



# Entry 1 School Information

Created: 06/23/2017 • Last updated: 08/01/2017

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**a. SCHOOL NAME AND BEDS#** RENAISSANCE CS (NYC CHANCELLOR)

(Select name from the drop down menu)

**b. CHARTER AUTHORIZER** NYCDOE-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

**c. DISTRICT / CSD OF LOCATION** NYC CSD 30

## d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	35-59 81 Street Jackson Heights, NY 11372	718-803-0060	718-803-3785	<a href="mailto:sgauthier@renaissancecharter.org">sgauthier@renaissancecharter.org</a>

## d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Stacey Gauthier
Title	Principal
Emergency Phone Number (###-###-####)	917-930-6701

**e. SCHOOL WEB ADDRESS (URL)** [www.renaissancecharter.org](http://www.renaissancecharter.org)

**f. DATE OF INITIAL CHARTER** 09/2000

**g. DATE FIRST OPENED FOR INSTRUCTION** 09/2000

# **h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

## MISSION STATEMENT

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

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

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

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

# **h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

KEY DESIGN ELEMENTS (Brief description of Key design elements are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	K-12 school (Additional to our charter, we have a NYC DOE Universal Pre-Kindergarten program.)
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Variable 2	<p>Collaborative, Distributed Leadership style</p> <ul style="list-style-type: none"> <li>o Supports Teachers to Administrators track</li> <li>o Teacher Leaders</li> <li>o Professional Learning Communities</li> <li>o Culture of Collaboration for all stakeholders: teachers, students, parents</li> <li>o Self-reflective, adaptive, data-driven decision making</li> </ul>
Variable 3	<p>Collaborative, student-centered school culture</p> <ul style="list-style-type: none"> <li>o Supportive of parent involvement in leadership and volunteerism</li> <li>o Supportive of outside community partnerships to support student interests</li> </ul>
Variable 4	<p>Progressive and humanistic instruction that builds students' capacities for leadership and problem solving</p>
Variable 5	<p>Advisory system supporting all students in meeting high academic and social expectations</p> <ul style="list-style-type: none"> <li>o Supporting students in monitoring academic goals</li> <li>o Supporting students' social-emotional development</li> <li>o Promoting community service</li> </ul>
Variable 6	<p>Three-Tiers of Learning</p> <ul style="list-style-type: none"> <li>o Core studies aligned with the Common Core State Standards</li> <li>o Project-based and experiential learning</li> <li>o Community involvement</li> </ul>
Variable 7	<p>K-12 Arts education</p> <ul style="list-style-type: none"> <li>o Direct instruction in Dance, Theatre, Music and Art</li> <li>o Integrated arts-in-education programming throughout the grades</li> </ul>
Variable 8	<p>College preparation</p> <ul style="list-style-type: none"> <li>o College-bound classes for all 9th-12th graders</li> <li>o Parent and family college-application process workshops</li> <li>o Direct college-bound advisement and tutoring</li> </ul>
Variable 9	<p>Leadership preparation</p> <ul style="list-style-type: none"> <li>o Leadership experiences for students in student government and with community partnerships</li> <li>o Mandatory Internship program for all 9th-12th graders</li> </ul>
Variable 10	(No response)

**i. TOTAL ENROLLMENT ON JUNE 30, 2017**

542

**j. GRADES SERVED IN SCHOOL YEAR 2016-17**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?** No

**l1. FACILITIES**

Does the school maintain or operate multiple sites?

No, just one site.
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**l2. SCHOOL SITES**

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	35-59 81 Street Jackson Heights, NY 11372	718-803-0060	CSD 30	K-12	Yes	DOE space
Site 2						
Site 3						

**I2a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Stacey Gauthier	718-803-0060	917-930-6701	<a href="mailto:sgauthier@renaissancecharter.org">sgauthier@renaissancecharter.org</a>
Operational Leader	Denise Hur	718-803-0060	347-613-3490	<a href="mailto:denisehur@rencharter.org">denisehur@rencharter.org</a>
Compliance Contact	Victor Motta	718-803-0060	917-865-6703	<a href="mailto:victormotta@rencharter.org">victormotta@rencharter.org</a>
Complaint Contact	Stacey Gauthier	718-803-0060	917-930-6701	<a href="mailto:sgauthier@renaissancecharter.org">sgauthier@renaissancecharter.org</a>

**m1. Is the school or are the school sites co-located?** Yes

**m2. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	N/A	No		No	N/A	Yes
Site 2						
Site 3						

**n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions).** No

**o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.**

Rebekah Oakes, Director of Development & Partnerships

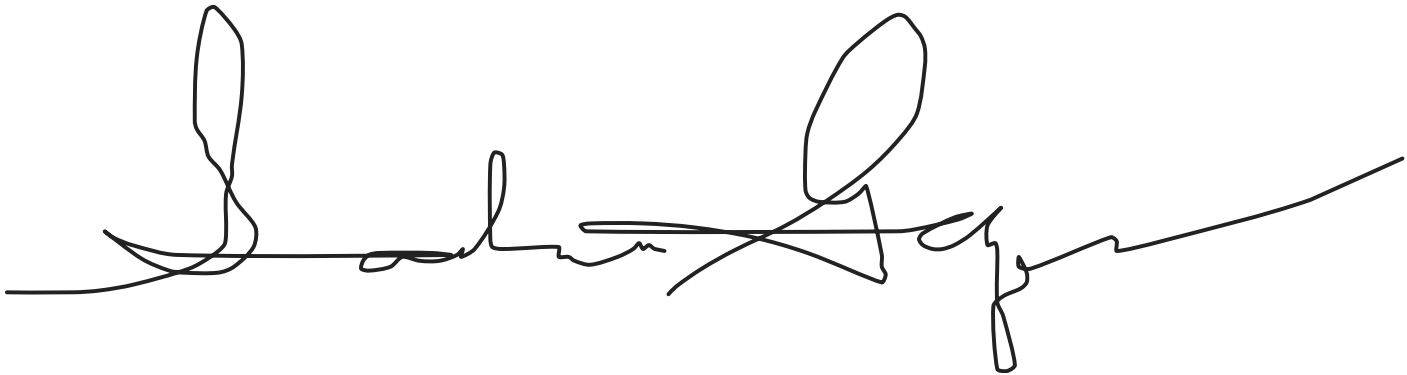
**p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in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

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink that reads "Steven G. Gardner". The signature is written in a cursive style with a large initial 'S' and a distinct 'G'.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink, appearing to be "L. Gardner". The signature is written in a cursive style with a large initial 'L' and a distinct 'G'.

**Date**

2017/06/23

**Thank you.**



# Entry 2 NYS School Report Card Link

Last updated: 06/23/2017

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## 1. NEW YORK STATE REPORT CARD

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

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

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).



# Entry 3 Progress Toward Goals

Created: 06/26/2017 • Last updated: 10/30/2017

## PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2017. If the goals are based on student performance data that the school will not have access to before August 1, 2017 (e.g., the NYS Assessment results), please state this in the last column. The information can be updated when available. Please complete and submit no later than November 1, 2017.

### 1. ACADEMIC STUDENT PERFORMANCE GOALS

#### 2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>TRCS: 40%            NYC: 41%            D30: 48%</p> <p>Partially met:            Grade 8 - TRCS: 63%            Grade 8 - NYC: 48%            Grade 8 - D30: 57%</p> <p>Renaissance has reviewed its curriculum in grades 3-6, specifically, to better align with meeting the ELA standards. We have also created the position of Literacy Coach whose responsibilities include working with teachers in grades 5-8 to support their classroom practices. We are continuing to partner with the Achievement Network in grades 2-8 to promote best</p>



Academic Goal 1

For each year of the school's charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of Community School District (CSD) 30 and also meets or exceeds the citywide percent proficient on the New York State ELA examination.

NYS ELA Exam

Not Met

practices in ELA including close reading, text complexity and guided reading. Students will also continue to take interim assessments to monitor areas of mastery and areas that need to be retaught. Over the summer, several teachers received training in Orton Gillingham and have begun implementing this in small literacy groups. 3rd through 6th grades have two teachers in the classroom during literacy blocks to support differentiation and small group work. We are also paying very close attention to the texts we use to ensure that are students are being adequately challenged in ELA. Other subject teachers are supporting literacy through their content areas and teachers have received professional development to guide their practices. Finally, special attention is being paid to working with our students with special needs, English Language Learners and other at-risk students. We have partnered with the Special Education Collaborative to

				provide extensive professional development both inside and outside of the school building.
Academic Goal 2	For each year of the school's charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of Community School District (CSD) 30 and also meets or exceeds the citywide percent proficient on the New York State Mathematics examination.	NYS Math Exam	Met	TRCS: 48% NYC: 38% D30: 45%
Academic Goal 3	Each year, at least 75% of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year.	NYS ELA Regents Exam		N/A until year 4
Academic Goal 4	Each year, at least 75% of students in the high school accountability cohort passing a Math Regents exam will have a score of 75 or above by the end of their fourth year.	NYS Math Regents Exam		N/A until year 4
Academic Goal 5	By the end of the year, 80% of kindergarten students who were enrolled at the School on BEDS day will perform at or above Level B on the	Fountas & Pinnell Text Level Gradient	Met	(96%)

	Fountas and Pinnell A-Z Text Level Gradient.			
Academic Goal 6	By the end of the year, 80% of first grade students who were enrolled at the School on BEDS day for two consecutive years will perform at or above a Level G on the Fountas and Pinnell A-Z Text Gradient.	Fountas & Pinnell Text Level Gradient	Met	(96%)
Academic Goal 7	By the end of the year, 80% of the second grade students who were enrolled at the School on BEDS day for at least two consecutive years will perform at or above a Level K on the Fountas and Pinnell A-Z Text Gradient.	Fountas & Pinnell Text Level Gradient	Met	(88%)
Academic Goal 8	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the New York State Science examination.	NYS Science Exam	Met	Grade 4: 96% Grade 8: 83%

**2. Do have more academic goals to add?** Yes

**2016-17 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Each year, at least 75 percent of students in the high school accountability cohort will pass a science Regents exam with a score of 65 or above.	NYS Science Regents Exams	Met	92% passed.
Academic Goal 10	Each year, at least 75 percent of students in the high school accountability cohort who are not taking an alternate or Pathways assessment in lieu of the history Regents exam will pass a history Regents with a score of 65 or above.	NYS History Regents Exam	Met	90% passed.
Academic Goal 11	Each year, 75 percent of the 9th grade cohort will have scored at least 65 on the New York State Regents examinations in ELA.	NYS ELA Regents Exam	Met	92% passed.
Academic Goal 12	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 Exam	Met	92% passed.
	For each year of the school's charter term, each grade-level cohort (students who are in the school for two years in a row) will demonstrate growth with a reduction by a half the gap between			

<p>Academic Goal 13</p>	<p>the percent at or above Level 3 on the previous year's NYS ELA exam (baseline) and CSD 30 or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's NYS ELA exam. If the number of Renaissance students scoring above proficiency in a grade-level cohort exceeds CSD 30 or citywide percent proficient (whichever is higher) on the previous year's ELA exam, the school is expected to demonstrate growth comparable to CSD 30 in the current year.</p>	<p>NYS ELA Exam</p>		<p>Data not available.</p>
<p>Academic Goal 14</p>	<p>For each year of the school's charter term, each grade-level cohort (students who are in the school for two years in a row) will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS Math exam (baseline) and CSD 30 or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's NYS Math exam. If the number of Renaissance students scoring above proficiency in a</p>	<p>NYS Math Exam</p>		<p>Data not available.</p>

	<p>grade-level cohort exceeds CSD 30 or citywide percent proficient (whichever is higher) on the previous year's Math exam, the school is expected to demonstrate growth comparable to CSD 30 in the current year.</p>			
Academic Goal 15	<p>For each year of the charter term, the school will perform at the 60th percentile or above compared with citywide averages for its 4-year graduation rate and in the 60th percentile or above compared with citywide averages for its 6-year graduation rate.</p>	RCS Graduation data	Met	<p>4 year (Cohort S) grad rate: 90%</p> <p>6 year (Cohort Q) grad rate: 87% (up from 79%)</p>
Academic Goal 16	<p>For each year of the charter term, the school will show progress towards having 75% of students enrolled in each grade 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the</p>	RCS Transcript data	Met	<p>85% of 9th grade students, 92% of 10th grade students, and 91% of 11th grade students accumulated 10+ credits towards graduation.</p>

country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE School Quality Reports.

