

Application: The Renaissance Charter School 2

Daniel Fanelli - danielfanelli@rencharter.org
2021-2022 Annual Report

Entry 1 School Info and Cover Page

Completed - Aug 1 2022

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2022**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

RENAISSANCE CHARTER SCHOOL 2 (THE) 800000089571

a1. Popular School Name

TRCS 2

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

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

BOARD OF REGENTS

d. DISTRICT / CSD OF LOCATION

CSD #24 - QUEENS

e. DATE OF INITIAL CHARTER

6/2017

f. DATE FIRST OPENED FOR INSTRUCTION

9/2020

c. School Unionized

Is your charter school unionized?

No

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

243

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

220

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

Check all that apply

Grades Served

K, 1, 2

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

No

FACILITIES INFORMATION

m. FACILITIES

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

No, just one site.

RENAISSANCE CHARTER SCHOOL 2 (THE) 800000089571

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-3 | K, 1, 2, & 3 |

m1a. Please provide the contact information for Site 1.

| | Name | Title | Work Phone | Alternate Phone | Email Address |
|---|--------------|------------------------|--------------|-----------------|--|
| School Leader | Everett Boyd | Principal | 917-242-3505 | | everettboyd@rencharter2.org |
| Operational Leader | Jessica Kim | Director of Operations | 917-242-3505 | | jessicakim@rencharter2.org |
| Compliance Contact | Jessica Kim | Director of Operations | 917-242-3505 | | jessicakim@rencharter2.org |
| Complaint Contact | Jessica Kim | Director of Operations | 917-242-3505 | | jessicakim@rencharter2.org |
| DASA Coordinator | Everett Boyd | Principal | 917-242-3505 | | everettboyd@rencharter2.org |
| Phone Contact for After Hours Emergencies | Everett Boyd | Principal | 917-242-3505 | | everettboyd@rencharter2.org |

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

Co-located Space

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

| | Date school will leave current co-location | Is school working with NYCDOE to expand into current space? | If so, list year expansion will occur. | Is school working with NYCDOE to move to separate space? | If so, list the proposed space and year planned for move | School at Full Capacity at Site |
|--------|--|---|--|--|--|---------------------------------|
| Site 1 | June 30, 2022 | No | | No | | Yes |

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

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

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

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

Site 1 Certificate of Occupancy (COO)

[Certificate of Occupancy 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

[fire ren2 7-21-22.pdf](#)

Filename: fire ren2 7-21-22.pdf Size: 139.4 kB

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

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

Yes

n2. Summary of Charter Revisions

| | Category (Select Best Description) | Specific Revision (150 word limit) | Date Approved by BOT (if applicable) | Date Approved by Authorizer (if applicable) |
|---|---------------------------------------|--|--------------------------------------|---|
| 1 | Change in Maximum Approved Enrollment | A revision to increase the charter school's authorized enrollment from 567 students to 837. | January 14, 2022 | March 14, 2022 |
| 2 | Change in Grade Level Configuration | A revision to increase the charter school's current grade span to add Grades 9 through Grade 12 to the school's currently approved KGrade 6 configuration. | November 3, 2021 | March 14, 2022 |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

More revisions to add?

No

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

Yes

ATTESTATIONS

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

| | |
|-----------------|--|
| Name | Everett Boyd |
| Position | Principal |
| Phone/Extension | 917-242-3505 |
| Email | everettboyd@rencharter2.org |

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

Responses Selected:

Yes

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

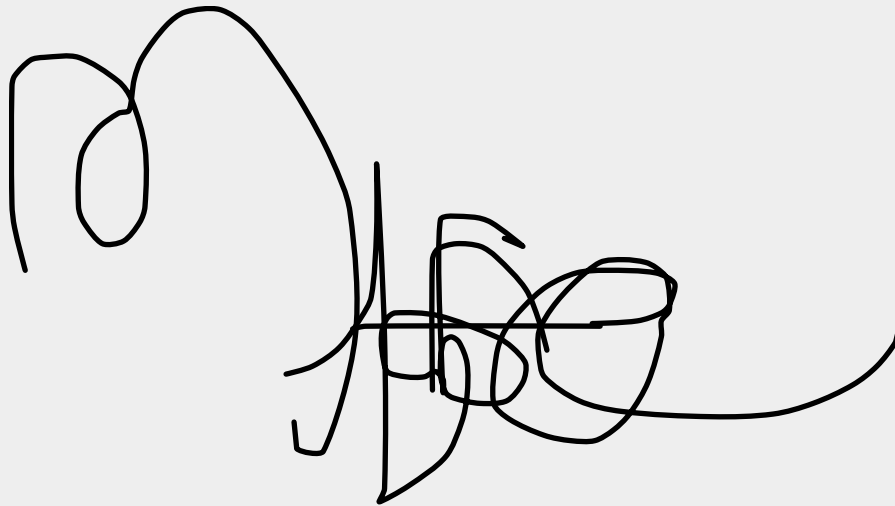
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, consisting of several overlapping loops and a long, thin vertical stroke on the right side.

Signature, President of the Board of Trustees



Date

Aug 1 2022

Thank you.



Entry 3 Progress Toward Goals

Completed - Oct 31 2022

Instructions

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

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

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

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

RENAISSANCE CHARTER SCHOOL 2 (THE) 800000089571

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

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

2021-2022 Progress Toward Attainment of Academic Goals

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|-----------------|--|---|---|---|
| Academic Goal 1 | TRCS 2 will be in ESSA "Reward" or "Good Standing" status each year of its charter. | | Unable to Assess | N/A |
| 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. | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |
| 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. | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |
| 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 | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |

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|-----------------|--|--|------------------|--|
| | tests will exceed 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. | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |
| 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. | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |
| 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. | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |
| Academic Goal 8 | Each year, 80% of kindergarten students who attended TRCS 2 for at least one year will perform at or above Level B on the Fountas and Pinnell A-Z Text Level Gradient. | | Met | |

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|------------------|---|--|-----|--|
| 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. | | Met | |
| 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. | | Met | |

2. Do have more academic goals to add?

Yes

2021-2022 Progress Toward Attainment of Academic Goals

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | 2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure |
|------------------|--|---|---|---|
| Academic Goal 11 | 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." | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |
| 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. | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |
| 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. | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |
| Academic Goal 14 | Each year, at least | | Unable to Assess | N/A - The school did |

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| | 75% of students who have attended TRCS 2 for at last one year taking the NYS Science exam will achieve at least a score of 3. | | | not have testing grades in the SY 2021-22 |
| 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. | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |
| Academic Goal 16 | Each grade-level cohort of the same students in Grades 4 through 8 (i.e. students who are in the school for two | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |

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|------------------|--|--|------------------|---|
| | <p>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> | | | |
| 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> | | Unable to Assess | <p>N/A - The school did not have testing grades in the SY 2021-22</p> |
| Academic Goal 18 | <p>Each year, 75 percent of the 9th grade cohort will have scored at least 65 on a New York State Regents examination in Math.</p> | | Unable to Assess | <p>N/A - The school did not have testing grades in the SY 2021-22</p> |
| Academic Goal 19 | <p>Each year, 75 percent of the 9th grade cohort, who are not taking an alternate or Pathways</p> | | Unable to Assess | <p>N/A - The school did not have testing grades in the SY 2021-22</p> |

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|------------------|--|--|------------------|--|
| | assessment in lieu of the History Regents exam, will have scored at least 65 on a New York State Regents examination in History. | | | |
| 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. | | Unable to Assess | N/A - The school did not have testing grades in the SY 2021-22 |

3. Do have more academic goals to add?

Yes

2021-2022 Progress Toward Attainment of Academic Goals

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Meet | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|------------------|--|---|---------------------------------------|---|
| Academic Goal 21 | 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. | | Unable to Assess | N/A - The school does not have HS students |
| 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. | | Unable to Assess | N/A - The school does not have HS students |
| Academic Goal 23 | Each year, at least 75 percent of each 9th grade cohort will | | Unable to Assess | N/A - The school does not have HS students |

| | | | | |
|------------------|--|--|------------------|--|
| | graduate within 4 years | | | |
| Academic Goal 24 | Each year, at least 80 percent of each 9th grade cohort will graduate within 5 years. | | Unable to Assess | N/A - The school does not have HS students |
| 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. | | Unable to Assess | N/A - The school does not have HS students |
| Academic Goal 26 | Each year, the percent of students in the high school accountability cohort passing an English | | Unable to Assess | N/A - The school does not have HS students |

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|------------------|--|--|------------------|--|
| | 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). | | | |
| Academic Goal 27 | 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). | | Unable to Assess | N/A - The school does not have HS students |
| Academic Goal 28 | | | | |
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| Academic Goal 62 | | | | |

4. ORGANIZATION GOALS

For the 2021-2022 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2021-2022 Progress Toward Attainment of Organization Goals

| | Organizational Goal | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|------------|--|--|--|---|
| Org Goal 1 | 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. | Daily class attendance recorded in PowerSchool. The school's average daily attendance was 90.2%, exceeding the average daily attendance for NYC DOE schools. | Not Met | With the return to in-person learning in SY 2021-22, average daily attendance was 90.2%. Parent outreach to support consistent student was and is ongoing on a daily basis. |
| 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. | | Met | |
| 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. | Results of NYSESLAT Administration. The schools ELL enrollment was 30% compared to CSD 24, which reported 36% | Not Met | The school has made efforts and continues to make efforts to actively recruit all students, inclusive of students who represent special populations. |
| Org Goal 4 | Each year, the school will meet or exceed any | Students identified with disabilities, classified by an IEP. | Not Met | The school has made efforts and continues to make |

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|------------|--|--|---------|--|
| | applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities | The school's SWDenrollment was 14%, compared to CSD 24, which reported 19% | | efforts to actively recruit all students, inclusive of students who represent special populations. |
| 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. | Students identified 67% of students enrolled as eligible for Free and Reduced Lunch. CSD 24 reported 79% as ED students. | Not Met | The school has made efforts and continues to make efforts to actively recruit all students, inclusive of students who represent special populations. |
| 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. | See Org Goal 3 | Not Met | The school has made efforts and continues to make efforts to retain all students, inclusive of students who represent special populations. |
| 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. | See Org Goal 4 | Not Met | The school has made efforts and continues to make efforts to retain all students, inclusive of students who represent special populations. |
| Org Goal 8 | Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of | See Org Goal 5 | Not Met | The school has made efforts and continues to make efforts to retain all students, inclusive of students who |

| | | | | |
|--------------------|--|--|------------|---------------------------------------|
| | <p>Regents, for students eligible for the Free or Reduced Price Lunch program.</p> | | | <p>represent special populations.</p> |
| <p>Org Goal 9</p> | <p>In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in positive responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of parents participate in the survey.</p> | | <p>Met</p> | |
| <p>Org Goal 10</p> | <p>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</p> | | <p>Met</p> | |

| | | | | |
|-------------|---|--|------------------|--|
| | 50% of staff participate in the survey. | | | |
| 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 agree, likely/very likely). The school will only have met this goal if at least 50% of students participate in the survey. | | Unable to Assess | N/A - TRCS 2 has no students enrolled in grades 6-12 |
| 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 | |
| Org Goal 13 | Each year, teachers will express satisfaction and commitment with | Tecahers participate in grade-level meetings lead by grade-level | Met | |

| | | | | |
|-------------|--|--|-----|--|
| | <p>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 coach or leading an action research or RFP initiative.</p> | <p>coordinators. Teachers engage in action research supported by RFP initiatives during summer recess.</p> | | |
| Org Goal 14 | <p>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.</p> | | Met | |
| Org Goal 15 | <p>Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain and meet or exceed enrollment and</p> | | Met | |

| | | | | |
|-------------|--|--|---------|--|
| | retention targets for students with disabilities, English language learners and students who are eligible for free and reduced lunch. | | | |
| Org Goal 16 | The Collaborative School Governance committee, consisting of elected parents, students, teachers and staff, will develop and/or review an annual Comprehensive Education Plan which guides the school's priorities for the following year. The committee will either meet nine times per year as a whole group, or if it has formulated working committees these committees will meet on a regular basis to address the priorities as set forth in the Charter Comprehensive Education Plan. | | Not Met | The school has not yet established a Collaborative School Governance Committee. The school has established an active Parent Association which meets monthly to conduct business in collaborative consultation with school administration as well as sponsoring school-wide events. |
| Org Goal 17 | Through qualitative measures, including student engagement in service learning, social activism, leadership development and community-service activities, the school will live its | | Met | |

| | | | | |
|-------------|---|--|-----|--|
| | motto, "Developing Leaders for the Renaissance of New York." | | | |
| Org Goal 18 | In support of TRCS 2's mission to develop leaders and global citizens, students will regularly engage with community and cultural partners through experiential learning opportunities, interdisciplinary units developed in core subjects, and the high school leadership program matching students with internships and outside elective credits. | | Met | |
| Org Goal 19 | | | | |
| Org Goal 20 | | | | |

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2021-2022 Progress Toward Attainment of Financial Goals

| | Financial Goals | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Partially Met | If not met, describe efforts the school will take to meet goal. |
|------------------|---|---|---------------------------------------|---|
| Financial Goal 1 | Every year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. | | Met | |
| Financial Goal 2 | Each year, the school will operate on a balanced budget and maintain a stable cash flow. | | Met | |
| Financial Goal 3 | Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS. | Enrollment as reported on ATS, PowerSchool, and reported to ESBOCES | Met | |
| Financial Goal 4 | | | | |
| Financial Goal 5 | | | | |

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

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

Thank you.

Entry 4 - Audited Financial Statements

Completed - Oct 31 2022

Required of ALL Charter Schools

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

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

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

[Fin Stmts 6-30-2022 FINAL Ren 2](#)

Filename: Fin_Stmts_6-30-2022_FINAL_Ren_2.pdf Size: 624.9 kB

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

Completed - Oct 26 2022

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

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

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

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

[TRCS 2 Audited Financial Report -nysed FY22](#)

Filename: TRCS_2_Audited_Financial_Report_-_IJKFHWz.xlsx Size: 72.7 kB

Entry 4c – Additional Financial Documents

Completed - Oct 31 2022

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

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

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

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

[Communication of No Material Witness - 6-30-2022 Ren 2](#)

Filename: Communication_of_No_Material_Witne_euu7Usl.pdf Size: 131.0 kB

Entry 4d - Financial Services Contact Information

Completed - Oct 31 2022

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

| | School Audit Contact Name | School Audit Contact Email | School Audit Contact Phone | Years Working With This Audit Firm |
|--|---------------------------------|-------------------------------|-------------------------------|---------------------------------------|
| | Schall & Ashenfarb, CPA, LLC | | | 3 |

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

| | Firm Name | Contact Person | Mailing Address | Email | Phone | Years With Firm |
|--|-----------|-------------------|--------------------|-------|-------|--------------------|
| | | | | | | |

Entry 5 – Fiscal Year 2022-2023 Budget

Completed - Oct 25 2022

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

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

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

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

[TRCS2 Budget FY23 SED Template](#)

Filename: TRCS2_Budget_FY23_SED_Template.xlsx Size: 50.4 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jan 4 2023

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

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

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

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

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest

Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[TRCS 2 board financial disclosure forms \(1\)](#)

Filename: TRCS_2_board_financial_disclosure_forms_1.pdf Size: 7.5 MB

[Appendix F Disclosure of Financial Interest Form John Harrison York and Rachel Mandel](#)

Filename: Appendix_F__Disclosure_of_Financia_nG4KSHV.pdf Size: 4.2 MB

Entry 7 BOT Membership Table

Completed - Aug 1 2022

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

RENAISSANCE CHARTER SCHOOL 2 (THE) 800000089571

Authorizer:

Who is the authorizer of your charter school?

Board of Regents

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

| | Trustee Name | Trustee Email Address | Position on the Board | Committee Affiliations | Voting Member Per By-Laws (Y/N) | Number of Terms Served | Start Date of Current Term (MM/DD/YYYY) | End Date of Current Term (MM/DD/YYYY) | Board Meetings Attended During 2021-2022 |
|---|--------------------|-----------------------|-----------------------|------------------------|---------------------------------|------------------------|---|---------------------------------------|--|
| 1 | Monte J. Joffe | | Chair | Executive | Yes | 1 | 10/01/2019 | 10/31/2024 | 12 |
| 2 | Liz Perez | | Secretary | Executive | Yes | 1 | 10/01/2019 | 10/31/2024 | 12 |
| 3 | Rachel Mandel | | Trustee/Member | Audit & Finance | Yes | 1 | 07/01/2017 | 07/31/2022 | 5 or less |
| 4 | John Harrison York | | Vice Chair | Executive | Yes | 1 | 10/01/2019 | 10/31/2024 | 6 |
| 5 | Conor Mccoy | | Trustee/Member | Audit & Finance | Yes | 1 | 07/01/2017 | 07/31/2022 | 5 or less |
| 6 | Chester E. Hicks | | Trustee/Member | Education | Yes | 1 | 05/02/2020 | 05/31/2025 | 9 |
| 7 | Victor Motta | | Trustee/Member | Education | Yes | 1 | 05/02/2020 | 05/31/2025 | 11 |
| 8 | Leopolda Silvera | | Trustee/Member | Educacion | Yes | 1 | 09/02/2021 | 09/31/2024 | 10 |

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

| | |
|---|----|
| a. Total Number of BOT Members on June 30, 2022 | 6 |
| b. Total Number of Members Added During 2021-2022 | 1 |
| c. Total Number of Members who Departed during 2021-2022 | 2 |
| d. Total Number of members, as set in Bylaws, Resolution or Minutes | 25 |

3. Number of Board meetings held during 2021-2022

12

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

6

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

1

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

2

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

8

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

0

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

0

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

0

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

0

Thank you.

Entry 8 Board Meeting Minutes

Completed - Aug 1 2022

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

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

[TRCS 2 2021-2022 Board Minutes](#)

Filename: TRCS_2_2021-2022_Board_Minutes.pdf Size: 1.4 MB

Entry 9 Enrollment & Retention

Completed - Aug 1 2022

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

Required of ALL Charter Schools

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

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

| | Describe Recruitment Efforts in 2021-2022 | Describe Recruitment Plans in 2022-2023 |
|----------------------------|--|---|
| Economically Disadvantaged | <p>In response to SY 2021-2022 lottery applicants and a high demand for in-person learning for students in SY 2020-21, TRCS 2 continued its recruitment of our special populations in on-going, every day efforts, beginning in July of 2021 and continuing throughout the year. 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 hired a full-time social worker to support all students, including our special needs students.</p> <p>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 2021 and 2022, to support enrollment SY 2021 and SY 2022. They were very well attended.</p> <p>Translation is available at our open houses. This school year we had</p> | <p>In response to SY 2022-2023 lottery applicants, TRCS 2 has continued its recruitment of our special populations in on-going, every day efforts, beginning in the Spring of 2022. 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 workers on staff to support all students, including our special needs students.</p> <p>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 2021 and 2022, to support enrollment SY 2022 - 2023. They were very well attended. Translation is available at our open houses. This school year we plan to have open houses and town halls for parents and families. We plan to continue conducting small in-person tours of our new facility to</p> |

| | | |
|----------------------------------|---|--|
| | <p>several virtual open houses due to COVID restrictions. We also began conducting small in-person tours of our new facility to prospective students and families, which helped to increase our enrollment. We continued to respond to inquiries and made outreach through virtual parent meetings, some in-person parent meetings, postings on neighborhood list-serves, newspapers, and through personal outreach by staff.</p> | <p>prospective students and families, which has been proven to help to increase our enrollment. We continue to respond to inquiries and make outreach through parent meetings, postings on neighborhood list-serves, newspapers, and through personal outreach by staff.</p> |
| <p>English Language Learners</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 continued its recruitment of our special populations in on-going, every day efforts, beginning in the July of 2021 and continuing throughout the year. 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 hired a full-time social worker 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</p> | <p>In response to SY 2022-2023 lottery applicants, TRCS 2 has continued its recruitment of our special populations, including ELLs, in on-going, every day efforts, beginning in the Spring of 2022. 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 now has 2 full-time social workers 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 2021 and 2022, to support enrollment SY 2022 -2023.</p> |

each year, and held virtual open houses in 2021 and 2022, to support enrollment SY 2021 and SY 2022. They were very well attended. Translation is available at our open houses. This school year we had several virtual open houses due to COVID restrictions. We also began conducting small in-person tours of our new facility to prospective students and families, which helped to increase our enrollment. We continued to respond to inquiries and made outreach through virtual parent meetings, some in-person parent meetings, postings on neighborhood list-serves, newspapers, and through personal outreach by staff.

