

Application: Renaissance Charter School

Rebekah Oakes - rebekahoakes@rencharter.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 26 2021

[Instructions](#)

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

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

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

RENAISSANCE CHARTER SCHOOL 343000860822

a1. Popular School Name

The Renaissance Charter School (TRCS)

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

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

NEW YORK CITY CHANCELLOR OF EDUCATION

c. DISTRICT / CSD OF LOCATION

CSD #30 - QUEENS

d. DATE OF INITIAL CHARTER

5/2000

e. DATE FIRST OPENED FOR INSTRUCTION

9/2000

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

MISSION STATEMENT

The organizing principle of The Renaissance Charter School (“Renaissance”) is global citizenship. The mission of Renaissance is best described by our motto, “Developing Leaders for the Renaissance of New York.” We seek to develop committed and capable youth who will usher forth a 21st Century renaissance in their respective families and communities. Renaissance students will be prepared to contribute to the building of a humanistic culture in the local fields of the business, arts & culture, government, health, and not-for-profit sectors.

The Renaissance Charter School is based on the conviction that a change in the destiny of a single individual can lead to a change in the destiny of a community, nation, and ultimately humankind. Its mission as a K-12 school is to foster educated, responsible, humanistic young leaders who will through their own personal growth spark a renaissance in New York. Its graduates will be global citizens with an abiding respect for peace, human rights, the environment, and sustainable development.

Towards accomplishing this goal Renaissance has built a culture of community, cooperation, and collaboration. In the small, village-like atmosphere, teachers team-teach, classes are arranged in clusters, and parents play a central role. Students stay with the same dedicated teachers for two years, providing stability and enabling each student to feel cared for and well-known. The school operates under a collaborative governance model in which all constituencies have a voice.

The spirit of leadership can be best transmitted through example. Renaissance staff members model collaborative leadership which is characterized by compassion and responsible dialogue. Through this process wise decision-making emerges. Renaissance is committed to graduating individuals who are competent, powerful thinkers, engaged citizens, and life-long learners who will create the renaissance of New York.

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

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

KDE 1	K-12 School (with an additional NYC Universal PK contract)
KDE 2	<p>COLLABORATIVE, DISTRIBUTED LEADERSHIP STYLE Renaissance believes in collaborative governance, while valuing and nurturing teachers and other administrative staff to become leaders in the school. The school strives to give each constituency a powerful voice, with opportunities to serve beyond the classroom as Teaching & Learning Coordinators, Cluster administrative leaders, serving on the Collaborative School Governance, Advisory and Student Government committees.</p>
KDE 3	<p>COLLEGE & CAREER READINESS Renaissance mandates participation in its college-bound program, as a for-credit class in 9th-12th grades. Students chart a four-year plan in the ninth grade that includes an online portfolio that helps establish a career plan, and an academic and community involvement portfolio that showcases internships, volunteerism, awards and other accomplishments. Rigorous writing and research preparation culminates in a research paper in senior year.</p>
KDE 4	<p>EXPERIENTIAL LEARNING Our curriculum has a three-tiered approach (1) core academics based on comprehensive and effective delivery of standard-based instruction; (2) project based learning; and (3) experiential learning. Our commitment to experiential learning is exemplified by “Rensizzle Week”-- five consecutive days when students and teachers actively explore a topic of interest in great depth, culminating in a final project.</p>
KDE 5	<p>COMMUNITY & EXTERNAL PARTNERSHIPS At Renaissance we believe that leaders are people who actively take action to better themselves and the world. The Leadership Program motivates students to find their own answers to two essential questions: how can I make the world a better place? and how do I want to contribute to the</p>

	<p>world? All students in 9th-12th grades are required to participate in a leadership, volunteer or internship program each semester of high school.</p>
KDE 6	<p>ENGAGED PARENTS Parents are included in Renaissance's collaborative governance style, as elected members of the Collaborative School Governance committee, parent representation on our Board of Trustees, and positions on hiring committees. The Administrator for School Culture and Family Engagement plans multiple parent forums and events throughout the year.</p>
KDE 7	<p>TIMELY ASSESSMENTS TO DRIVE INSTRUCTION Renaissance uses various interim assessments across the grades to inform teacher practice, using data principals learned from professional development providers Using Data Solutions, and Achievement Network. Regular ANET assessments are given in grades 2-10, mock Regents to HS students, NWEA K-8; in each case teachers gather to review the data that will inform their targeted instruction.</p>
KDE 8	<p>TARGETED READING INTERVENTION PROGRAM ("TRIP") With rigorous attention to benchmarking and Leveled Literacy supports, TRIP is a fluid guided reading class scheduled to accommodate K-8 ELA blocks at the same time across grade levels to allow for targeted reading support based on students' reading levels and needs. TRIP is designed to be fluid with students moving through reading groups until they reach their grade-appropriate level, when they join independent reading groups.</p>
KDE 9	<p>SOCIAL EMOTIONAL WELLNESS Students can only be successful academically and in life if they nurture their social-emotional wellness. At Renaissance, this is done through morning meetings, and advisories in grades 6-10, supported by the Heartfulness for Schools Program tools. We also have led and participated in federal grants related to youth mental health which allows for professional development for staff and programs to support students</p>

KDE 10

UNIQUE NYC DISTRICT 75 PARTNERSHIP
Renaissance has a long-standing partnership with PS 255 Queens, a District 75 School, that shares our building and whose students are main-streamed into our general education classrooms. District 75 provides the special education teacher, paraprofessionals and related service supports as indicated on the students' IEPs.

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

<https://rencharters.org/>

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

660

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

660

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

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

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

No, just one site.

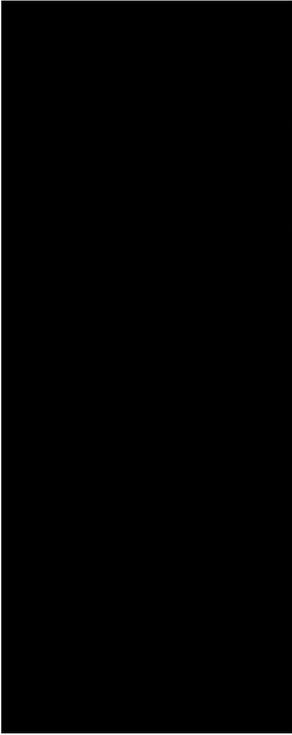
School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	35-59 81 Street, Jackson Heights, NY 11372	718-803-0060	NYC CSD 30	K-12	N/A

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Stacey Gauthier	917-930-6701		sgauthier@renaissancecharter.org
Operational Leader	Denise Hur	347-613-3590		denisehur@renaissancecharter.org
Compliance Contact	Denise Hur	347-613-3590		denisehur@renaissancecharter.org
Complaint Contact	Denise Hur	347-613-3590		rebekahoakes@renaissancecharter.org
DASA Coordinator	Suzanne Arnold	718-300-5462		suzannearnold@renaissancecharter.org
Phone Contact for After Hours Emergencies	Stacey Gauthier	917-930-6701		sgauthier@renaissancecharter.org

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	N/A	No	0	No	0	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, 2021.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in discipline or code of conduct policy	To include NYS Gun-free Safety Language in our Discipline plan.	pending	
2				
3				
4				
5				

More revisions to add?

No

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

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Rebekah Oakes
Position	Chief Development Officer
Phone/Extension	917-280-2636
Email	rebekahoakes@rencharter.org

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

Responses Selected:

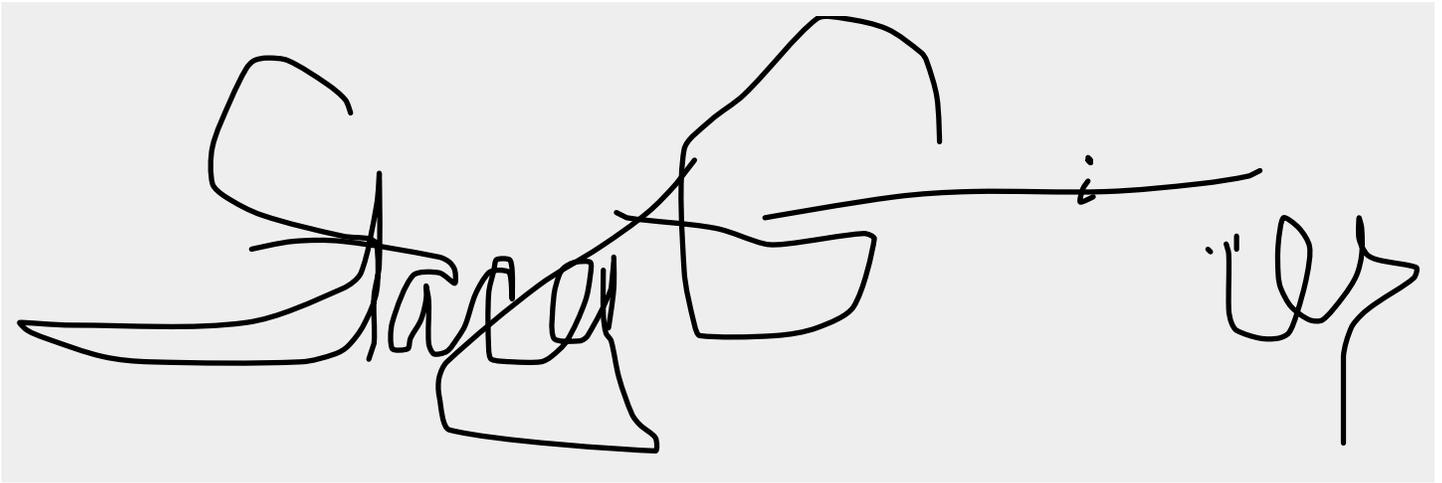
Yes

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

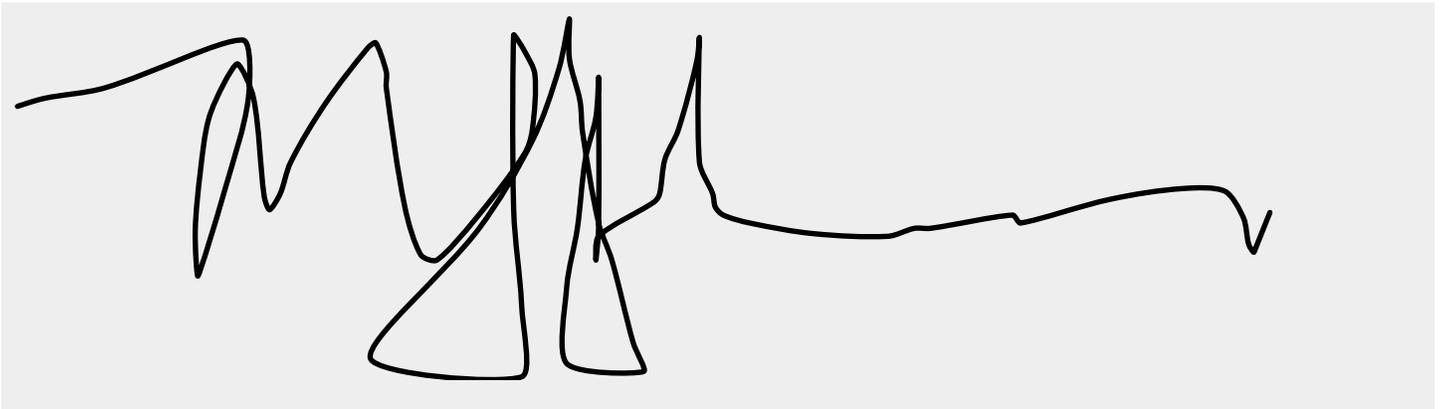
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large 'S' and ending with a vertical line.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, featuring several sharp peaks and a long horizontal tail.

Date

Jul 31 2021

Thank you.



Entry 3 Progress Toward Goals

Completed Oct 26 2021

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

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

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take
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		of Goal		to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	1. For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination meets or exceeds such percentage for the Community School District(s) (CSD) in which the school is located.	NYS ELA Exam	Unable to Assess	
Academic Goal 2	2. For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination meets or exceeds such percentage for New York City.	NYS ELA Exam	Unable to Assess	
Academic Goal 3	3. For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on	NYS Math Exam	Unable to Assess	

	the New York State Mathematics examination meets or exceeds such percentage for the Community School District(s) (CSD).			
Academic Goal 4	4. For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination meets or exceeds such percentage for New York City.	NYS Math Exam	Unable to Assess	
Academic Goal 5	5. For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward	ELA Regents Exam	Unable to Assess	

	<p>this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted.</p>			
Academic Goal 6	<p>6. For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they</p>	Math Regents Exam	Unable to Assess	

	<p>have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted.</p>			
Academic Goal 7	<p>7. For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only</p>	ELA Regents Exam	Unable to Assess	

English Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were classified as a student with a disability in ATS on 10/31 of any of the four cohort high school years.

8. For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A

<p>Academic Goal 8</p>	<p>student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were classified as a student with a disability in ATS on 10/31 of any of the four cohort high school years.</p>	<p>Math Regents Exam</p>	<p>Unable to Assess</p>	
	<p>9. For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or</p>			

<p>Academic Goal 9</p>	<p>Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.</p>	<p>ELA Regents Exam</p>	<p>Unable to Assess</p>	
	<p>10. For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at</p>			

<p>Academic Goal 10</p>	<p>least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.</p>	<p>Math Regents Exam</p>	<p>Unable to Assess</p>	
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2. Do have more academic goals to add?

Yes

2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11	11. For each year of the school's renewal charter term, at least 75% of students qualified for the Free or Reduced Price Lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they	ELA Regents Exam	Unable to Assess	

have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the Free or Reduced Price Lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.

12. For each year of the school's renewal charter term, at least 75% of students qualified for the Free or Reduced Price Lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I,

<p>Academic Goal 12</p>	<p>Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the Free or Reduced Price Lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.</p>	<p>Math Regents Exam</p>	<p>Unable to Assess</p>	
<p>Academic Goal 13</p>	<p>13. In each year of the charter term, the school will demonstrate increased</p>	<p>NYS ELA Exam</p>	<p>Unable to Assess</p>	<p>Growth Measures eliminated by</p>

	proficiency rates on the New York State ELA examination.			Executive Order
Academic Goal 14	14. In each year of the charter term, the school will demonstrate increased proficiency rates on the New York State Math examination.	NYS Math Exam	Unable to Assess	Growth Measures eliminated by Executive Order
Academic Goal 15	15. In each year of the charter term, the school will demonstrate increased pass rates on either the Comprehensive or Common Core English Regents Exam. This goal will be applicable if, for at least two consecutive years, six or more students take either exam.	ELA Regents Exam	Unable to Assess	Growth Measures eliminated by Executive Order
Academic Goal 16	16. In each year of the charter term, the school will demonstrate increased pass rates on either the Integrated Algebra or Common Core Algebra I Regents Exam. Goal will be applicable if six or more students take either exam,	Algebra Regents Exam	Unable to Assess	Growth Measures eliminated by Executive Order

	and the same exam meets that threshold for at least two consecutive years.			
Academic Goal 17	17. In each year of the charter term, the school will demonstrate increased pass rates on either the Geometry or Common Core Geometry Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.	Geometry Regents Exam	Unable to Assess	Growth Measures eliminated by Executive Order
Academic Goal 18	18. In each year of the charter term, the school will demonstrate increased pass rates on either the Algebra II/Trigonometry or Common Core Algebra II Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.	Algebra II Regents Exam	Unable to Assess	Growth Measures eliminated by Executive Order

Academic Goal 19	<p>19. In each year of the charter term, the school will demonstrate increased pass rates on at least one history Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.</p>	History Regents Exam	Unable to Assess	Growth Measures eliminated by Executive Order
Academic Goal 20	<p>20. In each year of the charter term, the school will demonstrate increased pass rates on at least one science Regents Exam. Goal will be applicable if six or more students take the same science Regents Exam in each year of the charter term, and the same exam meets that threshold for at least two consecutive years.</p>	Science Regents Exam	Unable to Assess	Growth Measures eliminated by Executive Order

3. Do have more academic goals to add?

Yes

2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment 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	21. Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term.	NYS ELA Exam	Unable to Assess	Growth Measures eliminated by Executive Order
	22. Where the school has an eligible subgroup population (deemed as six or more students) of students with			

Academic Goal 22	disabilities, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term.	NYS ELA Exam	Unable to Assess	Growth Measures eliminated by Executive Order
Academic Goal 23	23. Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the Free or Reduced Price Lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term.	NYS ELA Exam	Unable to Assess	Growth Measures eliminated by Executive Order
Academic Goal 24	24. Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate	NYS Math Exam	Unable to Assess	Growth Measures eliminated by

	<p>positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term.</p>			Executive Order
Academic Goal 25	<p>25. Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term.</p>	NYS Math Exam	Unable to Assess	Growth Measures eliminated by Executive Order
Academic Goal 26	<p>26. Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the Free or Reduced Price Lunch program, the school will demonstrate positive academic growth on New York State Math</p>	NYS Math Exam	Unable to Assess	Growth Measures eliminated by Executive Order

	<p>examination proficiency rates for that applicable population in each year of the charter term.</p>			
Academic Goal 27	<p>27. For each year of the school's renewal charter term, the school's 4-year graduation rate in June of each year as reported by NYSED will be at or above the citywide averages.</p>	4-year Graduation Rate in June	Met	<p>83%; unable to determine city-wide.</p> <p>After August Regents, the percentage increases to 91%</p>
Academic Goal 28	<p>28. For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for English language learners as reported by NYSED will be at or above the citywide averages.</p>	4-year Graduation Rate in June	Met	<p>80%; unable to determine city-wide</p>
Academic Goal 29	<p>29. For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for students with disabilities as reported by NYSED will be at or above the citywide averages.</p>	4-year Graduation Rate in June	Met	<p>86%; unable to determine city-wide</p>

Academic Goal 30	30. For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for students eligible for Free or Reduced Price Lunch as reported by NYSED will be at or above the citywide averages.	4-year Graduation Rate in June	Met	82%; unable to determine city-wide. After August Regents, the percentage increases to 89.7%.
Academic Goal 31	31. For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their first year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	Internal transcript data.	Met	85%
Academic Goal 32	32. For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their second year at the school accumulate 10 or more credits towards graduation as	Internal transcript data.	Not Met	70%. A robust, comprehensive tutoring, assessment and credit recovery program is in place for last year's 10th grade students who were unable to transition

	reported in the NYC DOE School Quality Report.			effectively to remote learning.
Academic Goal 33	33. For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their third year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	Internal transcript data.	Met	83%
Academic Goal 34				
Academic Goal 35				
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Academic Goal 62				

4. ORGANIZATION GOALS

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

2020-2021 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	34. Each year, the school self-reported average daily student attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	ATS / ES BOCES	Met	97.1%
	35. Each year, the retention rate will exceed the rate of the Community			

Org Goal 2	School District (CSD) of location. The retention rate for a given year is defined as the percentage of students enrolled in ATS on 10/31 of that year who are still enrolled in at the school in ATS on 10/31 the following school year, excluding terminating grades.	ATS / ES BOCES	Met	93%
Org Goal 3	36. Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for English language learners.	2021 NYSED CS Info Dashboard- Benchmark 9	Met	35% (We include Forever ELLs)
Org Goal 4	37. Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities.	ATS/ES BOCES; Targets from 2021 NYSED CS Info Dashboard- Benchmark 9	Met	16%
Org Goal 5	38. Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by	ATS/ES BOCES; Targets from 2021 NYSED CS Info	Met	76%

	the Board of Regents, for students eligible for the Free or Reduced Price Lunch program.	Dashboard-Benchmark 99		
Org Goal 6	39. (Org Goal 6) Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for English language learners.	ATS/ES BOCES; Targets from 2021 NYSED CS Info Dashboard-Benchmark 9	Met	96%
Org Goal 7	40. (Org Goal 7) Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students with disabilities.	ATS/ES BOCES; Targets from 2021 NYSED CS Info Dashboard-Benchmark 9	Met	89%
Org Goal 8	41. (Org Goal 8) Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students eligible for the Free or Reduced Price Lunch program.	2021 NYSED CS Info Dashboard-Benchmark 9	Met	93%

Org Goal 9	<p>45. (Org Goal 9) In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in positive responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of parents participate in the survey.</p>	NYC DOE Survey	Unable to Assess	<p>Unable to Determine - no city-wide averages; (We did achieve at least 50% participation)</p>
Org Goal 10	<p>46. (Org Goal 10) In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of staff that meets or exceeds citywide averages in positive responses (i.e., agree/strongly agree, likely/very likely). The school</p>	NYC DOE Survey	Unable to Assess	<p>Unable to Determine - no city-wide averages; (We did achieve at least 50% participation)</p>

	will only have met this goal if at least 50% of staff participate in the survey.			
Org Goal 11	47. (Org Goal 11) In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of students that meets or exceeds citywide averages in positive box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of students participate in the survey.	NYC DOE Survey	Unable to Assess	Unable to Determine - no city-wide averages; (We did achieve at least 50% participation)
Org Goal 12	48. (Org Goal 12) Throughout the course of the school's next charter term, 75 percent of each graduating senior class will have taken and passed three or more regents examinations, College Now STEM	HS Transcript Data	Met	

	courses and /or Advanced Placement examinations in science and / or mathematics.			
Org Goal 13	49. (Org Goal 13) Each year, 75 percent of 12th grade students will apply and be accepted to a post-secondary institution, college or university. This goal will be measured by a review of the school's roster of 12th grade students and their letters of acceptance or admission.	College and Career Office Data	Met	92%
	50. (Org Goal 14) The school will live			In keeping with our school's mission to develop leaders, TRCS offers students many opportunities to explore how they can make the world a better place and how they will contribute to the world as adults. In the elementary grades there is service learning through "Little Sizzle" activities and middle and high

Org Goal 14	its mission to develop leaders and global citizens by engaging 85 percent of students in service learning, social activism, leadership development and community-service activities by the end of their senior year.	College and Career Office Data	Met	school advisory—many advisories took on virtual campaigns to address social justice issues, such as neighborhood hunger. Elementary teachers continued to instill a service mentality in our younger students--channeling their energy and creativity into projects that supported our graduating seniors and neighborhood essential workers, with virtual art projects. HS Leadership programs continued remotely, and 96% of our seniors showed participation in service learning before graduation.
Org Goal 15	51. (Org Goal 15) The school will live its mission to develop leaders and global citizens, by ensuring that each cohort of students K-12 will engage in at least one experiential, project-based or community-service	School Partnership and Leadership	Met	All students enrolled in the HS Leadership program were able to continue with their leadership programs remotely this year. An average of 95.75% of the class of 2021 have

	<p>learning opportunity per year, through engaging with community and cultural partners or school-based interdisciplinary units.</p>	<p>Program Data</p>		<p>participated in leadership experiences over the course of their HS career; up to 85% had these experiences all 4 years of their HS career.</p>
<p>Org Goal 16</p>	<p>52. (Org Goal 16) The school will live its mission of distributed leadership and empowering teacher voice by having teacher representation on each of the Collaborative School Governance Committee and the Board of Trustees, and by supporting at least one of the following, each year of the charter: teacher-led cluster coordinator positions, grade team leaders or subject coaches, peer mentors or teachers leading and serving on committees to support school initiatives.</p>	<p>School Leadership Program Data</p>	<p>Met</p>	<p>Teacher leaders represented all clusters; a new School Culture Steering Committee was formed to embrace anti-bias and anti-racism in our school culture and curriculum. RTI teams, grade level data teams, student club and student government mentors and leaders maintained their work and collaboration in a remote setting.</p>
	<p>53. (Org Goal 17) The Collaborative School Governance</p>			

Org Goal 17	Committee, consisting of parents, students, teachers and staff will meet a minimum of 5 times a year to maintain the responsibility granted to them by the By-laws of the Board of Trustees, of monitoring the quality of instruction and quality of life at the school, and leading school-wide initiatives and school improvement efforts.	CSG Minutes and Attendance	Met	CSG met 6 times during the school year; focusing on Equity, Anti-Bias and Anti-Racism, working hand-in-hand with the School Culture Steering Committee. CSG maintained its enrollment with representatives from parents, teachers, administrative and support staff and students.
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2020-2021 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	42. (Fin Goal 1) In each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.	FY20 Certified Financial Audit	Met	
Financial Goal 2	43. (Fin Goal 2) Each year, the school will operate on a balanced budget. A budget will be considered "balanced" if revenues equal or exceed expenditures.	FY20 Certified Financial Audit	Met	
Financial Goal 3	44. (Fin Goal 3) Each year, the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS.	FY20 Certified Financial Audit	Met	
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed Oct 27 2021

Required of ALL Charter Schools

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

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

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

TRCS Fin Stmts 6-30-21 FINAL

Filename: TRCS Fin Stmts 6 30 21 FINAL.pdf Size: 597.0 kB

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

Incomplete

Instructions - Regents-Authorized Charter Schools ONLY

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

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

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

Entry 4c - Additional Financial Documents

Incomplete

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an

explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

Entry 4d - Financial Services Contact Information

Completed Jul 26 2021

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Denise Hur, Chief Financial Officer	[REDACTED]	[REDACTED]

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Joseph Albano, CPA Schall and Ashenfarb, CPA's, L.L.C.	[REDACTED]	[REDACTED]	6

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	Charter School Business Management Inc.	Lola Barbarash,	237 West 35th St., Suite 301, New York, NY 10001	[REDACTED]	[REDACTED]	6

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Jul 29 2021

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

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

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

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

[Final 2021-2022 ARBudget TRCS](#)

Filename: Final 2021 2022 ARBudget TRCS.xlsx **Size:** 37.1 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Oct 29 2021

Required of ALL Charter Schools by August 2

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

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation**

is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

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

[TRCS Board Disclosure Forms 2021](#)

Filename: TRCS Board Disclosure Forms 2021.pdf **Size:** 8.0 MB

Entry 7 BOT Membership Table

Completed Jul 26 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

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

Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
			Executiv					

1	Dr. Monte Joffe		Chair	e, Educational Support	Yes	5	5/1/2019	5/1/2024	12
2	Everett Boyd		Secretary	Executive	Yes	4	9/1/2020	9/1/2025	12
3	Stacey Gauthier		Other	Non-Voting Member ; Finance	No	5	7/1/2000	7/1/2025	12
4	Chester Hicks		Parent Rep	Finance	Yes	3	09/01/2021	09/01/2023	12
5	Raymond Johnson		Trustee/Member	Finance	Yes	3	6/1/2021	6/1/2023	12
6	Maggie Martinez-DeLuca		Trustee/Member	Educational Support	Yes	2	10/1/2021	10/1/2024	5 or less
7	Dr. Rachel Mandel		Trustee/Member		Yes	1	2/1/2016	2/1/2019	6
8	Conor T. McCoy		Trustee/Member		Yes	1	9/01/2016	9/1/2021	5 or less
9	Francine	Smith	Trustee/Member	Finance	Yes	4	9/1/2019	2/2/2021	6

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, 2021	8
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Completed Jul 26 2021

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

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

00

Filename: 00. 2020 2021 RCS BOT Minutes combined.pdf **Size:** 2.8 MB

Entry 9 Enrollment & Retention

Completed Jul 29 2021

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

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

Entry 9 Enrollment and Retention of Special Populations

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

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

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	In response to our high wait-list we added a third crucial 6th	

grade class. Recruitment of our special populations is an on-going, every day responsibility as we back-fill ever available seat. The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including economically disadvantaged students. RCS has an Admissions' Coordinator who also happens to be a resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators and the Administrator for School Culture and Family Engagement. At RCS, we have 24 home languages spoken, and our staff speak over 11 different languages. We have developed a reputation in the community for caring for and supporting special populations. The school also has 2 guidance counselors and a social worker to support our special needs students, and through a federal grant we were able to secure 2 mental health counselors and 1 mental health intern. Our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms.

We create a timeline for open houses, outreach and admissions each year, and last year held virtual open houses following our in-building schedule. They were very well attended.

Translation is available at our

Our plan is to fully re-open for in-person learning, and will hold in-person open houses as long as the health conditions in our community warrant it. However, our virtual open-houses and open parent town-halls were extremely popular last year, and we will most likely continue to offer that as an option to parents in the future.

RCS, as a long-standing school, is an integral part of our community and school district. We regularly participate in events beyond our school and have staff and family "ambassadors" who promote our school to those with whom they have connections.

RCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations' boards and membership rosters. We utilize these relationships to help us to grow our ties to the community-at-large.

Economically Disadvantaged

open houses. Last school year we held two virtual high school open houses and three PK-8 open houses, and participated in a virtual charter school fair. We continued to respond to inquiries and made outreach through virtual parent meetings and postings on neighborhood listserves.

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TRCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations’ boards and membership rosters. We utilize these relationships to help us to grow our ties to the community-at-large. In addition, RCS has long been known for our strong ties with our elected representatives. While the building was closed last year and they could not hold in-person events, our representatives involve our school community frequently, working with us on community matters and connecting us with people in the community. Our principal Stacey Gauthier and other staff have been asked to sit on committees and support various projects that

RCS has long been known for our strong ties with our elected representatives. They are in our school frequently, hold events in our building, work with us on community matters and connect us with people in the community.

RCS’ materials are posted on our website and distributed widely as described above. We have personal relationships with administrators from the schools in our district, for those families looking for an alternative to their neighborhood district school.

We have a long-time partnership with 82nd Street Academics, a community-based after-school and UPK organization, and we regularly supply admissions information to their parents, which will continue virtually or in-person.