**3. Do have more academic goals to add?** Yes

**2016-17 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17	Each year, at least 75 percent of each 9th grade cohort will graduate within four years.	RCS Graduation data	Met	83% graduated within 4 years.
Academic Goal 18	Each year, at least 80 percent of each 9th grade cohort will graduate within five years.	RCS Graduation data	Met	90% graduated within 4 years.
Academic Goal 19	Throughout the course of the school's next charter term, the school will show progress towards achieving 75% of each graduating senior class having taken and passed three or more regents examinations, College Now STEM courses of Advanced Placement examinations in	RCS Transcript data	Met	We are still making progress, as we are maintaining scores in the high 60's, toward meeting achievement at 75%.

	science and / or mathematics.			
Academic Goal 20	Each year, 75 percent of 12th grade students will apply and be accepted to a post-secondary institution, college or university. This goal will be measured by a review of the school's roster of 12th grade students and their letters of acceptance or admission.	RCS College Office Data	Met	96% applied and were accepted.
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25	\			
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academ				



#### 4. ORGANIZATIONAL GOALS

##### 2016-17 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Through qualitative measures, including student engagement in service learning, social activism, leadership development and community-service activities, the school will live its mission to "Develop Leaders for the Renaissance of New York".	RCS College Office Data; College Office Annual Report	Met	
Org Goal 2	In support of TRCS' mission to develop leaders and global citizens, students will regularly engage with community and cultural partners through experiential learning opportunities, interdisciplinary units developed in core subjects, and the high school leadership program matching students with internships and outside elective credits.	Leadership Program rosters and attendance records	Met	

Org Goal 3	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 Attendance Data	Met	(95.2%)
Org Goal 4	Each year, 95 percent of all students enrolled on the last day of the school year who do not move (and who, after 8th grade, do not choose to apply for and gain admission to specialized or private high schools), will return the following September.	ATS Enrollment Data	Met	
Org Goal 5	Each year, 90 percent of all instructional staff employed during the prior school year will return and/or be asked to return the following school year.	RCS Operational Data	Met	

**5. Do you have more organizational goals to add?** Yes

**2016-17 Progress Toward Attainment of Organizational Goals**

Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts
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				School Will Take
Org Goal 6	<p>In each year of the charter term, teachers will express satisfaction and commitment with their job by actively participating in the many teacher leadership initiatives at the school including serving on the board, Collaborative School Governance Committee, as a teacher coordinator or coach or leading an action research or RFP initiative.</p>	RCS Operational Data	Met	
Org Goal 7	<p>The Collaborative School Governance committee, consisting of elected parents, students, teachers and staff, will develop and/or review an annual Comprehensive Education Plan which guides the school's priorities for the following year. The committee will either meet nine times per year as a whole group, or if it has formulated working committees these committees will meet on a regular basis to address</p>	CSG Minutes and Reports	Met	

	the priorities as set forth in the Charter Comprehensive Education Plan.			
Org Goal 8	Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	NYS Report Card; NYS Accountability Status Memo: <a href="http://www.renaissancecharter.org/files/DistrictInGoodStandingMemo012516F.pdf">http://www.renaissancecharter.org/files/DistrictInGoodStandingMemo012516F.pdf</a>	Met	
Org Goal 9	In each year of the charter term, parents will express satisfaction with the school's program as evidenced by responses on the NYCDOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more families participate in the survey.	NYCDOE Framework for Great Schools Survey		50% or more parents participated in the survey; but we can't report on this goal because we don't have 2016-2017 NYC DOE data.
	In each year of the charter term, staff will express satisfaction with school leadership and professional development opportunities as			50% or more teachers participated in the

Org Goal 10	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 in the survey.	NYCDOE Framework for Great Schools Survey		survey; but we can't report on this goal because we don't have 2016-2017 NYC DOE data.
Org Goal 11	In each year of the charter term, teachers will express satisfaction with their job by returning to the school at a rate of 75% or more (excluding teachers who retire or move out of New York City), as measured by their signing of the Staff Preference Sheet in the Spring.	RCS Teacher Preference Report	Met	
Org Goal 12	In each year of the charter term, students in grades 6 through 12 will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of students that agree or strongly agree that meets or exceeds	NYCDOE Framework for Great Schools Survey		50% of our students reported on this goal. But we can't report on this goal because we don't have 2016-2017 NYC DOE data.

	citywide averages. The school will only have met this goal if 50% or more students participate in the survey.			
Org Goal 13			Met	
Org Goal 14				
Org Goal 15				

**6. FINANCIAL GOALS**

**2016-17 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will operate on a balanced	RCS 2017 Certified	Not Met	As a conversion charter school, our personnel expenses mirror those of the New York City School district. As such, we are required to show on our books future liabilities for Cumulative Absence Reserve (CAR) days and contractually-negotiated retroactive payments payable through 2021. These figures cause us to show a deficit on our balance sheet. We continue to work with our elected officials and policy makers at City Hall and NYC DOE to support us in finding a solution to this matter that

	budget and maintain a stable cash flow.	Financial Report		we have no control over. (We do not negotiate our own contracts nor did we have anything to do with the funding formula we originally were chartered under being changed). Even with consistent difficult financial seas to navigate, we have been very fiscally responsible during our almost 17 years as a charter school as indicated in all other areas of our financial reports. Our long-term viability, however, requires the support of those people with the power to make the policy changes to assist us.
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



# Entry 4 Expenditures per Child

Created: 07/19/2017 • Last updated: 07/21/2017

## Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

### 1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	11145328
Line 2: Year End FTE student enrollment	550
Line 3: Divide Line 1 by Line 2	20275



## 2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016-17 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

### Notes:

**The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:**

**<http://www.p12.nysed.gov/psc/AuditGuide.html>.**

**Employee benefit costs or expenditures should not be reported in the above calculations.**

Line 1: Relevant Personnel Services Cost (Row)	602398
Line 2: Management and General Cost (Column)	251846
Line 3: Sum of Line 1 and Line 2	854244
Line 5: Divide Line 3 by the Year End FTE student enrollment	1554

**Thank you.**

## **Communication with Those Charged with Governance**

To the Board of Trustees of  
The Renaissance Charter School

We have audited the financial statements of The Renaissance Charter School (“the School”), for the year ended June 30, 2017, and have issued our report thereon dated October 26, 2017. Professional standards require that we provide you with the following information related to our audit.

### Our Responsibility under Generally Accepted Auditing Standards

As stated in our engagement letter dated August 15, 2017, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with generally accepted accounting principles. Because of the concept of reasonable assurance and because we did not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or other illegal acts may exist and not be detected by us. Our audit of the financial statements does not relieve you or management of your responsibilities.

### Planned Scope of Audit

We performed our audit according to the plan previously communicated to you in our engagement letter.

### Significant Accounting Policies

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the School are described in Note 2 to the financial statements.

We do want to emphasize to you that the School has been incurring consistent deficits each year and that as of the June 30, 2017 balance sheet date, liabilities now exceed assets by close to \$1,400,000. Management has outlined a plan that they hope will turn the deficits around. When organizations have a deficit net asset position, the auditor is required to assess whether the entity is viable in its current form or whether an explanatory paragraph needs to be added to the auditors’ report to alert the reader that the organization may not be able to continue as a going concern. We caution you that continued future deficits could result in such an opinion modification.

In addition, there is one unrecorded transaction that we want to inform you of. Not-for-profit organizations are required to record in-kind contributions for rent received without charge. As you are aware, the School operates out of a public school building leased by New York City. Management has not recorded an adjustment for in-kind rent. It is fairly common practice for charter schools not to record in-kind rent because the value is impractical to determine. While this conflicts with generally accepted accounting principles, we feel the impact on the financial

statements is not material because the same amount of revenue and expense is recorded; therefore there is no impact on the change in net assets or the balance sheet.

We did not note any other transactions entered into 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

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 where grant funds were used
- useful lives of fixed assets and depreciation methods
- collectability of receivables from government agencies
- balance of retroactive raises due to teachers and administrative staff per terms of their union's collective bargaining agreement

We evaluated the key factors and assumptions used to develop the above estimates in determining that they are reasonable in relation to the financial statements taken as a whole. The disclosures in the financial statements are neutral, consistent and clear.

#### Significant Audit Adjustments

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. For purposes of this letter, professional standards define a significant audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. There were no adjustments of this kind.

Other than the adjustment passed on relating to in-kind space referred to earlier, there were no other known adjustments that have not been recorded.

#### 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.

#### Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

### Issues Discussed Prior to Retention of Independent Auditors

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management prior to retention as the auditors. There were no specific matters of this nature discussed prior to our retention.

### Difficulties Encountered in Performing the Audit

There were no significant difficulties encountered in performing the audit

### Management Representations

We have requested certain representations from management that are included in the management representation letter.

### Industry Updates

We would like to update you on several newly issued standards and provide an overview of other matters that impact the nonprofit sector. To summarize:

#### **FASB Issues Draft ASU on Grants and Contracts**

On August 3, 2017, the FASB issued an exposure draft of a proposed accounting standards update entitled, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The proposed standard has two primary goals; first to standardize the practice of how government grants and other payments from resource providers are treated on the financial statements of not-for-profit organizations; and second to clarify distinctions between donor imposed restrictions (which require recognition when received) and donor imposed conditions (which require recognition of revenue when the condition has been substantially met).

When a not-for-profit organization receives a grant, contribution, or contract from a resource provider, the first step is to determine whether or not it meets the definition of a contribution, which is essentially a non-reciprocal transfer. If the transaction is a contribution, the accounting treatment would follow this proposed statement, which is consistent with current contribution recognition treatment. However, if the criteria of a contribution is not met, then the accounting treatment would follow Accounting Standards Update No. 2014-09, Revenue from Contracts with Customers (Topic 606). See following section of this update for more details on the Revenue Recognition Standard. Essentially, when the resource provider receives commensurate value for their exchange, it is analogous to a contract, which is why the accounting treatment would be consistent with a commercial contract with customers,

If a transaction is considered a contribution, the second decision is whether the contribution is conditional or unconditional. Conditional contributions are not recognized as revenue until the conditions have been met. This draft ASU outlines that when a barrier exists that must be overcome and there is a right of return for the unused asset, that this creates a condition. Several examples are given to illustrate this point.

The examples provided seem to indicate that most government grants would be considered conditional contributions. The guidance makes it clear that if the general public receives the benefit, then commensurate value has not been received, thus making a grant from the government a contribution. If the government grant is subject to performing certain services that are subject to reimbursement by submitting a claim, that seems to be a barrier to consider the government contribution as conditional. Under this interpretation, income from government grants would therefore be recognized similar to how exchange transactions are recognized under current rules.

If this proposal passes, the implementation time frame will be consistent with ASU 2014-09 (see below).

### **FASB Issues New Accounting Standard**

On August 18, 2016, the Financial Accounting Standards Board (FASB) issued an Accounting Standards Update (ASU) that attempts to improve existing standards for financial statement presentation by not-for-profit organizations.

The new ASU impacts substantially all not-for-profits as well as donors, grantor, creditors, and others that use their financial statements. That includes charities, foundations, private colleges and universities, nongovernmental health care providers, cultural institutions, religious organizations, and trade associations, among others. The major changes to financial reporting of not-for-profit organizations can be summarized as follows:

- The streamlining of net assets classes to two: net assets that contain donor restrictions and net assets that do not contain donor restrictions. This will have a major impact on organizations with endowments as the financial statements will no longer have a permanently restricted class of net assets. There will also be a change to how underwater endowments will be reported, including enhanced disclosures.
- The new regulations retain current requirements to provide information about the nature and amounts of different types of donor-imposed restrictions, highlighting how those restrictions affect the use of resources, including liquidity.
- Removing the "placed in service" option for releasing donor restrictions on capital projects.
- Requiring enhanced disclosures about how an organization defines their measure of operations if used on their statement of activities. (See below for additional matters on this topic that will be in the second work stream.)
- The new standards include some specific requirements directed at improving a financial statement user's ability to assess a not-for-profit's available financial resources and its management of liquidity and liquidity risk. Specifically, qualitative information that communicates how a not-for-profit manages its liquid available resources to meet cash needs for general expenditures within one year of the balance sheet date will be required. In addition, quantitative information that communicates the availability of a not-for-profit's financial assets at the balance sheet date to meet cash needs for general expenditures within one year of the balance sheet date will be required. Factors to be considered will include external limits imposed by donors, grantors, laws and contracts with others as well as internal limits imposed by governing board decisions.
- All not-for-profits are now required to provide expenses by nature and function. This could be on the face of the statement of activities, as a separate statement or in the notes.

- Allowing the direct method of reporting on the statement of cash flows but not making it a mandatory requirement. The reconciliation of change in net assets to change in cash flows for the period will be eliminated if the direct method of reporting is elected to encourage entities to consider changing to the direct method.

We have begun to discuss these changes with many of our clients as the standard was in “draft” form. We will continue those discussions now that the standard has been finalized.

Due to pushback by major stakeholders, FASB has decided to create a second project to include some of the more controversial matters of the original exposure draft. Some of those matters could be summarized as follows:

- How to use, and whether to require nonprofits to use operating measures in the statement of activities. The conversation will include how to define an operating measure and finding ways to make financial statements more comparable between different entities.
- Cash flow statements – revisiting whether the direct method will be required.