We have taken the following steps to meet this need: TRCS 2 appointed a highly qualified Director of Special Populations and 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 conducted in- person Home Language Survey follow-up interviews with families throughout the summer and fall of 2021.

We provided the following on-going support:

- ICT, Related Services, for ELLS with IEP's;
- Grade K-2 Reading Remediation program; and dedicated ELL Services teacher.
- Partnership with the ELL Consortium at the NYC Charter Schools Center.
- Specialized support for ELL students both in subject classes and in selective "pull-outs"

They were very well attended. Translation is available at our open houses. This school year we plan to have open houses and town halls for parents and families. We continue to respond to inquiries and make outreach through parent meetings, postings on neighborhood list-serves, newspapers, and through personal outreach by staff.

TRCS 2 anticipates that we will meet or exceed our SY 2021-2022 ELL population. We have taken the following steps to meet this need:

TRCS 2 has appointed a highly qualified Director of Special Populations who will work with a our ELL teacher to create 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 the summer of 2022. We plan to continue conducting small in-person tours of our new facility to prospective students and families, which has been proven to help to increase our enrollment.

We provide on-going support by providing:

- ICT, Related Services, for ELLS with IEP's;
- Grade K-3 Reading Remediation program; and dedicated ELL Services teacher.
- Partnership with the ELL Consortium at the NYC Charter Schools Center.
- Specialized support for ELL students both in subject classes and in selective "pull-outs"
- Small Group tutoring and

| | | |
|-----------------------------------|---|---|
| | <ul style="list-style-type: none"> • 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. | <p>extensive, individualized academic check-ins</p> <ul style="list-style-type: none"> • 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. |
| <p>Students with Disabilities</p> | <p>In response to SY 2021-2022 lottery applicants and a high demand for in-person learning for students in SY 2021-22, TRCS 2 continued its recruitment of our special populations, including students with disabilities, in on-going, every day efforts, beginning in July of 2021. The Renaissance Charter School 2 (TRCS) has adopted the best practice guidelines established by NYSEDCSO in its recruitment of special populations, including students with disabilities. 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 a full-time social worker to support all students, including our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in grade-level high- needs classrooms.</p> <p>We create a timeline for open houses, outreach and admissions each year, and held virtual open houses in 2021 and 2022, to support enrollment SY 2021 and SY</p> | <p>In response to SY 2022-2023 lottery applicants, TRCS 2 has continued its recruitment of our special populations, including Students with Disabilities, in on-going, every day efforts, beginning in the Spring of 2022.</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 now has 2 social workers interns to support all students, including our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in grade-level high- needs classrooms.</p> <p>We create a timeline for open houses, outreach and admissions each year, and held virtual open houses in 202 and 2022, to support enrollment SY 2022-2023. They were very well attended.</p> |

2022. They were very well attended. Translation is available at our open houses. This school year we had several virtual open houses due to COVID restrictions. We also began conducting small in-person tours of our new facility to prospective students and families, which helped to increase our enrollment. 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 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 programming and staffing that supports students with disabilities; including family conferences that are culturally sensitive. We conducted ongoing outreach to families of students with disabilities beginning in the summer of 2021 and continuing throughout the school year to ensure that their needs were met and that their services were in place for SY 2021-2022, despite some difficulties in retaining related service providers, who are contracted through NYC DOE agency providers which experienced a high rate of attrition this year. School wide programming and staffing that supports Special Needs Students and English Language

Translation is available at our open houses. This school year we plan to have open houses and town halls for parents and families. . We plan to continue conducting small in-person tours of our new facility to prospective students and families, which has been proven to help to increase our enrollment. We continue to respond to inquiries and make outreach through parent meetings, postings on neighborhood list-serves, newspapers, and through personal outreach by staff.

TRCS 2 anticipates that we will exceed our SY 2021-2022 population of students with disabilities or IEPs in SY 2022- 2023 . 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 2022- 2023 and created school wide 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 the summer of 2022 to ensure that their needs are met and that their services are in place for SY 2022-2023.

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

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, 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

- ICT, Related Services, School-based social worker, and social worker interns;
- Grade K-3 Reading Remediation and Support including LLI, 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-3 After-School, including tutoring and homework help

Retention Efforts Toward Meeting Targets

| | Describe Retention Efforts in 2021-2022 | Describe Retention Plans in 2022-2023 |
|----------------------------|---|---|
| Economically Disadvantaged | <p>TRCS 2 engaged in a vigorous and supportive retention campaign for all enrolled students in SY 2021-2022. Efforts began immediately after our April 2021 lottery and were ongoing throughout the academic year.</p> <p>This school year we were fully open for in person learning rather than the hybrid schedule that we had in the previous year. We maintained active and ongoing outreach efforts throughout the year resulting in a sustained enrollment of more than 90% of our maximum approved enrollment for SY 2021-2022, with the majority of those students enrolled classified as 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 classes as required by DOH, following positive result of COVID tests within any respective cohort or within the school. <p>Providing updates on COVID conditions in our school, and maintaining a safe and healthy learning environment, including COVID testing of students and staff twice a week, and the provision of</p> | <p>TRCS 2 has continued to engage in a vigorous and supportive retention campaign for all enrolled students for SY 2022- 2023. Efforts began immediately after our April 2022 lottery and have been ongoing, similar to the efforts described for SY 2021- 2022. We will be opening in a new building in the Fall of SY 2022-2023, retaining the majority of our SY 2021-22 enrollment with additional students enrolled. Our retention efforts have resulted in a 100% enrollment of our maximum approved enrollment for SY 2022-2023, with the anticipation that the majority of those students enrolled are classified as economically disadvantaged, similar to our population for SY 2021-2022.</p> <p>Specific retention efforts include:</p> <ul style="list-style-type: none"> - Virtual parent information meetings to provide updates on our opening plans for SY 2022- 2023 as well as in-person school tours and family meetings. We have Identified enrolled students in SY 2021-2022 who need academic support to address learning loss and have been 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. -Continuing to provide technology to families in need and to all families, including chrome books and tablets |

| | | |
|----------------------------------|--|--|
| | <p>take-home COVID tests for staff and families.</p> <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 all learners. - Providing technology to families in need and to all families, including chrome books and tablets for students and wi-fi hotspots to provide connectivity for families to support them during periods of remote learning and non-remote learning. - Responding to parent and family requests for assistance with help for a variety of COVID- related needs. | <p>for students to sustain learning at home 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 2022- 2023.</p> |
| <p>English Language Learners</p> | <p>TRCS 2 engaged in a vigorous and supportive retention campaign for all enrolled students in SY 2021-2022. Efforts began immediately after our April 2021 lottery and were ongoing throughout the academic year. This school year we were fully open for in person learning rather than the hybrid schedule that we had in the previous year. We maintained active and ongoing outreach efforts throughout the year resulting in a sustained enrollment of more than 90% of our maximum approved enrollment for SY 2021-2022, with a significant number of those students enrolled classified as English Language Learners.</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 | <p>TRCS 2 has continued to engage in a vigorous and supportive retention campaign for all enrolled students for SY 2022- 2023. Efforts began immediately after our April 2022 lottery and have been ongoing, similar to the efforts described for SY 2021- 2022. We will be opening in a new building in the Fall of SY 2022-2023, retaining the majority of our SY 2021-22 enrollment with additional students enrolled. Our retention efforts have resulted in a 100% enrollment of our maximum approved enrollment for SY 2022- 2023, with the anticipation that a significant number of those students enrolled are classified as English Language Learners, similar to our population for SY 2021-2022.</p> <p>Specific retention efforts include: -</p> <ul style="list-style-type: none"> - Identifying English Language Learners among our enrollment through vigorous efforts including outreach to former schools, and outreach to parents and families |

and safety.

- Providing updates on COVID conditions in our school, and periodically closing classes 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 and wi-fi hotspots to provide connectivity for families to support them during periods of remote learning and non-remote learning.

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 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

-Conducting ongoing Home Language Surveys and Interviews with families during the summer to determine ELL status

-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 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 2022- 2023.

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

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 classes as required by DOH, following positive result of COVID tests within any respective cohort or within the school.
Providing updates on COVID conditions in our school, and maintaining a safe and healthy learning environment, including COVID testing of students and staff twice a week, and the provision of take-home COVID tests for staff and families.
- Personal outreach via phone calls to parents and families to provide support regarding attendance issues, academic issues, and technological support for all learners.
- Providing technology to families in need and to all families, including chrome books and tablets for students and wi-fi hotspots to provide connectivity for families to support them during periods of remote learning and non-remote learning.
- Responding to parent and family requests for assistance with help for a variety of COVID- related needs.

to provide information, based on official guidance, regarding health and safety.

- Virtual parent information meetings to provide updates on our opening plans for SY 2022- 2023 as well as in-person school tours and family meetings.
- Continuing to provide technology to families in need
tablets for students to sustain learning at home, including wi-fi hotspots to provide connectivity. - Responding to parent and family requests for assistance with help for a variety of COVID- related needs. 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 2022- 2023.

Students with Disabilities

TRCS 2 engaged in a vigorous and supportive retention campaign for all enrolled students in SY 2021-2022. Efforts began immediately after our April 2021 lottery and were ongoing throughout the academic year. This school year we were fully open for in person learning rather than the hybrid schedule that we had in the previous year. We maintained active and ongoing outreach efforts throughout the year resulting in a sustained enrollment of more than 90% of our maximum approved enrollment for SY 2021-2022, with a significant number of those students enrolled 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

TRCS 2 has continued to engage in a vigorous and supportive retention campaign for all enrolled students for SY 2022- 2023. Efforts began immediately after our April 2022 lottery and have been ongoing, similar to the efforts described for SY 2021- 2022. We will be opening in a new building in the Fall of SY 2022-2023, retaining the majority of our SY 2021-22 enrollment with additional students enrolled. Our retention efforts have resulted in a 100% enrollment of our maximum approved enrollment for SY 2022- 2023, with the anticipation that a significant number of those students enrolled are classified as Students with Disabilities, similar to our population for SY 2021-2022.

Specific retention efforts include: -

- Identifying students with disabilities among our enrollment through vigorous efforts including early engagement of 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

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.

-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 2021-2022 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 maintaining a safe and healthy learning environment, including COVID testing of students and staff twice a week, and the provision of take-home COVID tests for staff and

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.

- Virtual parent information meetings to provide updates on our opening plans for SY 2022- 2023 as well as in-person school tours and family meetings.

-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 of needs related to the summer transition and SY 2022- 2023

families.

-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

Entry 10 – Teacher and Administrator Attrition

Completed - Aug 1 2022

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

A. TEACH System – Employee Clearance

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

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

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

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Completed - Aug 1 2022

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

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

| | FTE Count |
|--|------------|
| i. Mathematics | 0 |
| ii. Science | 0 |
| iii. Computer Science | 0 |
| iv. Technology | 0 |
| v. Career and Technical Education | 0 |
| Total Category B: not to exceed 5 | 0.0 |

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

| | FTE Count |
|--|------------|
| i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022) | 0 |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022) | 0 |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022) | 0 |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022) | 0 |
| Total Category C: not to exceed 5 | 0.0 |

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

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

| | FTE Count |
|-------|-----------|
| Total | 2 |

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

| | FTE Count |
|------------------|-----------|
| Total Category D | 3 |

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

| | FTE Count |
|------------------|-----------|
| Total Category E | 16 |

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

| | FTE Count |
|------------------|-----------|
| Total Category F | 21 |

Thank you.



Entry 12 Organization Chart

Completed - Aug 1 2022

[Instructions](#)

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

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

[TRCS 2 Org Chart 2021-22 AR](#)

Filename: TRCS_2_Org_Chart_2021-22_AR.pdf Size: 986.5 kB

Entry 13 School Calendar

Completed - Jan 4 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

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

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

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

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

[TRCS 2 2022 2023 Calendar-AR](#)

Filename: TRCS_2_2022_2023_Calendar-AR.pdf Size: 215.6 kB

[2022 2023 TRCS 2 Academic Calendar Rev 1](#)

Filename: 2022_2023_TRCS_2_Academic_Calendar_Rev_1.pdf Size: 1.7 MB

Entry 14 Links to Critical Documents on School Website

Completed - Aug 1 2022

[Instructions](#)

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

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

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

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

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

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

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

| | Link to Documents |
|---|---|
| 1. Current Annual Report (i.e., 2021-2022 Annual Report) | https://rencharters.org/trcs-maspeth/past-annual-reports/ |
| 2. Board meeting notices, agendas and documents | https://rencharters.org/trcs-maspeth/board-calendar-agendas-minutes/ |
| 3. New York State School Report Card | https://data.nysed.gov/essa.php?year=2021&instid=800000089571 |
| 4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY) | https://rencharters.org/trcs-maspeth/wp-content/uploads/sites/5/2021/07/TRCS2DisciplinePolicy.pdf |
| 5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo | https://rencharters.org/trcs-maspeth/wp-content/uploads/sites/5/2021/10/TRCS-2-District-Emergency-Response-Plan-.pdf |
| 6. 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 |
| 7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List) | https://rencharters.org/trcs-maspeth/accountability/ |

Thank you.



THE RENAISSANCE CHARTER SCHOOL 2

Audited Financial Statements In Accordance
With Government Auditing Standards

June 30, 2022

THE RENAISSANCE CHARTER SCHOOL 2

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Independent Auditors' Report

To the Board of Trustees of
The Renaissance Charter School 2

Report on the Audit of the Financial Statements

Opinion

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, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

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

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

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

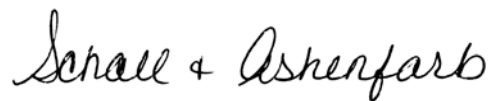
We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Summarized Comparative Information

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

Other Reporting Required by Government Auditing Standards

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



Schall & Ashenfarb
Certified Public Accountants, LLC

October 27, 2022

THE RENAISSANCE CHARTER SCHOOL 2
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2022
(With comparative totals at June 30, 2021)

| | <u>6/30/22</u> | <u>6/30/21</u> |
|--|-----------------------------|-----------------------------|
| Assets | | |
| Cash and cash equivalents | \$458,302 | \$215,663 |
| Government grant receivable - per pupil funding (Note 3) | 0 | 5,742 |
| Government grants receivable - other | 462,319 | 102,342 |
| Due from related organization (Note 4) | 12,199 | 2,877 |
| Prepaid expenses and other assets | 212,214 | 115,358 |
| Security deposit | 103,650 | 103,650 |
| Fixed assets, net (Note 5) | 925,125 | 331,588 |
| Restricted cash (Note 6) | 50,060 | 25,035 |
| | <u> </u> | <u> </u> |
| Total assets | <u>\$2,223,869</u> | <u>\$902,255</u> |
| Liabilities and Net Assets | | |
| Liabilities: | | |
| Accounts payable and accrued expenses | \$532,844 | \$197,569 |
| Government grant advance - per pupil funding (Note 3) | 5,637 | 0 |
| Deferred rent | 0 | 214,181 |
| Total liabilities | <u>538,481</u> | <u>411,750</u> |
| Net assets - without donor restrictions | <u>1,685,388</u> | <u>490,505</u> |
| Total liabilities and net assets | <u>\$2,223,869</u> | <u>\$902,255</u> |

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

THE RENAISSANCE CHARTER SCHOOL 2
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022

(With comparative totals for the period from inception through June 30, 2021)

| | <u>6/30/22</u> | <u>6/30/21</u> |
|--|---------------------------|-------------------------|
| Without donor restrictions: | | |
| Public support and revenue: | | |
| Public school district revenue: (Note 3) | | |
| Resident student enrollment | \$3,724,630 | \$2,248,352 |
| Students with special education services | 360,285 | 125,765 |
| Subtotal public school district revenue | <u>4,084,915</u> | <u>2,374,117</u> |
| New York City rental assistance (Note 3) | 1,117,389 | 674,506 |
| Other government grants | 792,036 | 995,464 |
| Contributions | 12,038 | 345,000 |
| After-school program income | 44,221 | 0 |
| Other income | 11,269 | 35 |
| Total public support and revenue | <u>6,061,868</u> | <u>4,389,122</u> |
| Expenses: | | |
| Program services: | | |
| Regular education | 3,413,923 | 2,718,315 |
| Special education | 612,769 | 349,826 |
| Food program | 266,957 | 90,192 |
| Total program services | <u>4,293,649</u> | <u>3,158,333</u> |
| Supporting services: | | |
| Management and general | 562,107 | 691,282 |
| Fundraising | 11,229 | 49,002 |
| Total supporting services | <u>573,336</u> | <u>740,284</u> |
| Total expenses | <u>4,866,985</u> | <u>3,898,617</u> |
| Change in net assets | 1,194,883 | 490,505 |
| Net assets - beginning of year | <u>490,505</u> | <u>0</u> |
| Net assets - end of year | <u><u>\$1,685,388</u></u> | <u><u>\$490,505</u></u> |

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

THE RENAISSANCE CHARTER SCHOOL 2
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2022

