

Application: The Renaissance Charter School 2

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2024-2025 Annual Report

Summary

ID: 0000000112
Status: Annual Report Submission
Last submitted: Nov 3 2025 02:35 PM (EST)

Entry 1 – School Information and Cover Page

Completed - Jul 31 2025

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 the 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 2024-2025 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, 2025) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

Renaissance Charter School 2 (The)

b. Unofficial or Popular School Name

TRCS 2

c. CHARTER AUTHORIZER (As of June 30th, 2025)

Please select the correct authorizer as of June 30, 2025 or you may not be assigned the correct tasks.

BOARD OF REGENTS

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District #24

e. Date of Approved Initial Charter

Jul 30 2017

f. Date School First Opened for Instruction

Sep 1 2020

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

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.

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

KDE #1: A Comprehensive Standards-Aligned Academic Program

95% of parent/family respondents reported that they were satisfied with the education their child(ren) received,” and 94% reported that they were satisfied with the quality of TRCS2 teachers.

88% of teacher respondents reported that “students and teachers experience a strong emphasis on academic success and adherence to specific standards of achievement.

100% of teacher respondents said that they would recommend the school to parents seeking a placement for their children.

• KDE #2: A Student-Centered Academic Program

99% of parent/family respondents reported that their children “feel like they belong at this school.”

95% of teachers reported that they “design appropriate instruction that is matched to student need” and that they “modify instructional materials and activities to meet the developmental needs and learning interests of [their] students.”

100% of teachers reported that they have resources and tools they need to include in their instructional planning multiple opportunities for engaging students in meaningful discussions and helping students interact with complex lessons and texts in each core subject.

Also, parents and family members surveyed throughout the charter term reported satisfaction with how the school personalizes instruction and addresses the needs of all of its students including ELLs and SWDs.

• KDE #4: Extensive Academic and Social-emotional Supports

92% of parent/family members said that “The school offers a wide enough variety of programs, classes and activities to keep my child engaged in school,” and 92% of parents/family members of students with IEPs said that “The school offers a wide enough variety of activities and services—including related services and assistive and adaptive technologies where appropriate—to help improve life outcomes for my child.”

88% of teachers said that most or all adults at the school “teach students the skills they need to fully engage academically (i.e., by focusing their attention or managing their thinking, behavior or feelings.”

One teacher summed up the consensus of teachers regarding this benchmark, saying “I’m proud of the growth my students made this year academically and social-emotionally.”

• KDE #5: A Culture of Collaboration

99% of parent/family members reported that “My child’s teachers treat me as a partner in educating my child” and 97% reported that “families are treated as experts on their children.”

13 The NYCPS survey did not ask questions that allowed for respondents to address KDEs # 3 and 8.

Parent/family members recognized TRCS2’s proactive approach to collaborating with them, with 96% reporting that TRCS2 “creates opportunities for parents to be involved in school activities and in their child’s learning” and 94%

reporting that “Teachers work closely with me to meet my child’s needs.”

100% of teachers reported that “teachers work closely with families to meet students’ needs” and “regularly communicate with families about how they can help students learn.”

89% of teachers reported that “the Principal/School Leader, teachers and staff collaborate to make this school run effectively” and 88% reported that “teachers design instructional programs together.”

- KDE #6: College and Career Preparation

100% of teachers reported that “This school is intentional in providing students guidance on navigating school transitions as well as considering college and career options” and “it is a priority at this school that adults provide students with opportunities to learn about different career paths.”

89% parent/family members reported that TRCS2 “helps to prepare my child for college, career and success in life after high school.”

- KDE #7: Commitment to Professional Development

82% of teachers reported that their professional development experiences “directly related to my students’ needs.”

i. School Website Address

<https://rencharters.org/trcs-elmhurst/>

j. Authorized Charter Enrollment for 2024-2025 School Year

837

k. Actual Enrollment on June 30, 2025, Excluding Pre-K Program Enrollment

817

I. Grades Served

Grades served during the 2024-2025 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4
5
6
9
10

m. Charter Management Organization/Educational Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased to educate students

Will the school maintain or operate multiple sites in 2025-2026?

No, just one site.

School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2025-2026 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	45-20 83rd Street Elmhurst, NY 11373	917-242-3505	New York City Community School District #24	K-6, 9-10	K-7, 9-11	No

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Stacey Gauthier	Master Principal	917-242-3505	917-930-6701	staceygauthier@rencharter.org
Operational Leader	Jessica Kim	AP for Operations and Finance	917-242-3505	917-331-8266	jessicakim@rencharter2.org
Compliance Contact	Jessica Kim	AP for Operations and Finance	917-242-3505	917-331-8266	jessicakim@rencharter2.org
Complaint Contact	Jessica Kim	AP for Operations and Finance	917-242-3505	917-331-8266	jessicakim@rencharter2.org
DASA Coordinator	Adiel Francis	Dean of Student Support	917-242-3505	917-242-3505	adielfrancis@rencharter2.org
Phone Contact for After Hours Emergencies	Stacey Gauthier	Master Principal	917-242-3505	917-930-6701	staceygauthier@rencharter.org

n1b. Is site 1 in public space or in private space?

Private Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Not Co-Located

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

n1e. 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, 2025.

Fire inspection certificates must be updated annually. For the upcoming school year 2025-2026, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2025 submission of the Annual Report and the November 3 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 3, 2025.

Site 1 Certificate of Occupancy (COO)

[Final Certificate of Occupancy 3.20.23.pdf](#)

Filename: Final Certificate of Occupancy 3.20.23.pdf Size: 34.8 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[Ren2 Fire2024.pdf](#)

Filename: Ren2 Fire2024.pdf Size: 469.0 kB

o. List of owned, rented, or leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

None

p1. Total Number of School Calendar Days

180

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2025	0
August 2025	0
September 2025	150
October 2025	150
November 2025	107
December 2025	107
January 2026	136
February 2026	107
March 2026	150
April 2026	107
May 2026	136
June 2026	136

CHARTER REVISIONS DURING THE 2024-2025 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2024, including updates to the school’s board of trustees’ by-laws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2024?

Yes

q2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in discipline or code of conduct policy	TRCS2 requested approval of a non-material charter revision to allow TRCS2 to amend the school's Discipline Plan. The revision incorporated a Dean of Student Support as the initial level of review when a suspension is under consideration. This revision makes the Principal the first level of appeal. In addition, changes to the bylaws and admissions policies were made.	09/03/2024	04/07/2025
2	Change in Maximum Approved Enrollment	As part of the renewal application of Renaissance 2, the addition of an enrollment increase request of 216 students was granted, bringing enrollment to 1053 students, and further resolves to expand Renaissance 2's grades to include grade 7 and 8, thereby completing the school's grades from kindergarten to	06/12/2024	04/07/2025

		grade 12, to go into effect beginning in the 2025-2026 school year.		
3				
4				
5				

More revisions to add?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2024-2025 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Meredith Hinshaw-Chaney
Position	Director of Communications and Development
Phone/Extension	718-803-0060
Email	meredithhinshaw@rencharter2.org

s. 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, this 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

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

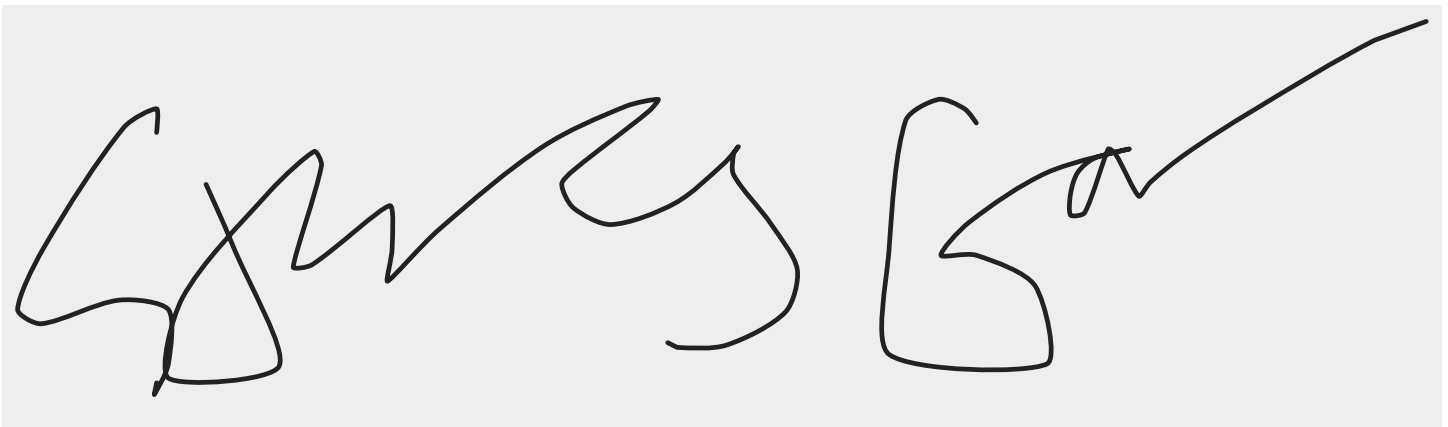
Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

Responses Selected:

Yes

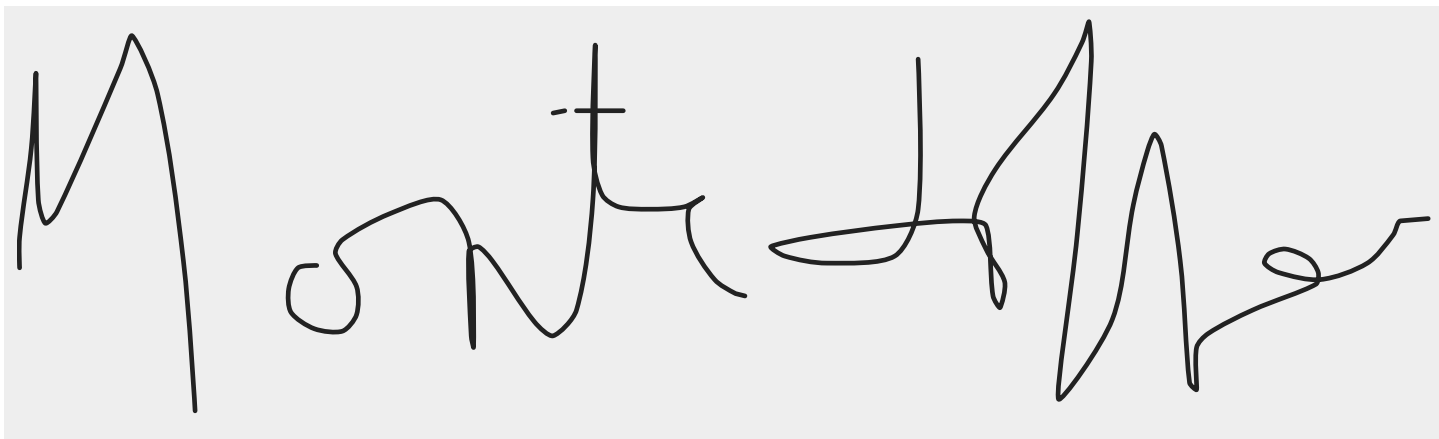
Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

A large, stylized handwritten signature in black ink, appearing to read 'G. S. E.', is written on a light gray background.

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Jul 31 2025



Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert the link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document.**

1. Current Annual Report (i.e., 2024-2025 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas, and documents, including board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[\[2\]](#) Even if there is no school data yet reported, a direct web link to the most recent [New York State School Report Card](#) for the charter school must be provided.
4. Authorizer-approved DASA Policy and Authorizer-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 July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records (e.g., 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.)

[2] SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: The Renaissance Charter School 2

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-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. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2024-2025 Annual Report)	<u>https://rencharters.org/trcs-elmhurst/past-annual-reports/</u>
2. Board meeting notices, agendas, and documents, including board meeting minutes	<u>https://rencharters.org/trcs-elmhurst/board-calendar-agendas-minutes/</u>
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	<u>https://rencharters.org/trcs-elmhurst/accountability/</u>
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<u>https://rencharters.org/trcs-elmhurst/accountability/</u>
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<u>https://rencharters.org/trcs-elmhurst/accountability/</u>
5. District-wide safety plan, not a building level safety plan (as per the July 2023 Emergency Response Plan Memo)	<u>https://rencharters.org/trcs-elmhurst/accountability/</u>
6. Authorizer-approved FOIL Policy	<u>https://rencharters.org/trcs-elmhurst/accountability/</u>
7. Subject matter list of FOIL records (e.g., see NYSED	<u>https://rencharters.org/trcs-elmhurst/accountability/</u>

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.



Thank you.

Entry 3 – Board of Trustees Membership Table

Completed - Jul 31 2025

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 3 – Board of Trustees Membership 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.

Authorizer:

Who is the authorizer of your charter school?

Board of Regents

1. 2024-2025 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2024- 2025
1	Monte Joffee	mijoffee@gmail.com	Chair	Executive	Yes	1	11/01/2024	11/30/2030	10
2	Liz Perez	lizperez@renchater.org	Secretary	Executive	Yes	1	11/02/2024	11/30/2030	12
3	Rachel Mandel	rachel4800@gmail.com	Trustee/Member	Audit & Finance	Yes	1	08/01/2022	08/31/2027	5 or less
4	Chester E. Hicks	chester.hicks@hotmail.com	Trustee/Member	Education	Yes	1	06/01/2025	06/30/2030	12
5	Victor Motta	victormotta@rencharter.org	Vice Chair	Education	Yes	1	06/01/2025	06/30/2030	12
6	Leopolda Silvera	leopolda.silvera@gmail.com	Trustee/Member	Education	Yes	1	10/1/2025	10/31/2030	12
7									
8									
9									

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

No

2. Number of board meetings conducted in 2024-2025

12

3. Number of board meetings scheduled for the 2025-2026 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2025	6
b. Total number of Voting Members added during the 2024-2025 school year	0
c. Total number of Voting Members who left the board during 2024-2025 school year	0
d. Total Maximum Number of Voting Members in 2024-2025, as set by the board in by-laws, resolution, or minutes	8
e. Board members attending 8 or fewer meetings during 2024-2025	1

5. INFORMATION ABOUT NON-VOTING MEMBERS OF THE BOARD OF TRUSTEES (REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED ONLY)

a. Total number of Non-Voting Members on June 30, 2025	0
b. Total number of Non-Voting Members added during the 2024-2025 school year	0
c. Total number of Non-Voting Members who left the board during the 2024-2025 school year	0
d. Total Maximum Number of Non-Voting members in 2024-2025, as set by the board in by-laws, resolution, or minutes	0

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

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 2024-2025 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2025**. 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 ensuring that each member who served on the board during the 2024-2025 school year completes the form.**

Charter schools MUST submit the latest version of the form. Forms completed from past years will not be accepted.

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

[Disclosure of Financial Interest2025- Leopolda Silvera](#)

Filename: Disclosure_of_Financial_Interest20_JB2byT6.pdf Size: 461.3 kB

[202506 Liz Perez Disclosure of Financial Interest - Jun 24 2025 - 1-09 PM \(1\)](#)

Filename: 202506_Liz_Perez_Disclosure_of_Fin_loYxO0M.pdf Size: 3.8 MB

[DOC061725-06172025093047 \(1\)](#)

Filename: DOC061725-06172025093047_1.pdf Size: 90.7 kB

[Disclosure of Financial Interest 2025](#)

Filename: Disclosure_of_Financial_Interest_2025.pdf Size: 530.2 kB

[TRCS 2 - Fin Disc Form](#)

Filename: TRCS_2_-_Fin_Disc_Form.pdf Size: 514.8 kB

[RM - TRCS2 Fin Disc](#)

Filename: RM_-_TRCS2_Fin_Disc.pdf Size: 91.4 kB

Entry 5 – Board Meeting Minutes

Completed - Jul 31 2025

Instructions

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

Schools must upload a complete set of final monthly board meeting minutes (July 2024-June 2025), which should match the number of meetings held during the 2024-2025 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 must be posted on the school's website. Board meeting minutes may be uploaded individually or as one single combined file. Board meeting minutes must be submitted **no later than 11:59 PM on August 1, 2025**.

[2024-2025 TRCS 2 Board Packet](#)

Filename: 2024-2025_TRCS_2_Board_Packet.pdf Size: 902.5 kB

Entry 6 – Enrollment & Retention

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2024-2025 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2025-2026.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2024-2025	Describe Recruitment Plans in 2025-2026
Students with Disabilities	<p>TRCS2 has developed a reputation in its targeted communities 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 cultural/linguistic backgrounds. The school employs two full-time social workers to support all students, including those with special needs.</p> <p>TRCS2's success in recruiting students has been the result of a series of strategic initiatives. As acknowledged by SED in its interim site visit report, "The school has robust recruitment strategies, which include in-person, digital, and print advertising methods. Some examples include neighborhood canvassing, speaking at homeless shelters and food pantries, leveraging social media and listserv groups, and advertising with local news outlets." TRCS2 also leverages the partnerships and relationships of partner school TRCS to host online "town halls" and to adapt TRCS' best practices in community outreach and student recruiting. TRCS2's staff members and parents also call and arrange school tours for families on TRCS' waitlist to encourage them to enroll at TRCS2. TRCS2's continued use of proactive online and hybrid activities throughout the charter term</p>	<p>TRCS2 is committed to continuous improvement of its student recruitment program. The SMT reviews student recruitment and retention data frequently and makes adjustments as needed to address challenges and build on effective practices. In addition, the Principal and/or SMT reports on recruitment and retention to the Board, which reviews data and approves the SMT's recommendations.</p> <p>TRCS2 will continue to develop its current recruitment efforts, expanding our reach into new markets including community-sponsored events, featuring programming supporting our economically disadvantaged students through increased grassroots efforts to access economically disadvantaged families by participating in community health fairs, engaging in one-on-one information campaigns at local businesses (including laundromats, real estate offices, tutoring centers, and local delis). In addition, we are expanding our media reach to include targeted demographics reachable through amNY and their affiliated outlets in our geographical regions. We will develop specific marketing materials to educate prospective families about what services are available through our school as well as within Western Queens.</p>

has not only contributed to its success in recruiting students but has also helped it promote parent involvement and build community among key school stakeholders.

Other activities:

In-person activities including—a) “pounding the pavement,” where TRCS2 staff members and parents engage in neighborhood canvassing and outreach in community centers, small businesses and other places where parents and families of prospective students meet; b) outreach and in-person dialogues at area prekindergarten programs; c) outreach at local tutoring centers, afterschool programs and neighborhood public, charter, and private middle schools; d) distribution of flyers at local businesses and nonprofit organizations; e) “one-on-one” and small group tours of the school; f) open houses and small-group tours; g) visits to homeless shelters, food pantries and other community resources for disadvantaged families; and g) relationship-building with organizations that serve newcomers and minority groups;

- Digital recruitment activities including social media, email blasts and frequent postings on the TRCS2 website and local listserv groups;
- Advertising on local news outlets (El Diario, Queens Family, Inside Schools, etc.);
- Use of the NYC Charter Center's Common Application
- Coordination of TRCS2 student recruitment efforts with that of

partner school TRCS, including referrals of prospective students from TRCS' waitlist; and Expanding awareness of the school throughout the community through relationship-building with elected officials, civic and faith leaders and others.

Regarding SWD, TRCS2 is committed to achieving and maintaining a SWD enrollment rate that meets or exceeds that of CSD 24, and it has implemented a series of strategies and practices to recruit and enroll SWDs. In addition to the strategies for overall student enrollment outlined above, TRCS2's efforts to recruit SWDs include extensive outreach to neighborhood school counselors, SWD-serving preschools and "feeder" middle schools. TRCS2 also works with TRCS to leverage relationships with organizations that serve and/or represent SWDs, and it conducts community workshops on topics related to special education and IEPs. In addition, TRCS2 is planning to replicate TRCS' groundbreaking collaboration with District 75 (which is the only charter school/District 75 partnership in New York) by mainstreaming autistic District 75 students into TRCS2's general education classrooms and integrating them fully into the life of the school. TRCS2 is in discussions with SED and the NYCPS about the proposed partnership and expects to initiate the arrangement in its next charter term.