We will keep you notified of the progress of this proposal.

### **Amendments to Nonprofit Revitalization Act**

In June 2016, the New York State Assembly and Senate passed a new bill to improve and make clarifying amendments to the Nonprofit Revitalization Act of 2013 (“NPRA”). On November 28, 2016, the bill was signed by the Governor and became effective on May 27, 2017. This bill aims to make the NPRA operating more smoothly and efficiently by resolving various issues nonprofits have come across in implementing the NPRA over the past few years.

Some of the more significant provisions in this bill are as follows:

- Related Party Transactions – Certain transactions would be excluded from being considered a “related party transaction”. If the organization’s financial interest in the transaction is *de minimus*, or the transaction provides a charitable benefit that is also available to other similar organizations on similar terms, the transaction would not customarily be reviewed by the board in the ordinary course of business. Under the amendments in the bills, the board will be allowed to create an authorized committee of the board to approve a related party transaction.
- Whistleblower and Conflicts of Interest Policies – The bill clarifies that the board shall be responsible for adopting and overseeing the implementation and compliance of the conflicts of interest and whistleblower policies. Conflict of interest and whistleblower complaints shall be disclosed to the board or an authorized committee of the board consisting of a majority of independent directors. This is a change from the current requirement that the committee consist of only independent directors.

- *Committees of the Board* – The board clarifies the procedures for forming committees of the board. In addition, the bill places additional limits on what an executive committee can authorize on behalf of the full board.

The bill eliminates the requirement that non-directors who advise committees of the corporation have the obligations and liabilities of a director.

- *Employee Serving as Board Chair* – Under the bill, an employee may serve as chair of the board upon 2/3 vote of the entire board. The entire board must vote and contemporaneously document in writing the basis for the board approval. Once appointed, the employee cannot be considered an independent director.

We recommend that you review your bylaws and governance policies with legal counsel to ensure they are in compliance with the amendments.

### **FASB Issues New Standard on Leases**

On February 25, 2016, the Financial Accounting Standards Board issued Accounting Standards Update (“ASU”) No. 2016-02, *Leases*. Under this standard, all leases, including operating leases, with terms of more than twelve months will be required to be reflected as assets and liabilities on the statement of financial position. The asset will be for the rights to use the property, equipment or space and the liability will be for the total obligations created by that lease.

For most not-for-profit entities, this ASU will be effective for periods beginning after December 15, 2019, which for practical purposes will be years ending December 31, 2020 and fiscal year entities that end in 2021. During the time before implementation is required, it is important for you to determine how this change will impact your organization. Important financial ratios and measures will change, and that is especially relevant to organizations that have loans with debt covenants.

### **FASB Issues Final Standard on Revenue Recognition**

In May 2014, FASB issued Accounting Standards Update (“ASU”) No. 2014-09, *Revenue from Contracts with Customers*. This eliminates the majority of industry specific regulations and focuses more on a principles-based model. This standard applies to exchange transactions that many nonprofits currently have such as tuition, membership dues, licenses and royalties. While the standard clearly excludes contributions, further discussions are planned to address whether this impacts government grants/contracts.

The five-step revenue model highlights the identification of performance obligations of the contract, determining the price and allocating that price to the performance obligation so that revenue is recognized as each performance obligation is satisfied. For nonprofit organizations that do not have public debt, this standard is applicable for calendar 2019 entities or those with a fiscal year that ends during 2020.

### **IRS Updates**

#### **Tax Exempt and Government Entities Work Plan – FY 2018**

On September 28, 2017, the IRS’s Tax Exempt and Government Entities (“TE/GE”) Division issued its fiscal year 2018 work plan.

As noted in the work plan, the Exempt Organizations (“EO”) division of the IRS expects to receive an increased number of determination applications in FY 2018 and as a result EO plans to implement revisions to Form 1023-EZ, including a required activity description and additional questions on gross receipts, asset thresholds and foundation classification. This may result in the average processing time for the 1023-EZ to increase.

Also discussed in the work plan is EO’s desire to continue to produce “Knowledge Management” products. This would result in the production of issue snapshots and audit tools on topics including gaming, unrelated business income, organizational test requirements and employment tax.

On the compliance side, the work plan mentions the IRS’s intention to focus on examining supporting organizations that file form 990-N, entities that operated as for-profit entities prior to obtaining 501(c)(3) status and organizations with indicators of private benefit or inurement.

Finally, the IRS stated it will continue to use a data-driven approach to determine which organizations it selects for examinations. The work plan outlines that the IRS aims to improve its 990, 990-EZ and 990-PF compliance models.

#### New Information Document Request Process

Effective April 1, 2017, the IRS issued new internal guidance to its Tax Exempt and Government Entities Division (“TE/GE”) regarding the issuing of information document requests (“IDR’s”). The IRS issues IDR’s to gather information during an examination. Under the new process:

1. Entities will be more involved in the IDR process
2. Examiners will discuss the issue being examined and the information needed with the entity prior to issuing an IDR
3. Examiners will ensure that the IDR clearly states the issue and relevant information they are requesting
4. If the entity does not timely provide the information requested in the IDR by the agreed upon date, the examiner will issue a delinquency notice
5. If the entity fails to respond to the delinquency notice or provides an incomplete response, the examiner will issue a pre-summons notice to advise the entity that the IRS will issue a summons unless the missing items are fully provided.
6. A summons will be issued if the entity fails to provide a complete response to the pre-summons letter by the response due date

This new process is intended to provide more open communication between the IRS and the entity, provide more consistent treatment of entities, provide consistent timeframes for IRS agents to review IDR responses and promote timely issue resolution.

#### IRS Makes Electronically Filed Form 990 Data Available

On June 16, 2016, the IRS announced that publicly available data from electronically filed 990’s will now be available for the first time in a machine-readable format through Amazon Web Services. Previously, such data was only available in image files or PDF format. Through this new format, big-data analysis will become much more feasible for watchdog groups, various government agencies, researchers and media.



## Cost Principles from Uniform Guidance (“UG”) on Federal Awards are In Effect

Final regulations of the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (“UG”), were posted in the Federal Register on December 26, 2013. Many changes were made to cost principles and **they are effective for new federal awards issued in 2015**. It is possible that nonprofit organizations have older, multi-year grants that follow the old cost principles, while having newer grants that follow the UG’s newer rules and within the same fiscal year. That makes understanding the new rules that much more important and knowing which cost principles need to be followed for each specific grant.

The following describes some of the key areas of change:

### *Procurement*

By far the most substantial changes to the cost principles in UG relate to procurement. That is because the guidance on procurement is more consistent with the older regulations that applied to states and local governments rather than nonprofit organizations. Recognizing that nonprofit organizations were going to have challenges to implement these new changes, **which include having written procedures**, a delayed effective date of one year was built into the initial regulations but an additional one year grace period was later added. Therefore, the procurement rules are not effective until calendar 2017 or fiscal years that end in 2018. **Do not wait until the last minute to begin implementing.**

Major changes have been made to how nonprofits procure goods and services. There are several new methods that must be followed:

- Micro purchases, which apply to goods and services less than \$3,000, does not require competitive quotes but does require attempts at equitable distribution to avoid all purchases from the same vendor.
- **Small purchases, which apply to goods and services directly charged to federal awards that are more than \$3,000 but below the Simplified Acquisition Threshold (\$150,000), require multiple rate quotes from qualified sources.**
- Sealed bids when services are above the \$150,000 level and which are most applicable for construction.
- Competitive proposals to be used when sealed bids are not practical.

There are 5 standards that an organization must comply with regardless of which procurement method is used:

- Written procedures,
- Expenses must be necessary and reasonable,
- Subject to open competition,
- Code of conduct and conflict of interest policies must be adhered to, and

- Contain proper documentation including the detail of the purchase transaction, support of the procurement method used and the basis of the award and price.

#### *Indirect Costs*

A *de minimus* 10% rate is allowed for those organizations that do not have (and **never** have had) a negotiated rate with the federal government or cognizant agency. Sub-recipients cannot be denied the use of this *de minimus* rate.

#### *Time and Effort Reporting*

A number of changes provides for more flexibility for entities in how they document time and effort. The key is having a strong system of internal control to capture how employees perform tasks related to grants on an **after-the-fact basis**. Budgets are still not permitted, although guidance has loosened to allow interim costs to be charged based on budgets if they are representative of best estimates and can be adjusted to reflect actual results periodically. Current systems that meet the old requirements of OMB Circular A-122 (timesheets) will still be permitted.

#### *Single Audit Threshold for Audit Increased to \$750,000*

Entities that expend less than \$750,000 in federal awards would not be required to undergo a single audit. This would represent an increase from the current \$500,000 threshold for single audits which was established in 2003. Any entity that falls below the \$750,000 threshold must make records available for review or audit by appropriate officials of the Federal agency, pass-through entity, and the Government Accountability Office.

**For more information on this, please view an archived version of a webinar that we did on this topic at [www.schallandashenfarb.com](http://www.schallandashenfarb.com).**

#### **Board Governance-BBB Standards for Charity Accountability**

The New York Better Business Bureau (“BBB”) Charity Accountability Program reviews local charities with the goal of issuing a report indicating whether a charity meets the BBB’s *Standards for Charity Accountability*. The review involves a review of 20 standards that covers key practices including government and oversight, finances, measuring effectiveness and fundraising/informational materials. For donors, these reports provide a quick way to check if charities meet the high standards of the BBB. Going through this accreditation process is a step non-profit organizations may want to consider to make themselves more attractive to potential donors.

Following a recent study, the BBB indicated there were certain specific standards that many organizations failed to meet. While these standards are not requirements for having a clean auditor’s opinion, organizations may want to examine their compliance with these areas as a means of self-examination to ensure they are meeting best practices within the industry. The three main areas are as follows:

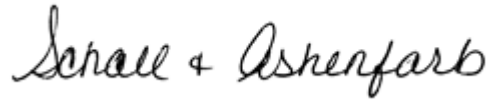
- **Measuring Effectiveness** – Organizations should have a board policy of assessing the organization’s performance and effectiveness and of determining future actions required to achieve its mission no less than every two years. The policy should be board approved and should provide that the organization has clearly identifiable and measurable goals and objectives.

- Annual Report – Organizations should have an annual report available to all, on request, that includes a mission statement, a summary of past year’s program results, a roster of officers and members of the board and financial information for the year. The financial information should include total income for the prior year, expenses broken into program, administrative and fundraising categories and ending net assets.
- Website Disclosures – Organizations that solicit donations online should have available on their website all information from the annual report, their mailing address and electronic access to their most recent 990.

Independence Issues

Schall & Ashenfarb, CPA’s, LLC is not aware of any relationships that our firm, or any employees thereof, has with The Renaissance Charter School or any of its board trustees that, in our professional judgment may impair our independence.

This information is intended solely for the use of the Board of Trustees and management of The Renaissance Charter School.



Schall & Ashenfarb  
Certified Public Accountants, LLC

October 26, 2017

## EXHIBIT 1



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

August 15, 2017

Stacey Gauthier  
Principal  
And Those Charged with Governance  
The Renaissance Charter School  
35-59 81st Street  
Jackson Heights, NY 10035

Dear Stacey:

We are pleased to confirm our understanding of the services we are to provide for The Renaissance Charter School for the year ended June 30, 2017.

We will audit the financial statements of The Renaissance Charter School, which comprise the statement of financial position as of June 30, 2017, the related statements of activities, (if applicable), and cash flows for the year then ended, and the related notes to the financial statements. Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole, in a separate written report accompanying our auditor's report on the financial statements:

1. Schedule of expenditures of federal awards
2. Schedule of findings and questioned costs

### **Audit Objectives**

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of

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## EXHIBIT 1

federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of 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, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion. We will issue written reports upon completion of our Single Audit. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or add an emphasis-of-matter or other-matter paragraph. If our opinions are other than unmodified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or issue reports, or we may withdraw from this engagement.

### **Audit Procedures—General**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a

## EXHIBIT 1

direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors' is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from the Organization's attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

### **Audit Procedures—Internal Control**

Our audit will include obtaining an understanding of the Organization and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

### **Audit Procedures—Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of The Renaissance Charter School's compliance with provisions of applicable laws, regulations contracts, and agreements, including grant agreements.

## EXHIBIT 1

However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Organization's major programs. The purpose of these procedures will be to express an opinion on The Renaissance Charter School's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

### **Other Services**

We are always available to meet with you and other executives at various times throughout the year to discuss current business, operational, accounting, and auditing matters affecting your Organization. Whenever you feel such meetings are desirable, please let us know. We are also prepared to provide services to assist you in any of these areas. We will also be pleased, at your request, to attend your board of directors' meetings.