(With comparative totals for the period from inception through June 30, 2021)

| | Program Services | | | Supporting Services | | | Total Expenses 6/30/22 | Total Expenses 6/30/21 | |
|-------------------------------------|--------------------|-------------------|------------------|------------------------|------------------------|-----------------|---------------------------|---------------------------|---------------------------|
| | Regular Education | Special Education | Food Program | Total Program Services | Management and General | Fundraising | | | Total Supporting Services |
| Salaries | \$1,688,582 | \$303,085 | \$10,142 | \$2,001,809 | \$193,602 | | \$193,602 | \$2,195,411 | \$1,593,596 |
| Employee benefits and payroll taxes | 330,549 | 59,331 | 1,985 | 391,865 | 37,899 | | 37,899 | 429,764 | 300,210 |
| Total personnel costs | <u>2,019,131</u> | <u>362,416</u> | <u>12,127</u> | <u>2,393,674</u> | <u>231,501</u> | <u>0</u> | <u>231,501</u> | <u>2,625,175</u> | <u>1,893,806</u> |
| Professional fees (Note 4) | 237,461 | 42,622 | 3,245 | 283,328 | 158,495 | 11,229 | 169,724 | 453,052 | 509,638 |
| Rent expense | 782,010 | 140,364 | 4,697 | 927,071 | 89,660 | | 89,660 | 1,016,731 | 1,016,731 |
| Repairs and maintenance | 3,846 | 690 | 23 | 4,559 | 441 | | 441 | 5,000 | 2,787 |
| Curriculum and classroom expenses | 107,266 | 19,254 | | 126,520 | | | 0 | 126,520 | 130,654 |
| Professional development | 33,313 | 5,979 | | 39,292 | | | 0 | 39,292 | 27,770 |
| Equipment and furnishings | 14,914 | 2,677 | 90 | 17,681 | 1,710 | | 1,710 | 19,391 | 14,333 |
| Office expenses | 23,510 | 4,220 | 141 | 27,871 | 2,696 | | 2,696 | 30,567 | 14,151 |
| Food services | | | 245,477 | 245,477 | | | 0 | 245,477 | 76,628 |
| Technology | 86,210 | 15,474 | 518 | 102,202 | 9,884 | | 9,884 | 112,086 | 69,355 |
| Marketing and recruitment | | | | 0 | 24,495 | | 24,495 | 24,495 | 40,756 |
| Moving expenses | | | | 0 | 31,042 | | 31,042 | 31,042 | 0 |
| Insurance | 32,126 | 5,766 | 194 | 38,086 | 3,683 | | 3,683 | 41,769 | 45,912 |
| Depreciation | 74,136 | 13,307 | 445 | 87,888 | 8,500 | | 8,500 | 96,388 | 56,096 |
| Total other than personnel costs | <u>1,394,792</u> | <u>250,353</u> | <u>254,830</u> | <u>1,899,975</u> | <u>330,606</u> | <u>11,229</u> | <u>341,835</u> | <u>2,241,810</u> | <u>2,004,811</u> |
| Total expenses | <u>\$3,413,923</u> | <u>\$612,769</u> | <u>\$266,957</u> | <u>\$4,293,649</u> | <u>\$562,107</u> | <u>\$11,229</u> | <u>\$573,336</u> | <u>\$4,866,985</u> | <u>\$3,898,617</u> |

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

THE RENAISSANCE CHARTER SCHOOL 2
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2022

(With comparative totals for the period from inception through June 30, 2021)

| | <u>6/30/22</u> | <u>6/30/21</u> |
|---|------------------|------------------|
| Cash flows from operating activities: | | |
| Change in net assets | \$1,194,883 | \$490,505 |
| Adjustments to reconcile changes in net assets to net cash provided by operating activities: | | |
| Depreciation | 96,388 | 56,096 |
| Changes in assets and liabilities: | | |
| Government grant receivable/advance - per pupil funding | 11,379 | (5,742) |
| Government grants receivable - other | (359,977) | (102,342) |
| Due from related organization | (9,322) | (2,877) |
| Prepaid expenses and other assets | (96,856) | (115,358) |
| Security deposit | 0 | (103,650) |
| Accounts payable and accrued expenses | 335,275 | 197,569 |
| Deferred rent | (214,181) | 214,181 |
| Total adjustments | <u>(237,294)</u> | <u>137,877</u> |
| Net cash provided by operating activities | <u>957,589</u> | <u>628,382</u> |
| Cash flows from investing activities: | | |
| Purchases of fixed assets | <u>(689,925)</u> | <u>(387,684)</u> |
| Net cash used for investing activities | <u>(689,925)</u> | <u>(387,684)</u> |
| Net increase in cash, cash equivalents and restricted cash | 267,664 | 240,698 |
| Cash, cash equivalents and restricted cash - beginning of year | <u>240,698</u> | <u>0</u> |
| Cash, cash equivalents and restricted cash - end of year | <u>\$508,362</u> | <u>\$240,698</u> |
| Cash, cash equivalents and restricted cash: | | |
| Cash and cash equivalents | \$458,302 | \$215,663 |
| Restricted cash | 50,060 | 25,035 |
| Total cash, cash equivalents and restricted cash | <u>\$508,362</u> | <u>\$240,698</u> |

No taxes or interest were paid.

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

THE RENAISSANCE CHARTER SCHOOL 2
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

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 Kindergarten to 12th grade school is to foster educated, responsible, humanistic York. The School completed the 2021-2022 fiscal year with an average enrollment of 1 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 School has the following programs:

- Regular Education – Instruction provided to students from Kindergarten
- Special Education – Instruction that is specially designed to meet the unique needs of students with disabilities.
- Food Program - All enrolled students are eligible to receive a healthy breakfast

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 neither the School nor TRCS exercise control over one another.

The School is also affiliated with Friends of The Renaissance Charter Schools, Inc. ("Friends") through the use of shared members of their respective Boards of Directors. Friends is a not-for-profit corporation established to support the School and function as the fundraising arm of the School. Friends does not meet the requirements for consolidation because the School does not exercise control over Friends.

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 for a specific purpose or the passage of time. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. Donor restricted contributions, the requirements of which are met in the year of donation, are reported as net assets without donor restrictions. There were no net assets with donor restrictions at June 30, 2022 or June 30, 2021.

c. Revenue Recognition

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

Contributions may be subject to conditions which are defined as both a barrier to entitlement and a right of return or release from obligations and are recognized as income once conditions have been substantially met. Conditional pledges that have not been recognized amounted to \$120,000 at June 30, 2022. The pledges are conditional upon achieving certain performance goals and incurring qualifying expenditures. Conditional contributions are recognized as income when the conditions have been substantially met.

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

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

The School also follows the requirements of FASB ASC 958-606 for recognizing revenue from contracts with customers. The School receives fees for its after-school program that fall under ASC 606 and are included in the statement of activities.

After-school program income is recognized as revenue over the period that the after-school classes take place. Fees that have not been collected at year end are reflected as accounts receivable. Amounts collected in advance are treated as deferred income.

d. Cash and Cash Equivalents

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

e. Concentration of Credit Risk

Financial instruments that potentially subject the School to a concentration of credit risk consist of cash and money market accounts which are placed with financial institutions that management deems to be creditworthy. At year end and at various times throughout the year, balances were in excess of insured amounts. The School did not suffer any losses due to bank failure.

f. Capitalization Policy

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

Furniture and equipment – *5 to 10 years*
Leasehold improvements – *Life of lease*

g. 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
- Repairs and maintenance
- 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.

h. Advertising Costs

The cost of advertising is expensed as incurred.

i. Management Estimates

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

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 of Income Taxes

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

l. Summarized Comparative Financial Information

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

m. New Accounting Pronouncement

IASB issued Accounting Standards Update (“ASU”) No. 2016-02, *Leases*. The ASU, which becomes effective for the June 30, 2023 year, requires the full obligation of long-term leases to be recorded as a liability with a corresponding “right to use asset” on the statement of financial position.

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

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

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

| | <u>6/30/22</u> | <u>6/30/21</u> |
|-----------------------------------|--------------------|--------------------|
| Beginning grant receivable | \$5,742 | \$0 |
| Funding based on allowable FTE’s | 4,084,915 | 2,374,117 |
| Cash receipts | <u>(4,096,294)</u> | <u>(2,368,375)</u> |
| Ending grant (advance)/receivable | <u>(\$5,637)</u> | <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 years ended June 30, 2022 and 2021, the amount of rent subsidy recognized for the School’s space was \$1,117,389 and \$674,506, respectively, 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 as of June 30, 2022 consists of the following:

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

Note 5 - Fixed Assets

Fixed assets can be summarized as follows:

| | <u>6/30/22</u> | <u>6/30/21</u> |
|--------------------------------|------------------|------------------|
| Furniture and equipment | \$926,887 | \$264,757 |
| Leasehold improvements | <u>150,722</u> | <u>122,927</u> |
| | 1,077,609 | 387,684 |
| Less: accumulated depreciation | <u>(152,484)</u> | <u>(56,096)</u> |
| Total fixed assets, net | <u>\$925,125</u> | <u>\$331,588</u> |

Note 6 - Restricted Cash

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

Note 7 - Commitments

The School had a non-cancelable lease agreement for a temporary incubation space that expired on June 30, 2022. Rent expense related to this space was \$1,016,731 for the year ended June 30, 2022.

After moving from that space, the School moved to a long-term space under a sublease agreement with Friends that commenced on July 1, 2022 and ends on June 30, 2053. Friends' underlying lease with the landlord of the space contains the same payment terms as the sublease. The School has guaranteed this underlying lease between Friends and the landlord. The maximum potential amount that the School can be required to pay on this lease is the same as the future minimum rental payments due under the sublease.

The lease agreement includes rental payments based on the School's per pupil funding and enrollment with a minimum rent floor for each year. The School makes separate payments to the Friends based on the property taxes assessed on the property.

Future minimum rent payments under these agreements are as follows:

| | | |
|--------------|---------------|----------------------|
| Year ending: | | |
| | June 30, 2023 | \$1,803,603 |
| | June 30, 2024 | 2,292,680 |
| | June 30, 2025 | 2,802,853 |
| | June 30, 2026 | 3,334,822 |
| | June 30, 2027 | 3,409,856 |
| | Thereafter | <u>121,393,276</u> |
| Total | | <u>\$135,037,090</u> |

Note 8 - Significant Concentrations

The School is dependent upon grants from the NYCDOE to carry out its operations. Approximately 86% and 70% of the School's total public support and revenue was from the NYCDOE for the years ended June 30, 2022 and 2021, respectively.

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, 2022, the School's financial assets available to meet cash needs for general expenditures within one year totaled \$920,621, which consist of cash and cash equivalents of \$458,302 and government grants receivable of \$462,319.

Note 10 - Subsequent Events

Subsequent events have been evaluated through October 27, 2022, the date the financial statements were available to be issued. Adjustments and disclosures have been made for all subsequent events that have occurred.

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 these financial statements, many of the travel restrictions and stay at home orders have been lifted; however, supply chains remain impacted. Management continues to monitor the outbreak; however, as of the date of these financial statements, the potential impact cannot be quantified.

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

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
The Renaissance Charter School 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, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 27, 2022.

Report on Internal Control Over Financial Reporting

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

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

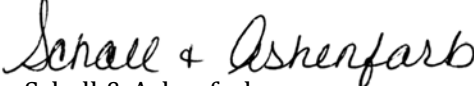
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Report on Compliance and Other Matters

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

Purpose of this Report

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


Schall & Ashenfarb
Certified Public Accountants, LLC

October 27, 2022

**THE RENAISSANCE CHARTER SCHOOL 2
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2022**

Current Year:

None

Prior Year:

None – There were no findings in the prior year.

Communication of No Material Weaknesses


To the Board of Trustees of
The Renaissance Charter School 2

In planning and performing our audit of the financial statements of The Renaissance Charter School 2 (“the School”) for the year ended June 30, 2022, in accordance with auditing standards generally accepted in the United States of America, we considered The School’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization’s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization’s internal control.

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

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

This communication is intended solely for the information and use of the Board of Trustees and management of The Renaissance Charter School 2, and is not intended to be, and should not be, used by anyone other than these specified parties.


Schall & Ashenfarb
Certified Public Accountants, LLC

October 27, 2022

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

Trustee Name:

Monte Joffee

Name of Charter School Education Corporation:

Renaissance Charter School 2

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

Board Member

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

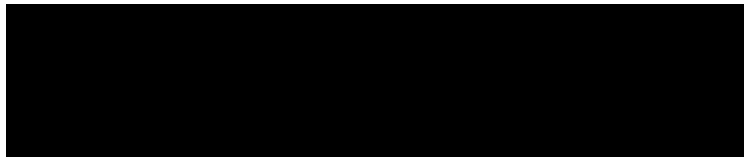
None

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

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

Business Telephone:

Business Address:



Home Telephone:

917-447-7012

Home Address:

2711 Westervelt Ave Bronx NY 10469

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

CONOR T. McLOY

Name of Charter School Education Corporation:

RENAISSANCE CHARTER & RENAISSANCE CHARTER
II

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

MEMBER OF THE BOARD

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

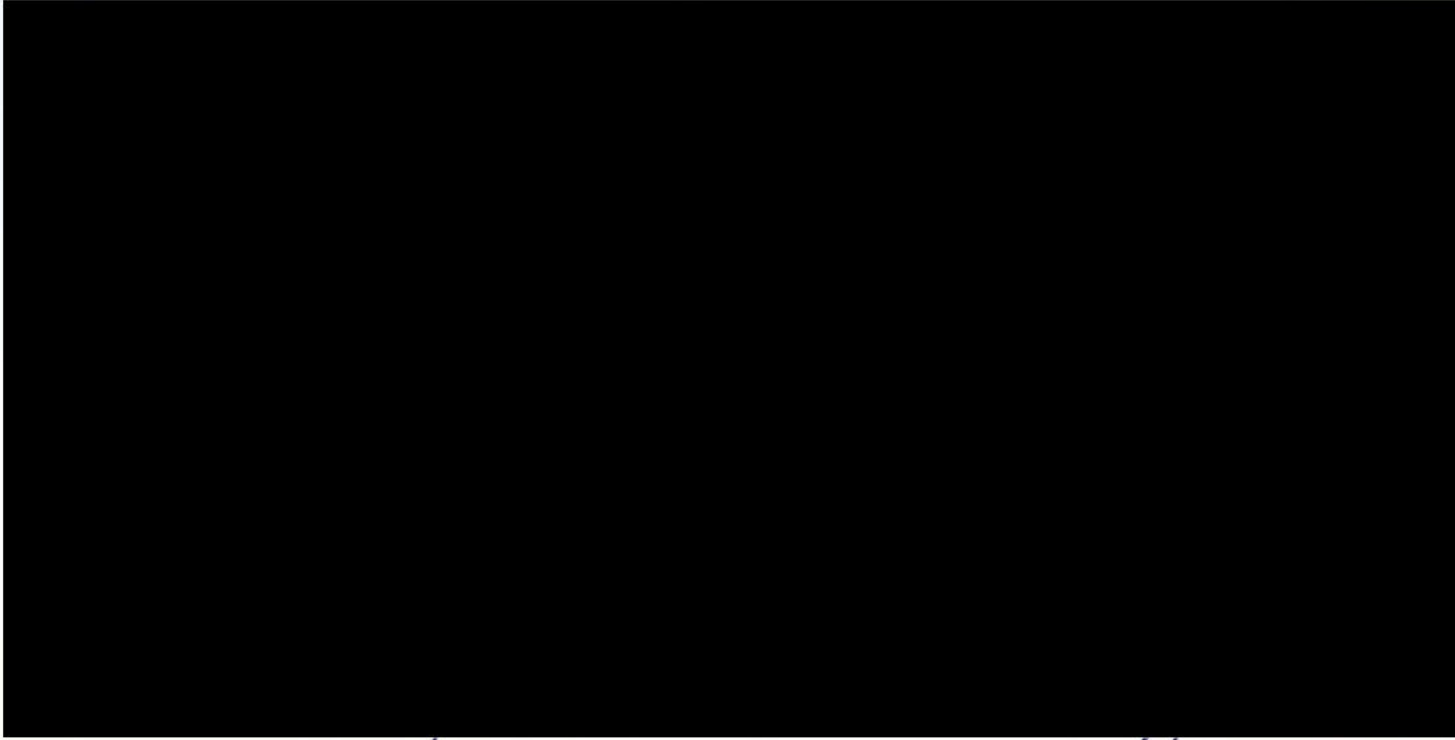
| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
|---------|--|--|--|
| | | | |


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

None

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

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



Signature  Date 7/25/22

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Victor M. Motta

Name of Charter School Education Corporation:

The Renaissance Charter School 2

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

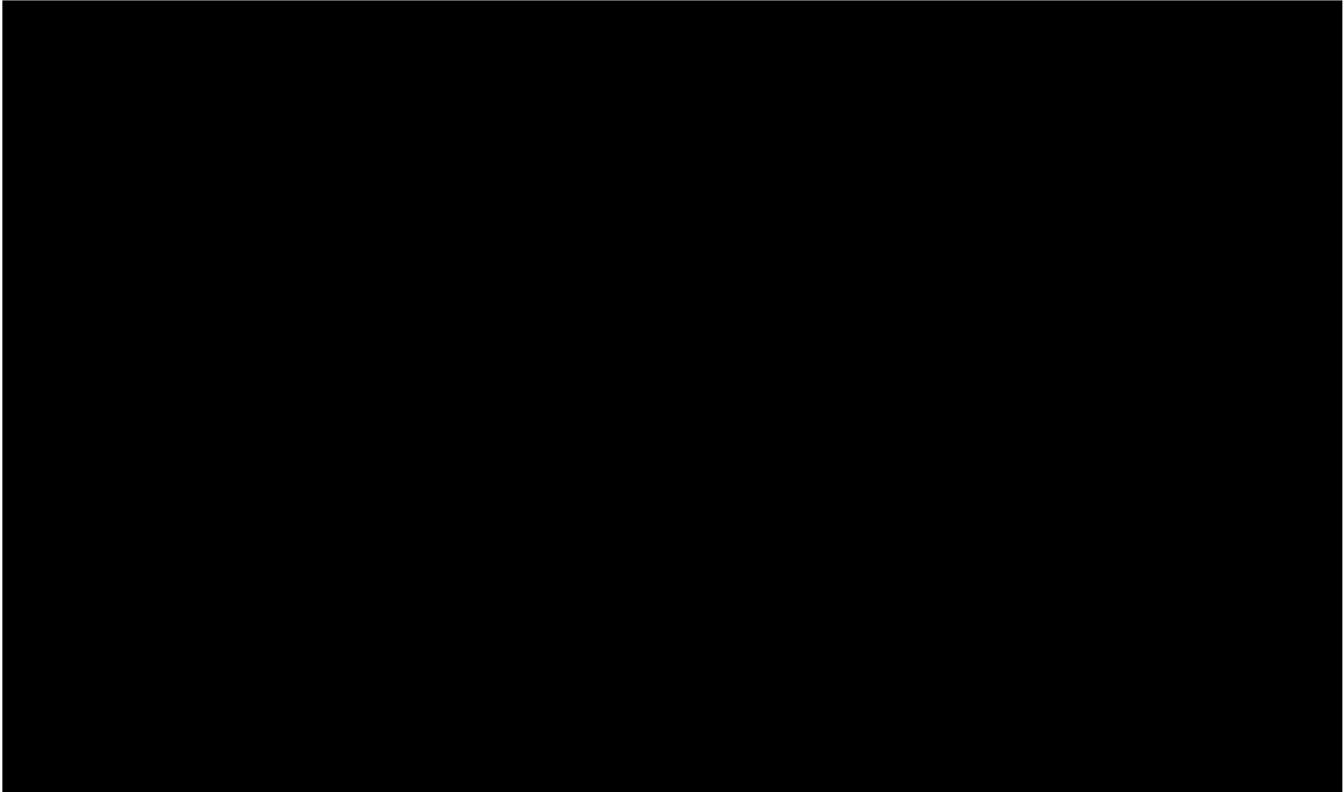
| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
|----------------|---|---|---|
| | | | |

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

None

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

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



A handwritten signature in black ink, appearing to read "Victor M. Motta", is written over a horizontal line.

7-26-22

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Leopolda Silveira

Name of Charter School Education Corporation:

Renaissance Charter School 2

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

• Parent Representative

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

Yes No

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

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

Yes No

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

Mother of Valentina & Octavio Ruiz.