Among the improvements that will

	<p>be made as a result of this process is the addition of a full-time Marketing Associate to TRCS2's staff beginning in the final year of the current charter term. The Marketing Associate will work with the SMT and other key staff to review recruitment and retention practices, recommend modifications as needed and help implement the TRCS2 student recruitment program. TRCS2 also expects to hire additional staff members to recruit students, support families and build community relationships in the next charter term.</p>	
English Language Learners	<p>TRCS2 has developed a reputation in its targeted communities 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 cultural/linguistic backgrounds. The school employs two full-time social workers to support all students, including those with special needs. All written communications are in English and Spanish, and the school utilizes outside organizations along with multi-lingual parents and staff members to reach out to and communicate with interested families who speak languages other than English. Also, as noted in SED's mid-term report, "the school brought on a bilingual parent coordinator who can provide additional support with outreach to Spanish-speaking families."</p> <p>The overwhelming share of TRCS2's ELL students are 1st or 2nd generation residents of the U.S.</p>	<p>TRCS2 is committed to continuous improvement of its student recruitment program. The SMT reviews student recruitment and retention data frequently and makes adjustments as needed to address challenges and build on effective practices. In addition, the Principal and/or SMT reports on recruitment and retention to the Board, which reviews data and approves the SMT's recommendations.</p> <p>TRCS2 will continue to develop its current recruitment efforts, expanding our reach into new markets including community-sponsored events, featuring programming supporting our economically disadvantaged students through increased grassroots efforts to access economically disadvantaged families by participating in community health fairs, engaging in one-on-one information campaigns at local businesses (including laundromats, real estate offices, tutoring centers,</p>

and/or migrant students who speak very little English upon entering the school and whose families do not speak English at home. This is consistent with data regarding the communities where most immigrant students in public schools reside. According to the Center for Immigration Studies, 96% of K-12 students in Elmhurst-South Corona are from immigrant households²⁵ and Community District 4 (which includes Elmhurst, Corona and most of TRCS2's "catchment" area) is home to at least 20 migrant shelters. The prevalence of new immigrants and migrants in the communities from which TRCS2 recruits students presents unique challenges including the need to identify, inform and build trust with parents and families. Many of these families are unfamiliar with charter schools and/or wary that information provided on application forms could be used to check immigration status.²⁷ To address these concerns, TRCS2 is proactive in reaching out to immigrant and migrant families and conveying its commitment to being welcoming and inclusive to them and their children, to supporting their children's academic and social-emotional growth and to ensuring that the rights of their children are protected. Among the specific strategies that TRCS2 uses to recruit ELLs are: (a) utilizing partnerships with organizations that represent or work with ELL and immigrant communities; (b) leveraging the experience and relationships of partner school TRCS to reach out to and meet personally

and local delis). In addition, we are expanding our media reach to include targeted demographics reachable through amNY and their affiliated outlets in our geographical regions. We will develop specific marketing materials to educate prospective families about what services are available through our school as well as within Western Queens.

In addition, TRCS 2 is developing Chinese-language recruitment materials to attract more local members of the predominantly Asian community in which our school is located.

	<p>with parents and families of prospective ELL students; (c) disseminating information widely about the school in English and Spanish and utilizing outside organizations and multi-lingual members of the TRCS2 community to providing information to parents and families who speak languages other than English; (d) advertising in El Diario and other Spanish language media; (e) messaging on Whatsapp; (f) community ESL training and other supports to help school administrators, instructional staff and others work effectively with lingually diverse parents; (g) outreach at preschools and middle schools that enroll ELLs; (h) leveraging a partnership with the ELL Consortium at the NYC Charter Center and (i) leveraging positive relationships with elected officials and community leaders to support outreach.</p>	
Economically Disadvantaged	<p>TRCS2 has developed a reputation in its targeted communities 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 cultural/linguistic backgrounds. The school employs two full-time social workers to support all students, including those with special needs.</p> <p>TRCS2 targets its direct recruitment initiatives on economically disadvantaged communities in CSDs 24 and 30, and its outreach and advertising reach families in distressed neighborhoods throughout Queens,</p>	<p>TRCS2 will continue to develop its current recruitment efforts, expanding our reach into new markets including community-sponsored events, featuring programming supporting our economically disadvantaged students through increased grassroots efforts to access economically disadvantaged families by participating in community health fairs, engaging in one-on-one information campaigns at local businesses (including laundromats, real estate offices, tutoring centers, and local delis). In addition, we are expanding our media reach to include targeted demographics reachable through amNY and their affiliated outlets in our geographical</p>

Brooklyn, Manhattan and the Bronx. As a result, it has attracted economically disadvantaged students from across New York City, with the majority coming from Elmhurst, East Elmhurst, Jackson Heights and Corona. TRCS2's direct, "face to face" efforts to recruit economically disadvantaged students range from outreach at preschools and community-based organizations in low-income neighborhoods to visits at homeless/migrant shelters and food pantries to sponsoring and/or participating in community toy and clothes drives. TRCS2 also relies heavily on positive "word of mouth" about its programs, resources and services to the community, such as the food distribution and related services it provided to families and community residents during the COVID-19 disruption. To this end, TRCS2 leverages the experience and relationships of its parents, staff, CSG members, partner school TRCS and others to disseminate information about the school widely and build the school's "brand" throughout the city. TRCS2 also provides resources and referrals to help students and families who require housing support (including referrals to rental assistance and tenants' rights organizations) and/or are experiencing food insecurity (including distributing "Grab n Go" meals and providing information about local food banks). TRCS2 also has a link on its website to SingleMothersGrants, a website that helps low income families with finding financial assistance programs.

regions. We will develop specific marketing materials to educate prospective families about what services are available through our school as well as within Western Queens.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2024-2025	Describe Retention Plans in 2025-2026
Students with Disabilities	<p>TRCS2 believes that the most important thing it can do to ensure student retention is to provide a high-quality and engaging educational experience to each and every student. This approach engages a broad range of school stakeholders in gathering and analyzing data, making decisions and implementing specific strategies to improve student retention. The Board reviews data regarding student recruitment and retention several times each year during regular meetings, and it works closely with the SMT to identify reasons for student attrition, develop policies for addressing them and assessing the impact of the policies on the school's retention rates over time. The SMT analyzes a variety of student enrollment, attrition, achievement and behavioral data at each meeting to determine the strategies and/or modifications to existing programs that should be implemented to improve student retention. In so doing, the SMT has worked closely with partner school TRCS to adapt TRCS' best practices in student engagement and retention. TRCS2 also encourages and supports its instructional staff members, parents and CSG members in sharing their experiences and expressing their views to improve the school's</p>	<p>TRCS2 has strengthened its systems and practices for gauging student and parent satisfaction with its programs periodically to identify students at-risk of leaving during the school year or not returning after the summer, for addressing their concerns and for encouraging them to remain enrolled. These practices include:</p> <ul style="list-style-type: none"> • Ongoing analysis of student academic data (e.g., NYS and interim assessment results) and behavioral data during grade-level and subject-level teacher meetings to identify, evaluate and address student needs; • Increasing and improving use of technology to support the use of data to improve student achievement and retention, with the support of Dawn Cahill Russo, Assistant Director of Data and Accountability. As part of this effort, TRC2 has adopted Powerschool and Swipe. • Review of student and parent survey results by the SMT at least annually to inform its planning and address student and parent concerns; • Expanded opportunities for students and parents to voice concerns ranging from parent-teacher conferences and public comment at Board meetings to student discussions with counselors and during Advisories and student and parent involvement in the CSG to the school's formal complaint

programs to ensure that the school is safe, welcoming and responsive to the needs of all of its stakeholders. Stakeholder input is obtained through their participation in surveys, town hall meetings, grade and subject matter teacher meetings, Parent Association meetings, “public comment” periods at Board meetings and the ongoing work of the CSG. Importantly, TRCS2 actively solicits and considers student input, recognizing that respecting students’ “voice” in the culture and life of the school is a key to engaging and retaining them. Students participate in annual surveys, and their views and opinions about school programming, safety and improvement are discussed regularly in assemblies and Advisory meetings.

For 2024-2025, we continued to back-fill every empty seat using a mini-lottery from our waitlist. School wide programming and staffing that supports Special Needs Students and English Language Learners with IEPs included:

- ICT, Related Services, School-based guidance counselors, social worker, and mental health therapists;
- Grade K-4 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading; the K-4 initiative called “TRIP,” our Targeted Reading Intervention Program, gives targeted reading intervention a daily block of time for mixed age small reading groups based on levels.
- Parents of students with special

process;

- Expanded counseling and public outreach staff, including a new Community Resource Associate; and
- Extensive follow-up by teachers, counselors, the Principal, the SMT and/or the Board to any concerns raised by students, parents or other school stakeholders.

We will also continue to back-fill every empty seat using a mini-lottery from our significant wait-list. School wide programming and staffing that supports Special Needs Students and English Language Learners with IEPs include:

- ICT, Related Services, School-based guidance counselors, social worker, and mental health therapists;
- Grade K-5, 6-7, and 9-11, Reading Remediation and Support including LLI, Orton- Gillingham and Wilson Reading; the K-6 Targeted Reading Intervention Program, gives targeted reading intervention a daily block of time for mixed age small reading groups based on levels.
- Parents of students with special needs are represented on our Parent Association and Collaborative School Governance Committee

We will also continue to implement a targeted tutoring program for our student population.

Finally, as part of its Response to Intervention initiatives, TRCS2 is developing a spreadsheet-based resource to support ongoing “real time” data collection and analysis to support early identification of issues or problems that might impact

	<p>needs are represented on our Parent Association and Collaborative School Governance Committee</p> <p>We also created a position for Assistant Principal for Special Populations, who is primarily responsible for overseeing the aforementioned programs and efforts to support our students with disabilities.</p>	<p>student achievement, satisfaction and/or retention. The resource, which is currently being piloted at the high school, provides comprehensive data to the Board, SMT and instructional/counseling staff regarding each student, including:</p> <p>a) essential demographic information—e.g., address, race/ethnicity, ELL status (including languages spoken at home, if known), SWD/IEP status, economically disadvantaged/homeless status, etc.; b) last school attended prior to enrolling in TRCS2; c) attendance, absences, instances of tardiness, suspensions and other discipline-related information; d) state/Regents assessment scores; e) internal assessment data and teacher observations; and f) information about whether a student enrolled in the summer school program and/or other interventions and his/her/their progress in the program. TRCS2 will use this resource at the high school level in 2025-2026 and make improvements as needed based on this pilot program experience. TRCS2 will extend use of this resource to all grades in the next charter term, and it expects that its expanded capacity to access and act on student data will result in improved student retention.</p>
English Language Learners	<p>TRCS2 believes that the most important thing it can do to ensure student retention is to provide a high- quality and engaging educational experience to each and every student. This approach engages a broad range of school</p>	<p>TRCS2 has strengthened its systems and practices for gauging student and parent satisfaction with its programs periodically to identify students at-risk of leaving during the school year or not returning after the summer, for</p>

stakeholders in gathering and analyzing data, making decisions and implementing specific strategies to improve student retention. The Board reviews data regarding student recruitment and retention several times each year during regular meetings, and it works closely with the SMT to identify reasons for student attrition, develop policies for addressing them and assessing the impact of the policies on the school's retention rates over time. The SMT analyzes a variety of student enrollment, attrition, achievement and behavioral data at each meeting to determine the strategies and/or modifications to existing programs that should be implemented to improve student retention. In so doing, the SMT has worked closely with partner school TRCS to adapt TRCS' best practices in student engagement and retention. TRCS2 also encourages and supports its instructional staff members, parents and CSG members in sharing their experiences and expressing their views to improve the school's programs to ensure that the school is safe, welcoming and responsive to the needs of all of its stakeholders. Stakeholder input is obtained through their participation in surveys, town hall meetings, grade and subject matter teacher meetings, Parent Association meetings, "public comment" periods at Board meetings and the ongoing work of the CSG. Importantly, TRCS2 actively solicits and considers student input, recognizing that

addressing their concerns and for encouraging them to remain enrolled. These practices include:

- Ongoing analysis of student academic data (e.g., NYS and interim assessment results) and behavioral data during grade-level and subject-level teacher meetings to identify, evaluate and address student needs;
- Increasing and improving use of technology to support the use of data to improve student achievement and retention, with the support of Dawn Cahill Russo, Assistant Director of Data and Accountability. As part of this effort, TRC2 has adopted Powerschool and Swipe.
- Review of student and parent survey results by the SMT at least annually to inform its planning and address student and parent concerns;
- Expanded opportunities for students and parents to voice concerns ranging from parent-teacher conferences and public comment at Board meetings to student discussions with counselors and during Advisories and student and parent involvement in the CSG to the school's formal complaint process;
- Expanded counseling and public outreach staff, including a new Community Resource Associate; and
- Extensive follow-up by teachers, counselors, the Principal, the SMT and/or the Board to any concerns raised by students, parents or other school stakeholders.

We will also continue to back-fill every empty seat using a mini-lottery from our significant wait-list. School

respecting students' "voice" in the culture and life of the school is a key to engaging and retaining them. Students participate in annual surveys, and their views and opinions about school programming, safety and improvement are discussed regularly in assemblies and Advisory meetings.

For 2024-2026, we provided school wide programming and staffing that supports English Language Learners, including family conferences that are culturally sensitive, with simultaneous translation whenever possible.

- ICT, Related Services, for ELL students with IEP's;
- Grade K-5, 6, and 9-10 Reading Remediation and Support including LLI, Orton- Gillingham and Wilson Reading;
- Specialized support for ELL students both in subject classes and in selective "pull-outs".
- Utilizing our Writing Workshop Model to support our upper grade ELL students, and small-group tutoring;
- Parent Representatives from various backgrounds participate in our Parent Association. These groups will continue to meet and enlist more parent participation. We will continue to plan and execute regularly scheduled English and Spanish language PA meetings.
- Morning Meeting for Grades K-5 - We implemented extended morning meeting and advisory time with enhanced social-emotional supports in school.
- Many bilingual support staff work in the office, cafeteria, kitchen, and

wide programming and staffing that supports Special Needs Students and English Language Learners with IEPs include:

- ICT, Related Services, School-based guidance counselors, social worker, and mental health therapists;
- Grade K-5, 6-7, and 9-11, Reading Remediation and Support including LLI, Orton- Gillingham and Wilson Reading; the K-6 Targeted Reading Intervention Program, gives targeted reading intervention a daily block of time for mixed age small reading groups based on levels.
- Parents of students with special needs are represented on our Parent Association and Collaborative School Governance Committee

We will also continue to implement a targeted tutoring program for our student population.

Finally, as part of its Response to Intervention initiatives, TRCS2 is developing a spreadsheet-based resource to support ongoing "real time" data collection and analysis to support early identification of issues or problems that might impact student achievement, satisfaction and/or retention. The resource, which is currently being piloted at the high school, provides comprehensive data to the Board, SMT and instructional/counseling staff

regarding each student, including:

- a) essential demographic information—e.g., address, race/ethnicity, ELL status (including languages spoken at home, if known), SWD/IEP status,

	<p>school safety, and support parents in communicating with the school</p> <p>In addition, we created a position for Assistant Principal for Special Populations, primarily responsible for overseeing the aforementioned programs and efforts to support our increasing ELL population. We added a reading interventionist to our staff to support ELLs and other students who struggle with literacy.</p> <p>We worked with our after-school partner to offer a free after school program for families who qualify, especially those who meet the requisite ELL status for the program.</p> <p>We continued to implement a targeted tutoring program for our student population.</p>	<p>economically disadvantaged/homeless status, etc.; b) last school attended prior to enrolling in TRCS2; c) attendance, absences, instances of tardiness, suspensions and other discipline-related information; d) state/Regents assessment scores; e) internal assessment data and teacher observations; and f) information about whether a student enrolled in the summer school program and/or other interventions and his/her/their progress in the program. TRCS2 will use this resource at the high school level in 2025-2026 and make improvements as needed based on this pilot program experience. TRCS2 will extend use of this resource to all grades in the next charter term, and it expects that its expanded capacity to access and act on student data will result in improved student retention.</p>
Economically Disadvantaged	<p>TRCS2 believes that the most important thing it can do to ensure student retention is to provide a high-quality and engaging educational experience to each and every student. This approach engages a broad range of school stakeholders in gathering and analyzing data, making decisions and implementing specific strategies to improve student retention. The Board reviews data regarding student recruitment and retention several times each year during regular meetings, and it works closely with the SMT to identify reasons for student attrition, develop policies for addressing them and assessing the impact of the policies on the school's retention</p>	<p>TRCS2 has strengthened its systems and practices for gauging student and parent satisfaction with its programs periodically to identify students at-risk of leaving during the school year or not returning after the summer, for addressing their concerns and for encouraging them to remain enrolled. These practices include:</p> <ul style="list-style-type: none"> • Ongoing analysis of student academic data (e.g., NYS and interim assessment results) and behavioral data during grade-level and subject-level teacher meetings to identify, evaluate and address student needs; • Increasing and improving use of technology to support the use of data to improve student

rates over time. The SMT analyzes a variety of student enrollment, attrition, achievement and behavioral data at each meeting to determine the strategies and/or modifications to existing programs that should be implemented to improve student retention. In so doing, the SMT has worked closely with partner school TRCS to adapt TRCS' best practices in student engagement and retention. TRCS2 also encourages and supports its instructional staff members, parents and CSG members in sharing their experiences and expressing their views to improve the school's programs to ensure that the school is safe, welcoming and responsive to the needs of all of its stakeholders. Stakeholder input is obtained through their participation in surveys, town hall meetings, grade and subject matter teacher meetings, Parent Association meetings, "public comment" periods at Board meetings and the ongoing work of the CSG. Importantly, TRCS2 actively solicits and considers student input, recognizing that respecting students' "voice" in the culture and life of the school is a key to engaging and retaining them. Students participate in annual surveys, and their views and opinions about school programming, safety and improvement are discussed regularly in assemblies and Advisory meetings.

achievement and retention, with the support of Dawn Cahill Russo, Assistant Director of Data and Accountability. As part of this effort, TRC2 has adopted Powerschool and Swipe.

- Review of student and parent survey results by the SMT at least annually to inform its planning and address student and parent concerns;
- Expanded opportunities for students and parents to voice concerns ranging from parent-teacher conferences and public comment at Board meetings to student discussions with counselors and during Advisories and student and parent involvement in the CSG to the school's formal complaint process;
- Expanded counseling and public outreach staff, including a new Community Resource Associate; and
- Extensive follow-up by teachers, counselors, the Principal, the SMT and/or the Board to any concerns raised by students, parents or other school stakeholders.

We will also continue to back-fill every empty seat using a mini-lottery from our significant wait-list. School wide programming and staffing that supports Special Needs Students and English Language Learners with IEPs include:

- ICT, Related Services, School-based guidance counselors, social worker, and mental health therapists;
- Grade K-5, 6-7, and 9-11, Reading Remediation and Support including LLI, Orton- Gillingham and Wilson Reading; the K-6 Targeted Reading Intervention Program, gives targeted

reading intervention a daily block of time for mixed age small reading groups based on levels.

- Parents of students with special needs are represented on our Parent Association and Collaborative School Governance Committee

We will also continue to implement a targeted tutoring program for our student population.

Finally, as part of its Response to Intervention initiatives, TRCS2 is developing a spreadsheet-based resource to support ongoing “real time” data collection and analysis to support early identification of issues or problems that might impact student achievement, satisfaction and/or retention. The resource, which is currently being piloted at the high school, provides comprehensive data to the Board, SMT and instructional/counseling staff

regarding each student, including:

a) essential demographic information—e.g., address, race/ethnicity, ELL status (including languages spoken at home, if known), SWD/IEP status, economically disadvantaged/homeless status, etc.; b) last school attended prior to enrolling in TRCS2; c) attendance, absences, instances of tardiness, suspensions and other discipline-related information; d) state/Regents assessment scores; e) internal assessment data and teacher observations; and f) information about whether a student enrolled in the summer school program and/or other interventions and his/her/their

		<p>progress in the program. TRCS2 will use this resource at the high school level in 2025-2026 and make improvements as needed</p> <p>based on this pilot program experience. TRCS2 will extend use of this resource to all grades in the next charter term, and it expects that its expanded capacity to access and act on student data will result in improved student retention.</p>
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Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated PRIOR to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against 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 [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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](#).

