

The Renaissance

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

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

Charter School

BOARD OF TRUSTEES

Sandra Geyer
Chairperson
Monte Joffe, Ed.D.
Vice Chairperson
Everett Boyd
Secretary
Stacey Gauthier
Chester Hicks
Raymond Johnson
Rachel Mandel
Margaret Martinez-DeLuca
Conor McCoy
Francine Smith

AGENDA

October 3, 2018 – 6:45 PM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Hazel DuBois, Ph.D. 1937-2013
Hon. Rudolph Greco, Esq.
Meryl Thompson

- | | |
|--|------------|
| 1) Vice-Chairperson's Welcome | 2 minutes |
| 2) Pledge of Allegiance | 1 minute |
| 3) Roll Call | 2 minutes |
| 4) Vote to appoint new Chairperson | 2 minutes |
| 5) Approval of June 6, 2018 minutes* | 5 minutes |
| 6) School Management Team Report | 10 minutes |
| a. Program Highlights and New Initiatives for 2018-2019 | |
| b. Current School-wide Demographics | |
| 7) Discussion and vote – ESSA Application | 5 minutes |
| 8) Discussion and vote – Personnel Handbook* | 10 minutes |
| 9) Discussion and vote – Revised Student Support Policy* | 15 minutes |
| 10) Next Charter Term – Enrollment Increase | 10 minutes |
| 11) Ratify Insurance Policy Revisions | 5 minutes |
| 12) Discussion and Vote – Five-Year Budget | 15 minutes |
| 13) Charter Renewal Update | 15 minutes |
| 14) Board Committee Assignments | 5 minutes |
| 15) Board Members New Business | 5 minutes |
| 16) Public Speaking | TBD |
| <i>Public speaking time of three minutes per person will be permitted. All speakers should sign up with the Secretary prior to the meeting and state the topic they will be speaking on. Speakers may be grouped according to topic.</i> | |
| 17) Adjournment of Public Session | |
| 18) Executive Session | |

**Items with an asterisk were previously sent to Board Members.*

“Developing Leaders for the Renaissance of New York”

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October 3, 2018

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 6:56 PM.

1. Chairperson's Message – Note: Everett Boyd, Secretary, opened the meeting on behalf of the chair, Sandra Geyer, who is on a medical leave, as the board chair was slated to be appointed subsequent to this agenda item (see item 4).

Monte Joffee, Vice Chair, addressed The Board and meeting attendees, thanking The Board for their service this year. Board member Margaret Martinez-DeLuca also thanked the attendees for their commitment to the excellence of TRCS.

2. Pledge of Allegiance
3. Roll Call – Attendance taken by Everett Boyd, Secretary

Present - Everett Boyd, Stacey Gauthier, Chester Hicks, Monte Joffee, Raymond Johnson, Rachel Mandel, Margaret Martinez DeLuca, Conor McCoy and Francine Smith

Absent – Sandy Geyer

Also Present – Matthew DelForte

4. Vote to appoint new Chairperson –
Dr. Monte Joffee was nominated and unanimously approved to be appointed the new Chairperson.

Dr. Joffee delivered the following message as the newly appointed Chairperson: “I want to thank everyone for coming tonight. I hope you had a wonderful summer, and thank you to all the people who started the school year in a very positive way. There’s a lot of hard work that goes into the start of a new year. This is also the year of our charter renewal. I’m sure we’re going to be just fine through the process. I want to thank everyone who is working diligently on the renewal documents and the process. It’s a massive amount of work, which I vividly remember and still dream about it. I want to acknowledge Fran, who is now

“Developing Leaders for the Renaissance of New York”

happily retired. I just read a study that was reported in The New York Times, which reported that some environments lift people out of poverty and other places trap people in a cycle of poverty for generations. There is statistical information that supports this, even looking at neighborhoods by blocks, where there is an observable difference between the level of poverty and success between blocks. We have created the kind of community here at Renaissance where all children can succeed, regardless of which block they come from. We will continue to do this kind of work, which the social scientists are just catching up to recognize. I'm sure this will be a banner year for Renaissance, and I want to thank you in advance for all your hard work.

