York State Department of Education.

In addition, as of June 30, 2023 and 2022, the board-designated net assets included \$750,000 and \$535,407 to assist with a new charter school that will be a replication of their existing school, respectively.

**NOTE 3 - 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 statement of financial position date to meet general expenditures:

	2023	2022
Cash and cash equivalents	\$ 38,632	\$ 97,512
Accounts receivable	58,936	50,142
Other receivables	5,836	387,870
Pledges and grants receivable	196,383	145,741
	\$ 299,787	\$ 681,265

Resident Student Enrollment fees are received throughout the school year to provide additional funds for general expenditures. The School also has a line of credit of \$200,000 available if needed.

**NOTE 4 - 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 was nothing outstanding at June 30, 2023 and \$141,417 outstanding at June 30, 2022.

**GENESEE COMMUNITY CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

**(Continued)**

**NOTE 5 - 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:

	<u>2023</u>	<u>2022</u>
Checking	\$ 25,824	\$ 86,827
Money Market	<u>12,808</u>	<u>10,685</u>
Total Cash and Cash Equivalents	38,632	97,512
Restricted Cash - Escrow	<u>100,194</u>	<u>100,129</u>
Total Cash and Cash Equivalents, and Restricted Cash	<u>\$ 138,826</u>	<u>\$ 197,641</u>

**NOTE 6 - 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>2023</u>	<u>2022</u>
Mutual Funds - Equities	\$ 450,918	\$ 391,642
Mutual Funds - Bonds	<u>573,485</u>	<u>567,979</u>
Total	<u>\$ 1,024,403</u>	<u>\$ 959,621</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.

**GENESEE COMMUNITY CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

**(Continued)**

**NOTE 7 - LEASES**

The School determines if an arrangement is or contains a lease at inception. Leases are included in right-of-use (ROU) assets and lease liabilities in the statements of financial position. ROU assets and lease liabilities reflect the present value of the future minimum lease payments over the lease term, and ROU assets also include prepaid or accrued rent. Operating lease expense is recognized on a straight-line basis over the lease term. The School does not report ROU assets and lease liabilities for its immaterial or short-term leases (leases with a term of 12 months or less). Instead, the lease payments of those leases are reported as lease expense on a straight-line basis over the lease term.

The School evaluated current contracts to determine which met the criteria of a lease. The ROU assets represent the School's right to use underlying assets for the lease term, and the lease liabilities represent the School's obligation to make lease payments arising from these leases. The ROU assets and lease liabilities, all of which arise from operating leases, were calculated based on the present value of future lease payments over the lease terms. The School has made an accounting policy election to use a risk-free rate in lieu of its incremental borrowing rate to discount future lease payments.

The School's operating leases consist of a real estate lease for school operations through August 2024 and an equipment lease for a copier through April 2028.

The following summarizes the weighted average remaining lease term and discount rate as of June 30, 2023:

<u>Weighted Average Remaining Lease Term</u>	
Operating leases	2.5 years
 <u>Weighted Average Discount Rate</u>	
Operating leases	3.2%

Future maturities of lease liabilities are presented in the following table, for the years ending June 30:

2024	\$ 276,164
2025	35,665
2026	35,665
2027	35,665
2028	<u>29,721</u>
Total Lease Payments	412,880
Less Present Value Discount	<u>(24,346)</u>
Total Lease Obligations	<u><u>\$ 388,534</u></u>

**GENESEE COMMUNITY CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

**(Continued)**

**NOTE 7 - LEASES (Continued)**

The following summarizes the line items in the statements of activities which include the components of lease expense for the year ended June 30, 2023:

Operating lease expense included in program services expenses	\$ 229,457
Operating lease expense included in management and general expenses	<u>9,561</u>
Total operating lease costs	<u><u>\$ 239,018</u></u>

Supplemental Disclosures of Non-Cash Investing and Financing Activities

The following summarizes cash flow information related to leases for the year ended June 30, 2023:

Cash paid for amounts included in the measurement of lease liabilities:	
Operating cash flows from operating leases	\$ 231,594
Lease assets obtained in exchange for lease obligations:	
Operating leases	\$ 603,699

**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.

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, 2023 and 2022 were 10.29% and 9.80%, respectively.