Attestation

Responses Selected:

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

Entry 8 – Organization Chart

Completed - Jul 31 2025

Instructions

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

Upload the school's current approved **2024-2025 Organization Chart**. The organization chart should be a graphic representation (a list will not be accepted) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

TRCS 2 Org Chart - SY2425

Filename: TRCS_2_Org_Chart_-_SY2425.pdf Size: 546.1 kB

Entry 9 – School Calendar

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

Charter schools must upload a final 2025-2026 calendar into the portal **no later than 11:59 PM on August 1, 2025**.

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

Board of Regents-authorized charter schools are also 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. Schools must use a calendar format and ensure there is a monthly tally of instructional days.**

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:

[TRCS 2 Instructional Calendar 25-26 - Sheet1](#)

Filename: TRCS_2_Instructional_Calendar_25-2_WfIL6XG.pdf Size: 59.6 kB

Entry 10 – Faculty/Staff Roster Template

Completed - Jul 31 2025

[INSTRUCTIONS](#)

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

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **all** instructional and non-instructional employees, which should include all faculty and staff employed by the school at any point during the 2024-2025 school year.

Use of the 2024-2025 Annual Report Faculty/Staff Roster Template is required. With the exception of the optional Notes section, completion of each of the data elements is required. When provided, use of the drop-down list options is also required. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in the need for resubmission of a fully corrected roster.

Reminders: (1) Verify that the correct TEACH ID is entered in the roster. Incorrect data entry may result in findings of non-compliance for the school in the areas of teacher certification and clearance. (2) Use the Notes section to add any additional information deemed necessary, such as a name change that may impact verification of certification. (3) Ensure staff classifications (i.e., teacher / non-teacher) are accurately identified.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer	Select your school's authorizer from the drop-down list first , before completing the roster.
NOTE: MUST BE DONE FIRST	
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7-digit TEACH ID for the Faculty/Staff person; verify the TEACH ID is correctly entered .
Role at the School / Network	Select the best choice of role of the Faculty/Staff person from the drop-down list .
Total Years Experience in this Role	Enter the number of years of experience the Faculty/Staff person has in the role selected .
CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date at the School / Network	Enter the date that the Faculty/Staff person was hired at the school/network .
Start Date at the School / Network	Enter the date that the Faculty/Staff person actually began employment at this school/network .
Date Employee Separated from Service (if applicable)	Enter the date that the Faculty/Staff person separated from service at the school/network .
Certification Status / Out-of-Certification Justification	Select the appropriate choice from the drop-down list .

FOR TEACHERS ONLY: Choose Subject Taught

FOR TEACHERS ONLY: Specify Subject or Grade Band, if NOT Math, Science, Career Technical Education, Technology, or Computer Science

Notes

Select the appropriate choice from the drop-down list.

Select the appropriate choice from the drop-down list.

Optional

TRCS 2 faculty-staff-roster-2025 (version 1)

Filename: TRCS_2_faculty-staff-roster-_aToSdqG.xlsb.xlsx Size: 33.0 kB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Completed - Nov 3 2025

Instructions

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

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters no later than 11:59 PM on November 3, 2025.

Schools must complete the "Goals" tables as provided in the tables below OR upload the most current action plan that includes progress made toward the attainment of goals during the 2024-2025 school year.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the school's most current action plan that includes progress made toward the attainment of academic, organization, and financial goals during the 2024-2025 school year.

Please select the method by which you will provide your school's information:

Responses Selected:

Complete Provided Goals Tables

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 3, 2025.

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 3, 2025**.

2024-2025 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.	NYSED Evaluation	Unable to Assess	
Academic Goal 2	Each year, the percentage of students who attended TRCS 2 for at least one year and are proficient on NYS ELA and Math tests will exceed the CSD 24 average.	NYS ELA and MATH Exams	Met	
Academic Goal 3	Each year, the percentage of students who attended TRCS 2 for at least one year and are proficient on NYS ELA and Math tests will exceed the NYS average.	NYS ELA and MATH Exams	Unable to Assess	
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	NYS ELA and MATH Exams	Not Met	We will continue to support SWD to increase our passing % by tracking and monitoring students throughout the year utilizing our interim assessments. We will use our ICT model to

	tests will exceed the CSD 24 average.			create small groups of SWDs within the classroom to target our instruction and achieve the goal.
Academic Goal 5	Each year, the percentage of students in all accountability subgroups who attended TRCS 2 for at least one year and are proficient on NYS ELA and math tests will exceed the NYS average.	NYS ELA and MATH Exams	Unable to Assess	N/A Comparative Citywide Data not available
Academic Goal 6	Each year, the percentage of students at each grade level who attended TRCS 2 for at least one year and are proficient on NYS ELA and Math tests will exceed the CSD 24 average	NYS ELA and MATH Exams	Met	
Academic Goal 7	Each year, the percentage of students at each grade level who attended TRCS 2 for at least one year and are proficient on NYS ELA and Math tests will exceed the NYS average.	NYS ELA and MATH Exams	Unable to Assess	N/A Comparative Citywide Data not available
Academic Goal 8	Each year, 80% of kindergarten students who attended TRCS 2 for at least one year will	Fountas and Pinnell A-Z Text Level Gradient	Met	

	perform at or above Level B on the Fountas and Pinnell A-Z Text Level Gradient			
Academic Goal 9	Each year, 80% of all first-grade students who attended TRCS 2 for at least two years will perform at or above level G on the Fountas and Pinnell A-Z Text Level Gradient.	Fountas and Pinnell A-Z Text Level Gradient	Not Met	To improve first-grade F&P scores, all students will participate in the TRIP program according to their instructional levels. Teachers will implement the program with fidelity, aligning instruction with our vision, goals, and targeted curriculum. The TRIP program offers small-group, targeted reading instruction for students in grades K–7. During this dedicated time, students are grouped by level and receive focused support in their assigned TRIP rooms. Each TRIP class includes three stations: Guided Reading, Phonics/Reading Comprehension, and a technology station using Reading Edgenuity.
Academic Goal 10	Each year, 80% of all second-grade students who	Fountas and Pinnell A-Z Text Level Gradient	Met	

	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.			
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2. Do have more academic goals to add?

Yes

2024-2025 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	
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.		Met	
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.		Not Met	In 2024-2025, while SWDs (62.50%) and ELLs (36.46%) goals were not met, 78.19% of our economically disadvantaged students improved or maintained their proficiency on NYS ELA and Math tests.

Academic Goal 14	Each year, at least 75% of students who have attended TRCS 2 for at least one year, taking the NYS Science exam, will achieve at least a score of 3.	NYS Science Exam	Not Met	Teachers are currently using the Amplify Science curriculum and have reviewed it in alignment with the new state science exam to identify key focus areas for the upcoming school year.
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	NYS ELA Exam	Met	

	demonstrate some growth (above 75 percent) in the current year.			
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 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.	NYS Math Exam	Not Met	Through consistent leadership feedback, data-informed instruction, and rigorous, student-centered discourse, our goal is for 80% of teachers to refine their practice and for all students to achieve 20% academic growth by the end of the 2025–2026 school year. By focusing on these outcomes, we will achieve this goal.
Academic Goal 17	Each year, 75 percent of the 9th-grade cohort 1 will have scored at least 65 on the New York State Regents examination in ELA.	NYS ELA Regents	Unable to Assess	

Academic Goal 18	Each year, 75 percent of the 9th-grade cohort will have scored at least 65 on a New York State Regents examination in Math.	NYS Math Regents	Unable to Assess	
Academic Goal 19	Each year, 75 percent of the 9th-grade cohort, who are not taking an alternate or Pathways assessment instead of the History Regents exam, will have scored at least 65 on a New York State Regents examination in History.		Unable to Assess	
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	

3. Do have more academic goals to add?

Yes

2024-2025 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	
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.		Met	

Academic Goal 23	Each year, at least 75 percent of each 9th-grade cohort will graduate within 4 years.		Unable to Assess	
Academic Goal 24	Each year, at least 80 percent of each 9th-grade cohort will graduate within 5 years.		Unable to Assess	
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	

Academic Goal 26	Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the Community School District in which the school is located (excluding students in specialized and/or gifted and talented schools).		Unable to Assess	
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	
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				

Academic Goal 32				
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Academic Goal 70				
Academic Goal 71				

2. ORGANIZATION GOALS

2024-2025 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.	ATS / ES BOCES	Not Met	Average Daily Attendance for SY 2024-2025 was 92.3%. The school came within 2.7% of this goal by implementing a strategic plan to follow up with students and families who have experienced excessive absences. This plan involves the Student Support Team (Dean of Students, social workers, teachers, administrators, and office support staff) in student/family outreach to support better attendance. The school will also utilize the community resource associate to assist in these efforts.
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year who do not move will	ATS / ES BOCES	Met	

	return the following September.			
Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations, and contract terms, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, and the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.*		Met	
Org Goal 4	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 retention targets for students with disabilities, English language learners, and students who are eligible for free and reduced lunch.		Met	
Org Goal 5	The Collaborative School Governance committee will develop and/or review an annual plan, which guides	Minutes and Attendance Records	Met	

	the school's priorities for the following year.			
Org Goal 6	Each year, parents will express satisfaction with the school's program as evidenced by responses on the NYCDOE School Survey. The school will only have met this goal if 50% or more families participate in the survey.	NYCDOE School Survey	Not Met	The school will increase efforts to increase greater participation for the NYC School Survey for SY2526.
Org Goal 7	Each year, teachers will express satisfaction with school leadership and professional development opportunities as evidenced by responses in the teacher section of the NYCDOE School Survey. The school will only have met this goal if 50% or more teachers participate.*	NYCDOE School Survey	Met	
Org Goal 8	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	Staff Preference Sheet	Met	

	the Staff Preference Sheet in the Spring.			
Org Goal 9	<p>Each year, teachers will express satisfaction and commitment with their job by actively participating in the many teacher leadership initiatives at the school, including the Collaborative School Governance Committee, as a teacher coordinator or coach, or leading an action research or RFP initiative. - Met through school-wide teacher participation in Grade-Level Leadership positions, Staff Hiring Committees, Targeted Reading Intervention Program Development, Professional Development, and other activities.</p>	Internal Records	Met	
Org Goal 10	<p>Each year, students in grades 6 through 12 will express satisfaction with the school as evidenced by responses in the student section of the NYCDOE School Survey. The school will only have met this goal if 50% or more of the students</p>	NYCDOE School Survey	Met	

	enrolled participate in the survey			
Org Goal 11	Through qualitative measures, including student engagement in service learning, social activism, leadership development, and community-service activities, the school will live its motto, "Developing Leaders for the Renaissance of New York."	Career and College Office Report	Met	
Org Goal 12	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, which matches students with internships and outside elective credits.*		Met	
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				

Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

3. FINANCIAL GOALS

2024-2025 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	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.	ATS	Met	
Financial Goal 2	Every year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. An unqualified opinion of no major findings in the school's end-of-year financial statements was delivered by the school's accounting firm at a recent meeting of The Board of Trustees Finance Committee, with The School's Management Team	FY24 Certified Financial Audit	Met	
Financial Goal 3	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	FY24 Certified Financial Audit	Met	

Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 12 – Audited Financial Statements

Completed - Nov 3 2025

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 3, 2025**. The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also enter the financial statements and upload related documents in PDF format into the SUNY Compass system **no later than 11:59 PM on November 3, 2025**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

[FINAL FS - The Renaissance CS 2 - 6](#)

Filename: 9a7ff3d976324c07972f3a8e3fdbbc29e.pdf Size: 547.6 kB

Entry 12a – Audited Financial Report Template (BOR)

Completed - Nov 3 2025

Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" from the portal or the [Annual Reports](#) webpage and complete it using the audited financial statements. Upload the completed file **no later than 11:59 PM on November 3, 2025**.

Do not add rows or columns to the template in order to match the format of the financial statements. Use only the existing fields and combine any additional entries into the "other" fields throughout the template. For education corporations operating more than one school, complete one template at the education corporation level and submit the same template for each of the schools operated by the education corporation.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

[TRCS 2 Audited Financial Report FY2025 NYSED 1](#)

Filename: 70f2f51dcdbd74729847e2c9e4231fb39.xlsx Size: 74.7 kB

Entry 12b – Additional Financial Documents

Regents, NYCDOE, and Buffalo BOE-authorized schools must upload financial documents and submit **no later than 11:59 PM on November 3, 2025**. The items listed below should be uploaded with an explanation added if an item is not applicable or not available (e.g., 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. Agreed-Upon Procedure Report
- 4. Evidence of Required Escrow Account for Each School
- 5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

PLEASE NOTE: This task appears as an optional task until August 1, 2025. After this date, the task will be identified as a required task due on November 3, 2025.

FINAL Comm Ltr - The Renaissance CS 2 - 6

Filename: 3556466aab6c436898474974ba69d1a2.pdf Size: 330.3 kB

FINAL FS - The Renaissance CS 2 - 6

Filename: 28dca04bc1d44eeebb26051b0dbed640.pdf Size: 547.6 kB

Entry 12c Explanations (1)

Filename: 5068476a0c974212bdc8e8089c1ce74c.pdf Size: 320.7 kB

2025-10 0510

Filename: a8abf52fe7114199a3102118c5f802c4.pdf Size: 18.4 kB

Entry 12c – Financial Contact Information

Regents, NYCDOE, and Buffalo BOE-authorized schools should enter financial contact information directly into the form within the portal **no later than 11:59 PM on November 3, 2025**.

PLEASE NOTE: This task appears as an optional task until August 1, 2025. After this date, the task will be identified as a required task due on November 3, 2025.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Atiba Fraser	atibafraser@rencharter2.org	917-242-3505

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	JOSEPH ALBANO, CPA	jalbano@saxllp.com	212-268-2802	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 13 – Fiscal Year 2025-2026 Budget

Completed - Nov 3 2025

SUNY-authorized charter schools are required to use Compass to complete and submit the Annual Budget and the Budget Narrative Questionnaire **no later than 11:59 PM on November 3, 2025**.

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the [Annual Reports](#) webpage and complete it. Upload the completed template **no later than 11:59 PM on November 3, 2025**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

[Ren 2 2025-2026-Annual Budget SED](#)

Filename: cfac50186c274bc0843b13950a2197c1.xlsx Size: 48.3 kB

Optional Additional Documents to Upload (BOR)

Incomplete

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

Trustee Name:

Name of Charter School Education Corporation:

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

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:

E-mail Address:

Home Telephone:

Home Address:

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:

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.

My son, Maximillian Perez, is technically employed by Renaissance Charter School 2 via a federal grant, however, he works at Renaissance Charter 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.

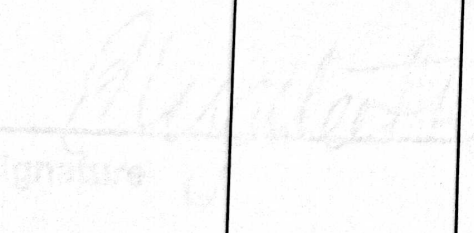
6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and 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
 Signature				

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

Business Telephone:

718 803-0060

Business Address:

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

E-mail Address:

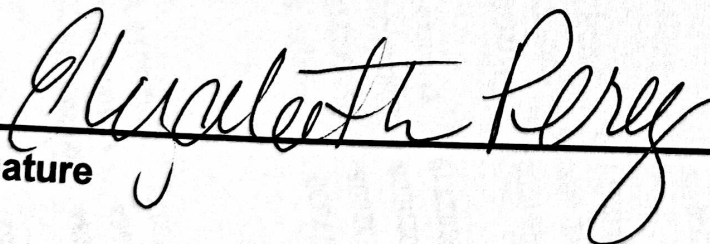
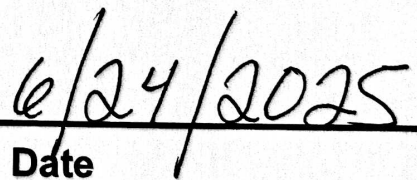
lizperez@rencharter.org

Home Telephone:

646 388-3651

Home Address:

36-21 30th Street, Astoria, NY 11106

 
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:

CHRIS MA / 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.).

Community Based 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:

N/A

Business Address:

N/A

E-mail Address:

Chester.Hicks@hotmail.com

Home Telephone:

718 779 4810

Home Address:

76-09 34th Ave APT 223
Jackson Hts. Q473, NY 11372

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:

Name of Charter School Education Corporation:

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

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:

E-mail Address:

Home Telephone:

Home Address:

Victor Motta

Signature

Date

Acceptable signature formats include:

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

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

Trustee Name:

Monte Joffee, Ed.D.

Name of Charter School Education Corporation:

The Renaissance Charter School Two

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

The Renaissance Charter School Two

- Monte Joffee, Ed.D.

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:

9174477012

Business Address:

2711 Westervelt Avenue Bronx, NY 10469

E-mail Address:


MJJOFFEE@GMAIL.COM

Home Telephone:

917447701

Home Address:

2711 Westervelt Ave, Bronx, NY, 10469, US

Signed by:

459D5FB0EZE1499...

July 22, 2025

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Rachel Mandel

Name of Charter School Education Corporation:

The Renaissance Charter School 2

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

Board member

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

☐

Yes

☒

No

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

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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Business Telephone:

201-915-2278

Business Address:

395 Grand St, Jersey City, NJ 07302

E-mail Address:


rachel4800@gmail.com

Home Telephone:

917-428-1871

Home Address:

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


Rachel Mandel (Jul 16, 2025 15:12 EDT)

7/16/2025

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022



The Renaissance

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

Charter School 2

BOARD OF TRUSTEES

Monte Joffee

Chairperson

Victor Motta

Vice Chairperson

Liz Perez

Secretary

Chester Hicks

Rachel Mandel

Leopolda Silvera

July 24, 2024

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:01 a.m.

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
 - a. Members present: Victor Motta, Liz Perez, Chester Hicks, Rachel Mandel, Leopolda Silvera
 - b. Members absent: Monte Joffee
 - c. Others present: Stacey Gauthier, Meredith Hinshaw
3. Approval of Last Month's Minutes – 5 minutes
 - a. Passed unanimously
4. Review and Approval of District Safety Plan
 - a. Meredith Hinshaw shared the draft.
 - b. Plan to be posted on website.
 - c. Purpose of the review is to approve the posting for public review and comment, which would start today and continue for 30 days, after which it will be considered approved. Emergency Response training periods will be determined for August/September.
 - d. Plan is due to SED in October.
 - e. Stacey: schools have a requirement to have two different plans. There is a more detailed school safety plan that we do not post on our website because that could potentially pose a threat with sharing our safety protocols. Number of things can activate the safety plans, ranging from school-specific incidents to natural disasters.
 - f. Once it is posted on October 1, it is the final version and does not change.
 - g. There is a narrative that describes what is in our confidential internal policies and it attests that it is in compliance with SED regulations.
 - h. A moment was taken to review the plan, which was sent to board members via email this morning.
 - i. Discussion of remote learning plan and update in lockdown drill guidelines. We need

some clarification regarding that. This information will also be merged with the Teacher Handbook.

- j. Motion to approve plan for publication and public comment
Approved unanimously.