5. Approval of June 6, 2018 Minutes – Minutes were approved by acclamation , with one correction: 3) Attendance, Present – add Francine Smith
6. School Management Team Report – Stacey Gauthier
(See Board Meeting Packet for details)
 - a. New Programs and Organizational Changes for the 2018-2019 School Year – Highlights:
 - i. Multi-language learner pilot program participant for Pre-K – Stacey – We are excited about this program. Ten out of eighteen of our Pre-K students come from households where a language other than English is not the primary home language. This is an effective program, acknowledging that the best time for dual language and multi-lingual instruction is in the Pre-K and the early years of instruction. There's data to support the effectiveness of this program: 11 of our ELL students tested as “commanding”.
 - ii. Other programs of note are:
 - Additional ELL service time in Elementary grades
 - Additional ELA time for grades 4,5,6
 - High School Leadership Program – Urban Word
 - High School Leadership Program – Black Lives Matter taught by TRCS alumnus Chelsea Reid
 - High School Hamilton Program for 11th Grade
 - b. New Staff and Program Changes – (See Board Meeting Packet for details)
7. Discussion and Vote – ESSA Application –
 - a. We allocated our funding as follows –
 - i. Title I - \$145,864, offsetting salaries for reading and math specialists – Daniela and Lisa
 - ii. Title IIA - \$14,182 plus Title IVA - \$10,268 = \$24,450 (Title IVA rolled into Title IIA), offsetting salary for literacy coach, Sandra, who supports 5th through 8th grade ELA teachers.
 - b. This was presented at the PTA meeting on Wednesday, September 26, 2018.
 - c. Vote – Motion to approve, seconded; unanimously approved.
8. Discussion and Vote – Personnel Handbook –
 - a. Discussion by Matthew DeForté regarding a few significant items in the application:
 - i. Family Leave Policy
 - ii. NYS requirement to address sexual harassment in the workplace – PD will be conducted on Nov. 6 (Election Day).
 - b. Vote – Motion to approve, seconded; unanimously approved.
9. Discussion and Vote – Revised Student Support Policy

“Developing Leaders for the Renaissance of New York”

- a. Discussion by Matthew and Stacey regarding measures in the policy to:
 - i. Replacing overnight mail notification of parents/guardians for suspension/expulsion hearings with email.
 - ii. Moving toward a more effective discipline system of restorative justice, rather than a punitive system of suspensions and expulsions.
 - iii. Dignity Act Coordinator for TRCS is Suzanne Arnold, Administrator for School Culture and Student Support
 - b. Vote – Motion to approve, seconded; unanimously approved.
10. Next Charter Term Enrollment Increase –
- a. A Charter enrollment revision request will be necessary to ensure that we can sustain the school financially through the next charter term. The following revisions are proposed:
 - i. Increase from 25 students to 28 students per class in grades K, 1, 2, & 3
 - ii. Increase from 26 students to 28 students in grade 4
 - iii. Increase from 54 students per grade to 58 students per grade (2 students per class {27 to 29} in grades 5-12
 - b. Vote – Motion to approve, seconded; unanimously approved.
11. Ratify Insurance Policy Revisions –
- a. The following are revisions to our insurance policy, which were approved by the Finance and Audit Committee on June 19, 2018:
 - i. Eliminate Workers’ Compensation Coverage for Educators (we do not access this since the union contract dictates injury in the line of duty procedures)
 - ii. Reduce D&O coverage (reduced from \$5 million to \$1 million)
 - iii. Eliminate coverage to reimburse people for medical expenses (Student Accident and Catastrophic Student Accident Coverage)
 - b. Vote – Motion to approve these revisions, seconded; unanimously approved.
12. Discussion and vote – Five-year budget
- a. Vote – Motion to approve, seconded; unanimously approved.
13. Charter Renewal Update
- a. Charter renewal application was submitted on time, Monday, October 1.
 - b. There was a preliminary conference call between Monte, Stacey, and Stephanie Mendez from The Charter Office to discuss any questions or issues before the scheduled visit in November.
 - c. The Board was encouraged to read the application narrative and to specifically look at the data comparisons between TRCS, District 30, and District 24.
 - d. We have many letters of support from all of our elected officials, community leaders and partners, community organizations, academics, and alumni.
 - e. The visit will take place on November 27 and 28, with a comprehensive schedule of observations, interviews, and material review. An interview of The Board is scheduled for 4pm on November 27 at TRCS. Board members who cannot be present, can have the interview conducted by phone.
 - f. The public hearing is scheduled for November 27 at 6pm.