We will prepare the Organization's federal and state information returns (Form 990 and CHAR 500) for the year ended June 30, 2017 based on information provided by you. We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the Organization in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

We will send you an authorization form so that we can file your federal taxes electronically. If we do not receive the form back, or you prefer not to file electronically, we will send you hard copies to file. At this time, New York State does not permit electronic filing; therefore, we will send you an electronic copy for you to print out to file with New York State. We will also send you electronic copies for your records unless we receive a specific request for hard copies.

In order to prepare complete and accurate returns, we will require you to provide certain information about board governance policies, which may also include, but not be limited to, providing salary amounts for employees greater than \$100,000, contractors for professional services in excess of the same amount, names, addresses and dollar amounts of large contributors in excess of certain calculated amounts and other matters that are not generally covered during the audit. If the information is not provided to us timely, you will not hold us responsible for any penalties incurred for incomplete information.

We will perform the services in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statement and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the tax return, but management must make all decisions with regard to those matters.

## EXHIBIT 1

### Management Responsibilities

**Management is responsible** for (1) establishing and maintaining effective internal controls, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. Management is also responsible for the selection and application of accounting principles; and for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Management responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

**Management is also responsible for** making all financial records and related information available to us, and for the accuracy and completeness of that information. Management is also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) access to personnel, accounts, books, records, supporting documents, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the organization from whom we determine it necessary to obtain audit evidence.

Management responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements as a whole.

**Management is responsible for** the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Management responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Organization complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review.



## EXHIBIT 1

**Management is responsible for** identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. Management agrees to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we reported on the schedule of expenditures of federal awards. Management also agrees to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

**Management is also responsible for** the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) management is responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

**Management is responsible for** establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the tax services, financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by

## EXHIBIT 1

designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

### **Audit Administration and Other**

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing. Certain financial institutions may charge us for this and the cost will be passed on to you. We will send a template in Word format for use with confirmation requests.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. **It is management's responsibility** to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the Organization; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Schall & Ashenfarb and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to your cognizant or oversight agency for audit or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of our personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any addition period requested by you. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

David Ashenfarb is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign it. Please contact us to discuss a date that we can begin the audit and outline a plan for delivery of draft and final documents to you. Our audit engagement ends on delivery of financial reports; however, we are still available for routine conversations without charge until either party has officially terminated the relationship. Any follow-up services that might be required will be considered a new engagement.

## EXHIBIT 1

### **E-mail Communication**

In connection with this engagement, we may communicate with you or others via e-mail. As e-mails can be intercepted, disclosed, used, and/or otherwise communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed, we cannot ensure that e-mails from us will be properly delivered and read only by the addressee. Therefore, we disclaim and waive any liability for interception or unintentional disclosure of e-mail transmissions, or for the unauthorized use or failed delivery of e-mails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage arising from the use of e-mail, including any punitive, consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure of confidential information.

### **Posting of Audit Report and Financial Statements on Your Web Site**

You agree that, if you plan to post an electronic version of the financial statements and audit report on your Web site, you will ensure that there are no differences in content between the electronic version of the financial statements and audit report on your Web site and the signed version of the financial statements and audit reports provided to management by us. You also agree to indemnify us from any and all claims that may arise from any differences between the electronic and signed copies.

We will provide copies of our reports to the Organization; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

### **Fee**

Our fee will be \$26,000. At the completion of the audit, we will provide electronic versions of the audited financial statements, management letter (if applicable) and communications with those charged with governance. Upon request, we will also provide up to 10 copies of the final report without charge. Any additional copies will cost \$5 per report. If applicable, we will charge you other out of pocket costs such as postage for confirmations, fees incurred for certain electronic bank confirmations and setting up conference calls through our phone center, etc. Invoices that are unpaid 30 days past the invoice date are deemed delinquent and we reserve the right to charge interest at 1% per month (not to exceed the maximum amount permitted by law.) In the event any collection action is required to collect unpaid balances due to us, you agree to reimburse us for all our costs of collection, including without limitation attorney's fees.

A payment is required upon the signing of this letter in the amount of \$6,500. If we terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

### **Independence**

Professional and certain regulatory standards require us to be independent, in both fact and appearance, with respect to your Organization in the performance of our services. Any discussions

## EXHIBIT 1

that you have with personnel of our Firm regarding employment could pose a threat to our independence. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence.

In order for us to remain independent, professional standards require us to maintain certain respective roles and relationships with you with respect to the non-attest services described above. Prior to performing such services in conjunction with our audit, management must acknowledge its acceptance of certain responsibilities.

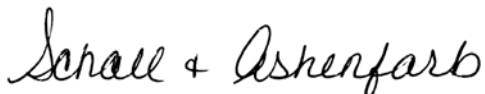
We will not perform management functions or make management decisions on behalf of your Organization. However, we will provide advice and recommendations to assist management of the Organization in performing its functions and fulfilling its responsibilities. We, in our professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as making management decisions or performing management functions. The Organization must make all decisions with regard to our recommendations. By signing this Agreement, you acknowledge our acceptance of these responsibilities.

*Government Auditing Standards* require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2014 peer review report accompanies this letter.

We have attached a brief questionnaire that will help us plan the timing of the engagement to ensure you receive documents in your desired time frame. Please take a moment to fill that out.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us along with the questionnaire referred to above.

Very truly yours,



Schall & Ashenfarb  
Certified Public Accountants, LLC

**EXHIBIT 1**

RESPONSE:

This letter correctly sets forth the understanding of The Renaissance Charter School for the year ended June 30, 2017.

Aemise Hur  
Authorized Signature

Director of Operations + Finance  
Title

8/31/17  
Date

## EXHIBIT 2

# The Renaissance

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

October 26, 2017

Schall & Ashenfarb, CPA's, LLC  
307 Fifth Avenue, 15<sup>th</sup> Floor  
New York, NY 10016

This representation letter is provided in connection with your audit of the financial statements of the Renaissance Charter School, which comprise the statements of financial position as of June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of October 26, 2017, the following representations made to you during your audit.

### **Financial Statements**

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated August 17, 2017, including our responsibility for the preparation and fair presentation of the financial statements, in accordance with US GAAP.
2. The financial statements referred to above are fairly presented in conformity with U.S. GAAP.
3. We acknowledge our responsibility 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.
4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.

*“Developing Leaders for the Renaissance of New York”*

## EXHIBIT 2

5. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable. This specifically includes the methodology for the statement of functional expenses.
6. Related party relationships and transactions, if applicable, have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP
7. There are no events subsequent to the date of the financial statements which requires adjustment to or disclosure in the financial statements to be in accordance with the requirements of U.S. GAAP.
8. There were no uncorrected misstatements that are material, both individually and in the aggregate, to the financial statements as a whole.
9. There were no known actual or possible litigation, claims, and assessments required to be accounted for and disclosed in accordance with U.S. GAAP.
10. Material concentrations, if applicable, have been appropriately disclosed in accordance with U.S. GAAP.
11. There were no guarantees, either written or oral, under which the organization is contingently liable, that are required to be recorded or disclosed in accordance with U.S. GAAP.

### **Non Attest Services**

In regard to the non-attest services provided by you, we have:

1. Assumed all management responsibilities.
2. Designated an individual with suitable skill, knowledge, or experience to oversee the services.
3. Evaluated the adequacy and results of the services performed.
4. Accepted responsibility for the results of the services.

As part of your audit, you prepared the draft financial statements and related notes and schedule of expenditures of federal awards. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have assumed all management responsibilities. We have reviewed, approved, and accepted responsibility for those financial statements and related notes.

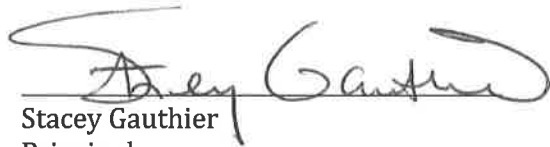
**Information Provided**

1. We have provided you with:
  - a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
  - b) Additional information that you have requested from us for the purpose of the audit.
  - c) Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
  - d) Minutes of the meetings of the governing board or summaries of actions of recent meetings for which minutes have not yet been prepared.
2. All material transactions have been recorded in the accounting records and are reflected in the financial statements.
3. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
4. We have no knowledge of any fraud or suspected fraud that affects the organization and involves:
  - a) Management,
  - b) Employees who have significant roles in internal control, or
  - c) Others where the fraud could have a material effect on the financial statements.
5. We have no knowledge of any allegations of fraud or suspected fraud affecting the organization's financial statements communicated by employees, former employees, grantors, regulators, or others.
6. We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
7. We are not aware of any pending or threatening litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP.
8. We have disclosed to you the identity of the organization's related parties and all the related party relationships and transactions of which we are aware.
9. The organization has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
10. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.




**EXHIBIT 2**

11. The Renaissance Charter School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the Organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you and appropriately reported. All required filings with tax authorities are up-to-date.



Stacey Gauthier  
Principal



Denise Hur  
Director of Operations and Finance



Audited Financial Statements In Accordance  
With Government Auditing Standards

June 30, 2017

# THE RENAISSANCE CHARTER SCHOOL

## Table of Contents

	<b><u>Page</u></b>
Independent Auditors' Report	1 - 2
Statement of Financial Position	3
Statement of Activities	4
Statement of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7 - 11
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	12 - 13
Schedule of Findings and Questioned Costs	14

## **INDEPENDENT AUDITORS' REPORT**

To the Board of Trustees of  
The Renaissance Charter School

### **Report on the Financial Statements**

We have audited the accompanying financial statements of The Renaissance Charter School (the "School"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

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

### **Auditors' Responsibility**

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

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

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

## **Opinion**

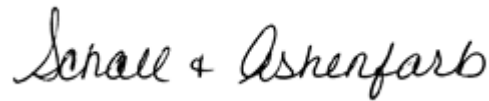
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Renaissance Charter School as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Report on Summarized Comparative Information**

We have previously audited the School's 2016 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 26, 2016. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016 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 TBD on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



Schall & Ashenfarb  
Certified Public Accountants, LLC

October 26, 2017

**THE RENAISSANCE CHARTER SCHOOL**  
**STATEMENT OF FINANCIAL POSITION**  
**AT JUNE 30, 2017**  
(With comparative totals at June 30, 2016)

	<u>6/30/17</u>	<u>6/30/16</u>
<b>Assets</b>		
Current assets:		
Cash and cash equivalents	\$1,291,717	\$1,417,494
Government grants receivable	544,802	638,371
Other receivable	26,339	17,650
Prepaid expenses and other assets	6,000	79,421
Total current assets	<u>1,868,858</u>	<u>2,152,936</u>
Noncurrent assets:		
Restricted cash (Note 3)	75,009	75,009
Fixed assets, net (Note 5)	201,957	236,285
Total assets	<u><u>\$2,145,824</u></u>	<u><u>\$2,464,230</u></u>
<b>Liabilities and Net Assets</b>		
Liabilities:		
Current liabilities:		
Accounts payable	\$183,539	\$85,878
Accrued payroll and benefits	2,040,642	1,807,862
Grant advance - New York City (Note 4)	14,695	35,117
Total current liabilities	<u>2,238,876</u>	<u>1,928,857</u>
Noncurrent liabilities:		
Other liabilities - long term portion	1,300,000	1,300,000
Total liabilities	<u>3,538,876</u>	<u>3,228,857</u>
Net assets:		
Unrestricted	(1,393,052)	(770,275)
Temporarily restricted (Note 6)	0	5,648
Total net assets	<u>(1,393,052)</u>	<u>(764,627)</u>
Total liabilities and net assets	<u><u>\$2,145,824</u></u>	<u><u>\$2,464,230</u></u>

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

**THE RENAISSANCE CHARTER SCHOOL**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2017**  
(With comparative totals for the year ended June 30, 2016)

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total 6/30/17</u>	<u>Total 6/30/16</u>
Public support and revenue:				
Public school district:				
Revenue - resident student enrollment	\$7,688,648		\$7,688,648	\$7,489,067
Revenue - students with special education services	1,265,762		1,265,762	1,100,655
Total public school district revenue	<u>8,954,410</u>	<u>0</u>	<u>8,954,410</u>	<u>8,589,722</u>
Federal grants	618,051		618,051	608,611
State and city grants	856,811		856,811	375,509
Food program grants	350,827		350,827	357,076
Contributions	35,502		35,502	30,091
Other operating income	45,869		45,869	58,551
Released from restriction (Note 6)	5,648	(5,648)	0	0
Total public support and revenue	<u>10,867,118</u>	<u>(5,648)</u>	<u>10,861,470</u>	<u>10,019,560</u>
Expenses:				
Program services:				
Regular education	7,996,884		7,996,884	7,104,473
Special education	1,529,917		1,529,917	1,731,433
Pre-kindergarten	213,106		213,106	204,881
Food program	592,643		592,643	583,884
Total program services	<u>10,332,550</u>	<u>0</u>	<u>10,332,550</u>	<u>9,624,671</u>
Supporting services:				
Management and general	993,561		993,561	691,560
Fundraising	163,784		163,784	90,126
Total supporting services	<u>1,157,345</u>	<u>0</u>	<u>1,157,345</u>	<u>781,686</u>
Total expenses	<u>11,489,895</u>	<u>0</u>	<u>11,489,895</u>	<u>10,406,357</u>
Change in net assets	(622,777)	(5,648)	(628,425)	(386,797)
Net assets - beginning	<u>(770,275)</u>	<u>5,648</u>	<u>(764,627)</u>	<u>(377,830)</u>
Net assets - ending	<u><u>(\$1,393,052)</u></u>	<u><u>\$0</u></u>	<u><u>(\$1,393,052)</u></u>	<u><u>(\$764,627)</u></u>