5. Approval of Code of Ethics

- a. Needs to be submitted with the Charter Renewal application
- b. Meredith: Purpose is to replicate and align with Renaissance Jackson Heights
- c. Stacey: consolidates one code for Board members and employees. Plan for Renaissance was accepted by Board of Regents.
- d. Motion to approve revised Code of Ethics - approved unanimously

6. School Management Team Report – 10 minutes

- a. Everett: Update on Renewal--in full force. Application is live in the portal. Our final application is due on September 4; the original date was August 31. Continuing to have weekly meetings w/Wayne Jones, consultant, on writing the application and narrative. Collecting a lot of data in order to show growth and what we are doing to support continued growth going forward into the next charter term.
- b. Still awaiting our official report from SED for our May midterm renewal visit. Communicating with liaison at SED to find out the status.
- c. Enrollment update: closed the 23/24 school year with an official enrollment of 98%. 576 out of 587 students. 24/25 enrollment is at 98%. Official enrollment for coming year is 837 students. Kudos to everyone on staff and especially in front office who has been working on recruitment and registration!
- d. Staffing update: a few teachers moved on at the end of the school year, are working on staffing positions still. Have 11 positions to fill. Many demo lessons and interviews. Close to offers for 2 prospective teachers. 3 positions in lower school, MS 4 positions, HS 4 positions. ICT teachers in particular. Need to fill Mandarin positions, which is difficult. Sien, AP for Middle School is also Mandarin Studies coordinator and is working on recruitment.
- e. Summer school: Fully enrolled. Attendance is good; students are engaged and happy. Lavinia is the curriculum we are using. Two walkthroughs with Lavinia Coaches, and we have seen some great teaching and learning.
- f. Renaissance and Renaissance 2 HS students are at the Jackson Heights site. We are offering August Regents in Living Environment and Algebra
- g. Stacey (on behalf of Monte): have been working with Everett on Principal Review. Everett did a detailed self-reflection. A review of this with an action plan will be presented to the board, including areas of improvement and celebration. This is exactly the same principal review process as at Ren 1. Noted that we do not have test scores for elementary school, and we are waiting on that data for more information.
- h. Everett: ended year on high note with great celebrations: Spring concert, with lots of parent support; two art shows (lower school and high school); for the first time, a multicultural festival--shout-out to CSG and parents for their support. Lots of learning about languages, food, and customs.

7. Board Members' New Business – 10 minutes

8. Public Speaking – None

9. Adjournment of Public Meeting 10:33 a.m.

10. Executive Session

BOARD OF TRUSTEES

Monte Joffe

Chairperson

Victor Motta

Vice Chairperson

Liz Perez

Secretary

Chester Hicks

Rachel Mandel

Leopolda Silvera

August 28, 2024

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:03 a.m.

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
 - a. Board Members present:
3. Approval of Last Month's Minutes – 5 minutes
 - a. Minutes Approved by acclamation
4. School Management Team Report – 10 minutes
 - a. Everett--successful summer school at Ren2; fully-enrolled, and students were fully engaged. Great improvements seen in all students throughout the summer. Lavinia walkthroughs were helpful in terms of lifting up instructional leadership. Thanks to everyone who participated, all staff, and parents for their support.
 - b. School building is almost ready to open next week. Facilities team has been working hard to clean, paint, and organize. New furniture has been arriving; thank you to Renaissance for offering furniture and a new home for furniture that was no longer needed.
 - c. Great news: we are at 100% enrollment to begin the year! Changes occur, but thanks are due to the office staff and marketing team for all the hard work to get the enrollment to this point. We have added another 6th grade class since the last time we met, and that class is fully enrolled. We have a full 10th grade class, and our incoming 9th grade looks good.
 - d. Staffing:
 - e. Change in schedule until 4 p.m.
 - f. Stacey: renewal application has page limit
 - g. Stacey: On behalf of the Executive Leadership Team, the focus will be on student support/discipline programs with both deans, including proactive behavioral management. Dan will be taking on a larger role with testing and reporting, and he has

also been doing a lot of the CFO/budgeting work. Stacey works closely with Everett and on legal matters, as well as politics of being a charter school.

- h. Ren2 selected to be part of a pilot program for student recruitment along with Ren1, consultation to be able to reach out to more families for more applications. The school's neighborhoods are very mobile, and we need to have a strong waitlist for when families with several enrolled students move away.
 - i. Parents at Ren2 want a more inclusive after school program. Our current grant limits the program to K-3 ELL students. We are looking into additional funding for our other students. This is worth an exploratory committee to see what we can do. Ren2 is now officially larger than Ren1, and there is a lot of need. Last year there was a for-fee program, but our current partner is going through some organizational challenges right now, and we may not be able to fully fund a program.
 - j. Question (Monte): what are the open positions, and how can the board help?
 - i. 5th grade lead teacher just resigned--just got resume
 - ii. Middle school science (to cover 3 sixth grade classes)
 - iii. Geometry teacher (HS)
 - iv. ELL teacher
 - v. College Bound counselor--just interviewed another counselor
 - k. Stacey: there is a teacher shortage. Could School Professionals support us? The SMT had a long meeting yesterday to work on "Plan B," which may mean that SMT members teach classes.
 - l. Now is a good time to post on Indeed since there seems to be a lot of movement right at the beginning of the school year.
5. Board Members' New Business – 10 minutes
- a. Move September board meeting to September 11, so that we don't meet two weeks in a row.
 - b. We believe that the state will want to hold a similar meeting to the midterm meeting that happened in the spring. We should be mindful that board members may be needed to participate. The school will also have a public hearing, and it would be beneficial for board members to attend. More information to come.
 - c. Monte--evaluation of SMT. Everett has completed his reflections; we need another week or two and then we will convene a meeting to review updated reflections by the SMT.
6. Public Speaking – TBD
7. Adjournment of Public Meeting 10:33 a.m.
8. Executive Session



The Renaissance

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

Charter School 2

BOARD OF TRUSTEES

Monte Joffee

Chairperson

Victor Motta

Vice Chairperson

Liz Perez

Secretary

Chester Hicks

Rachel Mandel

Leopolda Silvera

APPROVED

[September 11, 2024]

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:00 a.m.

1. Chairperson's Message – 3 minutes
 - a. Remembering 9/11/2001
2. Roll Call – 2 minutes
 - a. Board members present: Monte Joffee, Victor Motta, Liz Perez, Chester Hicks, Leopolda Silvera
 - b. Board members absent: Rachel Mandel
 - c. Others present: Stacey Gauthier, Everett Boyd, Matthew Delforte, Dan Fanelli
3. Approval of Last Month's Minutes – 5 minutes
 - a. Approved unanimously
4. Review and Approval of Retainer – 10 minutes
 - a. Matthew Delforte: Reduced rate for billable hours. The firm requested to change the retainer so that the yearly fee is not divided by 12 due to variability of monthly hours. Have upped the anticipated amount for Ren2 to mirror Renaissance due to renewal year and increased need for legal work. 55K worth of work for 50K. Reduced rate for senior counsel.
 - b. Monte commented about how much we have enjoyed working with the firm over many years; the feeling is mutual. Stacey: we've had great support from Matthew, Jake, and Fred. New attorney Mary has been working with us on Workplace Violence.
 - c. Approved unanimously
5. School Management Team Report – 10 minutes
 - a. Everett: great beginning to the school year, first day we welcomed students back was last Tuesday, September 3. Thank you to Leopolda and Ben and all the supports parents have given us, especially on that first day with 100% enrollment (837 students!) Teachers are very happy to be with students, after having gone through a full week of staff development and two weeks for new teachers. The school looks great, most of the furniture is in place in the new classroom, students look happy and teachers are thrilled

to be here.

- b. Renewal application has been submitted. 45 densely-packed pages, being reviewed by SED as we speak. Everett was just on an email about scheduling the renewal visit. Will be a two-day visit the week of November 12. Submitted charter revision requests along with application, both material and non-material revisions, including discipline policy and enrollment increases.
- c. Kudos to staff for outreach to families and continuing to keep enrollment high.
- d. More than 300 students riding buses contracted through OPT. Two buses are overcrowded. We have submitted a report to OPT that we do need additional buses, they are looking to get us more buses. Have reached out to the parent community to ask them to consider alternative means of transportation. Thank you to parents who have been flexible about this. Stacey: similar situation at Renaissance; this is a citywide issue because there is a severe shortage of drivers. One bus is picking up from three schools, some routes are as long as two hours, which is illegal. Matthew: for the past several years, there have been significant problems with busing for students with disabilities; he has had to threaten legal action against the Chancellor and Mayor on behalf of schools that he represents. He would be happy to continue the discussion about expressing concerns.
- e. Safety plans--approaching October 1 date of submission. Have received no public comments, can we move forward with submitting.
- f. Resolved: that the safety plan, having come through the public comment period and there having been no comments, that the Board adopt the safety plan for submission. Approved unanimously.
- g. Close to sending an offer letter for a middle school science teacher. Still have open positions for ELL and 10th ELA, and are very close to offer for Reading Interventionist, position shared between Ren1 and Ren2. This is a 12-month position mostly funded by a federal grant, which has complicated finalization of the offer. Still looking for a social worker. Current social worker Kat has accepted a 12-month position to direct mental health services for entire school.
- h. Weekly SMT meetings, but with new APs this year, a separate one-on-one meeting between Everett and APs is taking place 1x/week to reflect on mission and goals.
- i. Everett will be meeting with the Communications Team tomorrow for visioning now and into the future to discuss mission statement and key design elements to spread awareness throughout the school to help the community embrace these things as elements of our school's culture.
- j. Stacey: Communications Team has grown to three people this year. Ren2 was selected to be part of a program through the NYC Charter Association, which involves free marketing services through an outside firm, which will give more hands on deck to reach more people and consistently meet enrollment goals. A charter school that didn't meet its 85% enrollment goal was told by auditors that they had to apply for a waiver. Our population is increasingly mobile, so outreach and recruitment is really important.
- k. Daily Digest program at Ren1 is a centralized communication tool with updated events and links to important information, and that will be starting soon at Ren2.
- l. Discussion of possible joint CSG between both schools.
- m. Executive Leadership: Vinny will be at Ren2 to work on student safety in light of recent violent acts to make sure we are doing everything we can to make sure our students are safe. Stacey and Dan will be there working with Achievement Network. Also meeting with a potential consultant to support additional work and will report on that afterward.
- n. Renewal application huge team effort: Everett, Meredith, Dan, Stacey, and consultants Wayne and Frank. This process began last November. We are very proud of the application and excited that Wayne got letters from our local politicians. He was unable to get a letter from Senator Gianaris, and we would like parents to mobilize and go to Gianaris's office to let him know who we are.

- o. Report back from committee meeting last week. (See language below) Approved by full board unanimously.
- 6. Board Members' New Business – 10 minutes
- 7. Public Speaking – None
- 8. Adjournment of Public Meeting
- 9. Executive Session (if applicable)

On September 3, 2024, at a duly constituted meeting of the Board of Trustees ("Board") of The Renaissance Charter School 2 ("TRCS 2"), the following resolutions were put forth and adopted:

WHEREAS, in connection with TRCS 2's charter renewal application, TRCS 2 has made a revision to its formal complaint policy required by the New York State Education Department that adds express language allowing complainants to make complaints directly to the Board rather than first making such complaints at the school level and clarifying that there is no filing deadline for filing such complaints.

WHEREAS, in connection with TRCS 2's charter renewal application, TRCS 2 desires to amend its student discipline policy to add an additional layer of review that includes the Dean of Student Support.

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby revises its formal complaint policy to add express language allowing complainants to make formal complaints pursuant to N.Y. Education Law 2855 directly to the Board rather than first making such complaints at the school level and clarifying that there is no filing deadline for filing complaints; and be it further

RESOLVED, in connection with TRCS 2's charter renewal application, TRCS 2 amends its student discipline policy.



The Renaissance

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

Charter School 2

BOARD OF TRUSTEES

Monte Joffe

Chairperson

Victor Motta

Vice Chairperson

Liz Perez

Secretary

Chester Hicks

Rachel Mandel

Leopolda Silvera

APPROVED

[October 2, 2024]

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:04 a.m.

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
 - a. Present: Victor Motta, Liz Perez, Chester Hicks, Rachel Mandel, Leopolda Silvera
 - b. Absent: Monte Joffe
3. Approval of Last Month's Minutes – 5 minutes
 - a. Approved by acclamation
4. Standing Committee Reports (if applicable) – 10 minutes
 - a. Finance committee will convene by the end of the month
5. School Management Team Report – 10 minutes
 - a. Everett: enrollment continues to be at a high level; close to 100%. (99.6%, 834 students)
 - b. Renewal:
 - i. Hearing will be scheduled between now and October 31. NYC Public Schools is responsible for scheduling the meeting. We are advocating that it will be in the school building, but the meeting will likely be virtual with a "watch party" in the building. Getting the school community geared up for the event.
 - ii. Renewal visit November 12-13. Just received updates on template for visit and are working with liaison to fill out the slots each day with observations and meetings. Board members may be able to attend virtually but should attend in-person if possible.
 - iii. Board approved expansion and now the school is working on revisions. When they are done, Ren2 will finally be a K-12 school as always intended.
 - c. Incident yesterday after dismissal: Leadership program started, after 5 p.m. dismissal there was an incident in the park where one of our students assaulted another student. Police and EMS were called, and the school is investigating internally. Student was not injured severely; several students were involved.
 - d. Last week, we lost a dear member of our staff, founding dean Ernest Ross passed away

Wednesday evening, and his relatives contacted the school Thursday morning. Everett would like to thank the staff at Ren2 and Ren1 who embraced us with their support, especially given the events at Ren1. The community is grieving, but everyone rose to the occasion to be able to put things in place to support each other. Thank you to the parents who reached out, even parents whose children are no longer with the school. We are still awaiting details about arrangements regarding services. There will be a staff circle to come together to talk about these things before we leave the building this evening, and we will be arranging a community tribute within the next few weeks.

6. Board Members' New Business – 10 minutes N/A
7. Public Speaking – N/A
8. Adjournment of Public Meeting 10:16 a.m.



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Charter School 2

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Leopolda Silvera

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November 6, 2024

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:01 a.m.

1. Chairperson's Message – 3 minutes
 - a. Victor chaired the meeting because Monte was not feeling well.
2. Roll Call – 2 minutes
 - a. Board members present: Monte Joffe, Victor Motta, Liz Perez, Chester Hicks, Leopolda Silvera
 - b. Board members absent: Rachel Mandel
 - c. Others present: Everett Boyd, Stacey Gauthier, Daniel Fanelli, Meredith Hinshaw
3. Approval of Last Month's Minutes – 5 minutes
 - a. Approved unanimously
4. [Finance Committee Report](#) – 10 minutes
 - a. Dan reported back - Joe (accountant) met with the committee. No findings, no material weaknesses, no need to make changes. Discussed lease briefly. Appears to be a deficit due to 30-year nature of lease, but that is not really the case. We have built a strong reserve. Biggest portion of expenses is salaries. Committee voted unanimously to submit the report to the board for approval.
 - b. Report approved unanimously.
5. School Management Team Report – 10 minutes
 - a. Everett - brief update.
 - i. Spooky news: great Halloween celebration on the 31st. Parade w/candy. 33 minions and a Gru (Everett)! Day punctuated by unplanned fire drill, which went well, even in costume.
 - ii. Submitted the annual report the following day.
 - iii. Monday, November 4 - incredible public hearing. In-person watch party in the music room, filled with over 110 students, parents, teachers. Glowing reviews about the last five years. Bodes well for report to authorizers.

- iv. 12th - 13th of November renewal visit.
- v. PD yesterday with all staff on Restorative Practices. Refreshing to revisit values that we have done our best to embrace to support our students.
- vi. Stacey: leadership review. A young staff to be developed. Monte: this is part of our culture, and we take it very seriously, that improvement has to be ongoing and never without end. We are proud that we have a pipeline of people to be developed into leaders. Important to convey this to authorizers.
- vii. 11:15 to 12 pm on Tuesday the 12th for board. Authorizers are open to hybrid meeting, so there will be a Zoom link.
- viii. Agenda for visit will be sent out to everyone.
 - 1. Tuesday will start at 8:15 and be a tour in the morning with several students. Valentina (Leopolda's daughter) is one of the student tour guides (2 5th graders and 2 10th graders). Then leadership focus, special education meeting, classroom observations, break, then board focus group. More classroom observations, lunch, teacher focus group (K-6), ELL and reading specialist teacher focus group, debriefs.
 - 2. Wednesday: SMT and Executive Leadership team focus groups. More classroom observations. Focus group for parents, looking for one or two more parents to join Leopolda and Taran. More classroom observations in HS. Focus group with counselors, dean, social worker. Classroom observations, lunch. Advisories, HS teacher focus group, reflection, and then meeting with Executive Leadership and SMT.
 - 3. A packet will be shared by Friday.
 - 4. Expect more letters of support from elected officials, particularly regarding the adding of the 7th and 8th grade.
 - 5. It's not too late to submit further testimony to the authorizers.
 - 6. Thank you to Scott Barone for funding the pizza for and attending the public hearing! Scott gives back to the charter movement as well.
- ix. PT conferences start 11/14, and then the Book Fair!

6. Board Members' New Business – none

7. Public Speaking – none

8. Adjournment of Public Meeting 10:31 a.m.

9. Executive Session



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Leopolda Silvera

December 4, 2024

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:01 a.m.

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
 - a. Board Members present: Victor Motta, Liz Perez, Chester Hicks, Leopolda Silvera, Monte Joffe
 - b. Board members absent: Rachel Mandel
 - c. Others present: Matthew Delforte, Daniel Fanelli, Stacey Gauthier, Meredith Hinshaw
3. Approval of Last Month's Minutes – 5 minutes
 - a. Approved by acclamation
4. School Management Team Report – 10 minutes
 - a. Everett - thanks to everyone for support around renewal visit; discussed next steps (awaiting from authorizing team).
 - b. Glows: staff was engaged with instruction; strong management team; impressed with the feel of the school. More to come on that.
 - c. Annual report submitted November 1. We met 76% of applicable goals (19/25). Goals we could not meet were those for ELLs; we are in discussion with authorizers because our metrics are different from those of the state. Also working on meeting Regents goals in HS.
 - d. Just finished first round of PT conferences; well-attended. Noted that MS parents (first year) were engaged.
 - e. Promotion in Doubt family conferences focused on meeting with families of struggling students. Those conferences are in progress now. The intent is to meet the challenge early on.
 - f. Alternative instruction for suspensions; hourly increase. Needs to be instruction offered by a teacher, can be in-person or remote.
 - g. Stacey: Introduced self and other personnel. Thanks to everyone for great public hearing and visit and letting SED know that we support the school and want to be renewed. Had focus groups with staff, leadership, parents and students to get perspective of all

- stakeholders. Monte and Stacey created a principal review summary and a cumulative report including strengths, challenges, next steps and action plan. This is an ongoing dialogue and self-reflection on the part of the principal. Our process is in our charter.
- h. Going to look more closely at annual report data and creating targeted plans.
 - i. Measures of success for Everett and leadership team:
 - i. Navigated creation of school in incubation space (Maspeth).
 - ii. Guided school through COVID pandemic with hybrid program.
 - iii. Mission-driven school, open-door policy
 - j. Areas of growth (upon which Everett has reflected; he contributed much of the below):
 - i. Improve staff retention
 - ii. Encourage teacher certification (Contract with Charter Center for certification support)
 - iii. Continue to build on PA and CSG; valuable forums that we are committed to supporting. Places where initiatives are created and nurtured. Example of world languages and Mandarin.
 - iv. School viewed as unified K-12 building, students of all grades interacting with each other and building a culture of support around that
 - v. Encouraging a leadership pipeline
 - vi. Move towards full Restorative Practice discipline program. Allows for a lot of different issues where students can reflect and make amends to move forward from conflicts and other situations and not be excluded from the learning environment.
 - vii. Developing and growing School Management Team, particularly new members.
 - viii. Everett needs to step back and let others take on some of his duties. This year he is having meetings with APs to make sure they are successful.
 - ix. HS and MS--use data effectively to be ahead of the curve in terms of programming needed to be successful, graduate , and have a strong transition to college and career.
 - k. Vincent Garelick - new member of Executive Leadership team (comprised of Stacey, Dan, and Vinny). Number of staff members (Meredith, Dawn C.) who support both schools.
 - l. Leopolda - site visit with board members
 - m. Matthew - law firm counsel to Renaissance for 24 years; Ren2 since inception. Exciting to see what a special place it has become in such a short time. Leadership and SMT have come to Matthew with questions about what SED has raised.
 - i. Policies aren't "one size fits all;" there can be reasons to have dialogue around expectations. Charter schools in New York were meant to innovate and should be called upon to be creative and different.
 - ii. Highlights of policy questions thus far:
 - 1. Board member absences: e.g., mentioned Monte's trips overseas and wanted us to create contingency plans to address that. We felt it was unnecessary because video participation is allowed by law and is therefore not an issue.
 - 2. Conflicts of interest:
 - a. Employees from Ren1 on Ren2 board; concerns them because Ren2 board members are supervised and evaluated by Stacey at Ren1. The Ren2 board members employed by Ren1 can recuse themselves, for example, when discussing Executive Director salary.
 - 3. Complaint policy: there should be no time limit to bring a complaint or appeal a decision. We disagree, there need to be restrictions for a number of reasons so that uncertainty around an event doesn't linger for months or years.