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

Yes No

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

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

Yes No

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

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

None

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

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

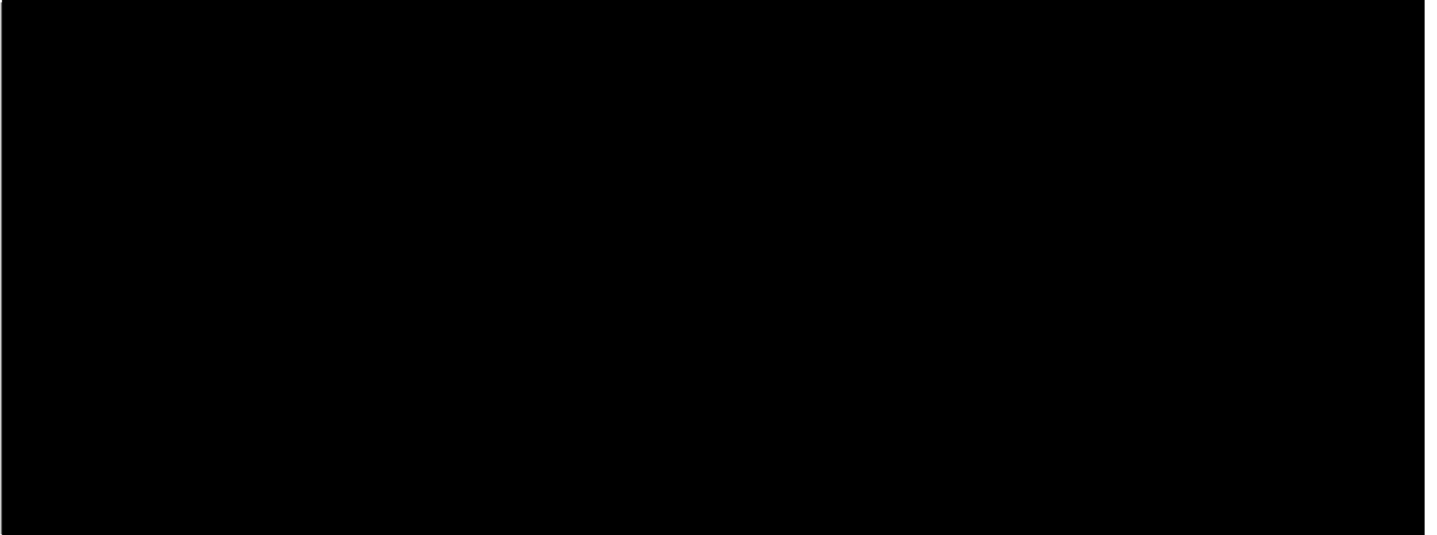
None

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

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

Business Telephone:

Business Address:



Leopoldo Silvera

7/13/22

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

John Harrison York

Name of Charter School Education Corporation:

The Renaissance Charter School 2

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

Vice Chair

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

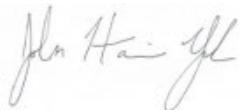
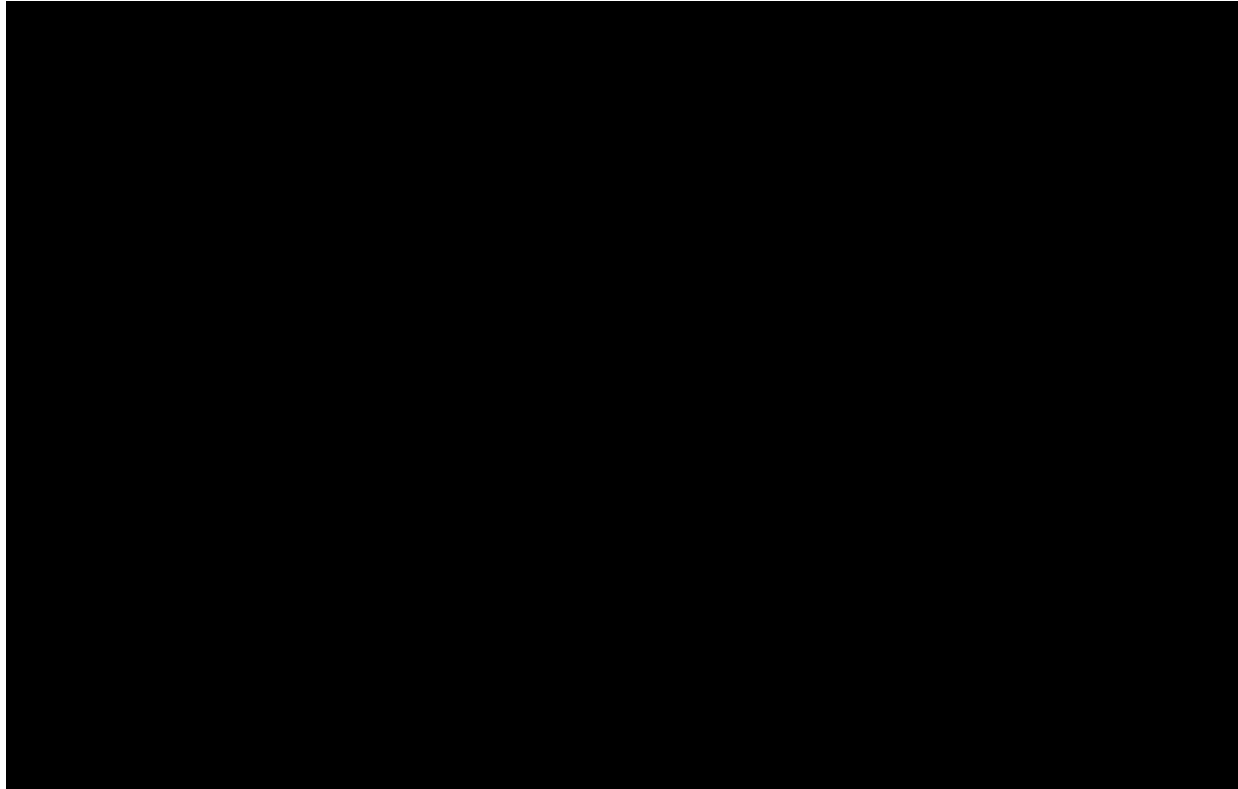
| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
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7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
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7/8/2022

Signature

Date

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- Print form, manually sign, scan to PDF

last revised 04/2022

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

Trustee Name:

Chester Hicks

Name of Charter School Education Corporation:

Renaissance Charter School 2

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

Board, Finance Committee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
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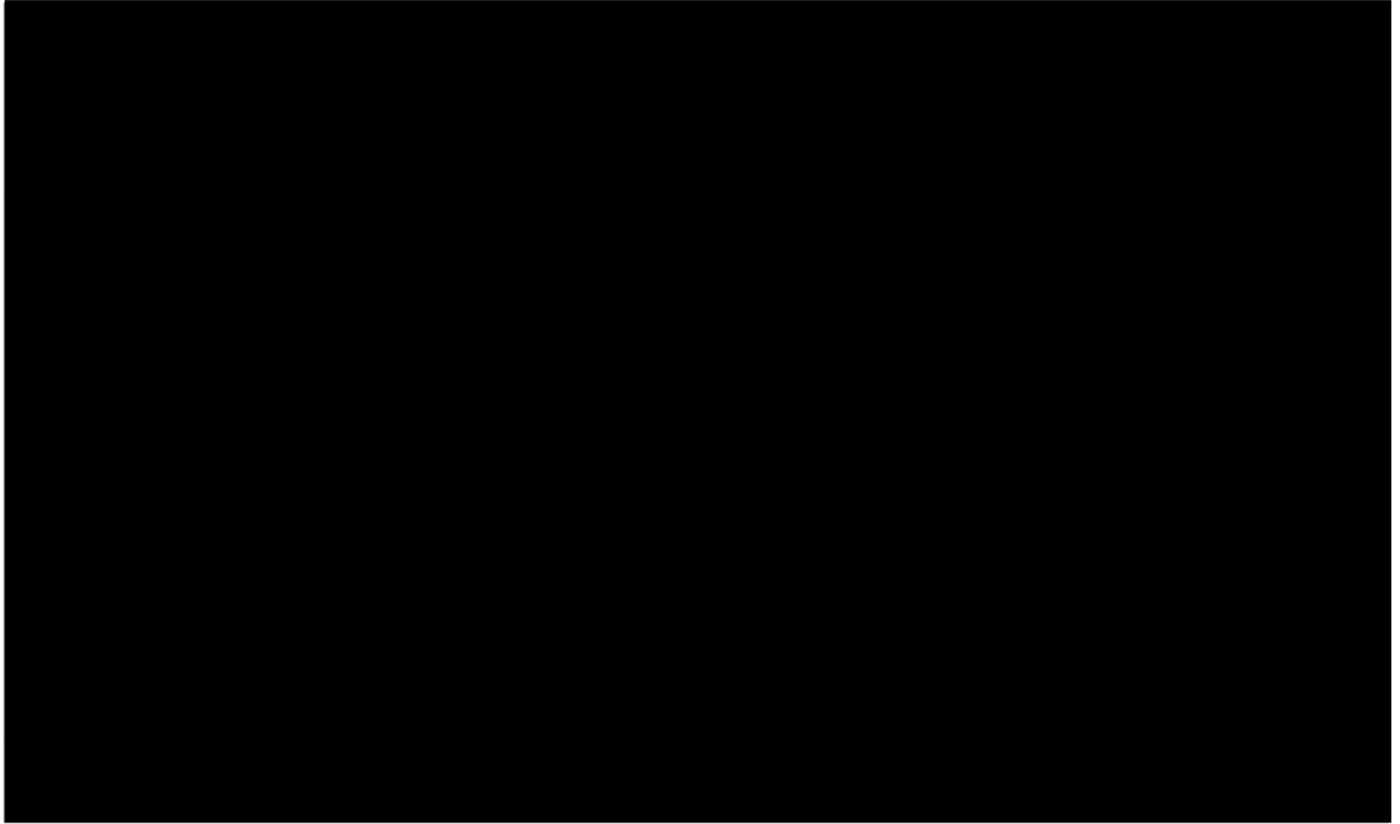
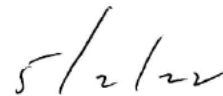
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
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This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke.A handwritten date in black ink, written as "5/2/22".

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Elizabeth Perez

Name of Charter School Education Corporation:

The Renaissance Charter School 2

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

Secretary

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

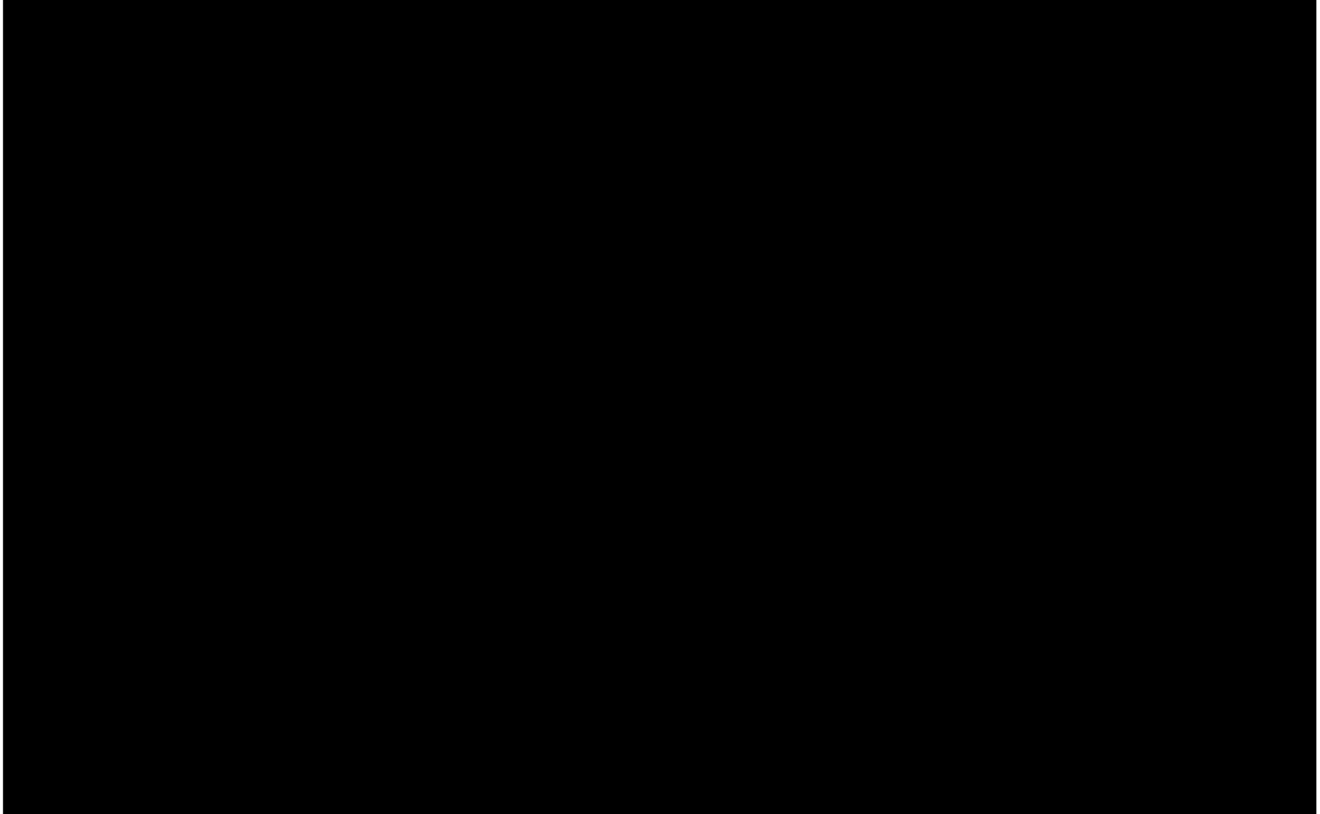
| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
|---------|--|--|--|
| | | | |

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

None

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
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This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



Elizabeth Perez 6/30/2022

Signature **Date**

- Acceptable signature formats include:
- Digitally certified PDF signature
 - Print form, manually sign, scan to PDF

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

Trustee Name:

Rachel Mandel

Name of Charter School Education Corporation:

Renaissance Charter School 2

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

Board Member

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

201-915-2278

Business Address:

395 Grand Street, Jersey City, NJ 07302

E-mail Address:

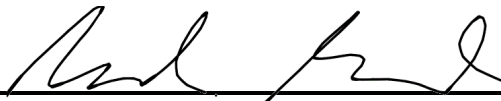
rachel4800@gmail.com

Home Telephone:

917-428-1871

Home Address:

338 1/2 5th Street, Jersey City, NJ 07302



7/14/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

John Harrison York

Name of Charter School Education Corporation:

The Renaissance Charter School 2

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

Vice Chair

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

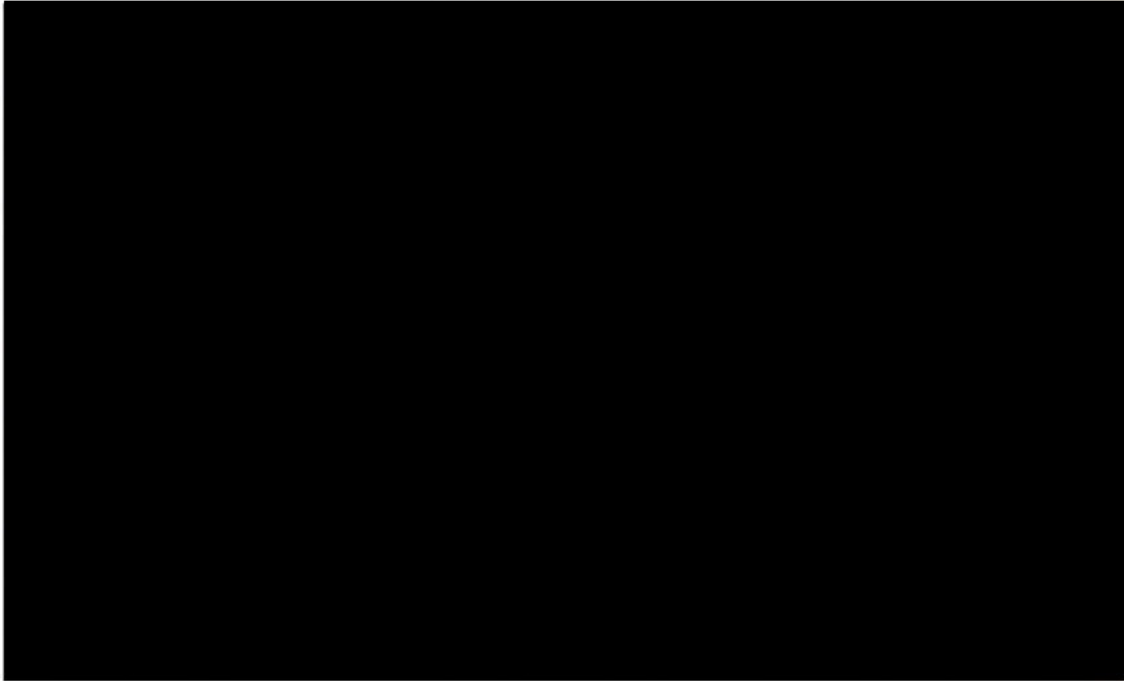
| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
|----------------|---|---|---|
| | | | |

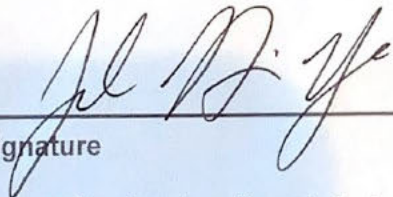
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

None

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

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





Signature

7/8/2022

Date

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last revised 04/2022

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

Trustee Name:

Rachel Mandel

Name of Charter School Education Corporation:

The Renaissance Charter School 2

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

Board Member

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

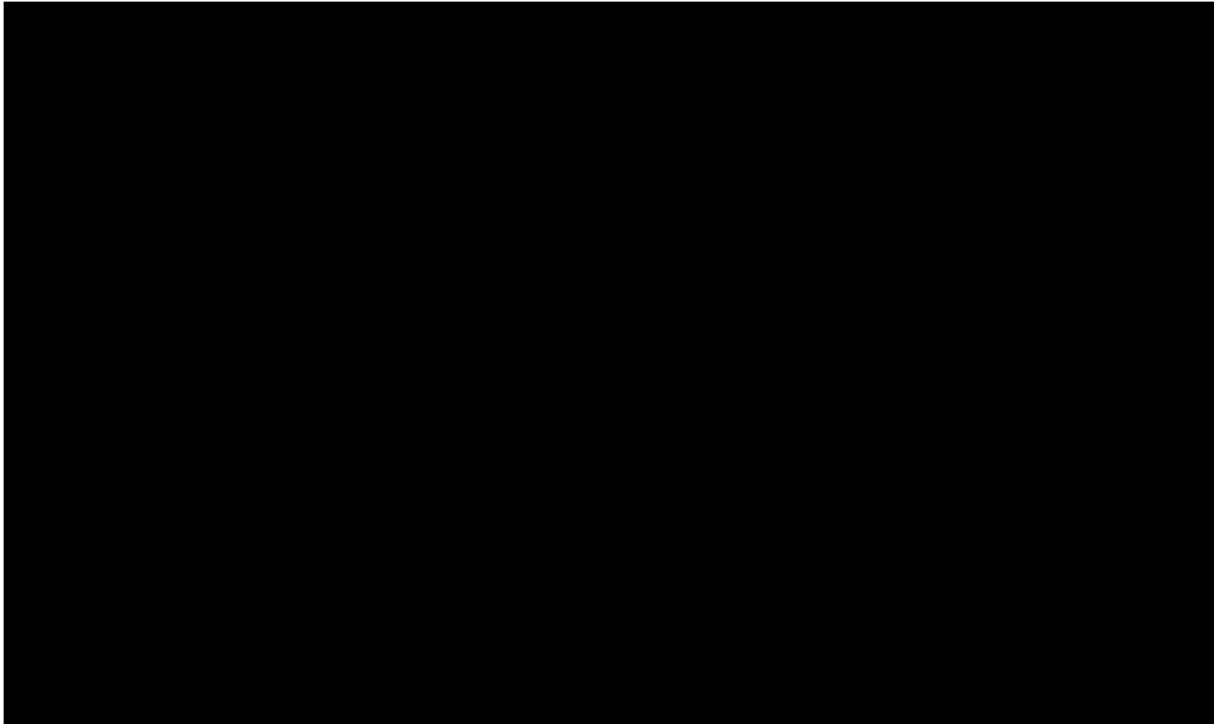
| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
|----------------|---|---|---|
| | | | |

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

None

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

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Handwritten signature in cursive script.