- g. Our test scores have just been released and the good news is that we have seen a significant increase in improvement, although we cannot make the comparison to last year, because the tests and metrics have changed.
 - i. We outperformed District 30 and the City in Math. District 30 is the 5th highest performing district in the city. These results support the great work that our math teachers have done over the past year.
 - ii. We outperformed the City across all grades in ELA and District 30 in 2 grades. In the grades where we did not outperform District 30, we came significantly close doing so.
 - iii. It should be noted that the one grade (4th grade) that adopted the Success Academy Literacy Curriculum, outperformed the district by 7 points.

- 14. Board Committee Assignments – (See Board Meeting Packet for details)
 - a. Motion to approve committees, seconded; unanimously approved.

- 15. Board Members' New Business
 - a. Chester Hicks was elected by The PTA to a 3 year term as the Parent Representative

- 16. Public Speaking
 - a. Question: How does the multi-language pilot program work?
 - b. Answer: There is an interview for the parents of the child to determine their preferred home language and their language of instruction. The program will provide resources and guidance to our Pre-K teacher to support our multi-language learners.

- 17. Adjournment of Public Session 8:02pm

- 18. Executive Session convened 8:05pm

New Programs and Organizational Changes for the 2018-2019 School Year

- Multi-language learner pilot program participant for Pre-K
- Pre-K to 4 After-School Program with 82nd Street Academics
- Additional ELL service time in Elementary grades
- Science Fair in the Elementary grades (Maura Callan)
- Orton-Gillingham Reading Support in Elementary grades
- Grade 4, 5 and 6 Social Studies Fair (Cristine Martino)
- Additional ELA time for grades 4, 5, 6
- Comprehensive 5th Grade Orientation
- Additional Science period for grade 6
- Advisory Program for grade 6
- Eureka Math (Engage NY) for grades 6, 7 & 8
- Additional Math time for grades 6, 7 & 8
- Algebra Class for grade 7
- I-Study Academic Advisory for grades 7 & 8
- US History Regents prep class for grade 8
- No Wednesdays at Y due to budget constraints
- ANET Interim Assessments – ELA / Math for grades 9 & 10
- High School Theatre Elective
- High School Honors Economics Course
- No HS Physics this year due to budget constraints
- High School Leadership Program – Urban Word
- High School Leadership Program – Black Lives Matter taught by TRCS alumni Chelsea Reid
- High School Hamilton Program for 11th Grade
- No morning advisory periods due to budget / contractual constraints
- DOE Provided Counselor for Students with IEP Mandated Counseling
- New Technology Service Provider – Ikon
- Free Meals for All Students!
- Farm to School Planning Grant

New Staff and Position Changes –

Adrian Co, High School Mathematics

Ariel Sacks, Middle School ELA

Priscila Delgado, Kindergarten Paraprofessional

Two New Teaching and Learning Co-Coordinators: Leah Shanahan, Cluster 1 and
Katie Schmelzer, Cluster 2

Peter Rubino, Custodian

Michael DiAngelo, District 75 Partner Assistant Principal (Gregg Lopez was
promoted to Principal)

Yumeris Morel and John Vanek are on sabbaticals.