We participate in The New York City Charter School’s Common Application and also translate our admissions’ information into Spanish, Mandarin, Bengali and Urdu. RCS Open House attendees have historically filled our cafeteria. We have staff and parents available to translate as needed.

help the community.

It should also be noted that we backfill every empty seat, with a mini-lottery from our wait-list.

We joined the PK For All initiative in 2014 knowing that our youngest learners would most likely consist of many multi-language learners, and we were correct. Our ELL and MLL numbers continue to increase.

Due to this and ongoing efforts to recruit and retain ELL students, our percentage of kindergarten, first, second and fourth grades now exceed the community school district as do our Forever ELLs in grades 1 and 2.

TRCS has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including English Language Learners. Our admissions coordinator and one of our two parent coordinators are fluent in Spanish - which is spoken by approximately 47% of our parents, with a 68% Hispanic student population.

RCS has strong ties within and beyond our community as discussed previously in this document. We continue to expand these relationships through our school wide partnerships, parent and board contacts, professional development and support of

We continue to strive to hire a faculty and staff that is representative of the population we serve and the community-at-large. The school has a certified ELL teacher, and additional teachers to staff break-out reading groups. Our teaching model also embraces Integrative Collaborative Teaching (ICT) in

English Language Learners

neighborhood initiatives. TRCS, as a long-standing school, is an integral part of our community and school district. We regularly participate in events beyond our school and have staff and family “ambassadors” who promote our school to those with whom they have connections.

TRCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations’ boards and membership rosters. We utilize these connections to help us grow our ties to the community-at-large.

We have worked hard to hire a faculty and staff that is representative of the population we serve and the community-at-large. Our staff speak over 11 different languages many of which are also spoken by our families. The school has a certified ELL teacher, and our teaching model also embraces Integrative Collaborative Teaching (ICT) in many of our high-needs classrooms, supporting our ELL, SPED and other high-needs students.

We create a timeline for open houses, outreach and admissions each year.

Translation is available at our open houses. Last school year held two high school open houses in the fall and three PK-8 open houses between December and March – all virtually. Open

many of our high-needs classrooms, supporting our ELL, SPED and other high-needs students.

TRCS has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including English Language Learners. Our admissions coordinator and one of our two parent coordinators are fluent in Spanish – which is spoken by approximately 47% of our parents, with a 68% Hispanic student population.

RCS has strong ties within and beyond our community as discussed previously in this document. We continue to expand these relationships through our school wide partnerships, parent and board contacts, professional development and support of neighborhood initiatives. TRCS, as a long-standing school, is an integral part of our community and school district. We regularly participate in events beyond our school and have staff and family “ambassadors” who promote our school to those with whom they have connections.

TRCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations’ boards and membership rosters. We utilize these connections to help

houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations' boards and membership rosters. We utilize these connections to help us grow our ties to the community-at-large.

We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. Last school year we have held two high school open houses in the fall and three PK-8 open houses between December and March, all virtually. They were very well attended.

Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families.

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The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including students with disabilities.

RCS has an Admissions' Coordinator who also happens to be a resident of Jackson Heights and intimately knows the community. Supporting her in her

Our plan is to fully re-open for in-person learning, and will hold in-person open houses as long as the health conditions in our community warrant it. However, our virtual open-houses and open parent town-halls were extremely popular last year, and we will most likely continue to offer that option to parents.

Students with Disabilities

work are two parent coordinators and the Administrator for School Culture and Family Engagement. We have developed a reputation in the community for caring for and supporting special populations.

The school also has 2 guidance counselors, a social worker, 2 mental health counselors, and one mental health intern to support our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms.

We create a timeline for open houses, outreach and admissions each year, and held virtual open houses following our in-building schedule. They were very well attended.

Translation is available at our open houses. Last school year we had two high school open houses in the fall and three PK-8 open houses in January and March, all held virtually, including a virtual charter school fair. We continued to respond to inquiries and made outreach through virtual parent meetings and postings on neighborhood list-serves.

TRCS, as a long-standing school, is an integral part of our community and school district. We regularly participate in events beyond our school and have staff and family “ambassadors” who promote our school to those with whom they

It should also be noted that we backfill every empty seat, with a mini-lottery from our wait-list.

RCS, as a long-standing school, is an integral part of our community and school district. We have a reputation for supporting students with special needs, and often families are referred to us by our current families. We regularly participate in events beyond our school and have staff and family “ambassadors” who promote our school to those with whom they have connections.

RCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations’ boards and membership rosters. We utilize these relationships to help us to grow our ties to the community-at-large.

RCS has long been known for our strong ties with our elected representatives. They are in our school frequently, hold events in our building, work with us on community matters and connect us with people in the community. Our Principal Stacey Gauthier and other staff have been asked to sit on committees and support various projects that help the families in our area.

RCS’ materials are posted on our website and distributed widely as described above. We have

have connections.

TRCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations' boards and membership rosters. We utilize these relationships to help us to grow our ties to the community-at-large. In addition, RCS has long been known for our strong ties with our elected representatives. They are in our school frequently, hold events in our building, work with us on community matters and connect us with people in the community. Our principal Stacey Gauthier and other staff have been asked to sit on committees and support various projects that help the community.

It should also be noted that we backfill every empty seat, with a mini-lottery from our wait-list.

personal relationships with administrators from the schools in our district, for those families looking for an alternative to their neighborhood district school.

We have a long-time partnership with 82nd Street Academics, a community-based after-school and UPK organization, and we regularly supply admissions information to their parents, which will continue, either virtually, in-person or in a hybrid model, as conditions indicate.

We participate in The New York City Charter School's Common Application and also translate our admissions' information into Spanish, Mandarin, Bengali and Urdu. RCS Open House attendees have historically filled our cafeteria. We have staff and parents available to translate as needed.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
		<p>We plan to be fully open this coming fall, but even if public health concerns demand a return to remote or hybrid learning, our program will maintain its high-standards of live teaching and hands-on support.</p> <p>Our policies include never excluding students from</p>

activities their families cannot afford, including trips, internships and other experiential learning activities. We have developed a reputation in the neighborhood for supporting our families in times of need.

Our social workers, mental health providers and college and career office will continue to work individually with students and families to take advantage of all supports open to them, through financial aid for college to social services.

Renaissance was awarded the Community Eligibility Provision (CEP) from National School Food Program for 2021-2022, and we provide free breakfast, lunch, and supper to all of our students. We are proud of our food program, which employs a full kitchen staff and an onsite chef who creates the menus, cooks and supervises the staff to create globally-influenced meals that appeal to our entire community.

School wide programming and staffing that supports all of our students –

- School-based guidance counselors, social worker, and mental health therapists with access to community resources to help families; which is especially intensified and important coming back to school in 2021. Trauma-informed PD has been scheduled for our staff, and more mental health resources are being made available

RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all” doesn’t work. This goes

Economically Disadvantaged

hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of all of our families.

We regularly posted lists of resources to help families struggling with economic distress during the pandemic, connecting families to social services and mental health services to help with the stress.

We provided full meals and bags of groceries to families, not just bag lunches with sandwiches -- globally inspired recipes that could be heated up and served at home, including halal food, fresh vegetarian options, and other culturally appropriate choices.

Our remote program insisted on fully mirroring our in-building program, with live teaching sessions all day long, small-group instruction, and after-school tutoring.

through our participation in the NYC Charter School Consortium, supported by the federal Mental Health Demonstration and School Climate Transformation Grants;

- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading;
- Partnership with the Achievement Network;
- Small Group tutoring; free after-school program for 5th and up, and after-school homework help and tutoring offered to all grades at various times during the year;
- Offer various food menus from our school-run cafeteria including breakfast, lunch, supper and snack.
- Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee. Parent Association meetings were very successfully run remotely, with the best attendance we have seen in years and we will continue to make that option available to parents;
- The Learning Center – individualized learning will continue for targeted, at-risk students remotely and in small groups in school;
- Morning Meetings and Advisory will be lengthened to accommodate more trauma-informed SEL supports;
- Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college

students, and families who need extensive support through the college and financial aid process);

- Implementation of a Pre-K program in 2014.
- Partnership with the SPED Collaborative;
- Small Group tutoring;
- Parent Representatives from various backgrounds participate in our Parent Association and Collaborative School Governance Committee;
- Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety who support parents in communicating with the school;
- Implementation of a Pre-K program in 2014;
- An approach to student support that will include designing family conferences to be supportive and productive, implementing trauma-informed supports and recommendations for families through our increased mental health staff for the duration of the federal grants.

School wide programming and staffing that supports English Language Learners; including family conferences that are culturally sensitive, providing simultaneous translation whenever possible.

- We are again a Community Eligibility Provisioned school, providing free meals to all students. We will continue to

Our social workers and college and career office works individually with students and families to take advantage of all supports open to them, through financial aid for college to social services.

We hired an additional ELL teacher to support our students this year, who has been an essential addition to our support system.

Renaissance was awarded the Community Eligibility Provision (CEP) from National School Food Program in 2018-2019, and

serve all of our students, whether learning remotely or in the building, with globally inspired food from our school-run cafeteria, including Halal meals;

- School-based guidance counselors, social worker, and mental health therapists with access to community resources to help families; which is especially intensified and important coming back to school in 2021. Trauma-informed PD has been scheduled for our staff, and more mental health resources are being made available through our participation in the NYC Charter School Consortium, supported by the federal Mental Health Demonstration and School Climate Transformation Grants;
- SETTSS, ICT, Related Services, for ELL students with IEPs;
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading;
- Partnership with the Achievement Network;
- Partnership with the ELL Coalition at the NYC Center for Charter Schools;
- Specialized support for ELL students both in subject classes and in selective “pull-outs” (or break-out rooms for remote learners);
- Utilizing our Writing Workshop Model to support our upper grade ELL students, and small-group tutoring;
- Parent Representatives from various backgrounds participate in our Parent Association and Collaborative School Governance

English Language Learners

provides free breakfast, lunch, and supper to all of our students. We are proud of our food program, which employs a full kitchen staff and an onsite chef who creates the menus, cooks and supervises the staff to create globally-influenced meals that appeal to our entire community.

RCS felt it was crucial to maintain a remote program that mirrored our in-building program, with full-days of live teaching, small-group instruction and break-out conferencing with teachers, to maintain consistency for our ELL students.

RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families.

We are also mindful that we need to tailor our approach to families; understanding that "one size fits all" doesn't work. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences that are culturally sensitive, and family outreach to best meet the needs of our community.

Our Re-Opening Plan in the spring of 2021 prioritized PK and K students coming into the building, as we know that socialization is crucial to all language acquisition.

Committee. These groups will continue to meet remotely or in a hybrid model so as to include more parents. We will continue to plan and execute regularly scheduled English and Spanish-language PA meetings. We plan to continue to hold them virtually, as we were thrilled by the increased parent participation.

- K-12 After-School, including homework help, will continue to be offered through our partnership with 82nd Street Academics, Inc. Some groups will meet both remotely and in-person, when conditions are right, through the COVID emergency.
- The Learning Center – An innovative space where individualized learning takes place--will in some cases continue remotely; and the Learning Center staff will continue to meet with students individually to support their academic needs.
- Advisory for Grades 7-12 and Morning Meeting for PK-6. We are planning for an extended morning meeting and advisory time as we re-open the school in September, with enhanced social-emotional supports.
- Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process) and

continues to support all HS students whether learning remotely from home or in school.

- Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety, who support parents in

communicating with the school;

- We will continue with the Pre-K program in 202-21. Our

successful Pre-K program is a

“feeder” to our K-12 program and has enrolled, over the past 5

years, students who are multi-language emergent and who

have a home language other than English. The language

diversity of TRCS’ pre-K will ensure that its future incoming

kindergarten classes will include significant numbers of English

language emergent students whose numbers will grow across

the grades. Although these students cannot be officially

“classified”, we know that it is enormously helpful to get these

children enrolled at such a young age when second language

acquisition comes more easily through a rigorous program of

socialization, play and group activities. This also allows us to

engage our families from the beginning of a child’s entry to

school.

It should be noted that the number of ELL students in our

school who also have IEPs is significantly higher than CSD 30.

In addition, we back-fill every empty seat, with a mini-lottery

from our significant wait-list.

Students with Disabilities

RCS felt it was crucial to maintain a remote program that mirrored our in-building program, with full-days of live teaching, small-group instruction and break-out conferencing with teachers, to maintain consistency for our students.

During the COVID quarantine in the spring of 2020, Renaissance developed the Remote Learning Plan for School-Provided Special Education Services; that detailed the small-group and individual remote meetings and check-ins scheduled to meet the requirement of minutes required by each child's IEP.

In addition to the specific plans, we instituted daily check-ins by teachers and friendly calls by school-aides and administrators to support families of special-needs students during remote learning.

In addition, we have a long-standing partnership with PS 255, a District 75 Inclusion Program co-located at Renaissance, that has been a source of expertise and collaboration for many years.

Our enhanced counseling program was essential to our SWDs, to help them manage stress, organize and focus, and maintain a balanced approach to their school-work and home-life.

In the spring of 2021 we instituted Advisory Fridays,

We will continue to implement: School wide programming and staffing that supports Special Needs Students and English Language Learners with IEPs, for in-person and remote learning will include:

- SETTSS, ICT, Related Services, School-based guidance counselors, social worker, and mental health therapists;
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading; the K-8 initiative called "TRIP": our Targeted Reading Intervention Program gives targeted reading intervention a daily block of time for mixed age small reading groups based on levels;
- Partnership with the Achievement Network;
- Partnership with the SPED Collaborative;
- Utilizing our Writing Workshop Model to support our upper grade IEP students, and small group tutoring;
- Parents of students with special needs are represented on our Parent Association and Collaborative School Governance Committee;
- K-12 After-School, including homework help;
- The Learning Center staff will continue individualized learning remotely and in-person as safety protocols dictate;
- Morning Meeting (PK-6) and Advisory periods for Grades 7-12 have been lengthened for the 2021-2022 school year, to include more substantial SEL and

prioritizing HS and MS small-group advisories to come into the building for a full-day of programming that included SEL, hands-on crafts and activities, academic check-ins and executive-function skill-building.

trauma-informed supports;

- Four Year College Bound Program (the staff of this program have worked extensively with students with special needs and families who need extensive support through the college process) and continues to support all HS students.
- Continuation of the Pre-K program, where children can be diagnosed early, and interventions are put in place.

Entry 10 - Teacher and Administrator Attrition

Completed Jul 26 2021

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

A. TEACH System - Employee Clearance

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

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

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

B. Emergency Conditional Clearances

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

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Completed Jul 26 2021

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	1
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	1.0

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

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	2.8

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	39

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	42.8



Thank you.

Entry 12 Organization Chart

Completed Jul 27 2021

[Instructions](#)

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

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

[RCS Organizational Chart-Reporting 2020-2021-labeled](#)

Filename: RCS Organizational Chart Reporting e62SFhV.pdf **Size:** 203.4 kB

Entry 13 School Calendar

Completed Sep 14 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

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

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

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

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

Entry 14 Links to Critical Documents on School Website

Completed Jul 28 2021

Instructions

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: Renaissance Charter School

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2020/11/2019-2020-Annual-Report-Nov2.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://rencharters.org/trcs-jackson-heights/board-calendar-agendas-minutes/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://rencharters.org/trcs-jackson-heights/board-calendar-agendas-minutes/
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000042221
4. Lottery Notice announcing date of lottery	https://rencharters.org/trcs-jackson-heights/open-house-schedule/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2021/07/DASA-Policy.pdf
6. District-wide Safety Plan	https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2020/11/RenCSLEASafetyPlan2020.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2021/07/5TRCSDisciplinePolicyRev2018-newwebsite2021.pdf
7. Authorizer-Approved FOIL Policy	https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2020/04/RenCSPolicyProcedures2020.pdf , p. 6
8. Subject matter list of FOIL records	https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2020/04/RenCSPolicyProcedures2020.pdf , p.5

Thank you.





Audited Financial Statements In Accordance
With Government Auditing Standards

June 30, 2021

THE RENAISSANCE CHARTER SCHOOL

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Independent Auditor's Report

To the Board of Trustees of
The Renaissance Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of The Renaissance Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

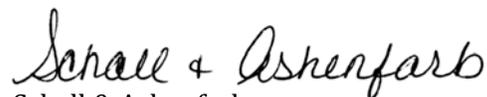
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Renaissance Charter School as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally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

Report on Summarized Comparative Information

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2021 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


Schall & Ashenfarb
Certified Public Accountants, LLC

October 25, 2021

**THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2021**

(With comparative totals at June 30, 2020)

	<u>6/30/21</u>	<u>6/30/20</u>
Assets		
Cash and cash equivalents	\$2,019,638	\$1,611,151
Government grants receivable - other	594,445	402,172
Government grant receivable - per pupil funding (Note 3)	0	4,051
Due from related organization (Note 4)	0	12,732
Prepaid expenses and other assets	43,677	23,635
Restricted cash (Note 5)	70,282	70,053
Fixed assets, net (Note 6)	<u>218,822</u>	<u>116,759</u>
Total assets	<u><u>\$2,946,864</u></u>	<u><u>\$2,240,553</u></u>
Liabilities and Net Assets		
Liabilities:		
Accounts payable	\$134,308	\$32,474
Accrued payroll and benefits	2,355,112	2,291,064
Government grant advance - per pupil funding (Note 3)	16,535	0
Paycheck Protection Program loan (Note 7)	0	1,903,167
Due to related organization (Note 4)	2,877	0
Other liabilities	<u>9,082</u>	<u>511,677</u>
Total liabilities	<u><u>2,517,914</u></u>	<u><u>4,738,382</u></u>
Net assets:		
Without donor restrictions	426,510	(2,534,766)
With donor restrictions (Note 8)	<u>2,440</u>	<u>36,937</u>
Total net assets	<u><u>428,950</u></u>	<u><u>(2,497,829)</u></u>
Total liabilities and net assets	<u><u>\$2,946,864</u></u>	<u><u>\$2,240,553</u></u>

The attached notes and auditor's report are an integral part of these financial statements.

THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021
(With comparative totals for the year ended June 30, 2020)

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total 6/30/21</u>	<u>Total 6/30/20</u>
Public support and revenue:				
Public school district revenue:				
Resident student enrollment	\$10,501,416		\$10,501,416	\$9,574,011
Students with special education services	1,375,140		1,375,140	1,257,601
Total public school district revenue	<u>11,876,556</u>	<u>0</u>	<u>11,876,556</u>	<u>10,831,612</u>
Government grant - Paycheck				
Protection Program (Note 7)	1,920,562		1,920,562	0
Other federal grants	716,801		716,801	266,072
State and city grants	327,990		327,990	472,303
Food program grants	386,573		386,573	251,848
Contributions and other operating income	30,987		30,987	60,756
Management fee (Note 4)	200,000		200,000	0
Net assets released from restriction (Note 8)	34,497	(34,497)	0	0
Total public support and revenue	<u>15,493,966</u>	<u>(34,497)</u>	<u>15,459,469</u>	<u>11,882,591</u>
Expenses:				
Program services:				
Regular education	8,871,142		8,871,142	8,489,696
Special education	1,516,725		1,516,725	1,522,665
Pre-kindergarten	217,184		217,184	266,864
Food program	575,510		575,510	534,705
Total program services	<u>11,180,560</u>	<u>0</u>	<u>11,180,560</u>	<u>10,813,930</u>
Supporting services:				
Management and general	1,176,508		1,176,508	1,041,871
Fundraising	175,622		175,622	122,673
Total supporting services	<u>1,352,130</u>	<u>0</u>	<u>1,352,130</u>	<u>1,164,544</u>
Total expenses	<u>12,532,690</u>	<u>0</u>	<u>12,532,690</u>	<u>11,978,474</u>
Change in net assets	2,961,276	(34,497)	2,926,779	(95,883)
Net assets - beginning of year	<u>(2,534,766)</u>	<u>36,937</u>	<u>(2,497,829)</u>	<u>(2,401,946)</u>
Net assets - end of year	<u><u>\$426,510</u></u>	<u><u>\$2,440</u></u>	<u><u>\$428,950</u></u>	<u><u>(\$2,497,829)</u></u>

The attached notes and auditor's report are an integral part of these financial statements.

THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021
(With comparative totals for the year ended June 30, 2020)

	Program Services				Total Program Services	Supporting Services		Total Supporting Services	Total Expenses 6/30/21	Total Expenses 6/30/20
	Regular Education	Special Education	Pre- Kindergarten	Food Program		Management and General	Fundraising			
Salaries	\$5,398,595	\$922,023	\$139,057	\$171,251	\$6,630,926	\$598,996	\$112,447	\$711,443	\$7,342,369	\$7,147,251
Employee benefits and payroll taxes	1,547,889	264,363	39,871	49,101	1,901,224	171,745	32,241	203,985	2,105,209	2,036,422
Pension contributions	1,234,558	210,849	31,800	39,162	1,516,369	136,979	25,715	162,694	1,679,063	1,702,202
Total personnel costs	8,181,042	1,397,236	210,727	259,514	10,048,519	907,720	170,402	1,078,122	11,126,641	10,885,875
Professional fees	122,812	21,429		54,197	198,438	209,650		209,650	408,088	308,172
Repairs and maintenance	5,968	1,019	154	189	7,330	662	124	787	8,117	17,618
Curriculum and classroom expenses	316,650	55,254			371,904				371,904	302,725
Professional development	16,507	2,819	425	524	20,275	1,831	344	2,175	22,450	14,285
Equipment and furnishings	24,489	4,182	631	4,186	33,488	2,717	510	3,227	36,715	38,026
Office expenses	4,689	801	121	149	5,759	14,550	98	14,648	20,407	24,441
Food services				250,438	250,438			0	250,438	181,819
Technology	82,210	14,041	2,118	2,609	100,978	9,120	1,712	10,832	111,810	76,541
Marketing and recruitment						8,728		8,728	8,728	1,438
Insurance	58,385	9,972	1,504	1,852	71,713	15,050	1,216	16,266	87,979	70,964
Depreciation	58,390	9,972	1,504	1,852	71,718	6,479	1,216	7,695	79,413	56,570
Total other than personnel costs	690,100	119,489	6,456	315,996	1,132,041	268,788	5,220	274,008	1,406,049	1,092,599
Total expenses	\$8,871,142	\$1,516,725	\$217,184	\$575,510	\$11,180,560	\$1,176,508	\$175,622	\$1,352,130	\$12,532,690	\$11,978,474

The attached notes and auditor's report are an integral part of these financial statements.

THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2021
(With comparative totals for the year ended June 30, 2020)

	<u>6/30/21</u>	<u>6/30/20</u>
Cash flows from operating activities:		
Change in net assets	\$2,926,779	(\$95,883)
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Depreciation	79,413	56,570
Changes in assets and liabilities:		
Government grants receivable - other	(192,273)	(887)
Government grant receivable/advance - per pupil funding	20,586	18,978
Due from/due to related organization	15,609	72,785
Prepaid expenses and other assets	(20,042)	(14,560)
Accounts payable	101,834	(127,290)
Accrued payroll and benefits	64,048	154,269
Paycheck Protection Program loan	(1,903,167)	1,903,167
Other liabilities	(502,595)	(488,323)
Total adjustments	<u>(2,336,587)</u>	<u>1,574,709</u>
Net cash provided by operating activities	<u>590,192</u>	<u>1,478,826</u>
 Cash flows from investing activities:		
Purchase of furniture and equipment	(181,476)	(35,658)
Net cash used for investing activities	<u>(181,476)</u>	<u>(35,658)</u>
 Net increase in cash, cash equivalents and restricted cash	408,716	1,443,168
 Cash, cash equivalents and restricted cash - beginning of year	<u>1,681,204</u>	<u>238,036</u>
 Cash, cash equivalents and restricted cash - end of year	<u><u>\$2,089,920</u></u>	<u><u>\$1,681,204</u></u>
 Cash, cash equivalents and restricted cash:		
Cash and cash equivalents	\$2,019,638	\$1,611,151
Restricted cash	70,282	70,053
Total cash, cash equivalents and restricted cash	<u><u>\$2,089,920</u></u>	<u><u>\$1,681,204</u></u>

No taxes or interest were paid.

The attached notes and auditor's report are an integral part of these financial statements.

THE RENAISSANCE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

Note 1 - Organization and Nature of Activities

The Renaissance Charter School (the “School”) is a PK-12 public charter school located in Jackson Heights, Queens, New York. Our mission is to foster educated, responsible young leaders who through their own personal growth will spark a renaissance in New York. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education (“NYCDOE”), and subject to certain administrative requirements. The School was originally granted its charter in May 2000 and its most recent charter renewal expires on June 30, 2024. During the year ended June 30, 2015, the School entered its first full day pre-kindergarten class.

The School has been notified by the Internal Revenue Service that it is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

In June 2017, Renaissance Charter School 2 (“TRCS 2”), a charter school developed to replicate the learning experience of the School, was approved by the New York State Education Department (“NYSED”) to operate in New York State. TRCS 2 opened in the Fall of 2020. TRCS 2 was notified in February 2019 by the Internal Revenue Service that it is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. TRCS 2 is related to the School by virtue of some common board members and a memorandum of understanding; whereby, the School provides support and guidance through shared staff. TRCS 2 does not meet the requirements for consolidation because the School does not exercise control over them.

Note 2 - Significant Accounting Policies

a. Basis of Accounting

The financial statements have been prepared using the accrual basis of accounting which is the process of recognizing revenue and expenses when earned or incurred rather when received or paid.

b. Basis of Presentation

The School reports information regarding its financial position and activities according to the following classes of net assets:

- *Net Assets Without Donor Restrictions* – accounts for activity without donor-imposed restrictions.
- *Net Assets With Donor Restrictions* – relates to activity based on specific donor restrictions that are expected to be satisfied by the passage of time or performance of activities.

c. Revenue Recognition

The School follows the requirements of the Financial Accounting Standards Board's ("FASB") Accounting Standards Codification ("ASC") No. 958-605 for recording contributions, which are recognized at the earlier of when cash is received or at the time a pledge becomes unconditional in nature.

Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor-imposed restriction. When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions and fall under ASC 958-605. Revenue from these transactions is recognized when performance related outcomes are achieved and other conditions under the agreements are met.

The School records grants as revenue in the period they become unconditional. Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using an interest-free discount rate, when deemed material. Conditional promises to give are recognized when the conditions on which they depend are substantially met.

Contributions and grants that are due within one year are recorded at net realizable value. Long-term pledges are recorded at fair value, using risk-adjusted present value techniques. Receivables are reviewed for collectability. Based on knowledge of specific funders and factoring in historical experience, no allowance for doubtful accounts exists as of June 30, 2021. Write-offs will be made directly to operations in the period the receivable is deemed to be uncollected.

The School also follows the requirements of FASB's ASC 606 for recognizing revenue from contracts with customers. The School receives a management fee from TRCS 2 in exchange for providing certain staff time and other operating support to TRCS 2. This is classified as management fee income and recognized as revenue at the point in time that the services are provided, and the performance obligation is met. Management fees that have been earned but not paid at year end are recognized as income and a related receivable.

d. Cash and Cash Equivalents

The School considers all liquid investments purchased with a maturity of three months or less to be cash and cash equivalents. Restricted cash has been classified separately.

The School follows ASU 2016-18, *Statement of Cash Flows (Topic 230): Restricted Cash*. This requires that restricted cash and cash equivalents be included as components of total cash and cash equivalents as presented on the statement of cash flows.

e. Concentration of Credit Risk

Financial instruments which potentially subject the School to concentration of credit risk consist of checking and money market accounts which have been placed with a financial institution that management deems to be creditworthy. At various times, cash balances may be in excess of insurance levels. At year end, there was a significant uninsured balance; however, the School has not experienced any losses from the default of the financial institution.

f. Capitalization Policy

Property and equipment that exceed \$1,000 and have a useful life of greater than one year are capitalized at cost or at fair value at the date of gift. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets as follows:

Furniture and equipment – *3 to 10 years*

Building improvements – *10 years*

g. Donated Services

Donated services are recognized in circumstances where those services create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased, if not provided in-kind.

Board members and other individuals volunteer their time and perform a variety of services that assist the School. These services do not meet the criteria outlined above and have not been recorded in the financial statements.

h. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Salaries were allocated using time and effort as the basis. The following costs were allocated using the salary allocation as the basis:

- Employee benefits and payroll taxes
- Pension contributions
- Repairs and maintenance
- Professional development
- Equipment and furnishings
- Office expenses
- Technology
- Insurance
- Depreciation

Certain program expenses have been allocated between Regular Education and Special Education based on student FTE rates. All other expenses have been charged directly to the applicable program or supporting services.

i. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

j. Summarized Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Such information should be read in conjunction with the School's financial statements for the year ended June 30, 2020, from which the summarized comparative financial information was derived.

k. Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

l. Accounting for Uncertainty in Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax returns for periods ending June 30, 2018 and later are subject to examination by applicable taxing authorities.

m. New Accounting Pronouncement

FASB issued ASU No. 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*, which becomes effective for the June 30, 2022 year with early adoption permitted. This ASU focuses on improving transparency in the reporting of contributed nonfinancial assets and requires a separate line-item presentation on the statement of activities and additional disclosures.

The School is in the process of evaluating the impact this standard will have on future financial statements.