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

**THE RENAISSANCE CHARTER SCHOOL  
STATEMENT OF FUNCTIONAL EXPENSES  
FOR THE YEAR ENDED JUNE 30, 2017**

(With comparative totals for the year ended June 30, 2016)

	Program Services				Supporting Services			Total Expenses 6/30/17	Total Expenses 6/30/16	
	Regular Education	Special Education	Pre-Kindergarten	Food Program	Total Program Services	Management and General	Fundraising			Total Supporting Services
Salaries	\$4,780,631	\$914,602	\$133,034	\$163,149	\$5,991,416	\$480,048	\$107,748	\$587,796	\$6,579,212	\$6,233,025
Employee benefits and payroll taxes	1,229,906	235,298	34,225	41,973	1,541,402	123,501	27,721	151,222	1,692,624	1,612,103
Pension contributions	1,005,271	192,322	27,974	34,307	1,259,874	100,945	22,657	123,602	1,383,476	910,147
<b>Total personnel costs</b>	<b>7,015,808</b>	<b>1,342,222</b>	<b>195,233</b>	<b>239,429</b>	<b>8,792,692</b>	<b>704,494</b>	<b>158,126</b>	<b>862,620</b>	<b>9,655,312</b>	<b>8,755,275</b>
Professional fees	115,718	22,139		83,310	221,167	189,743		189,743	410,910	418,800
Repairs and maintenance	25,555	4,889	711	11,332	42,487	2,566	576	3,142	45,629	23,923
Curriculum and classroom expenses	614,275	117,519	10,885		742,679			0	742,679	603,264
Professional development	46,856	8,964	1,304	1,599	58,723	4,705	1,056	5,761	64,484	116,941
Equipment and furnishings	17,137	3,279	477	11,122	32,015	15,854	386	16,240	48,255	38,109
Office expenses	31,299	5,988	872	1,068	39,227	15,295	705	16,000	55,227	49,897
Food services				240,339	240,339			0	240,339	228,960
Technology	32,915	6,297	916	1,123	41,251	3,305	742	4,047	45,298	41,827
Marketing and recruitment					0	1,731		1,731	1,731	1,298
Insurance	52,224	9,992	1,453	1,782	65,451	5,244	1,177	6,421	71,872	69,751
Bad debt expense					0	46,096		46,096	46,096	0
Depreciation	45,097	8,628	1,255	1,539	56,519	4,528	1,016	5,544	62,063	58,312
<b>Total other than personnel costs</b>	<b>981,076</b>	<b>187,695</b>	<b>17,873</b>	<b>353,214</b>	<b>1,539,858</b>	<b>289,067</b>	<b>5,658</b>	<b>294,725</b>	<b>1,834,583</b>	<b>1,651,082</b>
<b>Total expenses</b>	<b>\$7,996,884</b>	<b>\$1,529,917</b>	<b>\$213,106</b>	<b>\$592,643</b>	<b>\$10,332,550</b>	<b>\$993,561</b>	<b>\$163,784</b>	<b>\$1,157,345</b>	<b>\$11,489,895</b>	<b>\$10,406,357</b>

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



**THE RENAISSANCE CHARTER SCHOOL**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED JUNE 30, 2017**  
(With comparative totals for the year ended June 30, 2016)

	6/30/17	6/30/16
Cash flows from operating activities:		
Change in net assets	(\$628,425)	(\$386,797)
Adjustments to reconcile changes in net assets to net cash used for operating activities:		
Depreciation	62,063	58,312
Changes in assets and liabilities:		
Grant receivable - New York City	0	12
Government grants receivable	93,569	(153,050)
Other receivable	(8,689)	(10,694)
Prepaid expenses and other assets	73,421	11,998
Accounts payable	97,661	(179,459)
Accrued payroll and benefits	232,780	223,262
Grant advance - New York City	(20,422)	35,117
Other liabilities	0	(190,000)
Total adjustments	530,383	(204,502)
Net cash used for operating activities	(98,042)	(591,299)
 Cash flows from investing activities:		
Purchase of furniture and equipment	(27,735)	(100,484)
Net cash used for investing activities	(27,735)	(100,484)
 Net decrease in cash and cash equivalents	(125,777)	(691,783)
 Cash and cash equivalents - beginning	1,417,494	2,109,277
 Cash and cash equivalents - ending	\$1,291,717	\$1,417,494
 Supplemental disclosure:		
Interest and taxes paid	\$0	\$0

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

**THE RENAISSANCE CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2017**

**Note 1 - Organization and Nature of Activities**

The Renaissance Charter School (the "School") is a PK-12 public charter school located in Jackson Heights, Queens, New York. Our mission is to foster educated, responsible young leaders who through their own personal growth will spark a renaissance in New York. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE"), and subject to certain administrative requirements. The School was originally granted its charter in May 2000 and its most recent charter renewal expires on June 30, 2019. During the year ended June 30, 2015, the School entered its first full day pre-kindergarten class.

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

In June 2017, Renaissance Charter School II, a charter school developed to replicate the learning experience of the School, was approved by the New York State Education Department ("NYSED") to operate in New York State. The anticipated opening is scheduled for the Fall of 2019. Renaissance Charter School II is related to the School by virtue of common board members and negotiations are currently underway to formally establish the relationship between the two entities. There were no transactions between the two Schools during the fiscal year ended June 30, 2017.

**Note 2 - Significant Accounting Policies**

a. Basis of Presentation

The accompanying 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 School's net assets are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Unrestricted* – represent those resources for which there are no restrictions by donors as to their use.
- *Temporarily restricted* – represent those resources, the uses of which have been restricted by donors to specific purposes or the passage of time. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. Temporarily restricted contributions, the requirements of which are met in the year of donation, are reported as unrestricted.
- *Permanently restricted* – accounts for activity restricted by donors that must remain intact in perpetuity. The School did not have any permanently restricted net assets at June 30, 2017 or 2016.

b. Cash and Cash Equivalents

The School considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents.

c. Concentration of Credit Risk

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

d. Capitalization Policy

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

Furniture and equipment – *5 to 10 year life*

Building improvements – *10 year life*

e. Revenue – Public School District and Government Grants

The School receives grants from the United States Department of Education, NYSED and NYCDOE to carry out its operations. Program revenues are recognized based on rates established by the School's funding sources and the amount realizable on the accrual basis in the period during which services are provided.

All government grants are recognized as revenue in the period earned, which is typically when the expense allowed under the grant is incurred. The difference between cash received and revenue earned is reflected as grants receivable or refundable advances.

f. Contributions

Contributions are recorded as revenue upon the earlier of the receipt of cash or when a pledge is considered unconditional in nature. Contributions are available for general use in support of the School's mission, unless specifically restricted by the donor, in which case they are recorded in one of the restricted classes of net assets, depending on the nature of the restriction.

Contributions 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 discount rate. Conditional contributions are recognized as income when the conditions have been substantially met. All receivables at year end are due to be collected within one year.

g. Donated Services

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

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

h. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the accompanying financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

i. Use of Estimates

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

j. Comparative Financial Information

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Such information should be read in conjunction with the School's financial statements for the year ended June 30, 2016, from which the summarized information was derived.

k. Contingencies

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

l. Accounting for Uncertainty in Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax returns for periods ending June 30, 2014 and later are subject to examination by applicable taxing authorities.

m. Subsequent Events

Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 26, 2017, the date the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date, through our evaluation date, that would require adjustment to or disclosure in the financial statements.

n. New Accounting Pronouncement

On August 18, 2016, the Financial Accounting Standards Board (FASB) issued an Accounting Standards Update (ASU) No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. The ASU, which becomes effective for the June 30, 2019 year, with early implementation permitted, focuses on improving the current net asset classification requirements and information presented in the financial statements and notes that is useful in assessing a not-for-profit's liquidity, financial performance and cash flows.

FASB issued ASU No. 2014-09, *Revenue from Contracts with Customers*. The ASU, which becomes effective for the June 30, 2020 year, focuses on a principle based model. It highlights the identification of performance obligations of the contract, determining the price and allocating that price to the performance obligation so that revenue is recognized as each performance obligation is satisfied.

The School has not yet evaluated the impact these standards will have on future financial statements.

**Note 3 - Restricted Cash**

An escrow account has been established to meet the requirement of the Board of Regents of the State of New York. 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 4 - Grant Advances Payable**

Grant advances payable on the contract with the NYDOE can be summarized as follows:

	<u>6/30/17</u>	<u>6/30/16</u>
Beginning grant (advance)/receivable	(\$35,117)	\$12
Funding based on allowable FTE's	8,954,410	8,589,722
Advances received	<u>(8,933,988)</u>	<u>(8,624,851)</u>
Ending advance	<u>(\$14,695)</u>	<u>(\$35,117)</u>

**Note 5 - Fixed Assets**

Fixed assets can be summarized as follows:

	<u>6/30/17</u>	<u>6/30/16</u>
Furniture and equipment	\$549,025	\$521,290
Building improvements	<u>387,817</u>	<u>387,817</u>
	936,842	909,107
Less: accumulated depreciation	<u>(734,885)</u>	<u>(672,822)</u>
Total fixed assets - net	<u>\$201,957</u>	<u>\$236,285</u>

**Note 6 - Temporarily Restricted Net Assets**

Temporarily restricted net assets are summarized as follows:

	<u>June 30, 2017</u>			
	<u>Balance</u>	<u>Contributions</u>	<u>Released</u>	<u>Balance</u>
	<u>7/1/16</u>		<u>from</u>	<u>6/30/17</u>
			<u>Restrictions</u>	
Programs:				
Live Healthy	\$5,420	\$0	(\$5,420)	\$0
Grow to Learn	<u>228</u>	<u>0</u>	<u>(228)</u>	<u>0</u>
Total	<u>\$5,648</u>	<u>\$0</u>	<u>(\$5,648)</u>	<u>\$0</u>

June 30, 2016

	<u>Balance</u> <u>7/1/15</u>	<u>Contributions</u>	<u>Released</u> <u>from</u> <u>Restrictions</u>	<u>Balance</u> <u>6/30/16</u>
Programs:				
Live Healthy	\$0	\$7,675	(\$2,255)	\$5,420
Grow to Learn	<u>0</u>	<u>1,400</u>	<u>(1,172)</u>	<u>228</u>
Total	<u>\$0</u>	<u>\$9,075</u>	<u>(\$3,427)</u>	<u>\$5,648</u>

**Note 7 - Significant Concentrations**

The School is dependent upon grants from NYCDOE to carry out its operations. Approximately 82% and 86% of the School’s total public support and revenue was from NYCDOE for the years ended June 30, 2017 and 2016, respectively.

**Note 8- Donated Space**

The School is co-located with PS 255Q, a district 75 program, in a NYCDOE facility, and utilizes approximately 62,000 square feet at no charge. The School was unable to determine a value for this service.

**Note 9 - Multi-Employer Benefit Plan**

The School participates in two multi-employer plans that provide defined benefits to certain contract labor covered by collective bargaining agreements. The School contributed a total of \$1,383,476 and \$910,147 to both plans during the year ended June 30, 2017 and 2016, respectively. The School’s participation in these plans for the annual period ended June 30, 2017 is outlined below. The “EIN” column provides the Employer Identification Number (“EIN”) of the plan. The Pension Protection Act (“PPA”) zone status is not applicable because they are government plans.

Teachers’ Retirement System of the City of New York Pension Plan as of June 30, 2017 consisted of the following:

<u>EIN</u>	<u>Plan</u> <u>End Date</u>	<u>PPA Zone</u> <u>Status</u>	<u>Collective Bargaining</u> <u>Agreement</u> <u>Expiration Date</u>	<u>Contribution</u>
90-0584726	6/30/16	N/A	10/31/18	<u>\$1,279,694</u>

Board of Education Retirement System Pension Plan as of June 30, 2017 consisted of the following:

<u>EIN</u>	<u>Plan</u> <u>End Date</u>	<u>PPA Zone</u> <u>Status</u>	<u>Collective Bargaining</u> <u>Agreement</u> <u>Expiration Date</u>	<u>Contribution</u>
13-3370714	6/30/16	N/A	Various	<u>\$103,782</u>

**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***

To the Board of Trustees of  
The Renaissance Charter School

**Report on the Financial Statements**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Renaissance Charter School (the "School"), which comprise the statement of financial position as of June 30, 2017, 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 26, 2017.