Renaissance Student Demographic Data Over Time Data Collected in September of Each Year

Category	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Students K-12	536	539	540	547	547	541
Number of Students PK	N/A	N/A	18	18	18	18
Number of Students in District 75	9 (grades K-3)	8 (grades 1-4)	8 (grades 2-5)	8 (grades 3-6)	8 (grades 4-7)	6 (grades 5-8)
Number of Students Disabilities K-12 (IEP/504)	83/15.5%	79/15%	90/16.7%	90/16.5%	90/16.45%	100/18.48%
Number of ELL Students K-12	29/5.4%	31/6%	34/6.3%	28/5.1%	32/5.85%	43/7.94%
Number of ELL Students Kindergarten	5/21.7%	4/17%	4/17%	1/4%	4/17%	8/32%
Number of ELL/DLL Students PK	N/A	N/A	3/16.7%	5/27.8%	11/61.1%	5/27.8%
Number of ELL Students 5th Grade	3/11.1%	3/11.1%	1/3.8%	3/5.5%	2/3.7%	7/12.96%
Free and Reduced Meals	65.70%	73.85%	74.70%	75.70%	77.40%	75.00%
Males	292/54.5%	285/52.9%	279/51.66%	295/52.21%	290/51.33%	285/52.68%
Females	244/45.5%	254/47.1%	261/48.33%	270/47.78%	275/48.67%	275/50.83%
Hispanic	50%	53.40%	56.85%	58.40%	343/60.71%	345/63.77%
American Indian/Alaskan	0.37%	0.37%	0	0	1/1.18%	3/0.5%
Asian	20%	19.90%	18.50%	18.05%	100/17.7%	101/18.67%
Black	15%	12.60%	10.37%	8.49%	41/7.26%	39/7.2%
White	14%	13%	13.51%	13.80%	73/12.92%	64/11.82%
Multi-Racial	0.37%	0.74%	0.74%	1.06%	6/1.06%	8.1.47%

Renaissance Student Demographic Data Over Time Data Collected in September of Each Year

Category	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number of Students K-12	558					
Number of Students PK	18					
Number of Students in District 75	5 (grades 1-8)					
Number of Students Disabilities K-12 (IEP/504)	100 / 17.92%					
Number of ELL Students K-12	44 / 7.89%					
Number of ELL Students Kindergarten	54 / 9.68%					
Number of ELL/DLL Students PK	10 / 55.5%					
Number of ELL Students 5th Grade	4 / .72%					
Free and Reduced Meals	TBD					
Males	276 / 49.46%					
Females	300 / 53.76%					
Hispanic	371 / 66.49%					
American Indian/Alaskan	2 / .36%					
Asian	108 / 19.35%					
Black	33 / 5.91%					
White	53 / 9.5%					
Multi-Racial	9 / 1.61%					

ASIAN - Home Language -

① Tibetan - 15

② Nepali - 13

③ Bengali - 12

④ Urdu - 3

⑤ Cantonese - 2
Hindi
~~Malay~~ Punjabi

⑥ Mongolian - 1
Filipino

Board Meeting Presentation Notes

October 2, 2018

Consolidated Application (ESSA):

We allocated our funding as follows –

Title I - \$145,864

Offsets salaries for reading and math specialists – Daniela and Lisa

Title IIA - \$14,182 plus Title IVA - \$10,268 = \$24,450 (Title IVA rolled into Title IIA)

Offsets salary for literacy coach, Sandra, who supports 5th through 8th grade ELA teachers.

This was presented at the PTA meeting on Wednesday, September 26, 2018.

Charter Enrollment Revision Request:

K, 1, 2, 3 – Increase from 25 students to 28 students per class

4 – Increase from 26 students to 28 students

5-12 – Increase from 54 students per grade to 58 students per grade (2 students per class {27 to 29})

Insurance Revisions:

(Approved by the Finance and Audit Committee on June 19, 2018)

Eliminate Workers' Compensation Coverage for Educators (we do not access this since the union contract dictates injury in the line of duty procedures)

Reduce D&O coverage (reduced from \$5 million to \$1 million)

Eliminate coverage to reimburse people for medical expenses (Student Accident and Catastrophic Student Accident Coverage)