**GENESEE COMMUNITY CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023  
(Continued)**

**NOTE 9 - PENSION EXPENSE (Continued)**

The retirement contribution expense totaled \$183,509 and \$186,358 for the years ended June 30, 2023 and 2022, 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, 2023 and 2022.

**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, 2023 and 2022 was \$17,208 and \$15,479, respectively.

**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, 2023 and 2022, approximately 95 and 160 families provided 1,975 and 4,925 hours of service, respectively. There were also 14 board members who donated 365 hours during the years ended June 30, 2023 and 2022. Volunteers help with many tasks at the School such as serving meals, chaperoning field studies, preparing classroom materials, and serving on the board.

**GENESEE COMMUNITY CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2023**

**(Continued)**

**NOTE 11 - SUBSEQUENT EVENTS**

Subsequent events have been evaluated through October 19, 2023, which is the date the statements were available for issuance.

**GENESEE COMMUNITY CHARTER SCHOOL**

**SUPPLEMENTARY INFORMATION**

**For the Year Ended June 30, 2023**



**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  
Rochester, New York

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 statement of financial position as of June 30, 2023, 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, 2023.

**Report on 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) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of 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.

### **Report on 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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

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



Heveron & Company CPAs

Rochester, New York

October 19, 2023

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Michele Hannagan

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**Name of Charter School Education Corporation:**

Genesee Community Charter School - Flour City Campus

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

President

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

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

Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

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

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

**None**

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

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

**Business Telephone:**

[Redacted]

**Business Address:**

[Redacted]

**E-mail Address:**

[Redacted]

**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

[Redacted]

6/8/2023

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Allison Shultes

**Name of Charter School Education Corporation:**

Genesee Community Charter School - Flour City  
Campus

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary  
RMSC Rep  
Community Rep.

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

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

Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

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

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

**None**

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

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[Redacted]

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[Redacted]

**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

[Redacted]

**Signature**

**Date**

6/8/2023

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Annemarie E Wess

---

**Name of Charter School Education Corporation:**

Genesee Community Charter School

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Community member, Personnel Committee member, Nominating Committee member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

N/A



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

N/A

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

Yes  No

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

N/A





6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

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



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

None

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



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

**Business Telephone:**

N/A

---

**Business Address:**

N/A

---

**E-mail Address:**

[REDACTED]

---

**Home Telephone:**

[REDACTED]

---

**Home Address:**

[REDACTED]

---

[REDACTED]

7/15/23

---

**Signature**

**Date**

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*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Tasha Y. Stevens

**Name of Charter School Education Corporation:**

Genesee Community Charter School - Flour City Campus

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Community representative  
Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

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

Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

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

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

None

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

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**Business Telephone:**

---

**Business Address:**

---

**E-mail Address:**

[Redacted]

**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

[Handwritten signature over redacted area]

**Signature**

*June 8, 2023*

**Date**

Acceptable signature formats include:

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*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

Trustee Name:

Kevin Sutherland

Name of Charter School Education Corporation:

Genesee Community Charter School - Flower City

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

**Treasurer**

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

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

Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

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



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

None

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

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**Business Telephone:**

[Redacted]

**Business Address:**

[Redacted]

**E-mail Address:**

[Redacted]

**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

[Redacted Signature]

6/8/23

Signature

Date

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*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Jessica Winterhalt Wanner

**Name of Charter School Education Corporation:**

Genesee Community Charter Flour City

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

parent rep

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

mother of 2 students  
Greyson + Lucia Wanner

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

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

Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

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

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

**None**

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

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**Business Telephone:**

W/A

**Business Address:**

W/A

**E-mail Address:**

[Redacted]

**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

**Signature**

[Redacted Signature]

**Date**

6/12/23

Acceptable signature formats include:

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*last revised 04/2022*







# Genesee Community Charter School

## 2023-2024 FINAL Calendar

Approved June, 2023

August 2023 <small>2 days, 8 hours</small>				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30*	31*	

September 2023 <small>20 days, 112 hours</small>				
M	T	W	Th	F
				1*
4	5*	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023 <small>21 days, 114 hours</small>				
M	T	W	Th	F
				6
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2023 <small>16 days, 90 hours</small>				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2023 <small>14 days, 77.5 hours</small>				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

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

School Hours:  
M, T, Th, F: 7:45 am - 2:45 pm  
W: 7:45 am - 12:45 pm

Number of  
Instructional Days: 181  
988.5 Instructional Hours

1 Emergency Day

Additional Emergency Make Up Days:  
3/29, 4/8, 5/24, 6/20, 6/21

January 2024 <small>21 days, 118.5 hours</small>				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2024 <small>14 days, 79.5 hours</small>				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March 2024 <small>20 days, 114 hours</small>				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2024 <small>16 days, 91.5 hours</small>				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024 <small>21 days, 118.5 hours</small>				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2024 <small>12 days, 65 hours</small>				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

### August

- 7-29 Professional Development
- 28 Open House & Activities Fair
- 30 First Day of School for Gr 1-6 Kindergarten Screenings
- 30-31 12:45pm Dismissal (No buses) Kindergarten Screenings

### September

- 1 12:45pm Dismissal (No buses) Kindergarten Screenings
- 4 Labor Day (School Closed)
- 5 Kindergarten Orientation (no buses)
- 6 First Full Day for Kindergarten

### October

- 6 Professional Development
- 9 Indigenous People's Day (School Closed)

### November

- 10 Veteran's Day (Observed)
- 20-21 Professional Development
- 22-24 Thanksgiving Recess
- 27-30 Exhibition Night Week

### December

- 12 Family Conferences 11:45 am Dismissal (No Lunch)
- 21-29 Winter Recess

### January

- 1 Winter Recess
- 15 Martin Luther King Day (School Closed)

### February

- 7 Student Led Conferences 1pm - 5 pm
- 8 Student Led Conferences (Appointment ONLY)
- 15-16 Professional Development
- 19-23 February Recess

### March

- 11-15 Exhibition Night Week
- 29 Professional Development

### April

- 1-5 Spring Recess
- 8 Solar Eclipse (School Closed)

### May

- 24 Professional Development
- 27 Memorial Day (No School)

### June

- 6 Family Conferences 11:45 am Dismissal (No Lunch)
- 10-14 Exhibition Night Week
- 18 Last Day for Students 11:30 Dismissal
- 19 Juneteenth (No School)
- 20-21 Professional Development

Staff Only/No Students	School is Closed	Half Day for Conferences
First Day of School	Last Day Of School	Student-Led Conference Day



**Part I: General Information and Fire/Life Safety History**

---

Inspection Date 9/14/22

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

---

**1. Please indicate the primary use of this facility:**

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

Please Specify:

- PUBLIC LIBRARY
- STORAGE
- VACANT

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

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

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

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

- Public owned
- School owned
- Other

Please Specify:

ROC Goodman, LLC

4. Indicate the ownership of this facility

- Leased
- Owned

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

Name \*

ROC Goodman LLC

Address \*

550 Latona Rd. Bldg. E Suite 501

Rochester, NY 14626

Telephone # \*



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

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

Name \*

Address \*

Telephone # \*

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

nearest whole ten feet: 47,900 → our leased space is approx. 13,000 sq. ft.