Note 3 - Government Grant Receivable/(Advance) - Per Pupil Funding

Activity related to the contract with the NYCDOE can be summarized as follows:

	<u>6/30/21</u>	<u>6/30/20</u>
Beginning grant receivable	\$4,051	\$23,029
Funding based on allowable FTE's	11,876,556	10,831,612
Advances received	<u>(11,897,142)</u>	<u>(10,850,590)</u>
Ending (advance)/receivable	<u>(\$16,535)</u>	<u>\$4,051</u>

Note 4 - Due From/(Due To) Related Organization

The School has an ongoing support agreement with TRCS 2, the related organization described in Note 1. As part of the agreement, the School receives a management fee in exchange for providing certain staff time and other operating support to TRCS 2.

The net balance due to TRCS 2 as of June 30, 2021 consists of the following:

Balance due from TRCS 2 at 6/30/20	\$12,732
FY21 Activity:	
Management fee charged to TRCS 2	\$200,000
Reimbursable expenses paid by the School	19,221
Grants to TRCS 2 collected by the School	(49,522)
Payments by TRCS 2 to the School	<u>(185,308)</u>
Balance due to TRCS at 6/30/21	<u>(\$2,877)</u>

Note 5 - Restricted Cash

An escrow account has been established to meet the requirement of the charter agreement. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 6 - Fixed Assets

Fixed assets can be summarized as follows:

	<u>6/30/21</u>	<u>6/30/20</u>
Furniture and equipment	\$640,824	\$559,386
Building improvements	<u>442,249</u>	<u>442,249</u>
	1,083,073	1,001,635
Less: accumulated depreciation	<u>(864,251)</u>	<u>(884,876)</u>
Total fixed assets, net	<u>\$218,822</u>	<u>\$116,759</u>

Note 7 - Paycheck Protection Program Loan

During the year ended June 30, 2020, the School obtained a loan from the Small Business Administration ("SBA") through the Paycheck Protection Program ("PPP"). Terms of the loan indicated that if certain conditions are met, which include maintaining average work forces during periods subsequent to receipt of the loan funds that are not less than pre-determined historical periods, that the loan, or a portion thereof, will be forgiven.

The School accounts for the PPP loan in accordance with ASC 958-605 as a conditional contribution. During the year ended June 30, 2021, the School met all conditions for forgiveness and recognized the loan as revenue. In addition, the School was notified that full forgiveness was approved by the SBA.

Note 8 - Net Assets With Donor Restrictions

The following summarizes the changes in net assets with donor restrictions:

	<u>June 30, 2021</u>			
	<u>Balance</u>		<u>Released</u>	<u>Balance</u>
	<u>7/1/20</u>	<u>Contributions</u>	<u>from</u>	<u>6/30/21</u>
			<u>Restrictions</u>	
Programs:				
COVID-19 emergency relief	\$26,875	\$0	(\$26,875)	\$0
Headphone and book purchases	1,411	0	(1,411)	0
Book room renovations	5,000	0	(5,000)	0
Various programs	<u>3,651</u>	<u>0</u>	<u>(1,211)</u>	<u>2,440</u>
Total	<u>\$36,937</u>	<u>\$0</u>	<u>(\$34,497)</u>	<u>\$2,440</u>
	<u>June 30, 2020</u>			
	<u>Balance</u>		<u>Released</u>	<u>Balance</u>
	<u>7/1/19</u>	<u>Contributions</u>	<u>from</u>	<u>6/30/20</u>
			<u>Restrictions</u>	
Programs:				
COVID-19 emergency relief	\$0	\$30,000	(\$3,125)	\$26,875
Headphone and book purchases	0	5,000	(3,589)	1,411
Book room renovations	0	5,000	0	5,000
Various programs	<u>4,689</u>	<u>2,300</u>	<u>(3,338)</u>	<u>3,651</u>
Total	<u>\$4,689</u>	<u>\$42,300</u>	<u>(\$10,052)</u>	<u>\$36,937</u>

Note 9 - Significant Concentrations

The School is dependent upon grants from the NYCDOE to carry out its operations. Approximately 77% and 91% of the School's total public support and revenue was from the NYCDOE for the years ended June 30, 2021 and 2020, respectively.

Note 10 - Donated Space

The School is co-located with PS 255Q, a district 75 program, in a NYCDOE facility, and utilizes approximately 62,000 square feet at no charge. The School was unable to determine a value for this service.

Note 11 - Multi-Employer Benefit Plan

The School participates in two multi-employer benefit plans that provide defined benefits to certain contract labor covered by collective bargaining agreements. The School contributed a total of \$1,679,063 and \$1,702,202 to both plans during the year ended June 30, 2021 and 2020, respectively. The School's participation in these plans for the annual period ended June 30, 2021 is outlined below. The "EIN" column provides the Employer Identification Number ("EIN") of the plan. The Pension Protection Act ("PPA") zone status is not applicable because they are government plans.

Teachers' Retirement System of the City of New York Pension Plan as of June 30, 2021 consisted of the following:

<u>EIN</u>	<u>Plan End Date</u>	<u>PPA Zone Status</u>	<u>Collective Bargaining Agreement Expiration Date</u>	<u>Contribution</u>
90-0584726	6/30/20	N/A	9/13/2022	<u>\$1,560,630</u>

Board of Education Retirement System Pension Plan as of June 30, 2021 consisted of the following:

<u>EIN</u>	<u>Plan End Date</u>	<u>PPA Zone Status</u>	<u>Collective Bargaining Agreement Expiration Date</u>	<u>Contribution</u>
13-6400434	6/30/20	N/A	Various	<u>\$118,433</u>

Note 12 - Liquidity and Availability of Financial Resources

The School strives to maintain cash on hand to be available for its general expenditures, liabilities, and other obligations for on-going operations. As part of its liquidity management, the School operates its programs within a board-approved budget and relies primarily on per pupil funding and grants to fund its operations and program activities.

At June 30, 2021, the School's financial assets available to meet cash needs for general expenditures within one year totaled \$2,614,083, which consist of cash and cash equivalents of \$2,019,638 and government grants receivable of \$594,445.

Note 13 - Subsequent Events

Subsequent events have been evaluated through October 25, 2021, the date the financial statements were issued. The Organization has concluded that no other material events have occurred that are not accounted for in the accompanying financial statements or disclosed in the accompanying notes.

Note 14 - Other Matters

On January 30, 2020, the World Health Organization declared the coronavirus outbreak a "Public Health Emergency of International Concern" and on March 10, 2020, declared it to be a pandemic. Actions taken around the world to help mitigate the spread of the coronavirus include restrictions on travel, quarantines in certain areas, and forced closures for certain types of public places and businesses. The coronavirus and actions taken to mitigate it have had and are expected to continue to have an impact on the economies and financial markets of many countries, including the geographical area in which the School operates. As of the date of the financial statements, many of the travel restrictions and stay at home orders have been lifted; however, supply chains remain impacted. Management continues to monitor the outbreak; however, as of the date of these financial statements, the potential impact cannot be quantified.

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditor's Report

To the Board of Trustees of
The Renaissance Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Renaissance Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 25, 2021.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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



Schall & Ashenfarb
Certified Public Accountants, LLC

October 25, 2021

**THE RENAISSANCE CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2021**

Current Year:

None

Prior Year:

None - There were no findings in the prior year.

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

Name:

Monte J. Joffe, Ed.D.

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

The Renaissance Charter School 2

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

Chair of the Board of Trustees

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

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

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

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

 No

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

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

 No

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

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

 No

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

 Yes X **No**

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

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

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

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

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

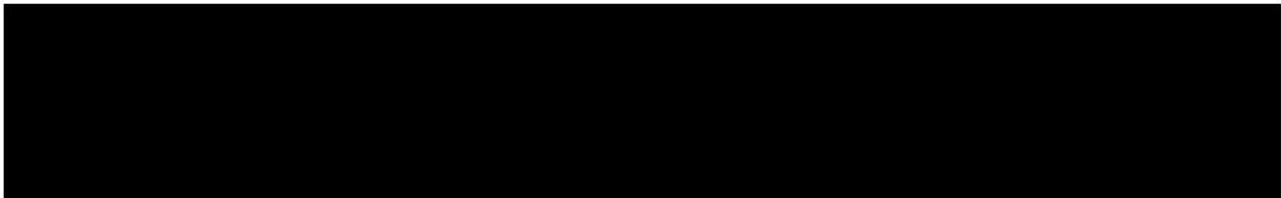
Mate J. [Signature]

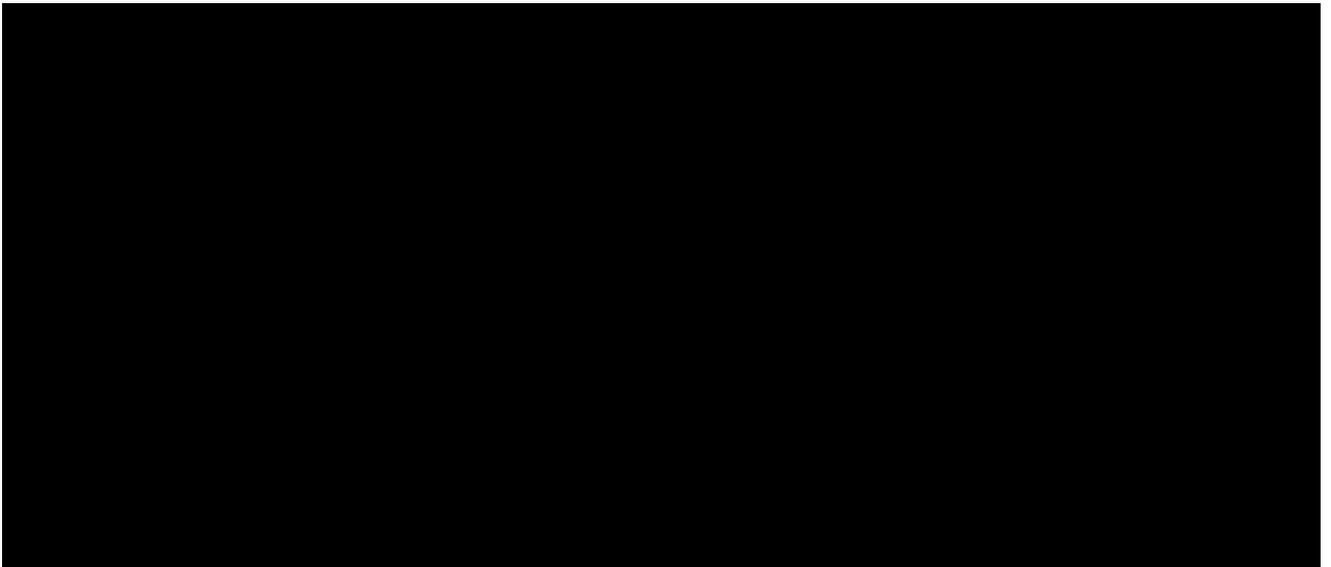
October 5, 2021

Signature

Date

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





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

Name:

Everett Boyd

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

The Renaissance Charter School

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

Secretary

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

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

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

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

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

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

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

Yes **No**

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

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

Yes **No**

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

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

NONE

NONE

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
None	None	None	None

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

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

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

Name:

Stacey Gauthier

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

The Renaissance Charter School

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

TRCS Principal

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

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

Executive Director/ TRCS Principal; \$181,000; 05/1995

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

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

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

Yes **No**

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

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

Yes **No**

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

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

Yes **No**

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

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

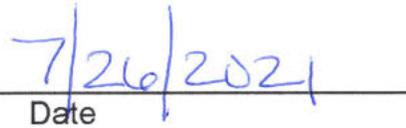
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>

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

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

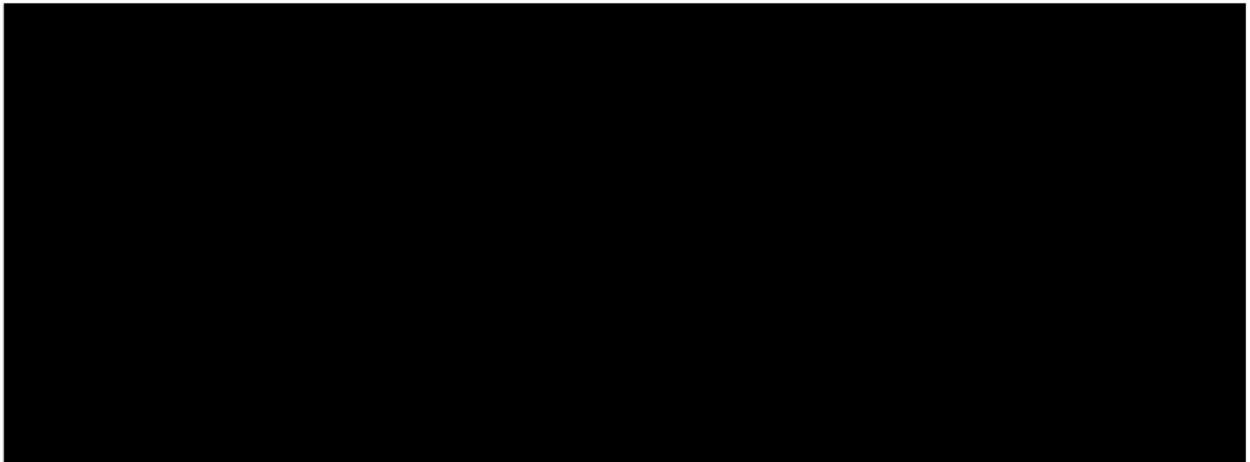


 Signature



 Date

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

Name:

Chester Hicks

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

The Renaissance Charter School

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

Finance Committee member; Parent Representative

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

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

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

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

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

 X Yes No

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

Grandparent, legal adoption/guardianship. As parent representative I advocate for all parents and students at TRCS.

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

Yes **No**

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

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

Yes **No**

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

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

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

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

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

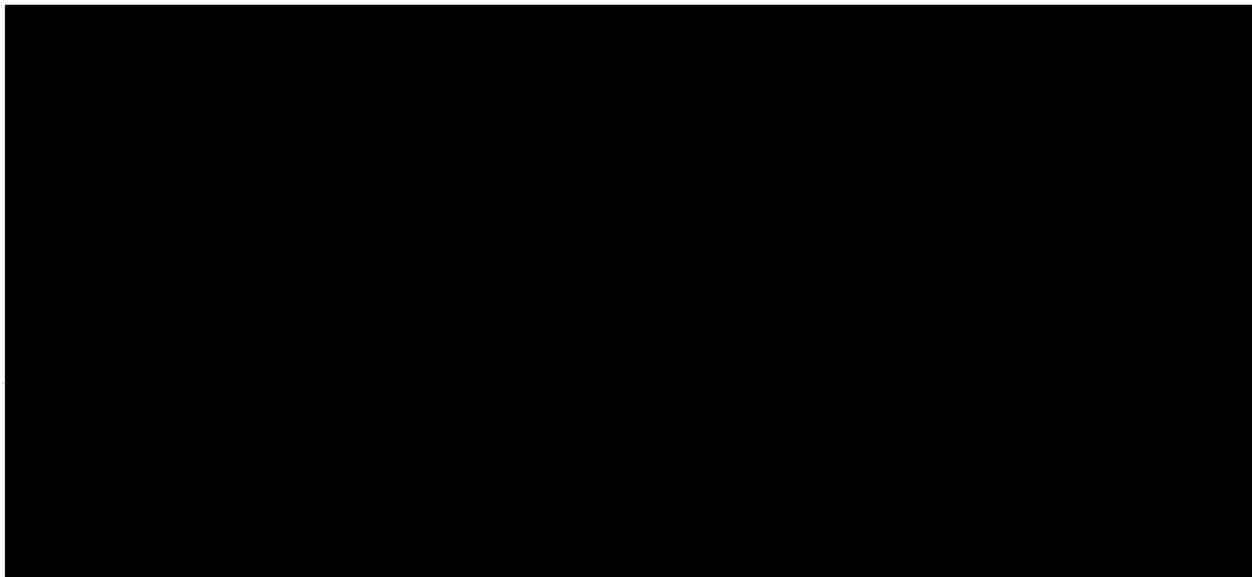


Signature

7/26/21

Date

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

Name:

Raymond Johnson

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

The Renaissance Charter School

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

Teacher Representative

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

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

Teacher -

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

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

Married to another teacher. Only benefit is as a teacher in the school. I represent all teachers' interests.

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

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

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

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

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?
 Yes No

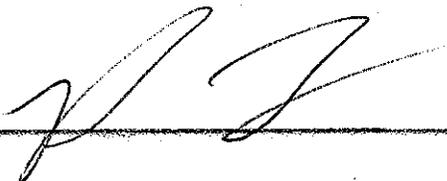
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

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

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

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

Signature  Date 7-26-21

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

Name:

Rachel Mandel

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

The Renaissance Charter School (1 & 2)

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

Board Member

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

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

—

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

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

No.

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

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

No.

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

No.

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

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

Yes No

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

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

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

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

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



 Signature

10/5/2021

 Date

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





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

Name:

Margaret Martinez-DeLuca

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

The Renaissance Charter School

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

Member

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

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

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

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

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

 X No

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

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

No

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

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

Yes **No**

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

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

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

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

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

Transcribed for Margaret Martinez-DeLuca on 07/30/2021.

Rebekah Oakes

Signature

Date

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

Name:

CONOR T. McLOY

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

The Renaissance Charter
School

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

BOARD MEMBER / PRESIDENT FOR

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

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

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

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

No

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

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

No

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

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

No

6. Are you a past, current, or prospective employee of the charter school,

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

___ Yes ___ No

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

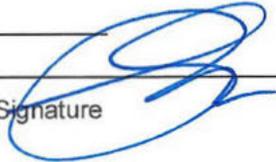
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Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<u>N</u>	<u>o</u>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

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

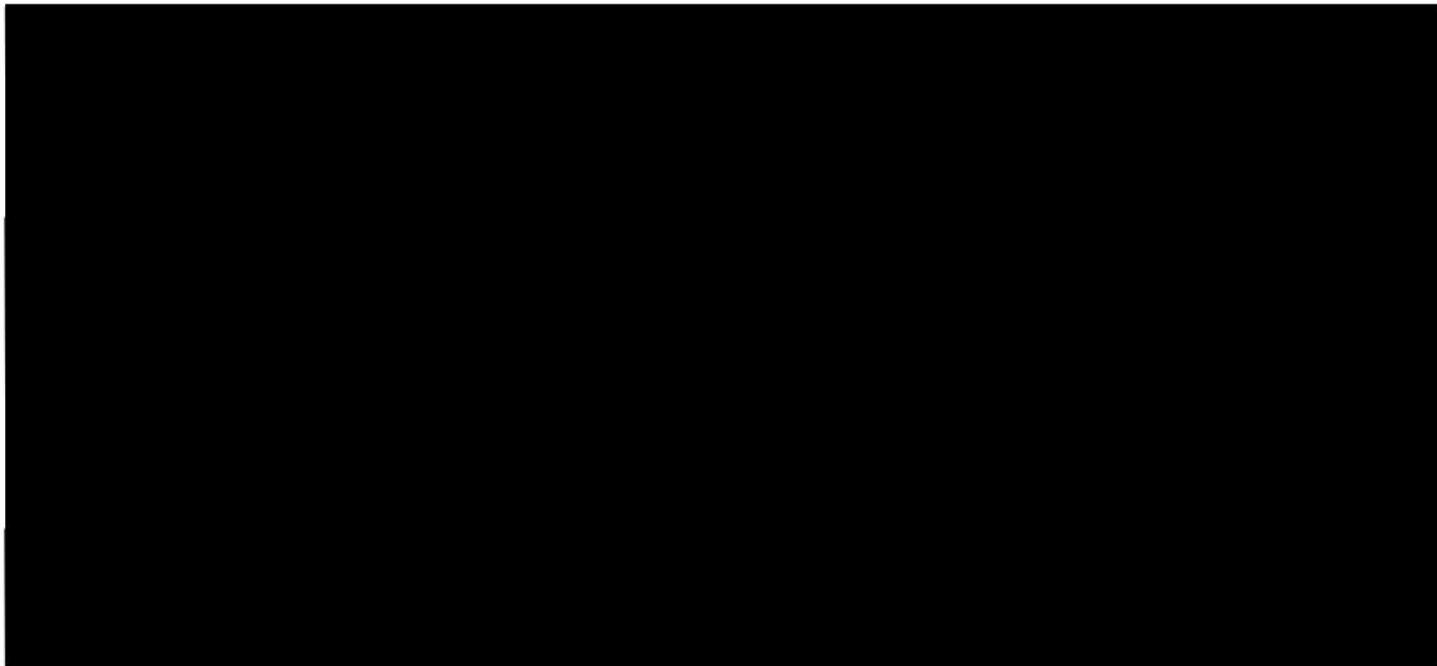
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

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Signature

07/30/2021

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The Renaissance Charter School
Public Meeting of The Board of Trustees
Wednesday, July 2, 2020 – 6:00 p.m.

AGENDA

- 1) Chairperson's Message – Dr. Monte Joffe
- 2) Roll Call
- 3) Approval of the June, 2020 Minutes
- 4) College and Career Office Report – Ana Falla Riff, Coordinator of the College Bound Program
- 5) Public Speaking

The Renaissance

35-59 81st Street, Jackson Heights, NY 11372

www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax)

Charter School

BOARD OF TRUSTEES

Monte Joffe, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Conor McCoy

Francine Smith

Margaret Martinez-DeLuca

(Medical Leave of Absence)

July 1, 2020

The Renaissance Charter School

Meeting of the Board of Trustees

(Held virtually under emergency provision for NYS Open Meetings Law for COVID -19)

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 6:05 p.m.

1. Chairperson's Message – Dr. Joffe called the meeting to order and thanked everyone for an incredible and unbelievable year during these unprecedented and challenging times. He was
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Rachel Mandel, Chester Hicks, Raymond Johnson, and Francine Smith

Also Present: Ana Falla-Riff, College and Career Office Coordinator

Absent: Conor McCoy, and Margaret Martinez –DeLuca

3. Approval of the Minutes from June 3, 2020 Board Meeting.
Minutes were approved by acclamation.
4. College and Career Office Report – Ana Falla Riff (This report was shared with all board members prior to the meeting)
The report focused on the Fall and Spring Semesters, which were very different in nature, due to remote learning conditions that the school operated under in response to Covid-19. In-person counseling and supports for students were provided, as well as parent meetings were conducted in the Fall semester. In the Spring semester the College and Career Office transitioned to a remote model to meet the needs of students and parents. The landscape of the college application process also has changed in the Spring semester, due to changes in graduation and admission requirements.

“Developing Leaders for the Renaissance of New York”

These changes were brought about when The NYS Board of Regents cancelled the Regents Exams for The Spring Semester, and when the College Board cancelled SAT and AP Exams, due to Covid-19 restrictions. This necessitated communication with colleges, students, and families using various remote platforms to ensure that information was shared thoroughly and efficiently.

Forty five of forty seven graduating seniors completed their college application process and were admitted to college. Two students opted to take a year off before entering college. Some students have changed their plans to attend colleges in certain locations due to various considerations for their health, proximity to family, and changes in financial circumstances.

5. New Business – Stacey

Graduation was very successful. It was a drive-in ceremony held on Tuesday, June 23 at a location in Whitestone, NY, made possible through the generous arrangements provided by Barone Management, the developers of the facility for TRCS 2. Students and families were very happy with this unique event, which was a fitting send-off for our graduates.

6. Public Speaking – None

7. Adjournment – 7:03 pm

College and Career Office
2019-2020 Report to the Board of Trustees

College and Career Office

State of College Admissions and Advocacy

Outcomes

Percent by Type of College

College Acceptances

Scholarships

College Now Program - City University of New York

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College and Career Office Coordinator's Report

Prepared by Ana Falla Riff

College Adviser/High School Coordinator for College Bound

Supporting our students during the COVID-19 pandemic has been our office's primary concern in the last three and a half months. In addition to tending to their social and emotional needs, we continued to provide challenging work in the classroom, hands-on experience in academic and leadership programs, and extensive small group and individual counseling. We have used a variety of tools to communicate with students and their parents, including Zoom, Google classroom, telephone calls, text messages and emails. Most students have maintained regular communication with us. We have approached our work with compassion while maintaining high expectations of our students. Our school community has demonstrated resilience and our *esprit de corps* has sustained us.

State of College Admissions and Advocacy

College and Career Office staff vigorously advocate with colleges on behalf of our students. We are in regular contact with college admissions, testing, and financial aid offices. We help students understand requests for financial or academic documents and to gather and submit these documents. The College Advisory met with 45 of the 47 graduating seniors to discuss their college and financial aid options. Meetings were usually held via Zoom video conferencing.

Members of the class of 2020, more than previous classes, cited financial aid as the primary factor in choosing a college. Economic insecurity was a significant factor because many of their parents were laid-off or furloughed during the quarantine. In addition, there is great uncertainty about how and when colleges will reopen. Some schools have already informed our students that fall semester classes will be held online. This uncertainty makes it more difficult for students to transition to college. The College Adviser will be checking in with graduates throughout the summer to facilitate this transition.

About a quarter of our seniors' financial aid applications were chosen for verification (this is a random selection and not an indication of potential fraud). The verification process is lengthy and confusing. CUNY, SUNY, and private schools may request different documents from an individual student. Students were required to print and submit documents even when the college was informed that they did not have access to a printer. The process was particularly grueling for students applying to opportunity programs such as CUNY's SEEK or SUNY's Education Opportunity Program (EOP). These programs provide academic and financial support to students who would otherwise not have access to higher education. It is no wonder that many opportunity program seats remain unfilled. The College Adviser helped students and their families to assemble documents, to fill out and submit forms, and was an advocate for them.

Students were counseled to make informed decisions as they reviewed and compared their financial aid awards.

The College Advisor helped students to craft and submit appeals for additional financial aid on the grounds of changed financial circumstances due to COVID-19. Six appeals were submitted and four have been granted thus far. Notably, a private school granted an unusual waiver to a student who could not provide documentation of the noncustodial parent's income (the CSS NonCustodial form is usually required). The student will now be able to attend the college of her choice. This student was informed by other schools that an admissions decision could not be rendered without such documentation.

The college admissions landscape for the class of 2021 is the subject of much speculation. Many colleges and universities, including most Ivy League schools, have announced that they will be test-optional for this group of juniors. This means that students can choose to not submit their test scores. Some schools that have been test-optional for years. Studies comparing graduation outcomes for students who submitted test scores and those who did not were found that rates were statistically insignificant. As a result, there is an ever-growing test-optional movement. A substantial body of research supports the view that standardized test scores are not predictive of students' ability to successfully complete their first year of college and that high school courses and GPA are more predictive. However, to date, only one SUNY school has announced that it will be test-optional.

The City University of New York (CUNY) announced in the fall semester that it had changed the manner in which students were deemed proficient in reading, writing and mathematics and eligible to take credit-bearing courses. Previously, students who did not meet proficiency standards because of their SAT/ACT or Regents scores were required to take assessments and placement tests. If they failed to meet the standards, they were required to take courses that were not credit bearing for which they had to pay. Or, they would have to enroll in programs such as CUNY START that help students hone their reading/writing and/or math skills. Not meeting standards meant that students were not able to enter a senior college. They were required to take developmental courses in a junior college, unless they were admitted to a four year college through an opportunity program. Many students throughout the CUNY system were not able to meet the benchmarks even after taking remedial courses, especially in mathematics. Often, these students would drop out of college.

To address this problem, CUNY examined its placement practices and found that they did not accurately determine a student's ability to succeed in a credit-bearing course. The University decided to discontinue their admissions assessment process and shift to a proficiency index that incorporates high school grades, Regents and/or SAT scores. This will make it possible for some of our students who have good GPAs, but do not test well, to be admitted to four year institutions.

The movement away from reliance on standardized test scores in the college admissions process is gaining traction. While some colleges and universities have only announced being test optional for the class of 2021 or for the next couple of classes only, many others have decided to do so for the future. Other schools have announced that they will be test blind - they will not accept the test with applications.

To keep our students well informed, the College Advisor has maintained the senior and junior page of our blog (trccollegeoffice.blogspot.com). Information is posted when colleges move their commitment dates, make changes to how documents are submitted, or publish new admissions guides. And the latest information regarding test-optional announcements, virtual tours, college fairs, and meetings with college representatives is posted and updated regularly.

During the quarantine, the College Advisor has had many meetings with individual students to counsel them about completing their work for the semester. When necessary, the student is brought to the attention of the Response to Intervention team. The Adviser helps craft plans for these students and follow ups with them and their parents.

Outcomes

Forty five of our 47 graduating seniors have finalized their college applications. One of them will be taking a gap year and the other is working on completing their school work. When they are ready, they will receive help with their applications. Two of our students have been admitted but have yet to make a decision.

List of Colleges Students Will Be Attending

CUNY	SUNY	PRIVATE
Sophie Davis Biomedical Program/CUNY School of Medicine Baruch City College Lehman NYC College of Technology Queens York Borough of Manhattan CC Guttman CC LaGuardia CC Queensborough CC	U. at Albany Geneseo Old Westbury Oswego Stony Brook University	Florida International University Fordham University George Washington U. Elliott School of International Affairs L.I.U. Brooklyn L.I.U. Post Honors Program St. John's University The American Musical and Dramatic Academy

Percent by Type of College

This table includes only the 43 students that have made a decision.