The Renaissance Charter School
5 Year Working Budget for Renewal

Projected Income –

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
General Ed Per Pupil	\$8,541,306	\$9,522,791	\$9,808,475	\$10,102,729	\$10,405,811	\$10,717,985
Special Ed Per Pupil	\$1,253,764	\$1,406,156	\$1,406,156	\$1,406,156	\$1,406,156	\$1,406,156
Senate Appropriation	\$148,986	\$178,180	\$178,180	\$178,180	\$178,180	\$178,180
Governor Appropriation	\$102,672	\$77,965	\$77,965	\$77,965	\$77,965	\$77,965
IDEA (based on 17-18 figure)	\$170,314	\$170,314	\$170,314	\$170,314	\$170,314	\$170,314
Federal ESSA Funds (Title I, II, IV)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Interest Income	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
PTA Gift to School	\$10,000	\$10,300	\$10,600	\$10,900	\$11,200	\$11,500
Friends of Renaissance	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
Grants and other state aid	\$1,404,125	\$576,245	\$576,245	\$576,245	\$576,245	\$576,245
Funding for Conversion Charters	\$217,800	\$224,334	\$231,064	\$237,996	\$245,136	\$252,490
Prek	\$371,000	\$380,275	\$389,782	\$399,526	\$409,515	\$419,752
Federal Meals Reimbursements (includes meal fees for students & staff and vending profits)	\$9,000	\$9,225	\$9,456	\$9,692	\$9,934	\$10,183
State Meals Reimbursements	\$42,566	\$6,577	\$6,708	\$6,842	\$6,979	\$7,119
Proportionate Share Agreement Reimbursement						
TOTAL PROJECTED INCOME	\$12,507,498	\$12,720,361	\$13,022,944	\$12,758,300	\$13,079,189	\$13,409,644

Projected Expenses –

Employee Compensation and Taxes (incl. SUI, NW, DR, FR, Workers Comp, & Pension Plan)	\$7,110,547	\$7,252,758	\$7,397,813	\$7,545,769	\$7,696,685	\$7,850,618
Pensions – TRS + Supplemental Contribution, BERS (Estimate)	\$1,623,110	\$1,671,803	\$1,721,957	\$1,773,616	\$1,826,825	\$1,881,629
Health Insurance (Estimate)	\$1,019,980	\$1,081,179	\$1,146,050	\$1,214,812	\$1,287,701	\$1,364,963
Contractual Retro Costs (does not include taxes and pension)	\$576,245	\$576,245	\$576,245	\$576,245	\$576,245	\$576,245
Health and Welfare	\$146,596	\$149,528	\$152,518	\$155,569	\$158,680	\$161,854
CSA Compensation Actual Fund	\$6,372	\$6,372	\$6,372	\$6,372	\$6,372	\$6,372
DC37 Education Fund and Health & Security	\$3,868	\$3,945	\$4,024	\$4,105	\$4,187	\$4,271
Audit Fees	\$46,250	\$47,638	\$49,067	\$50,539	\$52,055	\$53,616
Legal Fees	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
ADP Payroll Fees	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138	\$28,982
Consultants/Partnerships	\$150,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Administrative Expenses/Office Expenses/Technology Supplies/Telephone	\$125,000	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
Postage, Delivery and Freight	\$15,000	\$15,480	\$15,914	\$16,391	\$16,883	\$17,389
Meetings/Meals	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Leased Equipment: Copiers / Laminators	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Internet Service	\$15,000	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765
Insurance	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551	\$115,927
Capital Expenditures	\$50,000	\$75,000	\$77,250	\$79,568	\$81,955	\$84,413
Substitutes	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551	\$115,927
Teaching and Learning	\$275,000	\$275,000	\$275,000	\$275,000	\$275,000	\$275,000
Prek*	\$250,000	\$255,000	\$260,100	\$265,302	\$270,608	\$276,020
School Food	\$517,127	\$532,641	\$548,620	\$565,079	\$582,031	\$599,492
Reimbursement for FY18 Retro Costs	\$253,884	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
Re-establishment of Emergency Reserve Fund						
TOTAL PROJECTED EXPENSES	\$12,508,979	\$12,719,309	\$13,020,033	\$12,753,947	\$13,073,911	\$13,404,067

* Operating at a deficit due to unincurred costs.