7/14/2022

Signature

Date

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last revised 04/2022

BOARD OF TRUSTEES

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

July 12, 2021

The Renaissance Charter School 2

Meeting of the Board of Trustees

HONORARY MEMBER

Francine Smith (1949-2021)

Meeting convened at 11:08

1. Meeting Convened
2. Chairperson's Welcome
3. Roll Call
 - a. Members Present: Monte Joffe, Liz Perez, Chester Hicks, Victor Motta
 - b. Members Absent: John Harrison York, Rachel Mandel, Conor McCoy
 - c. Non-members Present: Everett Boyd, Stacey Gauthier, Daniel Fanelli, Raymond Johnson
4. Approval of June 2021 Minutes
 - a. Approved by acclamation
5. Approval of finance committee's preliminary budget
 - a. Budget will be brought back to committee in September/October for review of figures
 - b. Vote to confirm preliminary budget - approved by acclamation
6. School Management Team Report
 - a. SMT representation at Ren1 by Ren2 staff and administrators. Each week one administrator at each school.
 - b. Enrollment update - 5 open seats out of 243. We will be able to fill these.
 - c. Conversations with Martin Luther about reopening plans for next year. CDC plans being followed, currently 3 foot social distancing.
 - d. Barone Management on site at Martin Luther and beginning 2nd floor renovations

- e. David Frank from SED coming to visit summer program on Wednesday, July 14--invited by Stacey
 - f. Flo and Everett and Stacey talking to Phil and Carol Gersmehl this afternoon about geography integration at both schools
 - g. Thursday - Everett, Dan, and Stacey meeting with State Senator and Assembly Member along with Patrick Jenkins Assoc.
 - h. Working on alignment between the two schools on assessment and curriculum.
 - i. Dan Fanelli shared updated construction photos
7. Public Speaking
8. Adjournment of Public Session: 11:33 a.m.

**BOARD OF
TRUSTEES**

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

Honorary Member

August 30 , 2021

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at 3:12 PM

1. Meeting convened
2. Chairperson's Welcome
3. Pledge of Allegiance
4. Roll Call
 - a. Members present - Monte Joffe, John Harrison York, Liz Perez, Chester Hicks, Rachel Mandel, Victor Motta
 - b. Members absent - Conor McCoy
 - c. Others present - Stacey Gauthier, Daniel Fanelli, Leopolda Silvera
5. Approval of July 2021 minutes
 - a. Approved by acclamation
6. School Management Team Report / Update on Fall Re-Opening
 - a. Staff is back in building as of today; in all week. Full staff is present; there has been staff turnover mostly due to the vaccine policy (same as DOE, where everyone must be vaccinated--no testing requirements). They have until September 27. Waiting to hear from staff members about vaccination. Three teachers have resigned. Still in hiring process; have one promising candidate.
 - b. Busing will not be provided for majority of students until September 13, which is the first day for DOE students. 220 out of 243 students ride the bus. Parents have been informed and offered Metrocards.
 - c. Town Hall meeting about reopening and health and safety on Wednesday, September 1 at 6 p.m. The meeting will be simultaneously translated into Spanish.
 - d. Waiting for some final guidance about health and safety, but we will be asking parents to have their

children tested on-site. DOE is requiring testing 10% of unvaccinated student population every two weeks. We may test more frequently at both schools. Because we are a K-2 school, all of our students will be unvaccinated. Question about protocols for positive testing--we are expected to report positive exams. We haven't been given many specifics re: closures. In consultation with legal counsel, we think we should close when the DOH tells us to close. There are questions about whether vaccinated people need to quarantine.

7. Approval of Technology and Internet Safety Policy
 - a. Review of Policy (first discussed earlier this year)
 - b. Have worked with an E-rate consultant to be in compliance
 - c. Approved by acclamation
8. Board Members New Business
9. Public Speaking
10. Adjournment of Public Session 3:32 PM

BOARD OF TRUSTEES

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

September 8, 2021

The Renaissance Charter School 2

Meeting of the Board of Trustees

HONORARY MEMBER

Francine Smith (1949-2021)

Meeting convened at 5:06 p.m.

- 1) Chairperson's Welcome
- 2) Pledge of Allegiance
- 3) Roll Call
 - a. Members Present: Monte Joffe, John Harrison York, Liz Perez, Victor Motta, Leopolda Silvera (welcome to Leopolda, our newest member!)
 - b. Members Absent: Chester Hicks, Rachel Mandel, Conor McCoy
 - c. Non-members Present: Everett Boyd, Stacey Gauthier, Daniel Fanelli
- 4) Approval of August 2021 minutes - passed unanimously
- 5) School Management Team Report / Update on Fall Re-Opening
 - a. Opened yesterday (9/7). Welcomed 193 students yesterday; today we had 198 students. Everett wants to thank all of the parents who rose to the occasion and brought their children to school despite the bus issues.
 - b. First Parent Association meeting next week.
 - c. 18 came to our after-school program on the first day.
 - d. Observing all of the COVID protocols, including masks and staff vaccinations.
 - e. There have been some personnel changes made since our last board meeting. We have been able to fill the open positions.
 - f. Refining reopening plan to publicly post it.
 - g. Everett, Dan and Stacey working with Patrick Jenkins Associates on advocacy efforts. Met with Danny Dromm, who is helping further the relationship with Shekar Krishnan, who is succeeding Danny Dromm after his term limits ended. Working with state senators, assembly members and community board.
 - h. Discussion of partnership offering classes at night.
 - i. New building on schedule.
 - j. Question about the new K class. Some separation anxiety as expected; our social worker is hands-on with our

students.

- k. Huge shout-out to our Mandarin teacher.
- l. Discussion of Geography program.

6) Board Members New Business

- a. Renaissance (1) will be a vaccine site next week. Trying to figure out whether Renaissance 2 families can access it. Even though getting immunized is not difficult any more, they might feel more comfortable at the school. Will be available M-W and F next week. More on that to come.
- b. Discussion of providing tests for our population. Partnering with Access Nursing to provide a more robust program. Maspeth has a 7% positivity rate, and the DOE doesn't test many students, nor do they test adults. At both schools we have contracted to test 50 students weekly at Renaissance 2, who will also test K students (DOE does not test K). Parents will have to sign two different forms, one for Access Nursing and one for Bioreference. Mu is the new variant, and we will be keeping an eye on how that impacts our COVID rates.

7) Public Speaking

- 8) Adjournment: public session closed at 5:31 p.m.

BOARD OF TRUSTEES

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

October 6, 2021

The Renaissance Charter School 2

Meeting of the Board of Trustees

HONORARY MEMBER

Francine Smith (1949-2021)

Meeting convened at 5:06 p.m.

1. Chairperson's Welcome – 5 minutes
2. Roll Call – 2 minutes
 - a. Members present: Monte Joffe, John Harrison York, Liz Perez, Chester Hicks, Victor Motta, Leopolda Silvera
 - b. Members absent: Rachel Mandel
 - c. Non-members present: Stacey Gauthier, Everett Boyd, Daniel Fanelli
3. Approval of the September 2021 board meeting minutes. Approved by acclamation.
4. Review and approval of the Consolidated Application
 - a. Every year, Renaissance 2 will be receiving money from the Consolidated (Title) funds.
 - b. Title I money using to be offset salaries of teachers who work with at-risk students
 - i. Nina \$8,623.48
 - ii. Kayla \$8,186.30
 - iii. Ann Marie \$8,071.11
 - iv. Chloe \$8,071.11
 - v. Jessica C \$1,000 (mandated to put in set aside of \$1000 for homeless students - applied to offset Jessica's salary as the homeless liaison)
 - c. Title IIa--Title IIA Total: \$5,699 Offset the salary of Flo - full amount applied
 - d. Title III--ELL. Ren2 has joined the ELL Consortium; money used to provide PD support
 - e. Title IVa--Title IIA Total: \$5,699 Offset the salary of Flo - full amount applied

- f. Right now the funds are small because the school is still growing; amount varies from year to year.
 - g. Approved by acclamation.
5. Review and approval of the School Safety Plan
 - a. Change needs to be made to link
 - b. Ongoing PD
 - c. Approved by acclamation
6. School Management Team Updates
 - a. Good news--at 91% of approved enrollment of 243 for this year.
 - b. Support for students with IEPs and ELL students. Related service providers coming into building (change from last year)
 - c. Fully staffed after having had some challenges at first.
 - d. Will be bringing on an ICT teacher (special educator) next week.
 - e. One assistant teacher had to quarantine with her son, who had a positive result on a COVID test. She is fully vaccinated but tested positive as well with a breakthrough case; we are monitoring her to ensure that she returns with a negative result.
 - f. In-school testing continuing, 50 students at a time. Once we get the DOE PCR tests, that will allow for more students to be tested on a more frequent basis.
 - g. Will be starting NWEA testing and ANet. Both schools are doing these internal assessments to help fully inform us about where students are currently performing and what we need to do to address the gaps in learning. ANet walkthroughs to look at classrooms were done with our ANet coach Rashid. NWEA will be next week, ANet will be in November with 2nd grade.
 - h. Since both schools are doing the same assessments, we will have a bigger pool of data and the opportunity to share best practices.
 - i. Busing continues to be an issue--things have gotten better, but there is still room for improvement. Very little control over OPT and the bus company. We have informed parents that it is important for them to advocate for changes to OPT and bus company.
 - j. PA meeting tomorrow.
 - k. Discussion of busing and issues around busing, problems with routes. Some behavior incidents, investigating. Effort by office staff and administration is above and beyond regarding. Lack of social distancing is a concern.
7. New Business – Presentation at District 24 CEC meeting. Reconnected with Superintendent Chan. Thanks to Phil Composto, who helped introduce us to Superintendent Chan. New CEC president Ferdie Lee welcoming and gracious. Discussed possibility of bringing a high school on. We were thanked by the CEC and subsequently Regent Chin said she really appreciated Renaissance reaching out to her.
8. Public Speaking – None
9. Adjournment of the Public Session 5:50 p.m.



The Renaissance

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

Charter School 2

BOARD OF TRUSTEES

Monte Joffee

Chairperson

John Harrison York

Vice Chairperson

Liz Perez

Secretary

Chester Hicks

Rachel Mandel

Victor Motta

Leopolda Silvera

November 3, 2021

The Renaissance Charter School 2

Meeting of the Board of Trustees

HONORARY MEMBER

Francine Smith 1949-2021

Meeting called to order at 5:09 p.m.

- 1) Chairperson's Message – 5 minutes
- 2) Roll Call- 2 minutes
 - a. Members Present: Monte Joffee, John Harrison York, Liz Perez, Chester Hicks, Rachel Mandel, Victor Motta, Leopolda Silvera
 - b. Members Absent: None
 - c. Non-Members Present: Stacey Gauthier, Everett Boyd, Daniel Fanelli, Matthew Delforte, Jen Chianchino, Michelle H.
- 3) Approval of the October, 2021 minutes – 10 minutes Approved by acclamation. (Zero opposed, zero abstentions.)
- 4) Review of FY 21 Certified Financial Report – 15 minutes
 - a. Stacey Gauthier - Several people on the Finance Committee were on call with accountants. No findings; school is fiscally sound. Pleased about ratio of money that goes into programs; looking for above 65% and we are in the high 80s. We have moved to bills.com so that money is not owed between the two schools (Renaissance and Renaissance 2). We are still cautious about the budget, but anticipate having a surplus at the end of this year, but there will be expenses coming up. Committee voted to approve the report; board needs to ratify. Accountants can come to upcoming meeting so they can review this with the board. Approved by acclamation. (Zero opposed, zero abstentions.)
- 5) School Management Team Report – 15 minutes
 - a. Enrollment update: now at 92% of approved enrollment. Some classrooms where there is room for welcoming new students.

- b. Two teachers in the second grade needed to leave for medical reasons. They have resigned and have been replaced in both sections with two very highly qualified teachers. Parents have been informed, and the students in the classrooms are continuing to thrive.
 - c. As of today, there was notification from another teacher who will be leaving for medical reasons. Replacement is in place for first grade ICT class. This teacher will be in place until 11/19 to assist with transition.
 - d. Update on facilities: Stacey--was on a city planning hearing call today at request of developer, who is developing the other side of site with affordable housing. No opposition to our proposal. One of Renaissance's former board members, Larissa Ortiz, was a commissioner on the call, and she made a statement of support for Renaissance. Dan--has been back and forth to the main site to address various building infrastructure issues. Definitely a lot of progress. Dan shared updated photos of progress. The builders are confident they will be finished in a timely manner. Questions about residential building--financing, number of units, etc. Discussion of relationship with community and cleaning up the area.
- 6) Resolution to Support Application for Charter Revision for High School – 5 minutes
- a. Stacey and Dan: The school will be moving into its new site with K-3, which means less than $\frac{1}{3}$ of the building is occupied. In meetings with elected officials and the CEC, they have discussed opening up a 9th grade with three classes. In order to do that, a material revision to our charter has to be requested of our authorizer, the State Education Department. Need to update a budgeting and staffing plan and discuss our efforts toward community engagement. Met with various officials who have been very positive about this next step. The board needs to make a resolution. Without letters of support from elected officials, we would not be able to move forward. We are aiming for five of these letters of support; needed very soon. Need to turn this in by December 1. They will have 30 days to review and then there will be a public hearing. We have compelling arguments based on need (overcrowding in our district) and that we have a great track record with high school at Renaissance.
 - b. Motion: that the Board of Trustees of Renaissance 2 resolve to request a material revision to our charter reflecting opening up a new 9th grade with three classes for the Renaissance Charter School 2, subject to obtaining support, and further authorizing that the chairperson or his designee Everett Boyd will sign the resolution. This resolution passed unanimously.
- 7) Board Members' New Business – 10 minutes
- 8) Public Speaking – TBD
- a. Parents were welcomed to the meeting
- 9) Adjournment of Public Session 5:58 p.m.



The Renaissance

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

Charter School 2

BOARD OF TRUSTEES

Monte Joffee

Chairperson

John Harrison York

Vice Chairperson

Liz Perez

Secretary

Chester Hicks

Rachel Mandel

Victor Motta

Leopolda Silvera

December 1, 2021

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 5:02 p.m.

1) Chairperson's Message – 3 minutes

2) Roll Call – 2 minutes

1. Members present: Monte Joffee, Liz Perez, Victor Motta, Leopolda Rivera, Chester Hicks
2. Members absent: John Harrison York, Rachel Mandel
3. Others present: Everett Boyd, Stacey Gauthier, Daniel Fanelli

3) Approval of the November Minutes – 5 minutes

Ratification of Approval made by email - ratified by acclamation.

4) School Management Team Report – 10 minutes

1. Still at 92% enrollment as of today
2. Fully staffed
3. Invited to be a pop-up vaccination site and quickly responded for Friday, November 19. Had about 15 students vaccinated. Some of our students visited Renaissance when it was a pop-up site.
4. Just before Thanksgiving, quarantined two second-grade classes for a few days. Everyone came back on Monday the 29th.
5. Targeted Reading Intervention Program (TRIP) off to a great start. Kudos to the staff for getting this running. Multiple components: targeted guided reading program with multi-age group, Orton Gillingham group, and structured independent reading. Focuses on all students and really about growth. Ren1 has seen that almost every student will grow. 12-week cycle, students move from group to group. The program has evolved and will continue to do so based on what is effective. A lot of teacher input.

6. Finished our first round of ANet assessments. Data dig was today. Leah Shanahan from Ren1 visited and shared information about how ANet data has benefited instruction. Tomorrow will be ELA work.
7. Stacey shared the experience of a struggling middle school student at Ren1 who said that TRIP has made her love reading.
8. Big thank you for team effort with revision for high school expansion. Due today and was put in this afternoon. We got very strong elected official support: Senator Stavisky, Danny Dromm, Catalina Cruz, Senator Addabbo, Francisco Moya, who is a long time supporter of Renaissance. Thank you to Ana Falla Riff, who helped us get various letters of support from community supporters. Discussion of various supporters. Three classes per grade will give some flexibility of programming that is not available at Ren1.
9. Dan: discussed getting internet set up and inspection by FDNY. He's hoping to have updated photos next time.
10. Everett: open houses coming up soon. A newsletter will be going out to our families to update them on the progress.

5) Board Members' New Business – None

6) Public Speaking – None

7) Adjournment of Public Meeting: 5:29 p.m.



The Renaissance Charter School 2

60-02 Maspeth Avenue, Maspeth, NY 11378
www.renaissancecharter.org
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BOARD OF TRUSTEES

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Chairperson

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Vice Chairperson

Liz Perez

Secretary

Chester Hicks

Rachel Mandel

Victor Motta

Leopolda Silvera

December 13, 2021

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 5:03 p.m.

1) Chairperson's Message – 3 minutes

2) Roll Call – 2 minutes

1. Members present: Monte Joffee, John Harrison York, Liz Perez, Chester Hicks, Victor Motta, Leopolda Silvera
2. Members absent: Rachel Mandel
3. Others present: Everett Boyd, Stacey Gauthier, Daniel Fanelli

3) Approval of Resolution to Request a Growth Enrollment Charter Revision

1. Discussion and explanation--revision to correct misalignment and addresses current school and planned high school.
2. Everett sent draft on Friday - draft was read aloud and is worded as follows:

Be it resolved this 13th day of December, 2021, that the Board of Trustees of Renaissance Charter School 2 is requesting a growth enrollment revision to our charter. The Renaissance Charter School 2 has been incubating in its first two years in a facility that is smaller than originally anticipated. The Board of Trustees requests a growth enrollment revision that affects the elementary grades and is being made in conjunction with a separate board revision previously voted on and approved by the board at its November 2021 meeting to add a high school program in September 2022.

The new proposed growth plan will be as follows for the remainder of the charter term –

| | | |
|-----------|--------------------------|--------------|
| 2022-2023 | Grades K-3 and 9 | 405 students |
| 2023-2024 | Grades K-4 and 9, 10 | 567 students |
| 2024-2025 | Grades K-5 and 9, 10, 11 | 729 students |

3. Grade 6 has already been approved in our charter. This does not address grades 7 and 8, for which the board will request another charter revision after the renewal of its first term.
4. This year's enrollment target is 243. The board is requesting a revision for next year, as described in the resolution.
5. Resolution was approved by acclamation.