Class	CUNY Senior College	CUNY Junior College	SUNY Senior College	SUNY Junior College	Private
2020	44	23	12	0	21
2019	35.3	21.6	15.7	2.0	25.5
2018	38%	30%	12%	2%	14%
2017	49%	15%	19%	0%	9%

College Acceptances

CITY UNIVERSITY OF NEW YORK	PUBLIC - IN STATE	PUBLIC - OUT OF STATE	PRIVATE
Baruch Brooklyn City College College of Staten Island NYC College of Technology Hunter John Jay College of Criminal Justice Lehman Medgar Evers College Queens York Borough of Manhattan CC Guttman CC LaGuardia CC Queensborough CC	U. at Albany Honors Program U. at Albany Binghamton U. U. at Buffalo Geneseo New Paltz Oswego	U. of Connecticut	DePaw University Drexel Fordham U. @ Lincoln Center Hofstra U. LIU Brooklyn LIU Post Honors Program Massachusetts College of Pharmacy and Health Sciences Monroe College NY Institute of Technology Pace U. Rochester Institute of Technology Sarah Lawrence Skidmore College Smith College St. Francis College St. John's U. Stevens Institute of Technology

			Wheaton (MA)
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Scholarships

Posse Foundation

After a very competitive process, three of our students were chosen as Posse Foundation Scholarship finalists this year: for Connecticut College, DePaw University and Smith College. Unfortunately, although they were strong candidates, none were named as Posse Scholars. The new cycle of scholarship nominations has begun and the process will take place remotely for the most part.

College Now Program - City University of New York

Courses 2019-2020

TRCS students attend college-level courses through the City University of New York's College Now Program. By taking college courses, students demonstrate the willingness to meet high-level academic challenges. College courses help them prepare for the challenges of college and also raise their admissions profiles.

Fall of 2019

Queens College - Four students

- Fitness Through Diet, Exercise, and Weight Control
- Philosophy

Baruch College - One student

- Business Fundamentals: The Contemporary Business

Spring 2020

Queens College - Five students

- Psychology (CN Strategic Plan Initiative collaboratively with the Office of Undergraduate Admissions)
- Drama

Queens College - Pre-College Courses

- STEM Research Academy - Exploration of Aquatic Ecosystems - 2 students

Two of our students were accepted into the Model NYC Council Project, a collaboration between CUNY's College Now Program and the City Council. The program provides students with the unique opportunity to assume the role of a New York City Council member and to learn about governance and public administration. Unfortunately, the program could not go forward because of COVID-19.

Advanced Placement (AP) and Honors Courses

TRCS has increased the number of AP and Honors courses offered at our school. These courses prepare students for the rigors of college-level work and give them a chance to earn college credit. The College Adviser provided information and resources to students and teachers regarding the online administration of the AP exam. This administration of this year's AP exams was highly controversial and criticized on equity grounds: many low-income students did not have access to decent digital resources and had to take the exam in crowded and noisy spaces. Concerns about the abbreviated contents and shortened length of the exam were also raised.

The following AP classes were offered during the 2019-2020 school year:

- AP World History
- AP European History
- AP U.S. History
- AP Biology
- AP Environmental Science
- AP Computer Science Principles
- AP English Literature
- AP Spanish Language and Culture
- AP Spanish Literature and Culture
- Honors Calculus
- Honors Economics
- Honors Government

Parent Meetings

Parental engagement is one of the cornerstones of the College and Career Office. We believe that parents are stakeholders and have the right to information and the responsibility to be involved in their children's education. Specifically, parents need information regarding post-secondary options, financial aid, and how they can support their children's success in high school, college, and career.

This semester's parent meetings took place on Zoom on separate evenings for Spanish-speaking and English-speaking parents, to encourage full participation. Both evenings were well attended. Many parents expressed concerns about the impact of the Coronavirus pandemic on the application process and on standardized testing.

College and Career Office (CCO) staff also met individually with students and their parents/guardians to answer questions and address concerns. When the staff determined that there was a need for parent intervention, a meeting was called. During the meeting the CCO staff's concerns were shared with the parents, a strategy was developed to address the concerns, and a plan of communication was established between the CCO and the parents. These meetings were conducted by telephone.

The College Adviser also met with parents and students via Zoom to discuss students' academic performance and their progress toward meeting graduation requirements. She also met with parents to discuss individual student's college and financial aid options. Financial aid awards were explained and offers from different colleges were compared. The goal was to support families as they make decisions about the best college option for their children.

September 2019

- Financial Aid Workshop - Senior Parents. A representative from the Higher Education Services Corporation (HESC) led the presentation. Ana Falla Riff translated the presentation into Spanish and led the workshop in Spanish. Over 60 students and parents were in attendance.

- Junior Parent Meeting - High school graduation requirements, junior timelines, and college admissions criteria were discussed. Parents received their children's transcript and, with the student, filled out a Diploma Requirement Worksheet to determine if the student was on track to graduate. We also discussed letters of recommendation, the Family Education Rights and Privacy Act (FERPA) and our school's FERPA Rights to Access Letters of Recommendation. Over 60 students and parents were in attendance.

October 2019

- Free Application for Federal Student Aid (FAFSA) Completion Workshop - Senior Parents. A HESC representative assisted families in filling out their FAFSA and NYS Tuition Assistance Program (TAP) applications. Over 40 students and parents were in attendance.

June 2020

- Rising Senior Parent Meeting - Senior year timeline, college admissions requirements, creating a realistic college list and the impact of COVID-19 on standardized testing and college admissions. Approximately 20 families attended the Zoom meeting in Spanish and approximately 22 attended the meeting in English.

The Opportunity Network

The Opportunity Network is a selective, six-year career development program for motivated, high-performing high school students. The Fellows Program begins with a mandatory three-week Summer Institute following sophomore year. In junior and senior year, students attend weekly workshops focused on career readiness and networking. Through the summer opportunities program, juniors and seniors participate in paid internships and local, national or international enrichment opportunities. During the quarantine program's weekly meetings were held remotely. Four sophomores were accepted to the OppNet Fellows program this spring.

OppNet helped one of our junior fellows land a Creative Digital Marketing Externship with Saje of Saje's through Paragon One. The latter is an online career accelerator that matches students with career coaches, career simulations and internships. Another fellow will be taking a Pre-Med and Health Professions course through Syracuse University's Summer College.

Last summer, one of our current seniors, an OppNet Fellow, traveled to the Netherlands, all expenses paid. She participated in the Experiment in International Living program's Peace, Politics, and Human Rights. She learned about the Netherlands' progressive approach to LGBTQ rights, gender issues, and sex education.

Questbridge College Prep Scholars

An eleventh grader was one of the 3,779 students out of an applicant pool of 12,600 students who were admitted to this highly selective program. The program will be held remotely. Prep Scholars is a program run by Questbridge, an organization whose goal is to increase the percent of low-income students attending top colleges. As a Prep Scholar the student will have the potential to be a strong candidate for the Questbridge National Match, a program for low-income students who have excelled in high school. If chosen, the student receives a full-four year scholarship (tuition, room and board, books, transportation) to a highly selective college or university.

Social Justice Day

The Junior class was eagerly preparing for Social Justice Day beginning in September. However, the quarantine

prevented them from moving forward with the event; we hope to schedule the day in the fall. The workshops will be: Issues in Energy Conservation, the Dangers of the Dark Web, Water Pollution, Wildlife Conservation, School-Related Stress, Sex Education, Immigration, and the Vaping Crisis.

Senior Send-Off and Breakfast to Welcome Eighth Graders

Rites of passages, like Social Justice Day, strengthen community bonds. Our seniors traditionally parade through the building and students, faculty, staff, and administrators salute them as they walk past their classrooms and offices. The elementary school students create signs congratulating the seniors. This year, Daniela Labella and Leah Shanahan, our Pre-K-5 Teaching and Learning Coordinators, asked their students to create cards for the twelfth graders. The kids submitted photos of themselves with the cards they had made. Daniella, who had taught many of the members of the class of 2020, created a heart-warming video, which was shared during graduation. Every year, seniors create a college bulletin board on which they post their photos and the colleges they will be attending. Every class strives to make one better than the previous one - it is a source of great pride. This semester the College Adviser created a wall in her home with the photos the students submitted. Some of the students will go Renaissance once the school opens to create their board. Our school participated in First Lady Michelle Obama's Reach Higher initiative and in the New York City's Department of Education Decision Day.

College Presentations at TRCS/College Fair

On October 11, 2019, the CCO took the senior class to a SUNY College Fair at the Javits Center. Most of SUNY's 64 campuses were represented. During Rensizzle week, students in the Senior Week group visited CUNY's Brooklyn College.

College representatives enjoy visiting our school; they always offer praise for our students. They comment on our students' behavior--their politeness, attentiveness, and ability to network. Representatives also comment on our students' insightful and well-researched questions.

The following colleges visited TRCS this year to recruit our students:

- City University of New York - General Representative
- SUNY Geneseo
- SUNY Oswego

Spring visits were not possible due to the quarantine.

Standardized Tests

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is co-sponsored by the College Board and the National Scholarship Program. It measures reading, mathematics, and writing skills. The NYC Department of Education deems this assessment to be so important that it pays for all 10th grade students in NYC public schools to take it in October. TRCS covered the costs for juniors who did not receive fee waivers from the College Board. Students take the PSAT/NMSQT to prepare for the SAT and, in the 11th grade, to qualify for a National Merit Scholarship. Furthermore CUNY colleges require 10th or 11th grade scores to determine if students are eligible to take free college-level courses on their campuses.

On October 16, 2019 the PSAT/NMSQT was administered to 57 sophomores and 55 juniors. The College Board and Khan Academy have a partnership to help students prepare for the SAT. By linking their College Board and Khan Academy accounts, students can create study plans based on their actual PSAT/NMSQT

results. In our Mathematics and Literacy Skills and College Prep classes students created and linked the accounts.

College Entrance Exams

Many colleges and universities consider students' standardized test scores when making admissions decisions. Fifty five juniors took the SAT at our school in the March 4, 2020 School Day administration. The NYC Department of Education (NYCDOE) paid for all juniors in public schools to take the test. The students have been using the College Board and Khan Academy resources to prepare to retake the exam in the fall of 2020.

College Bound Classes

College Prep Section - 11th Grade

To help students begin to craft and finalize a postsecondary plan, eleventh graders used the U.S. Department of Labor's O*Net Interest Profiler and researched career options on The Department sponsored My Next Move website. Students explored careers that might be suitable for them depending on the level of education or preparation they are interested in pursuing.

Students learned about college admissions requirements and how to compare their admissions profile to the requirements of individual colleges. They were introduced to the factors they might want to consider as they make decisions (location, size, diversity of student body, etc.). Students began to research colleges. When we transitioned to remote learning, information regarding virtual college tours and college fairs, virtual meetings with college representatives, and other resources were shared with the students. The juniors discussed their concerns about the possibility of not being able to visit colleges in person before they applied to college.

Senior Seminar

College Prep Section

In the fall semester students examined the colleges on their lists and reflected on the factors that were of most importance to them as they decided where to apply to college. During the months of September and October, the focus was on financial aid literacy. Topics covered included financial aid myths, types and sources of financial aid, and the components of the cost of attending college.

Students completed their CUNY and SUNY applications and worked on their personal statements in class. They met with members of the CCO team during lunch and after school to finalize their personal statements and application supplements (additional essays or short-answer questions).

The spring semester was dedicated to easing students' transition to college. During February and March the financial aid application was the focus of class. Students learned to read and compare financial aid award letters. We transitioned to Zoom classes in late March. Students discussed concerns about transitioning to college in the fall semester because of the quarantine. Information and resources regarding commitment deadlines, registration, financial aid were presented.

Professional Development

To remain current on developments in the field during the COVID 19 quarantine, the College Bound Coordinator attended the followings webinars, presentations:

04/03/20 Presentation: School Counselors Leading the Way: College and Career Readiness for all

Students. (Received 0.1 CEU credit - certificate in appendix).

- 04/07/20 UAspire Summer Transition Webinar.
- 04/10/20 Scoir demo - Management system for counseling and college counseling.
- 04/17/20 NYS School Counselors Association. Q & A on Cancellation of Regents Examinations.
- 04/22/20 Graduate NYC. CUNY Enrollment and Matriculation Forum.
- 04/23/20 College Access Consortium of NY (CACNY). The SAT is Cancelled, Now What?
- 04/30/20 CACN. Best Practices: Planning Virtual Celebrations.
- 05/05/20 Regional Officers of Admissions Metro NYC. Coffee hour for counselors and advisors.
- 05/06/20 Graduate NYC - SUNY Matriculation and Enrollment Forum.
- 05/13/2020 College Access Action Network (CAAN). Per Scholas - Equity and Career Pathways.
- 05/27/2020 CAAN. CUNY Community College Update.

Presentation: School Counselors Leading the Way: College and Career Readiness for All Students (Ondemand Recording).

Goals and Areas of Growth

- Learn to interpret the data received from the National Student Clearinghouse.
- Streamline systems in the College and Career Office to more efficiently serve students.
- Increase networking relationships with individual CUNY, SUNY, and private colleges.
- Improve data collection.

Literacy Skills/College Bound and Senior Seminar

Prepared by Maura Malarcher

Math and Literacy Skills Classes - New Developments

NINTH GRADE

During September and October, ninth graders completed a self-evaluation to provide themselves with baseline information on their mindsets. Then in November, class instruction was based on the Student Course published on *youcubed.org*, which provides information about neuroplasticity and other brain research connected to learning. These lessons included videos explaining the importance of taking on challenges and making mistakes to stimulate brain growth and learning. Students completed activities published on *youcubed* that use patterns to introduce algebraic concepts, and they were encouraged to apply their understanding of patterns to other topics as well. Starting in December, the focus of the class shifted to language patterns, specifically grammar and parts of speech. This topic has continued for the rest of the year, including lessons taught online. For distance learning, ninth graders attend a weekly zoom class and complete a weekly assignment. They will have

completed reviewing all eight parts of speech, including their use in compound and complex sentences, by the end of the year.

TENTH GRADE

During fall semester, tenth graders first received preparation for the PSAT test administered in October. Then students spent the next three months investigating linear functions, using activities published on *youcubed.org* as part of the Mathematical Mindset Algebra course. Tenth graders began the spring semester with a unit on financial planning, which concluded in March when online instruction began. After the school transitioned to distance learning, tenth grade students received weekly Zoom classes and assignments. During the first five weeks, students explored careers using personality and interest assessment tools. Students also explored careers based on their passion to address a local or global problem after listening to a TED talk from the founder of the organization *80,000 Hours*. They then researched one career in depth using the *Occupational Outlook Handbook*. Finally, students created resumes and cover letters, which will continue to be updated through senior year.

ELEVENTH GRADE

At the beginning of fall semester, eleventh grade Literacy Skills classes focused on preparation for the PSAT test administered in October. Then juniors spent the remainder of the fall semester completing activities published by *youcubed.org* in the course Mathematical Mindset Algebra. These activities help students develop a deeper understanding of linear and quadratic functions, which are emphasized on college entrance exams. During February, classes began preparation for the SAT exam in March, especially for the Reading and Writing sections. After classes moved online, the Literacy Skills curriculum for the eleventh grade had two objectives: (1) college exploration and (2) preparation for college application essays. Students first learned how to navigate college websites and use a school's freshman profile to identify Likely, Target, Reach, and Dream schools. They also were introduced to online tools for college research, including the College Niche and Students Review websites. Next, there were classes comparing and contrasting the CUNY, SUNY and Common Applications, as well the essay requirements required for different schools. Finally, juniors were given a summer assignment based on the essay questions typically required for applications, so they can prepare for the fall.

TWELFTH GRADE

The Career and College Office staff began working with rising seniors on their college applications during the summer before senior year began. Getting an early start was especially helpful because deadlines for CUNY applications, as well as scholarship programs like Posse, are already pending when students return in September. From September through December, the primary focus in Senior Seminar classes was college applications. One class requirement was to complete a personal essay that could be used on an application. In addition, students either focused on supplementary essays if required by the schools they chose, or completed an independent project related to their career interest. Options for the independent projects included: completing a Coursera class about a topic of interest, interviewing a person in a career of interest, or documenting completion of a 30-day challenge to strengthen one executive skill.

Seniors began spring semester with the aim to write ten-page research papers. However, this course objective was adjusted after the school moved to virtual instruction. Starting in mid-March, students attended weekly live zoom classes and received weekly assignments. Additional support was provided based on appointment. Instead of picking separate topics to research, students were assigned one research question as the focus for their paper: **How can we prevent infectious diseases like Covid-19 from happening again?** Students conducted preliminary research, reading assigned articles to understand the underlying causes of Covid-19 as a

zoonotic disease that appears to have been transmitted from bats to pangolins to humans due to deforestation. Students then were guided through the construction of a research paper using a series of steps to support formal academic writing. The overall goals of this project were for students to have a strong grasp of how to create an outline and how to construct well-organized paragraphs with correct citations.

Here are some comments by seniors about the online assignments:

- *These suggestions are helpful because I feel like my work is more organized. The notes are making the writing process more easier.*
- *Doing this process makes writing a paragraph much easier.*
- *I was dragging my paragraphs before this. It was actually kind of hard to write a paragraph at times due to not knowing how to introduce or feeling like I didn't have enough evidence. So, Yes these suggestions are very helpful because it made it easier to write a paragraph and it made the paragraph more eye catching. They are making the writing process somewhat easier.*

Digital Portfolios to Support “Big Picture” Understanding of High School

In an effort to help students understand the importance of high school starting from the ninth grade, we added digital portfolios to the class requirements in Math and Literacy Skills classes for grades 9-11. During several class periods this year, CCO staff assisted students in grades 9-11 to create these portfolios to chart their progress in school and reflect on their growth. Students began tracking their credits and grades online, and evaluated their progress toward graduation. Lessons were added to the curriculum that connected goal setting to brain research, and students in every grade drafted long-term and short-term goals.

The digital portfolio requirements were adapted to the areas of focus for each grade to include:

- Ninth grade - reflective writing about how positive behaviors and attitudes support success in classes.
- Tenth grade - exploratory writing and reflection with regard to career interests.
- Eleventh grade - reflective writing based on in-depth career and college research.
- Twelfth grade - reflective writing envisioning a future self.

Based on brain research, explanations of steps to conduct research were presented in a more interactive format, with examples and models used to illustrate principles. For example, Maura guided students through an example paper based on the claim that “The US government should ban nuclear weapons,” writing collaboratively with students in class to help them better understand data collection and paragraph construction. Students applied these research strategies to complete their own papers based on their selected claims.

The Leadership Program

Prepared by Inti Ossio, Leadership Program Coordinator

2019-2020 Process

This year, like every year, the Leadership Program Coordinator did extensive interviews with students to help place them in leadership programs aligned with their interests throughout the summer of 2019.

By November 2019, the Leadership Program Coordinator met with all students in ninth, tenth, eleventh and twelfth grades and supported their placement of a leadership program based on their preferences and its correlation with career and or subjects the student was interested in exploring. The one-on-one questionnaire

asked about academic and personal interests, careers they're interested in exploring, skills and goals the students would like to develop and how they can begin working on them and remain consistent to see progress.

In the fall and in the spring, the leadership program coordinator met with every individual high school student to review their interests, their strengths and weaknesses. Based on these interviews as well as results of a student survey, Ms. Ossio assigned ninth and tenth grade students to leadership programs within the school. She also provided guidance to junior and seniors in selecting leadership programs outside the building. When these programs required essays and/or interviews, Ms. Ossio and other CCO staff members helped students submit applications and prepare for interviews.

Periodically, throughout the year the leadership program coordinator met with individual students to discuss concerns with academic struggles and supported them in developing grit and discipline with consistent practice of things like writing things down in their agendas, making to-do lists, setting pomodoros, organizing their school belongings and reminding them to stay current and encouraging them to ask for help. This consistent support has supported many students in developing executive functioning skills they often struggle with and will need post-high school.

Program Highlights

- I. This year there were two **new** in-house leadership programs:
 - A. **Urban Seed Stewards:** A youth seed stewardship program committed to regenerative earth-work and social justice in Jackson Heights. Inspired by the message, "*They tried to bury us, they didn't know we were seeds*", this program cultivates a space for participants to collectively envision the just and liberated futures we want to grow. The program will follow a seasonal rhythm to highlight the lessons that our urban ecosystem has to offer. **Fall** is for gathering seed stories and information, seed stewards will begin to connect with the ancestral seeds that they will focus on for their projects. Using the quiet and stillness of **winter**, this time will be used for rest and visioning our seed keeping garden. As daylight increases, we will emerge from the winter into **spring** ready to plant our seeds and continue to do community engagement with our mobile seed library. This program ended on March 26, 2020 and completed a zine that is attached to this report.
 1. Once quarantine began, Amara, the facilitator moved quickly and gathered consent from families to deliver seeds, soil and other materials so they could still learn about food justice from home.
 2. They had guest speakers who joined their zoom calls, like Lex Barlowe of Que No Se Pierda La Semilla, a seed keeping project in Puerto Rico and Jackie Pilati of Reclaim Seed NYC. Since students liked cooking as part of their program before quarantining, they also had short cooking classes and some great chef guests like Maya Stansberry who runs Bring It Home and Gabriela Alvarez of Liberation Cuisine.
- II. **Careers in Music, Theatre and Arts Business:** This program provides a deeper understanding of working in the music, theater, or creative performance industry. Students will explore careers and pathways into the arts, by visiting studios, performance venues, and other creative spaces throughout the city. Students will also meet a number of professionals working as performers, technicians, producers, administrators, and, yes, DJs. This program will be treated much like a college freshman level course: students are expected to engage thoughtfully in discussion and participation (both during class and in the

online forum), practice proper audience etiquette, and, if applicable, perform in one's art of choice. A final project/performance to illustrate one's learning will be expected.

- III. One of our students in the 10th grade went through a transformation after doing a lot of self-awareness work using youtube videos and books. These videos had influenced him so much he wanted to share what he learned with the high school student body. He worked diligently with the leadership program coordinator throughout the end of the fall semester and through the spring semester to finalize the workshops he had been working on. He presented two before quarantine:
 - A. Why We Never Get Enough Sleep and What We Can Do About it
 - B. The Secret to Getting Things Done
- IV. This year the College Program Coordinator networked with the SEO Scholars (Seizing Every Opportunity), an eight year academic program that provides educational preparation and mentoring for students in underserved communities beginning in the ninth grade and through college.
- V. Six students in the ninth grade class were admitted and began the program in January of 2020.
 - A. Once quarantine began, the program took a break to reconvene and reassess programming for the remainder of the spring semester while in quarantine. They checked in with all students and began having class on Tuesdays from 5-7 pm and Saturdays from 12-1 pm, from April 7, 2020 to May 30, 2020. Additional support and tutoring was offered on Mondays and Fridays from 5-7 pm online.
 - B. During the summer of 2020, the students will meet virtually from July 7 to August 7, 2020. Weeks 1-4 will meet Monday - Thursday, with three days of academics and one day of enrichment. Week 5 will be coding Monday - Friday.
- VI. Due to covid-19, the leadership program coordinator provided students with academic support one-on-one in response to individual student needs as brought up in RTI. As part of leadership, she also met with almost all students to discuss their leadership situations once quarantine began to assess how they could pass the semester if they were left without a program.

Spring Pause Workshops:

In response to the impact of COVID on student leadership programs, the following workshops were offered during Spring Pause in order to provide students with skill building virtually. The leadership program coordinator also met with students individually to help them with some of these one-on-one.

1. What is a Resume and How to start one
2. Updating your Resume
3. Writing a Cover Letter
4. Create and Facilitate a Workshop 101
5. Making Sense of Your Interests
6. Goal Setting 101

2019-2020 Requirements for All High School Students

I. Grading Rubric Requirements -

- A. All students are required to complete all of the following as part of their Leadership Program grade.
1. One-on-one interview - 25%
 2. Enrollment form 10%
 3. Attendance / Time log - 40%
 4. Self-evaluation reflection - 15%
 5. Supervisor Evaluations - 10%
- B. Each student must accumulate at least 70% in order to receive a “satisfactory” mark on their transcript by the end of the fall and spring semesters.
- C. **NOTE: After quarantine officially began due to covid-19 in the Spring of 2020, some students were able to continue with their leadership programs remotely, while many others were not. Many programs and opportunities were affected due to the nature of the program they were enrolled in. An [Alternative Leadership Guide](#) was created so that students could still learn some important skills virtually and pass leadership for the remainder of the semester. (see attachment)

II. 9th Grade Students -

- A. Ninth and tenth graders participate in leadership programs within the school. These programs are generally scheduled on Wednesday mornings or after school.
- B. Leadership program choices available for ninth and tenth graders include:
1. Urban Seed Stewards
 2. Careers in Art
 3. Jazz Band
 4. Tech team
 5. Sadie Nash Leadership Program
 6. Urban Word
 7. STEM Enrichment
 8. Careers in Music
 9. TREA (Teens for Racial and Ethnic Awakening)
- C. Alternatively, students have the option to intern with TRCS staff in various roles that include assisting classroom teachers with admin work and TA-ing, volunteering in after-school programs, and taking on leadership roles within clubs.
- D. During the 2019-2020 school year, ninth graders were scheduled as follows:
1. 98% participated in partner programs
 2. 2% participated in programs outside of TRCS
- E. ** SEO was a new program this year

III. 10th, 11th and 12th Grade Students -

- A. Students in these grades are encouraged to participate in leadership programs outside but are welcome to participate in programs at TRCS if they are aligned with their interests for a minimum of 26 hours each semester.

2019-2020 Enrollment

Programs Outside TRCS

In the Fall and Spring semesters, students participate in numerous programs, ranging from leadership development to assisting teachers with teaching materials or in their classrooms. The list below highlights programs and organizations outside of TRCS that our students attended during the academic year 2016-2017. We see our students as ambassadors of our school to the community; participating in new programs opens doors for the students themselves and for future generations at TRCS. 11 of 38 programs are new programs and the remaining 26 are programs our students have participated in in the past.

New Programs:

1. Centro Corona
2. YAYA (Youth Activists, Youth Allies) - Empower and Facilitation Bootcamp
3. Clinton Hill Dental Office
4. Queens Video Production
5. National Institute for Reproductive Health - TORCH!
6. Aster Levy Recreation Center
7. HD Construction Apprenticeship
8. Coursera: Cyberattacks course
9. UFC Gymnasium
10. Law Institute at Columbia University
11. Aeffe USA
12. SEO

Returning Programs:

13. Cornell Weill HPREP (Health Professions/Recruitment and Exposure Program)
14. NYU STEP (Science and Technology Entry Program)
15. NYU Saturday Dentistry Program
16. Goethe Language Institute
17. Regal Heights Rehabilitation Center
18. Tech 360
19. NYU Law Institute
20. Adhikaar for Human Rights and Social Justice
21. Queens Public Library
22. NYU High School Law Institute
23. College Now, Action Now!
24. Queens Community House
25. Alka Ballet School
26. Bridge Up STEM
27. Mount Sinai MED DOC's Margaret Tietz Nursing Program
28. New York Presbyterian Hospital
29. Saint Sebastian Parish Center
30. Sadie Nash Community Action Placement

31. District 75 Best Buddies Program
32. The Possibility Project

In-house Programs by Outside Organizations at TRCS

1. TREA (Teens for Racial and Ethnic Awakening)
2. STEM Enrichment Program
3. Urban Seed Stewards
4. Urban Word
5. Sadie Nash Leadership Program
6. Jazz Band

What Students had to say about their in-house Leadership Programs:

I believe seeds are of biological and economic importance for the world. Urban Seed Stewards have taught me about the importance of food justice and growing your own food as a sustainable practice. I am interested in growing my own food because it could save me money, help the environment and with a new activity, especially one that requires me to get moving considering the possibility that I may garden in a backyard of sorts, could physically benefit me over time.

Careers in Music was the first time I was able to really get one-on-one attention on a skill I wanted to improve. I loved working with Katie individually so she could help me on my personal music goals which felt more comforting and I also learned to be accountable to my goals.

In TREA I learned that I have something to say, I just need to discuss it with others to learn more and find the words to express it. Before this I was shy and didn't know that there is no such thing as a wrong answer. I now say what I need to say in my classes and am less afraid to speak.

What Students had to say about their outside Leadership Programs:

I always wanted to do work in the medical field, but I was afraid and set my mind on law until I took a chance and participated in Med Doc's. It helped me remember and realize that what I really wanted to do was become a nurse.

I am so glad I challenged myself to try something I was afraid of. The encouragement to apply helped and I really loved the program and am so glad I took a chance.

I have always been inspired by social justice work but it wasn't until I joined Adhikaar that I realized it happens in my own neighborhood. I learned so many skills and that I can also make a change. It was also nice to do it with other friends of mine who share the same interests.

I am interested in construction and architecture which is uncommon, but I learned a lot about safety and OSHA from taking free construction classes at Home Depot and learning about what construction contracting companies do.

Programs and Positions at TRCS

Below is a list of TRCS programs our students participated in and positions that our students held with staff at TRCS. Next to the position is the name of the supervisor. The TRCS College Office is extremely thankful to all

TRCS teachers and staff who volunteered their time to provide such meaningful experiences for our high school students:

Programs:

1. Careers in Art, *Robert Evangelista*
2. *Careers in Music, Theatre and Arts Business*
3. Tech Team, *Curtis Anderson*

Positions:

1. College and Career Office Intern, *Inti and Ana*
2. Spanish Dept. Assistance, *Marta Bolivar and Lisjane Gaviria*
3. Writing Center, *Shahreen Islam*
4. ELL Support, *James Drumgoole*
5. Middle School Humanities Support, *Renay Moran*
6. Science Department support, *Riaad Etheridge, Yaacov Levy and Joann Ristau*
7. HS ELA, *Nicole Jollon and Shahreen Islam*
8. HS Algebra, *Natalie Kurzyna*
9. HS Geometry, *Erin Chae*
10. HS Calculus, *Adrian Co*
11. Homework Center Math Tutoring, *Dhariana Mojica*
12. The Learning Center, *Lisa Burns*

What Students had to say about their TRCS Leadership Programs:

I'm glad that I went out of my comfort zone and asked Shahreen to give me an opportunity to do writing center. I was sad it ended because of covid-19 but I learned a lot and was proud of myself for learning to help others with their writing assignments.