4. New policies would go into effect for next charter--conflict of interest, bylaws for board, admissions policy (needs update because of new information and changes as the school has moved and grown), discipline policy (additional level with deans as school has expanded).
5. Next steps: SED is writing a report that goes through various levels, including Charter School Office, legal counsel, etc. Once they are satisfied with the report--and they can come back to us with more questions--then the report will be synthesized into a shorter report regarding meeting of benchmarks. We believe there should be more information than that in the report to explain situations and how issues are being addressed.

5. Board Members' New Business – 10 minutes

- a. Want to change board meeting date to January 22. Stacey might not be able to attend.
- b. Executive Committee - formalize
 - i. Resolution: Pursuant to Education Law, the board resolves to create an executive committee that includes not less than five members.
 1. Approved by acclamation
 - ii. Resolution: Board appoints the following members to the Executive Committee: Monte Joffee, Victor Motta, Liz Perez, Chester Hicks, Leopolda Silvera
 1. Approved by acclamation
 - iii.

6. Public Speaking – Discussed translation at this meeting going forward. We will be able to translate the transcript for our website.

- a. Thanks from Ben for sharing behind the scenes regarding planning and the renewal process.

7. Adjournment of Public Meeting 10:59 a.m.

8. Executive Session



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[January 22, 2025]

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:07 a.m.

1. Chairperson's Message – 3 minutes
 - a. Happy New Year!
2. Roll Call – 2 minutes
 - a. Members present: Monte Joffe, Victor Motta, Liz Perez, Leopolda Silvera
 - b. Members absent: Chester Hicks, Rachel Mandel
 - c. Others present: Everett Boyd
3. Approval of Last Month's Minutes – 5 minutes
 - a. Approved unanimously
4. Presentation of TRCS Marketing Proposal – postponed until next meeting
5. School Management Team Report – 10 minutes
 - a. Everett
 - i. Renewal - was authorizer call after last Board meeting. Everett participated. Liaison Brandi Marshall was there. Updates: we should expect notification with a report, hopefully soon (no date given). When we receive the report, we will have some time within which to respond to the assertions in the report, which will then go back to the Charter Office for recommendation to the Board of Regents. Everett spoke to Brandi last week to ask about the timeline. She is hoping to get us on the March Board of Regents calendar.
 - ii. Everett was told that our renewal visit went well from another charter school leader.
 - iii. Enrollment is at 98%. December is traditionally a turnover period for families to move, have filled some of those seats. Entering recruitment season to prepare for the April lottery and expansion (even though approval is currently unknown).
 - iv. Currently in Regents week, HS students are not present except for those taking Regents.

- v. Teacher retention update: involved with making sure that our teachers are certified as much as possible. Working with NYC Charter Center to help teachers on the certification pipeline. Just this week one of our teachers became certified. Another teacher resigned this morning. Able to fill that position immediately with a permanent sub who has a science background, looking for a permanent replacement.
- vi. Field Trip to puppet show at Queens Theatre today!

6. Board Members' New Business – 10 minutes

7. Public Speaking – TBD

8. Adjournment of Public Meeting 10:22 a.m.

9. Executive Session (if applicable)



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February 5, 2025

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:02 a.m.

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
 - a. Board Members Present: Monte Joffe, Victor Motta, Liz Perez, Chester Hicks, Leopolda Silvera
 - b. Board Members Absent: Rachel Mandel
 - c. Others present: Stacey Gauthier, Meredith Hinshaw
3. Approval of Last Month's Minutes – 5 minutes
 - a. Approved unanimously
4. School Management Team Report – 10 minutes
 - a. Enrollment - have been hearing from concerned families regarding ICE and immigration. As a school community, we are following the policies in place. Several team members have attended webinars to be able to pass along current information. Renaissance put together a network notice that went to all families. Some students may not be coming to school, and we're doing our best to provide alternative instruction for the short-term. Community Resource Associate will help families who need to make arrangements for the long term.
 - b. Representatives from Borough President's and Assemblyperson's offices were present at our Lunar New Year celebration.
 - c. PowerSchool nationwide data breach--we have been working with our legal counsel and PowerSchool on this, letters are going out to affected families.
5. Board Members' New Business – 10 minutes
 - a. Reminder of comprehensive report created by Meredith regarding student recruitment. We should review it at an upcoming meeting.
 - b. Stacey will be working on a structured template with Everett and Monte to hear reports at specific times per year. We should request to hear specific reports a certain number of times per year (e.g., testing data). Board members to reach out to Everett with requests.

6. Public Speaking – N/A

7. Adjournment of Public Meeting: 10:16 a.m.

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[March 5, 2025]

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:03 p.m.

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
 - a. Board Members present: Monte Joffee, Victor Motta, Liz Perez, Chester Hicks, Leopolda Silvera
 - b. Board Members absent: Rachel Mandel
 - c. Others present: Stacey Gauthier, Daniel Fanelli, Meredith Hinshaw, Everett Boyd, Kathleen P.
3. Approval of Last Month's Minutes – 5 minutes
 - a. ICE from ICT
 - b. Approved unanimously
4. School Management Team Report – 10 minutes
 - a. Everett - met all 10 benchmarks on review.
 - b. Submitting response with action plan by this Friday.
 - c. Lottery will be on April 4.
 - d. Enrollment is at 98%, was one of the comments in the report.
 - e. Next charter term: following 2019 performance benchmarks. Have done analysis, and will be addressing things in new charter term that were not covered by 2015 performance benchmarks.
 - f. Peace Messenger visit yesterday--visitors from Japan, high school students who are working to address issues regarding nuclear disarmament and creating a peaceful society.
 - g. Question about when we will find out recommendations for renewal. Nothing in the report speaks to that. We are on the Regents agenda for April and will find out after that. Still finalizing the action plan. For the board, we are planning to grow the board by 1-2 members (there will be a specific timeline for that). Also said we need to evaluate ourselves and will get additional PD to support that.

- h. We will be going up to Albany to hear our recommendation.
 - i. Monte would like the Board to commend the SMT for the success of the renewal, but that should wait for the results.
 - j. Thank you to Councilmember Justin Brannan for pushing through the security reimbursement.
 - k. Application for Summer Boost (Bloomberg) being worked on. Once we get the expansion approved, we can work on the CSP grant.
 - l. Will have a joint summer program again this year, if we receive the Summer Boost program. Will be asking for an extended day for grades K-8, for enrichment activities.
5. Finance Committee Report - Leopolda
- a. Met February 24 to go over financials.
 - b. We are in good condition financially.
 - c. Highlights:
 - i. Facilities cost continues to be a high-number based on adjustments per accounting standards around term of lease. Shows as almost 8 million, but 3 million of that is non-cash.
 - ii. Have built a healthy reserve; 124 days ($\frac{2}{3}$ of a year) to fund the school.
 - iii. Continue to monitor the budget and meet with the accountant to make sure we are on track; will start to make projections for next year in April/May).
 - iv. Still some unknowns: Depending on expansion, enrollment will go up and per-pupil will go up as well, so that will be accounted for in the budget. Per-pupil is not settled yet, nor is special education funding.
 - v. Hoping that federal money is not affected in too big of a way and that we will receive the CSP grant.
 - d. YTD report approved unanimously.
6. Board Members' New Business – none
7. Public Speaking – Kathleen Pineda, mother of 1st and 3rd grader, appreciates hearing about behind-the-scenes issues. Exciting to hear that the renewal has gone so great, and looking forward to more to come.
8. Adjournment of Public Meeting: 10:32 a.m.



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Leopolda Silvera

April 2, 2025

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:03 AM

1. Chairperson's Message – 3 minutes
 - a. Hearty thanks to everyone who was involved in renewal, coming to an end very soon. The school is on the April agenda (next Monday).
2. Roll Call – 2 minutes
 - a. Board Members present: Monte Joffee, Victor Motta, Liz Perez, Leopolda Silvera, Chester Hicks
 - b. Board Members absent: Rachel Mandel
 - c. Others present: Stacey Gauthier, Everett Boyd, Meredith Hinshaw-Chaney
3. Approval of Last Month's Minutes – 5 minutes
 - a. Approved unanimously
4. Standing Committee Reports (if applicable) – 10 minutes
 - a. None--there will be another finance committee meeting coming up, need more numbers to have that meeting.
 - b. Will be talking to board about lease and restructuring about that.
5. School Management Team Report – 10 minutes
 - a. Everett: looking forward to news about renewal. Thank you to the entire school community for their incredible support throughout the process. Almost at the finish line! We had a very successful visit from Dr. Lisa Long last Friday; great conversation, she toured the school and met staff; she seemed impressed and is looking forward to being able to present our case to the Board of Regents. Stacey, Dan, and Everett will be present at that meeting.
 - b. Demographic overview was sent to the board today; that was presented to Dr. Long during her visit. She commented that our enrollment looks great, and statistically we are in a great category. Over the last five years, we have increased our ELL population, which we have discussed at length with our authorizers. 31% is significant. Students with IEPs are a significant number as well, along with the proportion of economically

disadvantaged students. Dr. Long said we are doing great work in this regard.

- c. Working on staffing for next year. We have some challenges. The DOE is hiring 7000 teachers in order to meet the class size reduction requirements, so we are looking at some competition.
 - d. Lottery: April 7, same as Board of Regents meeting. Looking forward to meeting our new enrollees; registration will begin after the lottery. We will be inviting prospective enrollees to some school events.
 - e. Everett mentioned recent art and music shows. Parents were here for those, and we want new families to attend some of those types of events in the coming week. Mentioned Rensizzle week and presentations coming up.
 - f. State exams after spring recess. Our traditional preparation over the past few years has involved practice and mock exams, we then do a big rally beforehand to celebrate the anticipated successes.
 - g. Stacey: ELL students--both schools have really been taking a close look at the programming so that we can make sure that it's highly effective and differentiated per different levels. Laurie, our world language consultant, ran an English language program, and she has a lot of contacts. This is good, because we are looking at bringing on 8 ELL teachers to reflect the over 300 ELL students we anticipate coming to Ren2. We are hoping to align programming at both schools. Several students will be taken out of Mandarin and/or Spanish for direct instruction, and we have to determine what that looks like. Especially for beginner learners, direct instruction is beneficial.
 - h. Discussion of recruiting teachers. We've been trying at Ren2 with a partnership with NYU and also Everett has been looking into Teach for America; we've also connected with the Charter Center to work on teacher certification for teaching assistants, etc. We are also looking at the compensation package to make it more competitive. Healthcare costs are going up 31%. Dan has been in conversations with TriNet about why the increase. one answer is that some people have not signed up for the medical program, which is impacting the cost. Trying to get more details about that. Our staff tends to be younger and doesn't sign up for 401K for example, or maybe they are still on their parents' plans. There should be no reason that someone is not signing up. Taryn our HR Assistant has been working on some of this. There are 33 open positions assuming grade expansion is approved next week. Monte: suggestion that people from Federal Department of Education may be looking for work. We have been getting a lot of resumes, but we need to figure out which ones are relevant.
 - i. Monte: We could create a hiring fair with food, signing bonuses for current staff members, etc.
 - j. Looking at possibly giving staff renewal bonus.
 - k. If our expansion is approved, the school would be eligible for \$2 million federal CSP grant (if current events don't change that).
 - l. A lot of unknowns about upcoming funding.
6. Board Members' New Business – 10 minutes
 - a. Monte: would like to have some type of presentation from the whole SMT at some point; perhaps 10 or 15 minutes at the May meeting.
 - b. Thank you to Meredith for working with the staff at both schools to put together the demographic report. She is also working on a development report, and they are working with her on CSG topics. More on that at the next meeting.

7. Public Speaking – None

8. Adjournment of Public Meeting: 10:34 a.m.

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May 7, 2025

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:03

1. Chairperson's Message – 3 minutes – Everett has submitted his resignation, and Monte reflected on his career at Renaissance. Thank you and job well done, Everett!
 - a. Everett: has known Monte for almost 40 years, and he described starting as a music teacher and the fact that some of his students have moved on to work for the school as well. Stacey asked him to take on another mission to become an administrator. Had to ask himself if he wanted to do this--originally came to New York to be a musician! It has been a learning process throughout. Important to live a life of service. Has learned as a school leader that one cannot do this by oneself; it's a team effort. Thank you to everyone in the school community; everyone here is a partner. It's been an experience of a lifetime! Not really retiring, basically "retreading" in order to take on a new mission. The future is bright for Renaissance, and he look forward to being a part of that growth.
2. Roll Call – 2 minutes
 - a. Board members present: Monte Joffee, Liz Perez, Victor Motta, Chester Hicks, Leopolda Silvera
 - b. Board members absent: Rachel Mandel
 - c. Others present: Meredith Hinshaw, Stacey Gauthier, Daniel Fanelli, Everett Boyd, Raymond Johnson.
3. Approval of Last Month's Minutes – 5 minutes
 - a. Approved by acclamation
4. School Management Team Report – 10 minutes
 - a. Everett: with great effort and support throughout the initial charter, the Board of Regents officially voted in their April meeting to grant Ren2 a 5-year charter and an enrollment expansion to make it a full K-12 school with over 1,000 students.

- b. On the same day that the Board of Regents voted, we held our lottery. We were able to announce to the new applicants that there will be a 6th and 7th grade next year. We are going through registration process right now; there is a tour of accepted students going on at this very moment.
- c. In testing season. Two new APs, Sarah and Tsien, working with Shannon to organize with guidance of Victor regarding computer-based testing, etc. Doing a great job to understand the nuances of what needs to be done. Testing has changed in so many ways. Everett has tried to pass on his institutional knowledge to his APs; they have weekly meetings to discuss the “nitty-gritty” of what it takes to run a school.
- d. Just celebrated second HS Rensizzle. Amazing success! Trips and experiences were a cut above last year. Our AP for HS, Z, really took this under his wing, and there was a fair at the end; Meredith was there taking pictures, and HS students presented their experiences to the entire school.
- e. Announcement: some changes that we are expecting for next year. Have been talking about scheduling. We love our extended day--some feedback from the community has been to have more consistency with schedule, and needing to promote students who need extra help. Next year will have a 5-day schedule with teachers from 8-4, with students dismissed at 3:10. There will be mandated tutoring, staff meetings, and enrichment (e.g., clubs for arts and STEM) 5 days per week. Vision is to grow our school to be competitive retain current students and attract more. Also free afterschool, which parents have requested. More to come on that!
- f. Stacey: reflected on co-teaching Anthropology class with Everett years ago.
- g. More than ever committed to the success of Renaissance--mandate for educators. How are we positioning ourselves for the future?
 - i. Some conversations have been happening around who is to be the new principal to support these next steps. The executive leadership will be in close contact with the Board about visioning this planning and what we see for the school in one, two, five years.
 - ii. Stacey will be spending more time at Ren2, cross-school staff will be there for support. We have some ideas about nextgen, especially in HS with new graduation requirements, but would like some feedback. Thank you, Everett, and everyone for your support!

5. Development Report – Meredith

- a. A lot of turbulence regarding Mental Health Grant - among many schools that have received notice from the Federal Department of Education letting us know the grant has been discontinued. Multipronged response that includes appeal.
- b. Mental Health Service Professional Demonstration Grant (MHSPD) - part of a consortium of charter schools
 - i. Evidence-based interventions to achieve goals
 - ii. Expanding pipeline of providers
 - iii. Expanding access to mental health services
 - iv. Work with Hunter and other schools to have access to students
 - v. Training in evidence-based practices: play therapy, trauma-based therapy, etc.
 - vi. Increased salaries in year 1, have strong retention rates. Successful partnership with Hunter.
 - vii. Expanding program into the summer months
 - viii. Program has been successful in student reports of decreased suicidal ideation.
- c. Project Prevent - decrease violent, aggressive, and disruptive behaviors in schools
 - i. Increase mental health services
 - ii. Fire Safety, teen mental health, active shooting protocols, parent awareness.
 - iii. Worked with service providers including Living Redemption.
 - iv. Seeing a decrease in the number of students who are reporting suicidal ideation,

- use of substances, reporting feeling sad or hopeless.
 - d. Innovative Approaches to Literacy Grant
 - i. Partner in consortium
 - ii. Various literacy interventions and celebrations, book giveaways, basic literacy supports through staffing.
 - e. Partnerships
 - i. Audubon Society - weeklong residency in Living Environment
 - f. STOP Grants (also safety grant)
 - i. 2019 grant closing
 - ii. 2021 grant not affected by federal changes; DOJ grant
 - iii. Active shooter training, Incident Command Training system.
- Thank you, Meredith, for all the work you do!

6. Adjournment of Public Meeting: 11:00 a.m.



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Charter School 2

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APPROVED

June 4, 2025

The Renaissance Charter School 2

Meeting of the Board of Trustees

Meeting convened at: 10:05 a.m.