4) Public Speaking – None

5) Adjournment of Public Session 5:14 p.m.



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

Victor Motta

Leopolda Silvera

January 5, 2022

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 5:02 p.m.

1) Chairperson's Message – 3 minutes

- A. Thank you to all who are still hanging in through this difficult time.
- B. John Harrison York's last meeting. He is leaving to be a Regent in Mississippi--farewell, and thank you!

2) Roll Call – 2 minutes

- A. Board Members Present: Monte Joffee, John Harrison York, Liz Perez, Chester Hicks, Victor Motta, Leopolda Silvera
- B. Board Members Absent: Rachel Mandel
- C. Others present: Everett Boyd, Stacey Gauthier, Daniel Fanelli

3) Approval of the December Minutes – 5 minutes Approved both sets of minutes (12/1/2021 and Emergency Meeting minutes) by acclamation.

4) School Management Team Report – 10 minutes

- A. Everett - Fully open, ramped up testing; asking parents to please have children tested and vaccinated. Vaccination rate has increased among students.
- B. Quite a few parents have asked for a fully remote option. Staff has a "just in case" remote plan for if numbers rise due to Omicron variant. We have many ways to move online with various curricula if needed.
- C. Attendance is increasing this week. Averaged about 71% attendance over two days. This indicates that we are doing the right thing, continuing in-building learning at this time.
- D. Enrollment numbers: still respectable, but families have moved out of the city. At 88% currently.
- E. Open house in December and more scheduled with lottery in April.
- F. This week we learned we have two students who tested positive and followed protocols. Guidance has changed, and changed again. If a student tests positive in a class, students are given two test kits and can return if they test negative. Isolation period has been

shortened, and students are being given take-home tests; if they test negative they can come back to school the next day. Under new guidance, vaccinated and unvaccinated students are treated the same.

- G. Monday Flo Evans went to pick up tests and KN95 masks for the school. The plan is to replenish the tests next week, and they plan to give the number they promised initially (we were shorted the first time around).
- H. Two staff members tested positive over holiday break, one returned today, and the other should return by the end of the week. We have been able to cover classes, and learning has continued at a very high rate.
- I. Stacey - Revision to bring high school in is being worked on at the SED level. Our lawyers and consultants are supporting us with this. Sadie Nash (Young Women's Leadership) wrote a letter of support to be submitted to SED.
- J. Monte - question about sizes of masks. KN95 are intended for adults, and we have other disposable masks for students in various sizes.
- K. Dan - met with the developer and talked about what needs to be done to move in for August. Engaging in terms of equipment and interior design; working with Dimensions again with proposal to review today or tomorrow. Working with Jeff, our consultant for school food to move forward with kitchen equipment. Most of the classrooms are done; floors will be done soon. We have wi-fi. The outside of the building was cleared of tents. As the building continues to be completed, we will move furniture into the space. There have been some supply chain issues, but we are planning early so that we have everything before the school opens up at the new site.
- L. Stacey - in order for the building inspection to go through, any public assembly space has to be furnished (e.g., music room, cafeteria, playground, gym). Kitchen equipment in particular is very delayed (six months' wait time). We have an appointment to go with the person from Culinary Depot to look at equipment.
- M. Leopolda question: can furniture be rented? Furniture could be rented if there is an issue. They need to see the furniture in that space and whether egress is possible with the furniture in place. Monte: big box stores have relatively inexpensive folding tables, etc.
- N. Rebekah Oakes is retiring from Renaissance but plans to continue to support Renaissance 2 in her work as part of the Renaissance Leadership Team with development and partnership.

5) Board Members' New Business – 10 minutes

6) Public Speaking – TBD

7) Adjournment of Public Meeting 5:35 p.m.



The Renaissance Charter School 2

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Secretary

Chester Hicks

Rachel Mandel

Victor Motta

Leopolda Silvera

Resolution of The Board of Trustees of The Renaissance Charter School 2

Revision Request Regarding an Increase in Enrollment and the Number of Grades Served

Be it resolved this 14th day of January, 2022, that the Board of Trustees of Renaissance Charter School 2 is requesting a revision to our charter, specifically related to our Enrollment Growth plan and Grades to be Served. This revision request is being made in conjunction with separate revisions previously voted on and approved by the board at its November 2021 meeting to add a high school program in September 2022 and at its December 13, 2021 meeting to amend the enrollment and growth plan in its charter to align with its current enrollment and grades served.

The new proposed growth plan will be as follows for the remainder of the current charter term:

2022-2023 Grades K-3 and 9-10 432 students (81 students in each grade K-3 and grade 9 and 27 students in grade 10))

2023-2024 Grades K-4 and 9-11 594 students (81 students in each grade K-4, 81 students in each grade 9-10 and 27 students in grade 11)

2024-2025 Grades K-6 and 9-12, 837 students (81 students in each grade K-6, 81 students in each grade 9-11 and 27 students in grade 12)

TRCS 2 will request a revision to add Grades 7-8 in its first renewal term to commence in the 2025-2026 school year.

This resolution passed unanimously at a special public meeting of the Board of Trustees on January 14, 2022.

Monte Joffee, Chairperson



The Renaissance

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January 14, 2022 Emergency Meeting

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 12:01 p.m.

1) Chairperson's Message

2) Roll Call

- A. Board members present: Monte Joffee, Liz Perez, Rachel Mandel, Victor Motta, Leopolda Silvera.
- B. Board members absent: Chester Hicks
- C. Others present: Stacey Gauthier, Daniel Fanelli, Everett Boyd

3) Approval of Resolution of The Board of Trustees of The Renaissance Charter School 2 Revision Request Regarding an Increase in Enrollment and the Number of Grades Served

- A. Stacey Gauthier gave background information about new revision. For high school, they want 12th grade to be completed; new expectation that we didn't know when we first made the revision. Bringing in two 9th grades and one 10th grade as solution.
- B. Also asking to bring in three 6th grade classes in year 5 of the school. The year before our renewal would be to request addition of 7th and 8th grade, making us a full K-12 school.
- C. Next step: urgent request for public hearing--probably virtual but could hold hearing here if we need to be live. Public hearing would present the global picture. If this is completed in a timely manner, we would be on the Board of Regents' February calendar--if that doesn't happen, it will be difficult to recruit students and staff.
- D. Question: Given shifts of culture going into the older grades, are we developing a plan to have steady anchor points in middle and high school vis-a-vis staffing? We are looking for an AP at those levels, expanding the Management Team and possibly having staff from Ren1 come over. Students may need to come in for a Summer Institute to acculturate them.

E. **Resolution of The Board of Trustees of The Renaissance Charter School 2**

Revision Request Regarding an Increase in Enrollment and the Number of Grades Served

Be it resolved this 14th day of January, 2022, that the Board of Trustees of Renaissance Charter School 2 is requesting a revision to our charter, specifically related to our Enrollment Growth plan and Grades to be Served. This revision request is being made in conjunction with separate revisions previously voted on and approved by the board at its November 2021 meeting to add a high school program in September 2022 and at its December 13, 2021 meeting to amend the enrollment and growth plan in its charter to align with its current enrollment and grades served.

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2023-2024 Grades K-4 and 9-11 594 students (81 students in each grade K-4, 81 students in each grade 9-10 and 27 students in grade 11)

2024-2025 Grades K-6 and 9-12, 837 students (81 students in each grade K-6, 81 students in each grade 9-11 and 27 students in grade 12)

TRCS 2 will request a revision to add Grades 7-8 in its first renewal term to commence in the 2025-2026 school year.

Resolution approved by acclamation.

4) Adjournment of Public Session: 12:12 p.m.



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Victor Motta

Leopolda Silvera

February 2, 2022

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 5:03 p.m.

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
 - a. Members present: Monte Joffee, Liz Perez, Chester Hicks, Leopolda Silvera
 - b. Members absent: Rachel Mandel, Victor Motta
 - c. Non-members present: Stacey Gauthier, Everett Boyd, Daniel Fanelli
3. Approval of the January Minutes – 5 minutes
 - a. Approved by acclamation
4. School Management Team Report – 10 minutes
 - a. Everett: enrollment at 91%.
 - b. Attendance has increased to 90% since the December holidays in spite of Omicron, etc.
 - c. Still testing 1x/week. Last testing cohort was 25% of our population. Three cases among students over the last two weeks. Sending take-home tests with students. Attempting to get more tests, they say there is a shortage, but that may not be true--Ren1 is getting tests.
 - d. Open Houses continuing--4 more scheduled; 2 just concluded. In English and Spanish. Lottery in April
 - e. Parent Association meeting scheduled for tomorrow. Two presentations, one by a second-grade teacher on Responsive Classroom (second presentation in series). Social Worker giving a workshop on bullying.
 - f. Stacey: policy that will allow students who have tested positive for COVID to come back before the 10 days. Guidance says that those students should be separated from others if they are eating. Not always possible. We have asked for clarification, but we don't feel comfortable making that decision. Some of the guidance says that they can still have symptoms.
 - g. Yesterday, Everett, Dan and Stacey and our support team had a meeting with David Frank and Vicky Smith from SED.
 - i. We had thought our agenda item would go on the January Regents calendar so that we could still recruit students. We are going to be on the March calendar.

Very late to start recruiting, especially for the high school admissions process. Needs to be a public hearing, organized by the Department of Ed. Hearing won't be until Feb 28/Mar 1.

- ii. Were told if we stayed on calendar and were approved that we would be allowed to take a planning year if we made the decision not to open the HS this September and we would not have to go back to the Regents for any more approvals; we just have to talk to our authorizer. They made some suggestions about interest surveys to parents, etc. Concern about getting parent hopes up.
- iii. If we decide to have a planning year, we would have flexibility in grades we took. We would prefer not to have a 10th grade next year, so that would be beneficial.
- iv. They said there could be flexibility in the number of classes, but we need more than one class to sustain the additional teachers.
- v. Ongoing discussion about costs. (Fiduciary responsibility because it is public money.)
- vi. Right now leaning toward a delay.
- vii. Q: How long does it take to get the decision once the Regents meet March 14-15? The decision is made at the meeting, which will be virtual.
- viii. Next update will be about the public hearing date, which will be on Zoom and everyone can attend. There will be time to speak.
- ix. Everett: virtual kindergarten art show. Congratulations to art teacher Amber Rose, students, and staff! Suggestion to share a presentation at the next board meeting.
- x. Dan: presented a slideshow on the progress of the building.

5. Board Members' New Business – none

6. Public Speaking – none

7. Adjournment of Public Meeting: 5:43 p.m.



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Victor Motta

Leopolda Silvera

March 2, 2022

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 5:02 p.m.

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
 - a. Board Members Present: Monte Joffee, Liz Perez, Rachel Mandel, Victor Motta, Leopolda Silvera.
 - b. Board Members Absent: Chester Hicks
 - c. Non-Members Present: Stacey Gauthier, Daniel Fanelli, Everett Boyd, Yeni Arias
3. Approval of Last Month's Minutes – 5 minutes
 - a. Approved by acclamation
4. School Management Team Report – 10 minutes
 - a. Everett - Enrollment at 91%, attendance steady at 93-95%
 - b. Masking policy to change soon; COVID rate at 0%
 - c. Personnel: Just before mid-winter break, one of our second grade teachers, Shanese Caton, resigned for health reasons. We were able to create a plan to fill the position immediately. Tsering Doklar, ELL Teacher has capably filled that position since the end of the mid-winter break. We communicated with parents immediately and the students were informed at a morning meeting.
 - d. For the first time, the School Management Team was able to go visit the Elmhurst site. They took photos, and Everett sent them to parents and staff--big jolt of excitement!
 - e. Yesterday, several of us were able to attend the public hearing for our charter revision.
 - f. Stacey--hearing was short and sweet and to the point.
 - i. We used our powerpoint presentation for 6 minutes of the time.
 - ii. Everett spoke briefly about the school and ceded his time to the parents who were there, including Leopolda, our board member.
 - iii. Parents spoke passionately about what the school has meant to them and their child.
 - iv. We had no outside speakers.
 - v. Danny Dromm wrote a letter that was quite supportive and well-written about

- our school.
- vi. In all of our conversations with the community at large and other bodies, people asked why we weren't doing a high school, and we are responding to the needs of the community.
 - vii. Regents are meeting on March 14, and our revision will be reviewed at that time. Those meetings livestream for anyone who wants to watch it.
 - viii. There are some new Regents; one is a non-educator but a very active parent member on the CEC.
 - ix. Stacey/Dan: Review of what is happening with the building--equipment, security, technology, basketball hoops, etc.
 - x. We are planning to do a joint summer school at Renaissance 1. Originally we weren't able to do that because of HVAC work, but that has been delayed until the following summer.
 - 1. Compass Program open to whole community for students of the right age
 - 2. Academic programs
 - xi. Addendum by Everett: Thank you to our board member Leopolda Silvera for putting together a fantastic virtual town hall in January about children and COVID vaccinations with medical professionals. It was recorded and shared in various places. Very informative meeting. This shows how rich in resources our school is.
 - xii. Stacey: Even if masks are optional, we will continue to do increased/enhanced testing for at least the following few weeks.
 - 1. Social distancing is still difficult to do in a busy school.
 - 2. Both schools have an agreement with another nursing company that comes in and tests staff members.
 - 3. We are not going to be able to selectively enforce mask wearing--parents will have to speak to their children about that.
 - 4. We need to ensure that there is no mask "bullying" either way.
 - 5. We need to continue to track the infection rate.
 - 6. Rachel Mandel weighed in with her thoughts about masks.
 - xiii. Questions about open houses and contracts

- 5. Board Members' New Business – 10 minutes
- 6. Public Speaking - TBD
- 7. Adjournment of Public Meeting 5:35 p.m.
- 8. Executive Session



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April 6, 2022

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 5:02 p.m.

1. Chairperson's Message – 3 minutes

2. Roll Call – 2 minutes

- a. Board Members Present: Monte Joffee, Liz Perez, Chester Hicks, Victor Motta, Leopolda Silvera
- b. Board Members Absent: Rachel Mandel
- c. Others Present: Stacey Gauthier, Everett Boyd, Daniel Fanelli, Lucina Hernandez, Jacqueline Ascencios, Darylinnp, Analy Torres, Teresa Flores, Esperanza Marcelo, Eridania Hernandez

3. Approval of Last Month's Minutes – 5 minutes

- a. Approved by acclamation

4. School Management Team Report – 10 minutes

- a. No change in enrollment since last board meeting
- b. No positive COVID cases
- c. Continuing with testing program each week
- d. Continuing distributing take-home tests
- e. Teaching assistant has resigned due to health reasons; position filled with another teaching assistant who will fill the position until the end of the school year. Transition was smooth, and community is grateful for the TA who resigned for her service for the last year and a half
- f. Lottery coming up on April 8. Applicants would fill the spots we have open; we are anticipating that we will be able to fill all the spots on Friday.
- g. Virtual Art Show tomorrow night at PA meeting (First Grade)
- h. Multicultural Festival on May 27, the Friday before the Memorial Day break. We will be using Martin Luther's outdoor space for different activities. First time there has been an in-person event in the last two years!
- i. Field trips are now possible; one has been planned already, and we anticipate that there will be more to come.
- j. We will be having summer school! Stacey: It will be held at Renaissance in Jackson

Heights because the new building will still be setting up. Joint summer school between the two schools. Rising first grade through high school. Classes will be taught by teachers from both schools. Early grade program will be led by teachers from Ren2. Grades 4-12 will be led by Renaissance teachers. Full credit recovery program for high school students. Will be running yearly Compass program as well. Breakfast, lunch, and snacks will be available. Parents will be receiving letters from their child's teacher letting them know their child should attend. No fee. Renaissance and Renaissance 2 office staff will be working together. Ren2 will simultaneously be moving into its new building!

- k. Ren2 is part of a consortium that is being led by Renaissance called the STOP grant (major federal grant). Program will train staff on identifying child abuse and cyber-bullying, trauma-informed practice, emergency situations, etc.
- l. Recently had meetings with Rashid from ANet. Dan: We've been working with Achievement Network at Renaissance for 6 years; it's the first year for Renaissance 2. Math and ELA skills current grade level standards. 4 assessments for math/ELA during the year (8 total). We look at the data with Rashid, our coach. We've seen student growth in ELA on overall performance. A1 we were at 48% of standards mastered, then 54%, now we are up to 58%. We've seen double-digit growth on some major standards. Based on observations, we are working on introducing more student talk in lessons as opposed to teacher talk.

5. Finance Committee Report – 10 minutes

- a. Dan: We were 50% across the board, new budget items such as furniture will be reflected in the end-of-year budget update. Discussion of federal funding and what was purchased (i.e. technology). Currently working on a working budget; planning another meeting for that.
- b. Stacey: New York State budget impacts our budget, and that has been delayed. It looks like it's going to be a quiet year in terms of us maintaining the 4.7% per-pupil increase. It doesn't look like the charter cap is going to be lifted. Our staff is expanding.
- c. Sign is on the building--Dan shared photos. Discussion about building inspections. Construction company donated hoops to us.

6. Resolution to request a planning year for TRCS 2 High School – 10 minutes

Be it resolved this 6th day of April, 2022, that the Board of Trustees of Renaissance Charter School 2 requests a planning year in SY 2022-2023 to plan and prepare for the addition of a high school in SY 2023-2024. This request for a planning year is pursuant to the charter revision for an enrollment increase and the addition of a high school for TRCS 2 that was passed by the NYSED Board of Regents at their meeting on March 14, 2022.

Resolution passed by acclamation.

This will be submitted, to be updated at a future meeting.

7. Board Members' New Business – 10 minutes

8. Public Speaking – None

9. Adjournment of Public Meeting 5:37 p.m.



The Renaissance

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May 4, 2022

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 5:01 p.m.

1. Chairperson's Message
2. Roll Call
 - a. Board members present: Monte Joffee, Liz Perez, Chester Hicks, Victor Motta, Leopolda Silvera.
 - b. Board members absent: Rachel Mandel
 - c. Others present: Stacey Gauthier, Daniel Fanelli, Everett Boyd, Denise Hur, Analy Torres, Andrew Quiñones Quiñones, Stefany Caicedo, Jen Cianchino, Lopez family, Tinlay Lama, Ashley Martinez, Tenzin Choedak, Matilde Delgado, Yaquelina, Cristina Maldonado, Yania Hernandez, Noemi Vicente
3. Approval of Last Month's Minutes
 - a. Approved by acclamation
4. School Management Team Report
 - a. Everett Boyd--we are in the home stretch toward the end of the year!
 - b. We had a great lottery on April 8. The office is busy calling and confirming with those selected in the lottery for K-3 next year.
 - c. Enrollment: still at 222 (91% of capacity)
 - d. For a while we had kept COVID numbers to zero, had one case after spring break that was detected by in-school testing program. Testing is 2x/week with our two testing services. In NYC, numbers are rising again, and we need to be vigilant again.
 - e. Able to provide tour of our new building for staff--right before spring break. Very exciting!
 - f. Hiring more staff--have seen demo lessons, etc.
 - g. Stacey Gauthier--introduced executive team (Stacey Gauthier, Daniel Fanelli, Denise Hur). Facilities update: mention of different outdoor spaces, including roof playground.
 - h. Looks like Renaissance and Renaissance 2 will be the recipients of a summer grant

from Bloomberg that will generously fund our summer program this year.