Enrollment Statistics

Leadership Program Enrollment 2019-2020

	Class of 2020 [Seniors] 53 Students	Class of 2021 [Juniors] 54 Students	Class of 2022 [Sophomores] 58 Students	Class of 2023 [Freshmen]
Positions at TRCS	19%	17.1%	13%	0%
Programs at TRCS	23%	33%	47%	98%
Outside Programs at TRCS	12%	7.3%	24.3%	2%
Outside Programs	46%	42.6%	14.7%	2%
*Not Enrolled	4%	2%	1%	0%

***NOTE:**

- In the **Class of 2020**, (4%) students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team
- In the **Class of 2019**, (2%) student were exempt from participating in the Leadership Program at discretion of the High School Intervention Team

Leadership Program Enrollment 2018-2019

	Class of 2019 [Seniors]	Class of 2020 [Juniors]	Class of 2021 [Sophomores]	Class of 2022 [Freshmen]
Positions at TRCS	21.1%	14%	15.7%	3.5%
Programs at TRCS	15.3%	6%	12.7%	17.5%
Outside Programs at TRCS	19.2%	46%	54.5%	78.9%
Outside Programs	36.5%	28%	14.5%	0%
*Not Enrolled	9.6%	6%	0%	0%

***NOTE:**

- In the **Class of 2017**, (23%) 12 students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team
- In the **Class of 2018**, (1.8%) 1 student was exempt from participating in the Leadership Program at discretion of the High School Intervention Team

Leadership Program Enrollment 2017-2018

	Class of 2018 [Seniors]	Class of 2019 [Juniors]	Class of 2020 [Sophomores]	Class of 2021 [Freshmen]
At TRCS	10%	5.66%	16.66%	0%
Outside of TRCS	14%	15.09%	57.4%	91.37%
Not Enrolled	4%	3.77%	0%	0%

Enrollment Analysis

Leadership Program Results - Fall Semester

**Students who are exempt from fulfilling the Leadership Program requirement are not included in the percentages below; rather, students who are exempt are listed on the last column.

	Students who received a Satisfactory grade	Students who received an Unsatisfactory grade	Students exempt from LP Requirements
9th Grade	98%	2%	2%
10th Grade	86%	14%	0%
11th Grade	64%	36%	2%
12th Grade	93%	7%	4%

Leadership Program Results - Spring Semester

**Student information regarding % of students who completed the Leadership Program in the Spring semester is currently unavailable.

Goals and Initiatives for Academic Year 2020-2021

Program Development

Class of 2020 [Seniors]

1. At least 60% of Seniors will participate in career-related internships.

Class of 2021 [Juniors]

1. At least 50% of Juniors will participate in career-related internships.
2. Assess the Leadership Program experiences throughout high school as part of their College and Career Portfolio.

Class of 2022 [Sophomores]

1. At least 45% of Juniors will participate in career-related internships.

Class of 2023 [Freshmen]

1. At least 90% of students will participate in programs run by outside organizations at TRCS.

Goals for 2020-2021

- Have more presence in the classroom
- Send out weekly emails to students about Leadership or Career-related topics
- Revamp the Leadership Program Website over the summer
- Continue to help students explore their interests and envision a future for themselves
- Provide students with opportunities that help build their self-confidence and hone their self-advocacy skills.
- Increase student access to information about career options as they explore what success means to them individually.

ARTIFACTS:

- Testimonial from three students regarding the support provided by our office
- Samples of student work for the Literacy Skills class for 9th, 10th and 11th grades
- A sample of work for the Senior Seminar class
- Alternative Leadership Program Guide
- PDF copies of Inti's created for the spring pause
- PDF copies of the parent workshops in English and in Spanish

The Renaissance

35-59 81st Street, Jackson Heights, NY 11372

www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax)

Charter School

BOARD OF TRUSTEES

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Raymond Johnson

Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

AGENDA

08-05-20– 6:00 PM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

- | | |
|--|------------|
| 1) Chairperson's Welcome | 2 minutes |
| 2) Roll Call | 2 minutes |
| 3) Approval of July minutes | 10 minutes |
| 4) School Management Team Report – Re-Opening Plan | 30 minutes |
| 5) Board Members New Business | 10 minutes |
| 6) Public Speaking | TBD |
| <i>Public speaking time of three minutes per person will be permitted. All speakers should sign up with the Secretary prior to the meeting and state the topic they will be speaking on. Speakers may be grouped according to topic.</i> | |
| 7) Adjournment of Public Session | |
| 8) Executive Session | |

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Dr. Rachel Mandel

Conor McCoy

Francine Smith

Margaret Martinez-DeLuca

(Medical Leave of Absence)

AUGUST 5, 2020

The Renaissance Charter School

Meeting of the Board of Trustees

(Held virtually under emergency provision for NYS Open Meetings Law for COVID -19)

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 6:00 p.m.

1. Chairperson's Message – Dr. Joffe called the meeting to order and congratulated TRCS for the great work it has done to create a remarked
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Rachel Mandel, Chester Hicks, Raymond Johnson, and Francine Smith

Also Present: John Harrison York, TRCS 2 Board Vice Chair

Absent: Conor McCoy, and Margaret Martinez –DeLuca

3. Approval of the Minutes from July 1, 2020 Board Meeting.

Minutes were approved by acclamation.

4. Presentation of TRCS Re-Opening Plan - Stacey Gauthier

The plan was presented as a powerpoint and covered all of the requirements for the delivery of instruction, health and safety, and the observance of DOH and DOE guidelines for schools operating under COVID-19 restrictions. that the school will meet in opening for the fall. The school will open with 100% remote learning in its first phase. There are four phases that school will observe as conditions merit, with each phase moving toward 100% in person learning in phase four. The plan is posted on the TRCS website and is available to the public.

“Developing Leaders for the Renaissance of New York”

There are many issues that need to be resolved as the school opens. Significantly, the school needs a nurse to open for in-person learning, and has been assured that a nurse will be assigned.

Additionally, TRCS held successful meetings with its staff and parents to review this plan. It was very well-received by staff members and the 160 parents who attended the parent meeting. The school has scheduled a meeting in Spanish to present the plan to Spanish-speaking parents and families.

5. New Business – None

6. Public Speaking – None

7. Adjournment – 7:05 pm

TRCS Re-Opening

Priorities and Practicalities as we go forward



We miss your children! And we all want to get them back in the building, but

We will do that safely

Living our Mission

- Social-Emotional Well-Being
- High Academic Standards
- Family Engagement
- Health and Safety of Staff and Students

PRIORTIES

- The mission of TRCS is to *“foster educated, responsible, humanistic young leaders who will through their own educational development and personal growth spark a renaissance in New York City and beyond. Its graduates will be global citizens with an abiding respect for peace, human rights, the environment and sustainable development.”*

**How do we live our mission
under these circumstances?**

- Ensuring that all students will engage in a comprehensive standards-aligned academic program—whether remote or in-school or a “hybrid” combination of each.
- Addressing the needs of the “whole child” through a variety of strategies including virtual and/or in-person project-based and experiential learning and morning meetings, advisories, counseling and other practices to promote social-emotional development.
- Continuing our commitment to civic education and fostering student empathy, advocacy, activism and global citizenship by exploring ways to foster student community action and advocacy through virtual or safe, in-person means.
- Keeping our community healthy and safe.

We recognize that our students and staff have undergone great stress, trauma and grief throughout this experience, and we are fully prepared to support them in managing their way back to academic life.

- We will be adding 3 more mental-health providers through a federal grant program,
- We are developing an expanded morning meeting/advisory system that incorporates mindfulness, social-emotional wellness, and empathetic awareness, in addition to academic counseling and stress-relieving tactics and exercises.
- We will be providing professional development to build a common understanding of trauma and resilience, anti-bias training, and culturally responsive teaching.

School Well-Being

- *Direct, Engaging Instruction*
- *Essential Standards and Project-Based Learning*
- *Diagnostics, Assessments and Progress Monitoring*
- *Culturally Relevant Pedagogy*
- *Equitable Climate*
- *Family Partners*

High Academic Standards

- We will use a phased-in approach to opening our building triggered by constant monitoring of the local health trends; consistent with SED, DOH, CDC and NYCDOE guidance and/or with NYS/NYC mandates.
 - Phase One = 100% Remote Learning
 - Phase Two = Gradual entry to the building, starting with PK-K, and/or some small groups of targeted students, adding grades within margins for safety, while others continue remotely
 - Phase Three = Modification of the ‘hybrid’ approach to improve instruction for students and expand student access to live, in-person on site instruction
 - Phase Four = 100% In-Person on-site learning, or long-term blend of remote and in-person learning for all students.

Phases of Re-Opening

- *Continue and build on the relationships developed through regular check-ins during the pandemic*
- *Continue virtual Parent Association and CSG meetings*
- *Continue regular newsletters*
- *Regular family surveys*
- *Intentional, directed teacher to student interactions*
- *Inventive orientations for our new students*

Family Engagement

- *Social Distancing*—TRCS will enforce the proper social distancing protocols established by the CDC, DOH and SED.
- *Wearing Masks*—TRCS expects that everyone entering its building will wear a mask, and keep them on throughout the day, given some ‘mask-breaks’ when we can maintain social distance.
- *Social Distancing for Physical Education, Music and Other Activities*—TRCS will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in certain activities.

- ***Gatherings***

- ***Meals***—TRCS will provide meals to *all* students—delivered to classroom cohorts, or safely distributed to families of remote learners.
- ***Small Spaces***—TRCS will limit gathering in small spaces.
- ***Common Areas***—TRCS will reduce access to, or closing, non-essential amenities and communal areas that do not allow for adequate social distancing protocols to be followed.
- ***Faculty and Staff Meeting***—TRCS will use video or teleconferencing for faculty and staff meetings and conferences to reduce the density of congregations.

- ***Student Drop-Off and Pick-Up***—TRCS will establish designated areas for student drop-off and, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.
- ***Daily Health Screening***--TRCS will use a daily screening questionnaire or screening tool for faculty, staff and students reporting to school.
- ***Bus Students***—While it is not yet assured that busing will be available to our students, TRCS will rely on NYCDOE Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for safety.
- ***Other Public Transportation***—Those families relying on NYC public transportation will be provided with full information and guidance for using public buses, subways, and taxis according to DOH rules.

Health and Safety

Building and Classrooms

TRCS will not provide in-person on site instruction unless and until its building and classrooms meet appropriate health and safety guidelines and requirements. TRCS must rely on NYCDOE to ensure that the building meets all regulatory and health and safety requirements, including:

- *School Nurse*—TRCS is working with the DOH to make sure we do not lose our school nurse.
- *Ventilation*—In coordination with DOE, improvements to HVAC systems will be made to improve air circulation, including replacing regular air filters with higher efficiency types.
- *Space Configurations*—TRCS will modify or reconfigure spaces and areas, and restrict the use of classrooms and other places where students, faculty, and staff gather (lockers, cubbies, entryways, hallways), so that individuals can be socially distanced and are not sharing work-stations, desks, tables, or other shared surfaces without cleaning and disinfection between use.

Health and Safety

- ***Signage***—TRCS will post DOH and CDC-approved signs regarding COVID prevention: hand-washing, mask-wearing, social-distancing, etc. Hallways will have directional signage to limit foot traffic and will post signs limiting the amount of people in restrooms at one time.
- ***Cleaning and Disinfecting***—TRCS will cooperate with our custodial staff to ensure that cleaning and disinfection of the building are performed frequently, according to CDC guidelines. In addition, TRCS will provide appropriate cleaning and disinfection supplies to faculty and staff for use in disinfecting shared and frequently touched surfaces.
- ***Maintaining COVID-19 Health Protocols***—TRCS will follow protocols established by the CDC and NYS DOH, if a case is discovered within our school community.

Health and Safety

The Renaissance

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The Renaissance Charter School
Public Meeting of the Board of Trustees for the
2020 - 2021 School Year
September 2, 2020
6:00 PM

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

Agenda

- 1) Chairperson's Welcome and Message – 10 minutes
- 2) Roll Call – 5 minutes
- 3) Review and Approval of August meeting minutes – 5 minutes
- 4) Report on ESSA Federal Funds Expenditures – 5 minutes
- 5) Review and Vote on Revisions to Student Discipline Plan to include "Gun Free Act" – 10 minutes
- 6) Review and Vote on Memorandum of Agreement between The Renaissance Charter School and The Renaissance Charter School 2 – 15 minutes
- 7) Vote to renew the term of Everett Boyd – 5 minutes
- 8) Update on Reopening Plan – 15 minutes
- 9) Board Members' New Business – 10 minutes

Public speaking time of three minutes per person will be permitted. All speakers should sign up with the Secretary prior to the meeting and state the topic they will be speaking on. Speakers may be grouped according to topic.

- 10) Adjournment of Public Session

"Developing Leaders for the Renaissance of New York"

The Renaissance

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Charter School

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Margaret Martinez-DeLuca

(Medical Leave of Absence)

SEPTEMBER 2, 2020

The Renaissance Charter School

Meeting of the Board of Trustees

(Held virtually under emergency provision for NYS Open Meetings Law for COVID -19)

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 6:00 p.m.

1. Chairperson's Message – Dr. Joffe called the meeting to order and congratulated TRCS for all of the support it has given it to help prepare the second school, TRCS 2 to open with a blended learning model. Dr. Joffe said that the opening of TRCS and TRCS 2 this year is one of the greatest challenges that Renaissance has ever faced, and that he is confident that this will be one of the best years ever in the history of Renaissance.

2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Rachel Mandel, Chester Hicks, Raymond Johnson, and Francine Smith

Also Present: Matthew DelForte, counsel, and Daniel Fanelli

Absent: Conor McCoy, and Margaret Martinez –DeLuca

3. Approval of the Minutes from August 5, 2020 Board Meeting.

Minutes were approved by acclamation.

4. Report on ESSA Federal Funds Expenditures - Stacey Gauthier

This year we received Title I funding totaling \$101,894, which will offset the salaries of reading and math intervention teachers. We set aside \$1,000, to offset the salary of the homeless student liaison, as mandated by the funding guidelines.

Our Title IIA funding total of \$6,639 will be used to offset the salary of our literacy coach.

“Developing Leaders for the Renaissance of New York”

Our Title III funding total of \$9,045 will be used to support our work with ELL students and will be applied to The ELL Consortium, which TRCS is joining for professional development

Our Title IVA funding total of \$10,000 will be transferred to Title IIA and used to to additionally offset the salary of our literacy coach.

We also received a little more than \$100,000 in Cares Act funding, which is being used to purchase technology for remote learning that will be utilized in classrooms and students at home.

5. Review and Vote on Revisions to Student Discipline Plan to include “Gun Free Act” – Matthew

The discipline plan was revised to include the “Gun Free Act” as per NYSED requirements.

The Board voted unanimously to approve the revised plan.

6. Review and Vote on Memorandum of Agreement between The Renaissance Charter School and The Renaissance Charter School 2 – Matthew

The Board of The Renaissance Charter School 2 voted to approve the MOA between the two schools in a meeting held prior to this meeting. The MOA between The Renaissance Charter School and The Renaissance Charter School 2 memorializes the relationship between the schools, defining the roles of The Executive Leadership Team, the transaction of business, and the ongoing work to sustain the new school.

The Board voted unanimously to approve and sign the MOA.

7. Vote to renew the term of Everett Boyd

Motion to renew the term of Everett Boyd for 5 years, seconded and unanimously to approved.

8. Update on Reopening Plan – Stacey

The school still plans to open remotely and will used a phased-in approach as described in the August 5, 2020 Board Meeting. The school plans to open the building on October 5, 2020 to in-person learning for its first phase with approximately 70 students. These plans are dependent upon The DOE and its schedule, which is subject to change, as well as the metrics and data associated with COVID-19 cases. There are also concerns about TRCS staff who have expressed some reservations about working in-person and risking possible exposure to COVID-19, due to their health status. Staff members who are eligible for remote accommodations can apply on a case by case basis. The school will be working with counsel to draft policies and procedures to facilitate the review of staff requests.

9. Board Members’ New Business

10. Public Speaking -

Dan Fanelli said that both schools have worked hard and accomplished a lot over the summer to prepare for the challenges of opening this year, and that he is proud to be a part of a such dedicated team.

11. The meeting adjourned at 7:05 pm.

“Developing Leaders for the Renaissance of New York”

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement is entered into as of the ___ day of June 2020 by and between THE RENAISSANCE CHARTER SCHOOL (“Renaissance”), a New York education corporation having its principal place of business at 35-39 81st Street, Jackson Heights, New York 11372 and THE RENAISSANCE CHARTER SCHOOL 2, (“Renaissance 2”) a New York education corporation having its principal place of business at 35-39 81st Street, Jackson Heights, New York 11372.

WITNESSETH

WHEREAS, Renaissance has formed Renaissance 2 with the intention that Renaissance 2 will be a “replication school” whose policies are controlled and directed by the same people who control and direct the policies of Renaissance;

WHEREAS, in addition to policy direction it is anticipated that Renaissance will provide operational and programmatic support to Renaissance 2 to help Renaissance 2 replicate successfully the educational programs and philosophy now in place at Renaissance; and

WHEREAS, the parties wish to enter into this Agreement memorializing their anticipated relationship and the direction, control and support that Renaissance will have and provide to Renaissance 2.

NOW, THEREFORE, in consideration of the mutual promises herein and other good and valuable consideration, receipt of which hereby is acknowledged, the parties agree as follows:

1. Board Membership of Renaissance 2

A. Renaissance 2 was created by Renaissance for the sole purpose of replicating Renaissance. As such, Renaissance and Renaissance 2 desire there to be a continuity of mission, philosophy, policies, and leadership. Accordingly, at all times the Board members of Renaissance 2 shall include at least a voting majority of Board members of Renaissance. The Bylaws of Renaissance 2 will be amended to require same.

2. Pre-Opening Activities

A. During the pre-opening period, Renaissance will complete all items on the State Education Department’s (“SED”) pre-opening checklist for Renaissance 2. Renaissance personnel also will perform such other work as Renaissance’s Board and leadership team determines is necessary for efficient and effective preparation for opening Renaissance 2 as a replication school.

B. Substantial out of pocket expenditures were incurred by Renaissance 2 to complete the pre-opening activities, including without limitation compensation to Renaissance employees who were responsible for carrying out all pre-opening responsibilities on behalf of Renaissance 2,

legal fees, accounting fees, expenses related to acquisition and leasing of property and similar items. Renaissance provided financial support to Renaissance 2 by paying certain of these expenses or advancing funds to Renaissance 2 to do so, an accounting of such payments and/or advances was maintained, and Renaissance 2 has repaid Renaissance for any and all such pre-opening financial support it provided. Renaissance 2 now is sufficiently funded and will pay for all of its financial obligations without any future support of Renaissance. It is anticipated that Renaissance and Renaissance 2 may, for the mutual benefit of both schools, share certain costs in the future (e.g., professional development costs, purchasing costs, consulting costs, etc., as appropriate) and that any such costs will be borne equally or equitably, as the case may be, by the schools.

C. Renaissance will continue to pay its employees reasonable compensation beyond their normal Renaissance salaries for their efforts on behalf of Renaissance 2 in completing pre-opening checklist items and otherwise preparing Renaissance 2 to open. Renaissance will bill Renaissance 2 a reasonable amount needed to compensate its employees for their extra work on behalf of Renaissance 2, and Renaissance 2 will continue to pay such amounts to Renaissance in the same way as provided for out-of-pocket, pre-operation expenses in sub-paragraph B above.

3. Educational and Operational Support

Renaissance will provide Renaissance 2 with educational and operational support as set forth in the following sub-paragraphs.

A. Renaissance will provide a suitable member of its leadership team to serve as Executive Director of Renaissance 2. Renaissance's Principal, Stacey Gauthier, will be such Executive Director of Renaissance 2, although Renaissance may name some other person to this position if Ms. Gauthier ceases to remain at Renaissance, no longer is willing to serve in this role, or if the Renaissance Board determines that her doing so no longer is in Renaissance's best interests. The Executive Director appointed by Renaissance will provide the educational and operational guidance to Renaissance 2 in various ways:

(i) The Executive Director will provide mentoring and support to the Renaissance 2 Principal and other senior staff to help them understand and effectively replicate and implement the Renaissance instructional and operational model. This work will include on-site training, observations and meetings, as well as digital and telephonic communications. The Executive Director will provide advice to the Renaissance 2 Principal and other Renaissance 2 leadership on the many issues they will face.

(ii) The Executive Director will attend meetings of the Renaissance 2 Board and meet with individual Trustees and/or the Board as needed to advise them on issues relating to Renaissance 2.

(iii) The Executive Director will coordinate making other Renaissance staff and Renaissance Board members available to advise other senior administrators and instructional and operational staff of Renaissance 2 from time-to-time as she determines it to be desirable.

(iv) The Executive Director will coordinate Renaissance’s work in helping Renaissance 2 to design and implement an effective professional development program.

(v) The Executive Director will provide such other advice and support to Renaissance 2 and/or the Board of Trustees of Renaissance 2 as she or he determines to be appropriate to facilitate Renaissance 2’s effective replication of the Renaissance model.

(vi) The Executive Director will perform such other duties as the Board of Trustees of Renaissance determines, in consultation with Renaissance 2’s Board of Trustees, to be within the responsibilities of the Executive Director.

B. Renaissance will provide another suitable senior employee to serve as Assistant Executive Director of Renaissance 2. The initial Assistant Executive Director will be Dan Fanelli, a current member of the Renaissance Leadership Team, although Renaissance may name some other person to this position if Mr. Fanelli ceases to remain at Renaissance, no longer is willing to serve in this role, or if the Renaissance Board determines that his doing so no longer is in Renaissance’s best interests. The Assistant Executive Director shall assist the Executive Director as follows:

(i) The Assistant Executive Director will assist and support the Executive Director in discharging all of the responsibilities of the Executive Director as described above. It is anticipated that the Assistant Executive Director will provide most of the day-to-day on-site oversight of Renaissance 2 administrators and will report such issues to, and consult with, the Executive Director as needed to address significant issues.

(ii) The Assistant Executive Director may attend Renaissance 2 Board meetings and meet with individual Trustees or the Board of Trustees instead of, or in addition to, the Executive Director, as needed.

(iii) The Assistant Executive Director shall have such other duties as the Board of Trustees of Renaissance determines, in consultation with the Executive Director and the Board of Trustees of the Renaissance 2, to be within the responsibilities of the Assistant Executive Director.

C. Renaissance will provide a Chief Development and Partnership Officer (“CDPO”) to Renaissance 2. The initial CDPO will be Rebekah Oakes, Renaissance’s Director of Development and Partnerships, although Renaissance may name some other person to this position if Ms. Oakes ceases to remain at Renaissance, no longer is willing to serve in this role, or if the Renaissance Board determines that her doing so no longer is in Renaissance’s best interests. The CDPO will direct Renaissance 2’s efforts to identify and secure grants and other financial support for Renaissance 2. The CDPO also shall direct Renaissance 2’s efforts to build and maintain supportive relationships with community partners, including nonprofit organizations, agencies, arts institutions and others, and will have such other responsibilities related to those functions as the Renaissance Board of Trustees shall determine in consultation with the Executive Director and the Board of Trustees of the Renaissance 2.

D. Renaissance also (i) will share with Renaissance 2 its best practices in building partnerships and strong and positive relationships with its community, and (ii) will seek grants and other funding for shared projects that will help both schools, and/or the students, teachers and/or families of both schools.

E. Renaissance will provide a Chief Operating Officer (“COO”) to Renaissance 2. The initial COO will be Denise Hur, Renaissance’s Director of Operations, although Renaissance may name some other person to this position if Ms. Hur ceases to remain at Renaissance, no longer is willing to serve in this role, or if the Renaissance Board determines that her doing so no longer is in Renaissance’s best interests. The COO will direct Renaissance 2’s financial management, human relations, operations and data reporting. The COO initially will direct these functions for Renaissance 2 and over time will help Renaissance 2 build strong internal capacity to manage its finances and operations as it grows. The COO will have such other responsibilities related to these functions as the Board of Trustees of Renaissance shall determine in consultation with the Executive Director and the Board of Trustees of the Renaissance 2.

F. Renaissance staff, under the direction of its Principal, will provide professional development instruction and training to Renaissance 2 on appropriate topics and areas. Renaissance also will propose and engage in shared professional development activities with Renaissance 2 when such sharing and shared activities will be beneficial to both schools.

G. Renaissance will provide facilities management support to Renaissance 2, including without limitation assisting Renaissance 2 to identify and acquire facility space and effectively manage its physical plant.

H. Renaissance will use its administrative staff and teachers to provide training and professional development to Renaissance 2 administrative staff and teachers as the Executive Director determines to be appropriate.

I. Renaissance also will (i) share with Renaissance 2 its best practices, lessons learned and policies to assure that Renaissance 2 meets its instructional, operational, compliance, financial and family engagement goals, and (ii) provide Renaissance 2 such additional support as the Executive Director or the Renaissance 2 Board determines is needed to successfully replicate and implement the Renaissance model.

4. Compensation For Post-Opening Activities

A. Renaissance 2 will pay Renaissance reasonable compensation as agreed to by the Boards of both schools for the support Renaissance provides to Renaissance 2 after it opens, as outlined in Section 3 above. Renaissance will, in turn, compensate its employees for their extra work on behalf of Renaissance 2. Renaissance 2 will pay such amounts to Renaissance in the same way as provided for out-of-pocket, pre-operation expenses in sub-paragraph B above.

B. Renaissance shall use this compensation to compensate the Executive Leadership Team it assigns to Renaissance and such other employees Renaissance provides to Renaissance 2 for the services described herein.

C. Compensation to Renaissance shall be paid at such times and durations as may be approved by the Boards of both schools.

D. It is anticipated that Renaissance 2 will not require financial support from Renaissance to meet other post-opening expenses. Renaissance will not be obligated to provide such financial support, and if it is requested to do so, it shall do so only if and to the extent, and on such terms, as the Board of Trustees of Renaissance determines is in Renaissance's best interests.

5. Term

A. This Agreement shall remain in effect for as long as the charters of both Renaissance and Renaissance 2 remain in effect. This agreement shall terminate if either of those charters terminates.

B. Renaissance may terminate this Agreement at any time upon not less than 120 days' notice to Renaissance 2.

6. Miscellaneous

A. This Agreement shall be governed in all respects by the laws of the State of New York without regard to its conflicts of law provisions.

B. This Agreement constitutes the entire agreement of the parties with respect to the matters addressed herein, and all prior discussions, negotiations and agreements relating to the same are merged herein. No modifications of this Agreement shall be enforceable unless in a writing signed by both parties.

C. This Agreement shall inure to the benefit of and shall bind the parties hereto, and their respective personal representatives, heirs, successors and assigned.

D. This Agreement may be executed in counterparts, each of which shall be a duplicate original and which together shall constitute one and the same instrument. Signatures transmitted electronically shall have the same force and effect as the original signature.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the date first above written.

THE RENAISSANCE CHARTER SCHOOL

By: _____

Name:
Title:

THE RENAISSANCE CHARTER SCHOOL 2

By: _____
Name:
Title:

The Renaissance Charter School Student Discipline Policy

The Renaissance Charter School (TRCS) is a village and, as such, can prosper only when everyone takes full responsibility for its safety and well-being. Everyone, regardless of his or her age, has certain rights and responsibilities, and it is mutual respect for all that holds the community together. In that regard, TRCS believes that student behavior shall reflect the standards of good citizenship expected of members of a democratic society. High personal standards of courtesy, decency, proper language, honesty, respect for others, and morality shall be maintained. Further, pursuant to the New York State Dignity for All Students Act (“Dignity Act”) and its regulations, TRCS is committed to providing an educational environment that promotes respect, dignity and equality. Acts of discrimination and harassment, including bullying, cyber-bullying, taunting or intimidation, are detrimental to student learning and achievement. TRCS expects all of its community (students, parents, teachers, staff and the administration) to foster civility and to prevent and prohibit conduct that is inconsistent with the expectation of respect, dignity and equality for all.

THE STUDENT SUPPORT TEAM OF THE RENAISSANCE CHARTER SCHOOL

The Student Support Team (“Student Support”) was established to, among other things:

1. Provide support for students to help prevent discipline code infractions. This support includes: Peace Studies Programs, Peer Mediation Programs, Advisories, support to individual students, support to parents and legal guardians (“parents”) through conferences and parent meetings, working with teaching and learning to provide professional development to staff in related matters and referral to the Professional Learning Communities, the counseling department, and/or Intervention Team; and
2. Investigate incidents, conduct student discipline hearings and determine appropriate consequences for students found to have violated the school’s discipline code. This includes: Investigating all occurrences of disciplinary infractions, and determining and implementing consequences on a case-by-case basis, including suspension and expulsion when deemed necessary.

Student Support has, at its philosophical core, the belief that any disciplinary action is meant to educate the student to understand why his or her conduct was inappropriate and to guide the student in a way that will help him or her avoid committing future infractions. Discipline is not a punitive response, but rather, intended to promote self-reflection and responsibility for one’s actions.

Student Support’s primary function is to provide the student with a plan that supports his or her academic achievement at TRCS while addressing the inappropriate behavior.