**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) to determine the 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 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.

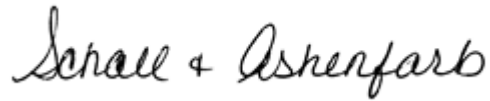
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during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

## **Compliance and Other Matters**

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

## **Purpose of this Report**

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



Schall & Ashenfarb  
Certified Public Accountants, LLC

October 26, 2017



**THE RENAISSANCE CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
JUNE 30, 2017**

Current Year:

None.

Prior Year:

**2016-001 – Prior Period Adjustment – This matter was resolved.**

## Observations and Recommendations

To Management of  
The Renaissance Charter School (“the School”)

As a result of our audit for the years ending June 30, 2017, we want to provide recommendations to strengthen controls and provide follow-up comments to the issues raised in the prior year:

### I - Current Year Comments

#### Formalizing Review of Bank Reconciliations

Although the bank reconciliations are reviewed by the Principal and outside financial consultant, on a monthly basis, we noted that there are no sign offs on the document verifying that the review has occurred. We recommend that the Principal or outside financial consultant initial the document to indicate that the review was performed.

### II – Follow-up on Prior Year Comments

#### Significant Adjustment – Prior Period Adjustment

During our prior year audit, we proposed a prior period adjustment to record the estimated liability for retroactive raises that existed as of June 30, 2015. We recommended that the accounting consultant and Director of Finance analyze the balance of retroactive pay due to union members at the end of each year and make any adjustments to the liability account as needed.

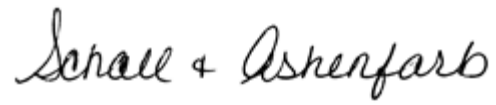
***Follow-up to June 30, 2017:*** All such entries were made prior to us receiving the closed books therefore this matter has been resolved.

#### Operating Reserve Policy

In the past, we informed the School that the New York State Education Department (“NYSDOE”) indicated that Schools should have a viable operating reserve with a board approved policy about the purpose and use of operating reserves. The purpose of the policy is to define and set goals for reserve funds, clearly describe authorization for use of reserves and outline requirements for reporting and monitoring. We recommended that the School consider adopting such a policy for operating reserves to comply with NYSDOE recommendations.

***Follow-up to June 30, 2017:*** We continue our recommendation.

This communication is intended solely for the information and use of management, the board of trustees, and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in cursive script that reads "Schall & Ashenfarb". The signature is enclosed in a thin black rectangular border.

Schall & Ashenfarb  
Certified Public Accountants, LLC

October 26, 2017



# Entry 6d Additional Financial Docs

Last updated: 10/31/2017

The additional items listed below should be uploaded if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

## 1. Management Letter

(No response)

### Explanation for not uploading the Management Letter.

Renaissance received no significant deficiencies, so a Management Letter was not required.

## 2. Form 990

(No response)

### Explanation for not uploading the Form 990.

We are filing for an extension for the 2017 990, which will put the due date at 05-15-2018.

## 3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

### Explanation for not uploading the Federal Single Audit.

The Federal Single Audit is not due until 03-31-2018 and is in process.

## 4. CSP Agreed Upon Procedure Report

(No response)

### Explanation for not uploading the procedure report.

N/A for Renaissance.

## 5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/resp/12001336/pN6H0Nalce/>

**Explanation for not uploading the Escrow evidence.** (No response)

**6. Corrective Action Plan**

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

**Explanation for not uploading the Corrective Action Plan.** N/A--Renaissance did not receive findings for corrective action.



# Entry 5d Financial Services Contact Information

Last updated: 07/19/2017

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

## 1. School Based Fiscal Contact Information

School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
Denise Hur	<a href="mailto:denisehur@rencharter.org">denisehur@rencharter.org</a>	718-803-0060

## 2. Audit Firm Contact Information

School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
Joseph Albano, Schall & Ashenfarb, CPA, LLC	<a href="mailto:jalbano@schallandas-henfarb.com">jalbano@schallandas-henfarb.com</a>	212-268-2800	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
Charter School Business Management	Lola Barbarash	237 West 35th Street, Suite 301, New York, NY 10001	<a href="mailto:lbarbarash@csb.com">lbarbarash@csb.com</a>	888-710-2726	3

# New York State Education Department

## Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

### 2017-18 Budget & Cash Flow Template

#### General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in <b>BLUE</b>
2	Enter information into the <b>GRAY</b> cells
3	Cells containing <b>RED</b> triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . Rows may be inserted in the worksheet to accommodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

The Renaissance Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	11,795,788	-	-	-	-	11,795,788
Total Expenses	11,795,742	-	-	-	-	11,795,742
Net Income	46	-	-	-	-	46
Actual Student Enrollment	558	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
----------------------	----------------------	-------	-------------	-------------------------	-------

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$14,527.00

- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)

7,989,850	-	-	-	-	7,989,850
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
7,989,850	-	-	-	-	7,989,850

Special Education Revenue

1,279,741	-	-	-	-	1,279,741
-----------	---	---	---	---	-----------

Grants

Stimulus

-	-	-	-	-	-
---	---	---	---	---	---

Other

150,000	-	-	-	-	150,000
---------	---	---	---	---	---------

Other State Revenue

1,161,803	-	-	-	-	1,161,803
-----------	---	---	---	---	-----------

TOTAL REVENUE FROM STATE SOURCES

10,581,394	-	-	-	-	10,581,394
------------	---	---	---	---	------------

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

63,635	-	-	-	-	63,635
--------	---	---	---	---	--------

Title I

148,901	-	-	-	-	148,901
---------	---	---	---	---	---------

Title Funding - Other

85,574	-	-	-	-	85,574
--------	---	---	---	---	--------

School Food Service (Free Lunch)

375,000	-	-	-	-	375,000
---------	---	---	---	---	---------

Grants

Charter School Program (CSP) Planning & Implementation

-	-	-	-	-	-
---	---	---	---	---	---

Other

-	-	-	-	-	-
---	---	---	---	---	---

Other Federal Revenue

238,312	-	-	-	-	238,312
---------	---	---	---	---	---------

TOTAL REVENUE FROM FEDERAL SOURCES

911,422	-	-	-	-	911,422
---------	---	---	---	---	---------

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

4,500	-	-	-	-	4,500
-------	---	---	---	---	-------

Erate Reimbursement

32,688	-	-	-	-	32,688
--------	---	---	---	---	--------

Interest Income, Earnings on Investments,

3,000	-	-	-	-	3,000
-------	---	---	---	---	-------

NYC-DYCD (Department of Youth and Community Developmt.)

41,280	-	-	-	-	41,280
--------	---	---	---	---	--------

Food Service (Income from meals)

9,000	-	-	-	-	9,000
-------	---	---	---	---	-------

Text Book

32,504	-	-	-	-	32,504
--------	---	---	---	---	--------

Other Local Revenue

180,000	-	-	-	-	180,000
---------	---	---	---	---	---------

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

302,972	-	-	-	-	302,972
---------	---	---	---	---	---------

TOTAL REVENUE

11,795,788	-	-	-	-	11,795,788
------------	---	---	---	---	------------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

1.00

163,464	-	-	-	-	163,464
---------	---	---	---	---	---------

Instructional Management

1.00

130,363	-	-	-	-	130,363
---------	---	---	---	---	---------

Deans, Directors & Coordinators

6.00

688,908	-	-	-	-	688,908
---------	---	---	---	---	---------



The Renaissance Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	11,795,788	-	-	-	-	11,795,788
Total Expenses	11,795,742	-	-	-	-	11,795,742
Net Income	46	-	-	-	-	46
Actual Student Enrollment	558	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
CFO / Director of Finance	1.00	130,363	-	-	-	130,363
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	14.80	629,582	-	-	-	629,582
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>24</b>	<b>1,742,680</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,742,680</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	27.60	2,416,147	-	-	-	2,416,147
Teachers - SPED	6.00	517,100	-	-	-	517,100
Substitute Teachers	-	100,000	-	-	-	100,000
Teaching Assistants	4.80	194,112	-	-	-	194,112
Specialty Teachers	11.80	1,073,054	-	-	-	1,073,054
Aides	-	-	-	-	-	-
Therapists & Counselors	4.00	374,193	-	-	-	374,193
Other	-	473,105	-	-	-	473,105
<b>TOTAL INSTRUCTIONAL</b>	<b>54</b>	<b>5,147,711</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,147,711</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>78</b>	<b>6,890,391</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,890,391</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	-	631,729	-	-	-	631,729
Fringe / Employee Benefits	-	1,136,072	-	-	-	1,136,072
Retirement / Pension	-	1,450,000	-	-	-	1,450,000
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>3,217,801</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,217,801</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>-</b>	<b>10,108,192</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,108,192</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	25,000	-	-	-	25,000
Legal	-	50,000	-	-	-	50,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	60,000	-	-	-	60,000
Payroll Services	-	25,000	-	-	-	25,000
Special Ed Services	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	2,500	-	-	-	2,500
Other Purchased / Professional / Consulting	-	150,000	-	-	-	150,000
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>312,500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>312,500</b>

SCHOOL OPERATIONS

The Renaissance Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	11,795,788	-	-	-	-	11,795,788
Total Expenses	11,795,742	-	-	-	-	11,795,742
Net Income	46	-	-	-	-	46
Actual Student Enrollment	558	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	8,800	-	-	-	-	8,800
Special Ed Supplies & Materials	1,200	-	-	-	-	1,200
Textbooks / Workbooks	55,000	-	-	-	-	55,000
Supplies & Materials other	60,450	-	-	-	-	60,450
Equipment / Furniture	30,000	-	-	-	-	30,000
Telephone	1,100	-	-	-	-	1,100
Technology	110,000	-	-	-	-	110,000
Student Testing & Assessment	25,000	-	-	-	-	25,000
Field Trips	30,000	-	-	-	-	30,000
Transportation (student)	5,000	-	-	-	-	5,000
Student Services - other	-	-	-	-	-	-
Office Expense	50,000	-	-	-	-	50,000
Staff Development	75,000	-	-	-	-	75,000
Staff Recruitment	500	-	-	-	-	500
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	511,000	-	-	-	-	511,000
Travel (Staff)	5,000	-	-	-	-	5,000
Fundraising	-	-	-	-	-	-
Other	245,000	-	-	-	-	245,000
<b>TOTAL SCHOOL OPERATIONS</b>	<b>1,213,050</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,213,050</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	100,000	-	-	-	-	100,000
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>100,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100,000</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>62,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>62,000</b>
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>11,795,742</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>11,795,742</b>
<b>NET INCOME</b>	<b>46</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>46</b>

ENROLLMENT - \*School Districts Are Linked To Above Entries\*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location			-
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-

The Renaissance Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	11,795,788	-	-	-	-	11,795,788
Total Expenses	11,795,742	-	-	-	-	11,795,742
Net Income	46	-	-	-	-	46
Actual Student Enrollment	558	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
TOTAL ENROLLMENT	-	-	-	-	-	-
REVENUE PER PUPIL	-	-	-	-	-	-
EXPENSES PER PUPIL	-	-	-	-	-	-





**Assumptions**

**DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable**

Receive no funding for our D75 students

School Trips

PreK



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Sandra L Geyer

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Renaissance Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Member, Chair

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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





**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

Monte Joffe

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

The Renaissance Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

*Vice Chairman*

2. Is the trustee an employee of any school operated by the Education Corporation?

Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

*None*

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

Signature: *Mart Joffe* Date: 7/30/17

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

Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: *mjoffee@yahoo.com*

Home Telephone: *917-447-7012*

Home Address: *2711 Westervelt Ave*  
*Bronx, NY 10469*

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Everett M. Boyd

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Renaissance Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

Administrator for School Culture & Family Engagement

Salary: \$113,278

Start Date:

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

9/2016

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

— NONE —

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em;">— NONE —</p>				

Everett Boyd
7/31/16  
 \_\_\_\_\_  
 Signature Date

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

**Business Telephone:** (718) 803-0060, Ext. 218

**Business Address:** 31-59 81st Street, Jackson Heights, NY 11372

**E-mail Address:** everettboyd@tencharter.org

**Home Telephone:** (718) 399-6285

**Home Address:** 275 Clinton Ave, Apt. 4-2 Brooklyn, NY 11205

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

*Raymond Johnson*

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

*The Renaissance Charter School*

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). *Teacher representative.*

2.  Yes  No  
Is the trustee an employee of any school operated by the Education Corporation?

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

*The Renaissance Charter School (Teacher)*

3.  Yes  No  
Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

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


4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

<i>Please write "None" if applicable. Do not leave this space blank.</i>
--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

Signature  Date 6-28-17

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

Business Telephone: 718-803-0060

Business Address: 35-59 81 st

E-mail Address: 7002266@yahoo.com

Home Telephone: 917-731-0119

Home Address: 110-11 196th st ST Albans NY 11412

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Rachel Mandel

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Renaissance Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Board member

2. Is the trustee an employee of any school operated by the Education Corporation?

Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.