- i. Renaissance and Renaissance 2 are part of a consortium for the STOP grant. There will be workshops available for parents around safety and emotional health. Please let us know what areas you are interested in!
 - j. Discussion of safety around school--need crossing guard, busy street.
 - k. Thank you to Leopolda and PA Co-Presidents for their hard work.
5. Finance Committee Report
- a. Finance Committee met and went through the expenses and revenue in detail.
 - b. Dan--shared spreadsheet
 - c. Based on current population, we believe the special education funding will increase; we listed a conservative number.
 - d. Per-pupil funding: Every child in a charter school is allocated a specific dollar amount from the state (\$17633 this year); we are also allocated facilities funding from the city based on the per-pupil funding (30%)
 - e. The school is expanding, so we are doing more hiring; there will be additional expenses. We are assuming that new hires will have a higher salary.
 - f. Finance Committee recommended the budget; passed by acclamation.
6. Board Members' New Business (none)
7. Public Speaking (none)
8. Adjournment of Public Meeting 5:40 p.m.



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Victor Motta

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June 2, 2022

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 5:03 p.m.

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
 - a. Board Members Present - Monte Joffee, Liz Perez, Chester Hicks, Victor Motta, Leopolda Silvera
 - b. Board Members Absent - Rachel Mandel
 - c. Others Present - Stacey Gauthier, Daniel Fanelli, Everett Boyd, Lucina Hernandez, Analy Torres
3. Approval of Last Month's Minutes – 5 minutes Approved by acclamation
4. School Management Team Report – 10 minutes
 - a. Everett: Enrollment is at 91%. Projected enrollment is at around 92%
 - b. Team from Ren2 has been at Elmhurst site at least once or twice a week to conduct tours for families and prospective teachers, and to deal with various deliveries, etc.
 - c. Summer school has been developing. Have slots for all parents who want their children to attend.
 - d. Commitment letters from prospective teachers for next year. Hiring committee is doing a great job.
 - e. Lisa Olmos-Liropolous, Director of Special Populations, has resigned effective June 30. Shannon Wallace is the new Director of Special Populations. Experienced special education teacher.
 - f. Stacey: Bloomberg is giving us more funding for our summer program, including our high school program. Strong curriculum across the grades. Lavinia curriculum for lower grades. Looking at the possibility of extending the day to add an arts component. The building will be full.
 - g. Dan: Today he had a walkthrough with the design team at Dimensions to look at finishing details. Dan will be doing a walkthrough with the construction team. Continuing to take in additional furniture; move will be at the end of June.

- h. Stacey: food-tasting event. Three vendors bid to get the Ren2 business. Lunch and supper to be brought in by a food management company. Thanks to Jessica and Jeff for their help. The food was quite good!
 - i. Discussion of design team's knowledgeability. We have a temporary certificate of occupancy.
 - j. Barone and affordable housing on lot next to school. There are a number of homeless people currently on that site. Investigating bringing on security. Hoping to have a speed bump.
 - k. Question about school crossing guards. Charter schools in private space are not eligible. Security is provided in parochial schools but not charter schools. We have to look into the possibility of private security. We would be eligible for a crossing guard, but there is a shortage. Another sidewalk is being built.
5. RESOLUTION: Open Meetings Law – 10 minutes
- a. Board members have to be at the physical location or put up location publicly. Voting members need to put up their address or go to the physical location to count toward a quorum.
 - b. Adopted by acclamation.
6. Draft 2022-2023 Board Meeting Calendar – 10 minutes
- a. Discussion of changing meeting times to during the day
 - b. Proposal to have the Ren2 meeting at 11 a.m. on the first Wednesday except October and April.
 - c. Passed by acclamation
7. Board Members' New Business – 10 minutes
- a. Congratulations to former board member John York who is engaged to be married!
 - b. We may need to close-caption our meetings.
 - c. During the summer we need to work with the management team on their self-evaluation process.
8. Public Speaking – Analy Torres. Visited new building, said it was amazing. Commented on safety and security (e.g. windows not opening too far). It was very quiet, couldn't hear train passing. Enjoyed the tour!

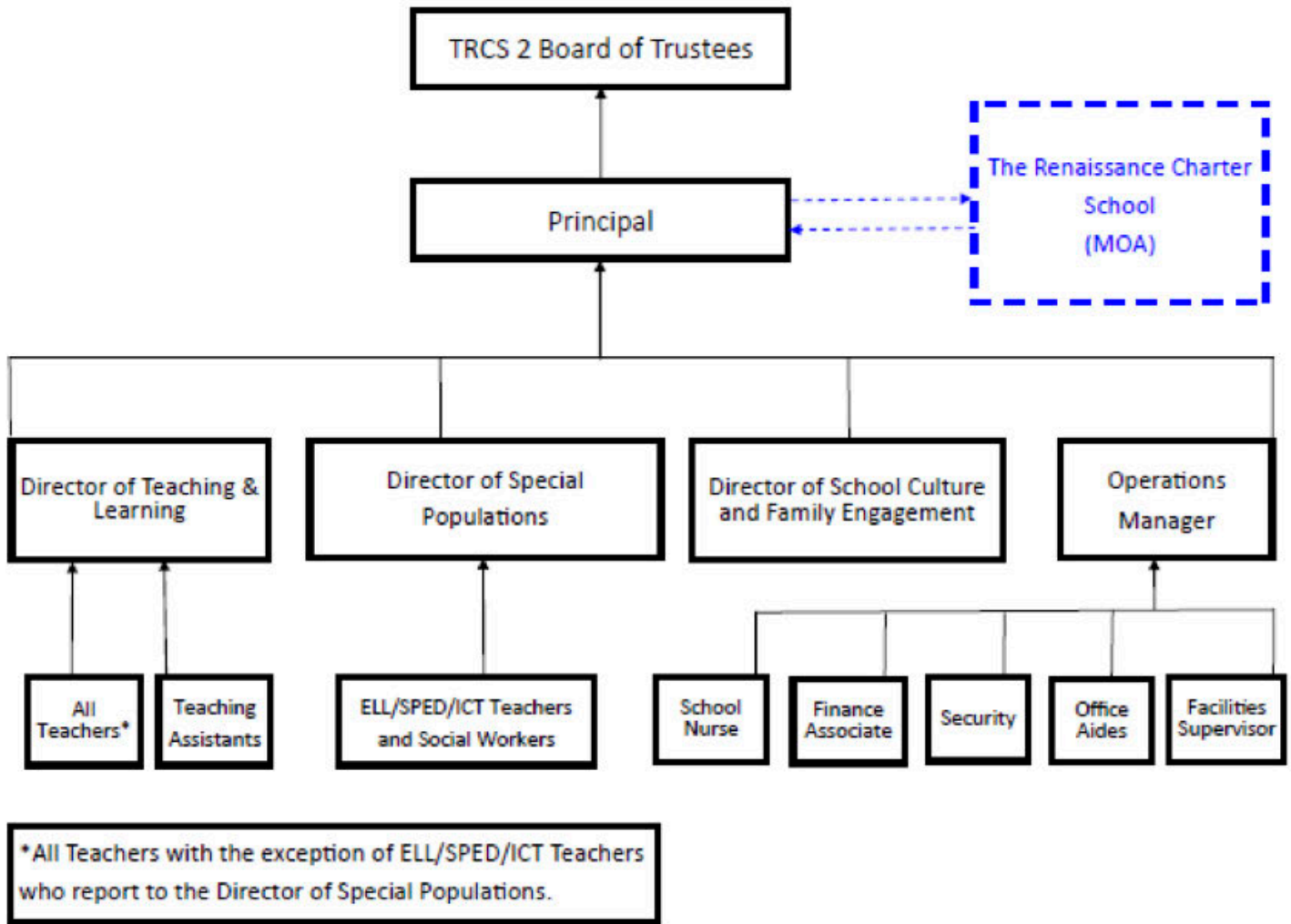
Stacey noted that both Ren and Ren2 are part of large federal grants to train stakeholders in various safety elements.

9. Adjournment of Public Meeting: 5:49 p.m.



The Renaissance Charter School 2

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The Renaissance

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Charter School 2

2022-2023 TRCS 2 School Calendar

August

| Day | Event | Additional Information |
|------|--|------------------------|
| 8/22 | Classroom setup can begin New Teachers PD | Teachers only |
| 8/29 | Professional Development | Teachers only |

September - Hispanic Heritage Month

(19 instructional days)

| Day | Event | Additional Information |
|-----------|--|--|
| 9/1 | Welcome Day for Families from 2 - 4pm | |
| 9/2 | Classroom Environmental WalkThroughs | |
| 9/6 | First Day of School | Trimester 1 Begins |
| 9/7 & 9/8 | NWEA testing All grades | |
| 9/8 | PA Meeting | |
| 9/9 | Half Day for Students Dismissal at 11:40 | Students dismiss at 11:40 Anet PD at Ren 1 for grades 2&3 PD for grades K&1 TBD |
| 9/12 | Early Bird Assessments K&1 only Fountas and Pinnell Benchmarks Begin (Grades 1 -3) | |
| 9/15 | Second Classroom Environmental Walkthrough | |

| | | |
|------|--|--|
| 9/20 | Curriculum Night Items due in drive | |
| 9/22 | Curriculum Night | |
| 9/28 | F&P Benchmarking Ends All data updated on Drive | |

October

(20 instructional days)

| Day | Event | Additional Information |
|------------|---|--|
| 10/3 | TRIP 1.0 Begins | |
| 10/4 | Amplify PD 9am - 3pm | Individual coachings |
| 10/6 | PA Meeting | |
| 10/10 | Indigenous People Day | NO SCHOOL |
| 10/12 | Half Day Faculty Meeting 1 - 4pm | Students dismissed at 11:40 |
| 10/18 | ELA tutoring begins for grades 1 -3 | |
| 10/20 | Math tutoring begins for grades 1- 3 | |
| 10/31 | Halloween Festival | |

November - American Indian Heritage Month

(18 instructional days)

| | | |
|-------|---|---------------------------|
| 11/4 | PA meeting | Trimester 1 Ends |
| 11/7 | | Trimester 2 Begins |
| 11/8 | ELA tutoring begins for K students | |
| 11/9 | Fountas and Pinnell Benchmarks Begin (K-3 grades) | |
| 11/10 | Math tutoring begins for K students | |

| | | |
|---------------|---|--|
| 11/11 | Veterans Day | NO SCHOOL |
| 11/13 | Grades and comments due for report cards by midnight | |
| 11/15 | Report Cards sent home via Bright Arrow | |
| 11/17 | Parent/Teacher Conferences Half day for students | Students dismiss at 11:40 Conferences from 1- 3pm and 5 - 8pm |
| 11/21 | Fountas and Pinnell Benchmarks End All data uploaded to the Drive | |
| 11/22 | Grateful Feast No tutoring | |
| 11/23 - 11/25 | Thanksgiving Break | NO SCHOOL |
| 11/28 | TRIP 2.0 Begins | |
| 11/30 | Half Day Faculty Meeting 1 - 4pm | Students dismissed at 11:40 |

December

(15 instructional days)

| | | |
|-------------|------------------------------------|--|
| 12/5 | Early Bird Assessments K&1 only | |
| 12/8 | PA Meeting | |
| 12/16 | Holiday Concert | |
| 12/22 - 1/2 | Holiday Break | NO SCHOOL School Resumes on 1/3 |

January

(20 instructional days)

| | | |
|------|-------------------------------------|--|
| 1/3 | School Resumes | |
| 1/5 | PA Meeting | |
| 1/16 | Martin Luther King Jr. Day | NO SCHOOL |
| 1/18 | Half Day Faculty Meeting 1 - 4pm | Students dismissed at 11:40 |

| | | |
|-------------|---------------------------------------|--|
| 1/25 & 1/26 | NWEA testing | |
| 1/27 | Kindergarten and First Grade Art Show | |
| 1/31 | Promotion in Doubt Letters sent home | |

February - Black History Month

(15 instructional days)

| | | |
|-------------|---|------------------|
| 2/1 | F&P Benchmarks Begin | |
| 2/2 | PA Meeting | |
| 2/10 | 100th Day of School | |
| 2/15 | F&P Benchmarks End All data uploaded to the Drive | |
| 2/20 - 2/24 | Winter Break | NO SCHOOL |
| 2/27 | TRIP 3.0 Begins Early Bird Assessments K&1 only | |

March - Women's History Month

(23 instructional days)

| | | |
|-------------|---|--|
| 3/2 | PA Meeting | |
| 3/3 | | Trimester 2 Ends |
| 3/6 | | Trimester 3 Begins |
| 3/12 | Grades due for Report Cards with comments by midnight | |
| 3/14 | Report Cards sent home via Bright Arrow | |
| 3/16 | Parent/Teacher Conferences Half day for students First Grade Art Show | Students dismiss at 11:40 Conferences from 1- 3pm and 5 - 8pm |
| 3/20 - 3/24 | Spirit Week | |
| 3/22 | Half Day Faculty Meeting 1 - 4pm | Students dismissed at 11:40 |

April - Arab American Heritage Month**(13 instructional days)**

| | | |
|-------------|---------------------------|------------------|
| 4/3 | Curriculum Orders Due | |
| 4/6 | PA Meeting | |
| 4/6 - 4/14 | Spring Break | NO SCHOOL |
| 4/19 - 4/21 | NY State ELA test | |
| 4/20 | No tutoring | |
| 4/21 | Eid al-Fitr | NO SCHOOL |
| 4/24 - 4/28 | NY State ELA makeup tests | |
| 4/28 | Multicultural Day | |
| 4/29 | Curriculum Orders Due | |

May - Asian Pacific American Heritage Month**(21 instructional days)**

| | | |
|------------|--|--|
| 5/1 - 5/5 | Teacher Appreciation Week | |
| 5/2 - 5/4 | NY State Math Test | |
| 5/4 | PA Meeting | |
| 5/5 - 5/11 | NY State Math Test Makeups | |
| 5/19 | Half Day Faculty Meeting 1 - 4pm | Students dismissed at 11:40 |
| 5/22 | Early Bird Assessments K&1 only | |
| 5/25 | Morning Muffins with a Loved One Second and Third Grade Art Show Promotion in Doubt Letters sent home No tutoring | |

| | | |
|-------------|---------------------------|------------------|
| 5/26 & 5/29 | Memorial Day Weekend | NO SCHOOL |
| 5/30 | Last ELA tutoring session | |

June - Pride Month

(16 instructional days)

| | | |
|-------------|--|--|
| 6/1 | Last math tutoring session | |
| 6/2 | Schoolwide Publishing Party Culmination of Writing Pieces | |
| 6/5 | Clerical Day Half day for children | Children dismiss at 11:40 |
| 6/6 | F&P Benchmarks Begin | |
| 6/8 | PA Meeting | |
| 6/9 | Grade level supply list and welcome letter due for review | |
| 6/9 | Field Day | If rains field day will be in the gym |
| 6/12 | Classroom Clean Up Day Half day for children | Children dismiss at 11:40 |
| 6/14 & 6/15 | NWEA Assessments | |
| | | |
| 6/16 | Spring Concert F&P Benchmarks End All data uploaded to the drive Grade and comments for report cards due by midnight | Trimester 3 ends |
| 6/19 | Juneteenth | NO SCHOOL |
| 6/26 | Last day of school Report Cards sent out via Bright Arrow | Half day for Children |

*****All dates are subject to change*****

*****When the school building is closed due to an emergency such as a snow day, all students and families should plan on participating in remote learning.*****



The Renaissance

45-20 83rd Street, Elmhurst, NY 11373
 www.renaissancecharter.org • 917-242-3505 • info@rencharter2.org Charter School 2

2022-2023 TRCS 2 Staff Calendar

August

| Day | Event | Additional Information |
|------|--|------------------------|
| 8/22 | Classroom setup can begin New Teachers PD | Teachers only |
| 8/29 | Professional Development | Teachers only |

(19 instructional days)

| September 2022 | | | | | | |
|----------------|---|------------------------|---------------------------|---|------------------------|----------|
| SUN 28 | MON 29 | TUE 30 | WED 31 | THU Sep 1 | FRI 2 | SAT 3 |
| | Teacher PD ○ 12pm Ren 2 Emerger | | ○ 2pm POSTPONED - A | Per session for August: ● 10:30am TRCS2 Faci ○ 2:30pm Welcome Da: | Classroom Environment | |
| 4 | 5 | First Day of School | NWEA testing - all grades | PA meeting ○ 11am Goal-Setting M | ○ 11:40am Half day for | 10 |
| 11 | Early Bird Assessments Fountas and Pinnell Ber | 13 | 14 | Second Classroom Envi ● 9am SMT Meeting | 16 | 17 |
| 18 | 19 | Curriculum Night items | 21 | Curriculum Night ● 9am SMT Meeting | 23 | 24 |
| 25 | 26 | 27 | F&P Benchmarking End | ● 9am SMT Meeting | 30 | Oct 1 |

September - Hispanic Heritage Month

(19 instructional days)

| Day | Event | Additional Information |
|------------------------|---------------------------------------|------------------------------|
| 9/1 | Welcome Day for Families from 2 - 4pm | |
| 9/2 | Classroom Environmental WalkThroughs | |
| 9/6 | First Day of School | Trimester 1 Begins |
| 9/7 (ELA) & 9/8 (Math) | NWEA testing All grades | Testing done in small groups |
| 9/8 | PA Meeting | |

| | | |
|-----------|---|---|
| 9/9 | Half Day for Students Dismissal at 11:40 | Students dismiss at 11:40 Anet PD at Ren 1 for grades 2&3 Early Bird Training K&1 from 1 - 2pm |
| 9/12 | Fountas and Pinnell Benchmarks Begin (New students in grades 1 - 3 only) | |
| 9/15 | Second Classroom Environmental Walkthrough | |
| 9/19-9/23 | Early Bird Assessments K&1 only | |
| 9/20 | Curriculum Night Items due in drive | |
| 9/22 | Curriculum Night | |
| 9/28 | F&P Benchmarks End All new students added to TRIP group list | |
| 9/28 | Lauren (TCRWP) | |

(20 instructional days)

| October 2022 | | | | | | |
|--------------|--|---|---|---|---|-------|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| 25 | 26 | 27 | 28 F&P Benchmarking Ends | 29 9am SMT Meeting | 30 | Oct 1 |
| 2 | 3 Per session for September due TRIP 1.0 begins | 4 9am Amplify PD 10am ACS updates | 5 11:30am SMT mtg | 6 PA meeting 9am SMT Meeting | 7 | 8 |
| 9 | 10 NO SCHOOL | 11 | 12 11:40am Half Day 1pm Faculty meeting | 13 9am SMT Meeting 12:30pm Meeting with Billy | 14 12:25pm Flight to Miami (F) 5:55pm Flight to Guayaquil | 15 |
| 16 | 17 | 18 ELA tutoring begins for grade | 19 | 20 9am SMT Meeting | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 9am TRCS 2 - Instructional 9am SMT Meeting 2 more | 28 | 29 |
| 30 | 31 Halloween Festival 12pm Axel in person interv | Nov 1 Per session for October due | 2 | 3 9am SMT Meeting 11am SMT mtg | 4 PA meeting Trimester 1 ends | 5 |