1. Chairperson's Message – 3 minutes
 - a. Thanks to the Board for supporting the school through a tremendous year, including renewal. Thank you to Everett as founding principal of our school. Thank you to teachers and parents as well.
2. Roll Call – 2 minutes
 - a. Board Members present: Monte Joffee, Victor Motta, Liz Perez, Chester Hicks, Leopolda Silvera
 - b. Board Members absent: Rachel Mandel
 - c. Others present: Stacey Gauthier, Daniel Fanelli, Everett Boyd, Matthew Delforte, Diana Calle, Janet Chele, Damaris, Norma Martinez.
3. Approval of Last Month's Minutes – 5 minutes
 - a. Approved by acclamation
4. Approval of 2025-2026 Calendar – 10 minutes
 - a. Approved by acclamation
5. Standing Committee Reports (if applicable) – 10 minutes
 - a. No report, but there will be a finance committee meeting next week for working budget #1.
6. School Management Team Report – 10 minutes
 - a. Everett: deep appreciation and gratitude for the support of the Board and the school community over the past five years
 - b. June 30 last official day as principal
 - c. SMT have been working on transition plan
 - d. Lottery: registration process ongoing, enrollment for next year looking promising. In two years will be at official capacity. Challenge to fill seats these days; enrollment has

- declined and there is a lot of competition.
 - e. Field day coming up, as well as Regents Week.
 - f. Fifth grade moving up ceremony in coordination with Ren1 middle school moving up ceremony (right afterward).
 - g. Ren1 graduation on June 11. Everett has been asked to be keynote speaker.
 - h. Close to full enrollment for summer school, many of our teachers are participating.
 - i. Would like to offer availability and services to school after retirement, details to be worked out.
 - j. Stacey: recommendation to appoint Everett as a board member to Ren2 board.
 - k. Teacher recruitment: some positions are still open and we are actively recruiting. NYC Public Schools are our biggest competition. Have been able to offer a more competitive package beginning next year for current teachers and new hires.
 - l. Need teachers in math, science, special education, ENL, even art. Particularly need to grow middle school staff.
 - m. Send any applicants to Everett/Taryn.
7. Board Members' New Business – 10 minutes
- a. Monte: announcement about new principal: Rashid Johnson met with Ren2 last week, we voted, and offered the position. He has accepted. He has worked with us at both schools for almost a decade as an instructional coach through ANet. He is widely experienced as a former principal, a parent, and a highly-respected coach. Will hopefully be at the next board meeting to introduce himself.
8. Public Speaking – none
9. Adjournment of Public Meeting: 10:33 a.m.
10. Executive Session began at 10:33
11. Public Session reopened at 11:02 a.m.
- a. Matthew explained the function of the Executive Session and summarized the Resolution that was approved (see below). He also explained the function of the Master Principal in terms of leading a consortium of schools.
 - b. Resolution:

WHEREAS, in April 2025, TRCS 2 successfully achieved a full five-year renewal, which included a grade expansion that will allow its successful transitioning to a full K-12 school; and

WHEREAS, having successfully achieved a full renewal and grade expansion, TRCS 2's Founding Principal, Everett Boyd, made the decision to retire at the end of the 2024-2025 school year; and

WHEREAS, the Board hired Rashid Johnson as its new principal, with his duties being focused primarily on instructional leadership, including, but not limited to, mentoring and coaching TRCS 2's Assistant Principals and ensuring the highest quality of teaching and learning for all students, especially as TRCS 2 enters its second charter term and continues to expand in grades and transition to a full K-12 charter school. The Board of Trustees believes now more than ever that instructional leadership is of paramount importance, and the demands on overall day-to-day management and stewardship continue to grow; and

WHEREAS, the Board of Trustees further believes that to best position TRCS 2 strategically and functionally to meet these increased demands and challenges and achieve the

highest quality teaching and learning model, adding the position of Master Principal, a title provided for in the CSA-DOE CBA, who is a highly experienced principal who leads multiple schools and oversees initiatives that impact such schools, as well as mentors principals, aligns perfectly with TRCS 2's needs and provides opportunities to focus and capitalize on its relationship with its founding school partner, TRCS; and

WHEREAS, in consultation and agreement with its counterpart and founding school, TRCS, the Board of Trustees desires to hire Stacey Gauthier, TRCS 2's Executive Director and TRCS's longtime principal, to fill the role of Master Principal, which will allow her to be on site, mentor TRCS 2's new principal, and focus her time on growing TRCS 2 into its full complement of K-12 grades while providing critically important mentorship to its new principal and also pursuing opportunities for collaboration with TRCS and initiatives that ensure its success long into the future; and

NOW, THEREFORE, BE IT RESOLVED, that for the foregoing reasons TRCS 2 will hire Stacey Gauthier to the role of Master Principal, whose primary purpose and responsibilities will be to mentor the school principal, pursue opportunities for collaboration with TRCS that will benefit TRCS 2, draw on her vast experience to ensure TRCS 2's successful transition to a K-12 school, and lead and implement the Board's vision and initiatives to ensure TRCS 2's success long into the future; and be it further

RESOLVED, that the school Principal will report to the Master Principal, and the Master Principal will report to the Board of Trustees, and be it further,

RESOLVED, that the Board and Master Principal will work with TRCS 2's general counsel to take all necessary steps to legally effectuate the change to TRCS 2's organizational structure pursuant to this resolution, including, but not limited to, procuring a charter revision and amending TRCS 2's Bylaws.

Voted and approved by acclamation: June 4, 2025

Voting for: Monte Joffe, Victor Motta, Liz Perez, Chester Hicks, Leopolda Silvera

Voting against: None

Abstentions: None

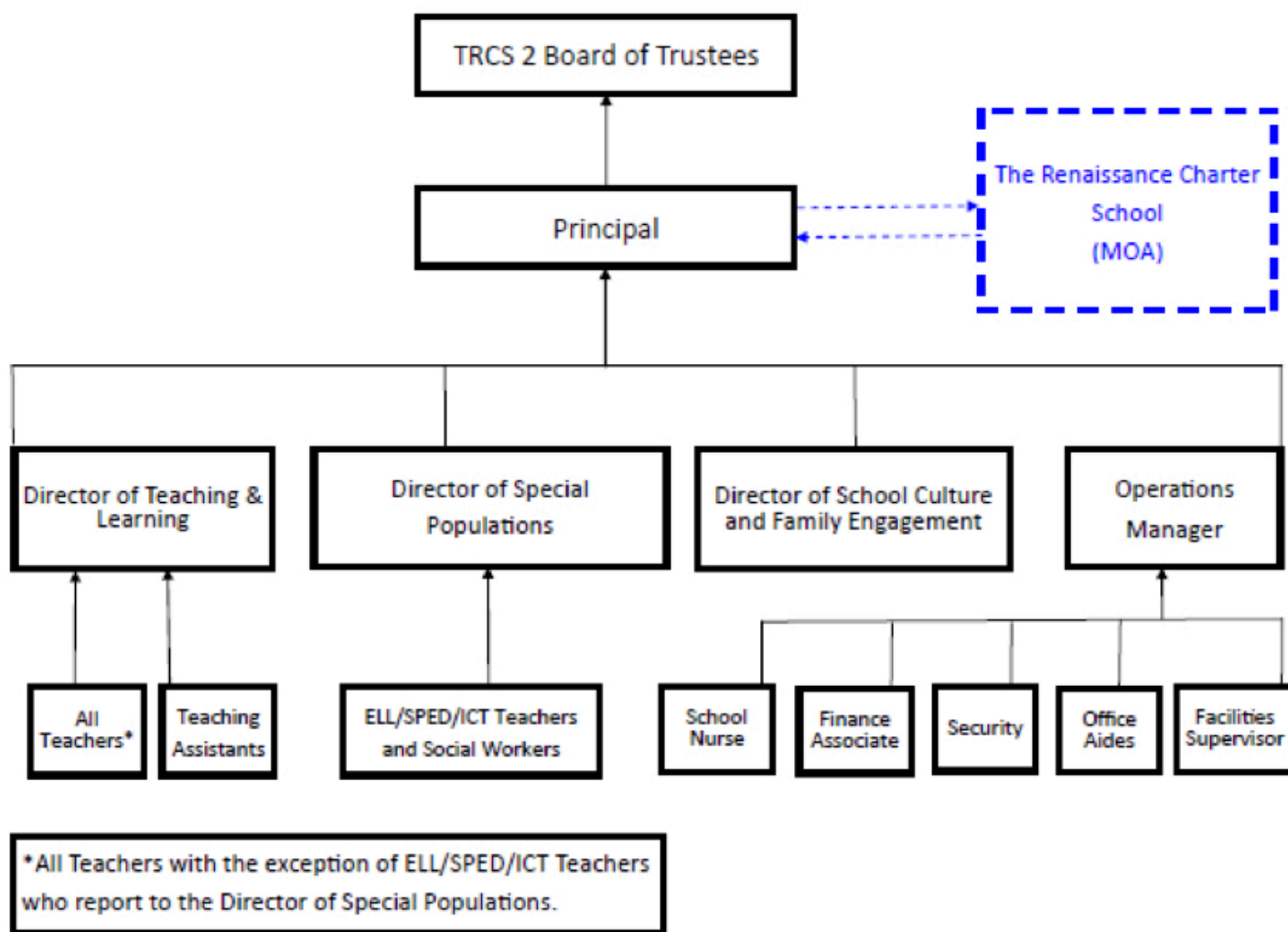
Meeting adjourned at 11:08 a.m.



The Renaissance Charter School 2

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2024-2025 Organization Chart



The Renaissance Charter School 2 2025-2026 Academic Calendar

180 Instructional Days

July 2025

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

August 2025

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

9/1/2025 (21)

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

10/1/2025 (21)

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

11/1/2025 (15)

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

12/1/2025 (15)

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

January 2026 (19)

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February 2026 (15)

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March 2026 (21)

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2026 (15)

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2026 (19)

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2026 (19)

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Staff Report to School
Last Day of School

Early Dismissal Days
Regents/School Level Exams

All Grades Report
Holiday/Recess (No Students or Staff)

STAFF PD Day
No School for Students

The Renaissance Charter School 2

Audited Financial Statements

In Accordance with *Government Auditing Standards*

June 30, 2025

The Renaissance Charter School 2

Audited Financial Statements

June 30, 2025

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Independent Auditor's 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, 2025, and the related statement 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, 2025, 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 ("*Government Auditing Standards*"). Our responsibilities under those standards are further described in the Auditor's 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.

Auditor's 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 auditor's 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 there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the 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 2024 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 29, 2024. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2024 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 29, 2025, 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.

SAX LLP

New York, NY
October 29, 2025

The Renaissance Charter School 2

Statement of Financial Position

As of June 30, 2025
(With comparative totals as of June 30, 2024)

	June 30,	
	2025	2024
ASSETS		
Cash and cash equivalents	\$ 8,572,498	\$ 4,642,822
Government grants receivable	338,509	174,244
Due from related organizations	305,978	227,819
Prepaid expenses and other assets	445,233	424,619
Property and equipment, net	1,255,174	1,189,531
Operating lease right-of-use asset	136,288,125	139,390,330
Restricted cash	107,058	102,910
TOTAL ASSETS	\$ 147,312,575	\$ 146,152,275
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 1,373,290	\$ 864,275
Operating lease liability	149,108,178	149,239,487
Total liabilities	150,481,468	150,103,762
NET ASSETS		
Without donor restrictions	(3,168,893)	(3,951,487)
TOTAL LIABILITIES AND NET ASSETS	\$ 147,312,575	\$ 146,152,275

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

The Renaissance Charter School 2

Statement of Activities

For the Year ended June 30, 2025
(With comparative totals for the year ended June 30, 2024)

	June 30,	
	2025	2024
WITHOUT DONOR RESTRICTIONS		
PUBLIC SUPPORT AND REVENUE		
Public school district revenue:		
Resident student enrollment	\$ 15,654,391	\$ 10,689,928
Students with special education services	1,387,487	1,035,794
Subtotal public school district revenue	17,041,878	11,725,722
New York City rental assistance	4,699,107	3,206,978
Federal grants	532,937	234,007
State and city grants	45,323	29,178
Food program grants	847,830	599,997
Contributions	252,131	251,795
Other income	4,658	5,403
Other loss	(319,147)	-
Total public support and revenue	23,104,717	16,053,080
EXPENSES		
Program services:		
Regular Education	15,393,165	11,856,374
Special Education	3,116,889	2,255,530
Food program	1,279,829	1,001,443
Total program services	19,789,883	15,113,347
Supporting services:		
Management and general	2,492,409	2,371,910
Fundraising	39,831	-
Total expenses	22,322,123	17,485,257
Change in net assets	782,594	(1,432,177)
NET ASSETS, <i>beginning of year</i>	(3,951,487)	(2,519,310)
NET ASSETS, <i>end of year</i>	\$ (3,168,893)	\$ (3,951,487)

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

The Renaissance Charter School 2

Statement of Functional Expenses

For the Year ended June 30, 2025
(With comparative totals for the year ended June 30, 2024)

	Program Services				Supporting Services		Total Expenses	Total Expenses
	Regular Education	Special Education	Food Program	Total Program Services	Management And General	Fundraising Expenses	6/30/25	6/30/24
Salaries	\$ 6,407,821	\$ 1,297,490	\$ 235,690	\$ 7,941,001	\$ 810,226	\$ -	\$ 8,751,227	\$ 5,979,353
Employee benefits and payroll taxes	1,211,941	245,400	44,577	1,501,918	403,984	-	1,905,902	1,255,589
Total personnel costs	7,619,762	1,542,890	280,267	9,442,919	1,214,210	-	10,657,129	7,234,942
Professional fees	502,184	101,685	47,958	651,827	363,285	39,831	1,054,943	747,145
Occupancy	5,828,981	1,180,283	214,400	7,223,664	737,036	-	7,960,700	7,660,459
Repairs and maintenance	182,933	37,041	6,729	226,703	23,130	-	249,833	205,656
Curriculum and classroom expenses	604,135	122,328	-	726,463	-	-	726,463	354,278
Professional development	138,634	28,071	358	167,063	1,233	-	168,296	50,258
Equipment and furnishings	45,686	9,251	1,680	56,617	5,778	-	62,395	63,348
Office expenses	19,849	4,019	730	24,598	2,509	-	27,107	29,596
Food services	-	-	711,118	711,118	-	-	711,118	491,707
Technology	111,543	22,586	4,103	138,232	14,104	-	152,336	166,125
Marketing and recruitment	-	-	-	-	88,202	-	88,202	77,230
Insurance	72,237	14,627	2,657	89,521	9,134	-	98,655	76,381
Bad debt expense	-	-	-	-	-	-	-	9,369
Depreciation	267,221	54,108	9,829	331,158	33,788	-	364,946	318,763
Total other than personnel costs	7,773,403	1,573,999	999,562	10,346,964	1,278,199	39,831	11,664,994	10,250,315
Total expenses	\$ 15,393,165	\$ 3,116,889	\$ 1,279,829	\$ 19,789,883	\$ 2,492,409	\$ 39,831	\$ 22,322,123	\$ 17,485,257

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

The Renaissance Charter School 2

Statement of Cash Flows

For the Year ended June 30, 2025
(With comparative totals for the year ended June 30, 2024)

	June 30,	
	<u>2025</u>	<u>2024</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 782,594	\$ (1,432,177)
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	364,946	318,763
Change in operating lease right-of-use asset and liability	2,970,896	4,479,523
Changes in assets and liabilities:		
Government grants receivable	(164,265)	132,344
Due from related organizations	(78,159)	(56,016)
Prepaid expenses and other assets	(20,614)	(410,578)
Accounts payable and accrued expenses	509,015	251,406
Government grants advance	-	(3,783)
Total adjustments	<u>3,581,819</u>	<u>4,711,659</u>
Net cash provided by operating activities	<u>4,364,413</u>	<u>3,279,482</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	<u>(430,589)</u>	<u>(465,822)</u>
Net cash used for investing activities	<u>(430,589)</u>	<u>(465,822)</u>
Net increase in cash, cash equivalents and restricted cash	3,933,824	2,813,660
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH - <i>beginning of year</i>	<u>4,745,732</u>	<u>1,932,072</u>
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH - <i>end of year</i>	<u>\$ 8,679,556</u>	<u>\$ 4,745,732</u>
CASH, CASH EQUIVALENTS AND RESTRICTED CASH:		
Cash and cash equivalents	\$ 8,572,498	\$ 4,642,822
Restricted cash	107,058	102,910
Total cash, cash equivalents and restricted cash	<u>\$ 8,679,556</u>	<u>\$ 4,745,732</u>
SUPPLEMENTAL CASH FLOW INFORMATION:		
Cash paid during the year for interest	<u>\$ -</u>	<u>\$ -</u>
Cash paid during the year for taxes	<u>\$ -</u>	<u>\$ -</u>

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

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 1 - Organization

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

The School is modeled after The Renaissance Charter School ("TRCS"), a public charter school located in Jackson Heights, Queens, New York. The School's mission as a planned Kindergarten to 12th grade school is to foster educated, responsible, humanistic young leaders who will, through their own personal growth spark a renaissance in New York. The School completed the 2024-2025 fiscal year with an average enrollment of approximately 820 Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 9th grade and 10th grade students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE"). The School was granted a provisional charter for a term up to and including June 2030.

The School has the following programs:

Regular Education - Instruction provided to students from Kindergarten through 12th grade.

Special Education - Instruction that is specially designed to meet the unique needs of students with disabilities.

Food Program - All enrolled students are eligible to receive a healthy breakfast and lunch at school each day of the school year, free of charge.

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's main sources of revenue are public school district revenue and government grants.

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 has 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 have control over Friends.

Note 2 - Significant Accounting Policies

a. Basis of Accounting and Presentation

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

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 2 - Significant Accounting Policies - Continued

a. Basis of Accounting and Presentation - Continued

The financial statements are presented in accordance with the provisions of the Financial Accounting Standards Board's ("FASB") Accounting Standards Codification ("ASC") 958 Presentation of Financial Statements of Not-For-Profit Entities. FASB ASC 958 requires the School to report information regarding its financial position and activities according to the following specific classes of net assets:

- *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 contributions and the net residual of assets with donor-imposed restrictions that are expected to be satisfied by performing certain activities or through the passage of time. The School had no donor restricted net assets at June 30, 2025 or 2024.

b. Revenue Recognition

The School follows the requirements of FASB ASC 958-605 - *Revenue Recognition* for recording contributions, which are recognized when a contribution 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 of payments or release from obligations and are recognized as income once the conditions have been substantially met.

The School's public-school district revenue and other government grants, including New York City rental assistance, are primarily conditional, non-exchange transactions and fall under FASB ASC 958-605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved, or qualifying expenditures are incurred as well as other conditions under the agreements are met. Revenue recognized in advance of payments being received is recorded as a government grant receivable.

Contributions and government grants receivable 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. As of June 30, 2025 and 2024, all unconditional promises to give are due within one year. Contributions and government grants receivable 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, 2025 or 2024.

c. Cash and Cash Equivalents

Checking, savings, and money market accounts with local banks and highly liquid financial 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.

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 2 - Significant Accounting Policies - Continued

d. Concentration of Credit Risk

Financial instruments which potentially subject the School to a concentration of credit risk consist of checking and savings accounts which have been placed with a financial institution that management deems to be creditworthy. The School has not suffered any losses due to bank failure.

e. Property and Equipment

Property and equipment assets that the School retains title to that exceed a dollar threshold of \$3,000, and which benefit future periods are capitalized at cost or at the fair value at the date of gift, if donated. 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 - *lower of useful life of asset and life of lease*

f. Leases

The School determines if an arrangement is or contains a lease at inception. Leases are included in ROU assets and lease liabilities in the statement of financial position. ROU assets and lease liabilities reflect the present value of the future minimum lease payments over the lease term, and ROU assets also include prepaid or accrued rent. The change in operating lease right-of-use asset and liability on the statement of cash flows includes the amortization of the ROU asset and cash payments for leases offset by the accretion of the discounted lease liability. Operating lease expense is recognized on a straight-line basis over the lease term. The School does not report ROU assets and lease liabilities for its short-term leases (leases with a term of 12 months or less). Instead, the lease payments of those leases are reported as lease expense on a straight-line basis over the lease term. Lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option.

g. In-kind Contributions

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

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

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 2 - Significant Accounting Policies - Continued

h. Functional Allocation of Expenses

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

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

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

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

i. Use of Estimates

The preparation of financial statements in 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.

In the normal course of business, the School is involved in proceedings, lawsuits, and other claims. These matters are subject to many uncertainties, and outcomes are not predictable with a high degree of assurance. Consequently, the ultimate aggregate amount of monetary liability or financial impact with respect to these matters as of June 30, 2025 and 2024 cannot be ascertained. Management believes that the final outcome of these matters will not have a material impact on the financial statements of the School.

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 2 - Significant Accounting Policies - Continued

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, 2022 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 year ended June 30, 2024 from which the summarized information was derived.

Note 3 - Related Party Transactions

Due from related organizations consisted of the following:

	June 30,	
	2025	2024
Friends	\$ -	\$ 775
TRCS	305,978	227,044
Total	<u>\$ 305,978</u>	<u>\$ 227,819</u>

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 consists of the following:

	June 30,	
	2025	2024
Beginning balance due from TRCS	\$ 227,044	\$ 171,028
FY25 Activity:		
Management fee charged by TRCS	(462,818)	(276,865)
Reimbursable expenses paid by TRCS	(63,229)	(69,022)
Grants to the School collected by TRCS	832,025	572,931
Payments by TRCS	<u>(227,044)</u>	<u>(171,028)</u>
Ending balance due from TRCS	<u>\$ 305,978</u>	<u>\$ 227,044</u>

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 4 - Property and Equipment

Property and equipment consist of the following:

	June 30,	
	2025	2024
Furniture and equipment	\$ 2,084,039	\$ 1,656,915
Leasehold improvements	265,470	262,005
	2,349,509	1,918,920
Less accumulated depreciation	(1,094,335)	(729,389)
Total property and equipment, net	\$ 1,255,174	\$ 1,189,531

Note 5 - Operating Lease Right-of-Use Asset and Operating Lease Liability

The School evaluated current contracts to determine which met the criteria of a lease under FASB ASC 842. Starting July 1, 2022, the School entered into a non-cancelable sublease agreement with Friends for space which expires on June 30, 2053. The lease does not include any extension or purchase options. 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 School's sublease with Friends has been determined to be an operating lease.