Dignity Act Policy:

TRCS will not tolerate harassment, bullying, or cyber-bullying that: (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a

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student to fear for his or her physical safety or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying include, but are not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Gender means the actual or perceived sex of an individual and includes a person's gender identity or expression. Sexual orientation means the actual or perceived heterosexuality, homosexuality or bisexuality. Cyber-bullying means harassment or bullying that occurs through any form of electronic communication or information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and all forms of social media and websites.

Dignity Act Coordinator (DAC)

TRCS has a Dignity Act Coordinator (DAC). The DAC's name and contact information will be available to students and families through a posting on our website at: <http://www.renaissancecharter.org/parents.html/studentsupport.html>. The DAC will be trained to handle human relations in the areas addressed by the Dignity Act (race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex). The DAC serves as the point person for all Dignity Act issues at TRCS and works to ensure that all students are provided with a safe, supportive and positive school climate, free from harassment or discrimination based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex. Any incident of harassment or bullying may be reported to the DAC or to the Principal. Reports should be made at the earliest possible time. Staff members who witness or become aware of any incidents of harassment or bullying must report it to the Principal within one day.

Gun Free Policy

Students are prohibited from bringing a firearm to, or possessing a firearm at, school or any school-related function or activity, on or off campus. Any student who is determined to have brought a firearm to, or possessed a firearm at, school or any school-related function or activity on or off campus, shall be suspended from school for a period of at least one year, and may be expelled. In addition, TRCS shall refer any student found to have brought or possessed a firearm while at school or any school-related function or activity to the proper law enforcement authorities.

The Board shall allow a student found to have brought or possessed a firearm while at school or any school-related function or activity to apply in writing for a modification of the suspension requirement or expulsion, or of the term of such student's suspension or expulsion. Any modifications made by the Board shall be done on a case-by-case basis with an explanation for such modifications issued in writing.

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For purposes of this policy, “school” shall mean any setting that is located on school owned, leased, controlled, or supervised property or within a distance of 1,000 feet from school property that is owned, leased, controlled, or supervised by the school, whether such property is owned, leased, controlled or supervised wholly or in part, for the purpose of school activities, even if such activities are located off of school property, including but not limited to, inter-school athletic events, extracurricular activities, school trips, and fundraisers.

For purposes of this policy, the term “firearm” has the same meaning given such term in [section 921\(a\) of title 18, United States Code](#), which defines the term as follows: “(A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.”

INAPPROPRIATE AND PROHIBITED CONDUCT

TRCS recognizes that it may become necessary from time to time to discipline a student for his or her conduct and behavior, and that such discipline may result in suspension, removal of a student from the educational setting, or some other disciplinary measure, including in extreme cases, expulsion. In recognition of the constitutional and legal rights of TRCS students, and in order to ensure compliance with those rights, this policy and procedure document outlines: (1) examples of inappropriate and prohibited conduct; (2) the general range of penalties; (3) what steps must be taken before a student may be disciplined; (4) the protections provided a suspended student to ensure that the right to public education is not infringed; (5) additional protections afforded students with disabilities to ensure compliance with federal and state laws; and (6) the appeals process.

The following conduct is inappropriate and prohibited. The list is NOT exhaustive, and is intended only to provide examples of and guidance to the school community with respect to the type of conduct TRCS deems inappropriate and prohibited in school, at school-sponsored events, and during transportation to and from school and school-related events. TRCS also reserves its rights to impose discipline for off-campus and out-of-school conduct.

1. Unexcused absences from school and/or class
2. Unexcused lateness to school and/or class
3. Unauthorized/unapproved use of telephone, elevator or other school property
4. Not returning school property
5. Non-payment for school meals
6. Violating TRCS’s cafeteria and food/beverage policies
7. Unapproved/inappropriate use of the school’s computers, Local Area Network or Internet
8. Unapproved use of computers, laptops, fax, cell phones, beepers, smart phones, iPads, and tablets, iPods, gaming and, and similar devices

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9. Failure to turn off all phones and devices. Electronic devices may not be used in school, after school, or at school-sponsored events. They must be turned off and put away at all times.
10. Failing to turn over cell phones or other devices listed in # 9 when requested by a TRCS staff member
11. Engaging in verbally rude or disrespectful behavior
12. Smoking
13. Lying
14. Engaging in scholastic dishonesty, including, but not limited to, cheating and plagiarizing
15. Falsifying records or signatures, including, but not limited to, parent notes and report cards
16. Disrupting the learning environment or orderly process of the school
17. Inappropriate use of the Local Area Network or Internet
18. Destruction of school property, including, but not limited to, graffiti
19. Unauthorized entry or presence on school property or in unsupervised areas of the school
20. Insubordination; defying or disobeying school employees, including, but not limited to, lunchroom staff, custodial staff, medical room staff, safety agents or other persons involved in the school's educational and extracurricular programs
21. Fighting or engaging in physically aggressive or threatening behavior
22. Engaging in inappropriate or unwanted physical contact of any kind
23. Stealing or taking the property of others without permission
24. Sexual harassment
25. Sexual acts on school property or at school sponsored events
26. Bullying, harassment or cyber-bullying, or otherwise violating TRCS's Dignity Act policy
27. Intimidation
28. Hazing
29. Discriminating in any way based on another person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex
30. Retaliating against another person for bringing a complaint of inappropriate or prohibited conduct, including, but limited to, conduct described under TRCS's Dignity Act policy, or for serving as a witness or otherwise participating in an investigation of inappropriate or prohibited conduct
31. Engaging in behavior which creates a substantial risk of, or results in, injury
32. Engaging in threatening, dangerous or violent behavior
33. Conspiring to and/or participating in an incident of group violence or gang-related violence

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34. Using force against or inflicting or attempting to inflict injury against another student, school personnel, parents or other personnel involved in the school's educational program
35. Being under the influence, using, selling or distributing illegal drugs or controlled substances including, but not limited to, alcohol, tobacco, and nicotine in any form, including, but not limited to, "vaping" and "juuling".
36. Possessing any weapon including a firearm
37. Using an item as a weapon
38. Acting in any way that may endanger the health, welfare and safety of the school and neighborhood community.

PENALTIES

Penalties for violations of these standards of acceptable behavior shall include, but are not limited to the following:

1. Verbal and written warnings to the student and or parents
2. Probation
3. Reprimand
4. Peer mediation
5. Adult facilitated mediation
6. Referral to counseling
7. Educational assignments
8. Learning and behavioral contracts between the school, parents and student
9. Detention during or outside of class/school hours
10. Restoration to the Community/Community Service
11. Suspension from athletic, social, extracurricular activities, and other privileges
12. In-school suspensions
13. Out-of-school suspensions
14. In extreme cases, expulsion.

OUT OF SCHOOL SUSPENSIONS

I. Suspensions of Ten Days or Less

- A. Due process procedures.
 1. When TRCS proposes suspension of a student, Student Support or its designee ("Student Support") must notify the student verbally by the end of the school day, to the extent possible. In doing so, Student Support must explain the reason for its

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proposed suspension.

2. Student Support also shall e-mail notice of the proposed suspension to the student's parent within 24 hours of its decision to suspend the student and, to the extent possible, Student Support also will telephone the parent to communicate the proposed suspension verbally. Verbal notification may only be used to supplement, not substitute, the written e-mail notice.
3. The written notice shall:

Describe the basis for the suspension; advise the parent of the student's and parent's right to attend an informal conference with a member of Student Support to discuss the incident giving rise to the discipline; and inform the parent of his or her right to question witnesses against the student. The notice and opportunity for an informal conference shall take place as soon as possible and, in any event, before the student is suspended, unless TRCS determines, in its sole discretion, that the student's presence in school poses a threat to the health, welfare or safety of the school community or property, or a threat of disruption to the academic process, in which case TRCS may implement the suspension before the informal conference takes place. If the student's presence does pose such a danger or threat of disruption, the opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. The parent/student may not bring an attorney to the informal conference. An informal conference may take place by telephone.
4. Informal conference. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish. If the parent chooses to ask questions of the complaining witness(es), the parent must advise the school two days in advance of the conference date so that the school can make the witness(es) available; provided, however, that if the conference is scheduled less than two days from the date of the incident or conduct suspension for which suspension is proposed, the parent must advise the school of the desire to question the complaining witness(es) as soon as practicable and in advance of the conference. If the student's parent intends to question a complaining witness who is a minor student, such witness must attend the informal conference for questioning. In that scenario, TRCS shall notify the parent(s) of the complaining witness(es) at least one day prior to the day of the informal conference that his or her child may be questioned by the parent of the accused student, or the accused student, at the informal conference. The witness's parent may attend the informal conference as an observer only; such parent may not participate in the informal conference in any way.
5. Decision and Appeal. After the conference, Student Support shall advise the parents in writing of his or her decision. An appeal of the decision of Student

Support may be made to a Principal. The Principal will make his or her decision based solely upon the record before him or her. All appeals to the Principal must be in writing and submitted to him or her within ten calendar days of the date of the decision by Student Support, unless the parents can show that extraordinary circumstances precluded them from doing so. The Principal may adopt in whole or in part the decision.

An appeal of the decision of the Principal may be made to the Board of Trustees, in writing to the Board Chair or Secretary, within ten calendar days of the Principal's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Principal.

Final decisions of the Board may be appealed to TRCS's authorizer pursuant to Education Law § 2855(4)

II. Suspensions of More than Ten Days and Expulsion

A. Due Process Procedures.

1. The parent of a student who is considered for a suspension of more than ten days or expulsion shall receive written notification of the proposed suspension prior to its implementation and in accordance with the process described above at section I(A)(1) and (2).
2. The written notice shall:
 - a. Describe the basis for the suspension or expulsion;
 - b. Advise the parent of the student's right to a hearing before a member of the Student Support Team, or its designee;
 - c. State the student's right to bring a lawyer to the hearing; question witnesses against him or her; and bring witnesses in his or her own defense to the hearing.
3. Formal Hearing.
 - a. A formal hearing before a member of the Student Support Team will be held as soon as practicable and after the parent receives notice of the proposed suspension or expulsion. As stated above, the student may be represented by counsel and may cross-examine any witnesses against him or her. The student may also present witnesses in his or her defense, testify on his or her own behalf, and present any other evidence they wish Student Support to consider.
 - b. A member of Student Support shall hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing.

The hearing officer shall be authorized to administer oaths and, through TRCS's legal counsel, be authorized to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. An audio recording shall be deemed a satisfactory record. If Student Support designates a hearing officer to conduct the hearing, the hearing officer shall make written findings of fact and recommendations to Student Support as to the student's guilt or innocence, and the appropriate measure of discipline. The report of the hearing officer shall be advisory only, and Student Support may accept all or part of it, or none of it.

5. Decision and Appeal.

After the hearing, Student Support shall advise the parents, in writing, of its decision.

- a. An appeal of the decision of Student Support may be made to a Principal. The Principal will make his or her decision based solely upon the record before him or her. All appeals to the Principal must be in writing and submitted to him or her within ten calendar days of the date of the decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Principal may adopt in whole or in part the decision.
- b. An appeal of the decision of the Principal may be made to the Board of Trustees, in writing to the Board Chair or Secretary, within ten calendar days of the Principal's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Principal.
- c. Final decisions of the Board may be appealed to TRCS's authorizer pursuant to Education Law § 2855(4).

III. Service of Suspensions

A. Students receiving suspensions will be assigned to an appropriate setting in school or off campus, as determined by TRCS, for direct instruction during the entire period of suspension. For out of school suspensions, video-conferencing may be used, as appropriate, and at the discretion of TRCS. The student's classroom teachers will assign the student regularly scheduled class work and homework, which will be taught by qualified staff to be determined and assigned at the sole discretion of TRCS. ("Suspension Teacher"). The Suspension Teacher will ensure that all assignments are performed, reviewed, and delivered to the student's teachers in a timely fashion.

1. A suspended elementary school student shall be assigned for one hour per day of direct instruction from the Suspension Teacher. A suspended middle or high

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school student shall be assigned for two hours per day of direct instruction from the Suspension Teacher.

3. If the student presents a continuing danger to the health, welfare or safety to the TRCS community, or in other circumstances where TRCS determines it to be appropriate, TRCS may arrange for alternate instruction to be provided by a qualified teacher or teachers outside the employ of TRCS, at a site to be determined by TRCS, or by some other appropriate method (e.g., video-conferencing).

C. The student may also be assigned to the school's Social Worker and/or Guidance Counselor to review and discuss the issues and behaviors that gave rise to the suspension.

D. Whenever appropriate, and at the discretion of the Student Support Team, a suspended student may be issued an additional assignment(s) pertaining to the issues, behaviors, acts, and/or conduct that precipitated the suspension, in an effort to prevent, through learning, similar future behaviors, acts, and/or conduct by the student.

SPECIAL PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES

TRCS is committed to ensuring that the rights of students with disabilities are protected in accordance with applicable federal and state law and regulations. TRCS recognizes it may become necessary from time to time to discipline students with or suspected of having disabilities for their conduct and behavior, and that such discipline may result in the suspension or removal of a student from the educational setting, or some other disciplinary measure. In order to protect the rights of TRCS students, the following specific procedures must be taken when students with or suspected of having a disability are disciplined.

Generally, a student with or suspected of having a disability may be suspended in the same manner as his or her non-disabled peers as set forth above. However, when a child is suspended for more than ten days, or on multiple occasions that, in the aggregate, amount to more than ten days, additional safeguards take effect to ensure that the child's behavior was not tied to, or a "manifestation" of, his or her disability.

Specifically, as described above, when a student's educational program is changed for more than a ten day period, a manifestation team consisting of relevant members of the student's Committee on Special Education ("CSE"), including the parent, shall convene immediately if possible, but in no event later than ten days after the decision to change placements, to determine whether the conduct was a manifestation of the child's disability. To the maximum extent possible, because the manifestation determination may moot the need for a student discipline hearing, the manifestation determination review meeting shall be conducted before the student discipline hearing.

Moreover, the manifestation determination review process is established and conducted by the CSE, not TRCS, pursuant to applicable law and regulation.

The parent must be given written notice prior to any manifestation determination meeting taking place in order to ensure that the parent has an opportunity to attend. The notice must state the purpose of the meeting, the names of the expected attendees, and indicate the parent's right to have relevant CSE members attend.

The manifestation team must review the child's IEP together with all relevant information within the student's file and any information provided by the parent.

I. Manifestation Findings

If the manifestation team concludes that the child's behavior resulted from his or her disability, then the student may not be disciplined and the manifestation team must conduct a functional behavioral assessment ("FBA") and implement a behavioral intervention plan ("BIP") to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior.

Moreover, the child must also be returned to his or her original placement (i.e., the placement from which he or she was removed), except: (1) when the parent and district agree to another placement as part of the newly created or revised IEP and/or BIP; (2) TRCS believes, in its sole discretion, that returning the student to his or her original placement would threaten the health, welfare, or safety of the school community; or (3) in cases where the student, after a student discipline hearing, was determined to have:

- a. carried or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- b. knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises, or at an off-campus school function;
- c. inflicted serious bodily injury upon another person while at school, on school premises, or at an off-campus school function.

TRCS reserves the right to move forward with a student disciplinary hearing notwithstanding a manifestation finding, if the student is accused of conduct enumerated immediately above at (3)(a)-(c). If the student is found guilty of such conduct, the CSE shall determine an appropriate Interim Alternative Educational Setting (IAES), which shall not exceed 45 days per offense.

If the behavior was not tied to the student's disability, TRCS may proceed with the student discipline hearing. If Student Support determines that the student is guilty of the alleged conduct giving rise to the proposed suspension, the student may be disciplined in the same manner as would be his or her nondisabled peers.

III. Alternative Instruction

If the suspension is upheld, the student, at TRCS' sole discretion, may be required to

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remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. Moreover, the alternative instruction procedures explained above shall also apply to students with disabilities except as otherwise provided below or by applicable law or regulation.

The students' teachers will develop alternative instruction that will enable the student to complete required coursework and make sure that he or she can make progress toward his or her IEP goals. If TRCS believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation.

The Suspension Teacher will ensure that all assignments are taught, reviewed, and submitted to the student's teachers in a timely fashion. In addition, when appropriate, the student will be assigned a project designed to address the behavior that gave rise to the suspension.

A multidisciplinary team approach shall be implemented to support suspended students with disabilities upon their return to class after suspensions are served. Specifically, Professional Learning Communities and/or Intervention Team, and/or the Student Support Team will discuss student suspensions at their regularly scheduled meetings to ensure appropriate support is available and implemented, as appropriate.

If TRCS believes it is appropriate, a student with a disability will also be assigned to meet with the school's Social Worker and/or Guidance Counselor to review the issues that gave rise to the student's suspension.

If the student presents a continuing danger to the health, welfare or safety to the TRCS community, or in other circumstances where TRCS determines it to be appropriate, TRCS may arrange for alternate instruction to be provided by a qualified teacher or teachers outside the employ of TRCS, at a site to be determined by TRCS.

The Renaissance Charter School

Public Meeting of The Board of Trustees

Wednesday, October 7, 2020 at 6:00 p.m.

AGENDA

- 1) Chairperson's Welcome and Message
- 2) Roll Call
- 3) Approval of the September 2020 minutes
- 4) Review and Vote to Approve District Safety Plan
- 5) Discussion on in-building Reopening Plans
- 6) Board Member New Business
- 7) Public Speaking
- 8) Adjournment

Speakers who wish to address the Board will have three minutes. Please inform the Secretary of your intention to speak by entering this into the chat along with the topic you will be speaking on.

The Renaissance

35-59 81st Street, Jackson Heights, NY 11372

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Charter School

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Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Conor McCoy

Francine Smith

Margaret Martinez-DeLuca (Medical Leave of Absence)

OCTOBER 7, 2020

The Renaissance Charter School

Meeting of the Board of Trustees

(Held virtually under emergency provision for NYS Open Meetings Law for COVID -19)

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 6:00 .m.p

1. Chairperson's Message – Dr. Joffe called the meeting to order and said that he had just attended the board meeting for TRCS 2, where the school's opening report was warmly received. Dr. Joffe again thanked the team at TRCS for all of the support it has given it to successfully launch TRCS 2. Dr. Joffe said that he has the utmost respect for the excellent leadership team and staff at TRCS 2, some of which is comprised of former staff and alumni of TRCS.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Rachel Mandel, Chester Hicks, Raymond Johnson, and Francine Smith

Also Present: Matthew DelForte, counsel, and Daniel Fanelli

Absent: Conor McCoy, and Margaret Martinez –DeLuca
3. Approval of the Minutes from September 2, 2020 Board Meeting.

Minutes were approved by acclamation.
4. Review and Vote to Approve District Safety Plan
 - a. A copy of the public plan was distributed to board members and reviewed at the meeting. The public plan is a comprehensive overview of a more detailed facility and emergency specific plan that is confidential and available only to public safety officials and authorized school personnel.
 - b. Motion to adopt the District Safety Plan was approved by acclamation.

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5. Discussion on in-building Reopening Plans

- a. The school originally submitted its reopening plan to allow time to assess conditions before reopening for in-person instruction in phases. The school will continue to deliver remote instruction and delay its opening for in-person instruction until conditions are favorable. There continue to be concerns that the school needs to address, before in-person instruction can begin.
 - I. Concerns about meeting the testing mandates required for schools in a yellow zone.
 - II. Concerns about the rising COVID rates in the area.
 - III. Concerns that necessary modifications to the school's ventilation system are still underway and will need to be completed before the school can open for in-person instruction.
 - IV. Concerns that the school will need to ensure adequate and equitable instruction for remote students when blended or hybrid instruction commences.

2. Board Member New Business - None

3. Public Speaking

- a. One parent who was in attendance, has one child at TRCS and another at TRCS 2. She asked a question about the integration of the school's new data system, Power Schools, to enable her to monitor her children's performance in both schools. Dan Fanelli, Assistant Executive Director of The Renaissance Charter Schools, addressed the question and said that the system is still being finalized and that it will be integrated so that any parent will be able to access information for their children in The Renaissance Charter Schools.

4. The meeting adjourned at 7:13 pm.

The Renaissance Charter School
Public Meeting of The Board of Trustees

Wednesday, November 4, 2020 at 6:00 p.m.

AGENDA

- 1) Chairperson's Welcome and Message – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Report of Fiscal Year 2020 Financial Audit – 20 minutes
- 4) Review and Approval of the October 7, 2020 board minutes – 10 minutes
- 5) School Management Team Report on Remote Learning Plan – 15 minutes
- 6) Discussion of In-building Re-opening - 30 minutes
- 7) Board Member New Business – 10 minutes
- 8) Public Speaking – TBD
- 9) Adjournment of Meeting

The Renaissance

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Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

NOVEMBER 4, 2020

The Renaissance Charter School

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

Meeting of the Board of Trustees

(Held virtually under emergency provision for NYS Open Meetings Law for COVID -19)

The meeting convened at 6:00.p.m

1. Chairperson's Message – Dr. Joffe called the meeting to order and congratulated TRCS for meeting the challenges of these times and for fostering the growth of democracy in education and creating value in the public sector.

2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, and Francine Smith. Also Present: Denise Hur, Director of Operations and Finance, and Joseph Albano, of Schall& Ashenfarb, CPA, LLC, Suzanne Arnold, Administrator for Student Support and School Culture, Leah Shannahan,

Absent: Conor McCoy, Rachel Mandel, and Margaret Martinez –DeLuca (on medical leave.)

3. Approval of the Minutes from October 7, 2020 Board Meeting. – Minutes were approved by acclamation.

4. Discussion of In-building Re-opening - Stacey

a. The remote program mirrors the program for in-person learning, inclusive of the continuation of partnerships, Special Education services and support, and ELL

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- services. The school's ELL population has increased significantly. The school will need to hire an additional ELL teacher.
- b. The January Regents are expected to be cancelled due to COVID-19 conditions.
 - c. Complete details of the school's reopening update is attached.
5. Report of Fiscal Year 2020 Financial Audit - Josphe Albano
- a. The full financial report was reviewed and approved by the Finance Committee
 - b. The school is in good financial condition. The school was able to make its final retroactive payment to teachers who were owed this payment as per the UFT agreement with the city.
 - c. The final paperwork for the CARES ACT PPP has been submitted.
 - d. Motion to approve the FY 2020 Financial Audit. Approved by acclamation.
6. Board Member New Business - None
7. Public Speaking - None
8. The meeting adjourned at 7:22 pm.
9. Confidential Session convened at 7:30 pm.

BOT November 4, 2020 Meeting
Reviewing Metrics for In-Building Re-opening

Metric 1 – COVID Infection Rate

- The number of new infections per 100,000 rises above 10
- NY exceeding the mark in 7/10 regions
- Hospitalizations are up
- Number of people infected by any one person is up
- 802 new cases in NYC on Wednesday
- City average 628 per day
- November 2 – 1,227 hospitalizations, 268 ICU
- Jackson Heights – Yellow Zone

Metric 2 – Building Ventilation

- We received a report from John Shea, DOE Facilities, of all the work completed and with an assurance that the building is safe to occupy.
- Balancing of the system will not happen until the end of November.

Metric 3 – Mandatory Testing

- We now understand all the testing options and believe the one being used by TRCS 2 might be the most practical and cost effective.

It is still problematic as to how you schedule our program when students must remain in pods.

Update on Remote Instruction –

Remote program “mirrors” program students would be receiving in the building. All courses are offered, including College Bound / Leadership, AP classes, Arts, TRIP Reading Program plus an expanded Advisory. We continue to have partnerships with various outside organizations to support our programming.

Special Ed services are delivered according to the IEP.

We provide support for our English Language Learners but our numbers have grown to 115 and we need to hire another teacher.

Teachers primarily teach live or synchronous.

All students in grades 1-5 were reading benchmarked. At-risk students in grades 6-8 were and are being benchmarked. Students in will be placed in reading groups based on their reading levels.

Kindergarten students will be benchmarked this month.

All K-8 students took an NWEA assessment in math and ELA. We will be administering an ANET assessment this month as well. We will begin mock Regents exams in January where applicable.

TRCS has created and shared its remote grading policies and attendance policy with families.

We have placed a strong focus on attendance and have a tiered model to reaching out which includes counselor support.

We continue to distribute needed curriculum materials and chrome books and provide tech support to families as needed.

MS and HS Student Gov'ts are up and running. SHS and NHS have been established. Various clubs including chess and GSA have been active. We hope to continue to grow this activities.

Our 82nd Street After-school partner has a fully virtual after-school program for grades 5-10.

Our first PA meeting will be on November 10.

We have reformatted our CSG and it will be co-facilitated by Sandra and Emily with a focus on diversity, inclusion, anti-bias and anti-racism.

Parent-Teacher conference are later this month and are being organized to allow for virtual meetings.

We are moving ahead with our transition to the Power School, Student Information System, for grading, attendance, report cards, student schedules, etc.

We are using various online platforms including –

Learning A-Z

Go Formative

Lexia

Storia

Castle Learning

Brain Pop

Edgenuity

See Saw

Newsela

And Other Digital Curriculum Offerings

Our teachers are supported with PD provided by ANET, ELL Consortium, Urban Advantage, The Collaborative for Inclusive Education and other groups

We have had regular parent meetings and will be having parent workshops on topics our families have expressed interest in including: Dealing with Stress During a Pandemic, Talking to Your Teen, Organizational Skills for Virtual Learning, Navigating Google Classroom and others.

The Renaissance

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Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

AGENDA

December 2, 2020 at 6:00 PM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

- | | | |
|--|------------|------------|
| 1) Chairperson's Welcome | 2 minutes | |
| 2) Roll Call | 2 minutes | |
| 3) Approval of | minutes | 10 minutes |
| 4) School Management Team Report | 30 minutes | |
| a. In-building Re-opening | | |
| 5) Board Members New Business | 10 minutes | |
| 6) Public Speaking | TBD | |
| <i>Public speaking time of three minutes per person will be permitted. All speakers should sign up with the Secretary prior to the meeting and state the topic they will be speaking on. Speakers may be grouped according to topic.</i> | | |
| 7) Adjournment of Public Session | | |
| 8) Executive Session | | |

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Dr. Rachel Mandel

Conor McCoy

Francine Smith

Margaret Martinez-DeLuca (Medical Leave of Absence)

DECEMBER 2, 2020

The Renaissance Charter School

Meeting of the Board of Trustees

(Held virtually under emergency provision for NYS Open Meetings Law for COVID -19)

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 6:00 p.m.

1. Chairperson's Message – Dr. Joffe called the meeting to order with greetings and best wishes for a joyful holiday season. He reminded everyone that the school is celebrating its 27th year. The Renaissance School began with a core group of educators, parents, and community members who united to create our school. We have been through many triumphs and struggles, however we could not have imagined the time that we are living in now. We should give ourselves a round of applause for having met the challenges we are facing while continuing to lead from the front.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary
Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, and Francine Smith
Absent: Rachel Mandel, Conor McCoy, and Margaret Martinez –DeLuca
3. Approval of the Minutes from November 4, 2020 Board Meeting.
Minutes were approved by acclamation.

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4. School Management Team Report - Stacey
 - a. The testing and balancing of the school's ventilation system continues and needs to be completed before the school can be cleared to open for in person learning. There is progress being made, however there are several metrics that need to be met before in person learning can be allowed.
 - b. A school nurse has been assigned to TRCS, which is another important factor in opening the school for in person learning.
 - c. Questions about how the school will comply with mandatory COVID testing for in person instruction remain. Testing is very costly and the school should not be responsible for bearing the cost of these tests without assistance from the city.
 - d. The school's reopening plan is highly dependent on the positivity rates for COVID citywide and within the school's population. The scheduled reopening is January 19, allowing staff, students, and families, time to test for COVID and to monitor the anticipated spike in the post holiday COVID rates.
 - e. A survey was sent to all parents to determine which students would elect either hybrid or remote learning. Parents who do not respond will have their children automatically placed in remote learning.
Key considerations:
 - I. The school will open for Hybrid learning for grades PreK-6, only.
 - II. Grades 7-12 will continue to be remote, following the city's model.
 - III. Students who elect to return to in person instruction must have a consent to test form signed by their parents.
 - IV. Programmatic considerations are dependent upon how many students elect to return to in person learning and staffing. There are some staff members who are eligible to opt-out of in person instruction for medical reasons. Staff have been given until December 14th to apply for this accommodation.
 - V. Future considerations for sustaining in person learning may be dependent upon whether or not pedagogical staff can be prioritized to receive the vaccine.
5. Board Member New Business - None
6. Public Speaking - None
7. The meeting adjourned at 7:05 pm.
8. Confidential Session convened at 7:10 pm.

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Charter School

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Chester Hicks

Raymond Johnson

Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

AGENDA

January 6, 2021 at 6:00 PM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

- | | | |
|--|------------|------------|
| 1) Chairperson's Welcome | 2 minutes | |
| 2) Roll Call | 2 minutes | |
| 3) Approval of | minutes | 10 minutes |
| 4) School Management Team Report | 30 minutes | |
| a. Mid-Year Financial Report | | |
| b. In-building Re-opening | | |
| 5) Board Members New Business | 10 minutes | |
| 6) Public Speaking | TBD | |
| <i>Public speaking time of three minutes per person will be permitted. All speakers should sign up with the Secretary prior to the meeting and state the topic they will be speaking on. Speakers may be grouped according to topic.</i> | | |
| 7) Adjournment of Public Session | | |
| 8) Executive Session | | |

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Raymond Johnson
Dr. Rachel Mandel
Conor McCoy
Francine Smith
Margaret Martinez-DeLuca (Medical Leave of Absence)

JANUARY 6, 2021

The Renaissance Charter School

Meeting of the Board of Trustees

(Held virtually under emergency provision for NYS Open Meetings Law for COVID -19)

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Hon. Rudolph Greco, Esq.
Meryl Thompson

The meeting convened at 6:00 p.m.

