

Application: The Renaissance Charter School

Meredith Hinshaw-Chaney - meredithhinshaw@rencharter.org
2021-2022 Annual Report

Entry 1 School Info and Cover Page

Completed - Aug 1 2022

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 2021-2022 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, 2022**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

RENAISSANCE CHARTER SCHOOL 800000042221

a1. Popular School Name

The Renaissance Charter School (TRCS)

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

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

d. DISTRICT / CSD OF LOCATION

CSD #30 - QUEENS

e. DATE OF INITIAL CHARTER

5/2000

f. DATE FIRST OPENED FOR INSTRUCTION

9/2000

c. School Unionized

Is your charter school unionized?

Yes

c. Name of Union

Provide the name of the union:

United Federation of Teachers - Conversion Council of Supervisors and Administrators - Conversion DC 37 -
Conversion

c. Date Unionized

Provide the date of unionization:

5/2000

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

MISSION STATEMENT

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

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

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

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

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

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

KDE 1	K-12 School (with an additional NYC Universal PK contract)
KDE 2	COLLABORATIVE, DISTRIBUTED LEADERSHIP STYLE Renaissance believes in collaborative governance, while valuing and nurturing teachers and other administrative staff to become leaders in the school. The school strives to give each constituency a powerful voice, with opportunities to serve beyond the classroom as Teaching & Learning Coordinators, Cluster administrative leaders, serving on the Collaborative School Governance, Advisory and Student Government committees.
KDE 3	COLLEGE & CAREER READINESS Renaissance mandates participation in its college-bound program, as a for-credit class in 9th-12th grades. Students chart a four-year plan in the ninth grade that includes an online portfolio that helps establish a career plan, and an academic and community involvement portfolio that showcases internships, volunteerism, awards and other accomplishments. Rigorous writing and research preparation culminates in a research paper in senior year.
KDE 4	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.
KDE 5	COMMUNITY & EXTERNAL PARTNERSHIPS At Renaissance we believe that leaders are people who actively take action to better themselves and the world. The Leadership Program motivates students to find

	<p>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 6	<p>ENGAGED PARENTS Parents are included in Renaissance's collaborative governance style, as elected members of the Collaborative School Governance committee, parent representation on our Board of Trustees, and positions on hiring committees. The Administrator for School Culture and Family Engagement plans multiple parent forums and events throughout the year.</p>
KDE 7	<p>TIMELY ASSESSMENTS TO DRIVE INSTRUCTION Renaissance uses various interim assessments across the grades to inform teacher practice, using data principals learned from professional development providers Using Data Solutions, and Achievement Network. Regular ANET assessments are given in grades 2-10, mock Regents to HS students, NWEA K-8; in each case teachers gather to review the data that will inform their targeted instruction.</p>
KDE 8	<p>TARGETED READING INTERVENTION PROGRAM ("TRIP") With rigorous attention to benchmarking and Leveled Literacy supports, TRIP is a fluid guided reading class scheduled to accommodate K- 8 ELA blocks at the same time across grade levels to allow for targeted reading support based on students' reading levels and needs. TRIP is designed to be fluid with students moving through reading groups until they reach their grade- appropriate level, when they join independent reading groups.</p>
KDE 9	<p>SOCIAL EMOTIONAL WELLNESS Students can only be successful academically and in life if they nurture their social-emotional wellness. At Renaissance, this is done through morning meetings, and advisories in grades 6-10, supported by the Heartfulness for Schools Program tools. We also have led and participated in federal grants related to youth mental health which allows for professional development for staff and programs to support students.</p>
KDE 10	<p>UNIQUE NYC DISTRICT 75 PARTNERSHIP</p>

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

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

www.rencharters.org

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

660

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

660

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served

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

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

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

No, just one site.

RENAISSANCE CHARTER SCHOOL 800000042221

School Site 1 (Primary)

m1. SCHOOL SITES

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

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

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Stacey Gauthier	Executive Director and Principal	917-930-6701		sgauthier@renaisancecharter.org
Operational Leader	Denise Hur	Chief Finance Officer and Human Resources	347-613-3590		denisehur@renaisancecharter.org
Compliance Contact	Denise Hur	Chief Finance Officer and Human Resources	347-613-3590		denisehur@renaisancecharter.org
Complaint Contact	Denise Hur	Chief Finance Officer and Human Resources	347-613-3590		denisehur@renaisancecharter.org
DASA Coordinator	Suzanne Arnold	Director of Teaching and Learning Elementary School School Culture	718-300-5462		
Phone Contact for After Hours Emergencies	Stacey Gauthier	Executive Director and Principal	917-930-6701		

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

Co-located Space

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

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	N/A	No	0	No		No

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

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

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

- Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.

Site 1 Certificate of Occupancy (COO)

[certificate of occupancy combined.pdf](#)

Filename: certificate of occupancy combined.pdf **Size:** 318.2 kB

Site 1 Fire Inspection Report

[Notice of Fire Certificat.pdf](#)

Filename: Notice of Fire Certificat.pdf **Size:** 19.8 kB

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?

Yes

ATTESTATIONS

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

Name	Meredith Hinshaw-Chaney
Position	Director of Communications
Phone/Extension	347-879-4755
Email	meredithhinshaw@rencharter.org

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

Responses Selected:

Yes

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

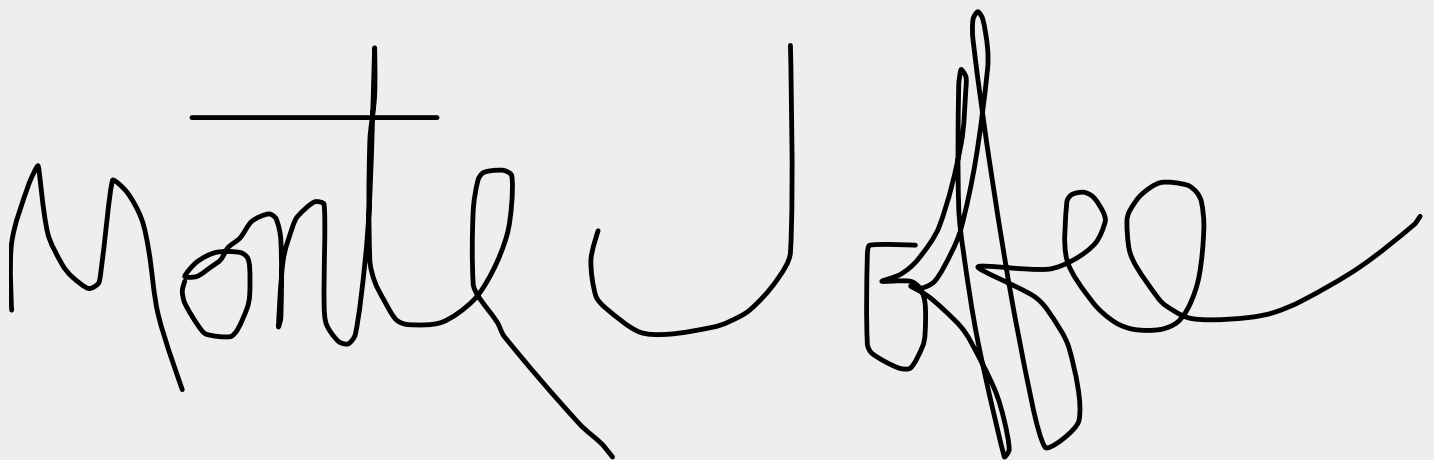
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature appears to read "Stacy Gauthier". The first name "Stacy" is written in a cursive style with a large loop for the 'S'. The last name "Gauthier" is also in cursive, with a prominent horizontal line above the 'G' and a long vertical stroke at the end.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature appears to read "Monte J. Bee". The first name "Monte" is written in a cursive style with a large loop for the 'M'. The middle initial "J." is written with a large loop for the 'J' and a period. The last name "Bee" is written in a cursive style with a large loop for the 'B' and a long horizontal stroke at the end.

Date

Aug 1 2022



Thank you.

Entry 3 Progress Toward Goals

Completed - Oct 28 2022

Instructions

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

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2022.

RENAISSANCE CHARTER SCHOOL 800000042221

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

2021-2022 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	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	Met	
Academic Goal 2	2. For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination meets or exceeds such percentage for New York City.	NYS ELA Exam	Met	
Academic Goal 3	3. For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on	NYS Math Exam	Not Met	The Renaissance Charter School was 5% points lower overall than CSD 30, its district of residence. However, it did outperform

the New York State Mathematics examination meets or exceeds such percentage for the Community School District(s) (CSD).

CSD 30 in 3rd grade (by 5.6%), 4th grade (1.5%) and 8th grade (13.2%). In the grades where our students tested below the district, the most notable grade is 5th grade where our students scored 19.6% points below district 5th graders. It should be noted that we take a new class in 5th grade and this transition can be challenging especially during a pandemic. Additionally, the gap decreases from 5th to 6th (19.6% to 9.4%) and again from 6th to 7th (9.4% to 3.2%). In 8th grade, as mentioned previously, our students outperform the district.

We have taken the following steps to improve math achievement which include: 1) hiring a new math teacher, 2) implementing a targeted math tutoring program in elementary and middle school, 3) Moving to Eureka Squared in elementary grades,

				3) Working with our ANET coach to support improvement in math and 4) data-specific meetings to see gaps in learning in a timely manner allowing teachers to re-teach unlearned material.
Academic Goal 4	4. For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination meets or exceeds such percentage for New York City.	NYS Math Exam	Met	
Academic Goal 5	5. For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have	ELA Regents Exam	Unable to Assess	

	<p>taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted.</p>			
Academic Goal 6	<p>6. For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they 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</p>	Math Regents Exam	Not Met	<p>Due to the pandemic students in this cohort only had one opportunity to take a math regents. Under regular circumstances students could take 1-3 math regents or retake an exam they scored below 75 on. Still, even with this unfortunate circumstances 59% overall met the goal and 57% of students who are economically challenged met the goal. We continue to support our students in mathematics through on-going assessments, intensive tutoring, a mandatory homework center for at-risk students and the hiring of an additional mathematics teacher.</p>

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

	10/31 of any of the four cohort high school years.			
Academic Goal 8	<p>8. For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A 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</p>	Math Regents Exam	Unable to Assess	

	classified as a student with a disability in ATS on 10/31 of any of the four cohort high school years.			
Academic Goal 9	<p>9. For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or 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>	ELA Regents Exam	Unable to Assess	

	classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.			
Academic Goal 10	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. A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal	Math Regents Exam	Unable to Assess	

	if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.			
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2. Do have more academic goals to add?

Yes

2021-2022 Progress Toward Attainment of Academic Goals

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

	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 year			
Academic Goal 12	12. For each year of the school's renewal charter term, at least 75% of students qualified for the Free or Reduced Price Lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, 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	Math Regents Exam	Not Met	<p>Due to the pandemic students in this cohort only had one opportunity to take a math regents. Under regular circumstances students could take 1-3 math regents or retake an exam they scored below 75 on. Still, even with this unfortunate circumstances 59% overall met the goal and 57% of students who are economically challenged met the goal.</p> <p>We continue to support our students in mathematics through on-going assessments, intensive tutoring, a mandatory homework center for at-risk students and the hiring of an additional mathematics teacher.</p>

	<p>school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the Free or Reduced Price Lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.</p>			
Academic Goal 13	<p>13. In each year of the charter term, the school will demonstrate increased proficiency rates on the New York State ELA examination.</p>	NYS ELA Exam	Unable to Assess	
Academic Goal 14	<p>14. In each year of the charter term, the school will demonstrate increased proficiency rates on the New York State Math examination.</p>	NYS Math Exam	Unable to Assess	
Academic Goal 15	<p>15. In each year of the charter term, the school will demonstrate increased pass rates on either the Comprehensive or Common Core English Regents Exam. This goal will</p>	ELA Regents Exam	Unable to Assess	

	be applicable if, for at least two consecutive years, six or more students take either exam.			
Academic Goal 16	16. In each year of the charter term, the school will demonstrate increased pass rates on either the Integrated Algebra or Common Core Algebra I Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.	Algebra Regents Exam	Met	
Academic Goal 17	17. In each year of the charter term, the school will demonstrate increased pass rates on either the Geometry or Common Core Geometry Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.	Geometry Regents Exam	Met	
Academic Goal 18	18. In each year of the charter term, the school will demonstrate increased pass rates	Algebra II Regents Exam	Unable to Assess	

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

	least two consecutive years.			
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3. Do have more academic goals to add?

Yes

2021-2022 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21	21. Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term.	NYS ELA Exam	Unable to Assess	
Academic Goal 22	22. 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.	NYS ELA Exam	Unable to Assess	

Academic Goal 23	23. Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the Free or Reduced Price Lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term.	NYS ELA Exam	Unable to Assess	
Academic Goal 24	24. Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate 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	
Academic Goal 25	25. Where the school has an eligible subgroup population (deemed as six or more students) of students with	NYS Math Exam	Unable to Assess	

	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			
Academic Goal 26	26. Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the Free or Reduced Price Lunch program, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term.	NYS Math Exam	Unable to Assess	
Academic Goal 27	27. For each year of the school's renewal charter term, the school's 4-year graduation rate in June of each year as reported by NYSED will be at or above the citywide averages.	4-year Graduation Rate in June	Unable to Assess	
Academic Goal 28	28. For each year of the school's renewal charter term, the	4-year Graduation Rate in June	Unable to Assess	

	school's 4-year graduation rate as of June each year for English language learners as reported by NYSED will be at or above the citywide averages.			
Academic Goal 29	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.	4-year Graduation Rate in June	Unable to Assess	
Academic Goal 30	30. For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for students eligible for Free or Reduced Price Lunch as reported by NYSED will be at or above the citywide averages.	4-year Graduation Rate in June	Met	
Academic Goal 31	31. For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their first year at the school accumulate 10 or more credits towards graduation	Internal transcript data.	Met	

	as reported in the NYC DOE School Quality Report.			
Academic Goal 32	32. For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their second year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	internal transcript data.	Met	
Academic Goal 33	33. For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their third year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	Internal transcript data.	Met	
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

Academic Goal 41				
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Academic Goal 65				
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Academic Goal 67				

Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2021-2022 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”.

2021-2022 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. (Org Goal 1) Each year, the school self-reported average daily student attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	ATS / ES BOCES	Met	
Org Goal 2	35. (Org Goal 2) 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 / ES BOCES	Unable to Assess	

Org Goal 3	36. (Org Goal 3) Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for English language learners.	2021 NYSED CS Info Dashboard-Benchmark 9	Not Met	TRCS is almost at the same level as the district although our enrollment grades are mostly limited to K, 5 and a few 9th graders. We continue to see our ELL numbers grow and are confident we will make this target.
Org Goal 4	37. (Org Goal 4) Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities.	ATS/ES BOCES; Targets from 2021 NYSED CS Info Dashboard-Benchmark 9	Met	
Org Goal 5	38. (Org Goal 5) 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/ES BOCES; Targets from 2021 NYSED CS Info Dashboard-Benchmark 9	Met	
Org Goal 6	39. (Org Goal 6) Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for English language learners.	ATS/ES BOCES; Targets from 2022 NYSED CS Info Dashboard-Benchmark 9	Unable to Assess	

Org Goal 7	40. (Org Goal 7) Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students with disabilities.	ATS/ES BOCES; Targets from 2022 NYSED CS Info Dashboard- Benchmark 9	Unable to Assess	
Org Goal 8	41. (Org Goal 8) Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students eligible for the Free or Reduced Price Lunch program.	2022 NYSED CS Info Dashboard- Benchmark 9	Unable to Assess	
Org Goal 9	45. (Org Goal 9) In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in positive responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of parents participate in the survey.	NYC DOE Survey	Met	

Org Goal 10	<p>46. (Org Goal 10) In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of staff that meets or exceeds citywide averages in positive responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of staff participate in the survey.</p>	NYC DOE Survey	Met	
Org Goal 11	<p>47. (Org Goal 11) In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of students that meets or exceeds citywide averages in positive box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of students participate in the survey.</p>	NYC DOE Survey	Met	

Org Goal 12	48. (Org Goal 12) Throughout the course of the school's next charter term, 75 percent of each graduating senior class will have taken and passed three or more regents examinations, College Now STEM courses and /or Advanced Placement examinations in science and / or mathematics.	HS Transcript Data	Met	
Org Goal 13	49. (Org Goal 13) Each year, 75 percent of 12th grade students will apply and be accepted to a post-secondary institution, college or university. This goal will be measured by a review of the school's roster of 12th grade students and their letters of acceptance or admission.	College and Career Office Data	Met	
Org Goal 14	50. (Org Goal 14) The school will live its mission to develop leaders and global citizens by engaging 85 percent of students in service learning, social activism, leadership	College and Career Office Data	Met	

	development and community-service activities by the end of their senior year.			
Org Goal 15	51. (Org Goal 15) The school will live its mission to develop leaders and global citizens, by ensuring that each cohort of students K-12 will engage in at least one experiential, project-based or community-service learning opportunity per year, through engaging with community and cultural partners or school-based interdisciplinary units.	School Partnership and Leadership Data	Met	
Org Goal 16	52. (Org Goal 16) The school will live its mission of distributed leadership and empowering teacher voice by having teacher representation on each of the Collaborative School Governance Committee and the Board of Trustees, and by supporting at least one of the following, each year of the charter: teacher- led cluster coordinator positions, grade	School Leadership Program Data	Met	

	team leaders or subject coaches, peer mentors or teachers leading and serving on committees to support school initiatives.			
Org Goal 17	53. (Org Goal 17) 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 and Attendance	Met	
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	42. (Fin Goal 1) In each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.	FY21 Certified Financial Audit - Over 66 days cash on hand	Met	
Financial Goal 2	43. (Fin Goal 2) Each year, the school will operate on a balanced budget. A budget will be considered "balanced" if revenues equal or exceed expenditures.	FY21 Certified Financial Audit - Ended year with surplus	Met	
Financial Goal 3	44. (Fin Goal 3) Each year, the school with meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS.	FY21 Certified Financial Audit - Enrolled 648 students	Met	
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed - Oct 31 2022

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

[Fin Stmts 6-30-22 FINAL](#)

Filename: Fin_Stmts_6-30-22_FINAL_As20PKM.pdf Size: 609.8 kB

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

Completed - Oct 31 2022

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

Regents-authorized schools must download and complete the Excel spreadsheet entitled “Audited Financial Report Template” from the online portal or the [2021-2022 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2022**.

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

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

[TRCS 1 - Financial Statement Audit 21-22](#)

Filename: TRCS_1_-_Financial_Statement_Audit_21-22.xlsx Size: 81.0 kB

Entry 4c – Additional Financial Documents

Completed - Oct 31 2022

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2022**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter

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

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

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

[TRCS Escrow Sept 2022](#)

Filename: TRCS_Escrow_Sept_2022.pdf Size: 1.0 MB

[TRCS Management Ltr 6-30-22](#)

Filename: TRCS_Management_Ltr_6-30-22.pdf Size: 130.9 kB

[Entry 4c Explanations](#)

Filename: Entry_4c_Explanations.pdf Size: 29.3 kB

Entry 4d - Financial Services Contact Information

Completed - Oct 31 2022

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2022**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Denise Hur	denisehur@rencharter.org	718-803-0060

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Joseph Albano			17

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	CSBM (Charter School Business Management)	Lola Barbarash	237 West 35th St., Suite 301, New York, NY 10001			11

Entry 5 – Fiscal Year 2022-2023 Budget

Completed - Oct 31 2022

SUNY-authorized charter schools should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

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

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

[TRCS1_Final2022-2023 ARBudgetTemplate \(1\)](#)

Filename: TRCS1_Final2022-2023_ARBudgetTemplate_1.xlsx Size: 37.0 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2022

Due on August 1, 2022, 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 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

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.

[Chester Hicks 2021-22 financial disclosure](#)

Filename: Chester_Hicks_2021-22_financial_di_ORyRa09.pdf Size: 1.8 MB

[Dan Fanelli 2021-22-ar-current-former-trustee-financial-disclosure-form copy](#)

Filename: Dan_Fanelli_2021-22-ar-current-for_LWIU6ND.pdf Size: 421.1 kB

[Everett Boyd \(rev 1\) 2021-22-ar-current-former-trustee-financial-disclosure-form](#)

Filename: Everett_Boyd_rev_1_2021-22-ar-curr_oYKTRT3.pdf Size: 450.5 kB

[Margaret Martinez-2021-22-ar-current-former-trustee-financial-disclosure-form copy](#)

Filename: Margaret_Martinez-2021-22-ar-curre_cBYGTXw.pdf Size: 441.6 kB

[Monte Joffee-2021-22-ar-current-former-trustee-financial-disclosure-form copy](#)

Filename: Monte_Joffee-2021-22-ar-current-fo_ML5Fqj0.pdf Size: 370.2 kB

[Rachel Mandel](#)

Filename: Rachel_Mandel.pdf Size: 508.6 kB

[RO Financial Disclosure Form 2022 \(1\)](#)

Filename: RO_Financial_Disclosure_Form_2022_1.pdf Size: 3.5 MB

[Raymond Johnson financial disclosure 2021-22](#)

Filename: Raymond_Johnson_financial_disclosu_smTiREy.pdf Size: 1.8 MB

[Stacey Gauthier 2021-22 financial disclosure](#)

Filename: Stacey_Gauthier_2021-22_financial__7wQ9OyK.pdf Size: 2.0 MB

Entry 7 BOT Membership Table

Completed - Aug 1 2022

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

RENAISSANCE CHARTER SCHOOL 800000042221

Authorizer:

Who is the authorizer of your charter school?

NYCDOE

1. 2021-2022 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
1	Dr. Monte Joffe		Chair	Education for Global Citizenship Institute; Retired Educator	Yes	6	05/01/2022	05/01/2024	12
2	Daniel Fanelli		Secretary	Ass't. Executive Director Renaissance Charter Schools	Yes	1	08/01/2021	08/01/2026	12
3	Stacey Gauthier		Other	Renaissance Charter Schools	No	6	07/01/2000	07/01/2025	12
4	Everett Boyd		Trustee/Member	The Renaissance Charter School 2	Yes	5	09/01/2020	09/01/2025	12
5	Chester Hickw		Parent Rep	Retired - NYPD	Yes	4	09/01/2021	09/01/2023	10
6	Raymond Johnson		Other	Teacher Rep - Renaissance	Yes	4	06/01/2021	06/01/2023	11

				Charter School					
7	Dr. Rachel Mandel		Trustee/Member	Community Member - Belleview Hospital Center, Child CPEP	Yes	2	02/01/2016	06/01/2023	5 or less
8	Rebekah Oakes		Trustee/Member	Community Member - Retired Development and Partnerships Director	Yes	1	05/01/2022	05/01/2027	5 or less
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2022	8
b.Total Number of Members Added During 2021-2022	1
c. Total Number of Members who Departed during 2021-2022	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5

3. Number of Board meetings held during 2021-2022

12

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

7

Total number of Voting Members added during the 2021-2022 school year:

1

Total number of Voting Members who departed during the 2021-2022 school year:

1

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

5

Total number of Non-Voting Members on June 30, 2022:

1

Total number of Non-Voting Members added during the 2021-2022 school year:

0

Total number of Non-Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Non-Voting members in 2021-2022, as set by the board in bylaws, resolution or minutes:

8

Board members attending 8 or fewer meetings during 2021-2022

2

Thank you.

Entry 8 Board Meeting Minutes

Completed - Aug 1 2022

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

Schools must upload a complete set of monthly board meeting minutes (July 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

2021 2022 Board Packet

Filename: 2021_2022_Board_Packet.pdf Size: 5.0 MB

Entry 9 Enrollment & Retention

Completed - Aug 1 2022

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
Economically Disadvantaged	<p>In response to our high wait-list we added a third crucial 6th grade class. Recruitment of our special populations is an on-going, every day responsibility as we back-fill ever available seat.</p> <p>The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including economically disadvantaged students. RCS has an Admissions' Coordinator who also happens to be a resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators and the Administrator for School Culture and Family Engagement. At RCS, we have 24 home languages spoken, and our staff speak over 11 different languages. We have developed a reputation in the community for caring for and supporting special populations. The school also has 2 guidance counselors and a social worker to support our special needs students, and through a federal grant we were able to secure 2 mental health counselors and 1 mental health intern. Our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms. We create a timeline for open houses, outreach and admissions each year, and last year held virtual open houses following our in-</p>	<p>Our plan is to continue our virtual open-houses and open parent town-halls, which were extremely popular the last two years, and we will most likely continue to offer that option to parents.</p> <p>RCS, as a long-standing school, is an integral part of our community and school district. We regularly participate in events beyond our school and have staff and family "ambassadors" who promote our school to those with whom they have connections.</p> <p>RCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations' boards and membership rosters. We utilize these relationships to help us to grow our ties to the community-at-large. RCS has long been known for our strong ties with our elected representatives, and this will continue. 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.</p> <p>RCS' materials are posted on our website and distributed widely as described above. We have personal relationships with administrators from the schools in our district, for those families looking for an alternative to their neighborhood district school. We have a long-time partnership with 82nd Street Academics, a</p>

building schedule. They were very well attended.

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

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

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

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

community-based after-school and UPK organization, and we regularly supply admissions information to their parents, which will continue virtually or in-person.

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

<p>English Language Learners</p>	<p>We joined the PK For All initiative in 2014 knowing that our youngest learners would most likely consist of many multi-language learners, and we were correct. Our ELL and MLL numbers continue to increase. Due to this and ongoing efforts to recruit and retain ELL students, our percentage of kindergarten, first, second and fourth grades now exceed the community school district as do our Forever ELLs in grades 1 and 2.</p> <p>TRCS has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including English Language Learners. Our admissions coordinator and one of our two parent coordinators are fluent in Spanish – which is spoken by approximately 47% of our parents, with a 68% Hispanic student population.</p> <p>RCS has strong ties within and beyond our community as discussed previously in this document. We continue to expand these relationships through our school wide partnerships, parent and board contacts, professional development and support of neighborhood initiatives. TRCS, as a long-standing school, is an integral part of our community and school district. We regularly participate in events beyond our school and have staff and family “ambassadors” who promote our school to those with whom they have connections. TRCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and</p>	<p>We continue to strive to hire a faculty and staff that is representative of the population we serve and the community-at-large. The school has a certified ELL teacher, and additional teachers to staff break-out reading groups. Our teaching model also embraces Integrative Collaborative Teaching (ICT) in many of our high-needs classrooms, supporting our ELL, SPED and other high-needs students.</p> <p>TRCS has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including English Language Learners. Our admissions coordinator and one of our two parent coordinators are fluent in Spanish – which is spoken by approximately 47% of our parents, with a 68% Hispanic student population.</p> <p>RCS has strong ties within and beyond our community as discussed previously in this document. We continue to expand these relationships through our school wide partnerships, parent and board contacts, professional development and support of neighborhood initiatives. TRCS, as a long-standing school, is an integral part of our community and school district. We regularly participate in events beyond our school and have staff and family “ambassadors” who promote our school to those with whom they have connections.</p> <p>TRCS faculty, staff and parents</p>
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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 continue to try and hire a faculty and staff that is representative of the population we serve and the community-at-large. Our staff speak over 11 different languages many of which are also spoken by our families. The school has a certified ELL teacher, and our teaching model also embraces Integrative Collaborative Teaching (ICT) in many of our high-needs classrooms, supporting our ELL, SPED and other high-needs students.

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

Translation is available at our open houses. Last school year we held two high school open houses in the fall and three PK-8 open houses between December and March – all virtually. Open houses are held during the day and in the evening to accommodate the working schedules of interested families.

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

We 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

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.

	<p>has a certified ELL teacher, and our teaching model also embraces Integrative Collaborative Teaching (ICT) in many of our high-needs classrooms, supporting our ELL, SPED and other high-needs students.</p> <p>We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. Last school year we have held two high school open houses in the fall and three PK-8 open houses between December and March, all virtually. They were very well attended.</p> <p>Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families.</p>	
Students with Disabilities	<p>The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including students with disabilities.</p> <p>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. We have developed a reputation in the community for caring for and supporting special populations.</p> <p>The school also has 2 guidance counselors, a social worker, 2 mental health counselors, and one mental health intern to support our special needs students. Our teaching model</p>	<p>RCS, as a long-standing school, is an integral part of our community and school district. We have a reputation for supporting students with special needs, and often families are referred to us by our current families. We regularly participate in events beyond our school and have staff and family "ambassadors" who promote our school to those with whom they have connections.</p> <p>RCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations' boards and membership rosters. We utilize these relationships to help us to grow our ties to the community-at-large.</p> <p>RCS has long been known for our strong ties with our elected</p>

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

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

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

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

TRCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations’ boards and membership rosters. We utilize these relationships to help us to grow our ties to the community-at-large. In addition, RCS has long been known for our strong ties with our elected representatives. They are in our school frequently, hold events in our building, work with us on community

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

RCS’ materials are posted on our website and distributed widely as described above. We have personal relationships with administrators from the schools in our district, for those families looking for an alternative to their neighborhood district school. We have a long-time partnership with 82nd Street Academics, a community-based after-school and UPK organization, and we regularly supply admissions information to their parents, which will continue, either virtually, in-person or in a hybrid model, as conditions indicate.

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

matters and connect us with people in the community. Our principal Stacey Gauthier and other staff have been asked to sit on committees and support various projects that help the community. It should also be noted that we backfill every empty seat, with a mini-lottery from our wait-list.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	<p>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.</p> <p>We regularly posted lists of resources to help families struggling with economic distress during the pandemic, connecting families to social services and mental health services to help with the stress.</p> <p>We provided full meals and bags of groceries to families, not just bag lunches with sandwiches – globally inspired recipes that could be heated up and served at home, including halal food, fresh vegetarian options, and other culturally appropriate choices.</p> <p>Our remote program insisted on fully mirroring our in-building program, with live teaching sessions all day long, small-group instruction, and after-school tutoring.</p>	<p>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.</p> <p>Our social workers, mental health providers and college and career office will continue to work individually with students and families to take advantage of all supports open to them, through financial aid for college to social services.</p> <p>Renaissance was awarded the Community Eligibility Provision (CEP) from National School Food Program for 2021-2022, and we provide free breakfast, lunch, and supper to all of our students. We are proud of our food program, which employs a full kitchen staff and an onsite chef who creates the menus, cooks and supervises the staff to create globally-influenced meals that appeal to our entire community. School wide programming and staffing that supports all of our students –</p> <ul style="list-style-type: none"> • School-based guidance counselors, social worker, and mental health therapists with access to community resources to help families; which is especially intensified and important coming back to school in 2021. Trauma-informed PD has been scheduled

for our staff, and more mental health resources are being made available through our participation in the NYC Charter School Consortium, supported by the federal Mental Health Demonstration and School Climate Transformation Grants;

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

		<p>process);</p> <ul style="list-style-type: none"> • Implementation of a Pre-K program in 2014. • Partnership with the SPED Collaborative; • Small Group tutoring; • Parent Representatives from various backgrounds participate in our Parent Association and Collaborative School Governance Committee; • Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety who support parents in communicating with the school; • Implementation of a Pre-K program in 2014; • An approach to student support that will include designing family conferences to be supportive and productive, implementing trauma-informed supports and recommendations for families through our increased mental health staff for the duration of the federal grants.
English Language Learners	<p>We hired an additional ELL teacher to support our students this year, who has been an essential addition to our support system.</p> <p>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 menus, cooks and supervises the staff to create globally-influenced meals that appeal to our entire community.</p> <p>RCS felt it was crucial to maintain a</p>	<p>School wide programming and staffing that supports English Language Learners; including family conferences that are culturally sensitive, providing simultaneous translation whenever possible.</p> <ul style="list-style-type: none"> • 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

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

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

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

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

families; which is especially intensified and important coming back to school in 2021. Trauma-informed PD has been scheduled for our staff, and more mental health resources are being made available through our participation in the NYC Charter School Consortium, supported by the federal Mental Health Demonstration and School Climate Transformation Grants;

- SETTSS, ICT, Related Services, for ELL students with 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, and small-group tutoring;
- Parent Representatives from various backgrounds participate in our Parent Association and Collaborative School Governance Committee. These groups will continue to meet remotely or in a hybrid model so as to include more parents. We will continue to plan and execute regularly scheduled English and Spanish-language PA meetings. We plan to continue to hold them virtually, as we were thrilled by the increased parent participation.
- K-12 After-School, including homework help, will continue to be offered through our partnership with

82nd Street Academics, Inc. Some groups will meet both remotely and in-person, when conditions are right, through the COVID emergency.

- The Learning Center – An innovative space where individualized learning takes place-- will in some cases continue remotely; and the Learning Center staff will continue to meet with students individually to support their academic needs.

- Advisory for Grades 7-12, and Morning Meeting for PK-6. We are planning for an extended morning meeting and advisory time as we re-open the school in September, with enhanced social-emotional supports.

- Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process) and continues to support all HS students whether learning remotely from home or in school.

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

- We will continue with the Pre-K program in 202-21. Our successful Pre-K program is a “feeder” to our K-12 program and has enrolled, over the past 5 years, students who are multi-language emergent and who have a home language other than English. The language diversity of TRCS’ pre-K will ensure that its future incoming kindergarten classes will include significant numbers of

		<p>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.</p>
Students with Disabilities	<p>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.</p> <p>In addition to the specific plans, we instituted daily check-ins by teachers and friendly calls by school-aides and administrators to support families of special-needs students during remote learning.</p> <p>In addition, we maintained our long-standing partnership with PS 255, a District 75 Inclusion Program co-located at Renaissance, that has been a source of expertise and collaboration for many years.</p> <p>Our enhanced counseling program was essential to our SWDs, to help them manage stress, organize and focus, and maintain a balanced approach to their school-work and home-life.</p> <p>In the spring of 2021 we instituted Advisory Fridays, prioritizing HS and</p>	<p>It should be noted that the number of ELL students in our school who also have IEPs is significantly higher than CSD 30. In addition, we back-fill every empty seat, with a mini-lottery from our significant wait-list. School wide programming and staffing that supports Special Needs Students and English Language Learners with IEPs, for in-person and remote learning will include:</p> <ul style="list-style-type: none"> • SETTSS, ICT, Related Services, School-based guidance counselors, social worker, and mental health therapists; • Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading; the K-8 initiative called “TRIP”: our Targeted Reading Intervention Program gives targeted reading intervention a daily block of time for mixed age small reading groups based on levels. • Partnership with the Achievement Network; • Partnership with the SPED Collaborative; • Utilizing our Writing Workshop Model to support our upper grade

	<p>MS small-group advisories to come into the building for a full-day of programming that included SEL, hands-on crafts and activities, academic check-ins and executive-function skill-building.</p>	<p>IEP students, and small group tutoring;</p> <ul style="list-style-type: none"> • 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 and Morning Meeting for PK-6 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. • Continuation of the Pre-K program, where children can be diagnosed early, and interventions are put in place.
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Entry 10 – Teacher and Administrator Attrition

Completed - Aug 1 2022

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

A. TEACH System – Employee Clearance

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

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

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employee-fingerprint-oct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospa/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Completed - Aug 1 2022

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	2
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	0
Total Category A: 5 or 30% whichever is less	2.0

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

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	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, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category C: not to exceed 5	0

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

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

	FTE Count
Total	2

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	13

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	34

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	49

Thank you.



Entry 12 Organization Chart

Completed - Oct 2 2022

[Instructions](#)

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

Upload the 2021-2022 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should **not** appear on the chart.

[04\) RCS Organizational Chart-Reporting 2022-2023 \(1\)](#)

Filename: 04_RCS_Organizational_Chart-Report_8JpoA8v.pdf Size: 104.4 kB

Entry 13 School Calendar

Completed - Sep 20 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

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

[INTERNAL 2022-2023 Calendar 09](#)

Filename: INTERNAL_2022-2023_Calendar_09.20.22.docx.pdf Size: 129.7 kB

Entry 14 Links to Critical Documents on School Website

Completed - Aug 1 2022

[Instructions](#)

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

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: The Renaissance Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2021/10/2020-2021-Annual-Report-for-WEBSITE.pdf
2. Board meeting notices, agendas and documents	https://rencharters.org/trcs-jackson-heights/board-calendar-agendas-minutes/
3. New York State School Report Card	https://rencharters.org/trcs-jackson-heights/accountability/
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://rencharters.org/trcs-jackson-heights/accountability/
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://rencharters.org/trcs-jackson-heights/accountability/
6. Authorizer-approved FOIL Policy	https://rencharters.org/trcs-jackson-heights/accountability/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://rencharters.org/trcs-jackson-heights/wp-content/uploads/sites/2/2022/01/TRCS-FOIL-Subject-Matter-List.doc

Thank you.





Audited Financial Statements In Accordance
With Government Auditing Standards

June 30, 2022

THE RENAISSANCE CHARTER SCHOOL

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Independent Auditors' Report

To the Board of Trustees of
The Renaissance Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of The Renaissance Charter School (the "School"), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2022, and the changes in net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users on the basis of these financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

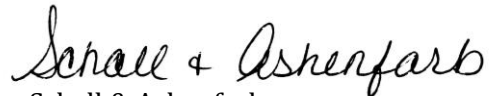
We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited the School's 2021 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 25, 2021. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2021, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2022, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


Schall & Ashenfarb
Certified Public Accountants, LLC

October 27, 2022

THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2022

(With comparative totals at June 30, 2021)

	<u>6/30/22</u>	<u>6/30/21</u>
Assets		
Cash and cash equivalents	\$2,437,536	\$2,019,638
Government grants receivable - other	1,505,547	594,445
Prepaid expenses and other assets	157,376	43,677
Fixed assets, net (Note 3)	325,204	218,822
Restricted cash (Note 4)	<u>70,456</u>	<u>70,282</u>
Total assets	<u><u>\$4,496,119</u></u>	<u><u>\$2,946,864</u></u>
Liabilities and Net Assets		
Liabilities:		
Accounts payable	\$134,683	\$134,308
Accrued payroll and employee benefits	2,409,895	2,355,112
Government grant advance - per pupil funding (Note 5)	37,155	16,535
Conditional contributions	185,431	0
Due to related organization (Note 6)	12,199	2,877
Other liabilities	<u>6,487</u>	<u>9,082</u>
Total liabilities	<u><u>2,785,850</u></u>	<u><u>2,517,914</u></u>
Net assets:		
Without donor restrictions	1,709,374	426,510
With donor restrictions (Note 7)	<u>895</u>	<u>2,440</u>
Total net assets	<u><u>1,710,269</u></u>	<u><u>428,950</u></u>
Total liabilities and net assets	<u><u>\$4,496,119</u></u>	<u><u>\$2,946,864</u></u>

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

THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	Without Donor Restrictions	With Donor Restrictions	Total 6/30/22	Total 6/30/21*
Public support and revenue:				
Public school district revenue: (Note 5)				
Resident student enrollment	\$10,920,487		\$10,920,487	\$10,501,416
Students with special education services	1,298,928		1,298,928	1,375,140
Total public school district revenue	12,219,415	0	12,219,415	11,876,556
Government grant - Paycheck				
Protection Program (Note 8)			0	1,920,562
Other federal grants	1,398,105		1,398,105	716,801
State and city grants	402,632		402,632	327,990
Food program grants	752,482		752,482	386,573
Contributions	21,843		21,843	30,651
In-kind contribution (Note 2g)	3,100,000		3,100,000	3,100,000
Management fee (Note 6)	203,956		203,956	200,000
Interest income	254		254	336
Net assets released from restriction (Note 7)	1,545	(1,545)	0	0
Total public support and revenue	18,100,232	(1,545)	18,098,687	18,559,469
Expenses:				
Program services:				
Regular education	11,627,314		11,627,314	11,150,466
Special education	2,086,477		2,086,477	1,906,010
Pre-kindergarten	289,803		289,803	275,895
Food program	892,369		892,369	647,813
Total program services	14,895,963	0	14,895,963	13,980,184
Supporting services:				
Management and general	1,701,343		1,701,343	1,429,408
Fundraising	220,062		220,062	223,098
Total supporting services	1,921,405	0	1,921,405	1,652,506
Total expenses	16,817,368	0	16,817,368	15,632,690
Change in net assets	1,282,864	(1,545)	1,281,319	2,926,779
Net assets - beginning of year	426,510	2,440	428,950	(2,497,829)
Net assets - end of year	\$1,709,374	\$895	\$1,710,269	\$428,950

* Restated - See Note 2g

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

THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	Program Services					Supporting Services				
	Regular Education	Special Education	Pre- Kindergarten	Food Program	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total Expenses 6/30/22	Total Expenses 6/30/21*
Salaries	\$5,712,502	\$1,025,087	\$151,799	\$221,082	\$7,110,470	\$776,753	\$115,269	\$892,022	\$8,002,492	\$7,342,369
Employee benefits and payroll taxes	1,589,057	285,150	42,226	61,499	1,977,932	216,071	32,065	248,136	2,226,068	2,105,209
Pension contributions	977,887	175,478	25,986	37,846	1,217,197	132,967	19,732	152,699	1,369,896	1,679,063
Total personnel costs	<u>8,279,446</u>	<u>1,485,715</u>	<u>220,011</u>	<u>320,427</u>	<u>10,305,599</u>	<u>1,125,791</u>	<u>167,066</u>	<u>1,292,857</u>	<u>11,598,456</u>	<u>11,126,641</u>
Professional fees	292,797	52,541		61,000	406,338	190,307		190,307	596,645	408,088
Repairs and maintenance	7,667	1,376	204	15,926	25,173	1,042	155	1,197	26,370	8,117
Curriculum and classroom expenses	428,710	76,929			505,639			0	505,639	371,904
In-kind occupancy and facility costs (Note 2g)	2,212,905	397,098	58,804	85,642	2,754,449	300,898	44,653	345,551	3,100,000	3,100,000
Professional development	49,608	8,902	1,318	1,920	61,748	6,745	1,001	7,746	69,494	22,450
Equipment and furnishings	21,154	3,796	563	7,388	32,901	2,875	427	3,302	36,203	36,715
Office expenses	64,467	11,568	1,713	2,495	80,243	8,766	1,301	10,067	90,310	20,407
Food services				387,100	387,100			0	387,100	250,438
Technology	108,544	19,478	2,884	4,201	135,107	14,759	2,190	16,949	152,056	111,810
Marketing and recruitment					0	12,322		12,322	12,322	8,728
Insurance	62,874	11,283	1,671	2,433	78,261	24,358	1,269	25,627	103,888	87,979
Depreciation	99,142	17,791	2,635	3,837	123,405	13,480	2,000	15,480	138,885	79,413
Total other than personnel costs	<u>3,347,868</u>	<u>600,762</u>	<u>69,792</u>	<u>571,942</u>	<u>4,590,364</u>	<u>575,552</u>	<u>52,996</u>	<u>628,548</u>	<u>5,218,912</u>	<u>4,506,049</u>
Total expenses	<u>\$11,627,314</u>	<u>\$2,086,477</u>	<u>\$289,803</u>	<u>\$892,369</u>	<u>\$14,895,963</u>	<u>\$1,701,343</u>	<u>\$220,062</u>	<u>\$1,921,405</u>	<u>\$16,817,368</u>	<u>\$15,632,690</u>

* Restated - See Note 2g

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

THE RENAISSANCE CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	<u>6/30/22</u>	<u>6/30/21</u>
Cash flows from operating activities:		
Change in net assets	\$1,281,319	\$2,926,779
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Depreciation	138,885	79,413
Changes in assets and liabilities:		
Government grants receivable - other	(911,102)	(192,273)
Prepaid expenses and other assets	(113,699)	(20,042)
Accounts payable	375	101,834
Accrued payroll and employee benefits	54,783	64,048
Government grant receivable/advance - per pupil funding	20,620	20,586
Conditional contributions	185,431	0
Due from/due to related organization	9,322	15,609
Paycheck Protection Program loan	0	(1,903,167)
Other liabilities	(2,595)	(502,595)
Total adjustments	<u>(617,980)</u>	<u>(2,336,587)</u>
Net cash provided by operating activities	<u>663,339</u>	<u>590,192</u>
Cash flows from investing activities:		
Purchase of furniture and equipment	<u>(245,267)</u>	<u>(181,476)</u>
Net cash used for investing activities	<u>(245,267)</u>	<u>(181,476)</u>
Net increase in cash, cash equivalents and restricted cash	418,072	408,716
Cash, cash equivalents and restricted cash - beginning of year	<u>2,089,920</u>	<u>1,681,204</u>
Cash, cash equivalents and restricted cash - end of year	<u><u>\$2,507,992</u></u>	<u><u>\$2,089,920</u></u>
Cash, cash equivalents and restricted cash:		
Cash and cash equivalents	\$2,437,536	\$2,019,638
Restricted cash	<u>70,456</u>	<u>70,282</u>
Total cash, cash equivalents and restricted cash	<u><u>\$2,507,992</u></u>	<u><u>\$2,089,920</u></u>

No taxes or interest were paid.

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

THE RENAISSANCE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

Note 1 - Organization and Nature of Activities

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

The School has the following programs:

- Regular Education – Instruction provided to students from kindergarten through 12th grade.
- Special Education – Instruction that is specially designed to meet the unique needs of students with disabilities.
- Pre-Kindergarten – Instruction provided to children who are four years of age on or before December 1st of the school year.
- Food Program - Students receive breakfast served in the classroom, a hot lunch served either in the classroom or in the School’s cafeteria, and a cold supper-to-go, free of charge. Meals are prepared in the School’s kitchen by its food service staff.

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

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

Note 2 - Significant Accounting Policies

a. Basis of Accounting

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

b. Basis of Presentation

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

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

c. Revenue Recognition

The School follows the requirements of the Financial Accounting Standards Board's ("FASB") Accounting Standards Codification ("ASC") 958-605 for recording contributions, which are recognized at the earlier of when cash is received or at the time a pledge becomes unconditional in nature. Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor-imposed restriction. When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

Contributions may be subject to conditions which are defined as both a barrier to entitlement and a right of return or release from obligations and are recognized as income once conditions have been substantially met. The School received a conditional contribution of \$185,431 prior to June 30, 2022 that was contingent on the School's summer learning program. Other conditional pledges that have not been recognized amounted to \$50,000 at June 30, 2022. The pledges are conditional upon achieving certain performance goals and incurring qualifying expenditures.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions, and fall under FASB ASC 958-605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved, or qualifying expenditures are incurred, as well as other conditions under the agreements are met.

Contributions and grants expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discounted rate. Pledges are reviewed for collectability. Based on knowledge of specific donors and factoring in historical experience, no allowance for doubtful accounts exists as of June 30, 2022 or June 30, 2021. Write-offs will be made directly to operations in the period the receivable is deemed to be uncollectable. Conditional contributions are recognized as income when the conditions have been substantially met.

The School also follows the requirements of FASB ASC 958-606 for recognizing revenue from contracts with customers. The School receives a management fee from TRCS 2 in exchange for providing certain staff time and other operating support to TRCS 2. This is classified as management fee income and recognized as revenue at the point in time that the services are provided, and the performance obligation is met. Management fees that have been earned but not paid at year end are recognized as income and a related receivable.

d. Cash and Cash Equivalents

Checking and money market accounts with local banks and highly liquid debt instruments purchased with a maturity of three months or less are considered to be cash and cash equivalents for purposes of the accompanying statement of cash flows. Cash maintained in escrow per requirements of the NYCDOE are treated as restricted cash.

e. Concentration of Credit Risk

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

f. Capitalization Policy

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

Furniture and equipment – *3 to 10 years*

Building improvements – *10 years*

g. Contributed Space

The School's operations are located in a facility provided by the NYCDOE at no charge. The School utilizes approximately 62,000 square feet and recognizes in-kind contribution revenue and a corresponding expense in an amount approximating the estimated fair value at the time of the donation. Fair value is estimated using the average price per square foot of rental listings in the School's service area. The total amount recognized for donated facilities is approximately \$3,100,000 for both years ended June 30, 2022 and June 30, 2021.

In-kind contributions on the statement of activities and in-kind occupancy and facility costs on the statement of functional expenses for the year ended June 30, 2021 were restated to reflect this amount.

h. Functional Allocation of Expenses

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

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

- Employee benefits and payroll taxes
- Pension contributions
- Repairs and maintenance
- In-kind occupancy and facility costs
- Professional development
- Equipment and furnishings
- Office expenses
- Technology
- Insurance
- Depreciation

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

i. Advertising Costs

The cost of advertising is expensed as incurred.

j. Management Estimates

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

k. Contingencies

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

l. Accounting for Uncertainty of Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019 and later are subject to examination by applicable taxing authorities.

m. Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Such information should be read in conjunction with the School's financial statements for the year ended June 30, 2021, from which the summarized comparative financial information was derived.

Note 3 - Fixed Assets

Fixed assets can be summarized as follows:

	<u>6/30/22</u>	<u>6/30/21</u>
Furniture and equipment	\$886,091	\$640,824
Building improvements	<u>442,249</u>	<u>442,249</u>
	1,328,340	1,083,073
Less: accumulated depreciation	<u>(1,003,136)</u>	<u>(864,251)</u>
Total fixed assets, net	<u>\$325,204</u>	<u>\$218,822</u>

Note 4 - Restricted Cash

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

Note 5 - Government Grant Advance – Per Pupil Funding

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

	<u>6/30/22</u>	<u>6/30/21</u>
Beginning grant (advance)/receivable	(\$16,535)	\$4,051
Funding based on allowable FTE's	12,219,415	11,876,556
Advances received	<u>(12,240,035)</u>	<u>(11,897,142)</u>
Ending advance	<u>(\$37,155)</u>	<u>(\$16,535)</u>

Note 6 - Due To Related Organization

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

The net balance due to TRCS 2 as of June 30, 2022 consists of the following:

Balance due to TRCS 2 at June 30, 2021	(\$2,877)
FY22 Activity:	
Management fee charged to TRCS 2	203,956
Reimbursable expenses paid by the School	206,729
Grants to TRCS 2 collected by the School	(259,531)
Payments by TRCS 2 to the School	<u>(160,476)</u>
Balance due to TRCS 2 at June 30, 2022	<u>(\$12,199)</u>

Note 7 - Net Assets With Donor Restrictions

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

	<u>June 30, 2022</u>			
	Beginning Balance <u>7/1/21</u>	<u>Contributions</u>	Released from <u>Restrictions</u>	Ending Balance <u>6/30/22</u>
Programs:				
Drama program	\$1,649	\$0	(\$754)	\$895
Other school programs	<u>791</u>	<u>0</u>	<u>(791)</u>	<u>0</u>
Total	<u>\$2,440</u>	<u>\$0</u>	<u>(\$1,545)</u>	<u>\$895</u>

	<u>June 30, 2021</u>			
	Beginning Balance <u>7/1/20</u>	<u>Contributions</u>	Released from <u>Restrictions</u>	Ending Balance <u>6/30/21</u>
Programs:				
COVID-19 emergency relief	\$26,875	\$0	(\$26,875)	\$0
Headphone and book purchases	1,411	0	(1,411)	0
Book room renovations	5,000	0	(5,000)	0
Drama program	1,649	0	0	1,649
Other school programs	<u>2,002</u>	<u>0</u>	<u>(1,211)</u>	<u>791</u>
Total	<u>\$36,937</u>	<u>\$0</u>	<u>(\$34,497)</u>	<u>\$2,440</u>

Note 8 - Paycheck Protection Program Loan

During the year ended June 30, 2020, the School obtained a loan from the Small Business Administration ("SBA") through the Paycheck Protection Program ("PPP"). Terms of the loan indicated that if certain conditions were met, which included maintaining average work forces during periods subsequent to receipt of the loan funds that were not less than pre-determined historical periods, that the loan, or a portion thereof, would be forgiven. The conditions for forgiveness on this loan were met during the year ended June 30, 2021, and the full amount was forgiven and recognized as revenue during fiscal year 2021.

Note 9 - Significant Concentrations

The School is dependent upon grants from the NYCDOE to carry out its operations. Approximately 81% and 77% of the School's total public support and revenue was from the NYCDOE for the years ended June 30, 2022 and 2021, respectively.

Note 10 - Multi-Employer Benefit Plan

The School participates in two multi-employer benefit plans that provide defined benefits to certain contract labor covered by collective bargaining agreements. The School contributed a total of \$1,369,896 and \$1,679,063 to both plans during the year ended June 30, 2022 and 2021, respectively. The School's participation in these plans for the annual period ended June 30, 2022 is outlined below. The "EIN" column provides the Employer Identification Number ("EIN") of the plan. The Pension Protection Act ("PPA") zone status is not applicable because they are government plans.

Teachers' Retirement System of the City of New York Pension Plan as of June 30, 2022 consisted of the following:

<u>EIN</u>	<u>Plan End Date</u>	<u>PPA Zone Status</u>	Collective Bargaining	<u>Contribution</u>
			<u>Agreement Expiration Date</u>	
90-0584726	6/30/21	N/A	9/13/2022	<u>\$1,255,429</u>

Board of Education Retirement System Pension Plan as of June 30, 2022 consisted of the following:

<u>EIN</u>	<u>Plan End Date</u>	<u>PPA Zone Status</u>	Collective Bargaining	<u>Contribution</u>
			<u>Agreement Expiration Date</u>	
13-6400434	6/30/21	N/A	Various	<u>\$114,467</u>

Note 11 - Liquidity and Availability of Financial Resources

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

At June 30, 2022, the School's financial assets available to meet cash needs for general expenditures within one year totaled \$3,943,083, which consist of cash and cash equivalents of \$2,437,536 and government grants receivable of \$1,505,547.

Note 12 - Subsequent Events

Subsequent events have been evaluated through October 27, 2022, the date the financial statements were available to be issued. There were no material events that have occurred that require adjustment to or disclosure to the financial statements.

Note 13 - Other Matters

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

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

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
The Renaissance Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Renaissance Charter School (the "School"), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 27, 2022.

Report on Internal Control Over Financial Reporting

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

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

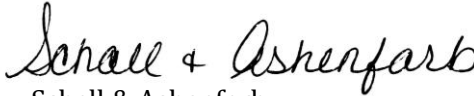
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Report on Compliance and Other Matters

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

Purpose of this Report

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


Schall & Ashenfarb
Certified Public Accountants, LLC

October 27, 2022

**THE RENAISSANCE CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2022**

Current Year:

None

Prior Year:

None – There were no findings in the prior year.



SIGNATURE BANK

565 Fifth Avenue, 12th Floor
New York, NY 10017

Statement Period
From September 01, 2022
To September 30, 2022
Page 1 of 2

PRIVATE CLIENT GROUP 181
565 FIFTH AVENUE
NEW YORK, NY 10017

RENAISSANCE CHARTER SCHOOL 8-181
ESCROW
35-59 81ST STREET
JACKSON HEIGHTS NY 11372

See Back for Important Information

Primary Account: 0

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Signature Relationship Summary

Opening Bal.

Closing Bal.

BANK DEPOSIT ACCOUNTS

MONOGRAM INSURED MMA

70,551.42

70,613.30

RELATIONSHIP TOTAL

70,613.30



SIGNATURE BANK

Statement Period
From September 01, 2022
To September 30, 2022
Page 2 of 2

PRIVATE CLIENT GROUP 181
565 FIFTH AVENUE
NEW YORK, NY 10017

RENAISSANCE CHARTER SCHOOL 8-181
ESCROW
35-59 81ST STREET
JACKSON HEIGHTS NY 11372

See Back for Important Information

Primary Account: [REDACTED] 0

MONOGRAM INSURED MMA [REDACTED]

Summary

Previous Balance as of September 01, 2022	70,551.42
1 Credits	61.88
Ending Balance as of September 30, 2022	70,613.30

Deposits and Other Credits	
Sep 30 Interest Paid	61.88

Daily Balances		
Aug 31	70,551.42	Sep 30 70,613.30

----- Interest Summary -----			
* Year-To-Date Interest	242.37		*
* Interest Paid This Period	61.88	Annual Percentage Yield Earned	1.07 % *
* Avg. Balance this Period	70,551.42	Days in Period	30 *

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Communication of No Material Weaknesses

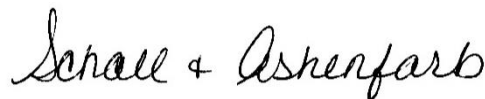
To the Board of Trustees of
The Renaissance Charter School

In planning and performing our audit of the financial statements of The Renaissance Charter School ("the School") for the year ended June 30, 2022, in accordance with auditing standards generally accepted in the United States of America, we considered The School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented, or detected and corrected, on a timely basis.

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

This communication is intended solely for the information and use of the Board of Trustees and management of The Renaissance Charter School, and is not intended to be, and should not be, used by anyone other than these specified parties.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 27, 2022

Entry 4c Explanations

- 1) Management Letter - attached
- 2) Single Audit - we will be having one but we requested an extension so it has not been completed
- 3) CSP agreed upon procedure report - not applicable
- 4) Evidence of Escrow - attached
- 5) There were no findings.

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

Trustee Name:

CHESTER Hicks

Name of Charter School Education Corporation:

The Renaissance CHARTER School

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

Parent representative, finance committee.

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

I am raising my adopted granddaughter who has an IEP. My contacts with the administration and teachers keeps me informed to how she is doing.

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

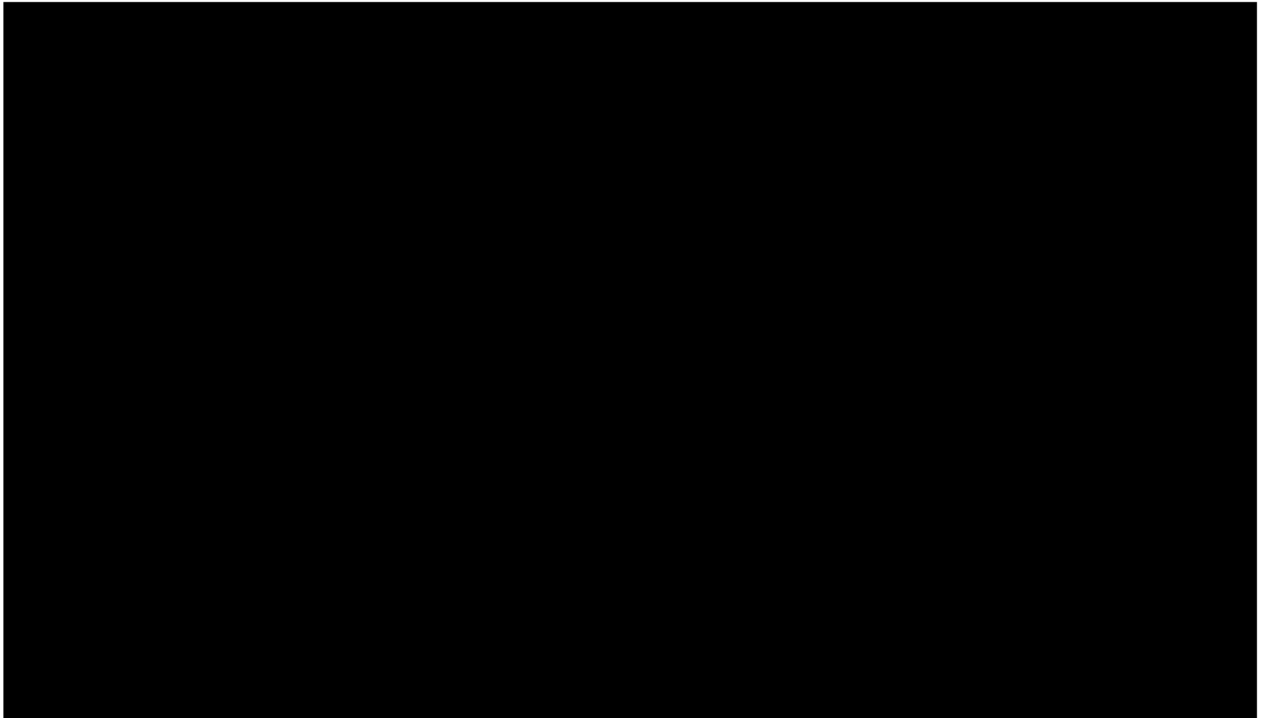
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

☒ **None**

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

-

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

A handwritten signature in black ink, consisting of a stylized, cursive 'S' followed by a horizontal line.

5/9/22

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Daniel Fanelli

Name of Charter School Education Corporation:

The Renaissance Charter School

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

I am an Assistant Principal at The Renaissance Charter School Pre-K-12 STEM, Middle School. \$139,182 9/1/18

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

☒ **None**

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

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

☒ **None**

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

-

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

Business Telephone:

718-803-0060

Business Address:

35-59 81st Street, Jackson Heights NY 11372

E-mail Address:

danielfanelli@rencharter.org

Home Telephone:

203-247-5615

Home Address:

11 Ben Court, Old Greenwich CT 06870

 _____ Signature	 5-12-22 _____ Date
--	-------------------------------------

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Everett Boyd

Name of Charter School Education Corporation:

The Renaissance Charter School

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

I was most recently employed by the education corporation as an education administrator until my retirement in June, 2020. Salary: \$131,000

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

☒ **None**

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

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

☒ **None**

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

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

Business Telephone:

(917) 242-3505

Business Address:

45-20 83rd Street, Elmhurst, NY 11373

E-mail Address:

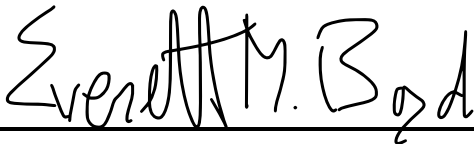
everettboyd@rencharter2.org

Home Telephone:

(718) 399-6285

Home Address:

275 Clinton Avenue, Apt. 4-2, Brooklyn , NY 11205



05/09/22

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Margaret Martinez-DeLuca (Deceased)

Name of Charter School Education Corporation:

The Renaissance Charter School

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

-

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

Business Telephone:

718-803-0060

Business Address:

35-59 81street Jackson Heights New York 11372

E-mail Address:

N/A

Home Telephone:

N/A

Home Address:

N/A

5-11-22

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Monte Joffee, Ed.D.

Name of Charter School Education Corporation:

Renaissance Two Charter School

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

Chair

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

☐ Yes ☒ No

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

NO

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

In 2007 I was the principal of The Renaissance Charter School. Currently, the Renaissance Charter School provides and shares some management services with Renaissance Charter Two.

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



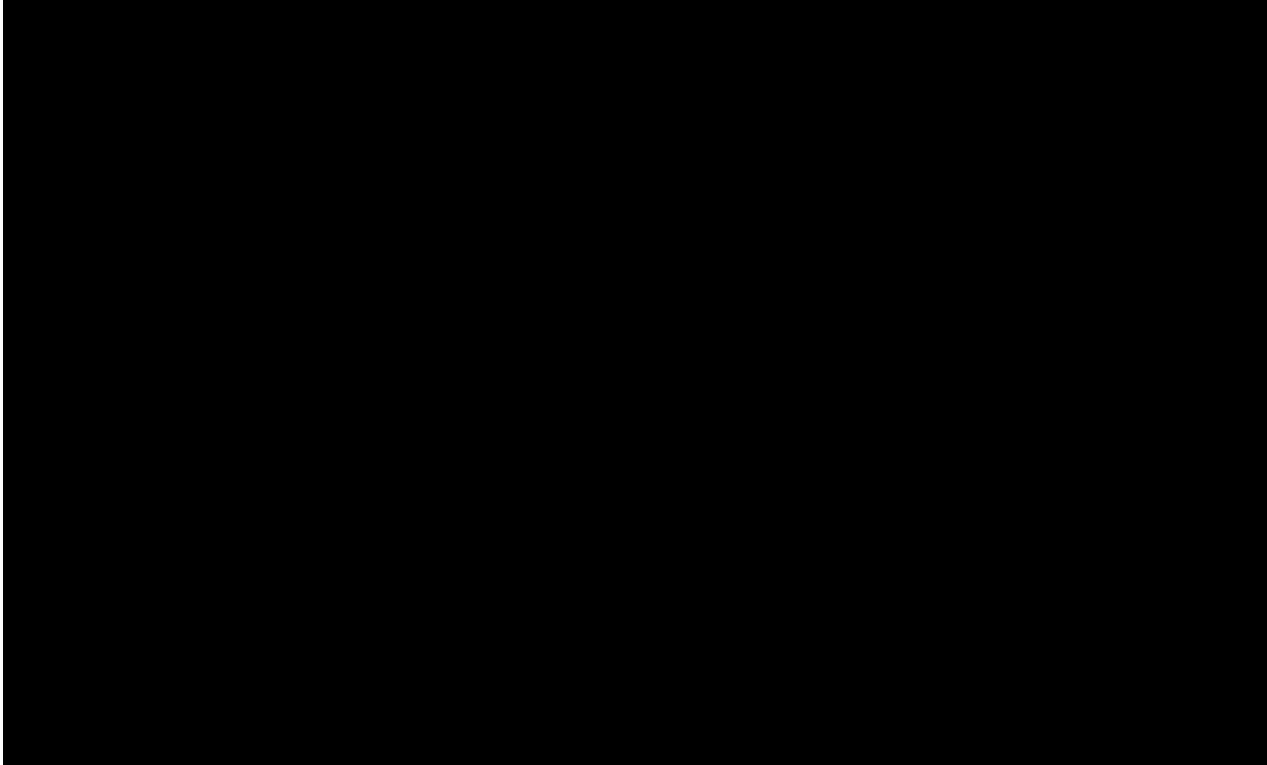
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☒ None

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

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



Monte J. Joffe

May 7, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Rachel Mandel

Name of Charter School Education Corporation:

The Renaissance Charter School 2

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

Board member

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

☐ **Yes** ☐ **No**

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

No

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

☐ **Yes** ☐ **No**

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

No

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

☐ **Yes** ☐ **No**

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

No

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

☐ **Yes** ☐ **No**

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

No

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

☐ **None**

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

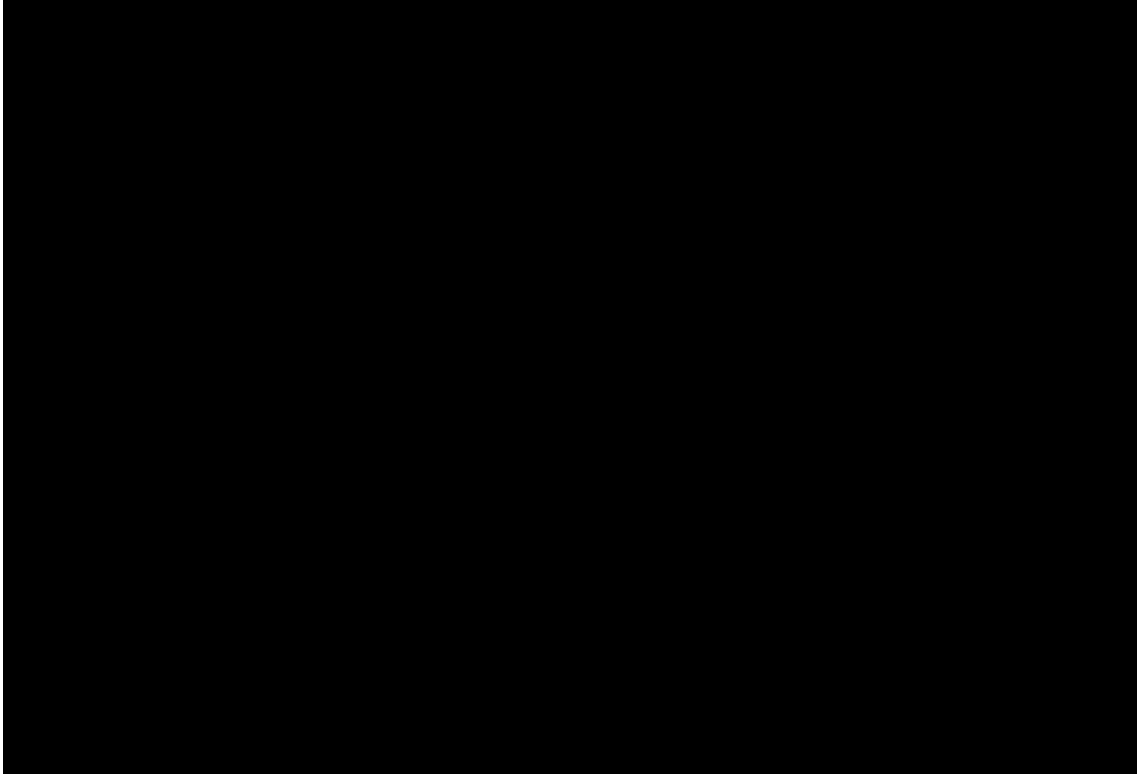
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

☐ **None**

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

-

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



A handwritten signature in black ink, appearing to be 'M. J. Smith'.

5/12/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Rebekah Oakes

Name of Charter School Education Corporation:

The Renaissance Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Member as of 05/2022.

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

I am a former employee of The Renaissance Charter School, serving as Chief Development Officer, retired as of July 1, 2022. I was on Terminal Leave during the months of May and June, 2022, when I joined the board. My salary at the time was \$151,366.

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

☒ **None**

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

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

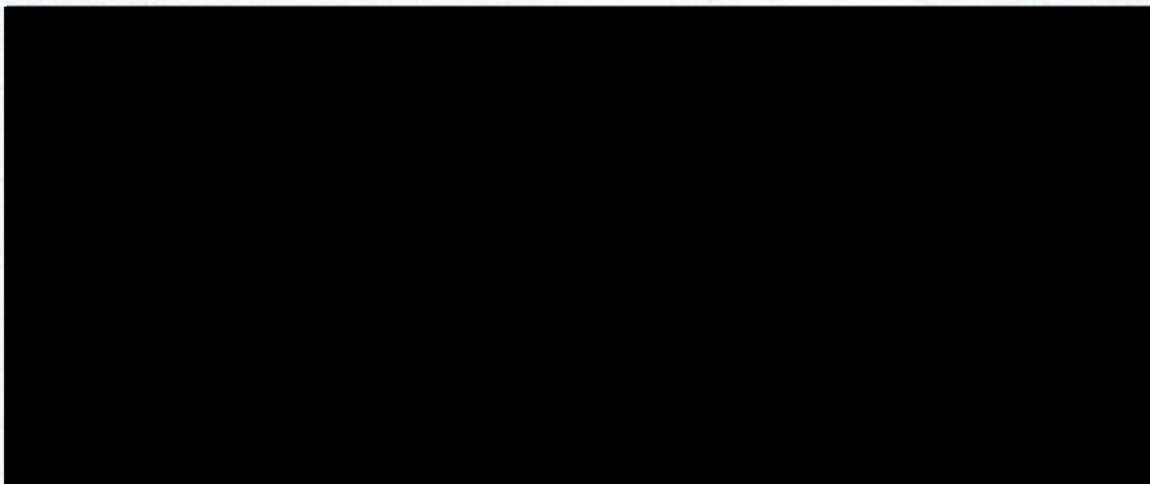
☒ **None**

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

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

Business Telephone:

Business Address:



Rebekah Oakes

July 21, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Raymond Johnson

Name of Charter School Education Corporation:

The Renaissance Charter School

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

Teacher Representative.

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

☒ Yes ☐ No

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

Marriage (Teacher)

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

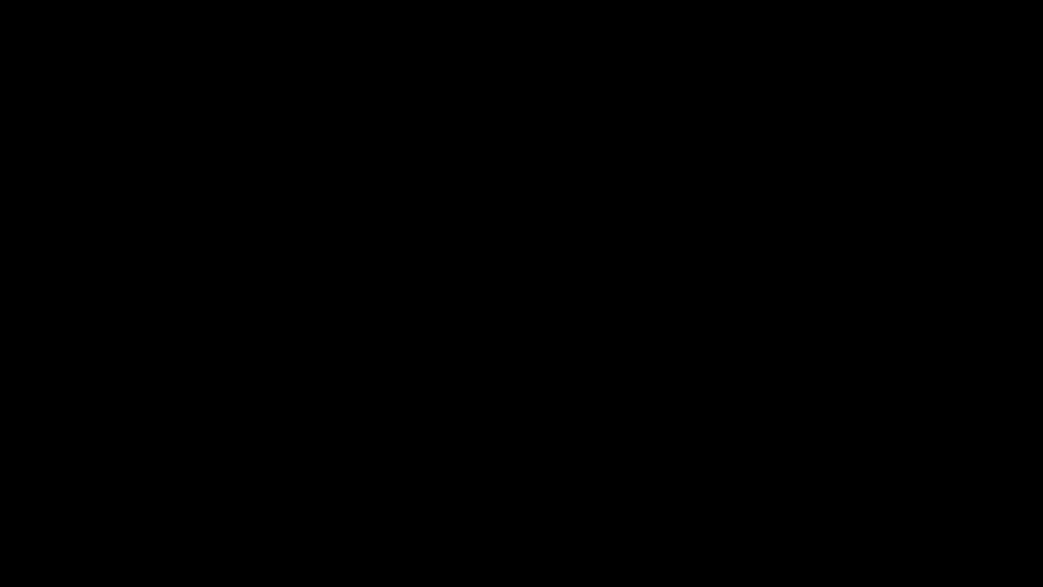
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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



None

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



Acceptable signature formats include:

- Page 5 of 5

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

Trustee Name:

Stacey Gauthier

Name of Charter School Education Corporation:

The Renaissance Charter School

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

Non-Voting Member

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

My grand-daughter attends 2nd Grade
at Renaissance.

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

Principal
\$187,043/yr.
7/2007

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

☒ None — N/A

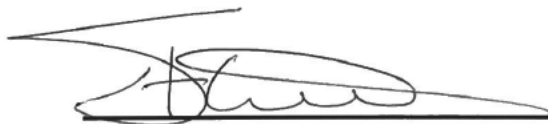
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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☒ **None**

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

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

A handwritten signature in black ink, consisting of a stylized, cursive script.

Signature

5/12/22

Date

Acceptable signature formats include:

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

last revised 04/2022

The Renaissance

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

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

BOARD OF TRUSTEES

Monte Joffe, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

AGENDA

July 12, 2021 – 11:30 AM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

- | | |
|---|------------|
| 1) Chairperson's Welcome | 2 minutes |
| 2) Pledge of Allegiance | 1 minute |
| 3) Roll Call | 2 minutes |
| 4) Approval of June 2, 2021 minutes | 5 minutes |
| 5) School Management Team Report / Personnel Changes, other | 10 minutes |
| 6) Finance Committee Report | 15 minutes |
| 7) Board Members New Business | 5 minutes |
| 8) Public Speaking | TBD |

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.

- 9) Adjournment

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Conor McCoy

Margaret Martinez-DeLuca

July 12, 2021

The Renaissance Charter School

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

The meeting convened at 11:30 a.m.

1. Chairperson's Message – Dr. Joffe welcomed everyone and wished all a great summer break.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, and Margaret Martinez –DeLuca

Also Present: Daniel Fanelli

Absent: Conor McCoy and Rachel Mandel

4. Approval of minutes of June 2, 2021 board meeting.
Minutes approved by acclamation.
5. School Management Team Report - Stacey
 - a. The College Bound Report will be delivered in September due to transitions in the College Bound office and the need to collect final data.

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- b. Personnel changes:
 - i. Maura Malarcher has retired. The school is searching for a replacement to fill this position.
 - ii. Inti Ossio is leaving TRCS. The school is searching for a replacement to fill this position.
 - iii. The school has hired a new 1st grade teacher
 - iv. Christina Howard has informed the school that she will be resigning. The school is searching for a replacement to fill this position.
 - v. The Earth Science Teacher will be relocating out of NY and is resigning. The school plans to fill this open position with a promising candidate who has been recommended by a current faculty member in the Science Department.
 - vi. The school has hired an additional ELA/ICT Teacher who will be moving to NY from Iowa
 - vii. The school has hired a new music teacher, Atsushi Ouchi, who has been the Jazz Band Director. He will fill the .8 position left open with the resignation of Katie Schmelzer.
 - viii. Rebekah Oakes, Director of Development and Partnerships, will be retiring later in the year. The school is searching for a replacement to fill this position.
 - c. TRCS has participated in a learning loss grant with several other schools, sponsored by the RASA Foundation. The grant was for an initial \$25,000, with an additional \$5,000 awarded. The foundation is generating a report that should reveal some interesting results from the innovative programs that participating schools instituted to address learning loss. This final report will be shared with the board.
 - d. TRCS is applying for several Federal grants, one that supports crime prevention and school safety, and another that supports literacy.
 - e. The joint summer school program between TRCS and TRCS 2 is off to a successful start.
- 6. Finance Committee Preliminary Budget -
 - a. The finance committee met and approved the preliminary budget.
 - b. The board approved the committee's recommendations of the finance committee by acclamation.
 - 7. Board Member New Business - None
 - 8. Meeting Adjourned - 12:02 PM
 - 9. Confidential Session Convened - 12:05 PM

The Renaissance

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BOARD OF TRUSTEES

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Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

AGENDA

August 30, 2021 – 3:30 PM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

- | | |
|--|------------|
| 1) Chairperson's Welcome | 2 minutes |
| 2) Pledge of Allegiance | 1 minute |
| 3) Roll Call | 2 minutes |
| 4) Approval of July 2021 minutes | 5 minutes |
| 5) School Management Team Report / Update on Fall Re-Opening | 15 minutes |
| 6) Board Members New Business | 5 minutes |
| 7) Public Speaking | TBD |

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.

- 8) Adjournment

The Renaissance

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Monte Joffe, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Conor McCoy

Margaret Martinez-DeLuca

August 30, 2021

The Renaissance Charter School

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

The meeting convened at 3:35 p.m.

1. Chairperson's Message – Dr. Joffe welcomed everyone.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, and Margaret Martinez –DeLuca, Daniel Fanelli, and Rachel Mandel

Also Present: Matthew Delforte

Absent: Conor McCoy

4. Approval of minutes of July 12 2021 board meeting.
Minutes approved by acclamation.
5. School Management Team Report - Stacey
 - a. TRCS has been working along with TRCS 2 all summer to ensure a safe opening in September. As health and safety guidance continues to change, the school continues to adjust to these changing policies.
 - b. TRCS is not able to socially distance, and has informed its parents of this. The school is making adjustments to accommodate breakfast and lunch, follow the vaccine mandates for sports programs, and to keep the school community safe and healthy.
 - c. 96-97% of the staff is vaccinated, with unvaccinated staff members receiving letters asking if they intend to be vaccinated by the September 27th deadline set by the city. The UFT has stated that they are opposed

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to the city's policy for several reasons, however the policy is still in place. The school's position is that staff who are not vaccinated by September 27th, will be subject to termination.

- d. There will be two town halls for parents and several communications regarding the schools opening and contingency plans to address positive COVID outbreaks in the school.
 - e. Recruitment and hiring continues to be ongoing to fill open positions, as discussed at the previous board meeting. There should be an update on staffing status at the September meeting.
 - f. Stacey reported that she has been exposed to COVID and may have to quarantine, pending the results of a COVID test. She will inform the board of any updates.
- 6. Board Member New Business - None
 - 7. Meeting Adjourned - 4:00 PM
 - 8. Confidential Session Convened - 4:02 PM

The Renaissance

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

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BOARD OF TRUSTEES

Monte Joffe, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

AGENDA

September 8, 2021 – 6:00 PM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

- | | |
|--|------------|
| 1) Chairperson's Welcome | 2 minutes |
| 2) Pledge of Allegiance | 1 minute |
| 3) Roll Call | 2 minutes |
| 4) Approval of August 30, 2021 minutes | 5 minutes |
| 5) School Management Team Report / Update on Fall Re-Opening | 15 minutes |
| 6) Board Members New Business | 5 minutes |
| 7) Public Speaking | TBD |

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.

- 8) Adjournment

The Renaissance

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

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BOARD OF TRUSTEES

Monte Joffe, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Conor McCoy

Margaret Martinez-DeLuca

September 08, 2021

The Renaissance Charter School

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

The meeting convened at 6:00 pm.

1. Chairperson's Message – Dr. Joffe welcomed everyone and reported that this meeting is a report meeting, due to the board not meeting quorum. He thanked everyone for their dedication to the mission of TRCS and their efforts to comply with vaccine mandates, and work with the changing guidelines and changing
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, and Raymond Johnson (quorum not met)

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

4. Approval of minutes of August 30, 2021 board meeting (tabled until October Meeting)
5. School Management Team Report - Stacey
 - a. TRCS will be opening on September 9, 2021 to all staff and on September 13, 2021 to students.
 - b. The school will be opening with a full staff, welcoming 12 new staff members.
 - c. The vaccine mandate for NYC DOE schools is driving the policy for TRCS, meaning that all staff must be vaccinated by September 27, without exception. The school expects 100% compliance.

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- d. DOH COVID policies will be driving how the school responds to positive COVID cases. Guidelines regarding responses to positive COVID cases differ according to scenarios of infection rates, vaccine status of students, and quarantine requirements.
- e. The school will be implementing a program to administer COVID PCR tests every week, through a private provider. This will be more robust than the DOE/DOH testing program, which the school will also be implementing.
- f. Universal masking will be observed throughout the school; air purifiers will be placed in all classrooms and other areas where staff and students gather.
- g. Social distancing will be observed as much as is practically possible.
- h. Parent access to the building will be allowed and controlled for PreK to 5th grade for arrival and dismissal.
- i. The breakfast program in the morning will be eliminated to avoid crowding in the cafeteria and control for social distancing. Lunch in the cafeteria will be limited to 90 students at a time to control for social distancing.
- j. Meetings for parents will be held virtually.
- k. At last count the student population vaccination rate was at around 50%. The school has been and will be advocating that all students who are eligible, should be vaccinated.
- l. There will be two town halls to announce health and safety guidelines.
- m. The new PreK contract has been received along with an increase in per-pupil funding that is almost equal to per-pupil funding that the school receives for K-12 students.
- n. The school also received a \$27,000 grant to support the PreK program with new supplies and classroom enhancements.
- o. The College Bound Report is expected to be delivered at the October Board Meeting.

3. Board Member New Business - None

4. Meeting Adjourned - 6:30 PM

College and Career Office
2020-2021 Report to the Board of Trustees

College and Career Office

Outcomes

Percent by Type of College

College Acceptances

Scholarships

Special Programs

College Now Program - City University of New York

Advanced Placement (AP) and Honors Courses

Parent Meetings

College Bound Classes

Senior Seminar

Senior Send-Off and Welcome Eighth Graders

Professional Development

Memberships

Literacy Skills/College Bound and Senior Seminar

Math and Literacy Skills Classes - New Developments

The Leadership Program

2020-2021 Process

Program Highlights

Programming

2020-2021 Enrollment

In-house Programs by Outside Organizations at TRCS

Programs and Positions at TRCS

Enrollment Statistics

Prepared by Ana Falla Riff
Director of the College and Career Office

The College and Career Office (CCO) has undergone significant changes since June of this year. Maura Malarcher, school founder and Literacy/Math Skills and Senior Seminar teacher, retired. Her contributions to the school and to our office are too many to detail. In the 17+ years she was a member of our team, she helped build a strong college-going culture. Her evolving curricula reflected a deep understanding of our students and their needs. Maura immersed herself in the study of the adolescent brain, how it develops and how individuals learn. She brought that knowledge to the classroom and taught students to understand themselves as learners. In the last few years, she studied the work of Dr. Jo Boaler, a mathematician at Stanford University, whose goal is to promote equity in classrooms by challenging traditional methods of teaching mathematics. Like Dr. Boaler, Maura wanted to help students approach mathematics without fear. Maura's enthusiasm for learning and her ability to transform theory into practice were unique. Our Leadership Coordinator, Inti Ossio, left her position in

June as well. An alumna of our school, Inti understood our students' experience intimately. She helped our students develop their leadership skills and agency by providing them guidance and multi-layered support. She infused her work with her passion for social justice and for supporting youth to feel empowered in their choices and find solutions to questions that are meaningful to their lives and their communities. Inti masterfully helped our students transition to online leadership activities when quarantine was imposed in our city. Maura and Inti are sorely missed.

Maura's and Inti's departure is an opportunity for growth. In conversations between our Principal and Executive Director, Stacey Gauthier, and the College Bound Coordinator, it was decided that we would shift our practice. We will add an executive skills component to our curricula in every grade. We will collaborate with the teaching staff so students can utilize the skills they are learning. Furthermore, many of the counseling responsibilities of the Coordinator would be shifted to the College Bound Counselor, which would replace the Literacy/Math Skills teacher position. The Coordinator will create an alumni network and will become more active in the professional organization to which the school belongs. The Coordinator will now be the Director of the College and Career Office. Stacey's support and guidance have been invaluable during this transition phase.

We were fortunate to fill the open positions during the summer. Gavriella Arias, our new Leadership Program Coordinator, holds a Masters from the Silberman School of Social Work at Hunter College. She comes to Renaissance with extensive experience working with young people and their families; in her past positions she has provided case management, workshops, and socio-emotional and academic support to young people and their parents. Gavriella is a TRCS alumna. Leanne Haddad, our new College Bound Counselor is a certified School Counselor who holds a Masters of Education in School Counseling from St. John's University. She has years of experience working with inner city, underrepresented, and first generation college students. Before joining the CCO, she worked as the College Coordinator at a transfer high school where students were overaged, undercredited, and encountered extreme hardships that hindered their academic success.

Supporting our students during the COVID-19 pandemic has been our office's primary concern since March of 2020. In addition to tending to their social and emotional needs, we continued to provide challenging work in the classroom, hands-on experience in academic and leadership programs, and extensive small group and individual counseling. We have used a variety of tools to communicate with students and their parents, including Zoom, Google classroom, telephone calls, text messages and emails. Most students have maintained regular communication with us. We have approached our work with compassion while maintaining high expectations of our students. Our school community has demonstrated resilience and our *esprit de corps* has sustained us.

Outcomes

Forty seven of the fifty one seniors applied to college. Of those who did not apply, one will continue to work in his union job as a Building Handyman/Porter after graduation. He is preparing to become a professional wrestler, his long-term goal. Two more plan to apply at the end of the fall semester of 2021.

List of Colleges Students Will Be Attending

CUNY	SUNY	PRIVATE
Special Programs Macaulay Honors Program at City College	U. at Albany Fashion Institute of Technology	Adelphi U. Connecticut College (Posse Scholar)

<p>Sophie Davis Biomedical Education Program at the CUNY School of Medicine</p> <p>Senior Colleges</p> <p>Brooklyn College</p> <p>City College</p> <p>Hunter College</p> <p>John Jay College of Criminal Justice</p> <p>Medgar Evers College</p> <p>Queens College</p> <p>Community Colleges</p> <p>Borough of Manhattan CC</p> <p>LaGuardia CC</p> <p>Queensborough CC</p> <p>Special Two-Year Programs at the NYC College of Technology</p> <p>Associate in Applied Science in Electrical Engineering Technology</p> <p>Associate in Applied Science in Radiologic Technology</p>		<p>St. John's University</p> <p>School of Visual Arts</p> <p>Wellesley (Full Scholarship)</p>
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Percent by Type of College

This chart only includes data for 46 of the students because the 47th will be joining the Navy. As in previous years, a number have chosen to attend community colleges even though they were accepted to senior colleges.

Class	CUNY Senior College	CUNY Junior College	SUNY	Private
2021	57%	30%	4%	11%
2020	44	23	12	21

2019	35.3	21.6	15.7	25.5
2018	38%	30%	12%	14%

College Acceptances

CITY UNIVERSITY OF NEW YORK	STATE UNIVERSITY OF NEW YORK	PUBLIC - OUT OF STATE	PRIVATE
Special Programs Macaulay Honors Program at City College Sophie Davis Biomedical Education Program at the CUNY School of Medicine Senior Colleges Baruch Brooklyn City Hunter John Jay Medgar Evers Lehman NYC College of Technology Queens Staten Island Community Colleges Borough of Manhattan CC Bronx CC Guttman CC Kingsborough CC	Albany Binghamton Brockport Farmingdale Fashion Institute of Technology Geneseo New Paltz Oswego Plattsburgh U. at Buffalo Stony Brook U.	U. of Connecticut Stamford U. of Massachusetts Boston U. of Pittsburgh	Adelphi U. Connecticut College (Posse) Fordham U. Hofstra Long Island U. Loyola U. New York Institute of Technology Mercy Molloy Parsons School of Design/The New School Pratt Institute School of the Art Institute of Chicago School of Visual Arts St. John's U. U. of Bridgeport Wellesley

LaGuardia CC			
Queensborough CC			

Scholarships

Posse Foundation

After a very competitive process, one of our students was chosen as a Posse Scholar for Connecticut College.

Questbridge Match Program

One of our students was a finalist in this highly competitive program. Students receive full rides to top tier schools. Although the student did not match (receive the scholarship), they were accepted to Wellesley College through the regular decision process.

College Level Courses 2020-2021

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

Summer 2021

Baruch College

- Personal Finance

Spring 2021

Queens College

- Drama
- Psychology
- Sociology
- STEM Research Academy
 - Writing and Tools for STEM Research

John Jay College of Criminal Justice

- Psychology

Fall of 2020

Queens College

- College Writing

- Fitness Through Diet, Exercise, and Weight Control
- Introduction to Language
- Multiple Literacies in Education for Social Justice
- Precalculus
- General Psychology
- General Introduction to Sociology

John Jay College of Criminal Justice

- Introduction to Criminal Justice
- Introduction to the American Criminal Justice System

Lehman College

- English 101

Medgar Evers College

- Intermediate Algebra and Trigonometry

Summer of 2020

John Jay College of Criminal Justice

- Introduction to Psychology

Private Colleges

Summer of 2021

Manhattan College Women In Technology - Introduction to Coding

Syracuse University - International Relations

Summer of 2020

Pace University - High School Summer Bridge Program

Special Programs

Summer 2021

Baruch College - Science and Technology Entry Program - Research Scholars: Social Psychology: The Study of Close Relationships

Baruch College - Science and Technology Entry Program - Science Exploration: Climate Change Impacts

Rensselaer Polytechnic PREFACE Program

Science Research Mentoring Program at the Museum of Natural History

Summer Research Internship with Biochemistry Professor at Queens College

Women in Ocean Science. *Lead Ambassador*: First high school student to be admitted

Summer 2020

Baruch College - Science and Technology Entry Program - Mathematics of Engineering

College Now Program - City University of New York

Advanced Placement (AP) and Honors Courses

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

The following AP and Honors courses were offered during the 2020-2021 school year:

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

Parent Meetings

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

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

College and Career Office (CCO) staff also met individually with students and their parents/guardians to answer questions and address concerns. When the staff determined that there was a need for parent intervention, a

meeting was called. During the meeting the CCO staff's concerns were shared with the parents, a strategy was developed to address the concerns, and a plan of communication was established between the CCO and the parents.

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

This year the representative from the Higher Education Services Corporation did not meet with our families to assist them with the financial application process. The College Adviser has met with individual families to support them through the process.

September 2020

- Senior Parent Meetings - Senior year timelines, and college admissions criteria, college research and application were discussed. Over 41 students and parents were in attendance.

October 2020

- Junior Parent Meeting - Junior year timelines, and college admissions criteria, high school graduation requirements were discussed. We also addressed letters of recommendation, the Family Education Rights and Privacy Act (FERPA) and our school's FERPA Rights to Access Letters of Recommendation. Over 50 students and parents were in attendance
- Financial Aid Workshop - Senior Parents. A representative from the Higher Education Services Corporation (HESC) led the presentation. Ana Falla Riff translated the presentation into Spanish and led the workshop in Spanish. Over 31 students and parents were in attendance.

June 2020

- Rising Senior Parent Meeting - Senior year timeline, college admissions requirements, creating a realistic college list and the impact of COVID-19 on standardized testing and college admissions. Over 25 students and their parents were in attendance.

College Bound Classes

College Prep Section - 11th Grade

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

Students learned about college admissions requirements and how to compare their admissions profile to the requirements of individual colleges. They were introduced to the factors they might want to consider as they make decisions (location, size, diversity of student body, etc.). Students began to research colleges. Since we transitioned to remote learning, information regarding virtual college tours and college fairs, virtual meetings with college representatives, and other resources were shared with the students. The juniors discussed their

concerns about the possibility of not being able to visit colleges in person before they applied to college.

Senior Seminar

College Prep Section

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

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

The spring semester was dedicated to easing students' transition to college. During February and March the financial aid application was the focus of class. Students learned to read and compare financial aid award letters. Information and resources regarding commitment deadlines, registration, and financial aid were presented.

During class and outside of class the Counselor regularly met with struggling students to support their academic progress. Individual parent meetings were scheduled as needed.

Senior Send-Off and Welcome Eighth Graders

Rites of passages strengthen community bonds. Senior Fridays in the spring semester were a wonderful opportunity for students to see each other, play, decorate their caps, create their *IDecided* banner listing their colleges, and parade through the building in their caps and gowns. Everyone present that day was in the hallway and many blew bubbles or held congratulatory signs as the seniors walked by! Katie Schmelzer, Middle School Teaching and Learning Coordinator, filmed middle school students saluting the 12th graders with their signs. Middle and high schoolers created the signs during advisory Fridays. Daniela Labella, the Elementary School Coordinator also filmed elementary school students. Both videos were shown at graduation. The College Bound Coordinator filmed the seniors welcoming the 8th graders to the high school and helped organize a lunch at the St. Mark's Churchyard, catered by a local Mexican restaurant.

Professional Development

To remain current on developments in the field during the COVID 19 quarantine, the College Bound Coordinator attended webinars, presentation and meetings offered by the following governmental agencies, colleges and organizations:

- New Visions' College Access and Action Network
- Making Caring Common Project - Harvard School Graduate School of Education
- The City University of New York
- The State University of New York
- Graduate NYC (College Readiness and Success)

Summer 2021

TRCS sponsored - Advanced Personal Statement Course for Counselors - Ethan Sawyer - The Essay Guy.

Memberships

- American School Counselors Association
- College Access Consortium of NY
- National Association for College Admissions Counseling
- NYS School Counselors Association
- NYS Association For College Admissions Counseling

Literacy Skills/College Bound and Senior Seminar

Prepared by Maura Malarcher

Math and Literacy Skills Classes - New Developments

NINTH GRADE

During September and October, ninth graders learned about the structure and function of different parts of the brain, and how these are related to learning. In November and December, students learned about mindset and how having a growth mindset supports success. Students also applied what they learned about the brain by completing math activities from *youcubed.org*, which provides information about neuroplasticity and other brain research connected to learning. Starting in January, the focus of the class shifted to grammar and parts of speech. This topic has continued until the present. Ninth graders have just completed reviewing all eight parts of speech and will review what they have learned until the end of the school year.

TENTH GRADE

During fall semester, tenth graders began the class with a review of brain research with regard to learning, including the importance of having a growth mindset when solving problems. They then spent three months investigating linear functions, using activities published on *youcubed.org* as part of the Mathematical Mindset Algebra course. In January, tenth graders spent several weeks learning about money management and financial planning. They then explored careers using personality and interest assessment tools from True Colors and *My Next Move*. Students also explored careers based on their passion to address a local or global problem after listening to a TED talk from the founder of the organization *80,000 Hours*. They researched one career in depth using the *Occupational Outlook Handbook*. Finally, students worked on drafting resumes, which will continue to be updated until senior year.

ELEVENTH GRADE

During the fall semester, eleventh graders completed activities published by *youcubed.org* in the course Mathematical Mindset Algebra. These activities help students develop a deeper understanding of linear and quadratic functions, which are emphasized on college placement exams. During the spring semester, the Literacy Skills curriculum for the eleventh grade had two objectives: (1) college exploration and (2) preparation for college application essays. Students learned how to navigate college websites and use a school's freshman profile to identify Likely, Target, Reach, and Dream schools. They also were introduced to online tools for college research, including the College Niche and Students Review websites. Next, there were classes comparing and contrasting the CUNY, SUNY and Common Applications, as well the essay requirements required for different schools.

TWELFTH GRADE

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

Seniors spent spring semester learning about research paper writing. Due to the limitations of distance learning, students all focused on one research question: **How can we prevent infectious diseases like Covid-19 from happening again?** Students conducted preliminary research, reading assigned articles to understand the underlying causes of Covid-19, as well as Ebola, Zika, and malaria, and the connections between these diseases and deforestation. Students were guided through the construction of a research paper using a series of steps to support formal academic writing. The overall goals of this project were for students to have a strong grasp of how to create an outline and how to construct well-organized paragraphs with APA citations.

The Leadership Program

Prepared by Inti Ossio, Leadership Program Coordinator

2020-2021 Process

The Leadership Program Coordinator conducted extensive interviews with students to help place them in leadership programs aligned with their interests throughout the summer of 2020. By November, the Coordinator had met with all high school students and supported their placement in programs that correlated with their career goals or with topics they were interested in exploring. At the beginning of the spring semester the Coordinator met with students whose placements were only one semester and needed a new one. In the spring of 2021, the Coordinator met with individual high school students to review their placements and to help them transition to remote programs when these were available. When these programs required essays and/or interviews, the CCO staff helped students submit applications and prepare for interviews.

Throughout the year the Coordinator met with individual students to discuss concerns with academic struggles and supported them in developing grit and discipline. Students were encouraged to maintain planners, to create task lists and to practice the pomodoro technique (setting timers). This consistent support helped many students develop their executive function skills.

Program Highlights

- I. This year there were five **new** in-house leadership programs:
 - A. **Food Justice:** A youth seed stewardship program committed to regenerative earth-work and social justice in Jackson Heights. Inspired by the message, *“They tried to bury us, they didn’t know we were seeds”*, this program cultivates a space for participants to collectively envision the just and liberated futures we want to grow. The program will follow a seasonal rhythm to highlight the lessons that our urban ecosystem has to offer. **Fall** is for gathering seed stories and

information, seed stewards will begin to connect with the ancestral seeds that they will focus on for their projects. Using the quiet and stillness of *winter*, this time will be used for rest and visioning our seed keeping garden. As daylight increases, we will emerge from the winter into *spring* ready to plant our seeds and continue to do community engagement with our mobile seed library.

- B. **Chorus:** This program will focus on building community and leadership through group music making! Throughout the program, students will learn to create music with a group, vocal techniques to sing individually and with a group, and apply music theory/analysis concepts learned through the course. No prior singing experience is necessary, but performance, hands-on participation, and an open mind is required. This course can be taken in addition to music class, but is not required. A final project/performance to illustrate one's learning will be expected.
- C. **Elite Web Design:** Through computer science, students will use HTML, CSS, and Javascript to publish their very own webpages. The program will cover writing web content in HTML, designing and linking to a CSS stylesheet, and utilizing Javascript to make websites responsive. The course focuses on utilizing coding and syntax skills for creative expression. Students will be expected to publish a multiple-page proofread website at the course culmination. An introduction to Android app development may also be covered.
- D. **Planned Parenthood, Be Proud, Be Bold:** An evidence-based curriculum that gives participants an opportunity to learn information about prevention, effective tools and guides for communication and how to access care.
- E. **Girls Inc.:** An opportunity for girls to find their authentic voices and use them to inspire others. Peer leaders learn to become advocates and support their peers by creating girl-only safe spaces. Peer leaders receive weekly training with girls from other schools. Students learn and gain leadership skills, public speaking, personal development, effective communication methods, conflict resolution, team-building, career readiness, mentorship, effective planning, and delivery techniques.

II. Three students in the Class of 2024 were accepted to SEO Scholars (Seizing Every Opportunity), an eight year academic program that provides educational preparation and mentoring for students in underserved communities beginning in the ninth grade and through college.

A. Five out of the five students that were accepted in the Class of 2023 are still with SEO.

III. Due to COVID-19, the Coordinator provided at-risk student one-on-one academic support as determined by the Response to Intervention Committee. At-risk students can be exempt from Leadership programming when they must focus on their academic work.

Programming

I. 9th Grade Students -

- A. Ninth and tenth graders participate in leadership programs offered at the school. These programs were scheduled on Mondays or Tuesdays after school.
- B. In-house Leadership program choices included:

1. Food Justice
2. Careers in Art
3. Chorus
4. Sadie Nash Leadership Program
5. Urban Word
6. Elite Web Design
7. TREA (Teens for Racial and Ethnic Awakening)
8. Planned Parenthood's Be Proud, Be Bold
9. Girls Inc. Leadership Academy

C. Alternatively, students had the option to intern with TRCS staff in various roles that include assisting classroom teachers.

D. During the 2020-2021 school year, ninth graders were scheduled as follows:

1. 100% participated in in-house partner programs
2. 0% participated in programs outside of TRCS

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

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

2020-2021 Enrollment

The list below highlights programs and organizations outside of TRCS that our students attended (virtually and in person) during the academic year 2020-2021.

New Programs:

- Elite Web Design
- TRCS Chorus
- Yellowstone Laundromat
- Planned Parenthood, Be Proud, Be Bold
- Popper and Company
- Tech Flex Leaders
- Inspiring Minds
- SPIKE Social Media
- St. Marks Animal Clinic
- CAT Youth Theatre

Returning Programs:

- YAYA (Youth Activists, Youth Allies) - Empower and Facilitation Bootcamp
- National Institute for Reproductive Health - TORCH!
- Aster Levy Recreation Center
- HD Construction Apprenticeship
- Coursera: Cyberattacks course
- Law Institute at Columbia University

- SEO -Seizing Every Opportunity
- NYU Saturday Dentistry Program
- Regal Heights Rehabilitation Center
- Tech 360
- NYU Law Institute
- Queens Public Library
- NYU High School Law Institute
- Alka Ballet School
- Mount Sinai MED DOC's Margaret Tietz Nursing Program
- New York Presbyterian Hospital
- The Possibility Project

In-house Programs by Outside Organizations at TRCS

- TREA (Teens for Racial and Ethnic Awakening)
- STEM Enrichment Program
- Urban Seed Stewards
- Urban Word
- Sadie Nash Leadership Program
- Jazz Band
- Planned Parenthood, Be Proud, Be Bold
- Girls Inc. Teen Leadership Circles

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

I liked to journal, but I never thought I would enjoy a program like Urban Word as much as I did. I learned so much about craft and turning my thoughts into something beautiful.

I love singing so much and I'm so glad I could train my voice with Katie. I feel like I can push myself to try songs that I wouldn't have tried before.

What Students had to say about their outside Leadership Programs:

Med Doc's helped me realize I want to go into nursing. I was scared to try a new program, especially virtually, but I'm so glad I listened and I applied.

Programs and Positions at TRCS

Below is a list of TRCS programs our students participated in and positions that our students held with staff at TRCS. Next to the position is the name of the supervisor. The TRCS College Office is extremely thankful to all TRCS teachers and staff who volunteered their time to provide such meaningful experiences for our high school students:

Positions:

1. Spanish Dept. Assistance, *Marta Bolivar and Lisjane Gaviria*
2. Middle School Humanities Support, *Renay Moran*
3. Science Department support, *Riaad Etheridge, Yaacov Levy and Joann Ristau*
4. HS ELA, *Nicole Jollon and Shahreen Islam*
5. HS Algebra, *Natalie Kurzyna*

6. HS Geometry, *Erin Chae*
7. HS Calculus, *Adrian Co*
8. Math Tutoring, *Dhariana Mojica*
9. The Learning Center, *Lisa Burns*

Enrollment Statistics

Leadership Program Outcomes 2020-2021

	Class of 2021 [Seniors] 53 Students	Class of 2022 [Juniors] 60 Students	Class of 2023 [Sophomores] 59 Students	Class of 2024 [Freshmen] 61 Students
Positions at TRCS	2.6%	9.5%	0%	0%
Programs at TRCS	6%	11.6%	2%	0%
Outside Programs at TRCS	37%	46.6%	44%	99%
Outside Programs	53.4%	32.3%	20%	0%
*Not Enrolled	1%	0%	22%	1%

NOTE:

- In the **Class of 2021**, (15%) 8 students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team
- In the **Class of 2022**, (11%) 7 student was exempt from participating in the Leadership Program at discretion of the High School Intervention Team

The Renaissance Charter School
Public Board Meeting
October 6, 2021 – 6:00 p.m.

AGENDA

- 1) Chairperson's Welcome – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Approval of the August and September, 2021 board meeting minutes – 5 minutes
- 4) Review and approval of the Consolidated Application – 5 minutes
- 5) Review and approval of the School Safety Plan – 5 minutes
- 6) Presentation by the College and Career Office – 20 minutes
- 7) School Management Team Updates – 10 minutes
- 8) Board Member New Business – 10 minutes
- 9) Public Speaking – TBD
- 10) Adjournment of the Public Session

The Renaissance

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

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

BOARD OF TRUSTEES

Monte Joffe, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Conor McCoy

Margaret Martinez-DeLuca

FINAL

October 06, 2021

The Renaissance Charter School

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

The meeting convened at 6:00 pm.

1. Chairperson's Message – Dr. Joffe welcomed everyone and expressed his gratitude for all of the measures being taken to ensure a safe, healthy, and happy learning environment at TRCS.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Chester Hicks, and Raymond Johnson

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

4. Resignation of Conor McCoy from The Board

Dr. Joffe announced the resignation of Conor McCoy from The Board. Mr. McCoy sent a letter of resignation to Dr. Joffe, expressing his gratitude to The Board for his time of service and his gratitude to the school as an alumni. Mr. McCoy also expressed his desire to be considered for future service to the school, as his schedule permits.

5. Approval of minutes of August 30, 2021 and September 8, 2021 board meetings
Minutes approved by acclamation
6. Consolidated Application - Stacey Gauthier

a. Ms. Gauthier reported the school's allocations for Title I, II, and III federal funding:

- i. Title I - \$103,788 will offset the salaries of the school's intervention teachers, with a required set-aside of \$1,000 to meet the needs of homeless students.

"Developing Leaders for the Renaissance of New York"

- ii. Title II-A - \$19,500 will be used to offset the salary of the school's ELA Coordinator
 - iii. Title III - \$13,376 will be used for ELL support through the ELL Consortium.
 - iv. Title IV-A - \$10,000 has been transferred to Tile IIA as an additional offset.
- b. A motion was made to approve the Consolidated Application and its allocations. The motion was seconded and unanimously approved.

7. School District Safety Plan - Stacey Gauthier

The School District Safety Plan was reviewed by the board prior to the meeting. The plan was approved by acclamation with no further public comment.

8. College and Career Office Report - College and Career Office TRCS

- a. Anna Falla-Riff reported that the office replaced two valuable staff members who left, with one retiring and another moving on to another career.
- b. The two new staff members were introduced and reported on their work for this year.
- c. Ms. Falla-Riff provided an overview of the report, which had been shared with board members prior to the meeting. The overall report was very impressive, reporting the successes of graduating seniors of the class of 2020, especially given the circumstances that have prevailed during the COVID-19 pandemic.

9. School Management Team Report - Stacey Gauthier

- a. 100% of the staff at TRCS is fully vaccinated
- b. The 9th grade has more than 90% of its students vaccinated, and is leading the way toward the goal of for all eligible students being vaccinated.
- c. There have been 4 cases of COVID reported at the school that have required quarantining. An additional case of a 5th student who tested positive has not resulted in quarantining because that student was not present at school during the period of infection. The school continues to follow the guidance provided by the DOH regarding COVID protocols.
- d. The school is testing students weekly thorough a COVID testing service.
- e. Busing issues are being resolved
- f. Field trips are still on hold for now with free buses, but schools can contract with private services for field trip buses. The school does not plan to use this option at this time.
- g. Dan Fanelli reported that assessment have begun at TRCS, with benchmarking having been completed, and interim assessments scheduled with NWEA and ANET
- h. The school is also addressing challenges with students in Kindergarten that may very well be a result of children adjusting socially and emotionally to a new environment, after having been in remote learning or in not in school for more than a year.
- i. The school is addressing some issues with the use and condition of 2nd floor girls bathroom. This has been referred to Student Support.
- j. The school is also completing its financial audit.

10. Public Speaking - None
11. Meeting Adjourned - 6:48 PM

The Renaissance Charter School
Public Meeting of The Board of Trustees

Wednesday, November 3, 2021 – 6:00 p.m.

Via

Zoom <https://us02web.zoom.us/j/88512702116?pwd=eG1qTGF2OVNjcFdBdk9ZdTN5dHMxQT09>

AGENDA

- 1) Chairperson's Message – 5 minutes
- 2) Roll Call- 2 minutes
- 3) Approval of the October, 2021 minutes – 10 minutes
- 4) Review of FY 21 Certified Financial Report – 15 minutes
- 5) School Management Team Report – 15 minutes
- 6) Board Members' New Business – 10 minutes
- 7) Public Speaking – TBD
- 8) Adjournment of Public Session
- 9) Executive Session

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Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

DRAFT

November 03, 2021

The Renaissance Charter School

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 6:00 pm.

1. Chairperson's Message – Dr. Joffe welcomed everyone and acknowledged that the beginning of the school year has been full of difficult challenges, yet November is here. Dr. Joffe reminded everyone of the great progress that Renaissance has made since its inception and now with a second school, TRCS 2, in its second year of operation and looking ahead to moving into a brand new facility next year.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

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

Absent: Margaret Martinez –DeLuca
3. Approval of minutes October 6, 2021 board meeting Minutes ap-
proved by acclamation
4. Review of 2021 Certified Financial Report - Stacey Gauthier
 - a. Ms. Gauthier reported that the Board Finance Committee met to review the report.
 - b. The report was presented by the school's accountants.
 - c. The school's financial position is positive, with the school not running a deficit.
 - d. The report was clean in its findings.
5. School Management Team Report - Stacey Gauthier

“Developing Leaders for the Renaissance of New York”

- a. TRCS is fully enrolled, for the most part, with some seats reserved for Kindergarten.
- b. TRCS has almost 300 applicants for next year and plans to have several virtual open houses to prepare for the April lottery.
- c. Election Day PD was very successful, with a focus on progress reports and meeting the needs of IEP students and students with special needs.
- d. Testing has been completed to identify ELL students. The school has identified 90 students who qualify as English Language Learners.
- e. TRCS will be a pop-up vaccination site on Tuesday, November 9, and will advertise to its community and to TRCS 2 to open the site for participation to those who are eligible.
- f. The number of fully vaccinated students continues to grow, with some classes having achieved a 90% vaccination rate.
- g. TRCS continues to test students for COVID-19 on-site who have been given permission to be tested. The school uses a private provider as well as the DOE's testing service.
- h. The school continues to conduct robust interim academic testing to gauge student achievement.
- i. The school has a new Director of Operations, Omar Rafael, who was brought over from TRCS 2. He has taken on a multifunctional role and manages the school's COVID responses, including the testing program and outreach to the school community when there are cases of any positive COVID cases.
- j. The school has also hired a new chef/kitchen manager.
- k. The building will probably be closed next summer for scheduled HVAC updates.

10. Board Members New Business -

- a. Chester Hicks brought up several issues -
 - i. Vaping seems to be on the rise in bathrooms
 - ii. Recently there was a report of two female students who were engaged in a public display of affection in one of the girls's bathrooms.
 - iii. There are reports of students exiting the building at dismissal and then re-entering the building without being checked or monitored.
 - iv. Mr. Hicks is also concerned about the possibility of a harsh winter and protecting students who may be waiting outside to enter the school
- b. Stacey responded to the reports and said that these matters (vaping, inappropriate public displays of affection, and student access to the building after school) should be referred to Vinny (Vincent Garelick, Dean of Students).
 - i. Vaping has always been a major concern. The school has joined a class-action lawsuit that if it wins, may address some of the issues of detecting vaping, with the installation of vaping detectors. The larger issue is about health and safety concerns and the need to educate students and parents about the immediate and long-term health hazards of vaping.
 - ii. The school is also concerned about students who may be exposed to extreme weather and will work to ensure that parents are aware of the need to plan ahead for the possibility and to adjust the arrival time of their children accordingly.

11. Public Speaking - None

12. Meeting Adjourned - 6:30 PM

13. Confidential Session Convened at 6:31PM

The Renaissance Charter School

Board of Trustees

Public Meeting – December 1, 2021 – 6:00 p.m.

AGENDA

- 1) Chairperson's Message – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Approval of the November Minutes – 10 minutes
- 4) School Management Team Report – 20 minutes
- 5) Board Members' New Business – 10 minutes
- 6) Public Speaking – TBD
- 7) Adjournment of Public Meeting
- 8) Executive Session

**Happy Holidays to Everyone! Thank you for your service to
our Students, Families and our School.**

BOARD OF TRUSTEES

Monte Joffee, Ed.D.
Chairperson
Everett Boyd
Secretary
Stacey Gauthier
Chester Hicks
Raymond Johnson
Dr. Rachel Mandel
Margaret Martinez-DeLuca
Daniel Fanelli

APPROVED

December 01, 2021

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

The meeting convened at 6:00 p.m

1. Chairperson's Message – Dr. Joffee acknowledged the change in the political landscape in the city with the election of a new mayor and with the results of national elections. He said that he is hopeful that these changes will translate to positive changes in the world of education. He wished everyone a happy holiday season, a happy new year, and he expressed his great appreciation for everyone's contributions to the board, the school, and American education.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffee, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Chester Hicks, Raymond Johnson, and Margaret Martinez –DeLuca (joining late)

Absent: Rachel Mandel
3. Approval of minutes of the November 3, 2021 board meeting
Minutes approved by acclamation
4. School Management Team Report - Stacey Gauthier
 - a. TRCS and TRCS 2 are continuing to test their student populations weekly for COVID-19, through the DOE's testing program and through a private provider, Access Nursing.
 - b. There have been some breakthrough COVID cases among several staff members, resulting in those staff members having to quarantine as well as some students who were in close contact.
 - c. The quarantine guidelines have changed, whereas students who are vaccinated and are close contacts to someone who tests positive for COVID, do not have to quarantine. Unvaccinated students still need to quarantine.

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- d. The school's student vaccination rate is at 90% for all grade levels, with the exception of the 7th grade, which is at 80%.
 - e. Students who are in the age group from 5-11 are newly eligible to be vaccinated and are beginning to do so.
 - f. The school continues to advocate for all students to be vaccinated, although vaccines cannot be mandated at this time.
 - g. TRCS will be a pop-up vaccination site this week for students who are eligible for their second dose as well as for those who wish to get their first dose, based on availability.
 - h. Stacey thanked Board Member Chester Hicks, who is retired from the NYPD, for his help in engaging his contacts at the NYPD in resolving some issues with homeless individuals who were creating a public nuisance and were encroaching on and near school property.
 - i. Dan Fanelli reported on the progress with interim assessments and data analysis to support student achievement, monitor student progress, and targeted instruction to promote improved student achievement. TRCS and TRCS 2 just successfully completed their first round of interim assessments and data analysis (Data Dig), which provided an opportunity to assess the impact of instruction in each school and to look at comparative data between the two schools. Stacey and Dan acknowledged the great work that Andrea Johnson has done to support the work of coordinating interim assessments and data analysis this year.
 - j. The school will be publishing an article about the reading and literacy activities that students have engaged in school-wide and the impact that it has had on them as they have progressed from grade to grade.
 - k. TRCS will begin having virtual open houses which will include a virtual photo tour of the school.
5. Board Members New Business -
- a. Dr. Joffe announced that Principal Review Committee will convene soon to begin its work.
 - b. The board voted to approve Dan Fanelli as the newly appointed board secretary. Everett Boyd is the outgoing secretary and will remain on the board as a trustee.
6. Public Speaking - None
7. Meeting Adjourned - 6:26 PM

The Renaissance Charter School

Board of Trustees

Public Meeting – January 5, 2022 – 6:00 p.m.

AGENDA

- 1) Chairperson's Message – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Approval of the December Minutes – 5 minutes
- 4) School Management Team Report – 10 minutes
- 5) Board Members' New Business – 10 minutes
- 6) Public Speaking – TBD
- 7) Adjournment of Public Meeting

Happy New Year!

The Renaissance

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

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

BOARD OF TRUSTEES

Monte Joffe, Ed.D.
Chairperson
Daniel Fanelli
Secretary
Stacey Gauthier
Chester Hicks
Raymond Johnson
Dr. Rachel Mandel
Margaret Martinez-DeLuca
Everett Boyd

Approved

January 05, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

The meeting convened at 6:00 p.m

1. Chairperson's Message
 - a. Monte Joffe wishing everyone a happy 2022, you deserve a gold medal for all of your work. Thank you, thank you board members, teachers, parents, and students. Keep pushing through it; we will come out the other side.
2. Roll Call – Attendance taken by Dan Fanelli, Secretary
 - a. Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Chester Hicks, Raymond Johnson
3. Approval of the minutes of the December 1st, 2021, board meeting
 - a. Minutes approved by acclamation
4. School Management Team Report – Stacey Gauthier
 - a. COVID update – 60 students are confirmed positive with, 50 awaiting results. A number have come over the break. 73% to 74% student attendance numbers since the return from break.
 - b. Because of that we have put together plans to support students
 - i. Learning center staff working with MS and HS students that are home throughout the day.
 - ii. Teachers make sure Google classrooms are updated, utilizing online programs.
 - iii. Teachers will keep PowerSchool updated.
 - c. Staff members are out sick, 12 are positive with COVID.
 - i. Good news we had people come back from quarantining, but others have gone out, we are watching it because this could cause us to go remote if too many staff are out.
 - ii. CDC updated guidance; they can return if they feel well after 5 days, but individual doctors are advising otherwise.
 - iii. We spoke with our Council; we will not go against doctors' recommendations.
 - d. Students that have COVID will have to quarantine for 10 days, students that are exposed are provided rapid testing kits that they must use themselves, but no longer have to quarantine.
 - e. Several charter schools are remote; the DOE most likely will not go remote.
 - f. We are testing much more than DOE, so we expect more positive cases.
 - g. January Regents have already been cancelled; we expect there may be some modification to state testing.
 - h. No students have been hospitalized

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5. Board Members' New Business – none
6. Public Speaking – none
7. Adjournment of Public Meeting – 6:18

The Renaissance Charter School

Board of Trustees

Public Meeting – February 2, 2022 – 6:00 p.m.

AGENDA

- 1) Chairperson's Message – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Approval of the December Minutes – 5 minutes
- 4) School Management Team Report – 10 minutes
- 5) Board Members' New Business – 10 minutes
- 6) Public Speaking – TBD
- 7) Adjournment of Public Meeting

The Renaissance

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

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BOARD OF TRUSTEES

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Daniel Fanelli
Secretary
Stacey Gauthier
Chester Hicks
Raymond Johnson
Dr. Rachel Mandel
Margaret Martinez-DeLuca
Everett Boyd

APPROVED

February 2nd, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

The meeting convened at 6:00 p.m

1. Chairperson's Message
 - a. Welcome everyone, Meredith welcome. Rebekah Oakes is now on Terminal Leave. Monte: A lot of work gets done in the main office, it's the power center, new idea, innovative solutions, Rebekah was a calming voice, a presence of honesty and voice. So much of her work is in the background, working through the night on grants. She started with us as a Kindergarten parent to working with us for over 22 years. She helped us to get through many many times at Renaissance.
 - b. Monte would like to create "The Renaissance Hero's Award", and we would like to nominate Rebekah to receive that award.
 - c. It's a recognition of all of the work behind the scenes done by so many, Raymond with students, Chester with Parents, Stacey, Everett and Dan work on the school
 - d. Meredith is our New Director of Communications
2. Roll Call – Attendance taken by Dan Fanelli, Secretary
 - a. Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Chester Hicks, Raymond Johnson
3. Approval of the minutes of the January 5th, 2022, board meeting
 - a. Minutes approved by acclamation
4. School Management Team Report – Stacey Gauthier
 - a. COVID update –
 - i. Testing 25% of our students, vaccinated and unvaccinated, working with bio reference and access nursing.
 - ii. Making available an addition testing at the school from 3:30 to 6:00 for both Renaissance and Renaissance 2 families.
 - iii. We still have some students testing positive, but like the rest of the city we are dropping off from the earlier months. We are well supplied with tests.
 - iv. Our plan prior to the mid-winter break, we will give every student a test so they can take it prior to returning from the break.
 - b. We are the recipient of the STOP Grant –

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- i. We will be the lead school for the 20 schools on the consortium. Ren 2 will be included. Every school gets a \$3,000 stipend, Emergency management work
 - c. The PK contract was approved –
 - i. we reapplied to get more money and we were successful; we couldn't have done it without Rebekah's support.
 - ii. \$16,114 is the new PPR plus 2 grants: one for the bathroom renovation and another for supplies
 - d. Air Unit Replacement –
 - i. Waiting to find out when we are going to get it. We are 75% of the way through the process, when done we will have a new system to control the air and the fire system, it will all be state of the art.
 - ii. We believe this will take place over the summer which will close the school.
 - e. Personnel Changes –
 - i. Rebekah on "Terminal Leave" till June 30th after which she will retire. She will continue to support us for the remainder of the year with presession.
 - ii. Yumeris Morel was offered a position as an AP at a consortium school to eventually be a principal.
 - iii. Replacement plans: Rebekah's job will be replaced by Meredith as the Director of Communications, Peggy Heaney who has accepted the Director of Development, so we are looking to hire a Parent Coordinator to support the work that Peggy did.
 - iv. Yumeris position, we are looking to see what we can do internally to cover the ELA program and the Advisory Program. We are thinking to create an advisory coordinator that will be under our college bound team supported by Ana.
 - v. Chef Manager: Gregory Hill
 - vi. Our Nurse has to take a leave, we have a replacement, Nurse Pat
 - f. "TRCS confessions" has been shut down –
 - i. The PTA held a presentation about social media and kids, they had the precinct on to talk about cyber bullying
 - ii. Vincent Garlick, Dean, is supporting getting this site down
 - g. Advocacy work –
 - i. PBJ supporting our work with getting the state to pay for our pension
 - ii. The UFT, CSA, DC37 union members have all signed a letter in support of paying for our pension.
 - 1. The heads of both CSA and DC37 unions are in support.
 - iii. There are still negative statements about charter schools out there, but we will continue to push through.
 - iv. In the past we have gotten state grants, that were written into the budget. The other way is the city is provided with a pot of money and divides it up between the 3 conversion charter schools.
 - v. The speaker and some other elected are interested in supporting our ask to cover our pension
 - vi. Doesn't look like there will be a charter cap lift
 - vii. UFT is advocating for charter schools to not get rental assistance from the city
 - viii. We will continue to ask for support as we always do.
 - h. Chester Hicks – Spoke to school safety
 - i. They have a class of new agents graduating, and they plan to support us with another agent
 - i. Resolution: Rebekah Oakes to become a new member of The Board of Trustees: approved by acclamation
5. Board Members' New Business – none
6. Public Speaking – none
7. Adjournment of Public Meeting – 6:43pm

The Renaissance

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

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Charter School

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Chairperson

Daniel Fanelli

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Everett Boyd

The Renaissance Charter School

Public Meeting of The Board of Trustees

DATE – 6:00 p.m.

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

Francine Smith, 1949-2021

AGENDA

- | | |
|-------------------------------------|------------|
| 1) Chairperson's Welcome | 3 minutes |
| 2) Roll Call | 2 minutes |
| 3) Approval of Last Month's Minutes | 5 minutes |
| 4) School Management Team Report | 10 minutes |
| 5) Board Members' New Business | 10 minutes |
| 6) Public Speaking | TBD |
| 7) Adjournment of Public Meeting | |
| 8) Executive Session | |

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Margaret Martinez-DeLuca
Everett Boyd

APPROVED

March 2nd, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

The meeting convened at 6:00 p.m

1. Chairperson's Message
 - a. Monte Joffe provides welcome message about the state of the world and emphasizes how important it is that we as educators continue to do our work.
2. Roll Call – Attendance taken by Dan Fanelli, Secretary
 - a. Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Dr. Rachel Mandel, Raymond Johnson
3. Approval of the minutes of the February 2nd, 2022, board meeting
 - a. Minutes approved by acclamation
4. School Management Team Report – Stacey Gauthier
 - a. COVID update.
 - i. Waiting for the city to provide guidance on mask mandate, the mayor will make an announcement at the end of the week.
 - ii. We will continue to test as masks come off
 - iii. We haven't had any cases over the past few weeks
 - iv. Fully or partially vaccinated rates
 1. K 70%, 1 77%, 2 68%, 3 87%, 4 78%, 5 85%, 6 84%, 7 91%, 8 95%, 9 91%, 10 95%, 11 92%, 12 94%
 - b. PreK inspection –
 - i. Great job did well. They seem to be a good partner this year. Thank you, Omar, for his support
 - c. Staffing update
 - i. Rebekah on "Terminal Leave" till June 30th after which she will retire. She will continue to support us for the remainder of the year with presession.
 - ii. Yumeris Morel was offered a position as an AP at a consortium school to eventually be a principal.
 - iii. Replacement plans: Rebekah's job will be replaced by Meredith as the Director of Communications, Peggy Heaney who has accepted the Director of Development, so we are looking to hire a Parent Coordinator to support the work that Peggy did.
 - iv. We hired a Parent Coordinator

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- v. Pierre Dizon will leave at the end of the year
 - vi. Pricilla will be moving at the end of the year PK
 - vii. Sandra Fritz has accepted the 10-month AP for English Language Arts position
 - viii. Vincent G. will become the Dean next year as a CSA member working 12 months
 - ix. Martha will be supporting our Advisory program next year
- d. Advocacy update
 - i. Speaking with Labor and Educational committees.
 - ii. Positive connection with the Sen
 - iii. We are asking the city to pick up the pension cost for 3 conversion charter schools. If we were to go out of business, there would be nobody paying for the retiree's pension.
 - iv. Stacey spoke with the Actuary and found that would be a false statement, that the city will pick up the pension cost. However, we would like to have something in writing and have the city pay for the pension cost.
 - v. We will continue to update you
- e. Assessment update
 - i. NWEA adaptive assessment that all students have taken twice this year. The student's data translates to work on Edgenuity 90 minutes each week in both Math and ELA to address our students' gaps. There is a strong correlation between work on Edgenuity and improved state test scores.
 - ii. ANET: Achievement network assess grade level standards. Helps our teachers to identify standards that need to be retaught. We just finished our 3rd ELA assessment and teacher will meet early next week to review the data and come up with re-teach plans/prep plans for the state test which will take place in a few weeks. Our A3 Math assessment will take place after the state ELA Exam and again will identify grade level standards that our math teachers can focus on prior to the state test.
 - iii. F&P: Our students have been benchmarked now a total of 3 times this year. We use the data to identify which students should be in the Targeted reading groups K-8 to support students that are behind their current expected grade level. This is the Targeted Reading Intervention Program (TRIP).
- f. Homework Center
 - i. Raymond will support afterschool help Raymond. Thank you, Raymond,
- g. Summer School
 - i. Looking at both schools to make sure we can get teachers in the building. We plan to use Renaissance as the site for both schools this summer as we don't know if Renaissance 2 will be open yet
- h. Air Units
 - i. It is approved, but it will not happen until the 2023.
- i. Renaissance Hero Award Update
 - i. Suzanne looking into awards that would be similar to the apple award
 - ii. We are thinking of something like a cape flowing in the wind
- 5. Board Members' New Business - None
- 6. Public Speaking – none
- 7. Adjournment of Public Meeting – 6:34pm

The Renaissance

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Daniel Fanelli
Secretary
Stacey Gauthier
Chester Hicks
Raymond Johnson
Dr. Rachel Mandel
Margaret Martinez-DeLuca
Everett Boyd

AGENDA

April 6th, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
3. Approval of Last Month's Minutes – 5 minutes
4. Finance Committee meeting Report - 10 minutes
5. School Management Team Report – 10 minutes
6. Board Members' New Business – 10 minutes
7. Public Speaking - TBD
8. Adjournment of Public Meeting
9. Executive Session

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Everett Boyd

APPROVED

April 6th, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

1. Chairperson's Message – 3 minutes
 - a. Monte Joffee provides welcome message about the state of the world and the state of education, NAEP wrote in their last report in 2012 student progress has declined and the achievement gap has increased. This is why Renaissance is so important, we have to keep move forward, imagine harder, and push student achievement. Renaissance is the place where possibilities begin. I hope you enjoy your upcoming spring break.
2. Roll Call – Attendance taken by Dan Fanelli, Secretary
 - a. Present: Monte Joffee, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Raymond Johnson
3. Approval of the minutes of the March 2nd, 2022, board meeting
 - a. Minutes approved by acclamation
4. Finance Committee meeting Report - Stacey Gauthier
 - a. Raymond, Denise, Dan, Stacey attended. We looked at the YTD budget vs what we spent so far. We will have another meeting to discuss next year's working budget. The removal of Federal Funds, but the addition of the per-pupil. Fortunately, the Pension cost is going down. There is another round of ECF funding, we plan to purchase more Chromebook and laptops for staff and students. We are looking at capital expenses, revitalization in the cafeteria by purchasing new tables, new oven, and changing the paint in the room.
 - b. We had a Single Audit which focused on a lot of the purchase for the technology
5. School Management Team Report – Stacey Gauthier
 - a. Introduction to Carolina Caicedo our new Parent Coordinator
 - i. Caronlina C. - I have been at the school in that role for 1 month. I love to help others and this why I enjoy this work. I am looking forward to engaging our families in many new events and courses for families to participate in.
 - ii. Stacey G. – happy to have Caronlina on board, she is always connecting with families and staff. She has been very helpful.
 - b. State testing is upon us, and we continue to assess internally.
 - c. COVID testing is still happening, we have seen an increase in cases. Not that many, but we are watching the increase. The mayor was going to drop the mask mandate, but with the increase in cases he decided that the

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- masks for those students must remain on.
- d. We will have a full summer school, thank you to all of our staff that have stepped up to bring this program to our students. Thank you, Raymond.
 - e. Our Lottery for K, 5th and 9th grade seats will take place Friday April 8th. After the lottery we will report out our waitlist numbers
 - f. STOP Grant - Renaissance is the lead on the grant, which provides services to school around cyber bullying, child abuse, emergency preparedness, federal and State compliance. There are several other schools that are part of the consortium, Renaissance 2 is one of those schools.
 - g. Last week, 24 students participated in the model UN. Bill Clinton Spoke, they got to meet many students from around the world. Thank you to Ana Falla Riff and Gavriella Arias putting together the program and for supporting our students.
 - h. Thank you to Riaad, our Future Farmer of America Chapter was reinstated, and Stacey got US Foods to donate \$750 for our FFA chapter students to attend a conference.
 - i. Thank you to Jose Mana, for getting out our first addition of the school newspaper and a pod cast.
 - j. Rensizzle –
 - i. Bit difficult this year, field trips were just reinstated, so we will have abbreviated Rensizzle this year.
 - ii. Rensizzle elementary will be doing little sizzle with 3 half days of project based learning.
 - iii. Middle School will survey the students to figure out which field trip they would like to attend, NHM, Bronx Zoo, Staten Island Zoo, Botanical Gardens and perhaps student suggestions. The hope is that the entire middle school will go on one day in May and students will get to go on the trip they selected.
 - iv. High School – Plans in the works where some days classes are suspend and student interest groups are created
 - v. Next year we are hopeful for full Rensizzle, we would love to have students involved in planning and picking what they would like to learn about
 - k. Field Trips-
 - i. Elementary is going on a number of trips
 - ii. Middle and high school are doing Great Adventure trips and field days
 - l. Open Meetings Law –
 - i. Month by Month we have been able to have Zoom board meetings. There has been advocacy around keeping Zoom meetings. If they don't we will have to resume having a main location, we will have to talk about that if it happens.
 - m. Language Department Restructuring
 - i. Marta will be taking on Advisory but will also be doing AP Spanish Literature
 - ii. So that means we have an opening in our Language department.
 - iii. We have been talking about changing our Language program to offer Mandarin in our Elementary grades
 - iv. Then in 6th grade we would offer 3 different tracks, Mandarin, Spanish Language, and Spanish Heritage. Spanish Heritage would advance our Spanish Speaking student's Spanish literacy skills.
 - v. We are working with Laurie L. who is the head of Language at Dalton to identify which language program is best and to assist us in the hiring process.
 - vi. This will offer our students the ability to develop their language and expose students to another language
 - vii. Everett – says, Mandarin students are learning phrases, writing in calligraphy, they sing and dance, celebrate cultural experiences, it's a wonderful program
 - viii. Monte – From a programming perspective how would it work? Stacey – All students in Elementary would receive the same instruction. Students in MS would move into Heritage or non-Heritage program.
 - ix. Down the road we hope to offer HS courses in Language for students in both schools.
 - n. Board Resolution–
 - i. In February the board unanimously elected Rebekah Oakes to the Board of Trustees. Monte Joffee gave Stacey Gauthier the permission to carry forth this resolution.
 - ii. Monte Joffee asked for the approval of said resolution.
 - iii. The Board unanimously approved the resolution by acclimation
- 6. Board Members' New Business – None
 - 7. Public Speaking - TBD
 - 8. Adjournment of Public Meeting – 6:44pm



Laurie Hazeley
Senior Director
Charter School Office

100 Gold Street
New York, NY 10007

LHazeley@schools.nyc.gov

April 7, 2022

Monte Joffe, EdD.
Board Chairperson
The Renaissance Charter School
35-59 81st St
Jackson Heights, NY 11372

Dear Chairperson Joffe,

This letter serves as notification that the New York City Department of Education Charter School Office has no objection to Rebekah Oakes serving on the Board of Trustees of The Renaissance Charter School.

Please update your board roster within the next five business days via the Charter Information Portal (ChIP).

Thank you for working to increase the capacity of your school's Board.

In Partnership,

A handwritten signature in black ink, appearing to read 'LHazeley', written in a cursive style.

Laurie Hazeley
Senior Director
Charter School Office
New York City Department of Education

The Renaissance

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Dr. Rachel Mandel
Margaret Martinez-DeLuca
Everett Boyd

AGENDA

May 4th, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
3. Approval of Last Month's Minutes – 5 minutes
4. FY 2022-23 Working Budget - 10 minutes
5. School Management Team Report – 10 minutes
6. Board Members' New Business – 10 minutes
7. Public Speaking - TBD
8. Adjournment of Public Meeting
9. Executive Session

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Raymond Johnson
Dr. Rachel Mandel
Margaret Martinez-DeLuca
Rebekah Oaks
Everett Boyd

HONORARY MEMBERS

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Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

APPROVED

May 4th, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

1. Chairperson's Message – 3 minutes
 - a. Monte Joffee provides welcome: Can't believe it is May already, we pulled through, we managed. We want to thank the board members, the SMT, the teachers, students and parents.
2. Roll Call – Attendance taken by Dan Fanelli, Secretary
 - a. Present: Monte Joffee, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Raymond Johnson, Rebekah Oaks
3. Approval of the minutes of the April 6th 2022, board meeting
 - a. Minutes approved by acclamation
4. Finance Committee meeting Report – Denise Hur
 - a. Met last week to review the budget.
 - b. All contracts are expiring soon, so we are expecting increases. We built a 3% increase in.
 - c. Pension costs went down
 - d. Health Cost 10% increase estimate
 - e. Per-pupil increase \$17,633, SPED remains the same
 - f. Summer Boost program will be applied if we get it so the surplus may get hirer
 - g. Currently have a \$386,000 surplus
 - h. Stacey Gauthier
 - i. Long conversation with the actuary about the pension. Looks like we may still see a pension hit
 - ii. Medicare to Medicare advantage
 - iii. Increased medical costs at both schools
 - iv. Increased costs across the board including our school wide insurance
 - i. Motion to approve the budget
 - i. Approved by acclamation
5. School Management Team Report – Stacey Gauthier
 - a. Lottery
 - i. Very successful
 - ii. We are fully enrolled and are registering families
 - iii. Now we will fill seats where we thought we may need to hold seats for hold over
 - b. Testing Season
 - i. 3-8th ELA and Math are done
 - ii. AP exams

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- iii. Regents Exams
 - iv. New provider that will score the state tests, called Premier
 - c. We are in hiring mode
 - i. We have filled 8th Social Studies, and Kindergarten teacher
 - ii. We are still in the process of looking for the Mandarin teacher and PK teacher
 - d. Stacey met with the Spanish Department to discuss the program and movement toward Mandarin
 - e. Summer Program
 - i. If we get the summer program, we will be utilizing the Lavinia Curriculum
 - ii. It will be great to have this program as it is a high rigorous program that includes ELA and MATH for 5 weeks in the summer.
 - f. Lead school on STOP Grant, Renaissance 2 is also part of the grant
 - i. A lot of flexibility around PD to support both Schools programing
 - ii. Will provide access to several parent workshops
 - g. Renaissance made US World News Report and High School Report again
 - h. Showcase School for our PreK-Program
 - i. D75 Principal, Greg Lopez, asked Stacey to join a program about inclusion in all schools. Stacey asked the Chancellor why we can't have a D75 program at our new school, The Renaissance Charter School 2. He said he would come and visit The Renaissance Charter School to see our successful program.
 - j. Stacey is a Cahn Principal mentor; she plans to bring a PBL program that she saw and plans to bring it to Renaissance
 - k. Civic Readiness seal for the Regents David Frank got us the meeting to include this
 - l. Rudy Greco has come into the building; he is championing the Mother's Day Stroll. He is talking to our high school students about life lessons.
 - m. Everett is on a banner in the Charter Center as a New York City Charter Leader
- 6. Board Members' New Business – None
 - 7. Public Speaking - TBD
 - 8. Adjournment of Public Meeting – 6:37pm

The Renaissance

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

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

BOARD OF TRUSTEES

Monte Joffe, Ed.D.

Chairperson

Daniel Fanelli

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Everett Boyd

Rebekah Oakes

AGENDA

June 1st, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Margaret Martinez-DeLuca -2022

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

1. Chairperson's Message – 3 minutes
2. Remembrance of Margaret Martinez-DeLuca – 5 minutes
3. Roll Call – 2 minutes
4. CSG End-of-Year Presentation – 10 minutes
5. Vote to Approve New Open Meeting Regulations Resolution – 2 minutes
6. Approval of Last Month's Minutes – 5 minutes
7. School Management Team Report – 10 minutes
8. Board Members' New Business – 10 minutes
9. Public Speaking - TBD
10. Adjournment of Public Meeting
11. Executive Session

"Developing Leaders for the Renaissance of New York"

The Renaissance

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APPROVED

June 1st, 2022

The Renaissance Charter School

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Hon. Rudolph Greco, Esq.

Meryl Thompson

1. Chairperson's Message – 3 minutes

- a. Congratulations for a wonderful school year, thank you to all getting our students to re-socialize. Thank you to Teachers, parents, students, School Management team. 2 years of growth in 1 year. Congratulations to all those that are graduating. We are saddened by violence in Texas and Buffalo. We will remember all the victims and never forget them.

2. Remembrance of Margaret Martinez-DeLuca – 5 minutes

- a. Monte, Everett, Stacey, and Gwen shared their memories of Maggie.

3. Roll Call – 2 minutes

- a. Present: Monte Joffee, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Raymond Johnson, Chester Hicks

4. CSG End-of-Year Presentation – 10 minutes

- a. Presentation by Sandra F. and Jose M. See attached PowerPoint Presentation
 - i. Focus on Equity anti-racism and anti-biases
 - ii. Grounded equity work in consistent norms, outreach, all stakeholders, all protocol driven, use of School Reform Initiative protocols (SRI). Staff worked together in the committee to move the work forward in 3 committees. Each committee outlined goals and updated progress at each meeting

1. Curriculum and Classroom practice

“Developing Leaders for the Renaissance of New York”

2. Underrepresented voices
3. Representation & Literacy
- iii. Developed a 3-part professional development series to support teachers for culture relevant and sustaining strategies.
- iv. Share out of teacher work around the 3 committee
5. Vote to Approve New Open Meeting Regulations Resolution – 2 minutes
 - a. Members that video conference in and want to count toward the quorum must publicize their address.
 - b. Otherwise, they can attend the board meeting in person at the school where there will be a link for anyone from the public that would like to attend
 - c. Resolution passed by acclamation
6. Draft 2022-2023 Board Meeting Calendar – 5 min
 - a. We would like the board to vote on the calendar and to have the meetings at 12 in the afternoon
 - b. Board Calendar and new time passed by acclamation
7. Approval of the minutes of the May 4th, 2022, board meeting
 - a. Minutes approved by acclamation
8. School Management Team Report – 10 minutes
 - a. Successful College and Career Day, very inspiring. Middle School went on several trips. MS and HS are getting ready for a smaller version of Rensizzle
 - b. Many thanks to those that are supporting the testing. AP tests, state tests, science test. The US history Regents is canceled. If a student passes the class, they get the credit.
 - c. We received more money from Bloomberg for our entire summer program. It will be a great program with Ren 2 and we will now have all our students K-12 part of summer school.
 - d. I.O. Education, (Pupil Path) had a data breach and the DOE has sent letters to families. We just got an email that None of the Renaissance student's data was breached. We will continue to investigate this.
 - e. Very excited that next year, our Spanish program in 6th grade and in the HS, will have a Heritage and non-Heritage Spanish program. We are in the search for the Mandarin teacher for K-5 at Renaissance.
 - f. Thank you to the Board and Monte for allowing me to participate in the Teachers College program. It was a great experience.

9. Board Members' New Business – 10 minutes
 - a. Leadership Evaluation Monte and Chester will meet in the summer.
10. Public Speaking - TBD
11. Adjournment of Public Meeting 7:04



BOARD OF TRUSTEES PRESENTATION

Focus: CSG Work on Equity, Anti-racism, & Anti-bias 2021-22

June 1, 2022

Sandra Fritz & Jose Mane

We change the world one room at a time. This room, today, becomes an example of the future we want to create. There is no need to wait for the future.

Peter Block

Agenda

1. CSG structures
2. Three committees, process, & accomplishments
3. In depth committee work: process, documents, & achievements
4. Looking ahead

Grounding equity work: consistent structures

Norms:

revisited norms
in every meeting

Outreach & Accessibility:

prioritized
ensuring voices
of all
stakeholders
(translations)

Protocol Driven:

used SRI
protocols
(connections)

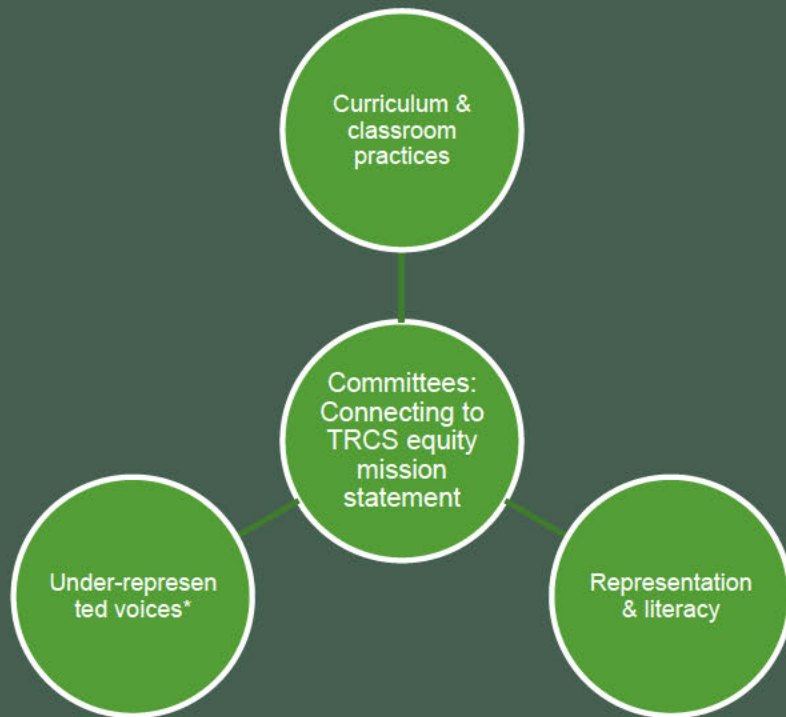
Collaboration space:

all stakeholders
worked together
in the
committees



**Build
Community**

Committees: based on CSG priorities



* Boys and young men of color; gender

Committee connection to TRCS Equity Mission & accomplishments

Built on last year's
work and creation of 3
committees

Committees outlined
one actionable goal to
focus on this year and
outlined steps to move
the work forward

Created a process and
structure across
committees to build
momentum and
support progress

What we did

Student
Leadership



Developed a 3-part Professional Development series to support teachers on Culturally Responsive-Sustaining Unit Design: school-wide teachers re-designed a unit and aligned it to the NYS CR-S Frameworks



Conducted a MS student survey and received recommendations of high-interest books so students feel more welcomed and affirmed



Created an index of K-12 resources-books and films that highlight historically underrepresented identities to share with teachers for their lesson plan and libraries

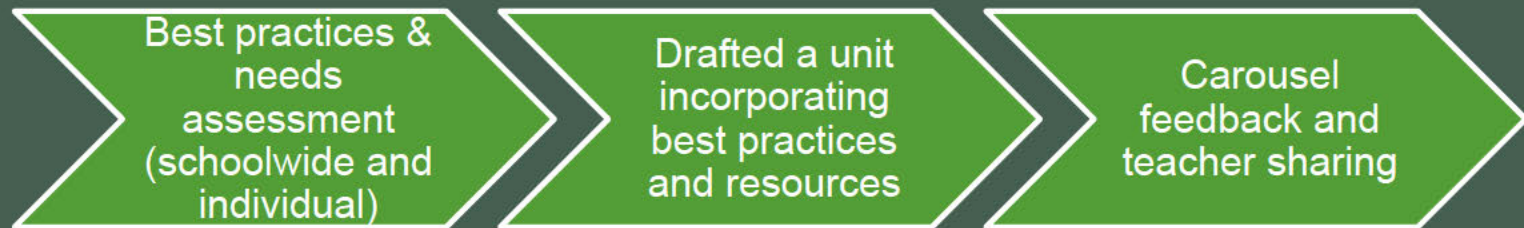


Researched mentoring organizations for young men of color and outlined future initiatives to support and expose them to diverse opportunities and options available



In-depth Committee look: Process & Documents

Curriculum and classroom practices: professional development 3 part series on CR-S, January - May



Examined Best Practice for CR-S Curriculum Work

Review: best practices from last session

Highlighting traditionally silenced identities & multiple perspectives



Re-envision assessments

Utilize student datapoints and assessment measures that reflect:

- Learning spaces
- Modalities
- Demonstrations of proficiency



Curriculum connections with students

Youth Culture

- Pair traditional curricular content with digital and other media platforms that provide current and relevant context from youth culture.

Daily lives

- Connect instructional content with the daily lives of students by using culturally specific examples (e.g., music, movies, text) that tap into their existing interests, knowledge, and youth culture.

Teacher Needs Assessments & Unit Revision: strengths & gaps

Revision template-Best practice: x +

File | C:/Users/sandr/Desktop/Teaching%20&%20Coaching/CSG/2021-2022/Jan%2031-PD%20&%20materials/Revisio... Not syncing

Bank Street Courses | Bank Street - CANV... | Causes and Effects... | An Appraisal Persp... | Social support and... | Facing EL teachers'... | A typology of veter... | Other favorites

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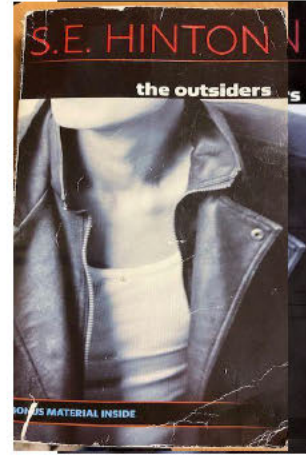
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Sample CR-S unit work

Rethinking The Outsiders By S.E. Hinton

Published in
1967

Considered
first YA novel



- Widely loved by students; socially insightful and problematic at the same time.
- **Representation:** all white characters, focuses on class, poverty; oppression of "Greasers" by "Soc's". Set in Tulsa, Oklahoma. Written by a 16 year old girl; published under ambiguous name!
- **Problems:** sexual harrassment, use of derogatory term for Native American people; seems to present an "all-white world" in a country and area that is not.
- **Solutions:** Read the book, allowing its strong points and enduring relevance around class conflict and coming of age to shine, but approach its problems with critical research questions.

Students will
research
critical
questions
alongside
reading the
book

- What does this book (its characters as well as S.E. Hinton's story) show about gender dynamics in 1967? What else can we learn about the issue of women's rights at that time?
- What does this book say (or not say) about race? What can we learn about the setting of the story by researching black history and race relations in Tulsa, Oklahoma? (hint: Black Wall Street and the Tulsa Race Massacre)
- What can we learn about indigenous history in Oklahoma? (Hint: tribal lands in Oklahoma)



Teacher: Ram
Subject: Math
Class: Gr 7 / 8

THREE BEST CR-5 PRACTICES

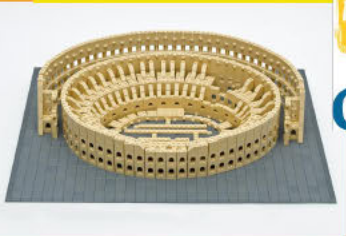
1. Continuation of the traditional Pi-day practices (Discovering Pi and Pi digits recitation)
2. Incorporating Black mathematicians in celebration of Black history month.
3. Circles around you and its significance (ex. historical landmarks/personal connections)

2) Incorporating Black Mathematicians in the celebration during Black History Month



1. Groups research about a famous black mathematician.
2. Make a Poster with 3-5 bullet points about the person's contribution.
3. Gallery String was displayed for the whole month of February in school's stairwell.
4. Each day, a mathematician is celebrated during DO NOW.

3. Circles around us and its significance (landmarks & personal connections)



1. Groups research about famous landmarks or symbols in their native country and its significance
2. Show and tell in class.
3. Compare circumferences and area of these circles. What patterns or generalizations can we make about them?

Focus: how can we create resources that are more culturally responsive, diverse, and inclusive K-12?



Curriculum Spotlight: Creating an index of books and films that are culturally inclusive, diverse, and inclusive

Resource Index highlighting historically underrepresented identities: films & books

[Elementary School](#)

[MS School](#)

[HS Films](#)

Representation & Literacy: MS Survey and Outcomes

An illustration of a library interior. In the center, a large, open book lies flat on a checkered floor, its pages white. The book is held open by a brown bookmark. On the left page, the title 'Representation & Literacy' is written in a large, bold, black sans-serif font. Below it, in a smaller, black sans-serif font, is the subtitle 'At The Renaissance Charter School'. To the left of the book, a woman with long dark hair, wearing a blue short-sleeved top and blue jeans, stands looking at a bookshelf filled with colorful books. To the right of the book, a man with short brown hair, wearing a white long-sleeved shirt and blue jeans, stands looking at another bookshelf. The background is a warm yellow wall, and the floor is a light-colored checkered tile.

Representation & Literacy

At The Renaissance Charter School

Introduction

We decided to take a closer look at what books students at TRCS enjoyed reading and why. The natural next step was to ask what types of books students would like to read in the future, as well as ask for their input on which topics they would like to learn more about.



How did we do this?

WHO: Middle School students at TRCS

WHAT: conducted surveys on books they enjoyed, genre, why they enjoyed them, what is lacking, and book topics they would like to see in the future



What topics would you like to see more of?

1

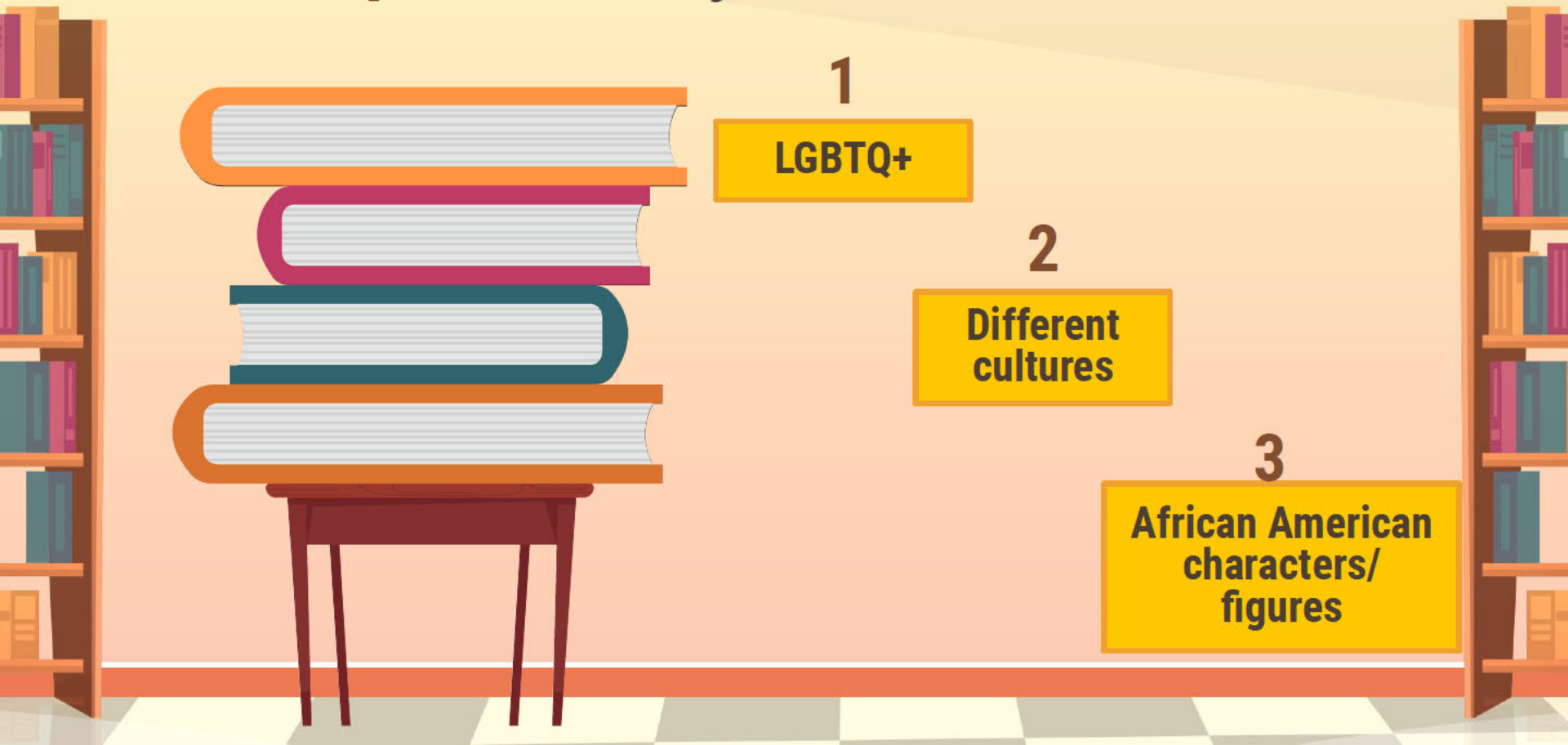
LGBTQ+

2

**Different
cultures**

3

**African American
characters/
figures**



In closing...



We have a responsibility to our students and school community to make sure they FEEL and are represented. These surveys provided us a glimpse of what WE can do to make this happen.

Next steps: share findings with classroom teachers and for future book orders

Leverage Underrepresented Voices: Boys & Young Men of Color/Gender Issues

Main focus and objectives

- More representation and collective work and community-based programs for LGBTQ+ youth.
- Access to different professionals and mentorship for boys of color.
- Utilize the Leadership Program to help further Student careers and understanding of career opportunities in NYC.

We chose to focus on:

Access to different professionals and mentorship for boys of color. Because:

- High need group
- To raise self esteem
- Support with academic skills
- Expose them to people and supports in careers they otherwise may not have been exposed to.
- Expose them to diverse opportunities and options that may be available to them post high school

Research: organizations that foster conversations on identity and power, and provide opportunities to leverage underrepresented voices

Call to Men Program:

A call to men: We work to transform society by promoting healthy, respectful manhood and offering trainings and educational resources for companies, government agencies, schools, and community groups.

The Brotherhood, Sister Sol:

With a focus on Black and Latinx youth, BroSis is where young people claim the power of their history, identity and community to build the future they want to see. Through unconditional love, around-the-clock support and wraparound programming, we make space for Black and Latinx young people to examine their roots, define their stories and awaken their agency.

South Asian Youth Action (SAYA):

SAYA is a youth development organization providing accessible, safe, and culturally affirming year-round programming to New York City students. We would like to start a SAYA chapter at TRCS

Suggested future initiatives

- Create partnerships with previously researched organizations
- Create our own Big Brother, Big Sister Programs
- Establish an Alumni of Color Program
- Hire/train a Coordinator/Community Liaison to support these initiatives

Looking ahead

1. Conduct a new needs assessment to determine next steps for the committee work & PDs
2. Continue supporting teachers in aligning Curriculum & Classroom Practices to CR-S Frameworks
3. Begin outlining & implementation of a selected an initiative from the committee
Leveraging Underrepresented Voices: Boys & Young Men of Color/Gender Issues

Excited for next year!

Thank you!

Renaissance Charter School Organizational Diagram 2022-2023

School Management Team

Directors, APs report to and collaborate with the Executive Director.

Executive Director and Principal
Assistant Executive Director and Assistant Principal
Chief Financial Officer and Human Resources
Assistant Principal of Data and Accountability
Assistant Principal of Elementary and School Culture
Assistant Principal of Special Populations
Director of Operations

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 (2)
Cluster 2 (6-8) – Co-Coordinators (2)
Cluster 3 (9-12) – Co-Coordinators (2)

Teaching Staff

All teachers: TRIP: Targeted Reading Intervention Program Teachers and Paraprofessionals report to Principal, APs and Directors of Teaching & Learning; communicate with Teacher Coordinators, collaborate with cluster colleagues.

Cluster 1 – Grades Pre-K-5

*Pre-Kindergarten
Kindergarten
First Grade
Second Grade
Third Grade
Fourth Grade
Fourth Grade Science
Fifth Grade ELA
Fifth Grade Math
Fifth Grade Science
Fifth Grade Social Studies
K-5 Mandarin
K-5 Creative Arts*

Cluster 2 – Grades 6-8

*Sixth-Eighth Grade Math
Sixth-Eighth Grade ELA
Sixth-Eighth Grade Science
Sixth-Eighth Grade Social Studies
Sixth-Eighth Grade Spanish*

Cluster 3 – Grades 9-12

Teaching Staff

Ninth-Twelfth Grade Grade ELA, Honors

Ninth-Twelfth Grade Math:

Algebra I & II

Geometry

Pre-Calculus

Calculus

Statistics

Consumer/College Math

Ninth-Twelfth Grade Science:

Living Environment

Chemistry

Agriculture

Environmental Science

Physics

Astronomy

Biology

Ninth-Twelfth Grade Social Studies:

U.S. History

Global History

Government/Economics

AP Courses:

AP Literature

AP Computer Science

AP Biology

AP World History

AP European History

AP U.S. History

Guidance Staff

*Social Worker and Guidance Counselors report to Principal,
Director of School Culture, APs of Teaching & Learning,
collaborate with Dean, Teacher Coordinators, cluster colleagues.*

Social Worker

College Guidance Counselor

Mental Health Counselors (2)

Mental Health Counseling Intern

Director of Development
Director of Communications
Leadership and Community Service Coordinator
Parent Coordinator
Student Support Associate
Student Information Specialist
Communications and Operations Intern

Administrative Support Staff

*Support Staff report to Principal and
to School Management Team APs and 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

35-59 81st Street, Jackson Heights, NY 11372
www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax) Charter School

2022-2023 SCHOOL YEAR CALENDAR

subject to change

not yet calendared: CSG MEETINGS, after-school activities

SEPTEMBER		
September 5	Monday	Labor Day - School Closed
September 7	Wednesday	Board of Trustees Meeting (Virtual), 12pm
September 8	Thursday	Dare to Prepare Day - Grades 6, 8, 9
September 9	Friday	Dare to Prepare Day - Grades 7, 8, 10-12; First day of Pre-Kindergarten
September 12	Monday	First Day of School!
September 21	Wednesday	Parent Association Meeting (Virtual), 6:30pm
September 21	Wednesday	Chancellor's Visit
September 22	Thursday	Curriculum Night - ES
September 22	Thursday	Early Bird (K & 1)
September 26	Monday	Rosh Hashanah - School Closed
September 27	Tuesday	Rosh Hashanah - School Closed
September 28	Wednesday	NWEA
September 28	Wednesday	Curriculum Night - HS
September 29	Thursday	NWEA
September 29	Thursday	Curriculum Night - MS
OCTOBER		
October 3	Thursday	CHiP Data Due to NYC DOE
October 5	Wednesday	Yom Kippur - School Closed
October 7-9	Fri - Sun	Hispanic Book Fair
October 12	Wednesday	Board of Trustees Meeting (Virtual) - 12pm
October 12	Wednesday	PSATs
October 17-21	Mon-Fri	Rensizzle Grades 6-12
October 20	Wednesday	Parent Association Meeting (Virtual) - 6:30pm
October 24-28	Mon-Fri	Scholastic Book Fair
Oct 31-Nov 4	Mon-Fri	High School Spirit Week
NOVEMBER		
November 1	Tuesday	Annual Report Update DUE; CHiP Date DUE
November 2	Wednesday	Board of Trustees Meeting (Virtual) - 12pm
November 7	Monday	Anet A1 - ELA
November 8	Tuesday	Election Day - No School (for students) – REMOTE PD
November 9	Wednesday	Anet A1 - Math
November 10	Thursday	Elementary Trimester 1 ends
November 11	Friday	Veterans Day - No School (for students)
November 14	Monday	Elementary Marking Period 2 begins
November 14	Monday	ANET A1 Data Dig
November 17	Thursday	Parent Association Meeting (Virtual) - 6:30pm
Nov 17-18	Thurs-Friday	PK-12 Parent-Teacher Conferences; 5:00-8:00 PM (Thurs) and 1:00-3:10 PM (Fri)
November 18	Friday	MS Marking Period 1 ends
November 22	Tuesday	HS - Mock ELA Regents
November 23	Wednesday	Thanksgiving Celebrations
November 24-25	Thurs-Fri	Thanksgiving Recess - School Closed
DECEMBER		
December 3	Wednesday	Parent Association Meeting (Virtual) - 6:30pm
Dec 5-16	Mon-Fri	F&P Benchmarking (Grades 1-5)
December 7	Wednesday	Board of Trustees Meeting (Virtual) - 12pm
TBD	TBD	Open House

The Renaissance Charter School Internal Calendar 2022-2023

December 19	Monday	Anet A2 - ELA
Dec 19-23	Mon-Fri	ES - Parent Teacher Conferences
December 20	Tuesday	Anet A2 - Math
December 23	Friday	MS Fest. of Lights; HS Talent Show/Holiday Celebrations, 7-12 (to be confirmed)
December 23	Friday	Day of Giving Workshop; HS Fundraiser
Dec 26-Jan 2	Mon-Mon	Winter Recess - School Closed
JANUARY		
January 3	Tuesday	School Resumes
January 17-27	Tues-Fri	F & P Benchmarking Kindergarten
January 4	Wednesday	Board of Trustees Meeting (Virtual) 12pm
January 5	Thursday	Parent Association Meeting (Virtual) - 6:30pm
January 6	Friday	HS Grades Due
January 9	Wednesday	ANET A2 Data Dig
January 16	Monday	Dr. Martin Luther King, Jr. Day - School Closed- Day of Mitzvah, Public Invited
January 17- 20	Tues-Fri	HS Midterms
January 27	Friday	End of MS Marking Period 2
January 24	Tuesday	Mock US History Regents
Jan 24-27	Tues-Friday	HS Regents Administration
January 31	Tuesday	HS Semester 1 Ends
FEBRUARY		
February 1	Wednesday	Board of Trustees Meeting (Virtual) 12pm
February 1	Wednesday	First Day of HS 2nd Semester
February 9	Wednesday	NWEA
February 10	Thursday	NWEA
February 15	Wednesday	Parent Association Meeting (Virtual) - 6:30pm
February 17	Friday	HS Senior Fundraising Event: Festival of Love
February 20-24	Mon-Fri	Midwinter Recess - School Closed
February 27	Monday	Early Bird (K & 1)
February 28	Tuesday	Anet A3 - ELA
MARCH		
March 1	Wednesday	Board of Trustees Meeting (Virtual) - 12pm
March 6-17	Mon-Fri	F & P Benchmarking (Grades 1-5)
March 6	Friday	ELA ANET A3 Data Dig
March 10	Friday	End of Elementary Trimester 2
March 13	Monday	Beginning of Elementary Trimester 3
March 15	Wednesday	Anet A3 - Math
March 15	Wednesday	Parent Association Meeting (Virtual) - 6:30pm
March 20	Monday	Math ANET A3 Data Dig
March 23-24	Thurs-Fri	PK-12 Parent-Teacher Conferences; 5:00-8:00 PM (Thurs) and 1:00-3:10 PM (Fri)
March 28-30	Tues-Thurs	NYS ELA Examination Grades 3-8
APRIL		
April 5	Wednesday	End of MS Marking Period 3
April 5	Wednesday	Board of Trustees Meeting, 12:00 PM
April 6-14	Thurs-Friday	Passover, Spring Recess - School Closed
April 7?	Friday?	Admissions Lottery, 6:00 PM (to be confirmed)
April 12	Wednesday	No Parent Association Meeting (canceled)
April 21	Friday	Eid al-Fitr - School Closed
April 25-27	Tues-Thurs	NYS Math Examination Grades 3-8
TBD	TBD	MS Bowling Trip
MAY		
May 3	Wednesday	Board of Trustees Meeting (Virtual) - 12pm
May 17	Wednesday	Parent Association Meeting (Virtual) - 6:30pm
May 22	Monday	NWEA
May 23	Tuesday	NWEA
May 25	Thursday	Early Bird (K & 1)

The Renaissance Charter School Internal Calendar 2022-2023

May 26	Friday	Early Bird (K & 1)
May 29	Monday	Memorial Day - School Closed
JUNE		
June 1-23	Thurs-Fri	F & P Benchmarking Grades K - 5
June 5	Monday	Anet A4 - ELA
June 6	Tuesday	Anet A4 - Math
June 7	Wednesday	Board of Trustees Meeting (Virtual) - 12pm
June 8	Thursday	Anniversary Day - No school for students
June 9	Friday	Clerical Day - No school for students
June 12	Monday	ANET A4 Data Dig
June 14	Wednesday	Parent Association Meeting (Virtual) - 6:30pm
June 14-16	Wed-Fri	HS Regents Exams
June 19	Monday	Juneteenth - No School
June 20-23	Tues-Fri	Regents Exams
June 20-23?	Tues-Fri	Proposed Little Sizzle Week? to be determined
TBD	TBD	Senior Graduation at TRCS 2
TBD	TBD	8th Grade Stepping Up Ceremony
June 27	Tuesday	Last Day of School

Note: we will be uploading our Fire Certificate on the Nov 1, 2022 deadline.

Thank you.

THE CITY OF NEW YORK



DEPARTMENT OF BUILDINGS

CERTIFICATE OF OCCUPANCY

BOROUGH

Queens

DATE: MAY 23 1997 NO. Q400594825

This certificate supersedes C.O. NO

ZONING DISTRICT C4-3

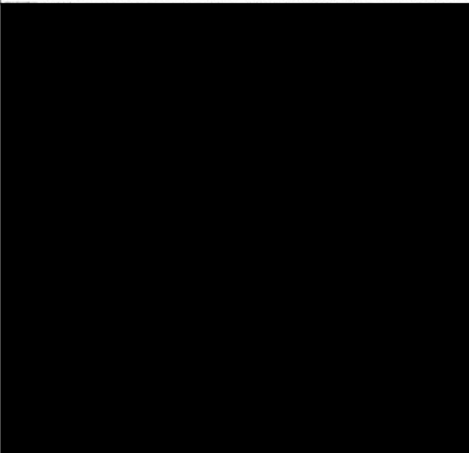
THIS CERTIFIES that the new—altered—existing—building—premises located at

81-19 37 Avenue

Block 1281 Lot 38

CONFORMS SUBSTANTIALLY TO THE APPROVED PLANS AND SPECIFICATIONS AND TO THE REQUIREMENTS OF ALL APPLICABLE LAWS, RULES, AND REGULATIONS FOR THE USES AND OCCUPANCIES SPECIFIED HEREIN.

PERMISSIBLE USE AND OCCUPANCY Alt. 400594825

STORY	LIVE LOAD LBS PER SQ FT	MAXIMUM NO OF PERSONS PERMITTED	ZONING DWELLING OR ROOMING UNITS -	BUILDING CODE HABITABLE ROOMS	ZONING USE GROUP	BUILDING CODE OCCUPANCY GROUP	DESCRIPTION OF USE
Cellar	O.G.	8	0	0	3	D-2	
	O.G.	*0	0	0	3	F-4	
	O.G.	212	0	0	3	G	
First	100	400	0	0	6	C	
	100	83	0	0	3	G	
Second	100	*0	0	0	3	F1-B	
	100	51	0	0	3	F-3	
	100	213	0	0	3	G	
Third	75	336	0	0	3	G	
*THESE AREAS ARE NOT TO BE USED SIMULTANEOUSLY WITH OTHER AREAS ON THE SAME FLOOR.							

THAT THE ZONING LOT ON WHICH THE PREMISES IS LOCATED IS BOUNDED AS FOLLOWS:

BEGINNING at a point on the Northwest corner side of
 distant feet from the corner formed by the intersection of
 and 82 Street
 running thence 37 Ave. feet; thence north 200' feet;
 thence west 200' feet; thence south 100' feet;
 thence east 200' feet; thence south 100' feet;
 thence to the point or place of beginning.

400594825
 N.B. or ALT. No. DATE OF COMPLETION
 BUILDING OCCUPANCY GROUP CLASSIFICATION G

CONSTRUCTION CLASSIFICATION IIB
 HEIGHT 3+C STORIES, 40 FEET

THE FOLLOWING FIRE DETECTION AND EXTINGUISHING SYSTEMS ARE REQUIRED AND WERE INSTALLED IN COMPLIANCE WITH APPLICABLE LAWS.

	YES	NO		YES	NO
STANDPIPE SYSTEM	X		AUTOMATIC SPRINKLER SYSTEM	X	
YARD HYDRANT SYSTEM					
STANDPIPE FIRE TELEPHONE AND SIGNALLING SYSTEM					
SMOKE DETECTOR					
FIRE ALARM AND SIGNAL SYSTEM	X				

STORM DRAINAGE DISCHARGES INTO:

A) STORM SEWER ☐

B) COMBINED SEWER ☐

C) PRIVATE SEWAGE DISPOSAL SYSTEM ☐

SANITARY DRAINAGE DISCHARGES INTO:

A) SANITARY SEWER ☐

B) COMBINED SEWER ☐

C) PRIVATE SEWAGE DISPOSAL SYSTEM ☐