The ROU asset represents the School's right to use the underlying asset for the lease term, and the lease liabilities represent the School's obligation to make lease payments arising from this lease. The ROU asset and lease liability were calculated based on the present value of future lease payments over the lease terms. As of June 30, 2025 and 2024, the weighted-average remaining lease term for the School's operating leases was approximately 28 years and 29 years, respectively. The School has made an accounting policy election to use a risk-free rate in lieu of its incremental borrowing rate to discount future lease payments. The weighted-average discount rate applied to calculate lease liabilities as of June 30, 2025 and 2024 was 3.11%.

For the year ended June 30, 2025 and 2024, total operating lease cost was approximately \$7,878,000 and \$7,600,000, respectively. Cash paid for operating leases for the year ended June 30, 2025 and 2024 was approximately \$4,907,000 and \$3,400,000, respectively. There were no noncash investing and financing transactions related to leasing other than the ROU asset obtained in exchange for the lease liability recorded at the date of commencement.

Escalations under the lease are determined based on the greater of minimum enrollment and actual enrollment. Future variable costs will be recognized in the years when actual enrollment exceeds minimum enrollment. No variable costs were recognized for the year ended June 30, 2025.

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 5 - Operating Lease Right-of-Use Asset and Operating Lease Liability - Continued

Future minimum lease payments are presented in the following table:

Year ending:	
June 30, 2026	\$ 5,628,660
June 30, 2027	6,223,485
June 30, 2028	6,363,514
June 30, 2029	6,506,693
June 30, 2030	6,653,094
Thereafter	<u>202,037,173</u>
Total lease payments	233,412,619
Less present value discount	<u>(84,304,441)</u>
Total lease obligations	<u>\$ 149,108,178</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 - Significant Concentrations

The School is dependent upon grants from the NYCDOE to carry out its operations. Approximately 93% of the School's total public support and revenue was received from the NYCDOE for the years ended June 30, 2025 and 2024. If the NYCDOE were to discontinue funding, this would have a severe economic impact on the School's ability to operate.

Note 8 - 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, 2025, the School's financial assets available to meet cash needs for general expenditures within one year totaled \$9,216,985 which consist of cash and cash equivalents of \$8,572,498, government grants receivable of \$338,509, and due from related organizations of \$305,978.

Note 9 - Net Asset Deficit

As of June 30, 2025, the School had a deficit balance of \$3,168,893 in net assets. The School's operating lease liability of \$149,108,178 exceeds its operating lease right-of-use asset of \$136,288,125 by \$12,820,053 as of June 30, 2025.

Due to the expiration of the lease going forward many years into the future with escalating payments over the life of the lease, the financial statements reflect occupancy expense that exceeds the actual cash payments in the early years of the lease. For the year ended June 30, 2025, the rent expense recognized under ASC 842 was approximately \$7,878,000 and the amount paid was approximately \$4,907,000, resulting in a reduction of approximately \$2,971,000 to the increase in net assets for the year.

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 10 - Subsequent Events

Subsequent events have been evaluated through October 29, 2025, the date the financial statements were available to be issued. There were no material events that have occurred that require adjustment to or disclosure to the financial statements.

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

Independent Auditor's Report

To the Board of Trustees of
The Renaissance Charter School 2

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Renaissance Charter School 2 (the "School"), which comprise the statement of financial position as of June 30, 2025, 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 29, 2025.

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 and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified certain deficiencies in internal control, described in the accompanying Schedule of Findings and Questioned Costs as item 2025-001 that we consider to be significant deficiencies.

Report on Compliance and Other Matters

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

School's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the School's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

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.



New York, NY
October 29, 2025

The Renaissance Charter School 2

Schedule of Findings and Questioned Costs

June 30, 2025

Current Year:

2025-001 - Significant Deficiency in Vendor Payment Verification Controls

Criteria: Effective internal controls should be designed and implemented to prevent and detect unauthorized or fraudulent disbursements.

Condition: The School processed and paid an invoice to a fraudulent vendor account due to a cyberattack. A malicious actor spoofed a vendor's email address, changing one letter to closely resemble the legitimate address. The attacker then requested a change to the ACH payment information. The fraudulent vendor initiated the request via email. The fraudulent activity was identified through subsequent communication with the legitimate vendor.

Cause: The School did not independently verify the change through a secondary method (e.g., phone call or known contact information). As a result of relying solely on email communication, the fraud was not prevented and an ACH payment was made to a fraudulent bank account.

Effect: The School incurred a financial loss of approximately \$494,000, which was disbursed to a fraudulent party. Insurance recovery offset \$175,000 of the loss and the School is working with its financial institution to recover the remaining balance. Regardless of the outcome, the incident reflects a vulnerability in the School's controls over vendor verification and electronic payments.

Recommendation: We recommend the School implement enhanced controls over vendor maintenance and ACH payment changes, including:

- Requiring independent verification directly with the vendor (e.g., phone confirmation using previously known vendor contact information) for all changes to vendor payment details.
- Implementing multi-person approval workflows for vendor master file changes.
- Training staff to identify phishing or spoofing red flags.
- Considering use of fraud detection tools or domain validation software to flag suspicious communication.

Views of Responsible Officials: See management's corrective action plan attached.

Prior Year:

None

Corrective Action Plan:

1. Immediate Action (Implemented):

- When a vendor requests a change to banking information via email, staff must now perform a mandatory phone verification with the known vendor contact prior to making any updates.
- A follow-up email is sent to confirm the verified banking details and retain documentation of the conversation.
- All vendors using Bill.com are directed to utilize the secure self-service function, which allows vendors to log in and manage their own banking information, thereby reducing manual intervention and fraud risk.
- Comprehensive cybersecurity training was provided to all staff in August 2025, and management intends to make this an annual practice going forward.

2. Strengthening Systems (Within 60 Days):

- Implementation of enhanced email security features, including external sender flags and suspicious domain alerts.
- Establishment of email filters and warning rules to flag spoofed domains and urgent payment-related requests for further review.

October 29, 2025

To the Board of Trustees of
The Renaissance Charter School 2

This letter is to inform the Board of Trustees of The Renaissance Charter School 2 (the “Schools”) about significant matters related to the conduct of our audit as of and for the year ended June 30, 2025, so that it can appropriately discharge its oversight responsibility, and we comply with our professional responsibilities.

Auditing standards generally accepted in the United States of America (AU-C 260, *The Auditor’s Communication With Those Charged With Governance*) require the auditor to promote effective two-way communication between the auditor and those charged with governance. Consistent with this requirement, the following summarizes our responsibilities regarding the financial statement audit as well as observations arising from our audit that are significant and relevant to your responsibility to oversee the financial reporting process.

Our Responsibilities With Regard to the Financial Statement Audit

Our responsibility under auditing standards generally accepted in the United States of America has been described to you in our engagement letter dated July 1, 2025. The audit of the financial statements does not relieve management or those charged with governance of their responsibilities, which are also described in that letter.

Overview of the Planned Scope and Timing of the Financial Statement Audit

We have issued a separate communication dated July 10, 2025 regarding the planned scope and timing of our audit and identified significant risks.

Significant Accounting Practices, Including Policies, Estimates and Disclosures

In our meeting with you, we will discuss our views about the qualitative aspects of the School’s significant accounting practices, including significant accounting policies, significant unusual transactions, accounting estimates and financial statement disclosures. The following is a list of the matters that will be discussed, including the significant estimates, which you may wish to monitor for your oversight responsibilities of the financial reporting process:

- No new accounting policies were adopted during the year under audit and the application of existing policies was not changed during the year.
- The School incurred a financial loss of approximately \$494,000 which was distributed to a fraudulent vendor acting as a legitimate vendor through a spoofed email. Insurance recovery offset \$175,000 and the remaining balance was recognized as a loss. The School is working with its financial institution to recover the remaining balance.
- As of June 30, 2025, the School had a deficit balance of \$3,168,893 in net assets due primarily to the School’s operating lease liability of \$149,108,178 exceeding its operating lease right-of-use asset of \$136,288,125 by \$12,820,053 as of June 30, 2025.
- We noted no other transactions entered into by the School during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

- Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates used in preparing the financial statements were as follows:
 - allocation of expenses into program, management and fundraising categories and to determine the use of government grants used and the release of donor restricted net assets.
- We evaluated the key factors and assumptions used to develop the above estimate in determining that it was reasonable in relation to the financial statements taken as a whole. The disclosures in the financial statements are neutral, consistent and clear.

Audit Adjustments and Uncorrected Misstatements

There were no material audit adjustments made to the original trial balance presented to us to begin our audit.

We are not aware of any uncorrected misstatements other than misstatements that are clearly trivial.

Disagreements With Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Consultation With Other Accountants

We are not aware of any consultations management had with other accountants about accounting or auditing matters.

Significant Issues Discussed With Management

There were no significant issues discussed with management.

Significant Difficulties Encountered in Performing the Audit

There were no significant difficulties encountered in performing the audit.

Shared Responsibilities: AICPA Independence

The American Institute of Certified Public Accountants ("AICPA") regularly emphasizes that auditor independence is a **joint responsibility** and is managed most effectively when management, audit committees (or their equivalents), and audit firms work together in considering compliance with AICPA independence rules. For Sax LLP to fulfill its professional responsibility to maintain and monitor independence, management, the Board of Trustees, and Sax LLP each play an important role.

Our Responsibilities

- AICPA rules require independence both of mind and in appearance when providing audit and other attestation services. Sax LLP is to ensure that the AICPA's General Requirements for performing non-attest services are adhered to and included in all letters of engagement.
- Maintain a system of quality management over compliance with independence rules and firm policies.

The School's Responsibilities

- Timely inform Sax LLP, before the effective date of transactions or other business changes, of the following:
 - New affiliates, trustees, or officers.
 - New beneficial owners of stock which have significant influence.
 - Change in corporate structure impacting affiliates such as add-on acquisitions or exits.
- Provide necessary affiliate information such as new or updated investment structure charts, as well as financial information required to perform materiality calculations needed for making affiliate determinations.
- Understand and conclude on the permissibility, prior to the School and its affiliates, officers, trustees, or persons in a decision-making capacity, engaging in business relationships with Sax LLP.
- Not entering into relationships resulting in close family members of Sax LLP covered persons, temporarily or permanently acting as an officer, trustee, or person in an accounting or financial reporting oversight role at the School.

Management Representations

Attached is a copy of the management representation letter.

Closing

We will be pleased to respond to any questions you have about the foregoing. We appreciate the opportunity to continue to be of service to the School.

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

Sax LLP

Sax LLP

The Renaissance Charter School 2

Audited Financial Statements

In Accordance with *Government Auditing Standards*

June 30, 2025

The Renaissance Charter School 2

Audited Financial Statements

June 30, 2025

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Independent Auditor's 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, 2025, and the related statement 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, 2025, 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 ("*Government Auditing Standards*"). Our responsibilities under those standards are further described in the Auditor's 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.

Auditor's 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 auditor's 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 there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the 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 2024 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 29, 2024. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2024 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 29, 2025, 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.

SAX LLP

New York, NY
October 29, 2025

The Renaissance Charter School 2

Statement of Financial Position

As of June 30, 2025
(With comparative totals as of June 30, 2024)

	June 30,	
	2025	2024
ASSETS		
Cash and cash equivalents	\$ 8,572,498	\$ 4,642,822
Government grants receivable	338,509	174,244
Due from related organizations	305,978	227,819
Prepaid expenses and other assets	445,233	424,619
Property and equipment, net	1,255,174	1,189,531
Operating lease right-of-use asset	136,288,125	139,390,330
Restricted cash	107,058	102,910
TOTAL ASSETS	\$ 147,312,575	\$ 146,152,275
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 1,373,290	\$ 864,275
Operating lease liability	149,108,178	149,239,487
Total liabilities	150,481,468	150,103,762
NET ASSETS		
Without donor restrictions	(3,168,893)	(3,951,487)
TOTAL LIABILITIES AND NET ASSETS	\$ 147,312,575	\$ 146,152,275

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

The Renaissance Charter School 2

Statement of Activities

For the Year ended June 30, 2025
(With comparative totals for the year ended June 30, 2024)

	June 30,	
	2025	2024
WITHOUT DONOR RESTRICTIONS		
PUBLIC SUPPORT AND REVENUE		
Public school district revenue:		
Resident student enrollment	\$ 15,654,391	\$ 10,689,928
Students with special education services	1,387,487	1,035,794
Subtotal public school district revenue	<u>17,041,878</u>	<u>11,725,722</u>
New York City rental assistance	4,699,107	3,206,978
Federal grants	532,937	234,007
State and city grants	45,323	29,178
Food program grants	847,830	599,997
Contributions	252,131	251,795
Other income	4,658	5,403
Other loss	<u>(319,147)</u>	<u>-</u>
Total public support and revenue	<u>23,104,717</u>	<u>16,053,080</u>
EXPENSES		
Program services:		
Regular Education	15,393,165	11,856,374
Special Education	3,116,889	2,255,530
Food program	1,279,829	1,001,443
Total program services	<u>19,789,883</u>	<u>15,113,347</u>
Supporting services:		
Management and general	2,492,409	2,371,910
Fundraising	<u>39,831</u>	<u>-</u>
Total expenses	<u>22,322,123</u>	<u>17,485,257</u>
Change in net assets	782,594	(1,432,177)
NET ASSETS, <i>beginning of year</i>	<u>(3,951,487)</u>	<u>(2,519,310)</u>
NET ASSETS, <i>end of year</i>	<u>\$ (3,168,893)</u>	<u>\$ (3,951,487)</u>

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

The Renaissance Charter School 2

Statement of Functional Expenses

For the Year ended June 30, 2025
(With comparative totals for the year ended June 30, 2024)

	Program Services				Supporting Services		Total Expenses	Total Expenses
	Regular Education	Special Education	Food Program	Total Program Services	Management And General	Fundraising Expenses	6/30/25	6/30/24
Salaries	\$ 6,407,821	\$ 1,297,490	\$ 235,690	\$ 7,941,001	\$ 810,226	\$ -	\$ 8,751,227	\$ 5,979,353
Employee benefits and payroll taxes	1,211,941	245,400	44,577	1,501,918	403,984	-	1,905,902	1,255,589
Total personnel costs	7,619,762	1,542,890	280,267	9,442,919	1,214,210	-	10,657,129	7,234,942
Professional fees	502,184	101,685	47,958	651,827	363,285	39,831	1,054,943	747,145
Occupancy	5,828,981	1,180,283	214,400	7,223,664	737,036	-	7,960,700	7,660,459
Repairs and maintenance	182,933	37,041	6,729	226,703	23,130	-	249,833	205,656
Curriculum and classroom expenses	604,135	122,328	-	726,463	-	-	726,463	354,278
Professional development	138,634	28,071	358	167,063	1,233	-	168,296	50,258
Equipment and furnishings	45,686	9,251	1,680	56,617	5,778	-	62,395	63,348
Office expenses	19,849	4,019	730	24,598	2,509	-	27,107	29,596
Food services	-	-	711,118	711,118	-	-	711,118	491,707
Technology	111,543	22,586	4,103	138,232	14,104	-	152,336	166,125
Marketing and recruitment	-	-	-	-	88,202	-	88,202	77,230
Insurance	72,237	14,627	2,657	89,521	9,134	-	98,655	76,381
Bad debt expense	-	-	-	-	-	-	-	9,369
Depreciation	267,221	54,108	9,829	331,158	33,788	-	364,946	318,763
Total other than personnel costs	7,773,403	1,573,999	999,562	10,346,964	1,278,199	39,831	11,664,994	10,250,315
Total expenses	\$ 15,393,165	\$ 3,116,889	\$ 1,279,829	\$ 19,789,883	\$ 2,492,409	\$ 39,831	\$ 22,322,123	\$ 17,485,257

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

The Renaissance Charter School 2

Statement of Cash Flows

For the Year ended June 30, 2025
(With comparative totals for the year ended June 30, 2024)

	June 30,	
	<u>2025</u>	<u>2024</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 782,594	\$ (1,432,177)
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	364,946	318,763
Change in operating lease right-of-use asset and liability	2,970,896	4,479,523
Changes in assets and liabilities:		
Government grants receivable	(164,265)	132,344
Due from related organizations	(78,159)	(56,016)
Prepaid expenses and other assets	(20,614)	(410,578)
Accounts payable and accrued expenses	509,015	251,406
Government grants advance	-	(3,783)
Total adjustments	<u>3,581,819</u>	<u>4,711,659</u>
Net cash provided by operating activities	<u>4,364,413</u>	<u>3,279,482</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	<u>(430,589)</u>	<u>(465,822)</u>
Net cash used for investing activities	<u>(430,589)</u>	<u>(465,822)</u>
Net increase in cash, cash equivalents and restricted cash	3,933,824	2,813,660
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH - <i>beginning of year</i>	<u>4,745,732</u>	<u>1,932,072</u>
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH - <i>end of year</i>	<u>\$ 8,679,556</u>	<u>\$ 4,745,732</u>
CASH, CASH EQUIVALENTS AND RESTRICTED CASH:		
Cash and cash equivalents	\$ 8,572,498	\$ 4,642,822
Restricted cash	107,058	102,910
Total cash, cash equivalents and restricted cash	<u>\$ 8,679,556</u>	<u>\$ 4,745,732</u>
SUPPLEMENTAL CASH FLOW INFORMATION:		
Cash paid during the year for interest	<u>\$ -</u>	<u>\$ -</u>
Cash paid during the year for taxes	<u>\$ -</u>	<u>\$ -</u>

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

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 1 - Organization

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

The School is modeled after The Renaissance Charter School ("TRCS"), a public charter school located in Jackson Heights, Queens, New York. The School's mission as a planned Kindergarten to 12th grade school is to foster educated, responsible, humanistic young leaders who will, through their own personal growth spark a renaissance in New York. The School completed the 2024-2025 fiscal year with an average enrollment of approximately 820 Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 9th grade and 10th grade students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE"). The School was granted a provisional charter for a term up to and including June 2030.

The School has the following programs:

Regular Education - Instruction provided to students from Kindergarten through 12th grade.

Special Education - Instruction that is specially designed to meet the unique needs of students with disabilities.

Food Program - All enrolled students are eligible to receive a healthy breakfast and lunch at school each day of the school year, free of charge.

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's main sources of revenue are public school district revenue and government grants.

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 has 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 have control over Friends.

Note 2 - Significant Accounting Policies

a. Basis of Accounting and Presentation

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

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 2 - Significant Accounting Policies - Continued

a. Basis of Accounting and Presentation - Continued

The financial statements are presented in accordance with the provisions of the Financial Accounting Standards Board's ("FASB") Accounting Standards Codification ("ASC") 958 Presentation of Financial Statements of Not-For-Profit Entities. FASB ASC 958 requires the School to report information regarding its financial position and activities according to the following specific classes of net assets:

- *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 contributions and the net residual of assets with donor-imposed restrictions that are expected to be satisfied by performing certain activities or through the passage of time. The School had no donor restricted net assets at June 30, 2025 or 2024.

b. Revenue Recognition

The School follows the requirements of FASB ASC 958-605 - *Revenue Recognition* for recording contributions, which are recognized when a contribution 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 of payments or release from obligations and are recognized as income once the conditions have been substantially met.

The School's public-school district revenue and other government grants, including New York City rental assistance, are primarily conditional, non-exchange transactions and fall under FASB ASC 958-605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved, or qualifying expenditures are incurred as well as other conditions under the agreements are met. Revenue recognized in advance of payments being received is recorded as a government grant receivable.

Contributions and government grants receivable 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. As of June 30, 2025 and 2024, all unconditional promises to give are due within one year. Contributions and government grants receivable 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, 2025 or 2024.

c. Cash and Cash Equivalents

Checking, savings, and money market accounts with local banks and highly liquid financial 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.