1. Chairperson's Message – Dr. Joffe referred to the events that we were witnessing that day, as the U.S. Capitol had been stormed by a mob of insurrectionists intent on disrupting the process of certifying the votes of the electoral college in the Presidential election. Dr. Joffe said what we're seeing right now is yet another wave in our history. These waves come and go, but they don't necessarily change the course of history. According to Arnold Toynbee, these waves run in deep currents, not at the surface. The deep currents of change are being formed by the work that all of the staff members and parents are doing, who are trying to support their children's education at such a difficult time. These are the types of efforts that actually bend the arc of history. I want to thank everybody very much, as you're playing a role in this change and ultimately it's going to be our children who forge the new age. We can't wait to see them emerge on the new stage of society. Thank you very much everybody and let's continue great this great work.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, and Rachel Mandel.

Absent: Rachel Mandel, Conor McCoy, and Margaret Martinez –DeLuca.

“Developing Leaders for the Renaissance of New York”

3. School Management Team Report -

a. In-building Rep-opening -

- i. The school has done a great job during the mode of remote instruction, providing high quality instruction and programs for our students that convey successfully on a virtual platform.
- ii. TRCS had originally wanted to be back in the building on January 19, but is postponing that return date for Pre-K through Sixth Grade.
- iii. A survey was sent to families, with the following results by grade of those who want to return to in-person instruction, even if it is just part time: Pre-K - 50%, Kindergarten - 47% First Grade - 29%, Second Grade - 30%, Third Grade - 50%, Fourth Grade - 30%, Fifth Grade - 30%, and Sixth Grade - 38%. Overall, about 36% of our Pre-K to Sixth Grade families surveyed would like to come back to in the building instruction.
- iv. The re-opening of the school is still dependent on several factors, including seeing a significant decline in Covid infection rates (currently the city is at around 8%), the ability of the school to meet testing requirements, and the condition of the building heating and ventilation system. The school does have a significant supply of PPE due to several generous donations, an additional supply of air purifiers, and a school nurse, which are all very important factors that can support a successful and safe re-opening. The prioritization of educators to receive vaccinations is also a significant factor, and the school would encourage all staff to be vaccinated as proactive a measure of protection.

Motion - In consideration of the recommendations made in the School Management Team report of conditions that would be favorable for a safe opening of TRCS, The Board moves to support the postponement of re-opening at this time, and until such time that The Principal and The School Management Team approves of conditions that are favorable for a safe re-opening of the school building for in-person learning. Motion seconded and passed by unanimous consent.

b. Mid - year financial report -

- i. TRCS is generally in a good financial position. There will be a meeting of the Finance Committee look at the financial report in detail and present a full report to the board at an upcoming meeting.
- ii. The infusion of PPP funding has been very helpful. We were able to satisfy all retroactive payment obligations that were due to staff as per their collective bargaining agreements.
- iii. A look at the year-to-date percentage of expenses, from July to December, shows that we are under 50% of our budget, and are feeling pretty good that we are in a strong position.
- iv. It is difficult to work on a projected budget for next year which at this time, without taking into account the governor's budget, which is due in April. We anticipate there this budget may not include an increase in funding for schools, and we may very well include a decrease in funding, based on present economic indicators.
- v. The school will continue to engage its lobbyists, elected officials, and union representatives to fight for equitable funding.

4. Approval of minutes of December 2, 2020 board meeting.
Minutes approved by acclamation
5. Board Member New Business - None
6. Public Speaking - None
7. The meeting adjourned at 7:00 pm.
8. Confidential Session convened at 7:05 pm.

The Renaissance Charter School
Board of Trustees
Public Meeting – Wednesday, February 3, 2021 – 6:00 p.m.

AGENDA

Chairperson’s Welcome – 5 minutes

Roll Call – 2 minutes

Approval of the January meeting minutes – 10 minutes

School Management Team Report - 15 minutes

Principal Review Planning – 10 minutes

Presentation of New Board Member Candidate – 10 minutes

Board Members’ New Business – 10 minutes

Public Speaking

(Those wishing to speak publicly should announce themselves and allow video access. Please note all virtual meetings are recorded. Three minutes per person will be permitted. The Secretary may group speakers according to topic when necessary.)

Adjournment of Public Session

Executive Session

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Dr. Rachel Mandel
Conor McCoy
Francine Smith
Margaret Martinez-DeLuca (Medical Leave of Absence)

FEBRUARY 3, 2021

The Renaissance Charter School

Meeting of the Board of Trustees

(Held virtually under emergency provision for NYS Open Meetings Law for COVID -19)

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Hon. Rudolph Greco, Esq.
Meryl Thompson

The meeting convened at 6:00 p.m.

1. Chairperson's Message – Dr. Joffee said that with the upcoming mayoral election, this is a good time to think about how we can move the public discourse toward educational reform and the state of education.

2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffee, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, Conor McCoy, and Rachel Mandel.

Absent: Margaret Martinez –DeLuca and Francine Smith

Also Present: Matthew Delforte and Daniel Fanelli

3. School Management Team Report - Re-opening Update
 - a. COVID testing is still not available to charter schools, although there is some movement expected on this issue, as the school has joined a lawsuit to challenge the city's policy that excludes charter schools from the testing program that is available to public schools. here will be more discussion on this in the confidential session to follow the public season of this meeting. The SMT advocates that the availability of testing to the in-person population at the school is necessary to ensure health and safety.

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It is also necessary in order to comply with DOH guidelines which require mandatory testing of 20% of a school's in-person population for schools located in a yellow zone micro-cluster. TRCS is currently located in a yellow zone. The UFT and DOE have come to some kind of agreement regarding testing, however clarification is needed regarding how this agreement would impact TRCS, even if the Governor eliminates micro-cluster designations for the state.

- b. The additional work to remediate deficiencies that were identified in the HVAC system has been started and is progressing. Unfortunately, there has been a recent discovery of a crack somewhere in the system that will require more extensive work, which has been approved.
- c. Staff members are beginning voluntarily receive vaccinations.
- d. Remote learning continues successfully, with the addition of a wide variety of supports for students.
- e. The school is preparing for the possibility that testing may not be waived, as was the case last year, however there has yet to be a decision rendered from NYSED.

4. Presentation of New Board Member Candidate -

Daniel Fanelli was introduced as a new board member candidate. His resume was circulated to the board reviewed at the meeting. Mr. Fanelli has been a TRCS for 13 years. He has been an earth science teacher, school administrator, and is a co-founder of The Renaissance Charter School 2. His contributions to the school community and culture have been numerous and varied, especially with regard to supporting professional growth, data-driven instruction, technology, and the articulation of the school's vision. The board discussed Mr. Fanelli's candidacy in confidential session, reconvening the public session later at 7:05 pm. A motion was made to appoint Mr. Fanelli as new board member, pending approval by the NYC DOE. The motion was seconded and passed unanimously.

5. Approval of minutes of January 6, 2021 board meeting.

Minutes approved by acclamation.

6. Principal Review Planning -

Dr. Joffe outlined the guiding principles for the review, reminding the board that one of its important functions is to review the performance of the school's principal. The main focus for the review this year will be The Principal's and SMT's response to the COVID-19 pandemic. Some of the elements that should be considered are: the implementation of the schools re-opening plan, health and safety, student retention, attendance tracking, parent engagement, and remote instruction. There will be further discussion about the principal review in a committee comprised of board members to include Dr. Joffe and Mr. Hicks at this point. Other board members will be asked to either join the committee or offer input.

7. Board Members' New Business - None

8. Public Speaking - None

9. The meeting adjourned at 6:55 pm.
10. Confidential Session convened at 7:00 pm.

Daniel Fanelli

3 Rockland Place

Westport CT, 06880

(203) 247-5815 • fanellidm@gmail.com

EDUCATION:

Ed.M. and Certification in Educational Leadership Jun 2013 - Jul 2014
Columbia University, Teachers College
New York, New York

Masters and Certification in Earth Science Education 7-12 Sep 2008-Jun 2009
Columbia University, Teachers College
New York, New York

Bachelor of Arts in Philosophy Sep 2001-May 2006
Minor in Geology
Eckerd College, St. Petersburg, Florida

ADMINISTRATIVE EXPERIENCE:

The Renaissance Charter School 2, New York Sep 2016 – Current

- Assistant Executive Director for The Renaissance Charter School 2
- Co-authored and designed the Charter for The Renaissance Charter School 2
- Met with all relevant parent associations and political leaders to gain support for the second school
- Met and coordinated with our design team to create a comprehensive layout for furniture, fixtures, equipment, and general construction design throughout both the main site and incubation site.
- Created, balanced, and maintain the budget and financial plan.
- Created and implemented operational and facility plan.

The Renaissance Charter School, New York Sep 2015 – Current

- Middle School and STEM Director Pk-12th
- Administrator for the Middle School 6th- 8th
- Administrator for STEM PK-12th
- Designed, planned, and implemented the Targeted Reading Intervention Program for K-8
- Evaluate and support science and math teachers Pk-12
- Found and implemented 3D Classroom and 3D printing curricula PK-12
- Implement and facilitate Achievement Network data system 2-10
- Create, Plan, facilitate, and execute interim assessments to gather data for Grade 2 to Grade 11 to inform instruction throughout the year.
- Utilizing the June instructional report, compile previous year Regents and State test data to inform instruction for the following school year.
- Created and implemented Profession development plan for peer and administrative observation.
- Collaborate and support Middle School Teaching and Learning Coordinators in maintaining the vision and mission of the school and support the implementation of the Comprehensive Educational Plan
- Communicate with Community School Governance Committee and Parent Teacher Association related to science PK-12 and middle school matters
- Support outside partnerships with Urban Advantage, Recycling Champions, and Bubble Foundation

- Collaborate with Renaissance's 82nd Street Academic After School Program as the Educational Specialist

The Renaissance Charter School, New York

Aug 2010 – June 2015

- Facilitation of Professional Learning Communities pk-12
- Observed and mentored new and existing science teachers k-12
- MS Teaching and Learning Co-coordinator 6th-8th
- Implementation of teaching and learning initiatives in middle school and science 7-12
- Administrative liaison for the science department pk-12
- Drive communication in MS cluster with parents and teachers
- Utilized data within the MS cluster and science department to drive instruction practice
- Work with SMT pertaining to assessment, policies, promotion, and development of initiatives school wide
- Support outside partnerships, after-school programs, and extracurricular programming
- Facilitation and implementation of special and alternative programming
- Collaborate other coordinators to facilitate shared leadership among school staff, maintain the vision and mission of the school, and support the implementation of Comprehensive Education Plan

The Cahn Fellows Program, Columbia University, New York

Aug 2012-Jun 2013

- Participated and completed The Cahn fellows program as an ally, a reciprocal and collaborative learning relationship between an excellent experienced leader; we shared an interest and responsibility in helping one another to develop and grow.
- Participation in rich learning experience emphasizing intellectual exchange, reflective practice, and measurable results
- Worked collaboratively with other teacher leaders and school management team members to create and monitor an action plan to achieve the Rensizzle goals.
- Collected and analyzed year-end Rensizzle data to inform decisions about the next year's Rensizzle experience.

Emerging Leaders Fellowship, New York

Aug 2011-Jun 2012

- Completed a rigorous yearlong program designed to take exceptional teacher and train them to become outstanding secondary leaders
- Developed leadership within a culture of data, classroom observation, community engagement, and school finances
- Met weekly with my principal who served as a mentor
- Completed four leadership projects explicitly aligned to the school's improvement plan
- Presented work projects to Renaissance school leadership team and NYC Charter school center.

TEACHING EXPERIENCE:

The Renaissance Charter School, New York

Sep 2009- Current

- 7th grade general science
- 8th grade advanced Earth Science
- 9th grade regents review class
- 10th grade Earth Science
- Collaborated with NASA program to study actual Earth data
- Designed Earth Science and general science curriculum
- Designed and implemented an accelerated 7th grade curriculum
- Designed and implemented a science literacy curriculum 7-12th

Port Chester HS, New York

Mar 2009- April 2009

- Student Teacher of 10th Grade Earth Science

Port Chester MS, New York

Jan 2009- Mar 2009

- Student Teacher of 8th Grade Physical Science

Teachers College, New York

Dec 2008

- Collaborated with other content areas in the creation of literacy units
- Built a collaborative social studies and science unit infused with literacy
- Used reciprocal teaching, graphic organizers, TWA+PLANS within the unit

HONORS & AWARDS:

WNYC.org, New York

- Featured on WNYC radio for: *What Happens When Teachers are at the Helm of a School?* (<http://www.wnyc.org/story/teachers-helm/>)
- Teacher of the Year award Finalist: New York City Big Apple award 2014

OTHER EXPERIENCE:

Enterprise Rent-A-Car, Connecticut

Jul 2006-Jun 2008

- Assistant Manger of largest store in the North East
- Provided excellent customer service
- Excellent employee development and received skills in profitability / fleet management

The Renaissance Charter School
Public Meeting of The Board of Trustees
March 3, 2021 – 6:00 p.m.

AGENDA

- 1) Chairperson's Welcome – 10 minutes
- 2) Moment of Silence in Remembrance of Francine Smith – 2 minutes
- 3) Roll Call – 2 minutes
- 4) Approval of the February Minutes – 10 minutes
- 5) Development Report - 10 minutes
- 6) Review and Approval of School Safety Plan Addendum – 5 minutes
- 7) Review and Approval of TRCS Tax Filings – 5 minutes
- 8) School Management Team Report – 20 minutes
 - Update on COVID Metrics and In-building reopening
 - Vaccination Reporting
 - Livestreaming Programs
- 9) Board Member New Business – 5 minutes
- 10) Public Speaking
- 11) Adjournment of Public Session
- 12) Executive Session

The Renaissance

35-59 81st Street, Jackson Heights, NY 11372

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Development Report to the Board of Trustees March 3, 2021

2020-2021 Grant Update

(See attached sheet)

• **Direct Appeals**

These include checks and online donations received in response to the Angel Fund and General Appeals – all direct donations to the school.

- Friends of Renaissance bank account and Paypal donation status – Bank account as of 02/28/21 is \$36,266, which includes the Parent Association dues and Angel Fund. In addition Paypal donations included donations to FOR to support its mission. Various automatic rebate donations from community purchases such as Amazon Smile and Electronic Scrip are deposited in the FOR general account.
- Angel Fund – The angel fund started the school year with a balance of \$4,424, which was transferred into the FOR Apple Bank account. This year the committee voted to adopt an emergency policy to help families in more fundamental way, with food and sundry donations purchased directly by our school aides, and reimbursed by the fund. Angel Fund received an additional \$5,625 over the holidays through our Paypal account, and from our good friend Rudy Greco by check. We are in good shape with a balance of \$10,049.
- Parent Association fundraising is under the control of the Friends of Renaissance, so traditionally PA fundraisers such as “Miss Chocolate” are now categorized as Renaissance fundraisers, and go into the FOR bank account. They will be included in the grants to the school that the FOR board will make at the end of this school year. PA Dues will be designated as PA income, and will go toward PA events and supplies.

• **Pending and successful grant applications:**

- NYC Discretionary Funding – Daniel Dromm has allocated \$5,000 to support TREA, the contract is pending registration.
- NYC Reso A Funding - Renaissance does have an allocation for \$102,000 in Reso A funding. We are currently working with a DOE consultant to figure out the purchases for this technology funding.
- Raza Development Fund – We were invited to participate in this grant by Steve Zimmerman; it will provide \$20,000 to support internal virtual assessments and interventions.

• **Update on Current Granted Programs:**

“Developing Leaders for the Renaissance of New York”

- Federal Dept of Justice STOP Grant – This is one of the federal grants that is being treated as a bundle by our consortium of schools to support school culture, violence prevention and mental health resources. We are the lead on the STOP Grant for Training. This will involve training to develop strategies to prevent school violence, including the CPTED (Crime Prevention Through Environmental Design) training in November, Youth Mental Health First Aid trainings, and various others over the next 4 years of the grant. See the “In-Kind” grant descriptions for the other 3 grants in this bundle. Wildcat and New Dawn share the leads on the other 3.
- Farm to School – The grant covers the writing of a plan for the consortium of charter schools to implement a purchasing plan to provide locally-sourced produce and meats, and health and nutrition support for students and their families. The plan will be finished this spring and will be shared with the rest of the consortium. At the end of the grant period we will then need to apply for implementation funds.
- Federal E-Rate for FY 2019 and FY 2020 – Our ERate consultants have been successful in helping us recoup over-due ERate reimbursements of \$17,730, \$9,381 and \$29,419 from the 2018-2019 school year.
- DYCD Compass Explore – Because of COVID, we could not have a summer program, as virtual programming for DYCD funded projects was not yet approved. When virtual programming was approved for after-school, the Compass Agriculture program resumed weekly, in addition to more programming during February break. A Spring Break “camp” is also planned. Peggy will start the recruitment and planning process for an in-person summer program for 40 students in April.

In-Kind Grants and Donations

- NYC Charter School Consortium Mental Health Grants – Four five-year federal grants have been bundled together for our charter consortium to provide mental health and substance abuse counseling services to our students, and school culture transformation services to aid in in-school violence prevention and healthy and happy students. Wildcat, New Dawn and Renaissance (2 schools each) make up the consortium, and Wildcat is the lead on 3 of the grants—making them in-kind donations for Renaissance.
 - Mental Health Demonstration Grant is providing 2 Mental Health Therapists a MH grad school intern and 2 practicum students for direct service to students. TRCS 2 is using the practicum students this semester, and TRCS has the use of both MH counselors and the intern for the time being. Next year we will get 2 interns, and will be working together for the best use of the therapists’ time.
 - The counselors, including our social worker, have been presenting parent workshops throughout this year, and have developed a [Mental Health resource website](#).
 - School Climate Transformation Grant supports one of the MH Therapists as a Substance Abuse Counselor in addition to his MH counseling. It also provides the services of Kickboard, a school culture transformation service, that provides coaching and PD for whole-school adoption of elements of PBIS, Restorative Justice, Trauma-Informed and Anti-Bias/Anti-Racism, that will become the foundational supports of our school culture. A steering team is in place and in workshops with Kickboard, developing that approach, with the help of our CSG team.

- STOP-Threat Assessment grant (along with the STOP-Training grant for which we are the lead) are working as training vehicles for school building emergency response teams, and to provide staff training in school-violence prevention and youth mental health first aid. It also gives a stipend for a PBIS coach to each of the consortium schools.
- DYCD SONYC contract received by 82SA for our middle-schooler after-school program, continues this year. The Education Liaison to the program is now Katie Schmelzer, providing curricular ties to the after-school activities, training 82SA teachers to lead the activities and following-up with teachers for additional curriculum and up-to-date homework assignments.
- CASA (NYC Council) after-school enrichment grant with Children’s Museum of the Arts has graciously morphed with the times, and is now being used during the school day as virtual arts residencies for K, 1st, 4th and 5th grades. Next year it will go back to after-school use only, we are told.
- Urban Advantage (STEM Education) Urban Advantage supplies professional development to teachers and our parent coordinators, and free passes to museums for family and school-based trips – this year the partnership has allowed for some admissions to the museums’ virtual tours and programs.
- Arts For All, a group that traditionally brings free performance-based plays, concerts and spoken word programs to our school, has brought us into a larger grant-subsidized “Literature through the Arts” virtual residency for our Kindergarten class. That is getting started in March.

Partnerships - In-School Residencies and Partnerships

- Carnegie Foundation “Link UP: The Orchestra Sings” - 5th grade, Katie Schmelzer
- Arts for All (see under In-Kind)
- Children’s Museum of the Arts (see CASA under In-Kind)
- Resident Artist for PK-2, Drew Campbell (hired as art teacher for Ren 2, and working at Ren 1 as a consultant.)

HS Leadership Program Partners and Classes

- [ELITE STEM](#) - computer programming and engineering
- [Sadie Nash Young Women’s Leadership Project](#)
- [Urban Word](#) - slam poetry and youth literary arts
- [Urban Seeds Stewards](#) - a community seed initiative rooted in education & justice
- Careers in Art - taught by our art teacher Robert, with guest professional artists
- Careers in Music - taught by our music teacher Katie, with guest music makers
- [Teens for Racial and Ethnic Awakening](#) - home grown program for the last 20 years, teaching social justice and giving teens a voice, with support from Councilman Dromm.

Friends of Renaissance

The FOR Board has had difficulties trying to get meetings together this year, but we have kept the board apprised of necessary tasks and decisions including submitting our annual charities forms and 990. In addition:

“Developing Leaders for the Renaissance of New York”

- Last year Apple Bank changed our bank account to fit with the By-Laws modification, to show “Friends of The Renaissance Charter Schools, Inc.”
- We have not separated the PA bank account from the FOR Bank account as proposed last year by the board, because the school wants FOR to keep control over the PA fundraising; hence the traditional PA fundraisers such as Miss Chocolate and the school photos are now School-based fundraisers. The PA Dues will continue to be in a separate book-keeping line, to pay for materials, online fees and events expenses.
 - The PA now has an executive board with whom Peggy Heeney works closely, and they have created a beautiful new [parent newsletter webpage](#). We expect good things from this particular parent team.

Respectfully submitted,

Rebekah Oakes, Director of Development and Partnerships

THE RENAISSANCE CHARTER SCHOOL		
Grants Awarded 2020-2021		
Direct Appeals:		
Direct Funding Appeals - Unrestricted		
FOR Grant from other Direct Appeals		
Friends of Renaissance, Apple Bank Account	36,266	As of 02/28/21
Angel Fund from 2019-2020	4,424	
Angel Fund cash/check donations	1,000	
Angel Fund Paypal donations	4,625	<i>Total Angel: \$10,049</i>
DIRECT TOTAL	\$46,703	
Government/Corporate/Foundation Grants:		
US Justice Department STOP Grant	471,595	School Culture Violence Prevention
US E-Rate Internet Reimbursement: FINAL	28,145	FY20 GTT Internet reimbursement
US E-Rate Category 2: FINAL	27,333	FY20 IKON, CDW
USDA 2018 Farm to School Planning Grant	0	NoCostExtension plan for fresh food access
NYCDOE RESO-A 2020	102,000	Working with DOE to finalize award
DYCD COMPASS Grant	42,106	Permaculture Program 07/2020-06/2021
DYCD NYC City Council Discretionary, Dromm	5,000	TREA
Raza Development Fund - assessments	20,000	Virtual assessments and interventions
GRANT TOTAL	\$696,179	
TOTAL	\$742,882	
In-Kind Services Received 2020-2021		
	Valued At	
Discretionary - 82SA CBO After School	40,000	funding for 5th, 9th and 10th
Expanded 82SA		funding for 5th, 9th and 10th
OST SONYC DYCD - 82SA 6th-8th grade program	273,000	middle school after-school program
CASA After-School Programming (Dromm)	20,000	CMA for after-school
Urban Advantage	348	STEM services, trips, supplies (\$450)
Expanded/NYLife SEL Planning Grant - 82SA	5,000	SEL expansion across school-day/AS
Mental Health Demonstration Consortium Grant		Hunter college intern counselors
School Climate Transformation Consortium Grant		Substance counselor & PBIS Coach
VISTA/Americorps Up2UsSports	5,641	marketing/social media VISTA intern
VISTA/Americorps Up2UsSports	1,656	student information specialist VISTA April-June
McCloud Foundation - computers to needy students	31,000	given directly to seniors and other students

CONTINUATION OF OPERATIONS

The Renaissance Charter School has developed a continuation of operations plan in the event of a public health emergency involving communicable disease.

ESSENTIAL POSITIONS AND TITLES

In the event of a public health emergency that results in the governor-ordered, temporary closure of NYC Schools, all non-essential personnel of The Renaissance Charter School (TRCS) shall continue to work remotely. This includes all members of the School Management Team, teaching staff, and school-aides.

Essential personnel are defined as personnel who are required to be physically on-site in order to perform their jobs. This includes our kitchen and custodial staff. The kitchen staff will be required on-site in order to prepare “Grab and Go” meals for our students. The custodial staff are not TRCS employees and will follow the guidelines of the NYC Department of Education.

Required Position	Name	Agency	Contact Information
School Food – Kitchen Staff	Dawn LeDu	TRCS	(718) 440-9904
	Adriana Alba		(347) 965-2346
	Silvia Caraballo		(929) 444-2365
	Alex Gray		(917) 454-4412
School Safety	Munir Farhad Hossain	NYCPD - Queens North Command	(718) 730-8515
Custodial Engineer	Peter Rubino	NYC DOE	(646) 327-6270

TRCS will continue to take into consideration the guidance from the NYC Department of Education and the NYC Department of Health as to access to our physical building. For example, if TRCS is located within a geographic zone that has allowed access to public schools, and/or in-person learning with social distancing and PPE protection, the TRCS Board of Trustees and School Management Team will abide by our posted Re-Opening Plan Metrics, and will determine which staff members will be allowed access and which staff members will be working remotely.

TELECOMMUTING PROTOCOLS

TRCS will support non-essential employees’ tele-commuting by facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or desk-top computers, to all employees working from home.

An attempt will be made, when employees are allowed back to work, to stagger work shifts, to the extent practicable for the successful running of our school, in order to reduce overcrowding on public transportation, and to ensure proper social-distancing in the school building.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

As soon as the public health emergency is announced, TRCS will inventory any stored PPE, and procure enough PPE for essential employees, and consultants when necessary, based upon tasks and needs, sufficient to provide at least two pieces of each type of PPE to each essential employee during any given work shift over at least six months.

PPE will be stored in the basement storage closets at TRCS when it is deemed safe by NYS DOH and NYC DOH to discontinue the daily use of the equipment. Personnel named below will be apprised of the location of the stored equipment:

Required Position	Name	Agency	Contact Information
Principal	Stacey Gauthier	TRCS	(917) 930-6701
	Daniel Fanelli		(203) 247-5815
	Victor Motta		(917) 865-6703
Custodial Engineer	Peter Rubino	NYC DOE	(646) 327-6270
	Rahim Hill		(718) 926-7211
	Reggie Ward		(347) 702-1587

PPE will be made accessible to all essential and non-essential personnel that are authorized to work from the building, and TRCS will follow the guidance of the CDC and the NYC and NYS DOH regarding what PPE to issue to in-building employees, and training will be given to all employees on how it should be used.

PREVENTING THE SPREAD OF DISEASE

TRCS has developed protocols in the event an employee, contractor or student is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols are in line with all existing federal, state, or local law, regarding sick leave or health information privacy, as outlined in our TRCS Employee Policy Handbook.

The guidance from state and local Department of Health are constantly updated in response to a pandemic. Our authorizing agencies include Department of Health links and resources on their websites. TRCS will update our protocols and plans when relevant and applicable, referencing guidance from

- NYSED, by referring to the NYSED Health and Safety links at <http://www.nysed.gov/reopening-schools/health-and-safety>;
- NYC DOE, by referring to the NYC DOE Health and Safety links for all DOE buildings at <https://www.schools.nyc.gov/school-year-20-21/return-to-school-2020/health-and-safety>; and

- NYC Department of Early Childhood Education, by referring to the NYC DECE Health and Safety links regarding our Pre-Kindergarten program at <https://infohub.nyced.org/working-with-the-doe/covid-19-resources/bridge-to-school-plan-and-health-and-safety-resources>.

TRCS emphasizes four key safety measures for students and staff:

- Maintaining a distance of at least 6 feet from other adults, and from students when feasible;
- Washing and sanitizing hands regularly;
- Wearing a face covering; and
- Staying home when sick or after being in close contact with a person with a serious illness, or exposure to the illness creating the current pandemic.

Physical distancing guidelines and mandatory use of face coverings will be enforced for all individuals while on school property. [A face covering](#) is any well-secured cloth or disposable mask that covers a person's nose and mouth. A face covering with an exhalation valve or vent cannot be used on school property as exhalation valves allow unfiltered exhaled air to escape to others. Face shields are not appropriate substitutes for face coverings.

In addition, we will follow all guidelines regarding testing for disease in and outside of school, and contact tracing and reporting of active cases, as outlined by the NYC Department of Health. TRCS will agree to

- Student and Staff [Daily Health Screenings](#) before entering the building;
- Random testing for infectious disease as mandated by NYC DOH and NYC DOE;
- Contact tracing and current quarantine guidelines in coordination with the NYC DOH, as outlined in the [PK-12 COVID-19 Toolkit](#), or other updated document; and
- Managing student drop-off and pick-up outside the school building to minimize external visitors. We may mandate that no non-essential personnel enter the building, according to guidance from the NYC DOE and NYC DOH.

Instituting Hybrid Learning to Facilitate Social Distancing:

TRCS' Board of Trustees will determine the safety and efficacy of opening the school building in relation to the metrics stated in the "[TRCS Continuity Plan](#)" developed during the COVID-19 pandemic. Remote synchronous and asynchronous learning, will be available to all students, following the NYS executive orders regarding education during a pandemic. When and if hybrid learning (remote and in-person learning) is deemed safe, we will follow these and other protocols as they are developed by the NYC DOE, NYSED, and the state and local health departments.

