

Application: The Renaissance Charter School

Rebekah Oakes - [REDACTED]
Annual Reports

Summary

ID: 0000000068
Status: Liaison Review
Labels: Board of Regents

Entry 1 School Info and Cover Page

Completed Aug 3 2020

[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 2019-20 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, 2020)** 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

(No response)

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 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.

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	College and 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
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	<p>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 2	<p>Community and 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 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 3	<p>Global Humanities Renaissance's use of small group Global Labs with a special attention to Geography education, and an arts-infused approach to ELA and Social Studies, is central to our hands-on approach to understanding the world. Model units that engage students and train them to think like geographers and write like historians have been shared with two district schools.</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>Teacher Leadership 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, PLC coaches, Cluster</p>

	administrative leaders, serving on the Collaborative School Governance, Advisory and Student Government committees.
KDE 6	<p>Engaged Parents</p> <p>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 Parent Engagement plans multiple parent forums and events throughout the year.</p>
KDE 7	<p>Timely Assessments to Drive Instruction</p> <p>Renaissance uses various interim assessments across the grades to inform teacher practice, using data principles learned from professional development providers TERC Using Data, and Achievement Network. Regular ANET assessments are given in grades 2-8 and teachers gather to review the data that will inform their targeted instruction. NWEA assessments are given in elementary grades, and mock Regents exams are given and analyzed by teacher data teams.</p>
KDE 8	<p>Social Emotional Wellness</p> <p>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. 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 9	(No response)
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

www.renaissancecharter.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

604

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

592

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

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

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

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 Hts, NY 11372	[REDACTED]	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			
Operational Leader	Denise Hur			
Compliance Contact	Victor Motta			
Complaint Contact	Stacey Gauthier			
DASA Coordinator	Suzanne Arnolod			
Phone Contact for After Hours Emergencies	Stacey Gauthier			

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		No		Yes

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, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Rebekah Oakes
Position	Director of Development and Partnerships
Phone/Extension	[REDACTED]
Email	[REDACTED]

p. 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. Check **YES if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

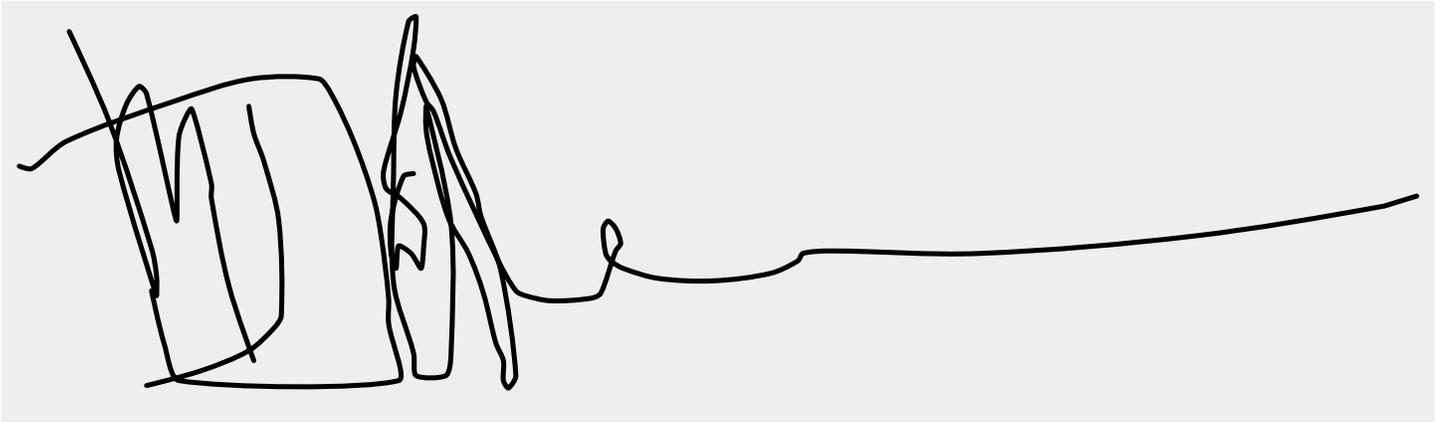
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, appearing to read 'Rebekah Oakes'.

Signature, President of the Board of Trustees



Date

Aug 3 2020

Thank you.



Entry 2 NYS School Report Card

Incomplete Hidden from applicant

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

RENAISSANCE CHARTER SCHOOL 343000860822

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

(No response)

Entry 3 Progress Toward Goals

Completed Dec 1 2020

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 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".

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, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 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”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	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	COVID-19
	For each year of the school’s renewal charter term, the			

Academic Goal 2	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	COVID-19
Academic Goal 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 the New York State Mathematics examination meets or exceeds such percentage for the Community School District(s) (CSD).	NYS Math Exam	Unable to Assess	COVID-19
Academic Goal 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 Regents exams	Unable to Assess	COVID-19
	For each year of the school's renewal charter term, at least 75%			

<p>Academic Goal 5</p>	<p>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 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>	<p>NYS ELA Regents Exam</p>	<p>Unable to Assess</p>	<p>COVID-19</p>
	<p>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</p>			

<p>Academic Goal 6</p>	<p>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 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>	<p>NYS Math Regents Exams</p>	<p>Unable to Assess</p>	<p>COVID-19</p>
	<p>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</p>			

Academic Goal 7	<p>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 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.</p>	NYS English Regents Exam	Unable to Assess	COVID-19
	<p>For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year</p>			

<p>Academic Goal 8</p>	<p>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 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>NYS Math Regents Exam</p>	<p>Unable to Assess</p>	<p>COVID-19</p>
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<p>Academic Goal 9</p>	<p>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 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</p>	<p>NYS ELA Regents Exam</p>	<p>Unable to Assess</p>	<p>COVID 19</p>
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	classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.			
Academic Goal 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 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	NYS Math Regents Exam	Unable to Assess	COVID 19

	<p>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>			
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2. Do have more academic goals to add?

Yes

2019-2020 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
	<p>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</p>			

Academic Goal 11	<p>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 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.</p>	NYS ELA Regents Exams	Unable to Assess	COVID-19
	For each year of			

Academic Goal 12	<p>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, 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</p>	NYS Math Regents Exams	Unable to Assess	COVID-19
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	<p>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>			
Academic Goal 13	<p>In each year of the charter term, the school will demonstrate increased proficiency rates on the New York State ELA examination.</p>	NYS ELA Regents Exams	Unable to Assess	COVID-19
Academic Goal 14	<p>In each year of the charter term, the school will demonstrate increased proficiency rates on the New York State Math examination.</p>	NYS Math Regents Exams	Unable to Assess	COVID-19
Academic Goal 15	<p>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</p>	NYS ELA Regents Exam	Unable to Assess	COVID 19

	consecutive years, six or more students take either exam.			
Academic Goal 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, and the same exam meets that threshold for at least two consecutive years.	NYS Algebra Regents Exam	Unable to Assess	COVID 19
Academic Goal 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.	NYS Geometry Regents Exam	Unable to Assess	COVID 19
	In each year of the charter term, the			

Academic Goal 18	<p>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.</p>	NYS Algebra II Regents Exam	Unable to Assess	COVID 19
Academic Goal 19	<p>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>	NYS Social Studies Exams	Unable to Assess	COVID 19
	<p>In each year of the charter term, the school will demonstrate increased pass rates on at least one science Regents Exam. Goal will be</p>			

Academic Goal 20	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.	NYS Science Exams	Unable to Assess	COVID 19
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3. Do have more academic goals to add?

Yes

2019-2020 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	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	NYS ELA Exam	Unable to Assess	COVID 19

	<p>proficiency rates for that applicable population in each year of the charter term.</p>			
Academic Goal 22	<p>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 ELA examination proficiency rates for that applicable population in each year of the charter term.</p>	NYS ELA Exam	Unable to Assess	COVID 19
Academic Goal 23	<p>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</p>	NYS ELA Exam	Unable to Assess	COVID 19

	year of the charter term.			
Academic Goal 24	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 Math examination proficiency rates for that applicable population in each year of the charter term.	NYS Math Exam	Unable to Assess	COVID 19
Academic Goal 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.	NYS Math Exam	Unable to Assess	COVID 19
	Where the school has an eligible			

Academic Goal 26	<p>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 examination proficiency rates for that applicable population in each year of the charter term.</p>	NYS Math Exam	Unable to Assess	COVID 19
Academic Goal 27	<p>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>	College and Career Graduation Data	Met	96% - unable to determine city-wide data
Academic Goal 28	<p>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</p>	College and Career Graduation Data	Met	86% - unable to determine city-wide data

	averages.			
Academic Goal 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.	College and Career Graduation Data	Met	100% - unable to determine city-wide data
Academic Goal 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.	College and Career Graduation Data	Met	96% - unable to determine city-wide data
Academic Goal 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	TRCS Transcript Data	Met	89%

	Quality Report.			
Academic Goal 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 reported in the NYC DOE School Quality Report.	TRCS Transcript Data	Met	85%
Academic Goal 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.	TRCS Transcript Data	Met	91%
	48. (Mission Centered) Throughout the course of the school's next charter term, 75 percent of each graduating senior class will have			

Academic Goal 34	taken and passed three or more regents examinations, College Now STEM courses and /or Advanced Placement examinations in science and / or mathematics.	NYS Regents, AP Exams, and College Now Data	Unable to Assess	COVID-19
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40	.			

4. ORGANIZATION GOALS

For the 2019-2020 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”.

2019-2020 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 through 3/13; Google Form collector through 6/26.	Met	95%; unable to confirm city data
Org Goal 2	35. Each year, the retention rate will exceed the rate of the Community 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	Met	99.95%; unable to confirm city data
Org Goal 3	36. Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by	ATS	Met	32%; unable to confirm target

	the Board of Regents, for English language learners.			data
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	Unable to Assess	unable to verify target data
Org Goal 5	38. Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students eligible for the Free or Reduced Price Lunch program.	ATS	Unable to Assess	TRCS 72%; but unable to verify city data
Org Goal 6	39. 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	Unable to Assess	TRCS 96.9%; but unable to verify city data
	40. Each year, the school will meet or exceed any applicable student			

Org Goal 7	retention targets, as prescribed by the Board of Regents, for students with disabilities.	ATS	Unable to Assess	Unable to verify city targets
Org Goal 8	41. 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.	ATS	Unable to Assess	TRCS 95%; but unable to verify city targets
Org Goal 9	45. 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.	NYC DOE School Quality Survey	Unable to Assess	Embargoed, unable to assess

Org Goal 10	<p>46. 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 will only have met this goal if at least 50% of staff participate in the survey.</p>	NYC DOE School Quality Survey	Unable to Assess	Embargoed, unable to assess
Org Goal 11	<p>47. 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</p>	NYC DOE School Quality Survey	Unable to Assess	Embargoed, unable to assess

	50% of students participate in the survey.			
Org Goal 12	49. (Mission Centered) 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	96%
	50. (Mission Centered) The school will live its			Met: 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 school advisory service trips, TREA

Org Goal 13	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.	Student Activity Data	Met	and Social Justice Day. While Little Sizzle, the Advisory Community Service projects, Social Justice Day and the TREA Student Activism Town Hall all had to be cancelled due to COVID-19, the plans were going forward and students were actively involved in creating the workshops and panel discussion topics. 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.
	51. (Mission Centered) The school will live its mission to develop leaders and global citizens, by			Met: After quarantine officially began due to covid-19 in the Spring of 2020, some students were able to continue with their leadership programs

Org Goal 14	ensuring that each cohort of students K-12 will engage in at least one experiential, project-based or community-service learning opportunity per year, through engaging with community and cultural partners or school-based interdisciplinary units.	HS Leadership Data	Met	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.
Org Goal 15	52. (Mission Centered) 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	Personnel Data	Met	Met: Teacher leaders represented all clusters; peer-to-peer learning groups; RTI teams, grade level data teams, student club and student government mentors and leaders.

	subject coaches, peer mentors or teachers leading and serving on committees to support school initiatives.			
Org Goal 16	53. (Mission Centered) The Collaborative School Governance 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	Met	CSG met its goal of meeting at least 5 times during the school year; focusing mainly on parent engagement. CSG hosted 2 joint remote CSG/PA meetings during the pandemic that were extremely well attended and appreciated.
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2019-2020 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. 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.	Annual Certified Financial Report	Met	
Financial Goal 2	43. Each year, the school will operate on a balanced budget. A budget will be considered "balanced" if revenues equal or exceed expenditures.	Annual Certified Financial Report	Met	
Financial Goal 3	44. Each year, the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS.	Annual Certified Financial Report	Met	
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete Hidden from applicant

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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 2019-2020 school year must complete a signed:

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

[RCS Combined Disclosure Forms 2020](#)

Filename: RCS Combined Disclosure Forms 2020.pdf **Size:** 9.4 MB

Entry 8 BOT Membership Table

Completed Aug 3 2020

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 8 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.

RENAISSANCE CHARTER SCHOOL 343000860822

1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee Name and 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 2019-2020
1	Dr. Monte Joffe; [REDACTED]	Chair	Executive ; Education Support	Yes	20	05/01/2019	09/01/2024	11
	Everett							

2	Boyd; [REDACTED]	Secretary	Executive	Yes	11	09/01/2015	09/01/2020	12
3	Stacey Gauthier; [REDACTED]	Trustee/Member	Finance	No	20	09/01/2019	09/01/2020	12
4	Chester Hicks; [REDACTED]	Parent Rep	Finance	Yes	8	09/01/2018	09/01/2021	12
5	Rayjond Johnson; [REDACTED]	Trustee/Member	Finance	Yes	5	09/01/2019	09/01/2021	12
6	Margaret Martinez-DeLuca; [REDACTED]	Trustee/Member	Education Support	Yes	15	10/01/2014	10/01/2020	5 or less
7	Dr. Rachel Mandel; [REDACTED]	Trustee/Member		Yes	4	02/01/2016	02/01/2021	5 or less
8	Conor T. McCoy; [REDACTED]	Trustee/Member	Finance	Yes	4	02/01/2016	02/01/2021	5 or less

9	Francine Smith; [REDACTED]	Trustee/Member	Finance	Yes	20	09/01/2019	09/01/2021	12
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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, 2020 9
- b. Total Number of Members Added During 2019-2020 0
- c. Total Number of Members who Departed during 2019-2020 1
- d. Total Number of members, as set in Bylaws, Resolution or Minutes 5

3. Number of Board meetings held during 2019-2020

12

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed Aug 3 2020

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 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 3, 2020.

RenCS Combined 2019-2020 Board Minutes

Filename: RenCS Combined 2019 2020 Board Minutes.pdf **Size:** 700.9 kB

Entry 10 Enrollment & Retention

Completed Aug 3 2020

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2020-2021.

Recruitment/Attraction Efforts Toward Meeting Targets

Describe Recruitment Efforts in 2019-2020

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. Our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms.

We create a timeline for open

Describe Recruitment Plans in 2020-2021

In response to our high wait-list numbers, we are expanding our school by adding a third crucial 6 grade class. Recruitment of our special populations is an on-going, every day responsibility, as we back-fill every available seat.

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 they have connections with.

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

Economically Disadvantaged

houses, outreach and admissions each year.

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, before the COVID shut-down. We continued to respond to inquiries and made outreach through virtual parent meetings, and even holding a virtual open house for our new school.

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 they have connections with.

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. Stacey Gauthier and

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. 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. Before the COVID quarantine, our parent coordinators visited a neighborhood community center to leave our brochures and speak to families; 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 continued throughout the quarantine this spring.

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

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.

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 percentages of MLLs has ranged from 25% to this year 61% over the five years we have implemented the program. 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 44% of our parents, with a 66% Hispanic student population.

RCS has strong ties within and beyond our community as discussed previously in this

and parents available to translate as needed.

School wide programming and staffing that supports English Language Learners; including family conferences that are culturally sensitive. We provide on-going support throughout the 13 years of public education by providing:

- SETTSS, ICT, Related Services, for ELLs with IEP's;
- Grade K-8 Reading Remediation program;
- and dedicated ELL Services teacher.
- Partnership with the ELL Consortium at the NYC Charter Schools Center.
- Specialized support for ELL students both in subject classes and in selective "pull-outs"
- Utilizing our Writing Workshop Model to support our upper grade ELL students
- Small Group tutoring and extensive, individualized academic check-ins
- Our school-run cafeteria features culturally appropriate

English Language
Learners/Multilingual Learners

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 they have connections with. 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 in many of our high-needs classrooms, supporting our ELL,

meals, including Halal meals, to the extent possible during COVID-mandated bagged meals.

- Parent Representatives from various backgrounds participate in our Parent Association and Collaborative School Governance Committee
- 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 6-12. 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.

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 we have held two high school open houses in the fall and three PK-8 open houses in January and March, before the COVID shut-down.

Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available. We continued throughout the quarantine to respond to inquiries and made outreach through virtual parent meetings held in English and Spanish, and even held a virtual open house for our new school.

We send notices of our open houses and application process to local newspapers (including those in different languages), Inside Schools, district schools, elected officials, community based organization (including those suggested by The New York Charter Center as having strong ties to families of children with special needs, and those families who speak languages other than English) and to other organizations and businesses

- 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, a student population in which 25-50% of students are multi-language emergent and more than 55% 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. Our re-opening plan will prioritize PK and K students coming into the building if their parents want them to, as we know that socialization is crucial to language acquisition.

with ties to the community.

Renaissance fills every available seat, without screening. Our recruitment materials include detailed information on how we support our students with special needs (as Inside Schools notes-- we received a special mention as a school that supports children with disabilities).

It should be noted that the number of ELL students in our school who also have IEPs is significantly higher than CSD 30. (Renaissance: 43%, CSD 30: 24%). In addition, we back-fill every empty seat, with a mini-lottery from our significant wait-list.

School wide programming and staffing that supports Special Needs Students and English Language Learners with IEPs, for in-person and remote learning:

- 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 developed last year: Targeted Reading Intervention Program" gives targeted reading intervention a daily block of time for mixed age small reading groups based on levels. The mixed-age groupings will of necessity be held remotely during the COVID emergency to avoid co-mingling pods of students;
- Partnership with the Achievement Network;
- Partnership with the SPED Collaborative;
- Utilizing our Writing Workshop Model to support our upper

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 and outreach to best meet the needs of all of our

Students with Disabilities

families.

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. This did not include the daily check-ins by teachers and the friendly calls by school-aides and administrators to support families of special-needs students during quarantine.

grade IEP students;

- 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;
- Advisory periods for Grades 7-12 have been lengthened for the 2020-2021 school year, to include more substantial SEL and 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 whether learning remotely from home or in school.
- Continuation of the Pre-K program, where children can be diagnosed early, and interventions are put in place.

Retention Efforts Toward Meeting Targets

Describe Retention Efforts in
2019-2020

Describe Retention Plans in
2020-2021

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

- School-based guidance

Our policies include never excluding students from 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 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.

Renaissance was awarded the

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 2020. 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;

- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading;
- Free after-school programming from 5th grade and up;
- Partnership with the Achievement Network;
- Small Group tutoring;
- 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;
- K-12 After-School, including homework help;
- The Learning Center -

Economically Disadvantaged

Community Eligibility Provision (CEP) from National School Food Program in 2018-2019, and 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 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 and outreach to best meet the needs of our community.

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. This allows us to engage our families from the beginning of a child's entry to school and provides families with a school for all of their school-age children, as seats become available through the sibling preference.
- Partnership with the SPED Collaborative;
- Small Group tutoring;
- We are again a Community Eligibility Provisioned school, providing free meals to all students. We will continue to serve all of our students, whether learning remotely or in the building, with globally inspired food from our school-run cafeteria, including Halal meals;
- Parent Representatives from various backgrounds participate in our Parent-Teacher 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 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 2020. 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 IEP's;
- 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;
- Small Group tutoring;
- Offer various food memos from our schoolrun cafeteria including Halal meals
- Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee. These groups will continue to meet remotely so as to include more parents. We planned and executed regularly scheduled English and Spanish-language PA meetings during quarantine, and were thrilled by the increased parent participation.
- K-12 After-School, including

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.

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

English Language
Learners/Multilingual Learners

menus, cooks and supervises the staff to create globally-influenced meals that appeal to our entire community.

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.

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 6-12. 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, a student population in which 25-50% of students are multi-language emergent and more than

55% 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. Our re-opening plan will prioritize PK and K students coming into the building if their parents want them to, as we know that socialization is crucial to language acquisition.

School wide programming and staffing that supports Special Needs Students and English Language Learners with IEPs, for in-person and remote learning:

- SETTSS, ICT, Related Services, School-based guidance counselors, social worker, and mental health therapists;

Students with Disabilities

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 and outreach to best meet the needs of all of our families.

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. This did not include the daily check-ins by teachers and the friendly calls by school-aides and administrators to support families of special-needs students during quarantine.

- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading; the K-8 initiative called "TRIP developed last year: Targeted Reading Intervention Program" gives targeted reading intervention a daily block of time for mixed age small reading groups based on levels. The mixed-age groupings will of necessity be held remotely during the COVID emergency to avoid co-mingling pods of students;
- Partnership with the Achievement Network;
- Partnership with the SPED Collaborative;
- Utilizing our Writing Workshop Model to support our upper grade IEP students;
- 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;
- Advisory periods for Grades 7-12 have been lengthened for the 2020-2021 school year, to include more substantial SEL and 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 whether learning remotely from home or in school.

- Continuation of the Pre-K program, where children can be diagnosed early, and interventions are put in place.

Entry 12 Percent of Uncertified Teachers

Completed Aug 3 2020

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.

Entry 12 Uncertified Teachers

School Name: RENAISSANCE CHARTER SCHOOL 343000860822

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, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category A: 5 or 30% whichever is less	0.0

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, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category B: not to exceed 5	0.0

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, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	1

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	39.8

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	40.8



Thank you.

Entry 13 Organization Chart

Completed Aug 3 2020

Instructions

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

RCS Organizational Chart-Reporting 2019-2020-labeled

Filename: RCS Organizational Chart Reporting 201 K66MKCo.pdf **Size:** 25.7 kB

Entry 14 School Calendar

Completed Sep 14 2020

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 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

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.

TRCS 2020-21 Calendar UPDATE-09-14-20

Filename: TRCS 2020 21 Calendar UPDATE 09 14 20.pdf **Size:** 146.1 kB

Entry 15 Links to Critical Documents on School Website

Completed Aug 3 2020

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., 2018-19 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 15 Links to Critical Documents on School Website

School Name: The Renaissance Charter School

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:

Link to Documents

1. Most Recent Annual Report (i.e., 2018-19)

<http://www.renaissancecharter.org/files/2019RenCSAnnualReport1.pdf>

2. Most Recent Board Meeting Notice and Related Agenda Item Documents

<http://www.renaissancecharter.org/support/governance/BOT>

2a. Webcast of Board Meetings (per Governor's Executive Order)

<http://www.renaissancecharter.org/cal>

3. Link to NYS School Report Card

<https://data.nysed.gov/profile.php?instid=800000042221>

4. Most Recent Lottery Notice Announcing Lottery

<http://www.renaissancecharter.org/admissions/lottery>

5. Authorizer-Approved DASA Policy

<http://www.renaissancecharter.org/parents.html/studentsupport.html>

6. District-wide Safety Plan

<http://www.renaissancecharter.org/about/Accountability>

6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)

<http://www.renaissancecharter.org/about/Accountability>

7. Authorizer-Approved FOIL Policy

<http://www.renaissancecharter.org/about/Accountability>

8. Subject matter list of FOIL records

<http://www.renaissancecharter.org/about/Accountability>

9. Link to School Reopening Plan

Thank you.