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

**8. FIRE AND EMERGENCY DRILLS**

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

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

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

*\* New School -  
Future Dates  
Listed*

**FIRE & EMERGENCY DRILLS**

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

	Date	Evacuation	Lockdown
1	9/20/22	<input checked="" type="radio"/>	<input type="radio"/>
2	9/22/22	<input checked="" type="radio"/>	<input type="radio"/>
3	9/27/22	<input checked="" type="radio"/>	<input type="radio"/>
4	9/30/22	<input checked="" type="radio"/>	<input type="radio"/>
5	10/3/22	<input checked="" type="radio"/>	<input type="radio"/>
6	10/7/22	<input checked="" type="radio"/>	<input type="radio"/>
7	10/12/22	<input checked="" type="radio"/>	<input type="radio"/>
8	10/18/22	<input type="radio"/>	<input checked="" type="radio"/>
9	10/20/22	<input type="radio"/>	<input checked="" type="radio"/>
10	4/4/23	<input checked="" type="radio"/>	<input type="radio"/>
11	4/17/23	<input type="radio"/>	<input checked="" type="radio"/>
12	4/18/23	<input type="radio"/>	<input checked="" type="radio"/>

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

*This is a new school beginning September 2022. The above drills are scheduled for the 2022-23 school year.*

8d. Average time to evacuate facility was: \_\_\_\_\_ minutes

seconds

\* N/A New school  
this will go  
into effect for  
22-23  
school  
year.

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

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

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

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

a. If 'yes', indicate: Number of fires \_\_\_\_\_ Number of injuries \_\_\_\_\_ Total cost of property damage \_\_\_\_\_

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

School District Genesee Community Building Name Strong Hall  
 Facility # 261600861188 Charter School - Flour City Campus

Part II-A (to be completed for public schools only - except "Big 4")					Part II-B					Part II-B					Part II-B				
Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected	
01A-2					08A-2					13A-2					19E-1				
01B-1					08B-2					13B-2					19F-1				
01C-1					08C-2										19G-1				
01D-1					08D-2					14A-2					19H-2				
01E-1					08E-2					14B-2									
					09A-2					14C-2	1	9/14	12/15/22		20A-1				
02A-2					09B-2					14D-1					20B-1				
02B-1					09C-1	1	9/14	9/15		14E-1					20C-1				
02C-3					09D-1					15A-2					21A-3				
02D-1					09F-2					15B-1					22A-3				
02E-2					09G-2					15C-2					22B-3				
02F-3					10A-2					15D-2					22C-3				
02G-2					10B-2					15E-1					23A-1				
					10C-1					16A-2					23B-1				
03A-3					10D-1					16B-2	1	9/14	12/15/22		23C-1				
03B-1										16C-2					23D-2				
					11A-2					16D-2					24A-3				
04A-2					11B-1					17A-3					25A-1				
04B-2					11C-2					17B-2					25B-1				
04C-1					11D-2					17C-2					25C-1				
					11E-1					17D-2	1	02/15	12/15/22						
05A-3										17E-1					26A-3				
05B-2					12A-1					17F-3					If any additional non-conformances are observed, check item 26A-3 and list the Code section below.				
05C-2					12B-3					17G-1									
					12C-2					17H-2					Inspector The inspector has been provided with a copy of the previous year's school fire safety report: Yes _____ No _____				
06A-1					12D-2					17I-2									
06B-1					12E-1					17J-1									
06C-1					12F-1					17K-1									
06D-2					12G-1					17L-1									
06E-3					12H-1					18A-2									
06F-1					12I-1					18B-2									
06G-1					12J-1					18C-2									
06H-2					12K-1					18D-2									
					12L-1					19A-3									
07A-3					12M-1					19B-2									
07B-2					12N-1					19C-1									
07C-2					12O-2					19D-1									

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

**Initial Inspection:**

Fire Safety Inspector: Name EDWARD KUPPINGER  
 Date 9/14/2022

Registry # 1211 - 0305 (26E-4)

**Final Inspection (if required):**

Fire Safety Inspector: Name EDWARD KUPPINGER  
 Date 9/15/2022

Registry # 1211 - 0305 (26F-4)

@

12/15/2022

1211-0305



**Part III: Public School Certifications**


**Section III-A. Fire Inspector**

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

Name: EDWARD KUPPINGER Telephone #: (585) 428-8200

Title: FIRE MARSHAL / DEPUTY CHIEF Certification # 1211-805  
(as designated by the NYS Department of State)

Email: edward.kupinger@cityofrochester.gov

12/15/2022 

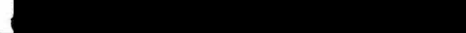
**Section III-B. Building Administrator or Designee**

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

The individual identified below certifies that this building inspection was conducted on this date 9-14-22 and can confirm the specific locations of any non-conformances (provide inspection date) identified within this report.