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



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

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

  
 Signature

6/27/2017  
 Date

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

Business Telephone: 212-562-7425

Business Address: Bellevue Hospital Center CCPEP, 462 1st Ave,  
 NY, NY 10016

E-mail Address: Rachel4800@gmail.com

Home Telephone: 917-428-1871

Home Address: 72 Green St, #4R, Brooklyn, NY 11222

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Stacey Gauthier

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Renaissance Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Non-Voting Member

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

Principal since 7/1/07, \$154,825

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

N/A

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>This has been previously disclose</u>	<u>previously</u>		

LAST WORKED -

Mar 2015 <small>Please write</small> Mar 2013	PART-TIME <small>"None" if applicable</small> Temp WORK	I DID NOT <small>Do not leave this space blank</small> Directly Supervise	Sabrina Gauthier <small>(daughter)</small> Samuel Gauthier (son)
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

  
 Signature \_\_\_\_\_ Date 6/23/17

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

Business Telephone: 718-803-0060, ext 115  
 Business Address: 35-58 81 St., Jackson Hts, Ny 11372  
 E-mail Address: sgauthier@renaissancecharter.org  
 Home Telephone: 718-446-1725  
 Home Address: 34-58 74 St. 6F, Jackson Hts., Ny 11372

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Francine Smith

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Renaissance Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Head of Finance Committee

2. Is the trustee an employee of any school operated by the Education Corporation?

Yes  No

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

The Renaissance Charter School, level 2, admissions, school permits, \$40,000, 9/1/2004

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

ALEXANDER SMITH	Please write "None" if applicable. Employee of The Renaissance Charter School	Do not leave this space blank. would have not voted or participated in discussion	SON
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

Francine Smith  
Signature

6/27/17  
Date

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

Business Telephone: 718-803-0060 ext 106

Business Address: 35-59 81 ST, JACKSON HHS, NY 11372

E-mail Address: francine.smith@rencharter.org

Home Telephone: 718-476-3590

Home Address: 34-31 81 ST, JACKSON HHS, NY 11372

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

CHRYSTER Hicks

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

The Renaissance Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). PARENT REPRESENTATIVE

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

NONE

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

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

 \_\_\_\_\_ Date 6/23/17

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

Business Telephone: N/A

Business Address: N/A

E-mail Address: Chester.Hicks@hotmail.com

Home Telephone: 718 779 4810

Home Address: 76-09 34<sup>th</sup> Avenue #223  
JACKSON HEIGHTS, NY 11372

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

MARGARET MARTINEZ-DELUCA

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Renaissance Charter School (Queens)

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

*community representative*

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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



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

NONE

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">NONE</p>				

  
 Signature \_\_\_\_\_ Date 7-2-17

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

Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: magbse @msn.com

Home Telephone: 917-304-9104

Home Address: 742-A HERITAGE Hills, Somers, NY 10589

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Conor T. McGly

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

THE RENAISSANCE CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). *PRESIDENT OF FRIENDS OF RENAISSANCE BOARD MEMBER OF TRCS & TRCS II*

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

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


4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

Signature  Date 02/03/2017

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

Business Telephone: 212-205-2804

Business Address: 1211 AVENUE OF THE AMERICAS, 27th Floor  
NY, NY 10036

E-mail Address: CMCCOY25@GMAIL.COM

Home Telephone: 347 421 0882

Home Address: 70 COLUMBUS DRIVE, UNIT 3701, Jersey  
City, NJ 07802



# Entry 9 BOT Table

Created: 06/23/2017 • Last updated: 08/09/2017

(tab across or use scroll bar at bottom of table)

## 1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Sandra Geyer	<a href="mailto:sloup2@verizon.net">sloup2@verizon.net</a>	Chair/ Board President	Executive, Appeals & Grievance	Yes	Retired Educator	Three 5-year terms; renewed 2015-2020	5 or less
2	Monte Joffee	<a href="mailto:mjoffee@yahoo.com">mjoffee@yahoo.com</a>	Vice Chair/ Vice President	Executive, Education, Appeals & Grievance	Yes	Retired Educator, Founder	Three 5-year terms; renewed 2015-2020	5 or less
3	Everett Boyd	<a href="mailto:bassmiant@aol.com">bassmiant@aol.com</a>	Secretary	Executive, Education, Appeals & Grievance	Yes	Renaissance Admin & Teacher	Two 2-year terms: 09/2001-08/2003; and rejoined in 2012;	5 or less

				nce			renewed 2015-2020	
4	Stacey Gauthier	<a href="mailto:sgauthier@renaissancecharter.org">sgauthier@renaissancecharter.org</a>	Trustee/Member	Finance	No	Renaissance Principal	Three 5-year terms: renewed 2015-2020	5 or less
5	Chester Hicks	<a href="mailto:chester.hicks@hotmail.com">chester.hicks@hotmail.com</a>	Parent Representative	Finance, Education, Executive	Yes	Retired NYPD	Two 3-year terms: 10/2012-10/2016; 10/2016-10/2019	5 or less
6	Rachel Mandel	<a href="mailto:rachel4800@gmail.com">rachel4800@gmail.com</a>	Trustee/Member		Yes	Pediatric Psychologist	One 5-year term; 02/2016-06/2021	5 or less
7	Margaret Martin ez-DeLucia	<a href="mailto:magbsc@msn.com">magbsc@msn.com</a>	Trustee/Member	Education	Yes	Bank Street Graduate College of Education	Two 5-year terms; renewed 10/2014-10/2019	5 or less
8	Raymond Johnson	<a href="mailto:nov2266@yahoo.com">nov2266@yahoo.com</a>	Trustee/Member	Finance	Yes	Teacher Representative	One 2-year term: 09/2015-09/2017	5 or less
		<a href="#">bermu</a>				Renaiss	Three 5-year	

9	Francine Smith	<a href="mailto:da1234@hotmail.com">da1234@hotmail.com</a>	Trustee/Member	Finance	Yes	sance Founding Parent	terms: renewed 2015-2020	5 or less
10	Conor McCoy	<a href="mailto:cmcco y25@gmail.com">cmcco y25@gmail.com</a>	Trustee/Member	Finance	Yes	Financial Industry	1 3-year term: 09/2016-09/2019	5 or less
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

**2. Total Number of Members on June 30, 2016** 10

**3. Total Number of Members Joining the Board 2016-17 School Year** 1

**4. Total Number of Members Departing the Board during the 2016-17 School Year** 0

**5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes** 9

**6. Number of Board Meetings**            5  
**Conducted in the 2016-17 School**  
**Year**

**7. Number of Board Meetings**            5  
**Scheduled for the [2017-18](#)**  
**School Year**

**Thank you.**



# Entry 10 - Board Meeting Minutes

Last updated: 07/06/2017

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## [Instructions for submitting minutes of the BOT monthly meetings](#)

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2016--June 2017.

**A. Provide a URL link to the <http://www.renaissancecharter.org/support/governance/BOT> Monthly Board Meeting Minutes which are posted on the School's web page.**

**OR**

**B. Upload All Monthly Board Meeting Minutes**

Combine into one .PDF file

<https://nysed-cso-reports.fluidreview.com/resp/10759831/wNFCVDEEJA/>





# Entry 11 Enrollment and Retention of Special Populations

Created: 07/06/2017 • Last updated: 07/08/2017

## Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
		<p>We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. This school year we have already had two high school open houses in the fall and will have three PK-8 open houses in January and March. Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available.</p> <p>We send notices of our open houses and application process to local newspapers (including those in different languages), Inside Schools (who recognizes us on their website as being an effective school for children with special needs), district schools, elected officials, community based organization (including those suggested by The New York Charter Center as having strong ties to families of children with special needs, and those families who speak languages other than English) and to other organizations and businesses with ties to the community.</p> <p>TRCS has strong ties within and beyond our community as discussed previously in this</p>

Economically Disadvantaged

The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including economically disadvantaged students. RCS has a long-time Admissions' Coordinator who also happens to be a long-time resident of Jackson Heights and intimately knows the community.

Supporting her in her work are two parent coordinators (one who is fluent in Spanish - which is spoken by approximately 50% of our families) and the Administrator for School Culture and Family Engagement. At RCS, we have 24 home languages spoken, and our staff speak over 11 different languages. We have developed a reputation in the community for caring for and supporting special populations. The school also has 2 guidance counselors and a social worker to support our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms.

document. We continue to expand these relationships through our school wide partnerships, parent and board contacts, professional development and support of neighborhood initiatives.

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

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

RCS has long been known for our strong ties with our elected representatives. They are in our school frequently, hold events in our building, work with us on community matters and connect us with people in the community. Stacey Gauthier and other staff have been asked to sit on committees and support various projects that help the families in our area.

RCS' materials are posted on our website and distributed widely as described above. We participate in The New York City Charter School's Common Application and also translate our admissions' information into Spanish, Mandarin, Bengali and Urdu. It should be noted that we have received a special distinction from Inside Schools for serving students with special needs. Our Administrator for Special Needs' students is also available to speak with prospective parents about what educational program TRCS can provide for their child.

RCS Open House attendees have historically filled our cafeteria. We have staff and parents available to translate as needed. We also attend open houses outside of our building including a yearly Principal's Night Forum sponsored by the Jackson Heights Beautification Group and 82nd Street Academics.

English  
Language  
Learners

The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including English Language Learners. RCS has an Admissions' Coordinator who also happens to be a long-time resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators (one who is fluent in Spanish - which is spoken by approximately 50% of our families) and the Administrator for School Culture and Family Engagement. This role has many responsibilities one of which is to make our school welcoming and accessible to all our families, including those children

a. We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. This school year we have already had two high school open houses in the fall and will have three PK-8 open houses in January and March. Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available.

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

RCS has strong ties within and beyond our community as discussed previously in this document. We continue to expand these relationships through our school wide partnerships, parent and board contacts, professional development and support of neighborhood initiatives.

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

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

with special needs, or who are not native English speakers. We have worked hard to hire a faculty and staff that is representative of the population we serve and the community-at-large. Our staff speak over 11 different languages many of which are also spoken by our families. The school has a certified ELL teacher, and our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms, supporting our ELL, SPED and other high-needs students.

RCS has long been known for our strong ties with our elected representatives. They are in our school frequently, hold events in our building, work with us on community matters and connect us with people in the community. Stacey Gauthier and other staff have been asked to sit on committees and support various projects that help the families in our area.

RCS' materials are posted on our website and distributed widely as described above. We participate in The New York City Charter School's Common Application and also translate our admissions' information into Spanish, Mandarin, Bengali and Urdu. It should be noted that we have received a special distinction from Inside Schools for serving students with special needs. Our Administrator for Special Needs' students is also available to speak with prospective parents about what educational program TRCS can provide for their child. Additionally, our application clearly states that "We welcome applications from Students with Special Needs and English Language Learners."

RCS Open House attendees have historically filled our cafeteria. We have staff and parents available to translate as needed. We also attend open houses outside of our building including a yearly Principal's Night Forum sponsored by the Jackson Heights Beautification Group and 82nd Street Academics. Both of these groups are very engaged with families whose primary language is other than English. In the past, we have co-sponsored an event to engage ELL families with The New York City Charter School Center, Councilmember Dromm and other district and public schools and intend to continue to be active in the creation and implementation of these types of programs.

We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. This school year we have already had two high school open houses in the fall and will have three PK-8 open houses in January and

Students with Disabilities

The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including students with special needs. TRCS has an Admissions' Coordinator who also happens to be a long-time resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators (one who is fluent in Spanish - which is spoken by approximately 50% of our families) and the Administrator for School Culture and Family Engagement. Our staff includes an Administrator for Special Education who works closely with our Administrator for School Culture and Family Engagement to coordinate supports for families as well as their children. Additionally we have several certified special education teachers on staff, as well as three reading specialists and education para-professionals. The school also has 2 guidance counselors and a social worker to support our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms supporting our SPED and other high-needs students.

March. Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available.

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

TRCS has strong ties within and beyond our community as discussed previously in this document. We continue to expand these relationships through our school wide partnerships, parent and board contacts, professional development and support of neighborhood initiatives.

In addition, we have a long-standing partnership with PS 255, a District 75 Inclusion Program co-located at Renaissance, that has been a source of expertise and collaboration for many years.