October

(20 instructional days)

| Day | Event | Additional Information |
|-------|---|------------------------------------|
| 10/3 | TRIP 1.0 Begins Alice coachings for F&P | |
| 10/4 | Amplify PD 9am - 12pm (Grades 2&3) 1pm - 4pm (Grades K & 1) | Launch Program Overview |
| 10/6 | PA Meeting | |
| 10/10 | Indigenous Peoples Day | NO SCHOOL |

| | | |
|-------|--|-----------------------------|
| 10/12 | Half Day Faculty Meeting 1 - 4pm Amplify training Guided Unit Internalization | Students dismissed at 11:40 |
| 10/18 | ELA tutoring begins for grades 1 -3 | |
| 10/20 | Alice coachings for F&P | |
| 10/21 | Alice coachings for F&P | |
| 10/24 | Early Bird Training K and 1st grade teachers only | 2:00 - 3:00 |
| 10/31 | Halloween Festival | |

(18 instructional days)

| November 2022 | | | | | | |
|---------------------|--|--|---|---|--------------------------------|----------|
| SUN 30 | MON 31 | TUE Nov 1 | WED 2 | THU 3 | FRI 4 | SAT 5 |
| | Halloween Festival ● 12pm Axel in person | Per session for October | | ● 9am SMT Meeting ○ 11am SMT mtg | PA meeting Trimester 1 ends | |
| 6 | 7 | 8 ● 9:15am Flight to Miai ● 3:29pm Flight to New | 9 F&P benchmarks begin | 10 MATH Tutoring Begins! | 11 NO SCHOOL | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Grades and comments | Book Fair Report cards sent home ○ 9:30am TRCS 2 - Dat | ELA tutoring begins for ● 11:30am SMT Meetir | Picture Day ○ 12pm Bridges Collab | P/T Conferences ● 9am SMT Meeting 2 more | | |
| 20 | 21 Pajama Day ○ 3:30pm Active Shoot | 22 Grateful Feast - NO tuto | 23 Thanksgiving break - NO SCHOOL | 24 ● 9am SMT Meeting ○ 11am SMT mtg | 25 | 26 |
| 27 | 28 | 29 ○ 8am Jhoseline mtg | 30 HALF DAY ○ 1pm Faculty meeting | Dec 1 PA meeting Per session for Novemb ● 11am SMT mtg | 2 | 3 |

November - American Indian Heritage Month

(18 instructional days)

| | | |
|-------|--|-----------|
| 11/4 | PA meeting | |
| 11/7 | Anet #1 ELA (Grades 2 & 3) | |
| 11/9 | Anet #1 Math (Grades 2 & 3) | |
| 11/10 | Math tutoring begins for K students | |
| 11/11 | Veterans Day | NO SCHOOL |
| 11/14 | Anet data dig @ Ren 1 (Grades 2 & 3) Progress Reports send home via Bright Arrow | |

| | | |
|---------------|---|--|
| 11/15 | ELA tutoring begins for K students | |
| 11/16 | Picture Day | |
| 11/17 | Parent/Teacher Conferences Half day for students | Students dismiss at 11:40 Conferences from 1- 3pm and 5 - 8pm |
| 11/18 | Lauren visits via Zoom Note taking focus Small group conferencing Zoom from separate locations | |
| 11/21 | Active Shooter Training | ALL STAFF 3:30 - 5:30 |
| 11/22 | Grateful Feast No tutoring | |
| 11/23 - 11/25 | Thanksgiving Break | NO SCHOOL |
| 11/30 | Half Day Faculty Meeting 1 - 4pm (Lauren PD?) | Students dismissed at 11:40 |

(15 instructional days)

| December 2022 | | | | | | |
|---------------|----------------------|------------------------|---|--|---|----------|
| SUN 27 | MON 28 | TUE 29 | WED 30 | THU Dec 1 | FRI 2 | SAT 3 |
| | | ○ 8am Jhoseline mtg | HALF DAY ○ 1pm Faculty meeting | PA meeting Per session for Novemb ● 11am SMT mtg | | |
| 4 | F&P Benchmarks Begin | ● 11am Cahn Learning | ○ 9:30am TRCS 2 - Coa ● 6pm Advisory Board | Trimester 2 begins ● 11am SMT mtg | ● 2:30pm Debrief With | 10 |
| 11 | 12 | ● 8:30am Everett and A | Anet #2 ELA 2&3 Grade F&P benchmarks Ends ○ 10am Open house | ○ 11am SMT mtg ○ 12:30pm Masuma an | All F&P Data Entered Holiday Concert Report cards sent home | 17 |
| 18 | 19 | ANET #2 MATH 2&3 ON | 21 | Winter break ○ 11am SMT mtg | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Winter break | | | | ○ 11am SMT mtg | | |

December

(15 instructional days)

| | | |
|-------|---|---------------------------|
| 12/5 | F&P benchmarks begin (All students) | |
| 12/7 | | Trimester 1 Ends |
| 12/8 | PA Meeting | Trimester 2 Begins |
| 12/14 | F&P benchmarks end Anet #2 ELA (Grades 2 & 3) | |

| | | |
|-------------|--|--|
| 12/16 | Publishing Party/Winter Concert Report Cards send out via Bright Arrow - indicate PID students All F&P Data entered | |
| 12/20 | Anet #2 Math (Grades 2 & 3) | |
| 12/22 - 1/2 | Holiday Break | NO SCHOOL School Resumes on 1/3 |

(20 instructional days)

| January 2023 | | | | | | |
|--------------|---|--|---------------------------------------|---|--------------|----------|
| SUN Jan 1 | MON 2 | TUE 3 | WED 4 | THU 5 | FRI 6 | SAT 7 |
| Winter break | | Per session for Decemb School resumes | 3:20pm Faculty Meet | PA meeting TRIP 2.0 Begins 11am SMT mtg | | |
| 8 | Anet Data Dig 2&3 Grad 9:30am TRCS 1 & 2 - | 9am IN PERSON OPE 12:30pm Masuma, M | 11 | 11am SMT mtg | 13 | 14 |
| 15 | NO SCHOOL | 17 | 18 HALF DAY 1pm Faculty meeting | 19 11am SMT mtg | 20 | 21 |
| 22 | 23 | Alice Coaching For F&P | | | K&1 Art show | |
| | | | LaGuardia High School | 11am SMT mtg 6pm IN PERSON OPE | | |
| 29 | 30 | PID letters sent home | Feb 1 Per session for January | Lauren Coaching PA Meeting 11am SMT mtg | 3 | 4 |

January

(20 instructional days)

| | | |
|------------------|---|------------------------------------|
| 1/3 | School Resumes TRIP 2.0 begins | |
| 1/5 | PA Meeting | |
| 1/9 | Anet data dig @ Ren 1 (Grades 2 & 3) | |
| 1/16 | Martin Luther King Jr. Day | NO SCHOOL |
| 1/18 | Half Day Faculty Meeting 1 - 4pm | Students dismissed at 11:40 |
| 1/24, 1/25, 1/26 | Alice coachings for F&P | |
| 1/27 | Kindergarten and First Grade | |

| | | |
|------|--------------------------------------|--|
| | Art Show | |
| 1/31 | Promotion in Doubt Letters sent home | |

(15 instructional days)

| February 2023 | | | | | | |
|---------------|--------------------------|-----------------------|--|---|---|----------|
| SUN 29 | MON 30 | TUE 31 | WED Feb 1 | THU 2 | FRI 3 | SAT 4 |
| | | PID letters sent home | Per session for January | Lauren Coaching PA Meeting ○ 11am SMT mtg | | |
| 5 | 6 | 7 | NWEA ELA ○ 3:30pm Active Shoot | NWEA MATH ○ 11am SMT mtg | 100th DAY OF SCHOOL | 11 |
| 12 | 13 | 14 | 15 | ○ 11am SMT mtg | 17 | 18 |
| 19 | WINTER BREAK - NO SCHOOL | | | | ○ 11am SMT mtg | 25 |
| 26 | 27 | Anet #3 ELA 2&3 GRAD! | Mar 1 Per session for March d ○ 6pm Advisory Board | PA meeting ○ 11am SMT mtg | Anet Data DIG ELA 2&3 Trimester 2 ends | 4 |

February - Black History Month

(15 instructional days)

| | | |
|---|------------------------------------|------------------------------|
| 2/2 | PA Meeting Lauren coachings | |
| 2/8 (ELA) & 2/9 (Math) Active Shooter Training #2 from 3:30 - 5:30 | NWEA testing All grades | Testing done in small groups |
| 2/10 | 100th Day of School | |
| 2/20 - 2/24 | Winter Break | NO SCHOOL |
| 2/27 - 3/3 | Early Bird Assessments K&1 only | |
| 2/28 | Anet #3 ELA (Grades 2 & 3) | |

(23 instructional days)

| March 2023 | | | | | | |
|------------|--|----------------------|---|---|---|----------|
| SUN 26 | MON 27 | TUE 28 | WED Mar 1 | THU 2 | FRI 3 | SAT 4 |
| | | Anet #3 ELA 2&3 GRAD | Per session for March d ○ 6pm Advisory Board | PA meeting ○ 11am SMT mtg | Anet Data DIG ELA 2&3 Trimester 2 ends | |
| 5 | F&P Benchmarks Begin Trimester 3 begins | 7 | Alice Coaching for F&P | ○ 11am SMT mtg | 10 | 11 |
| 12 | Grades Due for Report C | 14 | Report cards sent home | ANET #3 MATH 2&3 GR F&P Benchmarks End | 1st Grade Art Show P/T Conferences ○ 11am SMT mtg ○ 11:40am Half day for | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| | SPIRIT WEEK Trip 3.0 Begins | | ○ 11:40am Half day for ○ 1pm Faculty meeting | ○ 11am SMT mtg | | |
| 26 | ○ 2pm Early Bird Traini | 28 | 29 | ○ 11am SMT mtg | 31 | Apr 1 |
| | | | | | Lauren Coaching Indivic | |

March - Women's History Month

(23 instructional days)

| | | |
|----------------|---|--|
| 3/2 | PA Meeting | |
| 3/3 | Anet Data Dig ELA @ Ren 1 (Grades 2 & 3) | Trimester 2 Ends |
| 3/6 | F&P benchmarks begin (All students) | Trimester 3 Begins |
| 3/8, 3/9, 3/10 | Alice coachings for F&P | |
| 3/12 | Grades due for Report Cards with comments by midnight | |
| 3/14 | Report Cards sent home via Bright Arrow | |
| 3/15 | Anet #3 Math (Grades 2 &3) F&P Benchmarks End | |
| 3/16 | Parent/Teacher Conferences Half day for students First Grade Art Show | Students dismiss at 11:40 Conferences from 1- 3pm and 5 - 8pm |
| 3/20 - 3/24 | Spirit Week TRIP 3.0 begins | |
| 3/22 | Half Day Faculty Meeting 1 - 4pm Lauren PD | Students dismissed at 11:40 |
| 3/27 | Early Bird Training K and 1st grade teachers only | 2:00 - 3:00 |
| 3/31 | Lauren PD | |

(13 instructional days)

| April 2023 | | | | | | |
|--------------------------|--|--------------------|--------------------|---|--|-----------------------------|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| 26 | 27 ○ 2pm Early Bird Traini | 28 | 29 | 30 ○ 11am SMT mtg | 31 Lauren Coaching Indivc | Apr 1 |
| 2 | 3 Curriculum Orders due Per session for March d | 4 | 5 | 6 SPRING BREAK - NO SCHOOL ○ 11am SMT mtg | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 ○ 11am SMT mtg | 14 | 15 |
| SPRING BREAK - NO SCHOOL | | | | | | |
| 16 | 17 | 18 Picture Day | 19 NYS ELA Test | 20 NO tutoring ○ 11am SMT mtg | 21 Eid al-Fitr - NO SCHOOL | 22 |
| 23 | 24 NYS ELA makeup test | 25 | 26 | 27 ○ 11am SMT mtg | 28 Multicultural day | 29 Curriculum Orders Due |
| 30 | May 1 Teacher Appreciation Week Per session for April du | 2 NYS Math Test | 3 | 4 | 5 NYS Math Test makeup Lauren Coaching | 6 |

April - Arab American Heritage Month

(13 instructional days)

| | | |
|-------------|---------------------------|------------------|
| 4/3 | Curriculum Orders Due | |
| 4/6 - 4/14 | Spring Break | NO SCHOOL |
| 4/18 | Picture Day | |
| 4/19 - 4/20 | NY State ELA test | |
| 4/20 | No tutoring | |
| 4/21 | Eid al-Fitr | NO SCHOOL |
| 4/24 - 4/28 | NY State ELA makeup tests | |
| 4/28 | Multicultural Day | |
| 4/29 | Curriculum Orders Due | |

(21 instructional days)

| May 2023 | | | | | | |
|-----------|--|-------------------|--------------------------|--|---|------------------------------|
| SUN 30 | MON May 1 | TUE 2 | WED 3 | THU 4 | FRI 5 | SAT 6 |
| | Teacher Appreciation Week | | | | | |
| | Per session for April du | NYS Math Test | | PA meeting ○ 11am SMT mtg | NYS Math Test makeup Lauren Coaching | |
| 7 | NYS Math Test makeup | | | | | 13 |
| | | Lauren Coaching | | ○ 11am SMT mtg | | |
| 14 | | | | ○ 11am SMT mtg ○ 6pm Advisory Board | ○ 11:40am Half day for ○ 1pm Faculty meeting | 20 |
| 21 | Early Bird Assessments NWEA TESTING ELA | NWEA TESTING MATH | | 2&3 Grade Art Show Morning muffins No tutoring 2 more | Memorial Day Weekend - NO SCHOOL | |
| 28 | Memorial Day Weekend - NO SCHOOL | | Last ELA tutoring sessio | 31 | Jun 1 Last Math Tutoring Sesi Per session for May dur ○ 11am SMT mtg | 2 Schoolwide Publishing I |

May - Asian Pacific American Heritage Month

(21 instructional days)

| | | |
|--------------------------|---|-------------------------------------|
| 5/1 - 5/5 | Teacher Appreciation Week | |
| 5/2 - 5/4 | NY State Math Test | |
| 5/4 | PA Meeting | |
| 5/9 | Lauren coachings | |
| 5/5 - 5/11 | NY State Math Test Makeups | |
| 5/19 | Half Day Faculty Meeting 1 - 4pm | Students dismissed at 11:40 |
| 5/22 (ELA) & 5/23 (Math) | NWEA Testing All grades | Testing done in small groups |
| 5/22 & 5/25 | Early Bird Assessments K&1 only | |
| 5/25 | Morning Muffins with a Loved One Second and Third Grade Art Show Promotion in Doubt Letters sent home No tutoring | |
| 5/26 & 5/29 | Memorial Day Weekend | NO SCHOOL |
| 5/30 | Last ELA tutoring session | |

(16 instructional days)

| June 2023 | | | | | | |
|----------------------------------|--|------------------------------------|-----------|--|---|----------|
| SUN 28 | MON 29 | TUE 30 | WED 31 | THU Jun 1 | FRI 2 | SAT 3 |
| Memorial Day Weekend - NO SCHOOL | | Last ELA tutoring sessio | | Last Math Tutoring Ses: Per session for May due ○ 11am SMT mtg | Schoolwide Publishing I | |
| 4 | Anet #4 ELA 2&3 Grade: Clerical day ○ 11:40am Half day for | Anet #4 MATH 2&3 Gra: Lauren PD | 7 | PA meeting ○ 11am SMT mtg | Field Day Grade level Supply list / | 10 |
| 11 | Classroom Clean Up Da ○ 11:40am Half day for | Anet Data Dig Math 2&3 | 14 | ○ 11am SMT mtg | F&P Benchmarks End A Grades and comments I Spring Concert Trimester 3 ends | 17 |
| 18 | Juneteenth - NO SCHOC | 20 | 21 | ○ 11am SMT mtg | Per session for June du | 24 |
| 25 | Last day of school Reports Cards sent via I ○ 11:40am Half day for | 27 | 28 | ○ 11am SMT mtg | 30 | Jul 1 |

June - Pride Month

(16 instructional days)

| | | |
|------|--|--|
| 6/1 | Last math tutoring session | |
| 6/2 | Schoolwide Publishing Party Culmination of Writing Pieces | |
| 6/5 | Clerical Day Half day for children Anet #4 ELA Grades 2 & 3 | Children dismiss at 11:40 |
| 6/6 | F&P Benchmarks Begin Lauren PD Anet #4 Math Grades 2 & 3 | |
| 6/8 | PA Meeting | |
| 6/9 | Grade level supply list and welcome letter due for review | |
| 6/9 | Field Day | If rains field day will be in the gym |
| 6/12 | Classroom Clean Up Day Half day for children | Children dismiss at 11:40 |
| 6/13 | Anet Data Dig Math @ Ren 1 (Grades 2 & 3) | |
| 6/16 | Spring Concert | |

| | | |
|------|--|-----------------------|
| | F&P Benchmarks End All data uploaded to the drive Grade and comments for report cards due by midnight | Trimester 3 ends |
| 6/19 | Juneteenth | NO SCHOOL |
| 6/26 | Last day of school Report Cards sent out via Bright Arrow | Half day for Children |

(180 instructional days for the year)

*****All dates are subject to change*****

*****When the school building is closed due to an emergency such as a snow day, all students and families should plan on participating in remote learning.*****

Martin Luther School

Small School.  Smart Choice.

July 21, 2022

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.

Yours truly,



Gary Fredericksen, Director of Operations

The Martin Luther School

**HOUSING AND DEVELOPMENT ADMINISTRATION
DEPARTMENT OF BUILDINGS
CERTIFICATE OF OCCUPANCY**

BOROUGH Queens

DATE: 6/13/78

NO. Q 193037

This certificate supersedes C.O. No.

ZONING DISTRICT R-4

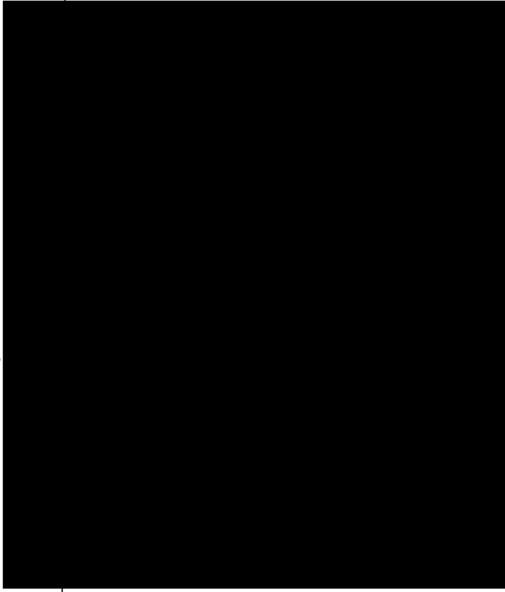
THIS CERTIFIES that the ~~new~~ altered ~~existing~~ building premises located at
60-20 Maspeth Ave.

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 |
|--------|----------------------------------|---|---|--|---------------------|--|---|
| Cellar | O.G. | 800 | | | | |  |
| 1st | 60 75 100 | 693 | | | | | |
| 2nd | 60 75 100 | 463 | | | | | |
| 3rd | 75 | 173 | | | | | |

**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. ...
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 thencefeet; thencefeet;
thence W. 372.94feet; thence S. 180.29feet;
thence E. 375.77feet; thence N. 131.42feet;
thencefeet; thencefeet;
to the point or place of beginning.

N.B. of ALT. No. 310/78 DATE OF COMPLETION 5/25/78 CONSTRUCTION CLASSIFICATION Non-Fire
BUILDING OCCUPANCY GROUP CLASSIFICATION Public HEIGHT 2+3 STORIES, 31+47 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: _____