Name: Christine Farrell Telephone #: (585) 417-7020

Title: School Director Email: cfarrell@gccschool.org

Signature 


**Section III-C. School Superintendent**

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

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

Name: Shannon Hillman Telephone #: (585) 417-7020

Title: Executive Director

Email: shillman@gccschool.org Signature 



# City of Rochester

Fire Department  
185 Exchange Boulevard, Suite 669  
Rochester, New York 14614-2124  
www.cityofrochester.gov

Fire Marshal

September 15 2022

## Fire Safety Report Addendum:

Flour City Charter School is located in renovated space at the former Colgate Divinity School Campus, 1100 S. Goodman St Rochester NY 14626. The City of Rochester is the AHJ for this property. This area occupied by the school is undergoing a multiphase renovation project. Phase 1 is nearly complete. Both the City of Rochester Building Department and the Fire Marshal have inspected this property and have approved it for occupancy.

A NYS Fire and Building Safety inspection was conducted by Rochester Fire Department, Fire Marshal/Deputy Chief Edward Kuppinger (1211-0305), on 9/14/2022. This was a follow up inspection to a recent inspection conducted by Inspector George Leuzzi (0916-0231). Non-conformances were noted on the School Fire and Building Safety Report. All were minor and corrected previous to the 9/14 inspection or while on site. The exception being the storage of supplies in G56. Storage will be organized and an identified path to the egress doorway will be marked. This was re-inspected by the Fire Marshal's office on 9/15/2022 for compliance and has been corrected.

All fire protection systems are in place and operational. As the building is historical the windows cannot be configured or changed to meet the requirements of an 'egress window'. Therefore, each classroom space achieves the second means of egress by utilizing a second door from each classroom

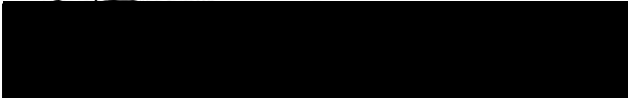
The City of Rochester, as the AHJ, has granted a conditional C of O as a K-6 School to Flour City Charter. There are 3 outstanding item to be addressed on the on this certificate. These include, Fire Rated door (Outside of G40), Fire Rated Window (G55) Widening of Hallway (G55A)

**The Fire Rated Door way is complete (Outside G40) *ok***

**The Widening of the Hallway is complete (G55) *ok***

The Fire Rated Window is waiting on the arrival of the window. The opening has been closed/covered/protected with drywall, drywall tape and drywall compound.

There remains a work area that falls into the scope of the Phase 2 of the renovations. This area (Identified as G55, G55A, G48 on submitted plans) is isolated and secured. There is no student or staff access. This area currently has code compliant fire protection systems in place. This work area has been inspected and no deficiencies other than those noted above from the City of Rochester Conditional C of O were observed.



Edward Kuppinger  
Fire Marshal/Deputy Fire Chief  
City of Rochester



University of the  
Education



State of New York  
Department

## CERTIFICATE OF OCCUPANCY

**VALID FOR FACILITY:**

#8-001 STRONG HALL - LEASED QUARTERS  
PHASE 1 = K THRU 2ND GRADE  
ROCHESTER, NEW YORK 14620

**Building ID:** 261600978001


**DISTRICT:**

GENESEE COMMUNITY CS-FLOUR CITY  
SHANNON HILLMAN  
1100 S GOODMAN ST  
ROCHESTER, NEW YORK 14620

**Issuance Date:** June 01, 2023

**Effective Date:** May 01, 2023

**Expiration Date:** May 01, 2024

  
Commissioner of Education

OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED