

Application: The Renaissance Charter School 2

Everett Boyd - everettboyd@rencharter2.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Oct 6 2021

[Instructions](#)

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

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

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

RENAISSANCE CHARTER SCHOOL 2 (THE) 342400861128

a1. Popular School Name

TRCS 2

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

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

BOARD OF REGENTS

c. DISTRICT / CSD OF LOCATION

CSD #24 - QUEENS

d. DATE OF INITIAL CHARTER

6/2017

e. DATE FIRST OPENED FOR INSTRUCTION

9/2020

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

MISSION STATEMENT

The Renaissance Charter School 2 (TRCS 2) 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 provide a comprehensive academic program aligned with the New York State (NYS) learning standards that fosters educated, responsible, humanistic young leaders who will, through their own educational development and personal growth, spark a renaissance in New York City and beyond. Its graduates will be global citizens with an abiding respect for peace, human rights, the environment, and sustainable development.

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	A strong, comprehensive and proven NYS CCLS-aligned academic program. TRCS 2 has adopted the TRCS curriculum and assessment program, which comprises an integrated set of formal instructional programs (e.g. Reading and Writing Workshop), commercial curricula (e.g. Junior Great Books and Singapore Math), “home-grown,” teacher-developed curricula drawing heavily on the materials and resources of EngageNY and a wide range of assessments to assess growth in early literacy and attainment of CCLS benchmarks. The academic program will also include project-based and experiential learning experiences and non-traditional student-centered learning experiences.
KDE 2	A Student-centered approach—A critical part of TRCS 2’s mission is to “foster educated, responsible, humanistic young leaders who will be global citizens and leaders in the renaissance of NYC and beyond.” In order to do

this, TRCS 2 will provide students with instruction and supports that address their respective academic needs, interests and learning styles. Such a student-centered approach to instruction will support all students, and especially ELLs, SWDs and other students with unique needs. TRCS 2 will establish a school-wide data culture to support teachers and administrators in using data to identify student needs and to provide targeted and differentiated instruction to address them. TRCS 2 will provide training and support to teachers working collaboratively to analyze student data and differentiate instruction. In addition, TRCS 2 will utilize strategies and practices that have been effective in promoting student academic growth at TRCS including a data-driven Advisory Program (to be established in MS and HS) that will provide personalized support to each student and The Learning Center (to be established in MS and HS), which will provide both short-term and long-term assistance to students during and after the school day.

KDE 3

A commitment to project-based and experiential learning. TRCS 2 will embed project-based and experiential learning throughout its curriculum and multidisciplinary project-based learning is emphasized at all grade levels. Experiential learning will be implemented through a variety of methods, including community service learning experiences and curriculum-embedded trips and special events such as: a) field trips to museums, theaters, art galleries and films; b) school organized college visits; c) art, music, dance and drama exhibitions; talent shows; and d) multicultural celebrations.

TRCS 2 will also replicate one of TRCS' most important and innovative experiential learning initiatives—i.e. the groundbreaking Rensizzle Week program. During Rensizzle Week, regular classes are suspended and each

student engages in an in-depth exploration of one subject of his or her choosing, working in mixed-grade groupings and engaging in authentic, hands-on learning experiences. Most Rensizzle Week activities will result in individual or collective presentations by students reflecting not only what they've learned but also their feelings, opinions and deeper understandings about what they've learned.

KDE 4

Extensive student academic and social-emotional development supports. TRCS 2 will support at-risk students through an extensive array of services and resources, including The Learning Center (TLC) (to be established in MS and HS), which will provide both short-term and long-term assistance to students during and after the school day. TLC will provide opportunities for remediation and acceleration using a personalized, "managed care" approach for students who need remedial help or wish to accelerate or enrich their studies. Also, TRCS 2 will have an Instructional Support Team that regularly monitors the progress of at-risk students and makes specific recommendations to help them succeed and an Advisory Program that will provide a "safe space" where advisors can: a) monitor each student's research shows student-centered instruction to be effective in teaching ELLs, SWDs and other underserved" demographic groups. progress towards achieving academic growth goals, help identify areas of need or challenge and support each student's academic growth b) support each student's social-emotional development; and c) promote community service and experiential learning through Advisory-developed projects.

KDE 5

A culture of collaboration. At TRCS 2, collaboration will be embedded in every aspect of the school program. Decision-making about governance will be shared by the Board and a Collaborative School Governance Committee (CSGC) comprised of representatives of all school constituencies,

including the Principal; teachers and other instructional staff; parents and students. Also, all stakeholder groups will collaborate in developing, evaluating and frequently updating the school's Comprehensive Education Plan (CEP). Academic and operational decisions will be made by a School Management Team comprised of the Principal and other school leaders. Teachers will work collaboratively in Professional Learning Communities (PLCs) and family input will be facilitated by the CSGC, a strong Parent Teacher Association and an active student government. Also, TRCS 2 will collaborate with its partner, TRCS, as it replicates the TRCS model.

KDE 6

A commitment to college preparation and career readiness. TRCS 2 will mandate student participation in a college-bound program starting in 5th and 6th grades with trips to colleges and similar college and career readiness preparation activities, and will continue as the school grows into a high school program to include a for-credit class in high school grades. In the first charter term, TRCS 2 will prepare elementary and middle-grade students to ultimately engage in a high school college and career readiness preparation program at TRCS 2 in which students chart a portfolio-based four-year plan and a scaffolded college-bound curriculum that guides students in exploring their values, social and academic interests, career options, college choices and post-secondary college programs.

KDE 7

Extensive teacher professional development. TRCS 2 will provide professional development to all teachers, ranging from a summer professional development institute and training provided by consultants to shadowing, mentoring and other embedded professional development. Professional development will also be done in PLCs, where teachers engage in reflective protocol-driven dialogue about instruction, assessment and improving school programs.

KDE 8

Partnerships. TRCS 2 will be a "community school" that welcomes, supports and partners with

parents, families and individuals and organizations from the community. TRCS 2 will work with the Chief Development Officer to identify strategic partnerships from among the more than 50 partner organizations and agencies that TRCS has successfully utilized in the last charter term alone. TRCS 2 will be proactive in developing experiential learning opportunities for students in collaboration with businesses, cultural organizations and other partners.

KDE 9

(No response)

KDE 10

(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

<https://rencharters.org/>

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

162

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

139

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

Check all that apply

Grades Served	K, 1
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l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

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

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	60-02 Maspeth Ave Maspeth, NY 113 78	(917) 242-3505	NYC CSD 24	K-2	K, 1, & 2

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Everett Boyd	917-242-3505	917-841-3849	everettboyd@rencharter2.org
Operational Leader	Jessica Kim	917-242-3505	917-331-8266	jessicakim@rencharter2.org
Compliance Contact	Jessica Kim	917-242-3505	917-331-8266	jessicakim@rencharter2.org
Complaint Contact	Jessica Kim	917-242-3505	917-331-8266	jessicakim@rencharter2.org
DASA Coordinator	Everett Boyd	917-242-3505	917-841-3849	everettboyd@rencharter2.org
Phone Contact for After Hours Emergencies	Everett Boyd	917-242-3505	917-841-3849	everettboyd@rencharter2.org

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

Private Space

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

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

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

Site 1 Certificate of Occupancy (COO)

[Certificate of Occupancy Martin Luther School -TRCS2 Temp. Site.pdf](#)

Filename: Certificate of Occupancy Martin Luther School -TRCS2 Temp. Site.pdf **Size:** 81.0 kB

Site 1 Fire Inspection Report

[MLS fire report with supplements -TRCS 2 AR .pdf](#)

Filename: MLS fire report with supplements -TRCS 2 AR .pdf **Size:** 2.4 MB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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


No

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

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Everett Boyd
Position	Principal
Phone/Extension	
Email	everettboyd2@rencharter2.org.com

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



Signature, President of the Board of Trustees



Date

Jul 31 2021

Thank you.



Entry 3 Progress Toward Goals

Completed Oct 28 2021

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

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

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take
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		of Goal		to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	TRCS 2 will be in ESSA "Reward" or "Good Standing" status each year of its charter.	NYSED ESSA	Unable to Assess	N/A - The school was not assessed this year
Academic Goal 2	Each year, the percentage of students who attended TRCS 2 for at least one year and are proficient on NYS ELA and Math tests will exceed the CSD 24 average.	NYS ELA and Math Exams	Unable to Assess	N/A - K & 1 only: no testing grades
Academic Goal 3	Each year, the percentage of students who attended TRCS 2 for at least one year and are proficient on NYS ELA and Math tests will exceed the NYS average.	NYS ELA and Math Exams	Unable to Assess	N/A - K & 1 only: no testing grades
Academic Goal 4	Each year, the percentage of students in all accountability subgroups who attended TRCS 2 for at least one year and are proficient on NYS ELA and math tests will exceed	NYS ELA and Math exams	Unable to Assess	N/A - K & 1 only: no testing grades

	the CSD 24 average.			
Academic Goal 5	Each year, the percentage students in all accountability subgroups who attended TRCS 2 for at least one year and are proficient on NYS ELA and math tests will exceed the NYS average.	NYS ELA and Math exams	Unable to Assess	N/A - K & 1 only: no testing grades
Academic Goal 6	Each year, the percentage of students at each grade level who attended TRCS 2 for at least one year and are proficient on NYS ELA and Math tests will exceed the CSD 24 average.	NYS ELA and Math exams	Unable to Assess	N/A - K & 1 only: no testing grades
Academic Goal 7	Each year, the percentage of students at each grade level who attended TRCS 2 for at least one year and are proficient on NYS ELA and Math tests will exceed the NYS average.	NYS ELA and Math exams	Unable to Assess	N/A - K & 1 only: no testing grades
Academic Goal 8	Each year, 80% of kindergarten students who attended TRCS 2 for at least one	Fountas and Pinnell A-Z Text	Met	88% of students in Kindergarten are

	year will perform at or above Level B on the Fountas and Pinnell A-Z Text Level Gradient.	Level Gradient		reading at Level B or higher.
Academic Goal 9	Each year, 80% of all first grade students who attended TRCS 2 for at least two years will perform at or above Level G on the Fountas and Pinnell A-Z Text Level Gradient.	Fountas and Pinnell A-Z Text Level Gradient	Unable to Assess	N/A - The first grade students have only attended the school for 1 year, as this is the first year the school opened.
Academic Goal 10	Each year, 80% of all second grade students who attended TRCS 2 for at least two years will perform at or above Level G on the Fountas and Pinnell A-Z Text Level Gradient.	Fountas and Pinnell A-Z Text Level Gradient	Unable to Assess	N/A - 2nd grade was added in Sept 2021

2. Do have more academic goals to add?

Yes

2020-2021 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to
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				Assess During Due to Closure
Academic Goal 11	Each year, TRCS 2's aggregate proficiency on the NYS ELA and Math tests will be at least 1 standard deviation above the mean when compared with "similar schools."	NYS ELA and Math Exams	Unable to Assess	N/A - K & 1 only: no testing grades
Academic Goal 12	Each year, at least 75% of students who have been tested at least two years will improve their performance towards proficiency or maintain a proficient level on NYS ELA and Math tests.	NYS ELA and Math Exams	Unable to Assess	N/A - K & 1 only: no testing grades
Academic Goal 13	Each year, at least 75% of students in all accountability subgroups who have been tested at least two years will improve their performance towards proficiency or maintain a proficient level on NYS ELA and Math tests.	NYS ELA and Math Exams	Unable to Assess	N/A - K & 1 only: no testing grades
	Each year, at least 75% of students who have attended			

Academic Goal 14	TRCS 2 for at last one year taking the NYS Science exam will achieve at least a score of 3.	NYS Science Exam	Unable to Assess	N/A - K & 1 only: no testing grades
Academic Goal 15	Each grade-level cohort of the same students in Grades 4 through 8 (i.e. students who are in the school for two years in a row) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate some growth (above 75 percent) in the current year.	NYS ELA Exam	Unable to Assess	N/A - K & 1 only: no testing grades
	Each grade-level cohort of the same students in Grades 4 through 8 (i.e.			

Academic Goal 16	<p>students who are in the school for two years in a row) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.</p>	NYS Math Exam	Unable to Assess	N/A - K & 1 only: no testing grades
Academic Goal 17	<p>Each year, 75 percent of the 9th grade cohort¹ will have scored at least 65 on the New York State Regents examination in ELA.</p>	NYS Regents examination in ELA	Unable to Assess	N/A - TRCS 2 does not have a high school
Academic Goal 18	<p>Each year, 75 percent of the 9th grade cohort will have scored at least 65 on a New</p>	NYS Regents examination in Math	Unable to Assess	N/A - TRCS 2 does not have a high school

	York State Regents examination in Math.			
Academic Goal 19	Each year, 75 percent of the 9th grade cohort, who are not taking an alternate or Pathways assessment in lieu of the History Regents exam, will have scored at least 65 on a New York State Regents examination in History.	NYS Regents examination in History	Unable to Assess	N/A - TRCS 2 does not have a high school
Academic Goal 20	Each year, 75 percent of the 9th grade cohort will have scored at least 65 on a New York State Regents examination in science.	NYS Regents examination in Science	Unable to Assess	N/A - TRCS 2 does not have a high school

3. Do have more academic goals to add?

Yes

2020-2021 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for
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				Not Applicable
Academic Goal 21	The school will show progress each year towards achieving 75% of each graduating senior class having taken and passed three or more regents examinations, College Now STEM courses or Advanced Placement examinations in science and / or mathematics.	College Now STEM courses or Advanced Placement examinations in science and / or mathematics.	Unable to Assess	N/A - TRCS 2 does not have a high school
Academic Goal 22	The school will show progress each year towards having 75% of students enrolled in each grade, 9th through 11th accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who are currently enrolled in the school.	Enrollment Data and HS Transcripts	Unable to Assess	N/A - TRCS 2 does not have a high school
Academic Goal 23	Each year, at least 75 percent of each 9th grade cohort will graduate within 4 years	HS Transcripts and Graduation Rate Data	Unable to Assess	N/A - TRCS 2 does not have a high school

Academic Goal 24	Each year, at least 80 percent of each 9th grade cohort will graduate within 5 years.	HS Transcripts and Graduation Rate Data	Unable to Assess	N/A - TRCS 2 does not have a high school
Academic Goal 25	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 admission or acceptance. Each year, the post-secondary institution, college or university acceptance rate will be determined by dividing the number of 12th grade students by the number of students receiving an admission or acceptance letter from a post-secondary institution, college or university.	HS Enrollment Data College Applications Letters of Acceptance	Unable to Assess	N/A - TRCS 2 does not have a high school
	Each year, the percent of students in the			

Academic Goal 26	<p>high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the Community School District in which the school is located (excluding students in specialized and/or gifted and talented schools).</p>	<p>NYS ELA Exam</p> <p>Comparative Data to CSD</p>	Unable to Assess	N/A - TRCS 2 does not have a high school
Academic Goal 27	<p>Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the Community School District in which the school is located (excluding students in specialized and/or gifted and talented schools).</p>	<p>NYS Math Exam</p> <p>Comparative Data to CSD</p>	Unable to Assess	N/A - TRCS 2 does not have a high school
Academic Goal 28				
Academic Goal 29				

Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
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Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

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

2020-2021 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take
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				to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent, as measured using the methodology set out in the New York City Department of Education Attendance template.	ATS/ESBOCES	Met	TRCS 2's student daily attendance rate was 95%. We marked students present for the day if they were present for at least 1 remote period as per the DOE's attendance policy.
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year who do not move will return the following September.	ATS/ESBOCES	Met	95% of our students enrolled on the last day of school on June 25, 2021 returned in September 2021.
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.		Met	32% of students at the TRCS 2 are ELLs in the 2020-2021 school year.
				13% of students a TRCS 2 are

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		Not Met	students with disabilities 2020-2021 school year. In order to meet this goal, we are actively recruiting families of students with disabilities. The school has created an exemplary ICT model with grade-level ICT classes for students with IEPs and is advertising this to families in its recruitment efforts.
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.		Met	82.2% of TRCS 2's population was free/reduced lunch in school year 2020-2021.
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.		Unable to Assess	N/A - There is no comparative data.

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.		Unable to Assess	N/A - There is no comparative data.
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.		Unable to Assess	N/A - There is no comparative data.
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	NYC School Survey 2021 2021 NYC School Survey: Families, Family	Unable to Assess	N/A - There is no comparative data.

	50% of parents participate in the survey.			
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.	NYC School Survey 2021 2021 NYC School Survey: Teacher, Teacher	Unable to Assess	N/A - There is no comparative data.
Org Goal 11	In each year of the charter term, students in grades 6-12 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		Unable to Assess	N/A - No 6-12 students as yet

	agree, likely/very likely). The school will only have met this goal if at least 50% of students participate in the survey.			
Org Goal 12	Each year, teachers will express satisfaction with their job by returning to the school at a rate of 75% or more (excluding teachers who retire or move out of New York City), as measured by their signing of the Staff Preference Sheet in the Spring.		Met	75% of our teachers from last year, based on their signing of their employment agreement letters for 2021-22, because we don't have preference sheets.
Org Goal 13	Each year, teachers will express satisfaction and commitment with their job by actively participating in the many teacher leadership initiatives at the school including serving on the board, Collaborative School Governance Committee, as a teacher coordinator or		Met	Our teachers participated in a wide range of activities including: attending various professional development workshops, collaborative meetings after school to develop instructional programs to meet the needs of students, creating RFPs and working outside of the school day and

	coach or leading an action research or RFP initiative.			school calendar to develop curriculum
Org Goal 14	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, and the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.		Met	
Org Goal 15	Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain and meet or exceed enrollment		Met	The Renaissance Charter School 2 has adopted the best practice guidelines established by NYSED/CSO in its recruitment of special populations, including English Language Learners and students with special needs: know your community; allocate resources and staff, budget

	and retention targets for students with disabilities, English language learners and students who are eligible for free and reduced lunch.			for time and materials; map your assets in the community; engage parents; partner with community-based organizations. TRCS 2 has made good faith efforts at enrollment and retention of all students, as described in Entry 9 "Enrollment and Retention" of this report.
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2020-2021 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	Every year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Certified Financial Report	Met	
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Certified Financial Report	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed Oct 27 2021

Required of ALL Charter Schools

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

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

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

TRCS 2 Fin Stmts 6-30-2021 FINAL

Filename: TRCS 2 Fin Stmts 6 30 2021 FINAL.pdf **Size:** 371.4 kB

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

Completed Dec 20 2021

Instructions - Regents-Authorized Charter Schools ONLY

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

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

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

Renaissance Charter School 2 BEDS-342400861128 2020-21

Filename: Renaissance Charter School 2 BEDS tfMdvwA.xlsx **Size:** 72.7 kB

Entry 4c - Additional Financial Documents

Completed Oct 25 2021

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

[Escrow Savings](#)

Filename: Escrow Savings.pdf **Size:** 1.1 MB

[Federal Single Audit](#)

Filename: Federal Single Audit.docx **Size:** 26.6 kB

[CSP Agreed-Upon Procedure Report](#)

Filename: CSP Agreed Upon Procedure Report .docx **Size:** 24.7 kB

[Corrective Action Plan for Audit Findings and Management Letter Recommendations](#)

Filename: Corrective Action Plan for Audit F i5M6Xji.docx **Size:** 22.8 kB

[Advisory or Management letter](#)

Filename: Advisory or Management letter.docx **Size:** 24.8 kB

Entry 4d - Financial Services Contact Information

Completed Oct 6 2021

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Jessica Kim	jessicakim@rencharter2.org	917-331-8266

2. Audit Firm Contact Information

School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
Schall and Ashenfarb, CPA's, L.L.C.	[REDACTED]	[REDACTED]	1

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
Renaissance Charter School	Denise Hur	35-59 81 Street, Jackson Heights, NY 11372	[REDACTED]	[REDACTED]	2

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Oct 25 2021

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

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

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

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

[TRCS 2 final2021-2022arbudgettemplate](#)

Filename: TRCS 2 final2021 2022arbudgettemplate.xlsx **Size:** 40.5 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Oct 7 2021

Required of ALL Charter Schools by August 2

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

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

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

TRCS 2 Combined Disclosures 2020-2021 AR

Filename: TRCS 2 Combined Disclosures 2020 2021 AR.pdf **Size:** 5.0 MB

Entry 7 BOT Membership Table

Completed Oct 6 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

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

	Trustee	Trustee	Position	Commit	Voting	Number	Start	End	Board
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	Name	Email Address	on the Board	tee Affiliations	Member Per By-Laws (Y/N)	of Terms Served	Date of Current Term (MM/DD /YYYY)	Date of Current Term (MM/DD /YYYY)	Meetings Attended During 2020-2021
1	Dr. Monte Joffe		Chair	Executive, Education Support	Yes	1	10/07/2019	01/01/2024	12
2	John Harrison York		Vice Chair	Executive, Finance	Yes	1	10/07/2019	10/01/2024	11
3	Liz Perez		Secretary	Executive	Yes	1	12/06/2017	12/01/2022	12
4	Conor McCoy		Trustee/Member	Education Support	Yes	1	12/06/2017	12/01/2022	5 or less
5	Chester Hicks		Trustee/Member	Finance	Yes	1	05/06/2020	05/01/2025	12
6	Victor Motta		Trustee/Member		Yes	1	05/06/2020	05/01/2025	12
7	Rachel Mandel		Trustee/Member		Yes	1	12/06/2017	12/01/2022	6
8									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	7
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Completed Oct 6 2021

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

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

2020-2021 TRCS 2 Board Minutes AR

Filename: 2020 2021 TRCS 2 Board Minutes AR.pdf Size: 3.0 MB

Entry 9 Enrollment & Retention

Completed Oct 6 2021

Instructions for submitting Enrollment and Retention Efforts

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

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

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

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
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Economically Disadvantaged

The Renaissance Charter School 2 (TRCS2) actively seeks to recruit students with disabilities, English Language Learners and students who come from households qualifying for free and reduced meals.

In response to lottery applicants and a high demand for in-person learning for students in SY 2020-2021. Recruitment of our special populations has been an on-going, every day responsibility beginning in the Spring of 2020. The Renaissance Charter School 2 (TRCS) has adopted the best practice guidelines established by NYSED/CSO in its recruitment of special populations, including economically disadvantaged students. We have developed a reputation in the community for caring for and supporting special populations, with a staff that is dedicated to actively engage families and students of all ethnicities, socioeconomic levels, and who represent multi-cultural and multi-linguistic backgrounds. The school also has 2 social worker interns to support all students, including our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in grade-level high-needs classrooms. We create a timeline for open houses, outreach and admissions each year, and held virtual open houses in 2020 and 2021, to support enrollment SY 2020 and SY 2021. They were very well attended.

In response to SY 2021-2022 lottery applicants and a high demand for in-person learning for students in SY 2020-21, TRCS 2 has continued its recruitment of our special populations in on-going, every day efforts, beginning in the Spring of 2021. The Renaissance Charter School 2 (TRCS) has adopted the best practice guidelines established by NYSED/CSO in its recruitment of special populations, including economically disadvantaged students. We have developed a reputation in the community for caring for and supporting special populations, with a staff that is dedicated to actively engage families and students of all ethnicities, socioeconomic levels, and who represent multi-cultural and multi-linguistic backgrounds. The school also has 2 social worker interns and is adding a full-time social worker to its staff to support all students, including our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in grade-level high-needs classrooms. We create a timeline for open houses, outreach and admissions each year, and held virtual open houses in 2020 and 2021, to support enrollment SY 2020 and SY 2021. They were very well attended. Translation is available at our

	<p>Translation is available at our open houses. Last school year we had several virtual open houses during the COVID shut-down. We continued to respond to inquiries and made outreach through virtual parent meetings, postings on neighborhood list-serves, newspapers, and through personal outreach by staff. 80% of our students in SY 2020-2021 were classified as economically disadvantaged.</p>	<p>open houses. This school year we had several virtual open houses during the COVID shut-down. We continued to respond to inquiries and made outreach through virtual parent meetings, postings on neighborhood list-serves, newspapers, and through personal outreach by staff.</p>
	<p>The Renaissance Charter School 2 (TRCS2) actively seeks to recruit students with disabilities, English Language Learners and students who come from households qualifying for free and reduced meals.</p> <p>In response to lottery applicants and high demand for in-person learning for students in SY 2020-21. Recruitment of our special populations has been an on-going, every day responsibility beginning in the Spring of 2020.</p> <p>The Renaissance Charter School</p>	<p>In response to SY 2021-2022 lottery applicants and a high demand for in-person learning for students in SY 2020-21, TRCS 2 has continued its recruitment of our special populations, including ELLs, in on-going, every day efforts, beginning in the Spring of 2021.</p> <p>The Renaissance Charter School 2 (TRCS) has adopted the best practice guidelines established by NYSEDCSO in its recruitment of special populations, including english language learners. We have developed a reputation in the community for caring for and supporting special populations, with a staff that is dedicated to actively engage families and students of all ethnicities, socioeconomic levels, and who represent multi-cultural and multi- linguistic backgrounds. The school also has 2 social worker interns and is adding a full-time social worker to its staff to support all students, including our special needs students. Our teaching model also embraces Integrative Collaborative</p>

English Language Learners

2 (TRCS) has adopted the best practice guidelines established by NYSED/CSO in its recruitment of English Language Learners. Due to this and ongoing efforts to recruit and retain ELL students, our percentage of kindergarten and first grade students classified as English Language Learners is 19% of our total enrollment for SY 2020-2021.

We have developed a reputation in the community for caring for and supporting special populations, with a staff that is dedicated to actively engage families and students of all ethnicities, socioeconomic levels, and who represent multi-cultural and multi-linguistic backgrounds. The school also has 2 social worker interns to support all students, including our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in grade-level high-needs classrooms. We create a timeline for open houses, outreach and admissions each year, and held virtual open houses in 2020 and 2021, to support enrollment SY 2020 and SY 2021. They were very well attended.

Translation is available at our open houses. Last school year we had several virtual open houses during the COVID shut-down.

We continued to respond to inquiries and made outreach through virtual parent meetings, postings on neighborhood list-

Teaching in grade-level high-needs classrooms.

We create a timeline for open houses, outreach and admissions each year, and held virtual open houses in 2020 and 2021, to support enrollment SY 2020 and SY 2021. They were very well attended.

Translation is available at our open houses. This school year we had several virtual open houses during the COVID shut-down. We continued to respond to inquiries and made outreach through virtual parent meetings, postings on neighborhood list-serves, newspapers, and through personal outreach by staff.

TRCS 2 anticipates that we will exceed our SY 2020-2021 ELL population of 19% in SY 2021-2022 . We have taken the following steps to meet this need: TRCS 2 has appointed a highly qualified Director of Special Populations added a highly qualified certified ELL teacher to its staff for SY 2021-2022 and created school wide programming and staffing that supports English Language Learners; including family conferences that are culturally sensitive. We are conducting in-person Home Language Survey follow-up interviews with families throughout this summer (2021)

We provide on-going support by providing:

- ICT, Related Services, for ELLS with IEP's;
- Grade K-2 Reading Remediation

serves, newspapers, and through personal outreach by staff.

program; and dedicated ELL Services teacher.

- Partnership with the ELL Consortium at the NYC Charter Schools Center.
- Specialized support for ELL students both in subject classes and in selective “pull-outs”
- Small Group tutoring and extensive, individualized academic check-ins
- Parent Representatives from various backgrounds participate in our Parent Association.
- Many bilingual teachers and support staff who work in the office, who support parents in communicating with the school.

In response to SY 2021-2022 lottery applicants and a high demand for in-person learning for students in SY 2020-21, TRCS 2 has continued its recruitment of our special populations, including ELLs, in on-going, every day efforts, beginning in the Spring of 2021.

The Renaissance Charter School 2 (TRCS) has adopted the best practice guidelines established by NYSED/CSO in its recruitment of special populations, including english language learners. We have developed a reputation in the community for caring for and supporting special populations, with a staff that is dedicated to actively engage families and students of all ethnicities, socioeconomic levels, and who represent multi-cultural and multi- linguistic backgrounds. The school also has 2 social

Students with Disabilities

The Renaissance Charter School 2 (TRCS2) actively seeks to recruit students with disabilities, English Language Learners and students who come from households qualifying for free and reduced meals

In response to lottery applicants and high demand for in-person learning for students in SY 2020-21. Recruitment of our special populations has been an on-going, every day responsibility beginning in the Spring of 2020.

The Renaissance Charter School 2 (TRCS) has adopted the best practice guidelines established by NYSEDCSO in its recruitment of students with disabilities. Due to this and ongoing efforts to recruit and retain students with disabilities, our percentage of kindergarten and first grade students with disabilities or students with IEPs is 19% of our total enrollment for SY 2020-2021.

We have developed a reputation in the community for caring for and supporting special populations, with a staff that is dedicated to actively engage families and students of all ethnicities, socioeconomic levels, and who represent multi-cultural and multi-linguistic backgrounds. The school also has 2 social worker interns to support all students, including our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in grade-

worker interns and is adding a full-time social worker to its staff to support all students, including our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in grade-level high-needs classrooms.

We create a timeline for open houses, outreach and admissions each year, and held virtual open houses in 2020 and 2021, to support enrollment SY 2020 and SY 2021. They were very well attended.

Translation is available at our open houses. This school year we had several virtual open houses during the COVID shut-down. We continued to respond to inquiries and made outreach through virtual parent meetings, postings on neighborhood list-serves, newspapers, and through personal outreach by staff.

TRCS 2 anticipates that we will exceed our SY 2020-2021 population of 19% students with disabilities or IEPs in SY 2021-2022 . TRCS 2 fills every available seat, without screening. Our recruitment materials include detailed information on how we support our students with special needs.

We have taken the following steps to meet this need: TRCS 2 has appointed a highly qualified Director of Special Populations and created grade-level ICT classes with two highly qualified certified teachers for SY 2021-2022 and created school wide

level high-needs classrooms. We create a timeline for open houses, outreach and admissions each year, and held virtual open houses in 2020 and 2021, to support enrollment SY 2020 and SY 2021. They were very well attended.

Translation is available at our open houses. Last school year we had several virtual open houses during the COVID shut-down.

We continued to respond to inquiries and made outreach through virtual parent meetings, postings on neighborhood listserves, newspapers, and through personal outreach by staff.

programming and staffing that supports students with disabilities; including family conferences that are culturally sensitive. We are conducting ongoing outreach to families of students with disabilities throughout this summer (2021) to ensure that their needs are met and that their services are in place for SY 2021-2022.

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

- ICT, Related Services, School-based social worker, and social worker interns;
 - Grade K-2 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading; the K-2 Targeted Reading Intervention Program (TRIP) which gives targeted reading intervention a daily block of time for small reading groups based on levels.
 - Partnership with the Achievement Network;
 - Partnership with the SPED Collaborative;
 - Utilizing our Writing Workshop Model to support our upper grade IEP students;
 - Small Group tutoring;
- Parents of students with special needs are represented on our Parent Association and are actively involved in collaborative decision making to meet the instructional needs of our students.

- K-2 After-School, including tutoring and homework help

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>TRCS 2 engaged in a vigorous and supportive retention campaign for all enrolled students in SY 2020-2021. Efforts began immediately after our April 2020 lottery and were ongoing throughout the academic year. We were aware that many schools were not opening to in person learning for most of SY 2020-2021 due to the severity of the pandemic. TRCS 2 was also in its first year of operation and our decision to open with an approved hybrid model was welcomed by our parents and families who needed to make decisions before the start of the school year as to where their children would go to school, how they would go to school, and even if they would go to school. Opening the school and offering parents and families the option to send their children to school for in person learning on a hybrid schedule or to keep them fully-remote, and maintaining active and ongoing outreach efforts throughout the year resulted in a sustained enrollment of 86% of our maximum approved enrollment for SY 2020-2021, with the majority of those students enrolled classified as</p>	<p>TRCS 2 has continued to engage in a vigorous and supportive retention campaign for all enrolled students for SY 2021-2022. Efforts began immediately after our April 2021 lottery and have been ongoing, similar to the efforts described for SY 2020-2021. Our plan is to fully re-open for in-person learning, and we have continued to communicate that to our parents and families. We will maintain this plan as long as COVID-related conditions in our community warrant it. Our retention efforts have resulted in a 100% enrollment of our maximum approved enrollment for SY 2021-2022, with the anticipation that the majority of those students enrolled are classified as economically disadvantaged, similar to our population for SY 2020-2021.</p> <p>Specific retention efforts include: -Virtual parent information meetings to provide updates on our opening plans for SY 2021-2022, and any change in plans based on health and safety guidance affecting in person learning throughout the year.</p>

<p>Economically Disadvantaged</p>	<p>economically disadvantaged.</p> <p>Specific retention efforts included:</p> <ul style="list-style-type: none"> - Virtual parent information meetings to provide updates on health and safety guidance affecting in person learning throughout the year. - Memoranda and emails to parents to provide information, based on official guidance, regarding health and safety. - Providing updates on COVID conditions in our school, and periodically closing our school as required by DOH, following positive result of COVID tests within any respective cohort or within the school. - Personal outreach via phone calls to parents and families to provide support regarding attendance issues, academic issues, and technological support for remote learners. - Providing technology to families in need and to all families, including chrome books and tablets for students to sustain remote learning during and wi-fi hotspots to provide connectivity. - Responding to parent and family requests for assistance with help for a variety of COVID-related needs. 	<ul style="list-style-type: none"> -Identifying enrolled students in SY 2020-2021 who need academic support to address learning loss and working with parents to enroll them in our joint TRCS/TRC 2 Summer School program. -Personal outreach via phone calls to parents and families to provide support with registration and related issues to ensure a successful start to the school year. -Memoranda and emails to parents to provide information, based on official guidance, regarding health and safety. -Providing updates on COVID conditions in our school, and support to maintain safe and healthy conditions. -Continuing to provide technology to families in need and to all families, including chrome books and tablets for students to sustain remote learning during and wi-fi hotspots to provide connectivity. -Responding to parent and family requests for assistance with help for a variety needs related to the summer transition and SY 2021-2022
	<p>TRCS 2 engaged in a vigorous and supportive retention campaign for all enrolled students in SY 2020-2021. Efforts</p>	<p>TRCS 2 has continued to engage in a vigorous and supportive retention campaign for all enrolled students for SY 2021-2022. Efforts began immediately after our April 2021 lottery and have been ongoing, similar to the</p>

began immediately after our April 2020 lottery and were ongoing throughout the academic year. We were aware that many schools were not opening to in person learning for most of SY 2020-2021 due to the severity of the pandemic. TRCS 2 was also in its first year of operation and our decision to open with an approved hybrid model was welcomed by our parents and families who needed to make decisions before the start of the school year as to where their children would go to school, how they would go to school, and even if they would go to school. Opening the school and offering parents and families the option to send their children to school for in person learning on a hybrid schedule or to keep them fully-remote, and maintaining active and ongoing outreach efforts throughout the year resulted in a sustained enrollment of 86% of our maximum approved enrollment for SY 2020-2021, with a significant percentage of those students classified as English Language Learners.

Specific retention efforts included:

- Identifying English Language Learners among our enrollment through vigorous efforts including outreach to former schools, and outreach to parents and families.
- Creating a schedule and administering the NYSITELL and NYSESLAT according to specified

efforts described for SY 2020-2021. Our plan is to fully re-open for in-person learning, and we have continued to communicate that to our parents and families. We will maintain this plan as long as COVID-related conditions in our community warrant it. Our retention efforts have resulted in a 100% enrollment of our maximum approved enrollment for SY 2021-2022, with the anticipation that a significant percentage of those students enrolled are classified as English Language Learners, similar to our population for SY 2020-2021.

Specific retention efforts include:

- Identifying English Language Learners among our enrollment through vigorous efforts including outreach to former schools, and outreach to parents and families
- Conducting ongoing Home Language Surveys and Interviews with families during the summer to determine ELL status
- Adding a certified ELL teacher to our staff for SY 2021-22 and creating school wide programming and staffing that supports English Language Learners; including family conferences that are culturally sensitive.
- Providing on-going support with ICT, Related Services, for ELLS with IEP's;
 - Grade K-2 Reading Remediation program; and dedicated ELL Services teacher.
 - Partnership with the ELL

criteria.

- Personal outreach to parents and families to verify remote learning status and NYSITELL waiver preferences.
- Partnership with the ELL Consortium at the NYC Charter Schools Center.
- Specialized support for ELL students in all classes
- Small Group tutoring and extensive, individualized academic check-ins
- Utilizing bilingual teachers in the classrooms to deliver targeted instruction
- Utilizing bilingual teachers and support staff who work in the office, who support parents in communicating with the school.
- Virtual parent information meetings to provide updates on health and safety guidance affecting in person learning throughout the year.
- Memoranda and emails to parents to provide information, based on official guidance, regarding health and safety.
- Providing updates on COVID conditions in our school, and periodically closing our school as required by DOH, following positive result of COVID tests within any respective cohort or within the school.
- Personal outreach via phone calls to parents and families to provide support regarding attendance issues, academic issues, and technological support for remote learners.
- Providing technology to families in need and to all families, including chrome books and

Consortium at the NYC Charter Schools Center.

- Specialized support for ELL students both in subject classes and in selective “pull-outs”
- Small Group tutoring and extensive, individualized academic check-ins
- Parent Representatives from various backgrounds participate in our Parent Association.
- Many bilingual teachers and support staff who work in the office, who support parents in communicating with the school.
- Virtual parent information meetings to provide updates on our opening plans for SY 2021-2022, and any change in plans based on health and safety guidance affecting in person learning throughout the year.
- Identifying enrolled students in SY 2020-2021 who need academic support to address learning loss and working with parents to enroll them in our joint TRCS/TRC 2 Summer School program.
- Personal outreach via phone calls to parents and families to provide support with registration and related issues to ensure a successful start to the school year.
- Memoranda and emails to parents to provide information, based on official guidance, regarding health and safety.
- Providing updates on COVID conditions in our school, and support to maintain safe and healthy conditions.
- Continuing to provide technology to families in need

	<p>tablets for students to sustain remote learning during and wi-fi hotspots to provide connectivity.</p> <p>- Responding to parent and family requests for assistance with help for a variety of COVID-related needs.</p>	<p>and to all families, including chrome books and tablets for students to sustain remote learning during and wi-fi hotspots to provide connectivity.</p> <p>-Responding to parent and family requests for assistance with help for a variety needs related to the summer transition and SY 2021-2022</p>
	<p>TRCS 2 engaged in a vigorous and supportive retention campaign for all enrolled students in SY 2020-2021. Efforts began immediately after our April 2020 lottery and were ongoing throughout the academic year. We were aware that many schools were not opening to in person learning for most of SY 2020-2021 due to the severity of the pandemic. TRCS 2 was also in its first year of operation and our decision to open with an approved hybrid model was welcomed by our parents and families who needed to make decisions before the start of the school year as to where their children would go to school, how they would go to school, and even if they would go to school. Opening the school and offering parents and families the option to send their children to school for in person learning on a hybrid schedule or to keep them fully-remote, and maintaining active and ongoing outreach efforts throughout the year resulted in a sustained enrollment of 86% of our maximum approved enrollment for SY 2020-2021, with a</p>	<p>TRCS 2 has continued to engage in a vigorous and supportive retention campaign for all enrolled students for SY 2021-2022. Efforts began immediately after our April 2021 lottery and have been ongoing, similar to the efforts described for SY 2020-2021. Our plan is to fully re-open for in-person learning, and we have continued to communicate that to our parents and families. We will maintain this plan as long as COVID-related conditions in our community warrant it. Our retention efforts have resulted in a 100% enrollment of our maximum approved enrollment for SY 2021-2022, with the anticipation that a significant percentage of those students enrolled are classified as students with disabilities, similar to our population for SY 2020-2021.</p> <p>Specific retention efforts include:</p> <p>-Identifying students with disabilities among our enrollment through vigorous efforts including early engagement of</p>

Students with Disabilities

significant percentage of those students classified as students with disabilities.

Specific retention efforts included:

- Identifying students with disabilities among our enrollment through vigorous efforts including early engagement of CSE last summer for assistance in identifying students with disabilities, SESIS searches, outreach to former schools, and outreach to parents and families.
- Working with CSE, parents and families to ensure that appropriate academic support and related services were in place for students with disabilities throughout the year.
- Creating grade-level ICT classes with two highly qualified teachers to deliver appropriate and targeted instruction
- Ongoing outreach to parents and families to assist with any issues related to students with disabilities
- Virtual parent information meetings to provide updates on health and safety guidance affecting in person learning throughout the year.
- Memoranda and emails to parents to provide information, based on official guidance, regarding health and safety.
- Providing updates on COVID conditions in our school, and periodically closing our school as required by DOH, following positive result of COVID tests within any respective cohort or within the school.

CSE this summer for assistance in identifying students with disabilities, SESIS searches, outreach to former schools, and outreach to parents and families.

- Working with CSE, parents and families to ensure that appropriate academic support and related services are in place for students with disabilities this year.

- Creating grade-level ICT classes with two highly qualified teachers to deliver appropriate and targeted instruction

- Ongoing outreach to parents and families to assist with any issues related to students with disabilities

- Virtual parent information meetings to provide updates on our opening plans for SY 2021-2022, and any change in plans based on health and safety guidance affecting in person learning throughout the year.

- Identifying enrolled students in SY 2020-2021 who need academic support to address learning loss and enrolling them in our joint TRCS/TRC 2 Summer School program.

- Personal outreach via phone calls to parents and families to provide support with registration and related issues to ensure a successful start to the school year.

- Memoranda and emails to parents to provide information, based on official guidance, regarding health and safety.

- Providing updates on COVID conditions in our school, and support to maintain safe and

	<ul style="list-style-type: none"> -Personal outreach via phone calls to parents and families to provide support regarding attendance issues, academic issues, and technological support for remote learners. -Providing technology to families in need and to all families, including chrome books and tablets for students to sustain remote learning during and wi-fi hotspots to provide connectivity. -Responding to parent and family requests for assistance with help for a variety of COVID-related needs 	<ul style="list-style-type: none"> healthy conditions. -Continuing to provide technology to families in need and to all families, including chrome books and tablets for students to sustain remote learning during and wi-fi hotspots to provide connectivity. -Responding to parent and family requests for assistance with help for a variety needs related to the summer transition and SY 2021-2022
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Entry 10 - Teacher and Administrator Attrition

Completed Oct 6 2021

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

A. TEACH System - Employee Clearance

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

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

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

B. Emergency Conditional Clearances

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

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Completed Oct 6 2021

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category A: 5 or 30% whichever is less	0.0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	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, 2021)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	2

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	8

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	10



Thank you.

Entry 12 Organization Chart

Completed Oct 6 2021

[Instructions](#)

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

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

[TRCS 2 Org Chart AR](#)

Filename: TRCS 2 Org Chart AR.pdf Size: 812.2 kB

Entry 13 School Calendar

Completed Oct 6 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

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

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

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

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

[NYSED 2021-2022 TRCS 2 School Calendar](#)

Filename: NYSED 2021 2022 TRCS 2 School Calendar .pdf Size: 1.1 MB

Entry 14 Links to Critical Documents on School Website

Completed Oct 6 2021

Instructions

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: **The Renaissance Charter School 2**

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://rencharters.org/trcs-maspeth/past-annual-reports/ (Note: The school was not open in 2019-20 and not required to file a report)
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://rencharters.org/trcs-maspeth/board-calendar-agendas-minutes/
2a. Webcast of Board Meetings (per Governor's	https://rencharters.org/trcs-maspeth/board-calendar-agendas-minutes/ ;

Executive Order)	https://rencharters.org/trcs-maspeth/events-calendar/
3. Link to NYS School Report Card	https://rencharters.org/trcs-maspeth/past-annual-reports/ (Note: The school was not open in 2019-20, therefore no report card exists)
4. Lottery Notice announcing date of lottery	https://rencharters.org/trcs-maspeth/open-house-schedule/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://rencharters.org/trcs-maspeth/accountability/ ; and in the Discipline Policy https://rencharters.org/trcs-maspeth/wp-content/uploads/sites/5/2021/07/TRCS2DisciplinePolicy.pdf
6. District-wide Safety Plan	https://rencharters.org/trcs-maspeth/wp-content/uploads/sites/5/2020/10/TRCS-2-District-Emergency-Response-Plan-1.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://rencharters.org/trcs-maspeth/wp-content/uploads/sites/5/2021/07/TRCS2DisciplinePolicy.pdf
7. Authorizer-Approved FOIL Policy	https://rencharters.org/trcs-maspeth/wp-content/uploads/sites/5/2021/07/TRCS_2_Policies_Manual_ADM_FERPA_FOIL_OMLOfbb-RO-formated.pdf
8. Subject matter list of FOIL records	https://rencharters.org/trcs-maspeth/wp-content/uploads/sites/5/2021/07/TRCS_2_Policies_Manual_ADM_FERPA_FOIL_OMLOfbb-RO-formated.pdf

Thank you.



THE RENAISSANCE CHARTER SCHOOL 2

**Audited Financial Statements In Accordance
With Government Auditing Standards**

June 30, 2021

THE RENAISSANCE CHARTER SCHOOL 2

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
The Renaissance Charter School 2

Report on the Financial Statements

We have audited the accompanying financial statements of The Renaissance Charter School 2 (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows from inception through June 30, 2021, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

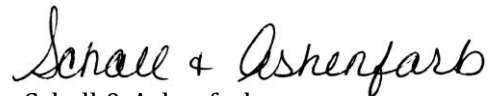
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Renaissance Charter School 2 as of June 30, 2021, and the changes in its net assets and its cash flows for the period from inception through June 30, 2021 in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

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


Schall & Ashenfarb
Certified Public Accountants, LLC

October 25, 2021

**THE RENAISSANCE CHARTER SCHOOL 2
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2021**

Assets

Cash and cash equivalents	\$215,663
Government grant receivable - per pupil funding (Note 3)	5,742
Government grants receivable - other	102,342
Due from related organization (Note 4)	2,877
Prepaid expenses and other assets	115,358
Security deposit	103,650
Restricted cash (Note 5)	25,035
Fixed assets, net (Note 6)	<u>331,588</u>
Total assets	<u><u>\$902,255</u></u>

Liabilities and Net Assets

Liabilities:	
Accounts payable and accrued expenses	\$197,569
Deferred rent	<u>214,181</u>
Total liabilities	<u>411,750</u>
Net assets - without donor restrictions	<u>490,505</u>
Total liabilities and net assets	<u><u>\$902,255</u></u>

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

THE RENAISSANCE CHARTER SCHOOL 2
STATEMENT OF ACTIVITIES
FOR THE PERIOD FROM INCEPTION THROUGH JUNE 30, 2021

Without donor restrictions:

Public support and revenue:

Public school district revenue: (Note 3)	
Resident student enrollment	\$2,248,352
Students with special education services	125,765
Total public school district revenue	<u>2,374,117</u>
New York City rental assistance (Note 3)	674,506
Other government grants	995,464
Contributions	345,000
Interest income	35
Total public support and revenue	<u><u>4,389,122</u></u>

Expenses:

Program services:	
Regular education	2,718,315
Special education	349,826
Food program	90,193
Total program services	<u>3,158,333</u>
Supporting services:	
Management and general	691,282
Fundraising	49,002
Total supporting services	<u>740,284</u>
Total expenses	<u><u>3,898,617</u></u>
Change in net assets	490,505
Net assets - beginning	<u>0</u>
Net assets - ending	<u><u>\$490,505</u></u>

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

THE RENAISSANCE CHARTER SCHOOL 2
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE PERIOD FROM INCEPTION THROUGH JUNE 30, 2021

	Program Services			Total Program Services	Supporting Services		Total Supporting Services	Total Expenses
	Regular Education	Special Education	Food Program		Management and General	Fundraising		
Salaries	\$1,233,763	\$158,776	\$4,000	\$1,396,539	\$180,932	\$16,125	\$197,057	\$1,593,596
Employee benefits and payroll taxes	232,423	29,911	754	263,088	34,084	3,038	37,122	300,210
Total personnel costs	<u>1,466,186</u>	<u>188,687</u>	<u>4,754</u>	<u>1,659,627</u>	<u>215,016</u>	<u>19,163</u>	<u>234,179</u>	<u>1,893,806</u>
Professional fees	167,733	21,586	5,750	195,069	297,069	17,500	314,569	509,638
Rent expense	787,154	101,301	2,552	891,007	115,436	10,288	125,724	1,016,731
Repairs and maintenance	2,158	278	7	2,443	316	28	344	2,787
Curriculum and classroom expenses	115,757	14,897		130,654			0	130,654
Professional development	24,604	3,166		27,770			0	27,770
Equipment and furnishings	11,097	1,428	36	12,561	1,627	145	1,772	14,333
Office expenses	10,956	1,410	36	12,401	1,607	143	1,750	14,151
Food services			76,628	76,628			0	76,628
Technology	53,695	6,910	174	60,779	7,874	702	8,576	69,355
Marketing and recruitment				0	40,756		40,756	40,756
Insurance	35,545	4,574	115	40,234	5,213	465	5,678	45,912
Depreciation	43,430	5,589	141	49,160	6,368	568	6,936	56,096
Total other than personnel costs	<u>1,252,129</u>	<u>161,139</u>	<u>85,439</u>	<u>1,498,706</u>	<u>476,266</u>	<u>29,839</u>	<u>506,105</u>	<u>2,004,811</u>
Total expenses	<u>\$2,718,315</u>	<u>\$349,826</u>	<u>\$90,193</u>	<u>\$3,158,333</u>	<u>\$691,282</u>	<u>\$49,002</u>	<u>\$740,284</u>	<u>\$3,898,617</u>

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

THE RENAISSANCE CHARTER SCHOOL 2
STATEMENT OF CASH FLOWS
FOR THE PERIOD FROM INCEPTION THROUGH JUNE 30, 2021

Cash flows from operating activities:	
Change in net assets	\$490,505
Adjustments to reconcile changes in net assets to net cash provided by operating activities:	
Depreciation	56,096
Changes in assets and liabilities:	
Government grant receivable - per pupil funding	(5,742)
Government grants receivable - other	(102,342)
Due from related organization	(2,877)
Prepaid expenses and other assets	(115,358)
Security deposit	(103,650)
Accounts payable and accrued expenses	197,569
Deferred rent	214,181
Total adjustments	<u>137,877</u>
Net cash provided by operating activities	<u>628,382</u>
 Cash flows from investing activities:	
Purchases of fixed assets	<u>(387,684)</u>
Net cash used for investing activities	<u>(387,684)</u>
 Net increase in cash, cash equivalents, and restricted cash	240,698
 Cash, cash equivalents, and restricted cash - beginning	<u>0</u>
 Cash, cash equivalents, and restricted cash - ending	<u><u>\$240,698</u></u>
 Cash, cash equivalents, and restricted cash:	
Cash and cash equivalents	\$215,663
Restricted cash	\$25,035
Total	<u><u>\$240,698</u></u>

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

THE RENAISSANCE CHARTER SCHOOL 2
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

Note 1 - Organization and Nature of Activities

The Renaissance Charter School 2 (the "School"), located in Queens, New York is a not-for-profit education corporation chartered by the Board of Regents of the State of New York, for and on behalf of the State Education Department.

The School is modeled after The Renaissance Charter School ("TRCS"), a public charter school located in Jackson Heights, Queens, New York. The School's mission as a planned Kindergarten to 12th grade school is to foster educated, responsible, humanistic young leaders who will through their own personal growth spark a renaissance in New York. The School's first year of operations was the 2020-2021 fiscal year and they had an average enrollment of approximately 140 Kindergarten and 1st Grade students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE"). The School was granted a provisional charter for a term up to and including June 2025. The financial statements reflect activity from inception through June 30, 2021.

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.

The School is affiliated with TRCS by virtue of some common board members and a memorandum of understanding whereby TRCS provides support and guidance to the School through shared staff. TRCS does not meet the requirements for consolidation because the School does not exercise control over them.

Note 2 - Significant Accounting Policies

a. Basis of Accounting

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

b. Basis of Presentation

Net assets are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Net Assets Without Donor Restrictions* – represents those resources for which there are no restrictions by donors as to their use.
- *Net Assets With Donor Restrictions* – represents those resources, the uses of which have been restricted by donors to specific purposes or the passage of time and/or must remain intact, in perpetuity. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. The School did not have any net assets with donor restrictions on June 30, 2021.

c. Revenue Recognition

The School follows the requirements of the Financial Accounting Standards Board's ("FASB") Accounting Standards Update ("ASU") No. 2018-08 ("Topic 605") for recording contributions, which are recognized at the earlier of when cash is received or at the time a pledge becomes unconditional in nature.

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

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

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

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

d. Cash and Cash Equivalents

The School considers all liquid investments purchased with a maturity of three months or less to be cash and cash equivalents. The School follows ASU 2016-18, *Statement of Cash Flows (Topic 230): Restricted Cash*. This requires that restricted cash and cash equivalents be included as components of total cash and cash equivalents as presented on the statement of cash flows.

e. Concentration of Credit Risk

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

f. Capitalization Policy

Property and equipment that exceed \$1,000 and have a useful life of greater than one year are capitalized at cost or at fair value at the date of gift.

Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets, as follows:

Furniture and equipment – *5 to 10 years*

Building improvements – *15 years*

g. Donated Services

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

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

h. Functional Allocation of Expenses

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

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

- Employee benefits and payroll taxes
- Rent expense
- Professional development
- Equipment and furnishings
- Office expenses
- Technology
- Insurance
- Depreciation

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

i. Use of Estimates

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

j. 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.

k. Accounting for Uncertainty in Income Taxes

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

l. New Accounting Pronouncement

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

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

Note 3 - Grant Receivable – Per Pupil Funding

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

Funding based on allowable FTE's	\$2,374,117
Advances received	<u>(2,368,375)</u>
Ending receivable	<u>\$5,742</u>

In addition to per pupil funding, the School was entitled to receive a rent subsidy, that is calculated at the lower of 30 percent of the per pupil amount or actual lease costs. During the year ended June 30, 2021, the amount of rent subsidy recognized for the School's space was \$674,506 based on the per pupil cap.

Note 4 - Related Party Transactions

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

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

Management fee charged by TRCS	(\$200,000)
Reimbursable expenses paid by TRCS	(31,953)
Grants to the School collected by TRCS	49,522
Payments to TRCS	<u>185,308</u>
Balance due to the School at 6/30/21	<u>\$2,877</u>

Note 5 - Restricted Cash

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

Note 6 - Fixed Assets

Fixed assets can be summarized as follows:

Furniture and equipment	\$264,757
Building improvements in process	<u>122,927</u>
	387,684
Less: accumulated depreciation	<u>(56,096)</u>
Total fixed assets - net	<u>\$331,588</u>

Note 7 - Commitments

The School has a non-cancelable lease agreement for its temporary incubation space that expires on June 30, 2022 with an option to extend for one more year.

In addition, the School entered into a sublease agreement for a long-term space that will commence on July 1, 2022 or July 1, 2023 with a term of 31 years. The School expects this lease to commence on July 1, 2022 and end on June 30, 2053. This sublease agreement includes rental payments based on the School's per pupil funding and enrollment with a minimum rent floor each year.

Future minimum rent payments under these agreements are as follows:

Year ending:	June 30, 2022	\$1,016,731
	June 30, 2023	1,803,603
	June 30, 2024	2,292,680
	June 30, 2025	2,802,853
	June 30, 2026	3,334,822
	Thereafter	<u>124,803,132</u>
Total		<u>\$136,053,821</u>

Note 8 - Significant Concentrations

The School is dependent upon grants from NYCDOE to carry out its operations. Approximately 70% of the School's total public support and revenue was from NYCDOE from inception through June 30, 2021.

Note 9 - Liquidity and Availability of Financial Resources

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

At June 30, 2021, the School's financial assets available to meet cash needs for general expenditures within one year totaled \$323,747, which consist of cash and cash equivalents of \$215,663 and government grants receivable of \$108,084.

Note 10 - Subsequent Events

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

Note 11 - Other Matters

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

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

Independent Auditor's Report

To the Board of Trustees of
The Renaissance Charter School 2

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 2 (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the period from inception through June 30, 2021, and the related notes to the financial statements, and have issued our report thereon dated October 25, 2021.

Internal Control over Financial Reporting

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

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

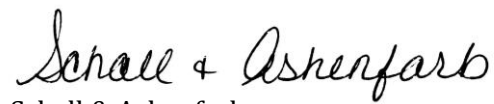
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Compliance and Other Matters

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

Purpose of this Report

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


Schall & Ashenfarb
Certified Public Accountants, LLC

October 25, 2021

**THE RENAISSANCE CHARTER SCHOOL 2
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2021**

Current Year:

None

Prior Year:

None – This was the School’s first audit.



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

Statement Period
 From June 01, 2021
 To June 30, 2021
 Page 1 of 2

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

THE RENAISSANCE CHARTER SCHOOL 2 8-181
 35-59 81ST ST
 JACKSON HEIGHTS NY 11372

See Back for Important Information

Primary Account: [REDACTED] 0

THE BANK HAS CREATED COMBINED BUSINESS PRODUCT TERMS AND CONDITIONS ("TERMS") AND BUSINESS PRODUCT SCHEDULE OF FEES AND SERVICE CHARGES ("FEE SCHEDULE") CAPTURING THE UPDATED TERMS APPLICABLE TO THE BANK'S CASH MANAGEMENT SUITE OF PRODUCTS AND SERVICES ("SERVICES") AND THE FEES APPLICABLE THERETO. THE TERMS WILL GOVERN YOUR USE OF THE SERVICE AS OF, AND REPLACE ALL PRIOR TERM AGREED TO PRIOR TO, JULY 1, 2021. THE TERMS AND FEE SCHEDULE MAY BE REQUESTED AT OUR FINANCIAL CENTERS OR BY CONTACTING YOUR PRIVATE CLIENT GROUP. TERMS ARE ALSO AVAILABLE BY VISITING OUR WEBSITE AT WWW.SIGNATURENY.COM/ABOUT-US/AGREEMENTS-DISCLOSURES.

Signature Relationship Summary	Opening Bal.	Closing Bal.
BANK DEPOSIT ACCOUNTS		
[REDACTED] MONOGRAM INSURED MMA	25,030.57	25,034.68
RELATIONSHIP TOTAL		25,034.68



SIGNATURE BANK

Statement Period
From June 01, 2021
To June 30, 2021
Page 2 of 2

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

THE RENAISSANCE CHARTER SCHOOL 2 8-181
35-59 81ST ST
JACKSON HEIGHTS NY 11372

See Back for Important Information

Primary Account: [REDACTED] 0

MONOGRAM INSURED MMA [REDACTED]

Summary

Previous Balance as of June 01, 2021 25,030.57
1 Credits 4.11
Ending Balance as of June 30, 2021 25,034.68

Deposits and Other Credits
Jun 30 Interest Paid 4.11

Daily Balances
May 31 25,030.57 Jun 30 25,034.68

===== Interest Summary =====
* Year-To-Date Interest 24.81 *
* Interest Paid This Period 4.11 Annual Percentage Yield Earned 0.20 % *
* Avg. Balance this Period 25,030.57 Days in Period 30 *
=====

The Renaissance Charter School 2

1002 Escrow Savings, Period Ending 06/30/2021

RECONCILIATION REPORT

Reconciled on: 07/07/2021

Reconciled by: Denise Hur

Any changes made to transactions after this date aren't included in this report.

Summary	USD
Statement beginning balance.....	25,030.57
Checks and payments cleared (0).....	0.00
Deposits and other credits cleared (1).....	4.11
Statement ending balance.....	<u>25,034.68</u>
Register balance as of 06/30/2021.....	25,034.68

Details

Deposits and other credits cleared (1)

DATE	TYPE	REF NO.	PAYEE	AMOUNT (USD)
06/30/2021	Deposit			4.11
Total				4.11

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

Name:

Chester Hicks

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

The Renaissance Charter School 2

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

Finance Committee member (parent representative until TRCS 2 parent approved.)

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

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

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

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

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

 Yes X No

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

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

Yes **No**

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

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

Yes **No**


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

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

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

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

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

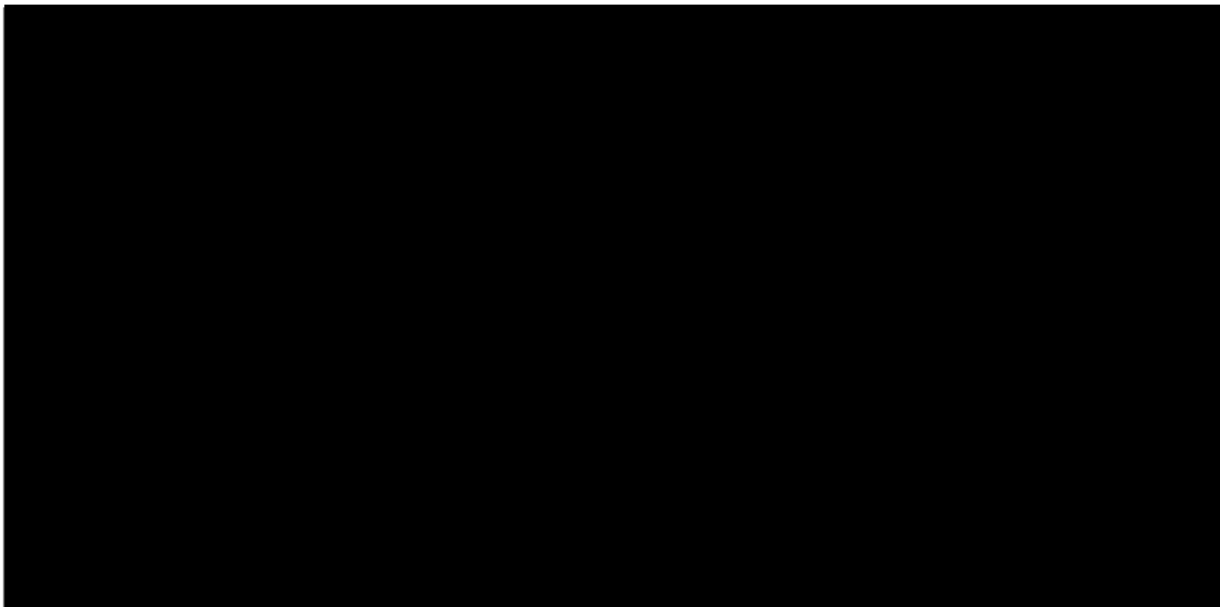


 Signature

7/26/21

 Date

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



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

Name:

_____ Victor M. Motta _____

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

_____ The Renaissance Charter School 2 _____

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

Board Member

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

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

Assistant Principal of Data & Accountability. Data reporting, Math Department Supervisor, Scheduling, High School Liaison.

\$144,821.04

September 2000

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

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

No

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

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

No

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

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

No

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

Yes **No**

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

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

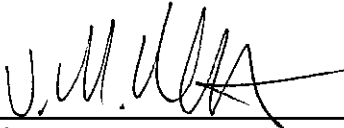
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
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Please write "None"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

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

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



 Signature

July 26 2021 _____
 Date

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



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

Name:

John Harrison York

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

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

Vice Chair

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

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

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

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

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

NO

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

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

NO

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

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

Yes No

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

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

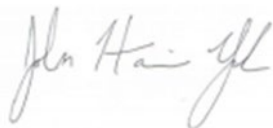
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
---------	--	--	--

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

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

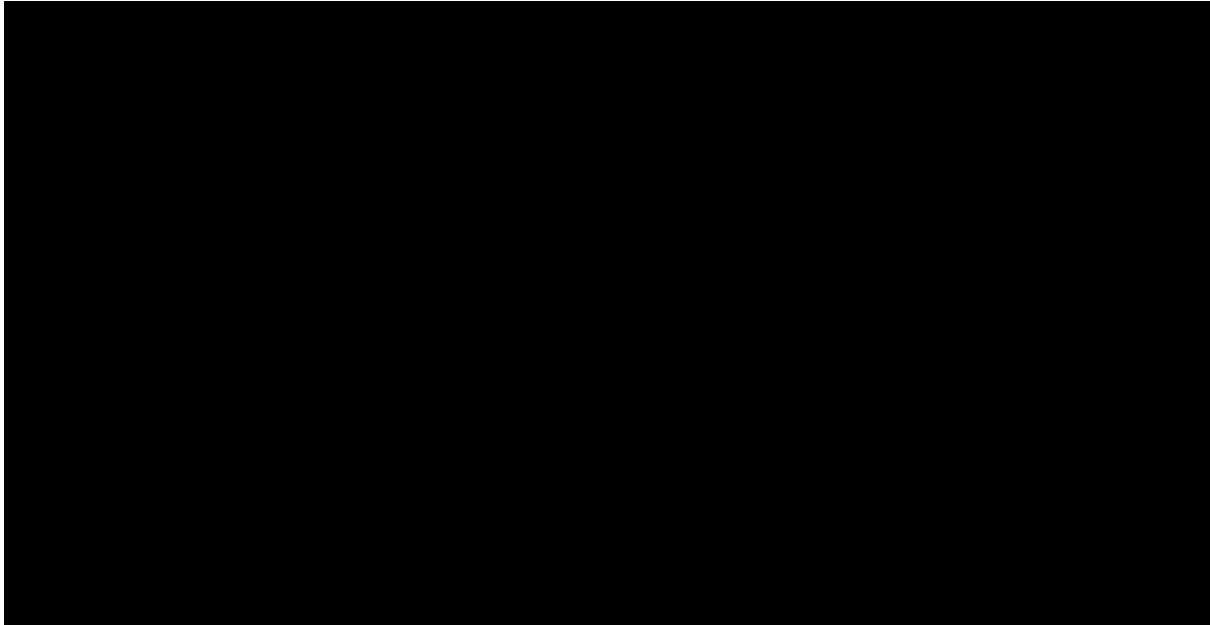
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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



Signature

10/4/21
Date

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



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

Name:

Rachel Mandel

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

The Renaissance Charter School (1 & 2)

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

Board Member

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

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

—

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

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

No.

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

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

No.

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

No.

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

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

Yes No

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

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

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold;">None</p>				



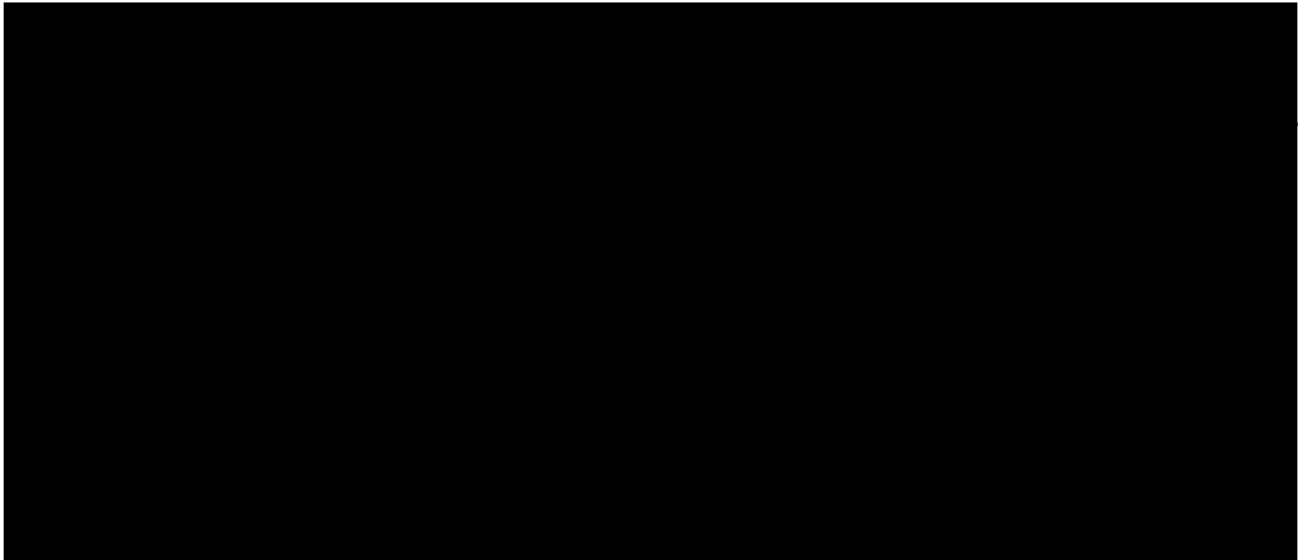
 Signature

10/5/2021

 Date

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





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

Name:

Conor T. McCoy

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

TRCS 2
RENAISSANCE CHARTER SCHOOL 2

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

BOARD MEMBER / President of FOR

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

Yes No

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

N/A

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

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

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

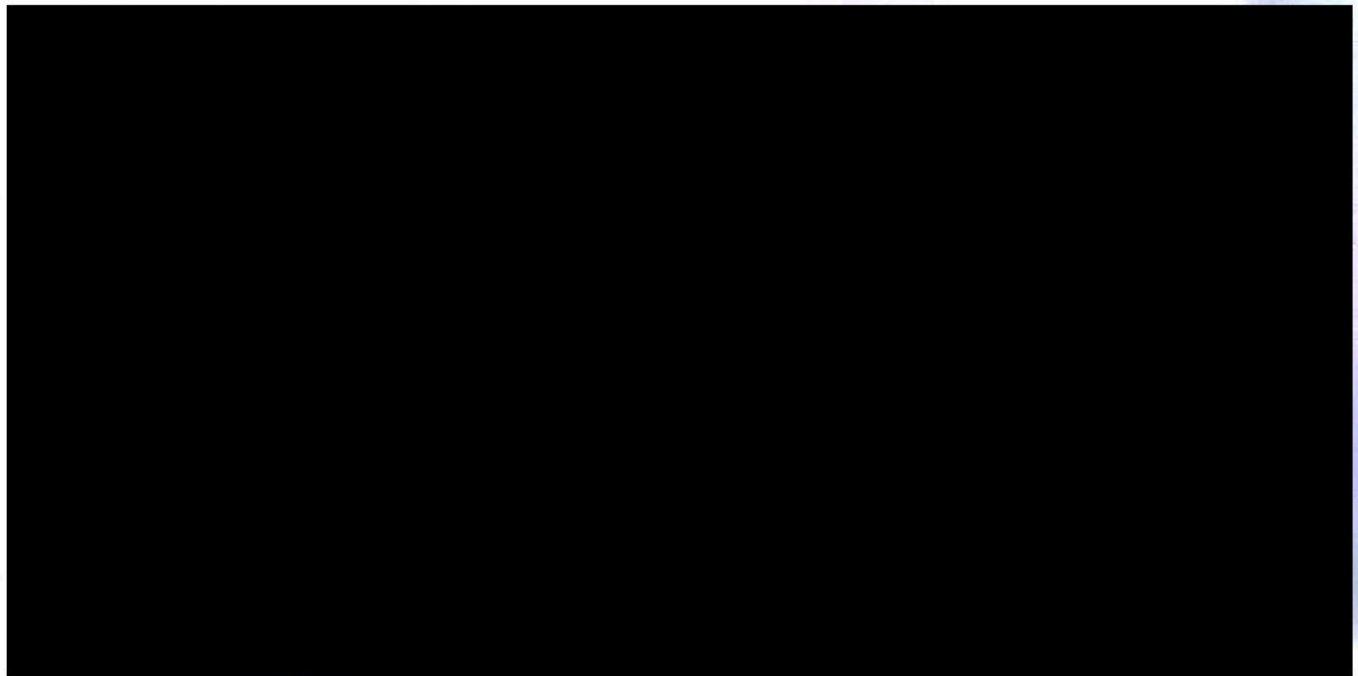
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

NA	NA	NA	NA	NA
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Signature

Date

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



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

Name: Elizabeth Perez

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

The Renaissance Charter School 2

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

Secretary

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

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

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

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

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

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

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

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

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

NO X

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

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

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

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

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			

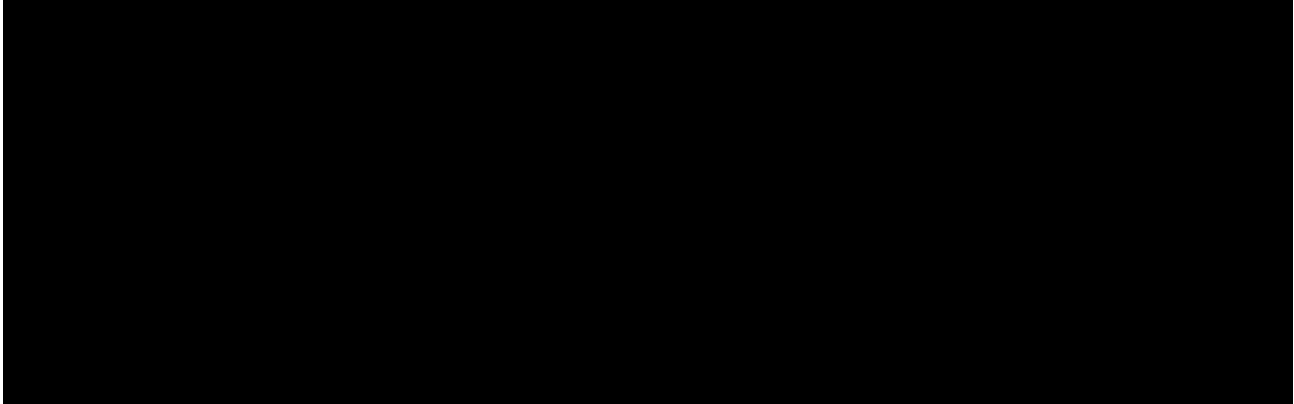
Elizabeth Berg

10/4/2021

Signature

Date

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



last revised 04/2021

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

Name:

Monte J. Joffe, Ed.D.

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

The Renaissance Charter School 2

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

Chair of the Board of Trustees

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

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

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

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

 No

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

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

 No

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

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

No

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

 Yes X No

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

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

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

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

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

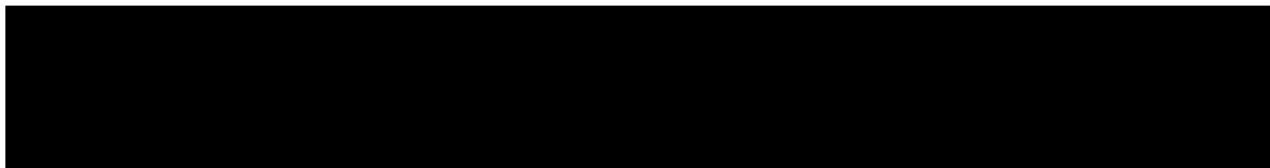
Mate J. [Signature]

October 5, 2021

Signature

Date

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





BOARD OF TRUSTEES

Monte Joffe
Chairperson
Liz Perez
Secretary
Chester Hicks
Rachel Mandel
Conor McCoy
Victor Motta
John Harrison York

July 1, 2020

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at 5:04 p.m.

1. Meeting convened
2. Chairperson's Welcome
3. Roll Call - 1 min
 - a. Board Members present: Monte Joffe, Liz Perez, Chester Hicks, Victor Motta, John Harrison York
 - b. Board Members absent: Rachel Mandel, Conor McCoy
 - c. Other attendees: Daniel Fanelli, Stacey Gauthier, Everett Boyd.
4. Approval of June Meeting Minutes - 5 mins
 - a. Approved by acclamation
5. Open House and Staffing Update - Everett - 5 mins
 - a. On June 18 Ren2 had its first open house on Zoom. There were around 105 participants, 83 families. New staff members were introduced. Questions about the fall. Reassured parents that the environment would be inviting, and geared toward the success of all students. K-1 teachers present, first grade, yoga, art teachers there. Spoke about curriculum and programs.
 - b. Hiring:
 - i. Jessica hired an office assistant (who interpreted the open house in Spanish).
 - ii. Four lead teachers and one Mandarin teacher have been hired
 - iii. Three teaching assistants have been hired.
 - iv. Flo and Everett are still conducting interviews.

- c. Discussion of students returning to building (recommendation by Pediatric Association). No guidance yet on what that would look like.
6. Report on Student Enrollment and Recruitment - Jessica Kim - 3 mins
 - a. Currently have 103 K students and 43 1st grade students. Billed for 144 last month.
 - b. Two budget scenarios (125 and 162). One way we might get to the higher number is that families are leaving private/parochial schools.
7. Facilities Update – Dan Fanelli – 3mins
 - a. Main site (new building): We have been working, along with Barone, on the BSA approval so they can build the school at that site, and that came in last week. Next step is that Barone will secure financing for the building. They are working on getting the Department of Buildings to sign off on their construction designs, and that should happen next week.
 - b. Martin Luther--front door for the new entry went in last week. Electronic maglock door. Construction starting next week on 3rd floor. Just got confirmation today that our internet is up and running. Furniture has been ordered; worked with Maria from Dimensions to get great pricing on materials. Company that is delivering the furniture will bring it up to the 3rd floor, unpack it, and remove the trash.
 - c. Nurses--big movement to say that every school needs a nurse. Concern that they might say we need to get our own nurse. Precedent is that no new schools are able to use the DOE's food service. We don't have to worry about that since Ren2 is with Ren1.
8. New Business
9. Public Speaking
10. Adjournment of Public Session 5:30 p.m.

The Renaissance

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

Charter School 2

BOARD OF TRUSTEES

Monte Joffe
Chairperson
Liz Perez
Secretary
Chester Hicks
Rachel Mandel
Conor McCoy
Victor Motta
John Harrison York

August 5, 2020

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at 5:04 pm

1. Meeting convened
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
 - a. Board Members present: Monte Joffe, Liz Perez, Chester Hicks, Rachel Mandel, Victor Motta, John Harrison York
 - b. Board Members absent: Conor McCoy
 - c. Other members present: Stacey Gauthier, Flo Evans, Kathariya (TRCS 2 parent), Francine Smith
4. Approval of July Meeting Minutes - 5 mins - approved by acclamation.
5. Facilities Update - Flo Evans - 3 minutes. Flo discussed doors, air conditioning, nice-sized classrooms with lots of natural light. Everett will be visiting the facility tomorrow to take measurements and take a look at the nurse's office.
6. Opening Plan for Board Approval - Flo Evans - 15 minutes - PowerPoint shared with parents at town hall yesterday. Context: all charter schools and districts required to submit school re-opening plans by July 31 to NYC Dept. of Health, authorizers gave extensions for other parts, but we were expected to submit plans before the governor shared his plan. Elements of plan:
 - a. How do we meet our mission under these circumstances? Social-emotional program, Kickboard to help with understanding of what it means to be a trauma-informed school. Learning how to transform our school and fight racism and bias.
 - b. High academic standards for each and every child.
 - c. Power of team and working together. Parent workshops focusing on areas important to community. Teachers/administration to host 1x/week question and answer session.

Developing Leaders for the Renaissance of New York

- d. Health and safety--developing plan to keep staff and students safe if we start as a hybrid model (e.g., staggered schedule, screening, social distancing, certain activities, such as singing, curtailed, wearing of masks, grab and go meals to take place outdoors or while distanced in classroom, state-of-the-art disinfecting nightly by custodial staff, dividing groups into pods, with teachers traveling between classrooms)
 - e. As of right now, offering two ways of learning: remote option and hybrid/blended learning. Parents have until August 7. Every 8 weeks, parents will decide which method they prefer. Siblings to be in the same pod to help with staggered schedule.
 - i. Remote learning--all learning takes place at home on a device that accesses the internet. Live and recorded lessons, work sessions, group activities to support social-emotional learning.
 - ii. Hybrid--mix of in-building and at-home learning. Each classroom up to 12 students, divided into pods, will attend school at least 5 times over two weeks. Schedule to be provided in advance each month.
 - iii. Teachers will work with children in the building and at home simultaneously. Assignments to be posted to Google Classroom.
 - f. Plan for need to transition to all-remote plan also discussed. Sample schedule displayed. Everything that is live will be recorded to help with accessibility. Flexibility for families is key.
 - g. Motion to approve reopening plan, seconded. Votes to approve plan are as follows:
 - i. Liz Perez - yes
 - ii. Monte Joffe - yes
 - iii. Chester Hicks - yes
 - iv. Rachel Mandel - yes
 - v. Victor Motta -yes
 - vi. John Harrison York - yes
 - h. Parent attendee expressed appreciation for thoughtfulness of plan.
7. New Business - discussion of outreach to families of students to make sure that everyone is informed about the updated families. Working hard to get student supplies to the families. Continual parent engagement meetings to keep families informed. Teachers will be having virtual meetings with students and parents before school begins. Teachers have engaged in a 4-day responsive classroom workshop over the summer; this will align closely with the Kickboard program. PBIS, guided reading, benchmarking, and Kickboard training will happen before school starts. PBIS will help with social transition.
- Stacey--discussion of partnership between TRCS and TRCS 2. Mention of social media and mental health supports. Both schools will have a great resource in a former parent who has been appointed to work in COVID tracing.
- Flo--meeting with all teachers to go over plan on Monday, August 3. Teachers have agreed to attend voluntary meetings 1x/week to help support teaching in these new environments.
- Everett--working on setting up classrooms with technology to be able to broadcast lessons, whether remote or hybrid.
8. Public Speaking
 9. Adjournment of Public Session 5:40 p.m.

BOARD OF TRUSTEES

Monte Joffee
Chairperson
John Harrison York
Vice Chairperson
Liz Perez
Secretary
Chester Hicks
Rachel Mandel
Conor McCoy
Victor Motta

Draft

[September 2, 2020]

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at

1. Meeting Convened: 5:03 p.m.
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
 - a. Board Members Present: Monte Joffee, John Harrison York, Liz Perez, Chester Hicks, Rachel Mandel, Victor Motta
 - b. Board Members Absent: Conor McCoy
 - c. Others Present: Stacey Gauthier, Daniel Fanelli, Everett Boyd, Matthew Delforte, Raymond Johnson, Flo Evans, Jessica Kim
4. Approval of August Meeting Minutes - *Approved by Acclamation*
5. MOA between Ren and Ren 2 - Matthew Delforte gave background of the Memorandum of Agreement. Memorializes relationship between two schools - *Approved by Acclamation* (Renaissance Charter 1 to be voting later tonight).
6. Student Discipline Policy (vote) - Matthew Delforte reviewed. The policy outlines expectations the school has for its students and due process that we are required by law to provide to students. Essentially similar to the policy at Renaissance with some differences (major difference is in due process appeal to the Executive Leadership Team prior to Board of Trustees review). The goal is to remove the Executive Leadership team once the school is larger and has its own student support staff. Mention of Gun-Free Schools Act (federal law), which has been incorporated into our policy. *Approved by acclamation.*

7. Funding Report to the Board - Everett Boyd

- a. As a first-year school we are entitled to Federal funds to improve academic achievement for the disadvantaged. (Title I, Part A – Improving Academic Achievement for the Disadvantaged) \$46,355 total funding will be used to offset the salaries of 6 teachers in grades K and 1, at \$7,726 per position.
- b. Title IIa funding is to develop staff. (Title II, Part A – Teacher and Principal Recruitment and Training) \$8,612 will be used to offset the salary of The Director of Teaching and Learning
- c. CARES ACT ESSER funding allocated to The Renaissance Charter School 2 - \$44,329 total funding will be used to acquire educational technology as a result of the impact of COVID 19: Auto Tracking Cameras, Media Carts for Camera/Technology, Austin Allergy Machines, Laptops for administrators and teaching staff, document cameras, and supporting technology.
- d. The application was due on 8/31 and was successfully submitted. Held a stakeholder meeting on 8/26, as required for the application, and stakeholders approved of the application details.

8. Reopening updates - Flo Evans and Jessica Kim. Flo and Jessica have been calling parents to check in.

- a. Flo: Today there was a town hall meeting with 69 families in attendance to address the DOE's revised policy. Still opening September 8. Buses are not available at this time; hopefully will be available by September 21. Parents have the option to bring their children or remotely. Devices will be distributed tomorrow and at TRCS1 next week. Teachers have held Zoom meetings with parents and will hold a parent workshop this Friday (will be recorded and will be accessible online). Professional development leaders have let Flo know that they are impressed with the quality and commitment of our teachers.
- b. Enrollment updates (Jessica): K 90 students; 1st grade 42 students
- c. Everett and Stacey - there are a number of considerations that parents have had to make in terms of their decision where to send their children. Ren1 staff were calling people on the waitlist suggesting applying to Ren2. Kudos to the team for their outreach. We are fully staffed now. Hired a COVID-19 health coordinator who is trained in CPR and AED operation and has experience with working in a hospital as a phlebotomist during the pandemic. DOH inspection tomorrow. Sharing nurse with Martin Luther. There will be a socially distanced get-together with Ren2 and Martin Luther staff.
- d. Facilities update (Stacey): Dan and Stacey to be meeting with Barone and team to provide data from Renaissance re: loan. There will be some sort of ribbon-cutting/ground-breaking ceremony when the time comes.
- e. Stacey: Plans to meet with Community Board 5 and elected officials of Maspeth. Thanks to Walter Sanchez on board of C3S who has helped to develop community goodwill.

9. New Business

10. Public Speaking--Leopolda Silvera (1st grade student Valentina). Was a parent who came over from Ren1 waitlist. Very excited about starting next week! Stacey: we know how hard this has been for our parents, and we really appreciate and recognize that--hopefully we will find more normalcy in the not-too-distant future. We intend to push for the same resources that are going to district schools to come to our charter schools. Discussion of difference between DOE/Ren1/Ren2 plans for reopening.

11. Adjournment of Public Session 5:53 p.m.

TRCS2 Board of Trustees

October 7, 2020, Meeting Agenda – 5:00 p.m.

1. Meeting Convened
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
4. Approval of September Meeting Minutes - 5 mins
5. Approving the District Safety Plan - 15 mins
6. School Opening Report - 10 mins
7. New Business
8. Public Speaking
9. Adjournment of Public Session

BOARD OF TRUSTEES

Monte Joffee
Chairperson
John Harrison York
Vice Chairperson
Liz Perez
Secretary
Chester Hicks
Rachel Mandel
Conor McCoy
Victor Motta

Draft

[October 7, 2020]

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at 5:05 p.m.

1. Meeting Convened 5:05 p.m.
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
 - a. Members present: Monte Joffee, Liz Perez, Chester Hicks, Victor Motta
 - b. Non-members present: Stacey Gauthier, Daniel Fanelli, Rebekah Oakes
4. Approval of September Meeting Minutes - 5 mins Motion passed by acclamation.
5. Approving the Final District Safety Plan - 15 mins
 - a. Covers all emergencies from drills to shelter-in-place, evacuation, procedures for communications within the community and externally. Safety committee is Everett, Stacey, Monte, the head custodian at Martin Luther, Director of Development, and a parent representative.
 - b. Preliminary plan was presented at parent meetings with a 30-day public review period, July 6 -August 4, and approved as part of the opening plan at the August meeting.
 - c. Two plans: school-level plan and district-level plan. We are voting on the district-level plan. We don't necessarily need to share building plan details online (which could be a privacy/safety issue), and the district plan is the overview.
 - d. Question about whether this is a new requirement--we have been given more guidance about the level of detail required. They have differentiated that on the state level they specifically said the building plan is confidential.
 - e. Motion passed by acclamation

6. School Opening Report - 10 mins

- a. Everett shared a slideshow with photographs of the opening day, including a new banner.
- b. Busing is available as of three weeks ago.
- c. Everett shared photos of classrooms, including brand new technology (SmartBoards, Document cameras, etc.)
- d. Examples of hybrid learning and social distancing
- e. Comment about how the new renovations look in an older building. Space in great shape with not a lot to do--wall treatments, subdivided rooms, a/c, etc. Floors are polished. Kudos to Barone and Martin Luther, who are great partners. Automatic faucets, soap dispensers, all classrooms have sanitizer dispensers.
- f. Some students are fully remote, which is a choice their families have made. Next cohort for hybrid will start on November 2.
- g. Enrollment is 140 students; 42 students in person with A/B rotation, and 98 at home.
- h. Discussion of Governor's executive order (red, orange and yellow zones). Ren1 and Ren 2 are both in yellow zones; there is supposed to be weekly testing, but there has been no information on that. Children and adults are sent home without consent forms. Mention of phone app and contact tracing for COVID.
- i. Teachers really want to be in the building per Everett.

7. New Business

8. Public Speaking

9. Adjournment of Public Session 5:47 p.m.

TRCS2 Board of Trustees

November 4, 2020, Meeting Agenda – 5:00 p.m.

1. Meeting Convened
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
4. Approval of October Meeting Minutes - 5 mins
5. Report on Yellow Zone Testing and COVID Response- 15 mins
6. Revised Holiday Schedule - 10 mins
7. New Business
8. Public Speaking
9. Adjournment of Public Session



The Renaissance Charter School 2

60-02 Maspeth Avenue, Maspeth, NY 11378
www.renaissancecharter.org
info@rencharter2.org • 917-242-3505

Re: Revised Schedule for Thanksgiving and Winter Break

November 4, 2020

Dear Staff, Students, Parents, and Families,

This past weekend Governor Cuomo announced a revision of the New York COVID-19 Travel Advisory

This revision allows for New York residents to travel to out-of-state to locations that were formerly on the travel advisory, without having to quarantine for 14 days upon re-entry to New York. The new, less restrictive requirement, is contained in the guidelines found in the link provided: <https://coronavirus.health.ny.gov/covid-19-travel-advisory>.

The School Management Team, in consultation with The Executive Team and The Board of Trustees of TRCS 2, has decided to revise its calendar to accommodate staff and families who have expressed concerns about traveling for family gatherings at Thanksgiving and The Winter Holidays. These revisions will allow for out of state travel among staff, students, and families and for compliance with the new travel advisory guidelines, which go into effect today, November 4th.

Revised Schedule for Thanksgiving Break:

We will be out of school for the **Thanksgiving Break from Wednesday, November 25 - Friday, November 27** (as originally scheduled). We will resume classes with **remote instruction for all staff and students on Monday, November 30 - Friday, December 4**. We will return to a **hybrid schedule on Monday, December 7**.


Revised Schedule for Winter Holiday Break:

We will be out of school for **Winter Holiday Break from Monday, December 21 - Friday, January 1** (as originally scheduled). We will resume classes with **remote instruction for all staff and students Monday, January 4 - Friday, January 8**. We will return to a **hybrid schedule on Monday, January 11**.

We hope this provides sufficient notice for everyone to adjust your plans accordingly and allow you the freedom to use your discretion as you celebrate the holidays with family and friends.

Please feel free to reach out to me with any questions or concerns you may have, and please stay safe and healthy.

Best regards,


Everett



The Renaissance

Charter School 2

60-02 Maspeth Avenue, Maspeth, NY 11378
www.renaissancecharter.org
info@rencharter2.org • 917-242-3505

BOARD OF TRUSTEES

Monte Joffee

Chairperson

John Harrison York

Vice Chairperson

Liz Perez

Secretary

Chester Hicks

Rachel Mandel

Conor McCoy

Victor Motta

November 4, 2020

The Renaissance Charter School 2

Meeting of the Board of Trustees

1. Meeting Convened at 5:07 p.m.
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
 - a. Members present: Monte Joffee, John Harrison York, Liz Perez, Chester Hicks, Victor Motta
 - b. Members absent: Rachel Mandel, Conor McCoy
 - c. Non-members present: Stacey Gauthier, Jessica Kim
4. Approval of October Meeting Minutes - 5 mins
Approved by acclamation.
5. Report on Yellow Zone Testing and COVID Response- 15 mins

We are now designated as a school in the yellow zone. Explanation of red, orange and yellow zones. Renaissance and Ren2 are both in the yellow zone.

 - a. Schools in designated yellow zones have mandatory testing of 20% of their school population.
 - b. We are asking our staff to submit voluntarily to testing via different facilities approved by the Department of Health. The guidelines said the city would supply tests, but we didn't get any of those.
 - c. There was a positive test result the first week, and we had to follow the guidelines, which say if the person had close contact (over 15-20 minutes) in a small setting. This person had close contact with two different pods of 16 total students for more than the 15-20 minutes.
 - d. The teacher was immediately quarantined, and we made the decision that night to close the entire school for three days, and then every pod was brought back with the exception of that particular class, which was on quarantine for 14 days (18 individuals total).
 - e. A parent meeting was held with Q and A to explain the decision and the protocols.
 - f. Kudos to the team who responded well and quickly.
 - g. Had to make hard decisions in isolation.
 - h. Everett finally heard from a contact tracer from Health and Hospitals. This person was

unaware that someone had tested positive even though Everett had called in the case twice.

- i. The system is working imperfectly; very little in the way of response and the Health Department doesn't seem to have communicated with each other.
 - j. Martin Luther has a partnership with an approved lab for testing. The lab delivers self-swab tests to the school and they can process them within 48 hours. Testing is free, covered by the state.
 - k. We have to submit our numbers and results in a daily report.
 - l. Even though both schools are in yellow zones, infection rates are rising and we could eventually be in orange/red zones. The state is saying we could still stay open, but then testing rates need to be higher (25%). Not necessarily random testing.
6. Revised Holiday Schedule - 10 mins
- a. Everett sent a letter with a holiday proposal to get ahead of potential holiday travel. Martin Luther is taking a two-week remote instruction break for two weeks after the winter holidays.
 - b. Proposed: week pause after Thanksgiving and week pause after the winter recess, which will be for two weeks.
7. New Business
- a. Hired a New Special Education teacher, Lisa Liropoulos
 - b. Lisa also testing ELL students
 - c. Interviewed three practicum students today to do counseling with students
 - d. Groundbreaking and construction in process: Working w/Barone on paperwork for construction loan, working on process for rezoning.
8. Public Speaking - none
9. Adjournment of Public Session 5:47 p.m.

TRCS2 Board of Trustees

December 2, 2020, Meeting Agenda – 5:00 p.m.

1. Meeting Convened
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
4. Approval of November Meeting Minutes - 5 mins
5. School Management Team Report -15 mins
6. New Business
7. Public Speaking
8. Adjournment of Public Session –

BOARD OF TRUSTEES

Monte Joffe
Chairperson
John Harrison York
Vice Chairperson
Liz Perez
Secretary
Chester Hicks
Rachel Mandel
Conor McCoy
Victor Motta

Draft

[December 2, 2020]

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at 5:07 p.m.

1. Meeting convened
2. Chairperson's Welcome - 2 mins.
3. Roll Call - 1 min
 - a. Board members present: Monte Joffe, John Harrison York, Liz Perez, Chester Hicks, Victor Motta
 - b. Board members absent: Rachel Mandel, Conor McCoy
 - c. Non-members present: Stacey Gauthier, Everett Boyd, Daniel Fanelli, Ramil Buenaventura
4. Approval of November Meeting Minutes - 5 mins
 - a. Approved by acclamation
5. School Management Team Report - 15 mins.

TRCS 2 SMT December Report to BOT

Enrollment - 139 (97 Kindergarten; 42 First Grade)

Attendance - Average 55 In person (Pods A and B) and 80 remote

Attendance Policy implemented 9/08 (first day of school) since being followed with Grading Policy implemented 9/08 (first day of school) with first marking period report cards distributed in November.

Parent Teacher Conferences were held remotely on 11/19 and 11/20 - with the 93% of our families in

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attendance.

Special Education and ELL - Integrated Collaborative Teaching (ICT) classes have been created for Kindergarten and First Grade, with one licensed special education teacher and one general education teacher in each classroom. Classroom teachers are also licensed and experienced special education teachers. Two highly qualified teaching assistants have been promoted to general education teachers from within the staff. Several special education and general education students have been moved to accommodate the new configuration. Lisa Olmo Liroupolos is the Coordinator of Programs and Services for Special Populations, and will coordinate special education services, support ICT classes, and ELL instruction.

Special Education population = 20 students in Kindergarten and First Grade (14.38% of total student enrollment with 15 students in ICT; 5 related services only)

ELL population = 20 Kindergarten (14.38% of total student enrollment identified by assessment this year - First Grade needs to be determined)

Remote Learning Support (Digital Equity Survey)

The school has supported all families who have requested technology support for remote learning, including 95 devices (Chromebooks and Tablets) and 30 T-Mobile Hotspots with account support for 1 year. This has been generously supported with a combination of CSP grant and Walton Family Foundation grant funding.

6. New Business

- a. Announcement that TRCS2 Parent Association will be starting just before the December break.
- b. Discussion of letter of appreciation to TRCS2 school staff. John Harrison York to draft a letter and circulate to the board members.
- c. When the pandemic comes to an end, digital equity, attendance, assessments (e.g. benchmarking and EasyCBM) and special education/ELL are key indicators that will be looked at.
- d. Some more progress on the school building: Barone's team sent a video of the foundation being built, which Dan Fanelli shared. Barone is interested in mentoring TRCS HS students who have an interest in construction.

7. Public Speaking - none

8. Adjournment of Public Session - 5:43 p.m.



The Renaissance Charter School 2

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BOARD OF TRUSTEES

Monte Joffe, Ed.D.
Chairperson
John Harrison York
Vice Chairperson
Liz Perez
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Chester Hicks
Rachel Mandel
Conor McCoy
Victor Motta

January 6, 2021 at
5:00 PM

The Renaissance Charter School 2

Meeting of the Board of Trustees

Agenda

1. Meeting Convened
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
4. Approval of December Meeting Minutes - 5 mins
5. School Management Team Report - 30 mins
 - a. Reopening update
 - b. Mid-Year Financial Report
6. New Business
7. Public Speaking
8. Adjournment of Public Session

BOARD OF TRUSTEES

Monte Joffee
Chairperson
John Harrison York
Vice Chairperson
Liz Perez
Secretary
Chester Hicks
Rachel Mandel
Conor McCoy
Victor Motta

January 6, 2021

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at 5:02 p.m.

1. Meeting convened
2. Chairperson's Welcome - 2 minutes
3. Roll Call - 1 minute
 - a. Board Members Present: Monte Joffee, John Harrison York, Liz Perez, Chester Hicks, Rachel Mandel, Victor Motta
 - b. Board Members Absent: Conor McCoy
 - c. Others Present: Stacey Gauthier, Flo Evans, Jessica Kim, Omar Rafael-Davila, Daniel Fanelli, Everett Boyd
4. Approval of December meeting minutes - 5 minutes
5. School Management Team Report - 30 minutes
 - a. Reopening Update (Everett Boyd):
 - i. Scheduled to reopen on January 19. Everett sent communication to family, staff, and the Board of Trustees before winter holiday about issues with keeping school open after the Thanksgiving holiday, i.e., positive cases that necessitated closure before the Winter Recess. One classroom had to quarantine for 14 days, and then a second case occurred and the school followed guidelines and closed.
 - ii. Reopening depends on metrics and where things stand over the next few weeks. Sent notification to families and staff yesterday about opening being dependent on several factors, including NYC positivity rates and more particularly, positivity rates within the school.

- iii. One thing that the school is working on is distributing consent forms to families so that they can consent to be tested. We've relied on self-reporting, and families have been very good about that, but we need to move forward with distributing forms starting tomorrow. Question about whether TRCS2 is doing on-site testing. If there is no on-site testing, consent is not needed. One school is paying \$50 per test plus a qualified person to administer the test.
- iv. Update on DOH - now quarantine is 10-day. Still mandated to report any positive case; DOH won't necessarily investigate unless the school rate is spiking. Discussion of what is needed to meet 20%. School decided to continue testing voluntarily. School staff members told they could volunteer, lab would release results directly to school but no positive cases have come of that yet. We need to start thinking about how we would adapt that with the students. DOE says that someone qualified must swab. Concern about possible litigiousness over swabbing by school personnel; it should be done by someone who has the certification.
- v. Discussion of lawsuit by TRCS1 and six other charters suing DOE and City stating that they are violating health and safety regulations by not providing free testing to charter schools.
- vi. Caveat: testing in schools needs an element of randomness so it's not the same people being tested all of the time.
- vii. Charter schools in private space (Ren2) are subject to different procedures than charters in district space (Ren1).
- viii. Question about time spent getting tested--can take up to three hours. We haven't faced this issue yet. Can become burdensome on a school. This is why the 20% should be more than just staff.

b. Mid-Year Financial Report (Daniel Fanelli):

- i. Executive Leadership team (Dan and Denise) spent time over the summer creating a number of different budget scenarios based on the number of students. Currently we have 138 (86%). Below 100 would not be good no matter the scenario. SED's comments were that we wanted to maintain an enrollment above 85%. We are still in good financial standing in terms of tracking the fiscal year projections for that number of students; no major deficits.
- ii. The various funding we were able to secure in advance allowed for the purchase of PPD and air purifiers and other unexpected costs that arose out of the COVID-19 pandemic.
- iii. Our maximum enrollment being 162, we are still currently under enrolled. We need to focus more on recruitment. Ren1 currently has 2400 applicants and can encourage families who don't come in through the lottery to apply to Ren2.
- iv. On January 11, the Governor is going to begin the process of announcing his budget. There could be significant cuts to school funding.

6. New Business - none

7. Public Speaking

8. Adjournment of Public Session 5:44 p.m.

TRCS2 Board of Trustees

February 3, 2021, Meeting Agenda – 5:00 p.m.

1. Meeting Convened
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
4. Approval of January Meeting Minutes - 5 mins
5. SMT Report - 15 mins
6. Principal Review Planning - 10 mins
7. Board Members' New Business
8. Public Speaking
9. Adjournment of Public Session

BOARD OF TRUSTEES

Monte Joffe
Chairperson
John Harrison York
Vice Chairperson
Liz Perez
Secretary
Chester Hicks
Rachel Mandel
Conor McCoy
Victor Motta

Draft

[February 3, 2021]

The Renaissance Charter School 2

Meeting of the Board of Trustees

1. Meeting convened at 5:11 p.m.
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min

Members Present: Monte Joffe, John Harrison York, Liz Perez, Chester Hicks, Victor Motta

Members Absent: Rachel Mandel, Conor McCoy

Non-members Present: Everett Boyd, Daniel Fanelli, Stacey Gauthier, Flo Evans, Ron S.

4. Approval of January Meeting Minutes - 5 mins

Approved by acclamation

5. SMT Report - 15 mins Presented by Everett Boyd and Flo Evans

- a. Enrollment update: 141 students.
- b. Recruitment: 122 applications on file as of today: 95 K, 18 1st, 9 2nd. Have held virtual open houses and have scheduled another for this weekend. Lottery is scheduled for April 12.
- c. Testing: how to meet the 20% requirement of the yellow zone. Instituted mandatory policy for staff and students. Random testing, inform them a week in advance, 100% compliance so far. Staff has a choice of self-testing onsite or using an independent provider.
- d. One class is on remote learning this week because of a positive test, will be returning on Monday, 2/8.
- e. Martin Luther is fully remote and has been for the past two weeks.
- f. May be new guidance about pods and closure changes.
- g. Ren1 lawsuit filed re: testing with other charters--believe there may be a favorable outcome.

6. Principal Review Planning - 10 mins

1. Important function of board is to review the principal
2. Suggested focus be pandemic response
3. Stacey: started having conversations months ago about metrics for review. Important to have a school leader be part of the discussion. Dan, Everett, and Stacey have looked at the SED performance framework to see what is applicable. e.g., testing.
4. First year school has several important inputs
 - a. Has the principal set up a leadership team that sets the school up for success?
 - b. Fiscal management
 - c. Parent happiness
 - d. Staff retention
 - e. Etc.
5. Has been a continual partnership going both ways. Feel confident that the school is going in the right direction and is already successful. Ren2 gaining enrollment, a testament to the work we are doing.
6. Will be submitting something for review to the board.

7. New Business

Everett: First meeting of Parent Association next Tuesday 2/9. Responses are good so far. Coordinator of Special Populations, Lisa Liropolous is going to attend the meeting as a consultant--she was PA President at Ren1 and will help guide Ren2 through the beginning of the process.

Stacey: Now is Albany budget season. Important that we make the new elected officials aware of what charter schools are. Working with our advocate to get a meeting with Donovan Richards, Queens Borough President. Received positive feedback about Students First visit to Catalina Cruz, she mentioned Renaissance positively. Stacey reached out to the Superintendent of District 30, who linked her up to Superintendent of District 24. There will be Zoom elected official meetings with Districts 24 and 30. Governor's proposal: doesn't want to reimburse for rentals. We don't think there will be a risk to our funding, but there are still some concerns. State will be reliant on supplemental federal funds.

Monte: question about relationship with Lester Young. We think we have a good relationship with the Regents in general. Regent Chin has been a strong supporter.

Stacey: we will be applying for two more large federal grants via the consortium with whom we are working on the mental health grant. One is a literacy grant; we think we have a compelling plan for staffing and training. Another is an arts grant, which would bring art therapy to schools.

8. Public Speaking

9. Adjournment of Public Session: 5:42 p.m.

TRCS2 Board of Trustees

March 3, 2021, Meeting Agenda – 5:00 p.m.

1. Meeting Convened
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
4. Approval of February Meeting Minutes - 5 mins
5. Development Report - 10 mins
6. Review and Approval of School Safety Plan Addendum - 5 mins
7. School Management Team Report - 15 mins.
8. Board Members' New Business
9. Public Speaking
10. Adjournment of Public Session

The Renaissance

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

www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax) Charter School 2

Development Report to the Board of Trustees March 3, 2021

2020-2021 Grant Update

• Direct Appeals

- No direct public fundraising appeals have begun as yet.

• Pending and successful grant applications:

- NYSED CSP 2019-2020 expense report and subsequent amendments were approved, and the 2019-2020 final budget report was submitted in August, 2020.
- Walton Family Foundation Start Up Grant –\$325,000 in start-up funding. The budget was submitted is to cover smart boards, a green-house for the roof-top and science lab materials. However, as they are a foundation, they have much less stringent rules surrounding their budgets, and if we determine an amendment is needed it is a much simpler process. All expenses must be complete and the final budget report submitted by July 31, 2022.
- PENDING: Primary Project – A 3-year \$15,000 grant that helps a school develop a school readiness program for K-3rd graders. It provides funding to hire a “child associate” to implement a developmentally appropriate, play-based intervention for children identified as experiencing mild social and school adjustment difficulties. It was originally submitted for 2020, but in discussions with The Children’s Institute we decided to withhold the application for a year. I have let them know we intend to apply again for 2021-22, and am awaiting their response.
- PENDING: E-Rate Funding – Jessica Kim is working with E-Rate Central to get TRCS 2’s first applications sent, for internet reimbursement and any category 2 resources identified.

In-Kind Grants

NYC Charter School Consortium Mental Health Grants – Four five-year federal grants have been bundled together for our charter consortium to provide mental health and substance abuse counseling services to our students, and school culture transformation services to aid in in-school violence prevention and healthy and happy students. Wildcat, New Dawn and Renaissance (2 schools each) make up the consortium, and Wildcat is the lead on 3 of the grants—making them in-kind donations for Renaissance.

- Mental Health Demonstration Grant is providing 2 Mental Health Therapists a MH grad school intern and 2 practicum students for direct service to students. TRCS 2 is using the practicum students this semester, and TRCS has the use of both MH counselors and the intern for the time being. Next year we will get 2 interns, and will be working together for the best use of the therapists’ time.

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- The counselors, including our social worker, have been presenting parent workshops throughout this year, and have developed a [Mental Health resource website](#), to which TRCS 2 families have been invited.
- School Climate Transformation Grant supports one of the MH Therapists as a Substance Abuse Counselor in addition to his MH counseling. It also provides the services of Kickboard, a school culture transformation service, that provides coaching and PD for whole-school adoption of elements of PBIS, Restorative Justice, Trauma-Informed and Anti-Bias/Anti-Racism, that will become the foundational supports of our school culture. A steering team is in place and in workshops with Kickboard, developing that approach, with the help of our CSG team.
- STOP-Threat Assessment and Training grants – are working as a training vehicles for school building emergency response teams, and to provide staff training in school-violence prevention and youth mental health first aid. It also gives a stipend for a PBIS coach to each of the consortium schools.

Friends of Renaissance

The focus of the Friends of Renaissance board since last spring has been to support TRCS 2, by revising the incorporation papers to include the 2nd and all future Renaissance Charter Schools in our support. We have engaged with our insurers to make sure we are covered by D & O insurance and will be supporting TRCS 2 in the lease structure, known to you from other reports. In order to be prepared to perform this increased fiscal responsibility we have:

Fundraising for TRCS 2 through Friends Of events and campaigns will be an additional focus going forward. Expanding the FOR board will become another priority this year, again, as we develop our marketing materials.

Other

Renaissance's political advocacy efforts continue to be the most successful way of bringing money to the school. We will continue to work with the NYC Charter Center and Coalition for Independent Charter Schools (C3S) in the continuing fight to get our funding formula restored. C3S schools agreed to hire Patrick Jenkins & Associates to more directly advocate for the special needs of independent charters, as well as our continuing work for conversion charter school relief.

In addition, Jessica, Everett and I have begun discussions about approaching our city council representatives to be ready to submit an application for next year's discretionary funding.

Respectfully submitted,

Rebekah Oakes, Chief Development Officer

CONTINUATION OF OPERATIONS

The Renaissance Charter School 2 has developed a continuation of operations plan in the event of a public health emergency involving communicable disease.

ESSENTIAL POSITIONS AND TITLES

In the event of a public health emergency that results in the governor-ordered, temporary closure of NYC Schools, all non-essential personnel of The Renaissance Charter School 2 (TRCS 2) shall work remotely. This includes all members of the School Management Team, teaching staff, and office staff.

Essential personnel are defined as personnel who are required to be physically on-site in order to perform their jobs. This includes our kitchen and custodial staff. The custodial staff are not TRCS 2 employees and will follow the guidelines of the NYS Department of Health.

Required Position	Name	Agency	Contact Information
Custodial Engineer	Carlos Flores	Martin Luther School	(718) 894-4000 x140

TRCS 2 will continue to take into consideration the guidance from the NYS Education Department, NYS Department of Health, NYC Department of Education, and the NYC Department of Health as to access to our physical building. For example, if TRCS 2 is located within a geographic zone that has allowed access to public schools, and/or in-person learning with social distancing and PPE protection, the TRCS 2 Board of Trustees and School Management Team will abide by our posted Re-Opening Plan Metrics, and will determine which staff members will be allowed access and which staff members will be working remotely.

TELECOMMUTING PROTOCOLS

TRCS 2 will support non-essential employees' tele-commuting by facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or desk-top computers, to all employees working from home.

An attempt will be made, when employees are allowed back to work, to stagger work shifts, to the extent practicable for the successful running of our school, in order to reduce overcrowding on public transportation, and to ensure proper social-distancing in the school building.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

As soon as the public health emergency is announced, TRCS 2 will inventory any stored PPE, and procure enough PPE for essential employees, and consultants when necessary, based upon tasks and needs, sufficient to provide at least two pieces of each type of PPE to each essential employee during any given work shift over at least six months.

PPE will be stored in the main office and other designated areas at TRCS 2 when it is deemed safe by NYS DOH and NYC DOH to discontinue the daily use of the equipment. Personnel named below will be apprised of the location of the stored equipment:

Required Position	Name	Agency	Contact Information
Principal	Everett Boyd	TRCS 2	(917) 841-3849
Director of Teaching & Learning	Flo Evans		(917) 232-7850
Director of Operations	Jessica Kim		(917) 331-8266
Health Coordinator	Omar Rafael		(917) 266-7446
Executive Director	Jim Regan	Martin	(718) 894-4000 x124
Director of Operations	Gary Fredericksen	Luther School	(718) 894-4000 x126

PPE will be made accessible to all essential and non-essential personnel that are authorized to work from the building, and TRCS 2 will follow the guidance of the CDC and the NYC and NYS DOH regarding what PPE to issue to in-building employees, and training will be given to all employees on how it should be used.

PREVENTING THE SPREAD OF DISEASE

TRCS 2 has developed protocols in the event an employee, contractor or student is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols are in line with all existing federal, state, or local law, regarding sick leave or health information privacy, as outlined in our TRCS Employee Policy Handbook.

The guidance from state and local Department of Health are constantly updated in response to a pandemic. Our authorizing agencies include Department of Health links and resources on their websites. TRCS 2 will update our protocols and plans when relevant and applicable, referencing guidance from

- NYS ED, by referring to the NYS ED Health and Safety links at <http://www.nysed.gov/re-opening-schools/health-and-safety>;

- NYSED, by referring to the NYSED Coronavirus Guidance for PreK-12 Schools at <http://www.nysed.gov/coronavirus/guidance-p-12-schools>
- NYC DOHMH Covid-19 Business and Facilities Guidance at <https://www1.nyc.gov/site/doh/covid/covid-19-businesses-and-facilities.page>

TRCS 2 emphasizes four key safety measures for students and staff:

- Maintaining a distance of at least 6 feet from other adults, and from students when feasible;
- Washing and sanitizing hands regularly;
- Wearing a face covering; and
- Staying home when sick or after being in close contact with a person with a serious illness, or exposure to the illness creating the current pandemic.

Physical distancing guidelines and mandatory use of face coverings will be enforced for all individuals while on school property. [A face covering](#) is any well-secured cloth or disposable mask that covers a person's nose and mouth. A face covering with an exhalation valve or vent cannot be used on school property as exhalation valves allow unfiltered exhaled air to escape to others. Face shields are not appropriate substitutes for face coverings.

In addition, we will follow all guidelines regarding testing for disease in and outside of school, and contact tracing and reporting of active cases, as outlined by the NYC Department of Health. TRCS 2 will agree to

- Student and Staff [Daily Health Screenings](#) before entering the building;
- Random testing for infectious disease as mandated by NYC DOH and NYC DOE;
- Contact tracing and current quarantine guidelines in coordination with the NYC DOH, as outlined in the [PK-12 COVID-19 Toolkit](#), or other updated document; and
- Managing student drop-off and pick-up outside the school building to minimize external visitors. We may mandate that no non-essential personnel enter the building, according to guidance from the NYC DOE and NYC DOH.

Instituting Hybrid Learning to Facilitate Social Distancing:

TRCS 2's Board of Trustees will determine the safety and efficacy of opening the school building in relation to the metrics stated in the "[TRCS 2 Reopening Plan](#)" developed during the COVID-19 pandemic. Remote synchronous and asynchronous learning, will be available to all students, following the NYS executive orders regarding education during a pandemic. When and if hybrid learning (remote and in-person learning) is deemed safe, we will follow these and other protocols as they are developed by the NYC DOE, NYSED, and the state and local health departments.

At TRCS 2, to facilitate social distancing, no more than 10 students can be taught in a classroom at any given time. To minimize contacts, students will be separated into 'Pods', with each Pod

remaining together all day. Students in each grade pod will attend on an alternating 5 day schedule. With 6 classrooms available to support on-site learning, the number of students who can be provided in-person learning is 60 students. In the event that TRCS 2's classroom availability is insufficient to accommodate all of the students who request in-person instruction and/or TRCS 2 does not have a sufficient number of in-school instructional staff, the number of students who can participate in in-person learning will be reduced.

TRCS 2, in coordination with the Martin Luther School, will implement enhanced cleaning and disinfection of surfaces to ensure the health and safety of staff and students, including:

- Providing adequate cleaning and disinfection supplies or plan to procure those supplies.
- Requiring deep cleanings to be completed on a nightly basis, including with the use of electrostatic sprayers.
- Improving HVAC and air filtration systems.
- Keeping windows and interior doors open to ensure proper ventilation.
- Setting-up enhanced cleaning in classrooms, bathrooms, and for high touch areas such as doorknobs and shared equipment such as laptops.
- Providing teachers with cleaning supplies for classrooms.

TRCS 2 will redesign building movement protocols to keep people in cohorts and allow for physical distancing consistently. TRCS 2 will, to the extent feasible:

- Redesign movement protocols within a building to minimize congestion;
- Designate one-way direction stairwells and single file routes

Signage may be provided to support appropriate movement protocols.

Using Staff to Maintain a Healthy Environment

With health and safety as a priority, it will be important to have staff dedicated to carry out enhanced health operations. TRCS 2 will use the Building Response Team structure to develop a school-based pandemic-related team; and will deploy adequate staff to support daily enhanced health protocols.

In the Event of a Known Case:

If a student or teacher is feeling sick, they are required to stay home and, if their symptoms are consistent with the pandemic-related illness, are asked to get tested. If a student begins experiencing symptoms in school, they will be isolated and monitored by a dedicated staff member until they are picked up by their family. Staff members who become symptomatic at school are asked to immediately leave the building.

Whether symptoms begin at home or in school, there will be a clear flow of information to facilitate fast action and prevent spread. A positive confirmed case will trigger an investigation by NYC Test + Trace and DOHMH to determine close contacts within the school. Schools will communicate to all families and students at school once a case is laboratory confirmed.

- Custodial staff will immediately and thoroughly disinfect the work area, common area surface and shared equipment; and
- The NYC DOH will be immediately notified.
- All personnel and families of students who were in direct contact with the infected person will be immediately contacted, under the guidance of the NYC DOH, or other agency department activated as the official Contact Tracing department.

In the event that there is a laboratory- confirmed case in a school, all students and teachers in that class are assumed close contacts and will be instructed to self-quarantine for the amount of time designated at the time, by the NYS and NYC DOH.

Additionally, the DOHMH and Test + Trace Corps will begin an investigation into the risk of exposure to the school community and work with TRCS 2 to issue clear guidance and decisions for next steps based on the outcome.

TRCS 2 will document precise hours and work locations, including off-site visits, for essential employees and contractors. The dedicated health-aide will proceed with the investigation, with the support and aid of the Principal and Building Response Team.

TRCS 2 will follow NYS Executive orders, and/or relevant and applicable guidelines pertaining to available leave for mandatory testing, treatment, isolation and quarantine.

TRCS 2 Board of Trustees

April 7, 2021, Meeting Agenda – 5:00 p.m.

1. Meeting Convened
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
4. Approval of March Meeting Minutes - 5 mins
5. Approval of 990 Filing for 2020 Revenue- 5 mins
6. Update on TRCS 2 Construction for SY 2021-22 and 2022- 23- 10 mins
7. School Management Team Report - 15 mins.
8. SED Memo on Reporting Local Assessments - 5 mins.
9. Board Members' New Business
10. Public Speaking
11. Adjournment of Public Session

BOARD OF TRUSTEES

Monte Joffee
Chairperson
John Harrison York
Vice Chairperson
Liz Perez
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Chester Hicks
Rachel Mandel
Conor McCoy
Victor Motta

April 7, 2021

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at 5:07 p.m.

1. Meeting convened
2. Chairperson's Welcome - 2 mins
3. Roll Call - 1 min
 - a. Members Present: Monte Joffee, John Harrison York, Liz Perez, Chester Hicks, Victor Motta
 - b. Members Absent: Rachel Mandel, Conor McCoy
 - c. Non-Members Present: Everett Boyd, Stacey Gauthier, Daniel Fanelli, Flo Evans, Jessica Kim
4. Approval of March Meeting Minutes - 5 mins Approved
5. Approval of 990 Filing for 2020 Revenue- 5 mins **Tabled until next meeting**
6. Update on TRCS 2 Construction for SY 2021-22 and 2022- 23- 10 mins
 - a. Martin Luther - Site visit by Scott Barone and team a few weeks ago. Looked at library on second floor. Plan is to take the second floor, per the lease, and the library wing and convert the entire area into two classrooms and office space. Dan is talking to Barone and team about what that construction will look like. Construction will start at the end of the school year (after June 25) and will take 2-3 weeks. We are looking at how to outfit those classrooms with technology, etc. moving forward.
 - b. Photos from main site shared by Dan Fanelli. Barone is confident that they will create the entire “envelope” for the building over the next couple of months. After around three months, they will start the process of building out the classrooms. May have a “topping off” ceremony once the building is whole.
7. School Management Team Report - 15 mins.

- a. Everett: Next Parent Association meeting coming up tomorrow night (4/8).
 - b. Picture day will be in May for both hybrid and remote students - will be out in the open
 - c. Discussion of holiday breaks and erring on the side of caution
 - d. Following NYC Department of Health Guidelines to stay safe, recommend that people get tested and vaccinated. There have been changes in CDC recommendations that have not been adopted by the city and DOE (e.g.: no change in social distance guidelines yet)
 - e. Flo: Significant growth in reading levels. 80% growth in six classrooms. Majority of remote-only children have improved in reading and math
 - f. Have begun hiring for the new school year, two new hires made. Hiring committee consists of SMT, teachers, special education lead, and parents. Two more demos next week and several phone interviews this week. Actively trying to diversify staff.
 - g. Getting ready to administer NYSESLAT tests to ELL students, teachers are being trained.
 - h. Jessica: Last month 120 K applications, now have 165; virtual lottery on Monday at 4:30. Selected families can accept or decline on School Mint, we will also make calls.
 - i. We have hired a VISTA intern who will be a data specialist for both schools. The bulk of her work will be with Ren1. Will be setting up meeting with Ren2 team. She starts Monday.
8. SED Memo on Reporting Local Assessments - 5 mins.
- a. Everett shared a draft memo by David Frank that is open for public comment re: alternative assessments (e.g., NWEA, ANet, etc.) He will be presenting this at the PA meeting tomorrow night and invite parents to make comments.
9. Board Members' New Business - none
10. Public Speaking - none
11. Adjournment of Public Session 5:51 p.m.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

CHARTER SCHOOL OFFICE
EXECUTIVE DIRECTOR
charterschools@nysed.gov

To: Board Chairs of Board of Regents-authorized Charter Schools
School Leaders of Board of Regents-authorized Charter Schools

From: David M. Frank

Date: April 01, 2021

Subject: Reporting Local Assessment Outcomes to the New York State Education Department's Charter School Office (NYSED CSO)

To help charter schools demonstrate academic progress and growth, the NYSED CSO is implementing a local assessment plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. All Board of Regents-authorized charter schools have a local assessment plan as part of its charter. Schools should refer to the local assessment plan in its charter, ensure the plan is being implemented with fidelity, or in consultation with the school's NYSED CSO liaison, seek a charter revision to amend/revise the plan by following the procedures set forth in [NYSED Charter School Revision Guidelines](#).

Local assessment administration and outcomes are considered in the following [NYSED Charter School Performance Framework](#) benchmarks:

- **Benchmark 1:** "NYSED may consider other assessment data submitted by the school as supplementary evidence for a school's performance."
- **Benchmark 2:** Assessment and Program Evaluation:
 - The school uses a system of formative, diagnostic, and summative assessments.
 - The school uses qualitative and quantitative data to inform instruction and improve student outcomes.
 - The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.
 - The school uses multiple measures to assess student progress toward State learning standards.
- **Benchmark 10:** "The school has complied with...its charter."

Starting in the current, 2020-2021 academic year, Board of Regents-authorized charter schools shall administer the local assessment(s) in the school's charter and report local assessment outcomes as follows:

- **Subjects for Administration:** At least English Language Arts (ELA) and math
- **Grade Levels:** At least Grades 3-12
- **Uses:** The outcomes of such assessments should be used by the school to help inform academic intervention services and school-level improvement/turnaround initiatives and decision making.

These assessments may supplement but not supplant the use of any State assessments in authorizing decision making.

- **Schedule:** The school should administer such assessments pursuant to the assessment schedule set forth in the school's charter, but not less than once in the spring of 2021 (during the current academic year) and at least twice per academic year thereafter, once in the fall prior to November 1st and once in the spring prior to May 1st.
- **Reporting of results:** The school will report the school-level aggregate results of such interim and/or summative assessments to the NYSED CSO through the CSO Portal as described below, no later than one month after administration. Results shall be reported for all students and disaggregated by grade and subgroup (students with disabilities, English language learners, and economically disadvantaged students).

The link to the NYSED CSO Portal for reporting local assessment data is: https://nysed-cso.smapply.io/prog/school_assessment_data. The portal will open later in the 2020-2021 academic year and further instructions on accessing the portal, as well as a notification when it opens, will be emailed to your school.

This memo does not mandate schools to administer the same local/interim assessment throughout the charter term. However, any change in a school's local assessment plan as set forth in the school's charter would constitute a revision, the process for which must be followed as indicated above.

Thank you for your collaboration on this important initiative to show the work and academic progress of students enrolled in Board of Regents-authorized charter schools.

TRCS2 Board of Trustees

May 5, 2021, Meeting Agenda – 5:00 p.m.

1. Meeting Convened
2. Chairperson's Welcome - 2 mins.
3. Roll Call - 1 min.
4. Approval of April Meeting Minutes - 5 mins.
5. Approval of 990 Filing for 2020 Revenue- 5 mins.
6. School Management Team Report - 15 mins.
7. Introduction of New Board of Trustee Applicant - 15 mins.
8. Board Members' New Business
9. Public Speaking
10. Adjournment of Public Session

The Renaissance

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

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

Charter School 2

BOARD OF TRUSTEES

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John Harrison York
Vice Chairperson
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Rachel Mandel
Conor McCoy
Victor Motta

May 5, 2021

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at 5:05 p.m.

1. Meeting Convened
2. Chairperson's Welcome - 2 mins.
3. Roll Call - 1 min.
 - a. Members Present - Monte Joffe, Liz Perez, Victor Motta, John Harrison York, Chester Hicks
 - b. Members Absent - Rachel Mandel, Conor McCoy
 - c. Non-Members Present - Everett Boyd, Stacey Gauthier, Flo Evans, Jessica Kim, Daniel Fanelli, Nina Thureau, Leopolda Silvera
4. Approval of April Meeting Minutes - 5 mins. Approved.
5. Approval of 990 Filing for 2020 Revenue- 5 mins.
 - a. Raised at the last board meeting, were only able to review part of it.
 - b. Approved by Acclamation (5 for, 0 against, 0 absentions)
6. School Management Team Report - 15 mins.
 - a. Updates from Everett:
 - i. Rethinking organization for next year, based on events of this year. Lisa Liropolous,

Developing Leaders for the Renaissance of New York

Coordinator for Special Populations--we would like to change her position to Director of Special Populations for next year. She would become a member of the School Management Team. Flo Evans' title would change to Assistant Principal for next year. These would be finalized at the June or July board meeting.

- ii. Received funding for American Rescue Plan Act, Elementary and Secondary School Emergency Relief (ESSER) Fund, Coronavirus Response and Relief Supplemental Appropriations (CRRS. Total of a little more than \$400,000. 20% of that (roughly \$58K) to be appropriated toward learning loss--e.g., after school, extra support. This is still just a line on a budget statement, and we don't have the funds yet. We have an application process and accountability parameters to meet. Need to meet to discuss the application and the breadth of each category (what it can be spent on). We don't have guidance on this yet, but it is supposed to be coming soon. The learning loss funds are a one-time amount from the federal government.

b. Flo Evans:

- i. Agreement letters for current staff--meeting with them and reflecting on the year and our experiences. We believe we will have 100% staff retention. Hiring four new teachers: 1 gen ed., 2 special ed. 1 ELL.
- ii. Have reviewed standards and are on track to hit every standard for K and 1 by end of year.
- iii. Behavior initiative: Warm Fuzzy Jar for great choices. One class won this month and had a class pizza party. Next month: Ice Cream!
- iv. PA has organized an in-person picture day with both pods and remote students. Also working on teacher appreciation event.

c. Jessica Kim:

- i. 103 seats available for next school year. First and second grade are fully enrolled. We still need to fill three K seats; families have 1 week to respond.
- ii. Using School Mint for registration and applications. Registration started this morning at 9:00. 38 families have already started registering.
- iii. People are still able to apply and be added to our waiting list. K - around 40 on the waitlist. 1st - 27. 2nd - around 15.

7. Introduction of New Board of Trustee Applicant - 15 mins.

- a. Leopolda shared her goals as a potential board member, especially regarding parent communication. Discussed grant experience and her and her child's happiness at our school.
- b. Leopolda helped with vaccination of staff members and has been a great supporter of the school.

8. Principal Review - 10 minutes

a. Two-step process:

- i. Principal working with Stacey in partnership that is crucial to development of this school. Executive Director and Principal working on a narrative focusing on multiple facets of the school.
- ii. An Education Committee of the Board of Trustees is to look through the narrative and create a

- response.
- iii. Suggestion that Stacey and Everett start working in July and August, and the Board should review it at the September meeting.
 - iv. Stacey: since before the school opened, they have been meeting to discuss goals in a reflective model; already have a lot of the pieces in place. Will have something for review in September.

9. Board Members' New Business

10. Public Speaking - brief statement from Nina Thurau

11. Adjournment of Public Session 5:51 p.m.

TRCS2 Board of Trustees

June 2, 2021, Meeting Agenda – 5:00 p.m.

1. Meeting Convened
2. Chairperson's Welcome - 2 mins.
3. Roll Call - 1 min.
4. Approval of May Meeting Minutes - 5 mins.
5. Approval of 2021-2022 Board Calendar – 5 mins
6. Federal Funds - 10 mins
7. School Management Team Report - 10 mins.
8. Executive Compensation - 5 mins.
9. Board Members' New Business
10. Public Speaking
11. Adjournment of Public Session
12. Confidential Session

The Renaissance

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

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Charter School 2

BOARD OF TRUSTEES

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John Harrison York
Vice Chairperson
Liz Perez
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Chester Hicks
Rachel Mandel
Conor McCoy
Victor Motta

June 2, 2021

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at 5:04 p.m.

1. Meeting Convened
2. Chairperson's Welcome - 2 mins.
3. Roll Call - 1 min.
 - a. Members Present: Monte Joffe, Liz Perez, John Harrison York, Chester Hicks, Victor Motta
 - b. Members Absent: Rachel Mandel, Conor McCoy
 - c. Non-Members Present: Everett Boyd, Stacey Gauthier, Daniel Fanelli, Leopolda Silvera
4. Approval of May Meeting Minutes - 5 mins.
 - a. Approved by acclamation
5. Approval of 2021-2022 Board Calendar – 5 mins
 - a. July 12th July meeting, and August meeting moved to the 25th. Both summer meetings will be at 11 a.m.
 - b. First meeting in September moved to the 8th
 - c. Proposed Board Meeting Calendar for 2021-2022

Developing Leaders for the Renaissance of New York

July 12
Aug 25
Sept 8
Oct 6
Nov 3
Dec 1
Jan 5
Feb 2
Mar 2
Apr 6
May 4
June 1

6. Federal Funds - 10 mins

- a. Directed by authorizer to make sure that board is aware that Federal Government has made allocations to public charter schools.
 - i. ARP
 - ii. CARES Act
 - iii. Total of approximately \$440,000 to last up to three years
 - iv. Allocations come with documentation and audit (likely not for Ren2 because there is a \$750K threshold)
 - v. Ties into reopening plan
 - vi. Combined summer program for Ren1 and Ren2
 - vii. Will need a finance meeting
 - viii. Discussion of tech needs such as Chromebooks and SmartBoards to address learning loss
 - ix. Chester Hicks, Liz Perez, and John York volunteered for Finance Committee

7. School Management Team Report - 10 mins.

- a. Enrollment update: have filled 110 seats
- b. Offer letters have gone out for SMT positions, all members fully on board
 - i. Flo Evans, Assistant Principal; Jessica Kim, Director of Operations; Lisa Olmo-Liropoulos, Director of Special Populations
- c. Summer School--rising first and second grade students who need extra support
- d. Staffing still incomplete. We have a social worker who has accepted an offer. An ELL teacher has accepted a position as well. We have also hired a second grade teacher. More to come.
- e. Preliminary discussions about after school program for next year
- f. Parent Association meeting tomorrow; held elections over the past month. Two newly elected co-presidents. Now planning end-of-year events (Field Day, Teacher Appreciation Luncheon). Elected board representative.
- g. Two Town Hall meetings planned; one for current families and the other for future families on June 15 and 16. Will welcome parents and discuss plans for next year, including use of funding. Will share calendar and that we will be in the building next year.

- h. Ren1 and Ren2 aligning curriculum and assessments for ELA and math; will expand to social studies and foreign language (thematic teaching).
8. Executive Compensation - 5 mins.
- a. Required to report yearly on SMT salaries (Principal, Assistant Principal, Director of Operations, Director of Special Populations). Closely aligned to salary schedules of Council of School Administrators
9. Board Members' New Business
- a. Starting again with advocacy efforts. Meeting with Senator Joseph Addabbo, Jr., Assembly Member Jessica González-Rojas.
 - b. Everett sent an email to officially approve Leopolda Silvera as a resolution. Motion to approve Leopolda as a board member
 - i. Roll Call vote
 - 1. Monte Joffe - yes
 - 2. Liz Perez - yes
 - 3. John Harrison York - yes
 - 4. Chester Hicks - yes
 - 5. Victor Motta - yes
 - ii. Must be sent to SED for approval
10. Public Speaking - none
11. Adjournment of Public Session 5:46 p.m.

The Renaissance

35-59 81st Street, Jackson Heights, NY 11372
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BOARD OF TRUSTEES

Monte Joffe
Chairperson
John Harrison York
Vice Chairperson
Liz Perez
Secretary
Chester Hicks
Rachel Mandel
Conor McCoy
Victor Motta

June 8, 2020

Via Electronic Mail

New York State Education Department
Charter School Office
Room 5N EB Mezzanine
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov

Dear NYSED CSO Staff:

On June 2, 2020 the Renaissance Charter School 2 Board of Trustees voted, in accordance with the Open Meetings Law, to select Leopolda Silvera as a member to its Board of Trustees, pending approval by the New York State Education Department (“NYSED”). The following required documents are enclosed for your review:

1. Board resolution, using this specific language:

Motion: The Renaissance Charter School 2 Board of Trustees, having conducted a thorough criminal history record check via fingerprinting which is deemed acceptable by NYSED, and having discovered no State or federal criminal history, or having provided information regarding such history to NYSED, if found, and having verified that any academic and/or professional credential or qualification presented by the proposed member is genuine, and having reviewed the application in its entirety, has voted to select Leopolda Silvera as a member to its Board of Trustees, with a term expiring on 7/24 (or for a 3 year term from the date of approval) pending approval by NYSED. The resolution approving Leopolda Silvera is adopted upon NYSED’s approval.

2. Background Information Sheet for Proposed Board of Trustees Member (For Existing Charter Schools), including a signed Statement of Assurance (e-signature is not acceptable).

3. Signed Disclosure of Financial Interest form (e-signature is not acceptable).

4. Résumé or curriculum vitae.

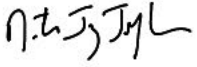
5. A copy of the proposed member’s diploma and official transcript from his/her highest level of education (e.g. high school). If such documents cannot be provided, then a notarized letter signed by the proposed member setting forth the highest level of education obtained and the reason why these documents cannot be provided, including a description of the good faith efforts made to obtain them, is enclosed.

Developing Leaders for the Renaissance of New York

As Board President, I attest that each member of the *Renaissance Charter School 2* Board of Trustees has reviewed all application materials for the proposed member and is aware of and has acknowledged their continuing responsibility to notify NYSED of any misstatements or omissions of fact related to the proposed member.

Thank you for your review. If necessary, I can be reached at (917) 447-7012, or mjjoffee@gmail.com.

Sincerely,

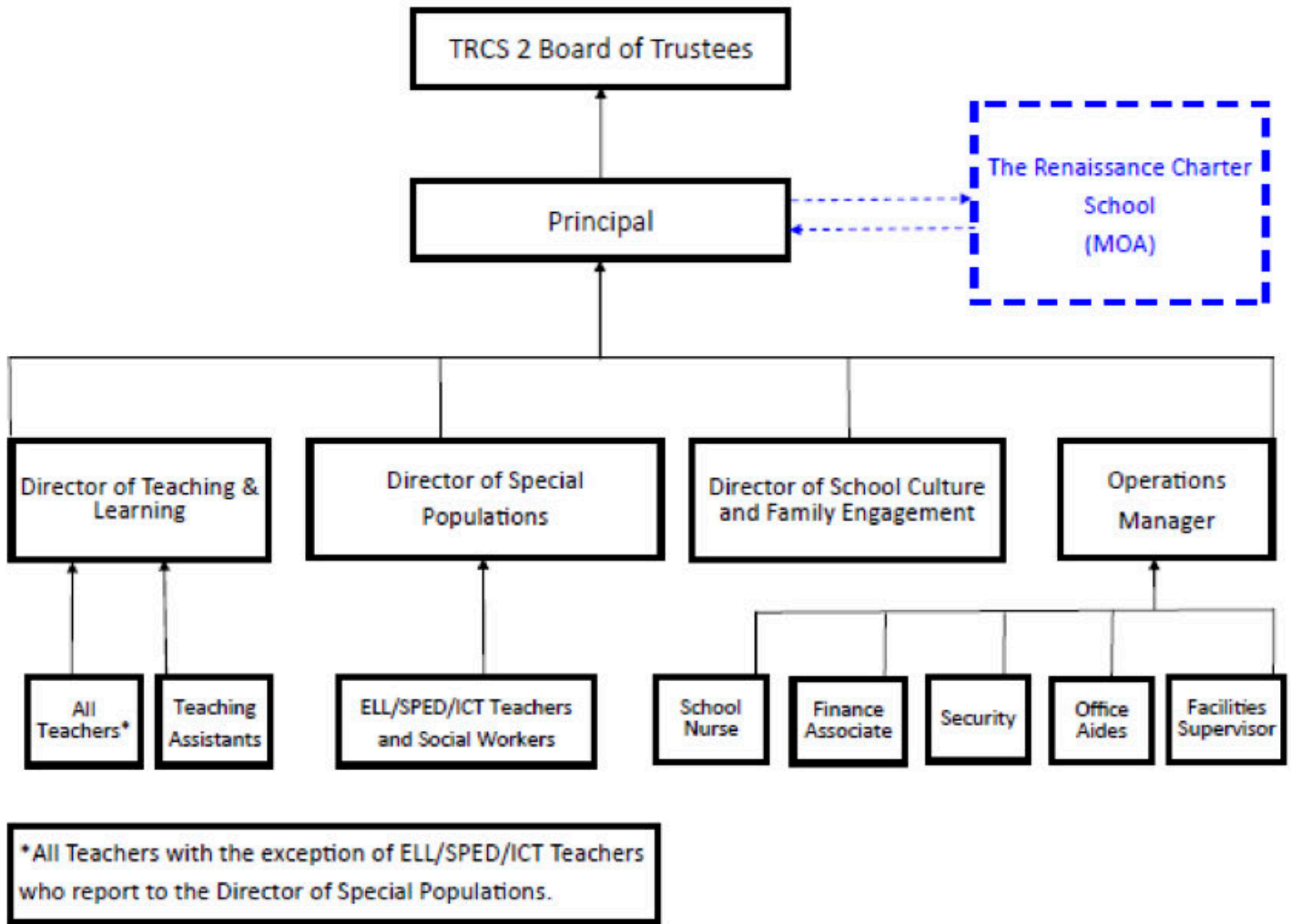
A handwritten signature in black ink, appearing to read "Monte J. Joffe". The signature is fluid and cursive, with the first name "Monte" and last name "Joffe" clearly distinguishable.

Monte J. Joffe, E.D.
Board Chair



The Renaissance Charter School 2

60-02 Maspeth Avenue, Maspeth, NY 11378
www.renaissancecharter.org
info@rencharter2.org • 917-242-3505





The Renaissance Charter School 2

60-02 Maspeth Avenue, Maspeth, NY 11378
 www.renaissancecharter.org
 info@rencharter2.org • 917-242-3505

2021/2022 TRCS 2 School Calendar

September

9/7 Tuesday	First instructional day of school year	
9/30 Thursday	Last instructional day of September	
Instructional days & hours/month	18 instructional days	120 instructional hours

September 2021

August 2021	September 2021	October 2021
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	1 2
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30
		31

Siri Suggestions
 Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

October

10/1 Friday	First instructional day of October	
10/11 Monday	Indigenous People Day	NO SCHOOL
10/29 Friday	Last instructional day of October	
Instructional days & hours/month	21 instructional days	140 instructional hours

October 2021 < Today >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	Oct 1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Nov 1	2	3	4	5	6

November

11/1 Monday	First instructional day of November	
11/11 Thursday	Veterans Day	NO SCHOOL
11/18 Thursday	Parent/Teacher Conferences	Half day for Children
11/24 - 11/26 Wed-Fri	Thanksgiving Break	NO SCHOOL
11/30 Tuesday	Last instructional day of October	
Instructional days & hours/month	18 instructional days	117 instructional hours

November 2021

< Today >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	Nov 1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	Dec 1	2	3	4
5	6	7	8	9	10	11

December

12/1 Wednesday	First instructional day of December	
12/17 Friday	Last instructional day of December	
12/22 - 12/31 Wednesday	Holiday Break	NO SCHOOL School Resumes on 1/3
Instructional days & hours/month	15 instructional days	100 instructional hours

December 2021

< Today >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	Dec 1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	Jan 1
2	3	4	5	6	7	8

January

1/3 Monday	First instructional day of January	
1/17 Monday	Martin Luther King Jr. Day	NO SCHOOL
1/31	Last instructional day of January	
Instructional days & hours/month	21 instructional days	140 instructional hours

January 2022

< Today >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	Jan 1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Feb 1	2	3	4	5

February

2/1 Tuesday	Lunar New Year	NO SCHOOL
2/2 Wednesday	First instructional day of February	
2/21 - 2/25 Monday	Winter Break	NO SCHOOL
2/28 Monday	Last instructional day of February	
Instructional days & hours/month	14 instructional days	93 instructional hours

February 2022

< Today >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	Feb 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	Mar 1	2	3	4	5
6	7	8	9	10	11	12

March

3/1 Tuesday	First instructional day of March	
3/17 Thursday		Half day for Children
3/31 Thursday	Last instructional day of March	
Instructional days & hours/month	23 instructional days	150 instructional hours

March 2022

< Today >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	Mar 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	Apr 1	2
3	4	5	6	7	8	9

April

4/1 Friday	First instructional day of April	
4/15-4/22 Friday	Spring Break	NO SCHOOL
4/29 Friday	Last instructional day of April	
Instructional days & hours/month	15 instructional days	100 instructional hours

April 2022

< Today >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	Apr 1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
May 1	2	3	4	5	6	7

May

5/2 Monday	Eid al-Fitr	NO SCHOOL
5/3 Tuesday	First instructional day of May	
5/30 Monday	Memorial Day	NO SCHOOL
5/31 Tuesday	Last instructional day of May	
Instructional days & hours/month	20 instructional days	133 instructional hours

May 2022

< Today >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
May 1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	Jun 1	2	3	4
5	6	7	8	9	10	11

June

6/1 Wednesday	First instructional day of June	
6/6 Monday	Clerical Day	NO SCHOOL for Children
6/13 Monday	Clerical Day	NO SCHOOL for Children
6/20 Monday	Juneteenth	NO SCHOOL
6/24 Friday	Last instructional day of school	Half day for Children
Instructional days & hours/month	15 instructional days	97 instructional hours
Total Instructional days & hours/year	180 instructional days	1,190 instructional hours

June 2022

< Today >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	Jun 1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	Jul 1	2
3	4	5	6	7	8	9

NONPUBLIC FIRE AND BUILDING SAFETY REPORT

Per NYS Education Law 807-A(1) All school buildings containing classroom, dormitory, laboratory, physical education, dining or recreational facilities for student use, which are owned, operated, or leased by nonpublic schools must be inspected at least annually for hazards which may endanger the lives of students, teachers and employees therein and for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

NONPUBLIC SCHOOL BEDS CODE#

3	4	2	0	0	3	1	5	7	9	5	-	7	1
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School Name

T	H	E		M	A	R	T	I	N		L	U	T	H	E	R		S	C	H	O	O	L		
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Facility/Building Name

T	H	E		M	A	R	T	I	N		L	U	T	H	E	R		S	C	H	O	O	L		
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Street Address (NO PO Box Numbers)

6	0	0	2		M	A	S	P	E	T	H		A	V	E										
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City/Town/Village

Zip Code

M	A	S	P	E	T	H																			
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Name of Municipality Responsible for Local Code Enforcement

N	Y	C																							
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INSTRUCTIONS

- Read the “*Manual for Nonpublic School Facility - Fire & Building Safety Inspections*” prior to inspecting the facility and complete a separate report for each facility/building and location.
- **Part I:** General Information. School officials must complete this section annually.
- **Part II:**
 - Items 08A-2 through 08E-2 on the Non-Conformance Report Sheet – Must be completed for facilities with electrically operated partitions per Regulations of the Commissioner 155.25
 - Items 09A-2 through 26 on the Non-Conformance Report Sheet – Must be completed for all facilities per 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.
- **Part III (A, B, C & D) Certifications** -To be completed by individuals as indicated.

A copy of this form must be kept on file at the school for three years and must be available for public review.

5. What is the current gross Square footage of this facility?



(to the nearest whole ten feet)

6. Fire and Emergency Drills

- a. Per Section 807, paragraph 2 of the New York State Education Law entitled Fire and Emergency Drills, confirm that a copy of Section 807 has been printed and distributed as guidance to teaching staff as required YES NO
- b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1st and June 30th of the previous school year:

FIRE & EMERGENCY DRILLS *2019-2020*

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

	Date	Evacuation	Lockdown
1	<i>SEPT 13</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	<i>SEPT 19</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	<i>OCT 24</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	<i>OCT 28</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	<i>NOV 5</i>	<input checked="" type="checkbox"/>	
6	<i>NOV 7</i>	<input checked="" type="checkbox"/>	
7	<i>NOV 15</i>	<input checked="" type="checkbox"/>	
8	<i>DEC 16</i>		<input checked="" type="checkbox"/>
9	<i>JAN 16</i>		<input checked="" type="checkbox"/>
10	<i>FEB 13</i>		<input checked="" type="checkbox"/>
11			
12			

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

The remaining drills were not completed due to mandated shut down of schools due to COVID-19 MARCH THRU JUNE

Part III: NonPublic School Certifications

All sections are required to be completed: Section III-A; III-B III-C & III-D

Section III-A Fire Inspection Method

Which method(s) did the school authorities use to complete the annual fire safety inspection for this building?

Check appropriate box or boxes

- Inspection by the **fire department** of the city, town, village or **fire district** in which the building is located
- Inspection by a **fire corporation** whose territory includes the school building
- Inspection by the **county fire coordinator**, or the officer performing the powers and duties of a county fire coordinator pursuant to a local law, of the county in which the building is located
- Inspection by a **fire inspector (Building Safety Inspector or Code Enforcement Official)** who holds a valid certification

For additional information regarding these methods, please see: <https://www.nysenate.gov/legislation/laws/EDN/807-A>

Section III-B-Fire Inspection by Local Fire Department, Fire District, Fire Corporation, County Fire Coordinator and/ or Fire Inspector (Building Safety Inspector or Code Enforcement official) who holds a valid certification.

The individual noted below inspected this building on _____ (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to 19 NYCRR 1208-3.1.

Inspector's Name: _____ Title: _____

Signature: _____ Date: _____

Inspector's Organization: _____

Inspector's Telephone #: _____ Inspector's Email: _____

Inspector's Code Enforcement Certification # _____
(as assigned by the NYS Department of State)

Section III-C Contact info for the Authority-Having-Jurisdiction [AHJ] Local Municipality, Town or Village

Name of Local/Municipal Code Enforcement Office : _____ **FDNY**

Address: _____

Name of contact person : _____ Title: _____

Telephone #: _____ Email address: _____

Section III-D School or Building Administrator, Director, or Headmaster

The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:


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

Name: **James Regan** Title: **Executive Director**

Signature:  Telephone: 

Email: 

Martin Luther School

Small School.  Smart Choice.

October 6, 2021

Dear Sirs:

The Martin Luther School, as a non-public, religious school operating within the City of New York is not required to submit a Fire Safety Report. The New York City Fire Department conducts yearly inspections of our fire extinguishers, ventilation hoods, air conditioning units, central alarm units, egress, and other systems related to fire safety. Any violations are written up by the FDNY and then corrected by The Martin Luther School. The NYFD has never provided us with a written report as outlined within the NYS Fire Safety Report. The various certificates issued by the NYFD are on file at The Martin Luther School, a scan of the latest certificates from the ongoing series of inspections is attached.

Yours truly,



James Regan, Executive Director



Gary Fredericksen, Director of Operations

The Martin Luther School

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



PERMIT IS NOT TRANSFERABLE TO ANY OTHER PERSON, FIRM OR CORPORATION AND MAY BE REVOKED AT ANY TIME BY THE FIRE COMMISSIONER

PERMIT SHALL BE PROMINENTLY DISPLAYED AT ALL TIMES ON PREMISES

FIRE DEPARTMENT, CITY OF NEW YORK

PERMIT

BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
[REDACTED]	20	A	29	C004	06/02/21	04/22
PREMISES ADDRESS				ACCOUNT NAME		

60-02 MASPETH AVE
QUEENS, NY 113782712

MARTIN LUTHER SCHOOL

ITEM CODE	SUB CODE	QTY	DESCRIPTION	FLOOR NO.	FEE
[REDACTED]	[REDACTED]		RANGEHOOD ANNUAL INSPECTION	1	

PERMIT TYPE

1

- 1=REGULAR
- 2=SUPPLEMENTAL
- 3=DUPLICATE

MARTIN LUTHER SCHOOL
GARY FREDERICKSEN
6002 MASPETH AVE
QUEENS NY 11378-2712

** NO FEE ** 0.00

BY ORDER OF THE FIRE COMMISSIONER

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



PERMIT IS NOT TRANSFERABLE TO ANY OTHER PERSON, FIRM OR CORPORATION AND MAY BE REVOKED AT ANY TIME BY THE FIRE COMMISSIONER

PERMIT SHALL BE PROMINENTLY DISPLAYED ALL TIMES ON PREMISES

FIRE DEPARTMENT, CITY OF NEW YORK **PERMIT** BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
[REDACTED]	10	S	14	E288	12/04/19	09/20

60-02 MASPETH AVE QUEENS, NY 113782712	MARTIN LUTHER SCHOOL
---	----------------------

ITEM CODE	SUB CODE	QTY	DESCRIPTION	FLOOR NO.	FEE
[REDACTED]	[REDACTED]		A/C UP TO 3 UNITS	1	

PERMIT TYPE

- 1
- 1=REGULAR
- 2=SUPPLEMENTAL
- 3=DUPLICATE

MARTIN LUTHER SCHOOL
6002 MASPETH AVE
QUEENS NY 11378-2712

** NO FEE ** 0.00

BY ORDER OF THE COMMISSIONER



FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



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PERMIT SHALL BE PROMINENTLY DISPLAYED AT ALL TIMES ON PREMISES

FIRE DEPARTMENT, CITY OF NEW YORK

PERMIT

BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
[REDACTED]			14	E288	01/20/21	09/21

PREMISES ADDRESS P

ACCOUNT NAME

60-02 MASPETH AVE
QUEENS, NY 113782712

MARTIN LUTHER SCHOOL

ITEM CODE	SUB CODE	QTY	DESCRIPTION	FLOOR NO	FEE
[REDACTED]	[REDACTED]		AC/REFRIG>5HP AND/OR ROOF/CEIL	1	

PERMIT TYPE
1

- 1=REGULAR
- 2=SUPPLEMENTAL
- 3=DUPLICATE

MARTIN LUTHER SCHOOL
6002 MASPETH AVE
QUEENS NY 11378-2712

** NO FEE ** 0.00

BY ORDER OF THE FIRE COMMISSIONER

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



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PERMIT SHALL BE PROMINENTLY DISPLAYED ALL TIMES ON PREMISES

FIRE DEPARTMENT, CITY OF NEW YORK

PERMIT

BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
[REDACTED]	25	C	14	E288	12/11/19	09/21
PREMISES ADDRESS				ACCOUNT NAME		

60-02 MASPETH AVE
QUEENS, NY 113782712

MARTIN LUTHER SCHOOL

ITEM CODE	SUB CODE	QTY	DESCRIPTION	FLOOR NO.	FEE
[REDACTED]	[REDACTED]		FO NO C OF F = TO OR < 550 GAL	-1	

PERMIT TYPE
1

- 1=REGULAR
- 2=SUPPLEMENTAL
- 3=DUPLICATE

MARTIN LUTHER SCHOOL
6002 MASPETH AVE
QUEENS NY 11378-2712

** NO FEE ** 0.00

BY ORDER OF THE COMMISSIONER

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



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PERMIT SHALL BE PROMINENTLY DISPLAYED ALL TIMES ON PREMISES

FIRE DEPARTMENT, CITY OF NEW YORK

PERMIT

BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
[REDACTED]	10	J	27	E777	05/16/18	02/19
PREMISES ADDRESS				ACCOUNT NAME		

LAB 212-216
60-02 MASPETH AVE

MARTIN LUTHER H.S.

ITEM	DESCRIPTION	FLOOR NO	FEE
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QUEENS, NY Q11378
[REDACTED]

LAB = OR < 2500 SQ FT RENEWAL

2

PERMIT TYPE

1

- 1=REGULAR
- 2=SUPPLEMENTAL
- 3=DUPLICATE

MARTIN LUTHER H.S.
ATTN: DIRECTOR OF OPERATIONS
6002 MASPETH AVE
QUEENS NY 11378-2712

** NO FEE ** 0.00

BY ORDER OF THE COMMISSIONER

[REDACTED]

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



PERMIT IS NOT TRANSFERABLE TO ANY OTHER PERSON, FIRM OR CORPORATION AND MAY BE REVOKED AT ANY TIME BY THE FIRE COMMISSIONER

PERMIT SHALL BE PROMINENTLY DISPLAYED ALL TIMES ON PREMISES

FIRE DEPARTMENT, CITY OF NEW YORK **PERMIT** BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
29196771	20	A	29	C004	02/12/20	04/21

60-02 MASPETH AVE QUEENS, NY 113782712 PREMISES ADDRESS
MARTIN LUTHER SCHOOL ACCOUNT NAME

ITEM CODE	SUB CODE	QTY	DESCRIPTION	FLOOR NO.	FEE
[REDACTED]			RANGEHOOD ANNUAL INSPECTION	1	

PERMIT TYPE
1

- 1=REGULAR
- 2=SUPPLEMENTAL
- 3=DUPLICATE

MARTIN LUTHER SCHOOL
GARY FREDERICKSEN
6002 MASPETH AVE
QUEENS NY 11378-2712

** NO FEE ** 0.00

BY ORDER OF THE COMMISSIONER

HOUSING AND DEVELOPMENT ADMINISTRATION
DEPARTMENT OF BUILDINGS
CERTIFICATE OF OCCUPANCY

BOROUGH Queens

DATE: 6/13/78

NO. [REDACTED]

This certificate supersedes C.O. No.

ZONING DISTRICT R-4

THIS CERTIFIES that the ~~new~~ altered ~~existing~~ building premises located at
60-20 Maspeth Ave.

Block 2692 Lot 34

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. 310/78

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
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

THIS CERTIFICATE OF OCCUPANCY MUST BE POSTED
WITHIN THE BUILDING IN ACCORDANCE WITH THE RULES
OF THE DEPARTMENT PROMULGATED MARCH 31ST, 1962

OPEN SPACE USES

(SPECIFY—PARKING SPACES, LOADING BERTHS, OTHER USES, NONE)

NO CHANGES OF USE OR OCCUPANCY SHALL BE MADE UNLESS
A NEW AMENDED CERTIFICATE OF OCCUPANCY IS OBTAINED

THIS CERTIFICATE OF OCCUPANCY IS ISSUED SUBJECT TO FURTHER LIMITATIONS, CONDITIONS AND SPECIFICATIONS NOTED ON THE REVERSE SIDE.

H. J. Sigman
BOROUGH SUPERINTENDENT

Henry E. [Signature]
COMMISSIONER
ACTING COMMISSIONER

COPY

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

BEGINNING at a point on the South side of Maspeth Ave.
distant 192.82 feet W from the corner formed by the intersection of
Maspeth Ave. and 61st St.
running thence feet; thence feet;
thence W. 372.94 feet; thence feet;
thence E. 375.77 feet; thence feet;
thence feet; thence feet;
to the point or place of beginning.

ALT. No. 310/78 DATE OF COMPLETION 5/25/78 CONSTRUCTION CLASSIFICATION Non-Fire
BUILDING OCCUPANCY GROUP CLASSIFICATION Public .H. FEET.

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

	YES	NO		YES	NO
STANDPIPE SYSTEM			AUTOMATIC SPRINKLER SYSTEM (C26-1703.1)		
YARD HYDRANT SYSTEM					
PRIVATE HYDRANT SYSTEM					
STANDPIPE FIRE TELEPHONE AND SIGNALLING SYSTEM					
SMOKE DETECTOR					
FIRE ALARM AND SIGNAL SYSTEM					

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

LIMITATIONS OR RESTRICTIONS:

BOARD OF STANDARDS AND APPEALS CAL. NO. _____
CITY PLANNING COMMISSION CAL. NO. _____
OTHERS: _____