At TRCS, to facilitate social distancing, no more than 15 students can be taught in a classroom at any given time. To minimize contacts, students will be separated into 'cohorts', with each cohort remaining together all day. Students in each grade cohort will generally be split into two

groups in separate classrooms. With 22 classrooms available to support on-site learning, the number of students who can be provided in-person learning is roughly 318 students. In the event that TRCS' classroom availability is insufficient to accommodate all of the students who request in-person instruction and/or TRCS does not have a sufficient number of in-school instructional staff, the number of students who can participate in in-person learning will be reduced.

TRCS, in coordination with the NYC DOE, will implement enhanced cleaning and disinfection of surfaces to ensure the health and safety of staff and students, including:

- Providing adequate cleaning and disinfection supplies or plan to procure those supplies.
- Requiring deep cleanings to be completed on a nightly basis, including with the use of electrostatic sprayers.
- Improving HVAC systems to ensure proper ventilation.
- Setting-up enhanced cleaning in classrooms, bathrooms, and for high touch areas such as doorknobs and shared equipment such as laptops.
- Providing teachers with cleaning supplies for classrooms.

TRCS will redesign building movement protocols to keep people in cohorts and allow for physical distancing consistently. TRCS will, to the extent feasible:

- Redesign movement protocols within a building to minimize congestion;
- Designate one-way direction stairwells and single file routes;
- Address elevator usage policies; and
- Require students to stay on campus during lunch periods

Signage may be provided to support appropriate movement protocols.

Using Staff to Maintain a Healthy Environment

With health and safety as a priority, it will be important to have staff dedicated to carry out enhanced health operations. TRCS will use the Building Response Team structure to develop a school-based pandemic-related team; and will deploy adequate staff to support daily enhanced health protocols.

In the Event of a Known Case:

If a student or teacher is feeling sick, they are required to stay home and, if their symptoms are consistent with the pandemic-related illness, are asked to get tested. If a student begins experiencing symptoms in school, they will be isolated and monitored by a dedicated staff member until they are picked up by their family. Staff members who become symptomatic at school are asked to immediately leave the building.

Whether symptoms begin at home or in school, there will be a clear flow of information to facilitate fast action and prevent spread. A positive confirmed case will trigger an investigation by NYC Test + Trace and DOHMH to determine close contacts within the school. Schools will communicate to all families and students at school once a case is laboratory confirmed.

- Custodial staff will immediately and thoroughly disinfect the work area, common area surface and shared equipment; and
- The NYC Situation Room will be immediately notified.
- All personnel and families of students who were in direct contact with the infected person will be immediately contacted, under the guidance of the NYC DOH Situation Room, or other agency department activated as the official Contact Tracing department.

In the event that there is a laboratory- confirmed case in a school, all students and teachers in that class are assumed close contacts and will be instructed to self-quarantine for the amount of time designated at the time, by the NYS and NYC DOH.

Additionally, the DOHMH and Test + Trace Corps will begin an investigation into the risk of exposure to the school community and work with TRCS to issue clear guidance and decisions for next steps based on the outcome.

TRCS will document precise hours and work locations, including off-site visits, for essential employees and contractors. The dedicated health-aide will proceed with the investigation, with the support and aid of the Principal and Building Response Team.

TRCS will follow NYS Executive orders, and/or relevant and applicable agreements between the UFT, DC37 and CSA Collective Bargaining Agreements pertaining to available leave for mandatory testing, treatment, isolation and quarantine.

The Renaissance

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BOARD OF TRUSTEES

Monte Joffe, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Conor McCoy

Margaret Martinez-DeLuca

March 3, 2021

The Renaissance Charter School

Meeting of the Board of Trustees

(Held virtually under emergency provision for NYS Open Meetings Law for COVID -19)

HONORARY MEMBERS

Francine Smith, -2021

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 6:00 p.m.

1. Chairperson's Message – Dr. Joffe said that we have been through a tremendously difficult winter with the everything that has been going on. There is an old Buddhist saying that. “Winter never fails to turn into Spring”, and we have definitely experienced a harsh winter. However, we appear to be entering a new era with the vaccines being rolled out, and the promise of teachers and students returning to in person learning. Someday we will look back on this time with the realization that this has been a monumental turning point for us as individuals and as a society. Congratulations to all for your perseverance and your incredible accomplishments.
2. Moment of silence in memory of founding trustee, Francine Smith, who passed away recently.
3. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, Conor McCoy, Rachel Mandel, and Margaret Martinez –DeLuca

Also Present: Rebekah Oakes, Daniel Fanelli, Cristine Slingerland, and Matthew Delforte
4. Approval of minutes of February 3, 2021 board meeting.
Minutes approved by acclamation.

“Developing Leaders for the Renaissance of New York”

5. Development Report - Rebekah Oakes, Director of Development and Partnerships

The attached report was distributed to board members at the meeting.

Some of the highlights: |

- Fundraising is now under the auspices of Friends of Renaissance.
- TRCS and Friends of bank account is healthy.
- Angel fund criteria has changed to facilitate assistance to needy TRCS families.
- NYC discretionary funding has come through and will be used to support TREA.
- Reso A funding of \$100,000 to be allocated to technology and supporting remote learning.
- The Raza Development Fund awarded \$25,000 to TRCS and several other schools nationally.
- Additional Federal funding is being used to support youth mental health at TRCS and TRCS 2 for the next five years.
- HEAD Sprout is a promising opportunity that TRCS and TRCS 2 will explore to support early childhood literacy.

6. School Safety Plan Addendum - See attached.

The addendum was shared with the board and reviewed prior to the meeting.

A motion was made to approve the addendum and passed unanimously.

7. Form 990 was reviewed by the Finance Committee and approved.

Upon the recommendation of the Finance Committee, the board resolved to approve the Form 990.

8. School Management Team Report - Re-opening Update

- a. The additional work to remediate deficiencies that were identified in the HVAC system have been completed. A final report verifying satisfactory completion has yet to be received by the school.
- b. TRCS, along with several other schools, won the lawsuit against the city to force the city to provide free testing to charter schools, as it has to all other public schools. The city has indicated that it will appeal the decision.
- c. With the increasing availability of vaccines, schools are being asked to collect data on the number of staff who have been and will be vaccinated. There is anticipation that schools will have to report this data at some point and in some form.
- d. The school plans to have a phased re-opening in April, after spring break, dependent upon favorable conditions and the ability of the school to meet all safety and health mandates. The SMT requested that the board support this re-opening with a resolution.
- e. A motion was made and seconded and the following resolution was put forth and adopted unanimously:

WHEREAS, the COVID-19 pandemic has had an extraordinary impact on education across the country and, in particular, on the TRCS community;

WHEREAS, TRCS has and continues to adhere to all federal, state, and local law, regulation, and

“Developing Leaders for the Renaissance of New York”

government guidance pertaining to in-school learning and the safe reopening of school generally, and reserves its discretion where legally permissible and appropriate, to respond to the pandemic in the way it deems best to safeguard the health and safety of the TRCS community while also maximizing learning opportunities for TRCS students;

WHEREAS, the Principal and TRCS Management Team recommends to the BOT that it adopt a policy to ensure that during any period of hybrid learning, all students authorized for remote learning be taught synchronously by live-stream, and that teachers be required to be in attendance to effectuate such live-stream, synchronous instruction, as necessary to meet the needs of the school, and that any appropriate technology be made available to effectuate same;

NOW, THEREFORE, BE IT RESOLVED, that during any period of hybrid learning, during which teachers are providing in-person instruction to some but not all students, instruction will be provided synchronously by live-stream video to any students who are authorized or required to receive instruction remotely on any given day; and that all teaching staff will be required to be present in the school building to effectuate such live-stream learning; and that the principal is authorized to ensure that each classroom is equipped with appropriate technology to enable such live-stream instruction to occur.

9. Board Members' New Business - Remembrances of Francine Smith were offered by board members and attendees.
10. Public Speaking - None
11. The meeting adjourned at 7:21 pm.

The Renaissance Charter School

Board of Trustees

Public Meeting – April 7, 2021 – 6:00 p.m.

AGENDA

- 1) Chairperson's Welcome and Message – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Approval of the March Board Minutes – 5 minutes
- 4) In-building Re-opening Plan – 20 minutes
- 5) Assessment Plan and Addressing Learning Loss – 20 minutes
- 6) Board Members New Business – 5 minutes
- 7) Public Speaking – TBD
- 8) Adjournment of Public Session
- 9) Executive Session

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Dr. Rachel Mandel
Conor McCoy
Margaret Martinez-DeLuca

April 7, 2021

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Francine Smith, -2021
Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Hon. Rudolph Greco, Esq.
Meryl Thompson

(Held virtually under emergency provision for NYS Open Meetings Law for COVID -19)

The meeting convened at 6:00 p.m.

1. Chairperson's Message – Dr. Joffe remarked about the beginning of Spring and that it portends a welcomed change. With all that we have been through, we do not know for certain what the future holds, but it's up to us to make the future hopeful and brighter.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, and Margaret Martinez –DeLuca

Also Present: Daniel Fanelli and Matthew Delforte

Absent: Conor McCoy and Rachel Mandel
4. Approval of minutes of March 5, 2021 board meeting.
Minutes approved by acclamation.
5. In-Building Re-opening Plan - Stacey Gauthier
 - a. The school will begin a phased reopening on April 12th.
 - b. A final report verifying satisfactory completion the HVAC system was issued and received by the school.

“Developing Leaders for the Renaissance of New York”

- c. TRCS will have four programs:
 - i. The District 75 program coming in 5 days a week, and will be run by District 75 Staff. In person instruction is optional. Two classrooms will be dedicated to this program.
 - ii. PreK and K will be in with teachers for 3 days a week with, 14 PreK students in person and 4 students learning remotely. 25 Kindergarten students will learn in person with 5 learning remotely. Kindergarten will be split into two classrooms to
 - iii. TRCS will also have a Learning Boost program for students who have been struggling with learning loss in grades 1-3. Ten students from each grade, who have been identified by their teachers, will come into the building, supported by staff from 82nd Street Academics. Synchronous learning will be conducted with remote students and in person students in this program.
 - iv. Advisory Fridays will be conducted on alternate Fridays, where students in advisories will come into school and gather in their advisory groups, which will be facilitated by their faculty advisor.
 - e. The school is also committed to staff members being vaccinated to keep everyone safe. Current records show that 60% of teaching staff is fully vaccinated; 13% of teaching staff have received their first shot of available vaccines; 4% are scheduled for vaccinations, and 23% of teaching staff have not been vaccinated. 93% of non-teaching staff, including administrators, have either been vaccinated or have committed to being vaccinated.
 - f. The school is committed to COVID testing to ensure the health and safety of the school community. Testing will be facilitated by the school, through a provider, to make it easier for administration to staff and students.
 - g. Additionally, there is good news about the budget for the next school year. The funding formula will work favorably for TRCS and charters with a projected 4.85% increase in funding. This, combined with federal emergency relief funding should bring in a 28% increase in revenue for 2021-22.
5. Assessments - Daniel Fanelli
- a. TRCS will continue to use NWEA and ANET as critical assessments, especially as the school addresses the impact that the pandemic has had on student achievement and learning loss.
6. Board Members' New Business - None
7. Public Speaking - None
8. The meeting adjourned at 7:01 pm.

The Renaissance Charter School

Board of Trustees

May 5, 2021

AGENDA

- 1) Chairperson's Welcome and Message – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Approval of the April Minutes – 10 minutes
- 4) Principal Review – 10 minutes
- 5) School Management Team Report: Update on in-building re-opening,
Summer School – 30 minutes
- 6) Vote to name Francine Smith as an Honorary Board Member – 5 minutes
- 7) Board Member New Business – 10 minutes
- 8) Public Speaking – TBD
- 9) Adjournment of Public Session

The Renaissance

35-59 81st Street, Jackson Heights, NY 11372

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BOARD OF TRUSTEES

Monte Joffe, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Conor McCoy

Margaret Martinez-DeLuca

May 5, 2021

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

(Held virtually under emergency provision for NYS Open Meetings Law for COVID -19)

The meeting convened at 6:00 p.m.

1. Chairperson's Message – Dr. Joffe welcomed everyone and thanked all staff and parents for their support of our children throughout this very difficult year. He cited an article that he read about paradigm shifts and how they come about through radical changes in social and political conditions and through the presentation of alternative perspectives, as Renaissance has endeavored to do since its inception.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, and Margaret Martinez –DeLuca

Also Present: Daniel Fanelli and Matthew Delforte

Absent: Conor McCoy and Rachel Mandel
4. Approval of minutes of April 7, 2021 board meeting.
Minutes approved by acclamation.
5. Principal Review - Monte

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- a. Initially the principal review should center around how effectively the school has responded to COVID-19
 - b. The principal review should also focus on how the SMT has responded to COVID -19 to address all health and safety criteria, while meeting the needs of students and families.
 - c. There will be a variety of data that the school is required to collect that can contribute to the report:
 - i. DOE Survey
 - ii. American Rescue Plan report
 - iii. Interim assessment survey for NYSED
 - iv. Attendance and Enrollment metrics
 - v. Re-opening plans
 - d. Timeline for pulling together the review will be this summer
 - e. Submission can be at September board meeting
6. School Management Team Report - Stacey Gauthier
- a. The District 75 program is in the building.
 - b. Pre-K and K are in the building.
 - c. Kindergarten needed to go remote after a positive COVID case was discovered due to in-school COVID testing. The class must quarantine for 10 days.
 - d. Boost Program is up and running successfully, which ensures that children who need the support are in the building and receiving in-person instruction at least 3 time a week.
 - e. Advisory Fridays is going well with increasing attendance each week, with rapid COVID testing for all attendees.
 - f. Remote programs are also continuing concurrently.
 - g. Summer school planning has started. Details are being worked out to support students with qualified staff.
 - h. Parents are also being encouraged to apply to The DOE's Summer Rising program.
 - i. The school will need to make plans for Fall opening based on what the DOE and The State authorize for the 2021-22 school year. These plans could include anything from fully in-person learning, with no remote option to hybrid or blended learning modes, as well as contingencies for temporary closure due to a future COVID outbreak.
5. Vote to name Francine Smith as an Honorary Board Member

- a. Resolution made to name the late Francine Smith as an honorary board member. The resolution passed unanimously and Francine Smith will be named on board letterhead and minutes, subsequent to this meeting.
6. Board Members' New Business - None
7. Public Speaking - None
8. The meeting adjourned at 7:01 pm.

The Renaissance Charter School

Board of Trustees

June 2, 2021

AGENDA

- 1) Chairperson's Welcome and Message – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Approval of the May Minutes – 10 minutes
- 4) 2021-2022 Board Calendar – 10 minutes
- 5) Federal Funds – 20 minutes
- 6) CSG Equity Report – 20 minutes
- 7) Board Member New Business – 10 minutes
- 8) Public Speaking – TBD
- 9) Adjournment of Public Session

TRCS Equity Mission Statement

At TRCS we are committed to living our school's mission to ground our reflective practices in equity, anti-bias, and anti-racism so that everyone gets what everyone needs to preserve the uniqueness of our community and reach their potential. In order to create an equitable learning space, we believe we must:

- Ensure a welcoming, safe, and affirming environment where there is an explicit belief in the value and ability of all students to excel by providing equitable learning opportunities;
- Integrate a rigorous, culturally responsive-sustaining curriculum that affirms racial, linguistic and cultural identities, uplifts historically marginalized voices; and is connected to social justice and civic-engagement; and
- Review and revise systems and structures with all stakeholders (educators, parents, & students) to promote equity and anti-bias in order to guarantee every student's ability to thrive by addressing financial inequities to ensure equitable allocation of resources.

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Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

June 2, 2021

The Renaissance Charter School
Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

(Held virtually under emergency provision for NYS Open Meetings Law for COVID-19)

The meeting convened at 6:00 p.m.

1. Chairperson's Message – Dr. Joffee welcomed everyone and thanked all staff a parents for making this year successful, with the capstone being a wonderful graduation ceremony for seniors who are moving on from Renaissance.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary
Present: Monte Joffee, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, and Margaret Martinez –DeLuca

Also Present: Daniel Fanelli, Matthew Delforte, Emily Oliapuram, and Sandra Fritz

Absent: Conor McCoy and Rachel Mandel
4. Approval of minutes of May 5, 2021 board meeting. Minutes approved by acclamation.
5. Board Calendar for 2021-2022
Calendar Approved by acclamation

July 12 - 11am/11:30am

Aug 25 - 11am/11:30am

“Developing Leaders for the Renaissance of New York”

Sept 8 - 5pm/6pm (Sept-June)
Oct 6
Nov 3
Dec 1
Jan 5
Feb 2
Mar 2
Apr 6
May 4
June 1

6. Federal Funding - Stacey

- a. TRCS is getting \$750,723 from the ARP and \$334, 270 from Cares ESSER II This funding will cover a number of categories of need:
 - i. Technology
 - ii. Health and safety measures for
 - iii. Learning loss
 - iv. Facilities enhancements for health and safety
- b. TRCS and TRCS 2 will have a summer school program that will primarily support the academic needs of students who were adversely affected by the pandemic. Federal funding will be used to support this initiative.

7. CSG Equity Report - Emily Oliapuram and Sandra Fritz

The CSG took on the work to address issues of equity in school culture, curriculum, and conversations, to name a few areas of concern. The report was very comprehensive, reflective, and forward-looking.

8. Board Member New Business - None

9. Meeting Adjourned - 7:30 PM

10. Confidential Session Convened - 7:35PM

Renaissance Charter School Organizational Diagram 2020-2021

School Management Team

Directors report to and collaborate with the Principal.

Principal

Director of Teaching and Learning

Director of Data and Accountability

Director of Operations and Finance

Director of Development and Partnerships

Administrator for School Culture and Student Support

Administrator for STEM Education and Middle School

Administrator for Special Education

Teaching and Learning Coordinators

Teacher Coordinators report to the Directors of Teaching and Learning and collaborate with the teaching staff in clusters.

Cluster 1 (PK-5) – Co-Coordinator

Cluster 2 (6-8) – Co-Coordinator

Cluster 3 (9-12) – Co-Coordinator

Teaching Staff

Teachers and Paraprofessionals report to Principal and Director of Teaching and Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Cluster 1 – Grades Pre-K-5

Pre-K Teacher

Pre-K Paraprofessional

Kindergarten

Kindergarten Education Paraprofessional

Grade 1

Grade 1 Education Paraprofessional

Grade 2

Grade 3

Grade 4

Grade 4-5 Math Specialist

Grade 5 ELA

Grade 2-5 Interdisciplinary Science

Grade 5-6 Social Studies

K-6 Literacy & Math Intervention

K-6 Literacy & Math Intervention

Grade 2nd-5th Science

Grade 3rd-11th Music

Grade K-4 Creative Expression

Grade PK-12 ELL

Grade PK-5 Spanish

RTI Coordinator PK-5

5th-8th Literacy Support/Intervention

All teachers: TRIP: Targeted Reading Intervention Program

Teaching Staff

Teachers and Paraprofessionals report to Principal and Middle School Administrator, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Cluster 2 – Grades 6-8

Grade 6 ELA	MS Spanish
Grade 5-6 Social Studies*	MS PE/Science & Math Support
Grade 7-8 ELA	5-8 Literacy Support/Intervention
Grade 7-8, HS ELA ICT	7-8 Social Studies ICT
Grade 6-8 Music	6-8 Art
Grade 7-8 Social Studies, US History Regents	6-8 Drama (2 positions)
Grade 5-6 Science	MS Physical Education
Grade 6 Math, Grade 7 Algebra	7 Math ICT, Grade 8 Algebra
Grade 7 & 8 Math, 6 th Math ICT	MS/HS Science ICT
Grade 7 Science	MS RTI Coordinator
Grade 8 Earth Science	

All teachers: TRIP: Targeted Reading Intervention Program

Teaching Staff

Teachers and Paraprofessionals report to Principal and Director of Teaching and Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Cluster 3 – Grades 9-12

9th -10th Grade ELA
11th-12th Grade ELA, Honors ELA
AP English Literature & Composition
HS ELA ICT
HS Global History and Geography
HS US History
AP US History, AP World History, AP European History
MS/HS Social Studies ICT
HS Math ICT
HS Geometry, Pre-Calculus
HS Algebra I, Algebra II, Pre-Calculus Support
HS AP Environmental Science, HS Earth Science/Chemistry Extension; MS Science Support
HS Physics, HS Science Elective
HS Chemistry, AP Biology
HS living Environment, Agriculture, MS Science Support
9-11 Music, 9-11 Art, 9-11 Theatre
6th-12th Grade Physical Education
HS Spanish, AP Spanish Literature
HS Spanish, AP Spanish Language
College & Career Office Guidance, College Bound
College Literacy Skills, College Bound
TLC (The Learning Center) Paraprofessional (2)

Guidance Staff

Social Worker and Guidance Counselors report to Principal, Administrator for School Culture, Director of Teaching & Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Social Worker
College Guidance Counselor
Mental Health Counselors (2)
Mental Health Counseling Intern

Other Administrative Staff

Other Administrative Staff report to Principal and various School Management Team members, communicate with Teacher Coordinators, collaborate with cluster colleagues.

Development Associate and Parent Outreach
Leadership and Community Service Coordinator
Student Support Associate
Student Behavior Management Associate

Administrative Support Staff

Support Staff report to Principal and Director of Operations and to School Management Team Directors.

Recess/Cafeteria
Recess/Athletic Director/Cafeteria
HS Registrar/Parent Outreach
Office Staff/Human Resources
Office Staff/Cafeteria
Pupil Personnel/HS Operations-Media Center
School Food Coordinator
Office/Transportation
MS Operations/Media Center



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2021-2022 SCHOOL YEAR CALENDAR

This calendar subject to change based on health and safety indicators

SEPTEMBER		
August 30	Monday	SMT Retreat – Board of Trustees Meetings, TRCS 2 – 3:00 PM; TRCS – 3:30 PM
August 31	Tuesday	Kickboard Planning – SMT and Student Support
September 1	Wednesday	School Culture Steering Committee & Co-Coordinators Meeting with Kickboard
September 6	Monday	Labor Day (school closed)
Sept 7-8	Tues-Weds	Rosh Hashanah (school closed)
September 8	Wednesday	Board of Trustees Meetings; TRCS – 6:00 PM
September 9	Thursday	Teachers, paras, admin, non-union staff report
September 13	Monday	First day of school for students – orientation days
Sept 13-23	Mon-Weds	F&P Baseline Benchmarking
September 16	Thursday	Yom Kippur (school closed)
September 24	Thursday	Reading groups formed from baseline F&P data
September 29	Wednesday	Curriculum Night
Sept 27-Oct 1	Mon-Fri	NWEA Testing window
Sept 28-Dec 10		Cycle One Reading Groups
OCTOBER		
October 1	Thursday	ChiP Data Due to NYC DOE
October 6	Wednesday	Board of Trustees Meeting – 6:00 PM
October 11	Monday	Italian Heritage/Indigenous Peoples Day observed (school closed)
October 13	Wednesday	PSAT/NMSQT – HS Trips
October 18	Monday	ANET ELA A1 Assessment
Oct 25-29	Mon-Fri	Spirit Week
October 27	Wednesday	MS/HS Shakespeare Day
NOVEMBER		
November 1	Monday	Annual Report Update DUE; ChiP Date DUE
Nov 1-12	Mon-Fri	F&P Benchmarking Window
November 2	Tuesday	Election Day; Remote classes for students
November 3	Wednesday	Board of Trustees Meeting
November 10	Wednesday	HS RTI Family Conferences
November 11	Thursday	Veteran’s Day (No Classes for students)
November 12	Friday	Elementary Trimester 1 ends; MS Marking Period ends
November 15	Monday	MS Marking Period 2; Elementary Marking Period 2 begins
November 18	Wednesday	ANET Math A1 Assessment
Nov 18-19	Thurs-Friday	PK-12 Parent-Teacher Conferences; 5:00-8:00 PM (Thurs) and 1:00-3:10 PM (Fri)
November 23	Tuesday	Mock ELA Regents Exam – first four periods
November 24	Wednesday	Thanksgiving Celebrations
November 25-26	Thurs-Fri	Thanksgiving Recess (school closed)
November 30	Tuesday	ELA A1 Data Dig – 12:30-3:10 TBD (Internal Coverage)
DECEMBER		
December 1	Wednesday	Board of Trustees Meeting, 6:00 PM
December 1	Wednesday	Math 1A Data Dig – 12:30-3:10 TBD (Internal Coverage)
December 2-23	Thurs-Thurs	SMT ELA/Math A1 Observation Window / A1 Re-assess Window)
Dec 13-22	Mon-Weds	F&P Benchmarking
December 23	Thursday	Reading Groups formed from benchmarking data
December 17	Friday	Open House
December 21	Friday	MS Fest. of Lights; HS Talent Show/Holiday Celebrations, 7-12
December 21	Friday	Parent Association Winter Carnival, 6:00 PM

The Renaissance Charter School Internal Calendar 2021-2022

Dec 24-31	Thurs-Friday	Winter Recess (school closed)
JANUARY		
January 3	Monday	School Resumes
January 4	Tuesday	Cycle Two Reading Groups
January 5	Wednesday	Board of Trustees Meeting, 6:00 PM
January 5	Wednesday	ANET ELA A2 Assessment
January 17	Monday	Dr. Martin Luther King, Jr. Day (school closed) - Day of Mitzvah, Public Invited
January 21	Friday	End of MS Marking Period 2
January 24	Monday	MS Marking Period 3 begins
January 25	Tuesday	A2 Data Dig – 12:30-3:10 TBD (internal coverage)
Jan 25-28	Tues-Friday	HS Regents; Midterms Week; Friday HS Grades Due
Jan 26-Feb 18	Weds-Friday	ELA A2 SMT Observation Window / ELA A2 Re-assess Window)
January 31	Monday	HS PD Day - No School for HS Students – Last day of HS Semester 1
Jan 31-Feb 4	Mon-Fri	NWEA Assessment Window
FEBRUARY		
February 1	Tuesday	Lunar New York (school closed)
February 2	Wednesday	First Day of HS 2nd Semester; First Semester Transcripts
February 2	Wednesday	Board of Trustees Meeting - 6:00 PM
February 14	Monday	ANET Math A2 Assessment
February 17	Thursday	Math A2 Data Dig – 12:30-3:10 TBD (internal coverage)
Feb 18-Mar 18	Fri-Fri	Math A2 SMT Observation Window / Math A2 Re-assess Window)
February 21-25	Mon-Fri	Midwinter Recess (school closed)
MARCH		
March 1-11	Tues-Fri	F&P Benchmarking Window
March 2	Wednesday	Board of Trustees Meeting, 6:00 PM
March 2	Wednesday	ANET ELA A3 Assessment
March 11	Friday	End of Elementary Trimester 2
March 11	Friday	ELA A3 Data Dig – 12:30-3:10 (TBD)
March 14	Monday	Beginning of Elementary Trimester 3; Form Reading Groups from benchmarking data
March 14-25	Mon-Fri	ELA A3 SMT Observation Window / ELA A3 Re-assess Wwindow
March 15	Tuesday	Cycle 3 Reading Groups
March 18-19	Thurs-Fri	PK-12 Parent-Teacher Conferences; 5:00-8:00 PM (Thurs) and 1:00-3:10 PM (Fri)
March 22	Monday	Parent conferences or Family Meetings during Teacher PD time
March 29-31	Tues-Thurs	NYS ELA Examination Window
APRIL		
April 1	Friday	End of MS Marking Period 3
April 4	Monday	MS Marking Period 4 begins
April 5	Tuesday	ANET Math A3 Assessment
April 6	Wednesday	Board of Trustees Meeting, 6:00 PM
April 8	Friday	Admissions Lottery, 6:00 PM
April 8-14	Friday-Thurs	Proposed Rensizzle Week (HS)
April 8	Friday	Math A3 Data Dig, 12:30-3:10 (TBD)
April 11-14	Mon-Fri	SMT Observation Window / (Math A3 Re-assess Window)
April 15-22	Friday-Friday	Spring Recess (school closed)
April 26-28	Tues-Thurs	NYS Math Examination Window
April 29	Friday	MS Bowling Trip
MAY		
May 2	Monday	Eid al-Fitr (school closed)
May 4	Wednesday	Board of Trustees Meeting, 6:00 PM
May 17	Tuesday	ANET ELA A4 Assessment
May 18	Wednesday	ANET Math A4 Assessment
May 23-Jun 7	Mon-Tues	F&P Benchmarking Window
May 24	Tuesday	ELA and Math A4 Data Dig, 12:30-3:10 (internal coverage)
May 25-Jun 22	Weds-Weds	ELA & Math A4 SMT Observation Window / A4 Re-assess Window
May 30	Monday	Memorial Day (school closed)

The Renaissance Charter School Internal Calendar 2021-2022

JUNE		
June 1	Wednesday	Board of Trustees Meeting, 6:00 PM
June 7	Tuesday	Clerical Day – No school for students
June 8-21	Weds-Mon	F&P Benchmarking Window (use data to form summer school groups)
June 9	Thursday	(Brooklyn/Queens Day) Teacher PD Day – No school for students
June 15-17	Weds-Fri	Regents Exams; Friday end of MS Marking Period 4
June 20	Monday	Juneteenth (school closed)
June 21-24	Tues-Fri	Regents Exams; MS Grades Due Monday
June 21-24	Tues-Fri	Proposed Little Sizzle Week
TBD	TBD	Senior Graduation at IS 145
TBD	TBD	8th Grade Stepping Up
June 27	Monday	HS Rating Day; HS Transcripts; Elem/MS Report Cards; Last Day of School