Entry 16 COVID 19 Related Information

Completed Aug 3 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: The Renaissance Charter School

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
595	487	514

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

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Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

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

Name:

Dr. Monte Joffee _____

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).

Chair

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

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

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

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

No

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

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

NO

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

NO

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

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

Yes **No**

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

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

NONE

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

Please write “None” if applicable. Do not leave this space blank.

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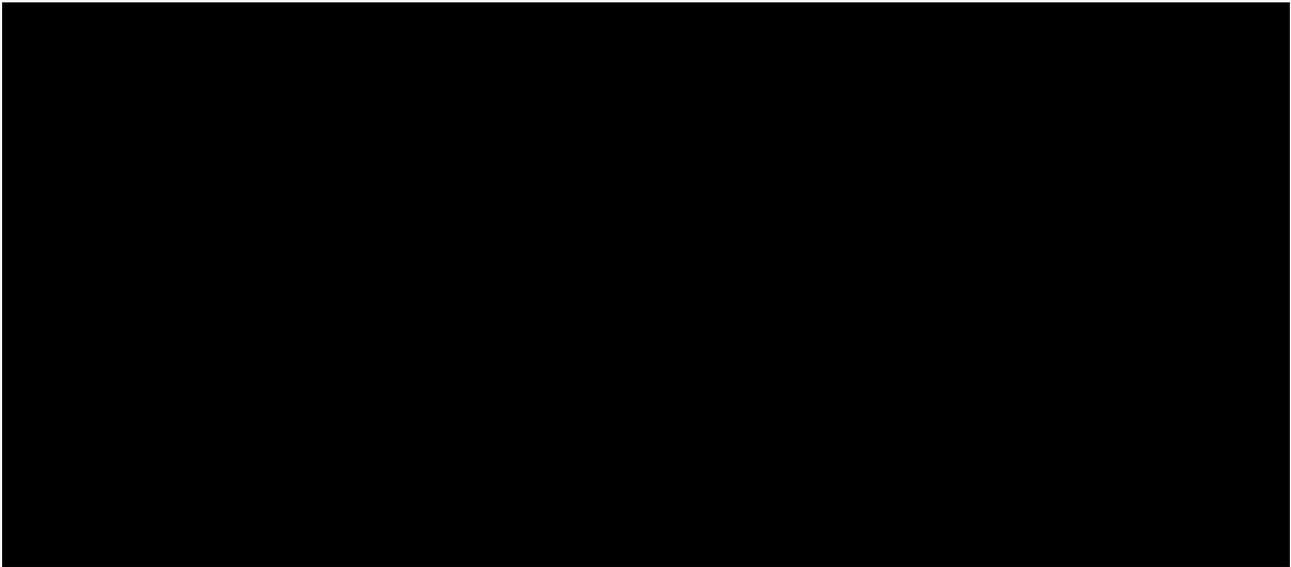
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

NONE

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

M [Handwritten Signature] 7/30/2020
Signature Date

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



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

Name:

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? No

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

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

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

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

No

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

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

Yes **No**

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

Past position as an employee of the charter school:
 Education Administrator for School Culture and Family Engagement;
 Salary: \$130,792
 I retired from this position on June 30, 2020.

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

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

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

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

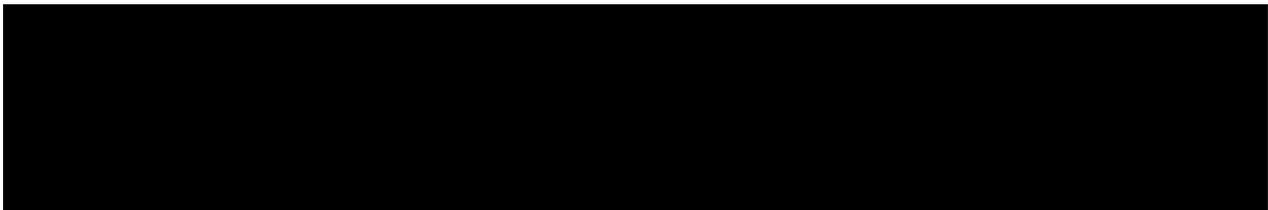
Errett M. Boyd

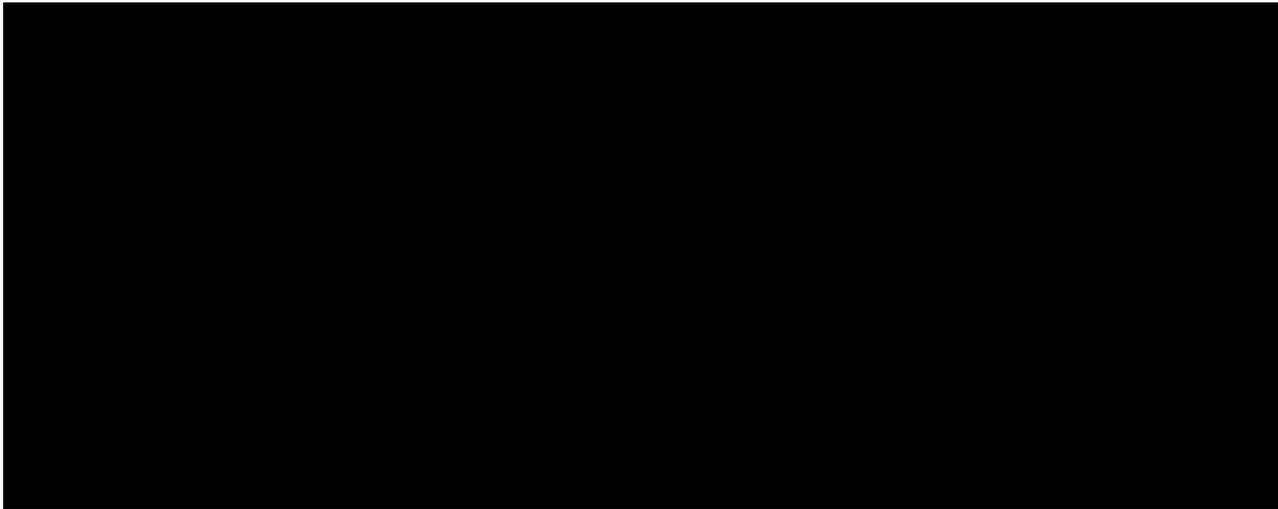
07/30/2020

Signature

Date

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





last revised 06/8/2020

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).

Non-Voting 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.

The Renaissance Charter School
Principal (7/1/2007) \$ 177,166/yr.
START DATE 7/1/2000 (Co-Director-ops)

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

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

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

If Yes, please describe the nature of your relationship and how this person could benefit from your participation. NO Benefit

SABE Gauthier (daughter) Graduate 6/2020
Mila Quieds (granddaughter)

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

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

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

Yes No

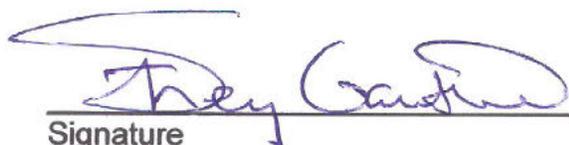
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

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

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

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



Signature

7/13/20

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.





1001 10/15/20 00/0/2020

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).

Parent Representative and Finance Committee.

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

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

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

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

My adopted grandchild is a student; as a board member I have learned how to improve her education and socialization through the IEP program.

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?

 X No

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

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

 Yes X No

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

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

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

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

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

By transcript of phone call with Chester Hicks (646-359-0122) on 07/13/2020

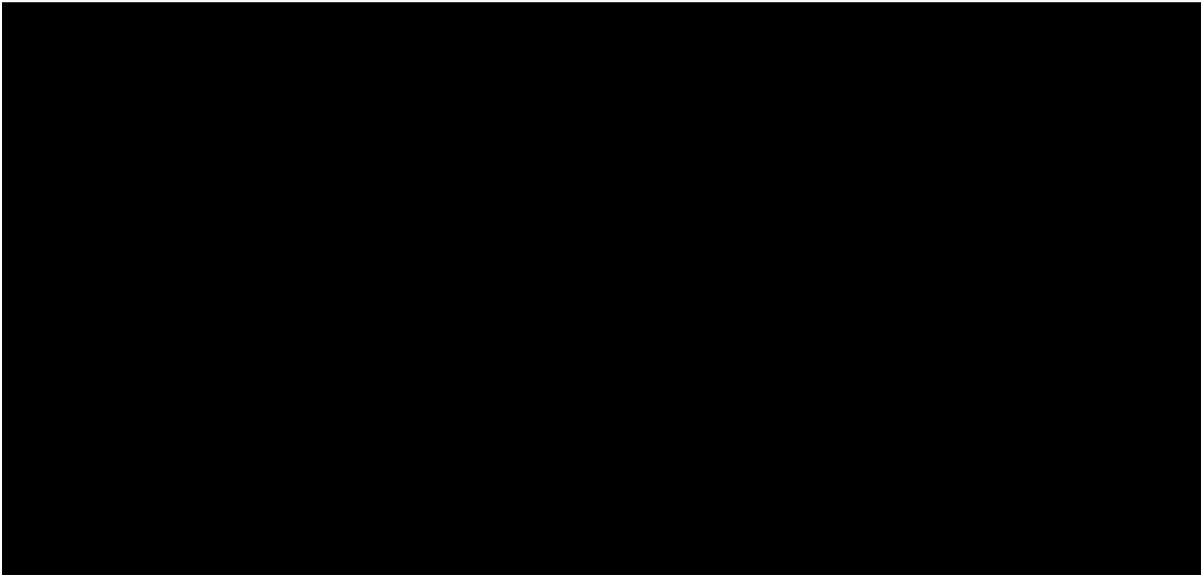
Rebekah Oakes

 Signature

07/13/2020

 Date

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last revised 06/8/2020

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?
 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.

The Renaissance Charter School
Teacher

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

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

yes No benefit (Fellow Teacher)

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

No

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

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.

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

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

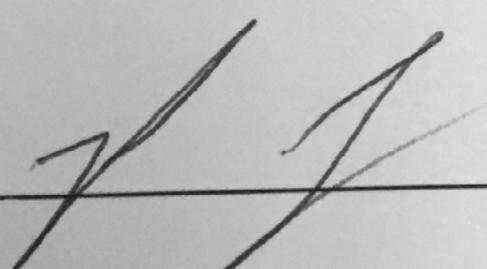
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the board,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

None

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

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

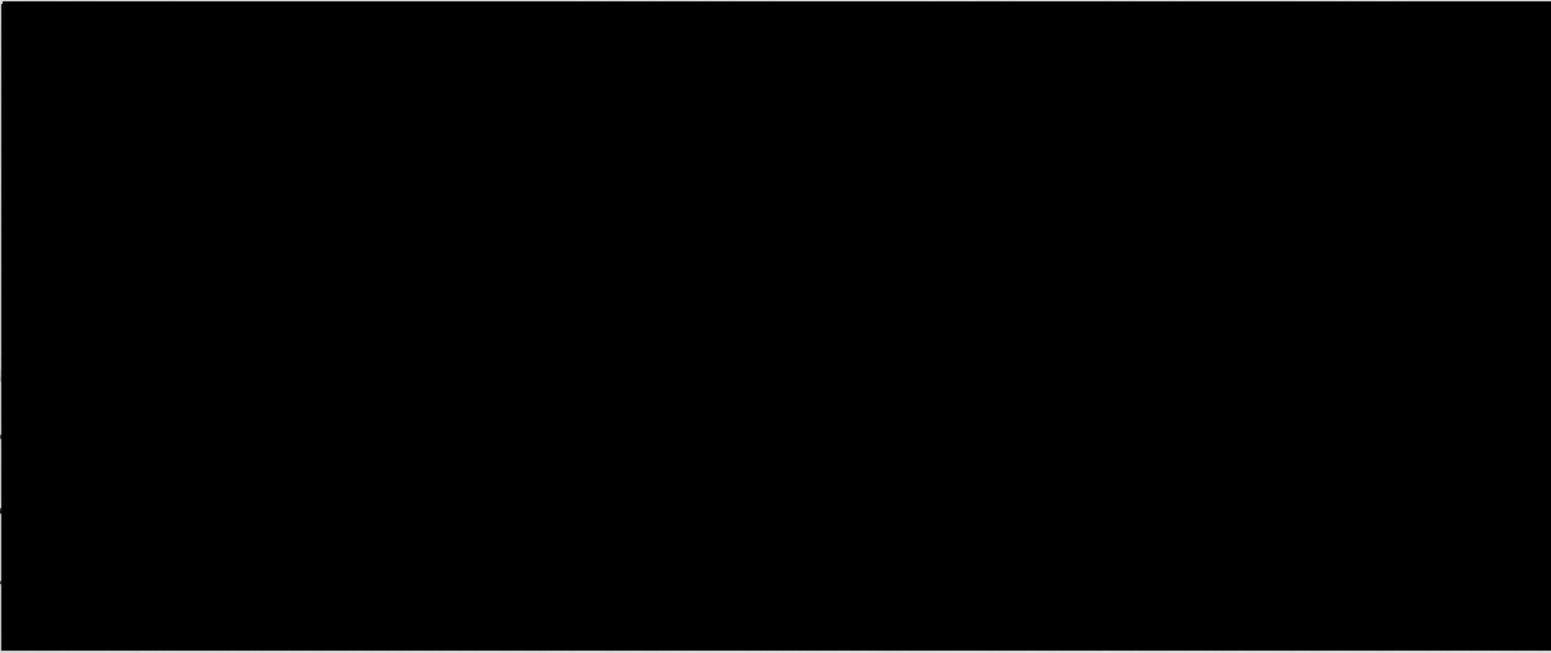
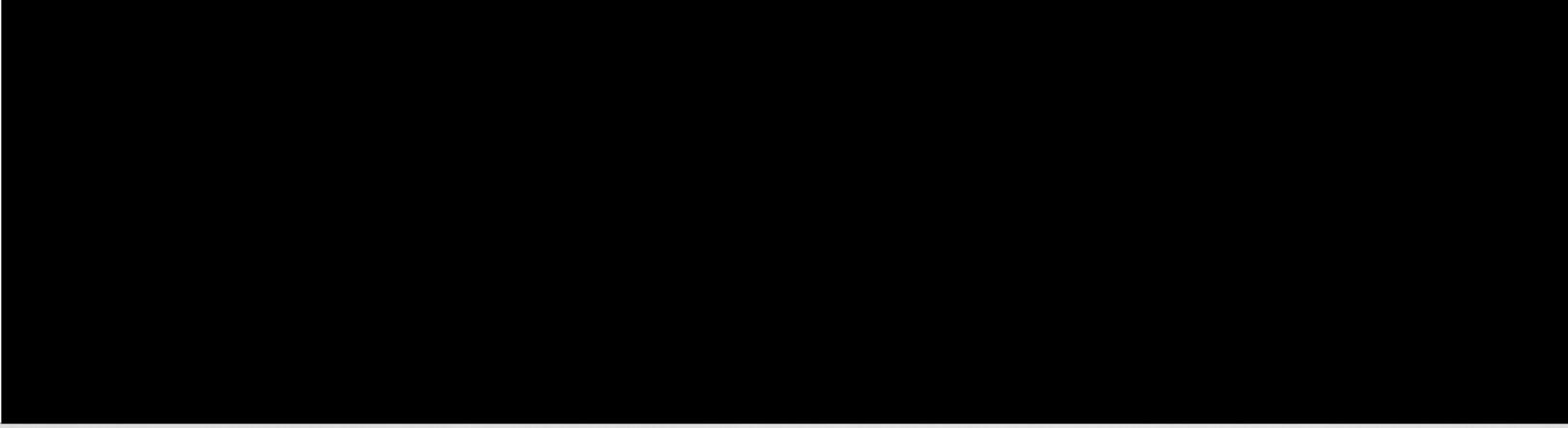
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	S ta : co i
None				

Signature 

Date 7-22-20

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.

Business Telephone: 



H

last revised 06/8/2020

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>		

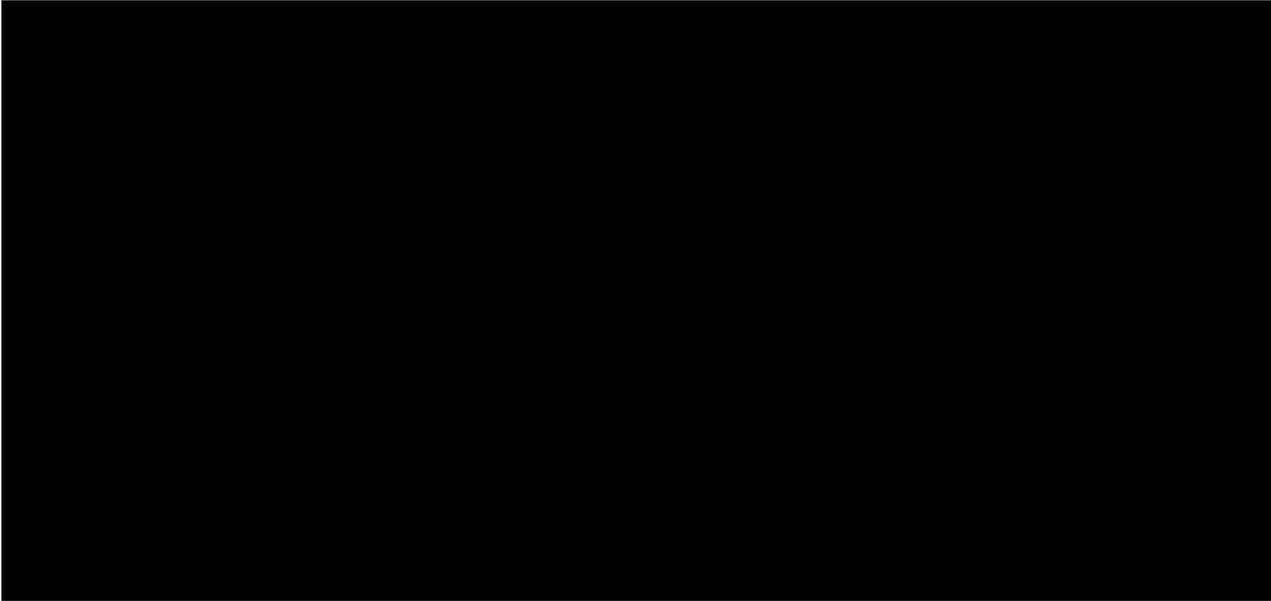
Transcribed for Margaret Martinez-DeLuca on 08/02/2020.

Rebekah Oakes

Signature

Date

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last revised 06/8/2020

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.

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
<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

8/2/20

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:

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. 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.

N/A

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.

N/A

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

No

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

N/A

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

Yes No

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

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				

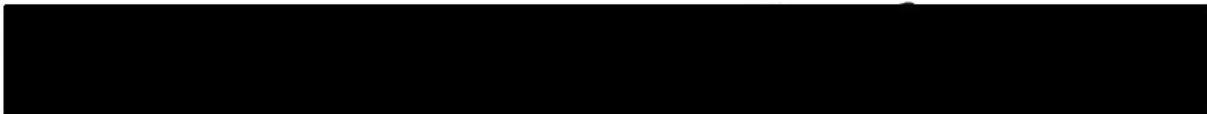


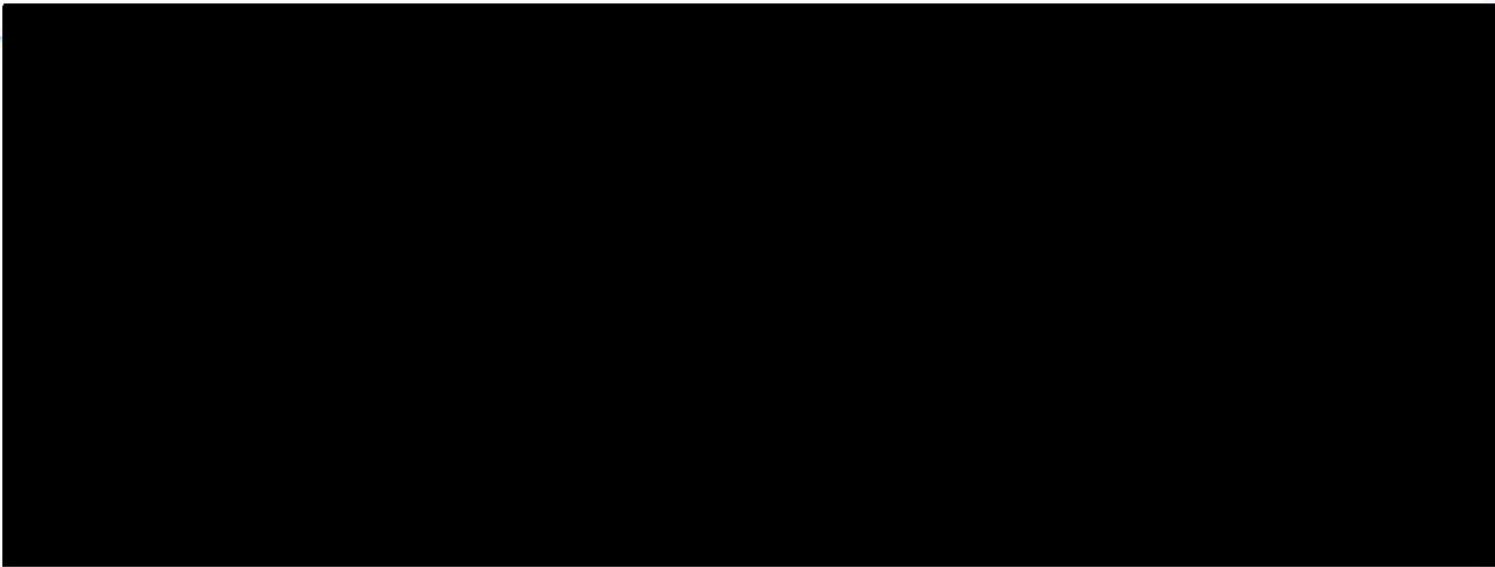
 Signature

7/30/2020

 Date

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

Name:

Francine Smith

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?

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

Yes; Alexander Smith, recess teacher and coach at TRCS. No added benefit: I would recuse myself from any board discussion of personnel matters relating to Alex.

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

No.

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

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

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

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

Yes No

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

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

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

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

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

By transcript of phone call with Francine Smith on 08/02/2020

Rebekah Oakes

08/02/2020

Signature

Date

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



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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 Joffee, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

JULY MEETING

June 25, 2019

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

The meeting convened at 1:00 p.m.

1. Chairperson's Message – Dr. Joffee thanked all who attended the late Sandra Geyer's Memorial Service. Among the attendees were board members, founders of The Renaissance School, current and former faculty members, as well several of Sandy's former students. It was a fitting tribute to Ms. Geyer. Dr. Joffee attended the graduation exercises of TRCS Class of 2019, which was held in the morning of June 25, 2019, and commented that it was one of the best ever in his experience.
2. Pledge of Allegiance
3. Attendance taken by Everett Boyd, Secretary
Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Monte Joffee, Francine Smith, and Raymond Johnson
Absent: Margaret Martinez-DeLuca, Conor McCoy, and Rachel Mandel
4. Approval of the June 5, 2019 Minutes – The minutes were reviewed and approved by acclamation.
5. Final Development and school Partnership Report – Stacey Gauthier delivered the report, which was included in the board meeting packet. Additional to the report are Updates on Current Programs:
 - a. NYSED 2016-2-19 Dissemination Grant – Our partnership with Scholars Academy has been a successful one. Scholars Academy had a history of admitting mostly high achieving students, before our partnership. During the partnership, and in collaboration with our College and Career Office, Scholars Academy began to adopt many of the successful *“Developing Leaders for the Renaissance of New York”*

practices that TRCS has employed to promote the success and college-readiness of special education students and students who have been academically challenged. Their student population has seen a shift due to their acceptance of students with special needs and academic challenges, and their success with these students has become more evident.

- b. Political advocacy on behalf of TRCS has been bolstered by our membership in C3S, The Coalition of Community Charter Schools. Our advocacy will continue, to ensure that we receive our fair share of funding from The State and The City.
6. School Management Team Report – Stacey Gauthier delivered the report, which was included in the board meeting packet.
 - a. 2019-2020 Faculty Assignments – included in board meeting packet
 - b. General Business Announcements – included in board meeting packet
 - I. Letters from Ira Schwartz, Assistant Commissioner, Office of Accountability, NYSED and David Frank, Executive Director, Charter School Office, NYSED – TRCS has been designated as a Recognition School for SY 2017-2018 in recognition for being one of 562 high achieving schools in New York State, and one of 41 charter schools with this designation.
 7. Vote to name TRS/TRCS founder Sandra Geyer an Honorary Board Member – The motion was approved by acclamation.
 8. Board Members' New Business –
 9.
 - a. Dr. Joffe asked for an update on the progress of TRCS 2.
 - i. Ms. Gauthier reported that the lease has been sent to SED for their review and we are awaiting BSA approval, after a hearing next week.
 10. Public Speaking – None
 11. Adjournment of Public Session - 1:48 p.m.
 12. Executive Session –No session; reading of the confidential minutes waived until next meeting.

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 Joffee, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

September 11, 2019

August Meeting

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

The meeting convened at 5:25 p.m.

1. Chairperson's Message – Dr. Joffee asked The Board to observe a moment of silence to commemorate the events and the loss of life of September 11, 2001. He also revisited the events of that day as they unfolded at The Renaissance School.
2. Pledge of Allegiance
3. Attendance taken by Everett Boyd, Secretary
Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Monte Joffee, Francine Smith, Raymond Johnson, Rachel Mandel, Margaret Martinez-DeLuca
Late: Conor McCoy
4. Approval of the June 25, 2019 Minutes – The minutes were reviewed and approved by acclamation.
5. School Management Team Report – Stacey Gauthier, Principal
 - a. New Program Highlights –
 - 1) TRCS welcomes back two members of the faculty, who are returning from their sabbatical years: John Vanek, who is coordinating response to intervention (RTI) and leveled literacy intervention (LLI) in the elementary school and Yumeris Morel, who is coordinating ELA and a new initiative, TRIP, targeted reading intervention program for elementary through middle school students.
 - 2) Advisory this year will focus on social-emotional well-being, academic accountability, and a community service component. Advisory periods are at the beginning of each day for 15 minutes. Yumeris also worked on creating a new framework for advisories during her sabbatical.

“Developing Leaders for the Renaissance of New York”

- 3) TRCS has implemented an early dismissal for all students on Mondays at 1:45, except for Pre-K (3:10), for the purpose of holding teacher meetings and professional development activities.
- b. New Staff –
- 1) Martin Medina has started in his role as our new high school physics and AP computer science teacher.
 - 2) We have a new teacher from District 75, Christine Mordente, as well as a new paraprofessional from District 75.
 - 3) We will also be getting a new nurse. We are currently working with a nurse provided to us through an agency.
- c. Organizational changes –
- 1) Over the summer, we accepted the resignation of Chef Mo, who acquired a new position close to his home in Connecticut. We are reorganizing our kitchen staff, accordingly, until a permanent replacement is hired.
 - 2) We have expanded our teacher-leadership positions to include teacher leaders for RTI in the elementary and high school.
 - 3) This is the first year of our increased enrollment, with seats yet to be filled in the 12th grade.
 - 4) We have increased our ELL population to 55 from 40 students.
 - 5) The PTA has been reconstituted as a PA, Parents Association. We are also working to recruit parents for the CSG and to increase parent involvement by sponsoring various workshops of interest to parents and families.
- d. New Business –
- 1) There were some concerns from just a few parents about Monday early dismissal that have been alleviated.
 - 2) Margaret Martinez-DeLuca offered to conduct a math workshop for parents as one of the parent engagement activities for the PA.
 - 3) Dr. Joffe reminded us that we have a significant population of students from families who speak quite a few languages other than English, and that we can expand our outreach to include them.
6. Public Speaking - None
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.
7. Adjournment of Public Session – 6:20pm
8. Executive Session –No session; reading of the confidential minutes waived until the October meeting.

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 Joffee, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

September 11, 2019

September Meeting

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

The meeting convened at 6:25 p.m.

1. Attendance taken by Everett Boyd, Secretary
Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Monte Joffee, Francine Smith, Raymond Johnson, Rachel Mandel, Margaret Martinez-DeLuca
Late: Conor McCoy
2. Presentation on Title Funding Program (ESSA) – Stacey Gauthier, Principal
 - a. Title I Funds this year are less than in the previous year, at \$120,498, although our percentage of eligible students for free and reduced lunch is over 70%. This funding is used to offset the salaries of two intervention teachers, as well as a smaller portion to offset the salary of our pupil accounting administrative assistant, who also supports our homeless student population.
 - b. Title IIA Funding is \$4,955, for professional development, and is applied to supplement the salary of our literacy coach.
 - c. Title IVA Funding is \$10,490, which we are allowed to transfer to Title IIA, to further offset the salary of our literacy coach.
3. Board Committee Assignment Review – See Attachment
4. Admission Float Email / ELL Preference – Stacey Gauthier, Principal
TRCS received a letter (attached) from Melissa Harris, Office of School Design and Charter Partnerships. The letter outlines an enrollment float of 10%, which was in our charter renewal agreement. TRCS will need to revisit the implications and possibilities of an enrollment float as soon as November, especially with regard to looking at increasing our population of ELL and students with disabilities, by submitting a request for a material revision to our charter.

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5. Retroactive Funding Update – Stacey Gauthier, Principal

We have 25 business days to find out if we are receiving our funding for retroactive salary payments that are due to be paid to UFT faculty members. We anticipate that the funding will be deposited in our account. However, we need to be prepared for a delay in our funding based on our past history with receiving the allocation of \$300,000 from the city. We are also awaiting an additional \$200,000 from the state, to make the obligation \$500,000 to pay the retroactive salaries.

6. Public Speaking - None

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.

7. Adjournment of Public Session – 7:00pm

8. Executive Session – None

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Conor McCoy

Francine Smith

-Final-

Approved December 4, 2019

November 6, 2019

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

The meeting convened at 4:10 p.m.

1. Chairperson's Message – Dr. Joffee called into the meeting. He commented on the statements that the Presidential candidates are putting out regarding K-12 education. He said they are missing the mark and not really thinking about how we move our educational system forward, and that they should look at the great work that TRCS and schools like TRCS are doing to promote success in the present climate.
2. Pledge of Allegiance – waived (flag was not present)
3. Attendance was taken by Everett Boyd, Secretary
Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, Francine Smith
Absent: Monte Joffee, Rachel Mandel, Margaret Martinez-DeLuca, and Conor McCoy
Quorum not met.
4. Approval of October 2, 2019 Meeting Minute – moved to December 4, 2019 meeting.
The minutes were read by board members present, with no edits or changes recommended.
5. Vote to ratify Finance and Audit Committee's Approval of FY 19 Certified Financial Report –
Moved to December 4, 2019 meeting.
6. Annual Report on Executive Compensation - Stacey read the attached report, which outlines the compensation agreement for administrators as negotiated with CSA.
7. Advocacy Update – Retroactive Funding
Stacey reported that the school has engaged with The UFT and CSA to support our efforts to secure our promised retroactive funding. The school held a staff meeting with UFT charter school liaison, Myles Traeger, who promised that the UFT would fight for the funding. A meeting has been scheduled with the DOE and City Hall. The State has yet to release the funds that were promised to us in the budget. Essentially, there are no updates.

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8. Update on Federal Grants -

- a. We have applied for a two large federal grants with Wildcat to bring PBIS to both schools as well as mental health counselors and social workers, through Hunter College, who will be able to provide services to our students, under the supervision of a professional from Hunter College. Details are forthcoming.
- b. Farm to School Grant is being written by Rebekah Oakes, and could bring supplemental kitchen equipment and food.
- c. We are applying to become a bi-literacy school, and if we are so designated, will allow students who show proficiency in at least two languages to have a special seal attached to their high school diplomas.

9. Board Member New Business –

- a. Graduation is June 23, at IS 145.
- b. Ram, MS Math Teacher, will be bringing a group of educators from The Philippines to visit TRCS.

10. Public Speaking - NONE

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.

11. Adjournment of Public Session

12. Executive Session

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October 2, 2019

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

The meeting convened at 6:25 p.m.

1. Chairperson's Message – Dr. Joffee called into the meeting and conducted it from his home, as he was not feeling well. Dr. Joffee wished those who were observing the Jewish New Year, a Happy New Year. He also cited a report he recently read of a political analysis of voting parents. A significant representation of parents of school-age children reported that they feel their displeasure with the condition of their local schools and school districts is underrepresented in the political discourse, especially on the national level and in the Democratic Presidential candidate debates. The study revealed that people are looking for vibrant new programs that can reform the educational landscape. This is the type of program that The Renaissance Charter School models and has been recognized for. Congratulations, and let's keep up the good fight.
2. Pledge of Allegiance – waived (flag was not present)
3. Attendance taken by Everett Boyd, Secretary
Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Francine Smith, Raymond Johnson, Rachel Mandel, Margaret Martinez-DeLuca, Conor McCoy
Absent: Monte Joffee (called in and conducted the meeting by phone)
Also Present:
4. Advocacy Update by Dwayne Andrews, VP, Patrick B. Jenkins and Associates –
Mr. Andrews reported on his continuing efforts on behalf of TRCS to secure funding from the state and the city, which the school is entitled to and has been earmarked to pay the retroactive salaries of the school's employees who are UFT and CSA members. Mr. Andrews said that he and Patrick are working to move the bureaucracy at the state and city level to release our funds (\$200,000 from the state and \$300,000 from the city) in order to meet our obligation to our staff, as we have a fiduciary responsibility to do so. They are continuing to speak with the state assembly, which has just concluded a difficult legislative cycle, to ensure that our funding is released. They have been speaking with The DOE, which traditionally has not done

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anything without the approval of The Mayor's Office with regard to releasing allocated funds within the city budget. Now that The Mayor has ended his presidential campaign, we hope that there will be action to approve the release of our funds from the city soon, although we cannot say when that will be. These things always seem to come down to the last minute, which can cause much anxiety on every level of the school, inclusive of management and pedagogical staff.