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 2 - Significant Accounting Policies - Continued

d. Concentration of Credit Risk

Financial instruments which potentially subject the School to a concentration of credit risk consist of checking and savings accounts which have been placed with a financial institution that management deems to be creditworthy. The School has not suffered any losses due to bank failure.

e. Property and Equipment

Property and equipment assets that the School retains title to that exceed a dollar threshold of \$3,000, and which benefit future periods are capitalized at cost or at the fair value at the date of gift, if donated. 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 - *lower of useful life of asset and life of lease*

f. Leases

The School determines if an arrangement is or contains a lease at inception. Leases are included in ROU assets and lease liabilities in the statement of financial position. ROU assets and lease liabilities reflect the present value of the future minimum lease payments over the lease term, and ROU assets also include prepaid or accrued rent. The change in operating lease right-of-use asset and liability on the statement of cash flows includes the amortization of the ROU asset and cash payments for leases offset by the accretion of the discounted lease liability. Operating lease expense is recognized on a straight-line basis over the lease term. The School does not report ROU assets and lease liabilities for its short-term leases (leases with a term of 12 months or less). Instead, the lease payments of those leases are reported as lease expense on a straight-line basis over the lease term. Lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option.

g. In-kind Contributions

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

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

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 2 - Significant Accounting Policies - Continued

h. Functional Allocation of Expenses

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

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

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

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

i. Use of Estimates

The preparation of financial statements in 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.

In the normal course of business, the School is involved in proceedings, lawsuits, and other claims. These matters are subject to many uncertainties, and outcomes are not predictable with a high degree of assurance. Consequently, the ultimate aggregate amount of monetary liability or financial impact with respect to these matters as of June 30, 2025 and 2024 cannot be ascertained. Management believes that the final outcome of these matters will not have a material impact on the financial statements of the School.

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 2 - Significant Accounting Policies - Continued

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, 2022 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 year ended June 30, 2024 from which the summarized information was derived.

Note 3 - Related Party Transactions

Due from related organizations consisted of the following:

	June 30,	
	2025	2024
Friends	\$ -	\$ 775
TRCS	305,978	227,044
Total	<u>\$ 305,978</u>	<u>\$ 227,819</u>

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 consists of the following:

	June 30,	
	2025	2024
Beginning balance due from TRCS	\$ 227,044	\$ 171,028
FY25 Activity:		
Management fee charged by TRCS	(462,818)	(276,865)
Reimbursable expenses paid by TRCS	(63,229)	(69,022)
Grants to the School collected by TRCS	832,025	572,931
Payments by TRCS	<u>(227,044)</u>	<u>(171,028)</u>
Ending balance due from TRCS	<u>\$ 305,978</u>	<u>\$ 227,044</u>

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 4 - Property and Equipment

Property and equipment consist of the following:

	June 30,	
	2025	2024
Furniture and equipment	\$ 2,084,039	\$ 1,656,915
Leasehold improvements	265,470	262,005
	2,349,509	1,918,920
Less accumulated depreciation	(1,094,335)	(729,389)
Total property and equipment, net	\$ 1,255,174	\$ 1,189,531

Note 5 - Operating Lease Right-of-Use Asset and Operating Lease Liability

The School evaluated current contracts to determine which met the criteria of a lease under FASB ASC 842. Starting July 1, 2022, the School entered into a non-cancelable sublease agreement with Friends for space which expires on June 30, 2053. The lease does not include any extension or purchase options. 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 School's sublease with Friends has been determined to be an operating lease.

The ROU asset represents the School's right to use the underlying asset for the lease term, and the lease liabilities represent the School's obligation to make lease payments arising from this lease. The ROU asset and lease liability were calculated based on the present value of future lease payments over the lease terms. As of June 30, 2025 and 2024, the weighted-average remaining lease term for the School's operating leases was approximately 28 years and 29 years, respectively. The School has made an accounting policy election to use a risk-free rate in lieu of its incremental borrowing rate to discount future lease payments. The weighted-average discount rate applied to calculate lease liabilities as of June 30, 2025 and 2024 was 3.11%.

For the year ended June 30, 2025 and 2024, total operating lease cost was approximately \$7,878,000 and \$7,600,000, respectively. Cash paid for operating leases for the year ended June 30, 2025 and 2024 was approximately \$4,907,000 and \$3,400,000, respectively. There were no noncash investing and financing transactions related to leasing other than the ROU asset obtained in exchange for the lease liability recorded at the date of commencement.

Escalations under the lease are determined based on the greater of minimum enrollment and actual enrollment. Future variable costs will be recognized in the years when actual enrollment exceeds minimum enrollment. No variable costs were recognized for the year ended June 30, 2025.

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 5 - Operating Lease Right-of-Use Asset and Operating Lease Liability - Continued

Future minimum lease payments are presented in the following table:

Year ending:	
June 30, 2026	\$ 5,628,660
June 30, 2027	6,223,485
June 30, 2028	6,363,514
June 30, 2029	6,506,693
June 30, 2030	6,653,094
Thereafter	<u>202,037,173</u>
Total lease payments	233,412,619
Less present value discount	<u>(84,304,441)</u>
Total lease obligations	<u>\$ 149,108,178</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 - Significant Concentrations

The School is dependent upon grants from the NYCDOE to carry out its operations. Approximately 93% of the School's total public support and revenue was received from the NYCDOE for the years ended June 30, 2025 and 2024. If the NYCDOE were to discontinue funding, this would have a severe economic impact on the School's ability to operate.

Note 8 - 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, 2025, the School's financial assets available to meet cash needs for general expenditures within one year totaled \$9,216,985 which consist of cash and cash equivalents of \$8,572,498, government grants receivable of \$338,509, and due from related organizations of \$305,978.

Note 9 - Net Asset Deficit

As of June 30, 2025, the School had a deficit balance of \$3,168,893 in net assets. The School's operating lease liability of \$149,108,178 exceeds its operating lease right-of-use asset of \$136,288,125 by \$12,820,053 as of June 30, 2025.

Due to the expiration of the lease going forward many years into the future with escalating payments over the life of the lease, the financial statements reflect occupancy expense that exceeds the actual cash payments in the early years of the lease. For the year ended June 30, 2025, the rent expense recognized under ASC 842 was approximately \$7,878,000 and the amount paid was approximately \$4,907,000, resulting in a reduction of approximately \$2,971,000 to the increase in net assets for the year.

The Renaissance Charter School 2

Notes to Financial Statements

June 30, 2025

Note 10 - Subsequent Events

Subsequent events have been evaluated through October 29, 2025, the date the financial statements were available to be issued. There were no material events that have occurred that require adjustment to or disclosure to the financial statements.

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

Independent Auditor's Report

To the Board of Trustees of
The Renaissance Charter School 2

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Renaissance Charter School 2 (the "School"), which comprise the statement of financial position as of June 30, 2025, 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 29, 2025.

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 and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified certain deficiencies in internal control, described in the accompanying Schedule of Findings and Questioned Costs as item 2025-001 that we consider to be significant deficiencies.

Report on Compliance and Other Matters

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

School's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the School's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

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.



New York, NY
October 29, 2025

The Renaissance Charter School 2

Schedule of Findings and Questioned Costs

June 30, 2025

Current Year:

2025-001 - Significant Deficiency in Vendor Payment Verification Controls

Criteria: Effective internal controls should be designed and implemented to prevent and detect unauthorized or fraudulent disbursements.

Condition: The School processed and paid an invoice to a fraudulent vendor account due to a cyberattack. A malicious actor spoofed a vendor's email address, changing one letter to closely resemble the legitimate address. The attacker then requested a change to the ACH payment information. The fraudulent vendor initiated the request via email. The fraudulent activity was identified through subsequent communication with the legitimate vendor.

Cause: The School did not independently verify the change through a secondary method (e.g., phone call or known contact information). As a result of relying solely on email communication, the fraud was not prevented and an ACH payment was made to a fraudulent bank account.

Effect: The School incurred a financial loss of approximately \$494,000, which was disbursed to a fraudulent party. Insurance recovery offset \$175,000 of the loss and the School is working with its financial institution to recover the remaining balance. Regardless of the outcome, the incident reflects a vulnerability in the School's controls over vendor verification and electronic payments.

Recommendation: We recommend the School implement enhanced controls over vendor maintenance and ACH payment changes, including:

- Requiring independent verification directly with the vendor (e.g., phone confirmation using previously known vendor contact information) for all changes to vendor payment details.
- Implementing multi-person approval workflows for vendor master file changes.
- Training staff to identify phishing or spoofing red flags.
- Considering use of fraud detection tools or domain validation software to flag suspicious communication.

Views of Responsible Officials: See management's corrective action plan attached.

Prior Year:

None

Corrective Action Plan:

1. Immediate Action (Implemented):

- When a vendor requests a change to banking information via email, staff must now perform a mandatory phone verification with the known vendor contact prior to making any updates.
- A follow-up email is sent to confirm the verified banking details and retain documentation of the conversation.
- All vendors using Bill.com are directed to utilize the secure self-service function, which allows vendors to log in and manage their own banking information, thereby reducing manual intervention and fraud risk.
- Comprehensive cybersecurity training was provided to all staff in August 2025, and management intends to make this an annual practice going forward.

2. Strengthening Systems (Within 60 Days):

- Implementation of enhanced email security features, including external sender flags and suspicious domain alerts.
- Establishment of email filters and warning rules to flag spoofed domains and urgent payment-related requests for further review.

Entry 12c Explanations

- 1) Management Letter - attached
- 2) Single Audit - attached
- 3) CSP agreed upon procedure report - not applicable
- 4) Evidence of Escrow - attached
- 5) There were no findings.



Statement Period
From October 01, 2025
To October 31, 2025
Page 1 of 2

PRIVATE CLIENT GROUP 181
1400 BROADWAY, 26TH FLOOR
NEW YORK, NY 10018

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

See Back for Important Information

Primary Account: 1503480510 0

Relationship Summary	Opening Bal.	Closing Bal.
BANK DEPOSIT ACCOUNTS		
1503480510 MONOGRAM INSURED MMA	108,074.75	108,397.22
RELATIONSHIP TOTAL		108,397.22



Statement Period
From October 01, 2025
To October 31, 2025
Page 2 of 2

PRIVATE CLIENT GROUP 181
1400 BROADWAY, 26TH FLOOR
NEW YORK, NY 10018

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

See Back for Important Information

Primary Account: 1503480510 0

MONOGRAM INSURED MMA 1503480510

Summary

Previous Balance as of October 01, 2025	108,074.75
1 Credits	322.47
Ending Balance as of October 31, 2025	108,397.22

Deposits and Other Credits	
Oct 31 Interest Paid	322.47

Daily Balances			
Sep 30	108,074.75	Oct 31	108,397.22

===== Interest Summary =====			
* Year-To-Date Interest	3,311.50		*
* Interest Paid This Period	322.47	Annual Percentage Yield Earned	3.57 % *
* Avg. Balance this Period	108,074.75	Days in Period	31 *
*=====			



FDNY

Jul 29, 2024

THE RENAISSANCE 2 CHARTER SCHOOL

45-20 83 Street
Queens, NY 11373--3541

Re: Fire Safety Inspection Report

BIN: 4038418

FDNY Account: 42229708

DCID:

Facility Type: Charter School

DBA: THE RENAISSANCE 2 CHARTER SCHOOL

Premises: 45-20 83 STREET QUEENS NY 11373

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Building Inspection Unit conducted an inspection of the above-referenced premises on 06/27/2024 at 11:47 AM

The inspection of the above-referenced premises and review of records maintained for such premises **DISCLOSED** the existence of unsafe and non-compliant fire and life safety conditions contrary to the requirements of the New York City Fire Code and/or other law, rule or regulation enforced by the Fire Department and within the scope of the inspection conducted by the above-referenced inspectional unit. Please use the FDNY Business portal to review non-compliant conditions, the link to which is as follows: <https://fires.fdnyccloud.org>. Such conditions must be promptly corrected to maintain the premises safe for use and occupancy.



The inspection of the above-referenced premises and review of records maintained for such premises **DID NOT DISCLOSE** the existence of unsafe or non-compliant fire or life safety conditions contrary to requirements of the New York City Fire Code or other law, rule or regulation enforced by the Fire Department and within the scope of the inspection conducted by the above-referenced inspectional unit.

This report does not constitute a permit or other FDNY approval for any material, operation of facility at the premises. FDNY does not certify that the premises are free from any unsafe or non-compliant condition for which the premises has not been inspected by the above-referenced inspectional unit or that would not be disclosed by inspection in accordance with standard FDNY inspection protocols.

By Order of the Chief of Fire
Prevention

Fire Department, City of New York
9 MetroTech Center, Brooklyn New York 11201-3857



Certificate of Occupancy

CO Number: 4038418-0000005

This certifies that the premises described herein 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. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: QUEENS Address: 45-20 83RD STREET Building Identification Number(BIN): 4038418	Block Number: 1536 Lot Number(s): 223 Additional Lot Number(s): Application Type: A1 - ALTERATION TYPE 1	Full Building Certificate Type: Final Date Issued: 03/20/2023
This building is subject to this Building Code: 2014			
This Certificate of Occupancy is associated with job# 420665818-01			
B.	Construction Classification: II-A: 1 HOUR PROTECTED - NON-COMBUST Building Occupancy Group classification: E - EDUCATIONAL Multiple Dwelling Law Classification: Not Available		
	No. of stories: 4	Height in feet: 58	No. of dwelling units: Not Available
C.	Fire Protection Equipment: Fire Alarm System, Fire Suppression System, Sprinkler System, Standpipe System		
D.	Parking Spaces and Loading Berths: Open Parking Spaces: 0 Enclosed Parking Spaces: 0 Total Loading Berths: Not available		
E.	This Certificate is issued with the following legal limitations: Restrictive Declaration: None Zoning Exhibit: 20200000013759, 20200000017060 BSA Calendar Number(s): 219-184-BZ CPC Calendar Number(s): None		
Borough Comments:			

Borough Commissioner

Commissioner

 Acting Commissioner of Buildings



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Floor 1	F-2	1	OG	3A		420665818	Final
Description of Use:	Mechanical and/or electrical equipment rooms MECHANICAL ROOMS				Exceptions:		
Floor 1	E	74	OG	3A		420665818	Final
Description of Use:	Academies and schools ACCESSORY OUTDOOR COURTYARD - NON RECREATIONAL , NON-SIMULTANEOUS USE WITH FIRST FLOOR CLASSROOMS				Exceptions:		
Floor 1	A-3	213	OG	3A		420665818	Final
Description of Use:	Cafeteria - school up to grade 12 EDU CAFETERIA & ACCESSORY KITCHEN				Exceptions:		
Floor 1	E	447	OG	3A		420665818	Final
Description of Use:	Academies and schools 3 KINDERGARTEN CLASSROOMS, 12 CLASSROOMS, LOBBY, ADMINISTRATIVE OFFICES, BIKE STORAGE (5 BIKES @ 133 SF)				Exceptions:		
Floor 2	E	646	40	3A		420665818	Final
Description of Use:	Academies and schools 22 CLASSROOMS, FACULTY OFFICES AND FACULTY LOUNGE				Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Floor 2	B	20	50	16		420665818	Final
Description of Use:	Business and Service OFFICES UG 16				Exceptions:		
Floor 3	A-3	198	100	3A		420665818	Final
Description of Use:	Recreation OUTDOOR PASSIVE ROOF TERRACE				Exceptions:		
Floor 3	E	116	100	3A		420665818	Final
Description of Use:	Academies and schools 6 CLASSROOMS, FACULTY OFFICES & ACCESSORY STORAGE				Exceptions:		
Floor 3	F-2	1	100	3A		420665818	Final
Description of Use:	Mechanical and/or electrical equipment rooms EMERGENCY GENERATOR AND ATS ROOM				Exceptions:		
Floor 3	A-3	100	163	3A		420665818	Final
Description of Use:	Classroom - EDU MUSIC ROOM AND PRACTICE ROOMS				Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Floor 4	E	13	100	3A		420665818	Final
Description of Use:	Academies and schools LOCKER ROOMS, PE TEACHER'S OFFICE ACCESSORY STORAGE				Exceptions:		
Floor 4	A-3	408	100	3A		420665818	Final
Description of Use:	Health Club/ Gym/ Fitness Center GYMNASIUM				Exceptions:		
Mezzanine - 4	F-2	3	75	3A		420665818	Final
Description of Use:	Mechanical and/or electrical equipment rooms MECHANICAL ROOM				Exceptions:		
Roof	A-3	308	100	3A		420665818	Final
Description of Use:	Recreation OUTDOOR RECREATIONAL ROOF TERRACE				Exceptions:		

CofO Comments: AS PER ZR 12-10, BLOCK #1536 LOTS 380, 223 HAVE BEEN DECLARED ONE ZONING LOT FILED UNDER CRFN #2020000013759 AND CRFN #2020000013760. AS PER BSA #2019-184-BZ FIND THE SOUND ATTENUATION SHALL BE PROVIDED AS FOLLOWS: EXTERIOR WALLS AND WINDOWS SHALL PROVIDE A MINIMUM COMPOSITE WINDOW-WALL ATTENUATION OF 28 DB(A) ON ALL FACES; TO MAINTAIN AN ACCEPTABLE INTERIOR NOISE LEVEL OF 45 DB(A) WITH A CLOSED-WINDOW CONDITION, AN ALTERNATIVE MEANS OF VENTILATION SHALL BE PROVIDED; A VAPOR BARRIER AND SUB SLAB DEPRESSURIZATION SYSTEMS (SSDS) SHALL BE INSTALLED AND SOIL REMOVAL AND DISPOSAL SHALL BE CONDUCTED IN ACCORDANCE WITH NYSDEC REGULATIONS; A REMEDIAL CLOSURE REPORT SHALL BE SUBMITTED TO DEP FOR REVIEW AND APPROVAL PRIOR TO COMPLETION OF THE PROJECT; A TEN FOOT HIGH ACOUSTICAL SOUND BARRIER/ABSORPTION PANEL FENCE WITH A NOISE REDUCTION COEFFICIENT RATING (NRC) OF 1.0 WILL BE INSTALLED ALONG THE WESTERN PORTION OF THE THIRD FLOOR TERRACE; ALL TRANSPORTATION MEASURES AS DESCRIBED IN THE FINAL EAS CHAPTER 16: TRANSPORTATION ANALYSIS AND DOT POST-APPROVAL COMMITMENT LETTER SHALL BE IMPLEMENTED WITH FINAL APPROVAL OF MEASURES TO BE DETERMINED BY DOT. THE SCHOOL SHALL PROVIDE DOT SCHOOL SAFETY A DRAFT OF THE BUILDERS PAVEMENT PLAN FOR REVIEW AS SOON AS IT IS AVAILABLE AND PRIOR THE SCHOOL SHALL PROVIDE DOT SCHOOL SAFETY A DRAFT OF THE BUILDERS PAVEMENT PLAN FOR REVIEW AS SOON AS IT IS AVAILABLE AND PRIOR TO THE FORMAL SUBMISSION OF THE PLAN TO THE DEPARTMENT OF BUILDINGS BY THE APPLICANT AND NOTIFY DOT SCHOOL SAFETY NEAR THE END OF CONSTRUCTION SO THAT THEY CAN DETERMINE IF ADDITIONAL TRAFFIC IMPROVEMENT OF PARKING REGULATION CHANGES ARE NECESSARY; THE ABOVE CONDITIONS SHALL APPEAR ON THE CERTIFICATE OF OCCUPANCY; A CERTIFICATE OF OCCUPANCY, ALSO INDICATING THIS APPROVAL AND CALENDAR NUMBER (BSA CAL. CO. 2019-184-BZ) SHALL BE OBTAINED WITHIN FOUR YEARS AND AN ADDITIONAL SIX MONTHS, IN LIGHT OF THE CURRENT

Borough Commissioner

A handwritten signature in black ink, appearing to be "R.A.", with a long horizontal flourish extending to the right.

Commissioner

A handwritten signature in black ink, appearing to be "K. Chen", with a long horizontal flourish extending to the right.
Acting Commissioner of Buildings