**Retention Efforts Toward Meeting Targets**

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
	<p>Our policies include never excluding students from activities their families cannot afford, including trips, internships and other experiential learning activities. We have developed a reputation in the neighborhood for supporting our families in times of need. Our social workers and college and career office works individually with students and families to take advantage of all supports open to them, through financial aid for college to social services.</p>	

RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families. One of the most successful events is our Latin American Carnival which draws large numbers of our families, extended families and community members. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all doesn’t work”. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of our community.

Economically Disadvantaged

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

- School-based guidance and social workers with access to resources to help families
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading
- Partnership with the Achievement Network
- Before, After and Saturday Small Group tutoring
- Offer various food menus from our school-run cafeteria including breakfast, lunch, supper and snack.
- Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee
- K-12 After-School, including homework help
- The Learning Center - An innovative space where individualized learning takes place
- Advisory for Grades 7-12
- Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process)
- Implementation of a Pre-K program in 2014. This allows us to engage our families from the beginning of a child’s entry to school.

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

- School-based guidance and social workers with access to resources to help families
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading
- Partnership with the Achievement Network
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- Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process)
- Implementation of a Pre-K program in 2014. This allows us to engage our families from the beginning of a child’s entry to school.

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and welcoming to our families. One of the most successful events is our Latin American Carnival which draws large numbers of our families, extended families and community members. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all doesn’t work”. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of our community.

We provide:

- SETTSS, ICT, Related Services, School-based guidance and social workers
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading
- Partnership with the Achievement Network
- Partnership with the SPED Collaborative
- 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
- Before, After and Saturday Small Group tutoring
- Offer various food menus from our school-run cafeteria including Halal meals
- Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee
- K-12 After-School, including homework help
- The Learning Center – An innovative space where individualized learning takes place
- Advisory for Grades 7-12
- Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process)
- Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety who support parents in communicating with the school
- Implementation of a Pre-K program in 2014. In our first year, approximately 17% of the class were English Language Learners. This year, that percentage has grown to almost 28%. Although these students cannot

School wide programming and staffing that supports Special Needs Students and English Language Learners –

- SETTSS, ICT, Related Services, School-based guidance and social workers
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading
- Partnership with the Achievement Network
- Partnership with the SPED Collaborative
- 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
- Before, After and Saturday Small Group tutoring
- Offer various food menus from our school-run cafeteria including Halal meals
- Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee
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- The Learning Center – An innovative space where individualized learning takes place
- Advisory for Grades 7-12
- Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process)
- Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety who support parents in communicating with the school
- Implementation of a Pre-K program in 2014. In our first year, approximately 17% of the class were English Language Learners. This year, that percentage has grown to almost 28%. Although these students cannot be officially “classified”, we know that we are admitting and servicing students who speak little to no English. It is enormously helpful to get these children enrolled at such a young age when second language acquisition comes more easily through a rigorous program of socialization, play and group

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

We provide:

- SETTSS, ICT, Related Services, School-based guidance and social workers
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading
- Partnership with the Achievement Network
- Partnership with the SPED Collaborative
- 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
- Before, After and Saturday Small Group tutoring
- Offer various food menus from our school-run cafeteria including Halal meals
- Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee
- K-12 After-School, including homework help
- The Learning Center – An innovative space where individualized learning takes place
- Advisory for Grades 7-12
- Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process)

School wide programming and staffing that supports Special Needs Students and English Language Learners –

- SETTSS, ICT, Related Services, School-based guidance and social workers
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading
- Partnership with the Achievement Network
- Partnership with the SPED Collaborative
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- Implementation of a Pre-K program in 2014. It is enormously helpful to get these children enrolled at such a young age for a rigorous program of socialization, play and group activities. This also allows us to engage our families from the beginning of a child’s entry to school, where we can begin to craft an individualized education plan.



# Entry 12 Classroom Teacher and Administrator Attrition

Last updated: 07/19/2017

Report changes in teacher and administrator staffing.

## Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

### Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	42.4	2.6	3.2	0	43

### Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	9	0	0	0	9

Thank you



# Entry 12 Uncertified Teachers

Created: 07/21/2017 • Last updated: 12/20/2017

**FTE Count of All Teachers (Certified and Uncertified) as of June 30, 2017** 43

**FTE Count of All Certified Teachers as of June 30, 2017** 43

## Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

**FTE count of uncertified teachers on June 30, 2017, and each uncertified teacher should be counted only once.**

1. Total FTE count of uncertified teachers (6-30-17)	0
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	0
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	0

**Thank you.**

### **School Management Team**

*Directors report to and collaborate with the Principal.*

Principal

Director of Teaching and Learning

Director of Data and Accountability

Director of Operations and Finance

Director of Development and Partnerships

Administrator for School Culture and Student Support

Administrator for Family Engagement and Student Support

Administrator for STEM Education and Middle School

Administrator for Special Education

### **Teaching and Learning Coordinators**

*Teacher Coordinators report to the Directors of Teaching and Learning and collaborate with the teaching staff in clusters.*

Cluster 1 (PK-5) – Co-Coordinators

Cluster 2 (6-8) – Co-Coordinators

Cluster 3 (9-12) – Co-Coordinators

### **Teaching Staff**

*Teachers and Paraprofessionals report to Principal and Director of Teaching and Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.*

#### **Cluster 1 – Grades Pre-K-5**

Pre-K Teacher

Pre-K Paraprofessional

Kindergarten

Kindergarten Education Paraprofessional

Grade 1

Grade 1 Education Paraprofessional

Grade 2

Grade 3

Grade 4

Grade 3-5 Math

Grade 5-6 ELA\*

Grade 1-5 Science

Grade 4-6 Social Studies\*

K-6 Intervention Specialist\*

K-6 Intervention Specialist\*

K-6 Intervention Specialist\*

Grade 3-5 Music

Grade K-4 Dance

Grade K-12 ELL\*

Grade K-5 Spanish, Student Support

*\*(may also attend other cluster meetings)*

### **Teaching Staff**

*Teachers and Paraprofessionals report to Principal and Middle School Administrator, communicate with Teacher Coordinators, collaborate with cluster colleagues.*

#### **Cluster 2 – Grades 6-8**

Grade 5-6 ELA\*  
Grade 4-6 Social Studies\*  
Grade 7 ELA  
Grade 8 ELA  
Grade 7-8 Social Studies  
Grade 6 Math & Science  
Grade 7 Math  
Grade 8 Math & Algebra  
MS Earth Science\*  
MS/HS Science ICT  
MS Spanish  
MS PE/Science Support  
MS Literacy/AP Literature & Composition\*  
6-8 Music, 6-8 Art, 7-8 Drama\*

### **Teaching Staff**

*Teachers and Paraprofessionals report to Principal and Director of Teaching and Learning, communicate with Teacher Coordinators, collaborate with cluster colleagues.*

#### **Cluster 3 – Grades 9-12**

9<sup>th</sup> -10<sup>th</sup> Grade ELA  
11<sup>th</sup>-12<sup>th</sup> Grade ELA, Honors ELA  
AP English Literature & Composition\*  
HS ELA ICT  
HS Global History and Geography  
HS US History  
AP US History, AP World History, AP European History  
MS/HS Social Studies ICT  
HS Math ICT  
HS Geometry, Algebra II  
HS Algebra, Pre-Calculus  
HS Living Environment, Agriculture, AP Environmental Science  
HS Physics, AP Computer Science, Robotics  
MS Science, HS Chemistry, AP Biology\*  
MS/HS Science ICT\*  
9-11 Music, 9-11 Art, 9-11 Theatre\*  
6<sup>th</sup>-12<sup>th</sup> Grade Physical Education  
HS Spanish, AP Spanish Literature  
HS Spanish, AP Spanish Language  
College & Career Office Guidance, College Bound  
College Literacy Skills, College Bound  
TLC (The Learning Center) Paraprofessional (2)

**Guidance Staff**

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

Social Worker, member of Cluster 3  
College Guidance Counselor, member of Cluster 3  
Guidance Counselor, member of Cluster 2  
Guidance Counselor, member of Cluster 1

**Other Administrative Staff**

*Other Administrative Staff report to Principal and various School Management Team members, communicate with Teacher Coordinators, collaborate with cluster colleagues.*

Development Associate and Parent Outreach  
Leadership and Community Service Coordinator  
Student Support Associate  
Student Behavior Management Associate

**Administrative Support Staff**

*Support Staff report to Principal and Director of Operations and to School Management Team Directors.*

Recess/Cafeteria  
Recess/Athletic Director/Cafeteria  
HS Registrar/Parent Outreach  
Office Staff/Human Resources  
Office Staff/Cafeteria  
Pupil Personnel/HS Operations-Media Center  
School Food Coordinator  
Office/Transportation  
MS Operations/Media Center  
Admissions/Sports



# The Renaissance

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

## 2017-2018 School Calendar

September 4	Monday	Labor Day (school closed)
September 5-7	Tues-Thurs	Teachers report – professional development; no school for students; School Aides 9/7
September 8	Friday	School Session begins; orientation for all PK-12 <sup>th</sup> grade students (7-12 Rensizzle Choice)
September 14	Thursday	Curriculum Night PK-12
September 21-22	Thurs-Friday	Rosh Hashanah (school closed)
October 4	Wednesday	Board of Trustees Meeting – 6:45 PM
October 5	Thursday	8th grade field trip to The Center for Fiction, 9:30am to 1:30pm
October 9	Monday	Columbus Day observed (school closed)
October 11	Wednesday	PSAT/NMSQT; no Leadership programming
Oct 23-27	Mon-Fri	Rensizzle Week (Experiential Learning; regular programming suspended)
Oct 30-Nov 3	Mon-Fri	Spirit Week
November 7	Tuesday	Election Day; Teachers report – professional development
November 16-17	Thurs-Fri	PK-12 Parent-Teacher Conferences; 5:30 PM Thursday, 1:00 PM Friday
November 23-24	Thurs-Fri	Thanksgiving Recess (school closed)
December 22	Friday	MS Festival of Lights & Lunch Outing
Dec 25-Jan 1	Mon-Mon	Winter Recess (school closed)
January 12	Friday	K-8 Half-Day; ANET Data-Dig for Teachers
January 15	Monday	Dr. Martin Luther King, Jr. Day (school closed) - SONYC program volunteer day
January 22-25	Mon-Thurs	HS Regents Exams – (classes suspended for HS students; no leadership programs)
January 26	Friday	HS Rating Day – no school for HS students
January 29	Monday	PD Day for HS Teachers - no school for HS students
January 30	Tuesday	Spring Term begins for HS students
February 7	Wednesday	Board of Trustees Meeting – 6:45 PM
February 16-23	Fri-Fri	Lunar New Year and Midwinter Recess (school closed)
March 5-6	Mon-Tues	MS Family Conferences
March 8-9	Thurs-Fri	MS-HS Parent-Teacher Conferences
March 15-16	Thurs-Fri	PK-5 Parent-Teacher Conferences; 5:30 PM Thursday, 1:00 PM Friday
March 29	Thursday	K-8 Half-Day; ANET Data-Dig for Teachers
Mar 30-April 6	Mon-Tues	Spring Recess (school closed)
April 5	Wednesday	SAT Exam - 11th-12th graders (no leadership programming)
April 9-May 18	Mon-Fri	NYSESLAT Speaking Exam Window
April 11-13	Weds-Fri	Grades 3-8 ELA Exam
April 18	Wednesday	MS Advisory Community Service Project Trips
May 1-3	Tues-Thurs	Grades 3-8 Math Exam
May 2	Wednesday	Board of Trustees Meeting – 6:45 PM
May 7-18	Mon-Fri	NYSESLAT Listening, Reading, Writing Exam Window
May 7-11	Mon-Fri	PK-3, 5-6 Sizzle Week
May 23	Wednesday	MS-HS Parent-Teacher Conferences/Family Conferences
May 23-June 1	Weds-Fri	Grade 4 & 8 Science Performance Test Window
May 28	Monday	Memorial Day (school closed)
May 29	Tuesday	K-8 Half-Day; ANET Data-Dig for Teachers
June	Thursday	Grade 9-12 Student Academic and Arts Exhibition
June 4	Monday	Grade 4 & 8 Science Written Exam
June 5	Tuesday	PK-5 Family Conferences - Hold-over Meetings
June 6	Wednesday	Board of Trustees Meeting – 6:45 PM
June 7	Thursday	Anniversary Day – Teacher professional development; no school for students
June 11	Monday	June Clerical Day for PK-8; no school for PK-8 <sup>th</sup> students
June 15	Friday	Eid al-Fitr (school closed)
June 12-22	Tues-Thurs	HS Regents Exams – (classes suspended for HS students; no leadership programs)
June 22	Friday	Regents Rating Day – no school for HS students
June 26	Wednesday	Last Day for All Students (11:40 AM Dismissal)