Stacey added that we have two large retroactive salary payments to make, including this year and next year. We do not have the money in the bank to meet our upcoming retroactive payroll deadline of October 30, for which we have a hard deadline of October 23 to receive the \$500,000 in funds that are needed. We have drained our reserve funds and are still not able to replenish them, as we continue to run a deficit. Even with our increased enrollment, we barely have enough per-pupil money coming in to sustain our current payroll of experienced staff and increased pension costs. We are already feeling squeezed within the building, after adding a significant amount of students to our rolls. Staff has not been informed of the situation, although there have been ongoing discussions with Vinny, our UFT Chapter Chair. If we have not received verification by Friday, October 18, that our funds will be in our account by the October 23 deadline, we will need to inform the staff ahead of the October 30 payroll disbursement.

Raymond advocated that the manner in which we do this needs to deliver a thorough explanation as to why we are in this situation, to answer any questions, and to dispel any misconceptions that may arise as a result of staff members not receiving their anticipated retroactive pay.

Stacey said that the school has never missed a payroll and that our current situation creates a particularly difficult challenge for TRCS on several levels. We need to deliver the news to staff and be mindful of maintaining high morale and a high level of professionalism, while continuing to fight for our funding for this year and the future.

5. Development Report – Rebekah Oakes, Director of Development and Partnerships (See Board Packet)
Some highlights:
 - a. The Parent Teacher Association has been reformed and named The Parent Association (See more details in The Development Report)
 - b. The Friends of Renaissance organization will give TRCS the \$10,000 referred to in the report so that the school can purchase much needed Chromebooks for student and classroom use (approximately 51-56, depending upon unit pricing).
 - c. The report includes updates on grants that we have as of last spring.
 - d. We have also applied for another grant for school mental health, with Wildcat Academy as our proposed partner.
6. Review and Discussion of Board Annual Calendar –
The board decided to discuss the meeting calendar further, offline and determine the best times to hold meetings to ensure attendance and the presence of a quorum.
7. Review and Discussion of School Safety Plan –
There was no plan included for review. Stacey provided an update on fire and safety drills, ongoing CPR and Epi-Pen training.

8. Approval of the September 11, 2019 Minutes (August and September meetings) – The minutes were reviewed and approved by acclamation.
9. Public Speaking - None
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 – 7:05pm
11. Executive Session –None

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-Final -

Approved – January 13, 2020

December 4, 2019

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

The meeting convened at 6:15 p.m.

1. Chairperson's Message – Dr. Joffee called the meeting to order. Dr. Joffee commented on the status of education and made the observation that the statements that the Presidential candidates have been making with regard to education and the topics covered in the debates reflect a lack of understanding of how education in our society is at a crucial point in history. Education has the potential to shape developing minds who can contribute to a needed change in society. He applauded the work being done at TRCS and encouraged the continuation of the work that the school is doing to shape young minds. Dr. Joffee wished everyone a wonderful holiday season.
2. Pledge of Allegiance – waived (flag was not present)
3. Attendance was taken by Everett Boyd, Secretary
Present: Monte Joffee, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, Francine Smith, and Margaret Martinez-DeLuca. Also Present: Daniel Fanelli, Middle School and STEM Administrator, Denise Hur, Director of Operations, Matthew Delforte, attorney, and David Ashenfarb, from Schall & Ashenfarb, CPA
Absent: Rachel Mandel and Conor McCoy
4. Vote to approve the Certified Financial Report – Delivered by David Ashenfarb
See board packet for details
 - a. Our assets are not sufficient to cover our liabilities, especially given that we have a significant deficit in revenue to cover our obligations to pay retroactive salaries, as per our collective bargaining agreements.
 - b. Motion to approve CFR, seconded, and approved by acclamation.

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5. Report on Retroactive Funding Advocacy – Stacey Gauthier
 - a. Stacey and Dwayne Andrews met in November with representatives from several city agencies, including The DOE and OMB. The conversation was more of a tutorial for representatives who were present, to provide information that they needed to take action on our behalf to release the funding to pay our retroactive salaries. We have still not received funding from the state, and continue to press for the state to deliver the funds that were allocated to us in the last budget.

6. Approval of October 2, 2019 and November 6, 2019 Meeting Minutes –
 - a. Motion to approve with corrections, seconded, and approved by acclamation

7. School Management Team Report – Stacey Gauthier
See board packet for details
 - a. Annual Report: Progress Towards Goals, Accountability Metrics
 - i. We continue to struggle with meeting our ELA goals, however we are seeing success with our targeted reading intervention program (TRIP)
 - ii. We are also working on getting our students to pass The Math Regents within the 65-75% range.
 - iii. We continue to struggle to meet the balanced budget goal
 - iv. We have met all other goals, which include 52 in total
 - v. Monte asked a question about how we can improve student performance in Algebra. Based on the data we have collected, the school is supporting these students with targeted interventions including tutoring, teacher support, NWEA and ANET assessments, and individualized supports designed to help students with specific needs.
 - b. New Grants Report: SEL and Target –See board packet for details
 - i. SEL is a \$5,000 grant that will help to meet the social and emotional needs of our students in the 82nd Street Academics After School Program.
 - ii. The Target Grant is a small grant that will allow us to continue the work to renovate our book room, buy new books (\$3,00), and provide a team of volunteers to assist in the book room renovation.
 - iii. We received an unrestricted grant of \$5,000 from The Bidet Foundation, which we will use to purchase much needed computers for faculty and related technology.

8. Current Class Demographics and ELL Population – Stacey Gauthier
 - a. The highlight for this year is that we have increased our enrollment number.
 - b. The number of ELL students has grown from 45 to 63.
 - c. We have not asked for an ELL preference in our lottery because we believe we have met our goals.
 - d. The number of students who qualify for free and reduced lunch has risen to at least 75%, and indicator of the number of low income families who have children at TRCS.

9. Board Member New Business –

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- a. Margaret asked a question about 8th Grade American History. How are we preparing our 8th Grade students to take the US History Regents? Teachers and 8th Grade students are preparing more students to take the US History Regents while they are in 8th Grade. We are also preparing 8th Grade students to take The Earth Science Regents.
- b. Teacher Powered Schools has asked TRCS to contribute a piece describing our work to create a collaborative environment for our staff.
- c. Denise Hur received an award from TRS (Teachers Retirement System).

10. Public Speaking - NONE

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.

11. Adjournment of Public Session – 7:20 p.m.

12. Executive Session Convened – 7:25 p.m.

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January 13, 2020

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

The meeting convened at 4:12 p.m.

1. Chairperson's Message – Dr. Joffee called the meeting to order and wished everyone Happy New Year. Dr. Joffee cited a comparison of test scores, comparing the test scores of the US to other countries. The comparison implies that despite the many federal education initiatives over the past few decades, test scores across the country have not improved significantly, in comparison to other countries. The work we do at TRCS, although a bit under the radar, is significant in light of these comparisons.
2. Moment of Silence in Memory of Dylan Maida
3. Pledge of Allegiance
4. Attendance was taken by Everett Boyd, Secretary
Present: Monte Joffee, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, Francine Smith, and Margaret Martinez-DeLuca. Also Present: Daniel Fanelli, Middle School and STEM Administrator, Liz Perez, Administrator for Special Education, Yumeris Morel, Director of Teaching and Learning, and Pat Poljanic
Absent: Rachel Mandel and Conor McCoy
5. Approval of December 4, 2019 Meeting Minutes –
 - a. Motion to approve, seconded, and approved by acclamation
6. Report on Conversion Funding and Advocacy – Stacey Gauthier
 - a. Stacey reported that we are continuing to push the City (DOE) and the State for our retroactive funding. Following the guidance of our lobbyist, Dwayne Andrews, The UFT Chapter at TRCS wrote a letter to Assembly Member Catalina Cruz, State Senator Ramos, and City Councilman
“Developing Leaders for the Renaissance of New York”

Danny Dromm, with a plea for assistance in resolving this matter. Ms. Gauthier also wrote a letter to CSA President Mark Cannizzaro, requesting his assistance and the CSA's in seeking a resolution. Copies of the letters were provided at the meeting.

- b. At his point the lack of funding may have a significant impact on enrollment and programming for next year. We have also learned that our Kindergarten Teacher, Rachel Hollander, will be leaving her position at the end of this year to move to Washington, DC. At this point there is no plan to replace her with a new hire and to find her replacement within the organization.

7. Discussion of Quality Review Reports – Stacey Gauthier
See board packet for details

- a. Looking at the reports calls in to question how some of the data is being compared to other schools and how the data has been reported. The SMT and Co-Coordinator have reviewed the reports and have analyzed the data with the following takeaways:
 - High School chronic absenteeism needs to be addressed by further working with students and families that struggle with attendance.
 - We need to work on ELA growth.
 - We need to look at how we are providing direct feedback to students to support their learning.
 - We need to look at the significant minority of teachers (21%) who feel they need more support in working productively with colleagues.
 - We need to promote teachers' understanding that everyone is responsible for student learning. 83% feel responsible for student learning.
 - We need to promote more of an understanding among high school students, beginning in grade 9, that they are supported in the college application process through our College and Career Office. 89% of high school students responded that they are aware of the college application process and are supported in their application process.
 - We need to look at how to improve the coordination of curriculum materials across all grades.

8. Advisory and Targeted Reading Intervention Program Presentations – Stacey Gauthier and Yumeris Morel

- a. Two videos were shown, highlighting student reviews of the Targeted Reading Intervention Program (TRIP) and Advisories.
- b. Stacey reported on the progress of TRIP, Independent Reading Groups, and the Advisory HPS initiatives that teachers and students have been engaged in this year.
- c. Yumeris Morel reported on her work during her sabbatical which led to the incorporation of heart-fullness and mind-fullness activities into the advisories.

9. Vote to Extend Terms of Board Members New Business –

- a. The Board voted to renew the terms of Raymond Johnson, Francine Smith, and Margaret Martinez-DeLuca.

10. Board Members New Business –

- a. Stacey announced that The C3S Annual Meeting will be held on Wednesday, January 22, 5-8pm. All board members are invited to attend.

11. Public Speaking - NONE

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.

12. Adjournment of Public Session– 5:03 p.m.

13. Executive Session Convened – 5:04 p.m.

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March 4, 2020

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

The meeting convened at 4:00 p.m.

1. Chairperson's Message – Mr. Boyd called and meeting to order and thanked everyone for all they are doing.
2. Pledge of Allegiance
3. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, Francine Smith, Monte Joffee (late)

Also Present: Liz Perez, Administrator for Special Education, Yumeris Morel, Director of Teaching and Learning

Absent: Rachel Mandel, Conor McCoy, and Margaret Martinez -DeLuca

4. Approval of the February Board Minutes –
The minutes were approved by acclamation.
5. Conversion Funding Advocacy Update - Stacey

We are still awaiting news on any movement to release our funding from the city and the state. There may be some hope that we will receive something before the April 1st budget deadline. The UFT and CSA have been advocating for us. We are still trying to arrange a meeting with union representatives, the city, and our lobbyists.

The SMT has discussed contingency plans that would affect programming and enrollment for next year, if

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the funding is not received. There are also questions around whether or not the per-pupil funding will be equitable next year and whether or not the governor's proposed supplemental funding will be applied.

6. Mid-Year Academic Report – Members of the School Management Team, Yumeris Morel and Liz Perez (Materials were distributed in the board packet)

Yumeris Morel, demonstrated some of the exercises and techniques that students and teachers are applying in advisories to start each day. She also reported on ELA and the initiatives that are being employed in ELA classes, including SPEAR, the use of common language and practices that are used in writing, and test-prep in Saturday School.

Liz Perez, presented the report on the delivery of special education services and initiatives that are improving performance among students with special needs.

7. Approval of 6-30-19 School Tax Return –
The board voted to approve the 6-30-19 School Tax Return.

8. Vote to finalize approval and ratify the CIPA Policy –

The board voted to ratify the CIPA policy that was reviewed at the February Board Meeting.

9. Board Members' New Business –
None

10. Public Speaking –
None

11. Adjournment of Public Session– 5:25 p.m.

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February 5, 2020

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

The meeting convened at 6:00 p.m.

1. Chairperson's Message – Dr. Joffee called and meeting to order. He commented on The President's State of The Union Address and the government's position on public education, wondering what the President's reference to "government schools" in his speech actually means with regard to public schools. Dr. Joffee also referred to a recent article which cited the importance of a strong nuclear family and community-based support in promoting educational excellence and academic success, regardless of socio-economic status. He said that this is the type of atmosphere that we have endeavored to create at TRCS.
2. Pledge of Allegiance
3. Attendance was taken by Everett Boyd, Secretary
Present: Monte Joffee, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, Francine Smith
Also Present: Rebekah Oakes, TRCS Director of Development and Partnerships; Denise Hur, Director of Operations and Finance; Matthew Delforte, Counsel; and Dwayne Andrews, Consultant
Absent: Rachel Mandel and Conor McCoy
4. Conversion Funding Advocacy Update – Dwayne Andrews

Mr. Andrews reported that the DOE and The State have still not released the funding earmarked to enable TRCS and other conversion charter schools to pay retroactive salaries under the obligation of the previous UFT contract and the current CSA contract. He has continued to work on behalf of TRCS to secure these funds plus additional funds for next year, using conventional and unconventional methods to lobby behind the scenes. The UFT Chapter at TRCS has become engaged, having written a letter to the union leadership, who are now engaged in advocating for the sought after relief. The reality is that the wheels of government continue to turn very slowly when it comes to our dilemma. Our efforts are continuing on several levels, including engaging several elected officials, who have not been previously engaged. Another course of action may be necessary, where the news media would be contacted in an effort to publish our story, which

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would get wider attention. We are approaching the April 1st deadline when the state proposes the budget for the next fiscal year. If we have not resolved this issue by then, we will need to employ more assertive strategies, inclusive of engaging the media, pushing our unions to step-up their advocacy, and engaging additional elected officials.

5. Mid-Year Financial Report – Denise Hur

The Board Packet included a report entitled “Expenses YTD as Compared to Working Budget”. The board reviewed the report with explanations of the comparisons. Our current financial status is critically affected by the deficit in our funding for retroactive salary payments. Going forward, we may need to make some difficult decisions which will impact programming and staffing.

The Board also reviewed a history of pension and health costs, which added perspective on how costs have escalated over a 5 year period, with the

6. Mid-Year Development Report – Rebekah Oakes

The Board Packet reviewed a report entitled “Development Report to the Board of Trustees, February 5, 2020”. The Board learned that there are several substantial funding streams that have been granted to TRCS that the school has still not been able to access, mostly due to the inability of the bureaucracy to provide answers to our questions about how to access the funding.

7. Special Education Billing Documents – The school is in dispute with The DOE for full funding for our District 75 program, to which we are entitled.

8. CIPA Policy – A motion was made to approve the policy, pending final ratification at the next board meeting. The motion passed by acclamation.

9. Approval of January 13, 2020 Meeting Minutes –

- a. Motion to approve, seconded, and approved by acclamation

10. Board Members New Business – NONE

11. Public Speaking - NONE

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.

12. Adjournment of Public Session– 7:50 p.m.

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Conor McCoy

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April 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 4:00 p.m.

1. Chairperson's Message – Dr. Joffe called and meeting to order and gave an update on the health of fellow board member, Margaret Martinez-DeLuca. Dr. Joffe thanked everyone for the remarkable transition the school has made to remote learning due to COVID -19 emergency restrictions.

Pledge of Allegiance – Waived

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

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

Also Present: Rebekah Oakes (Zoom Meeting Host), Director of Development and Partnerships, and Daniel Fanelli, Administrator for MS and STEM

Absent: Rachel Mandel, Conor McCoy, and Margaret Martinez -DeLuca

2. Approval of the March Board Minutes –
The minutes were approved by acclamation.
3. TRCS Budget Update - Stacey

We anticipate our PPA to be cut by 5%. We are awaiting news from The Governor on the budget and modifications that may ensue. COVID - 19 will likely impact everything from PPA to healthcare costs. We need to wait and see.

Our retroactive is in the balance and has been but on the back burner. We need to plan for a lean year and

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anticipate the possibilities ahead. We know that there will be personnel changes, with some staff leaving and not being replaced. We also know that programming will need to be examined more closely for any possibilities of savings, with the intention of not compromising our programming but looking toward efficiencies

We will need to increase our enrollment next year to prepare for the anticipated shortfall and are asking the board to approve a resolution to increase our enrollment by 60 students, which would be approximately 2 students per class. This would be the maximum increase allowed under our charter.

4. Resolution – The Board of Trustees of The Renaissance Charter School is resolved to apply its discretion under its charter to seek a full enrollment increase of 10% of its current enrollment, which represents an increase of 60 students, for the SY 2020-21. The Board is committed to preserving the integrity of staff positions and programs as much as is feasible under the current conditions of the Covid-19 crisis and declining fiscal conditions. The Board wishes to express its sincere gratitude to The SMT and Staff for their dedication and hard work under these extreme circumstances.

The resolution was adopted unanimously

5. TRCS transition to remote learning – Stacey

Our school valiantly and professionally made a difficult transition to remote learning with very little notice. The SMT, each cluster, and all staff transitioned to remote learning and remote meetings immediately, after drafting plans to do so, and creating systems that would support this type of learning and decision making going forward. We are happy say that we anticipated this from the outset and made early preparations to implement what we are now fully engaged in. The school is working with a consultant, Wayne Jones, to draft a formal Remote Learning Plan to submit to our authorizer.

We have already faced many challenges, both anticipated and unanticipated, including the difficulties of ensuring that our students and families are supported with the technology they need to successfully connect with our remote learning curriculum. Rebekah Oakes has responded to an RFP for a grant of \$30,000 that would assist the school in purchasing additional technology in the form of Chromebooks and laptops to supply students in need. We are grateful to 82nd Street Academics for their generous loan of Chromebooks to students in need, as well as Peggy Heeney and Pierina Arias for their tremendous support in reaching out to our families to find out what their needs are. We are also very thankful to our councilman Danny Dromm and his staff, for the health and safety guidance they are providing to the community at large.

We are planning to have ongoing Parent Association meetings to keep our parents informed. We have two such meetings planned, one in English and another in Spanish. We are dedicated to delivering a high quality remote learning program that follows our curriculum as if we were still in the building. Accountability and documentation is crucial.

We are also looking at how the school can meet the changing directives of The SED and DOE with regard to scheduling, the school year calendar, policies around holidays, and mandated days for the academic school year. As a charter school, we believe we have discretionary flexibility to follow these policies.

6. Public Speaking – Dan Fanelli offered a very favorable perspective of the early successes of the remote learning program.
7. Adjournment of Public Session– 4:50 p.m.

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 Joffee, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

May 6, 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 5:05 p.m.

1. Chairperson's Message – Dr. Joffe called and meeting to order and reminded everyone of a big part of the mission of The Renaissance Charter School is to foster capable people, who can provide courageous leadership and hope to society, which is especially true during this time of crisis.

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

Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, Francine Smith, Monte Joffee, and Rachel Mandel (by phone, non-voting for this meeting)

Also Present: Rebekah Oakes (Zoom Meeting Host), Director of Development and Partnerships, and Daniel Fanelli, Administrator for MS and STEM, Denise Hur, Director of Finance and Operations, Matthew DeForte, Counsel, and Jessica Kim, Director of Operations for TRCS2

Absent: Conor McCoy, and Margaret Martinez –DeLuca

3. Update on school building closure – Stacey

Our building is officially closed until further notice. We will not be returning to the building until it is deemed safe to do by the state and the city. The school year will end on June 26th, as originally calendared. We do not have any information regarding summer school or if we will be conducting classes in our building in September. We are continuing to conduct remote learning as a school and are making contingency plans to do so, if we need to sustain this in SY 2020-21.

“Developing Leaders for the Renaissance of New York”

The School is also preparing for the possibility that we will conduct summer school classes remotely, and is undertaking a survey of faculty who can support these efforts. We are also advocating that if the district is offering remote summer school, our students should be able to access courses that we cannot offer.

We are continuing our efforts of outreach to support all students, especially those who have struggled the most during this crisis, and whose academic performances have suffered as a result of the many challenges presented. The school is working on its official grading policy to address the changes that have occurred as a result of remote learning. This policy will first go to The SMT for approval and then come to the board for adoption.

The school has held several remote parent meetings in English and Spanish, with most recent meetings have over 70 parents in attendance. Parents have been informed of all pertinent information regarding remote learning and expectations for their children. Parents have said that they are very grateful for all of things we have been doing to support them and their children throughout this crisis.

We are working on our educational continuity plan, which will be submitted to our authorizer upon its completion.

4. Zoom Policy - Stacey and Matthew

The board was sent a copy of the school's Zoom Policy for review. Matthew spoke to the protocols and needs of the school with regard to the safety and security of using this as an online platform for learning. This policy will become a part of the school's educational continuity plan.

The following resolution was put forth by Everett Boyd and seconded by Monte Joffee, with official language to be forthcoming from counsel: "Whereas TRCS uses Zoom as its online learning platform and has developed a policy to ensure the safety and security of its use during remote learning, therefore be it resolved that The Board adopts this policy as stated." The resolution passed unanimously.

5. MOA between TRCS and TRCS 2 – Matthew

The MOA between TRCS and TRCS 2 memorializes the relationship between the two schools and educational corporations, with a defined structure of overarching leadership between the two entities and the educational and operational support that TRCS will provide to TRCS 2. A resolution was put forth by Monte Joffee to approve the MOA as drafted. The resolution was seconded by Chester Hicks, and passed unanimously.

6. PPP Loan – Stacey

The school received the PPP loan in the amount of \$1.9 million. The money is meant to address any shortfall in meeting payroll commitments that are resultant from business disruptions during this crisis. There have been ongoing discussions regarding the guidelines and requirements for use of these funds and the qualifications that all government funded entities, including charter school must meet to qualify for the loans without further scrutiny. The fact that TRCS received the loan, based on the application meeting the prescribed qualifications, is significant. Counsel and the school are monitoring the official guidance for further updates.

A resolution was put forth: “Whereas TRCS availed itself of The PPP under The Cares Act, based on its fiscal liability, and whereas the school applied for and received a loan under The PPP, the board accepts the loan and authorizes TRCS to utilize the money under the parameters of The Cares Act guidelines, spending at least 75% to cover payroll with the remainder to cover any other qualifying expenses. Additionally, the school has made every effort to secure needed funding outside of The Cares Act and PPP, and all funding is at risk due to this crisis.” The resolution passed unanimously.

The preceding resolution effectively rescinds the resolution to furlough food service employees, which was put forth and passed in the April board meeting.

7. Approval of the April Board Minutes – Tabled for a subsequent meeting
8. Adjournment of Public Session– 5:55 p.m.

The Renaissance

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Charter School

BOARD OF TRUSTEES

Monte Joffe, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

-DRAFT-

June 3, 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 thanked everyone for their hard work and commitment to support our students during this time of crisis.
2. Moment of Silence in memory of George Floyd.
3. 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

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

4. Approval of the Minutes from April 1 Emergency Board Meeting and May 6 Monthly Board Meeting.
Both sets of minutes were approved by acclamation.

The board made note that there was a discussion in a confidential executive session held on April 15. During that meeting, the board resolved to authorize the school to apply for the Paycheck Protection Program (PPP – Cares Act), according to the guidelines provided, in order to retain and pay all staff during the time of financial crisis as a result of Covid-19.

5. Update on Remote Learning – Stacey

“Developing Leaders for the Renaissance of New York”

We are continuing to follow guidelines provided for remote learning. As a school, we are creating opportunities for students to be academically successful during this crisis and beyond. The school will extend opportunities to students to make up work in classes beyond the end of the school year.

Students will be able to apply for incomplete status in classes where they need to make up work in order to pass. There will also be remote summer school, with teachers from TRCS having committed to extended remote learning to support students through August. We should have further information about this as well as our college and career office report at our July meeting.

6. Approval of Remote Grading Policy – Stacey

The school will follow the same grading policy as it has before Covid -19 and remote learning, except that students will be given extended time and extended opportunities to succeed, i.e. incompletes to make up work, summer school, and remedial support. The grading policy was circulated to the board for review prior to the meeting. The remote grading policy was approved by acclamation.

7. Approval of Remote Attendance Policy – Stacey

The attendance policy was also shared with the board prior to the meeting. The policy follows SED and DOE guidelines for tracking attendance for remote learning. The remote attendance policy was approved by acclamation.

8. Approval of FY 2021 Working Budget – Denise Hur

The budget was circulated to the board prior to the meeting. The budget does not include the PPP loan of \$1.9 million. This will be accounted for as adjustments are made for anticipated funding and retroactive salary relief in the future. The 2021 working budget was approved by acclamation.

9. Renewal of Board Member Terms –

The board voted to renew the terms of following trustees: Everett Boyd, Raymond Johnson, and Francine Smith.

The board voted to designate Margaret Martinez –DeLuca as a trustee on medical leave, until her health status changes or there is more clarification about her board membership.

10. Approval of July and August Remote Board Meeting Dates: July 1 August 5, September 2, October 7, November 4, December 2 , all at 6PM –

The board voted to approve the proposed calendar.

11. New Business – Stacey

- a. Graduation 2020 - TRCS will have a drive-in commencement ceremony on Tuesday, June 23 at a location in Whitestone, NY. The location is being through arrangements provided by Scott Barone, and Barone Management, the developers of the facility for TRCS 2.
- b. Parent meetings – TRCS has scheduled several parent meetings in English and Spanish, addressing a number of concerns that parents and students have raised during the pandemic. These meetings have

been very well attended, with the intention of having at least two more meetings before the end of the year, including a workshop conducted by our school social worker, Ali Rosow, to advise parents in their efforts to support their children during remote learning.

12. Public Speaking – None

13. Adjournment – 7:05 pm

Renaissance Charter School Organizational Diagram

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 Family Engagement 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-Coordinators

Cluster 2 (6-8) – Co-Coordinators

Cluster 3 (9-12) – Co-Coordinators

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 5-6 ELA*

Grade 2-5 Interdisciplinary Science

Grade 4-6 Social Studies*

K-6 Intervention Specialist*

K-6 Intervention Specialist*

K-6 Intervention Specialist*

Grade PK-5 Music

Grade K-4 Dance

Grade PK-12 ELL*

Grade PK-5 Spanish

RTI Coordinator PK-5

5th-8th Literacy Support/Intervention

**(may also attend other cluster meetings)*

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 5-6 ELA*; TRIP	MS Spanish
Grade 4-6 Social Studies*; TRIP	MS PE/Science & Math Support
Grade 7 ELA; TRIP	MS Literacy Support/TRIP
Grade 8 ELA; TRIP	6-8 Music
Grade 7-8 Social Studies, US History Regents; TRIP	6-8 Art
Grade 5-6 Science; 8 th Math Support; TRIP	7-8 Drama
Grade 7 & 8 Math; TRIP	MS RTI Coordinator
Grade 7 & 8 Algebra Regents; TRIP	
Grade 7 Science; TRIP	
MS Earth Science	
MS/HS Science ICT	

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; TRIP
HS US History; TRIP
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; TRIP
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

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



The Renaissance

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2020-2021 SCHOOL YEAR CALENDAR

This calendar subject to change based on health and safety indicators

SEPTEMBER		
September 2	Wednesday	Food Service Staff report to the building. Board of Trustees Meeting, 6:00 PM
September 7	Monday	Labor Day (school closed)
September 8-15	Tues-Tues	Teachers, paras, admin, non-union staff report remotely – professional development
September 10	Thursday	School-Aides report to work/hybrid model
September 11	Friday	NYC DOE School Quality Data DUE
September 16	Monday	Phase One: Students report remotely. Orientations begin.
September 16	Wednesday	Financial Aid Workshop (12 Gr. Parents) - 6:00-8:00 PM College and Career Office
September 21	Tuesday	ANET ELA Diagnostic Exam - 3rd-8th Grades
September 23	Wednesday	HS Leadership Programming begins, 3:30-5:00 PM
September 28	Monday	Yom Kippur (school closed)
OCTOBER		
October 1	Thursday	CHiP Data Due to NYC DOE
October 5	Monday	Phase 2 Hybrid Model Begins - PK-K to start in-building instruction
October 7	Wednesday	Board of Trustees Meeting – 6:00 PM
October 12	Monday	Columbus Day observed (school closed)
October 14	Wednesday	PSAT/NMSQT
October 22	Thurs	ANET A1 ELA Multi-Choice Exam - 2nd-10th Grades
October 23	Friday	ANET A1 Math Exam - 2nd-10th Grades; HS Danger of Failure letters
Oct 26-30	Mon-Fri	Spirit Week
October 29-30	Weds-Thurs	MS End of Marking Period #1; Start of MS Marking Period #2
October 30	Friday	HS Progress Reports/Danger of Failure notices/MS Report Cards Distribution
NOVEMBER		
November 2	Monday	Annual Report Update DUE; CHiP Date DUE
November 3	Tuesday	Election Day; Remote classes for students
November 4	Wednesday	Board of Trustees Meeting - 6:00 PM; ANET A1 Action Plan Due
November 6	Friday	SMT A1 Action Plan Review
November 11	Wednesday	Veteran's Day - No Classes for students
November 16	Monday	MS Family Conferences - 3:10-5:10 PM
Nov 19-20	Weds-Thurs	Parent-Teacher Conferences: HS Only 11/13 - 5:00-8:00 PM; PK-12 Half-Day Confs 11/14 - 11:40 Dismissal, 1:00-3:00 conferences; PK-8: 5:00 - 8:00 PM
November 19-20	Thurs-Friday	Elementary and MS Report Cards; HS Transcripts
November 25	Wednesday	Thanksgiving Celebrations
November 26-27	Thurs-Fri	Thanksgiving Recess (school closed)
DECEMBER		
December 2	Wednesday	Board of Trustees Meeting, 6:00 PM
December 18	Friday	MS Fest. of Lights; HS Talent Show/Holiday Celebrations, 7-12
December 18	Friday	Parent Association Winter Carnival, 6:00 PM
Dec 24-Jan 1	Thurs-Friday	Winter Recess (school closed)
JANUARY		
January 4	Monday	ANET A2 ELA Reading Exam
January 5	Tuesday	ANET A2 Math Exam
January 6	Wednesday	Board of Trustees Meeting, 6:00 PM
January 12	Tuesday	ANET A2 Data-Dig Day
January 14	Thursday	ANET A2 Action Plans Due
January 18	Monday	Dr. Martin Luther King, Jr. Day (school closed) - Day of Mitzvah, Public Invited
January 25	Monday	End of HS Semester 1

The Renaissance Charter School Internal Calendar 2020-2021

Jan 26-29	Mon-Fri	HS Regents; Midterms Week; Friday last day of 1 st semester; HS Grades Due
Jan 27-28	Weds-Thurs	End of MS Marking Period 2; Start of MS Marking Period 3
January 29	Friday	MS Report Card Distribution
FEBRUARY		
February 1	Monday	HS PD Day - No School for HS Students
February 2	Tuesday	First Day of HS 2nd Semester; First Semester Transcripts
February 3	Wednesday	Board of Trustees Meeting - 6:00 PM
February 10	Wednesday	Admissions Open House, 6:00 PM
February 12	Friday	Lunar New Year (school closed)
February 15-19	Mon-Fri	Midwinter Recess (school closed)
February 22	Monday	ANET A3 ELA
February 26	Friday	ANET A3 ELA Data Dig; Action Plans due
MARCH		
March 3	Wednesday	Board of Trustees Meeting, 6:00 PM
March 5	Friday	HS Danger of Failure Notices
March 5	Friday	National Honor Society Induction Ceremony - 6:00 PM
March 15-16	Mon-Tues	HS Family Conferences; ANET A3 Math Exam
March 17	Wednesday	HS Progress Reports Distribution
March 18-19	Thurs-Fri	PK-12 Parent-Teacher Conferences; 5:00-8:00 PM (Thurs) and 1:00-3:10 PM (Fri); Elementary/MS Report Cards
March 20	Friday	ANET A3 Math Data Dig - (Internal coverage, no half-day); Action Plans due
March 22-26	Mon-Friday	Rensizzle Week (Experiential Learning; regular programming suspended)
APRIL		
March 29-April 2	Thurs-Fri	Spring Recess
March 31	Wednesday	April Board of Trustees Meeting, 6:00 PM
March 31	Weds-Thurs	End of MS Marking Period #3; Start of MS Marking Period #4; MS Report Card Distribution
April 19-26	Mon-Mon	3rd-8th ELA Exam (Computer based); 20-22nd (Paper based)
April 19-May 28	Monday-Friday	NYSESLAT speaking window
April 22	Wednesday	PA DIY Workshop, 6:00 PM
April 23	Thursday	HS Staff v. Students Basketball Game
April 24	Friday	MS Bowling Trip
April 27	Tuesday	ANET A4 Data-Dig K-8 Half-Day; dismissal 11:40 AM
MAY		
May 3-10	Mon-Mon	3rd-8th Math Exam (Computer based); 5/4-6 Paper based)
May 5	Wednesday	Board of Trustees Meeting, 6:00 PM
May 10-14	Mon-Fri	K-5 Little Sizzle Week and Nature's Classroom
May 13	Wednesday	EID - No School
May 17-May 28	Mon-Fri	NYSESLAT L,R,W testing window
May 17	Monday	ANET A4 ELA Exam
May 18	Tuesday	ANET A4 Math Exam
May 21	Friday	HS Career Day
May 25-June 4	Tues-Friday	NYS Science Exam Practicum - 4th and 7th grades
May 27	Thursday	Academic Showcase in HS; Evening Showcase - 6:00 pm
May 28	Friday	ANET A4 Action Plans Due
May 31	Monday	Memorial Day (school closed)
JUNE		
June 1	Tuesday	US History CCSS Regents Exam
June 1-5	Tues-Tues	NYSESLAT Scoring Window
June 3	Wednesday	Bklyn/Queens Day - PD for teachers, no school. Board of Trustees Meeting, 6:00 PM
June 7	Monday	NYS Science Exam - 4th and 7th grades
June 7-11	Mon-Fri	Senior Week: Awards - Monday; Parade - Tuesday; Trip - Weds-Friday
June 8	Tuesday	PK-8 Clerical Day
June 14	Monday	Senior Grades Due
June 15	Tuesday	Last Day of HS Semester

The Renaissance Charter School Internal Calendar 2020-2021

June 16-24	Weds	TENTATIVE - HS REGENTS - TBD
June 18	Friday	MS Marking Period Ends
June 23	Wednesday	Senior Graduation
June 24	Thursday	8th Grade Stepping Up
June 25	Friday	HS Rating Day; HS Transcripts; Elem/MS Report Cards; Last Day of School