NOTES:

1) This assumes our enrollment increase is approved.
2) In-kind facilities/NYSITL funding not included above.

ELA Spring 2017 & Spring 2018 TRCS vs

	D30			NYC		
Grades	2017	2018	Grades	2018		Grades
3	47	57	3	51		3
4	45	57	4	49		4
5	42	45	5	38		5
6	42	60	6	49		6
7	51	53	7	43		7
8	57	60	8	51		8
Overall	48	55	Overall	47		Overall

s. NYC & D30

TRCS			
2017	2018	TRCS vs. D30	TRCS vs. NYC
42	56	-1	5
29	64	7	15
29	41	-4	3
38	61	1	12
35.6	52	-1	9
63	52	-8	1
40	53	-2	6

Math Spring 2017 & Spring 2018 TRCS vs

D30			NYC		
Grades	2017	2018	Grades	2018	Grades
3	45	51	3	52	3
4	44	52	4	46	4
5	47	45	5	41.7	5
6	48	53	6	40	6
7	43	50	7	40	7
8	37	49	8	33	8
Overall	45	51	Overall	43	Overall

s. NYC & D30

TRCS			
2017	2018	TRCS vs. D30	TRCS vs. NYC
42	68	17	15.8
33	68	16	21.6
38	52	7	10.3
61	67	14	27.2
54	61	11	21.2
49	61	12	27.8
48	62	11	19.3

Subject: Please print for board packet
From: Stacey Gauthier (budrock@peoplepc.com)
To: patpoljanic@yahoo.com;
Date: Monday, October 1, 2018 11:31 AM

Please print for board packet.

Stacey Gauthier
Principal
The Renaissance Charter School
35-59 81 Street
Jackson Heights, NY 11372

sgauthier@renaissancecharter.org
718-803-0060, extension 115
fax 718-803-3785

"Developing Leaders for the Renaissance of New York"

-----Forwarded Message-----

>From: Stacey Gauthier <budrock@peoplepc.com>
>Sent: Aug 31, 2018 7:42 PM
>To: bassmeant@aol.com, budrock@peoplepc.com, sloup2@verizon.net, rachel4800@gmail.com, conor.mccoy@wellsfargoadvisors.com, bermuda1234@gmail.com, mjjoffee@gmail.com, nov2266@yahoo.com, magbsc@msn.com, chester.hicks@hotmail.com
>Cc: Matthew Delforte <mdelforte@shebitzlaw.com>, Wayne Jones <wdjcompany@att.net>
>Subject: Save the Date!
>
>Hello,
>
>I hope everyone has had a great summer!
>
>We just learned that our renewal visit will be held on November 27 and November 28. The mandatory interview with board members will be on November 27th. I believe the time is 4:00 p.m. but will get this confirmed in our renewal conference call to be scheduled soon. Board members are encouraged to be there in person, but they will allow you to call-in if necessary. They strongly suggest that all board members participate and we must have a quorum for this meeting to take place.
>
>I hope with this notice that you will be able to add this to your schedule. There will also be the required public hearing immediately following the meeting with the board.
>
>I will provide more information at our upcoming meeting on October 3rd.
>

The Renaissance Charter School

Board of Trustees' Standing Committee Memberships for 2018-2019

Executive Committee:

Sandra Geyer, Chairperson – on medical leave

Everett Boyd, Secretary

Francine Smith, Chair- Finance and Audit

Monte Joffee, Vice Chair, Member

Chester Hicks, Member

Finance and Audit Committee:

Francine Smith, Chair

Chester Hicks, Member

Raymond Johnson, Member

Conor McCoy, Member

Stacey Gauthier, Member

Denise Hur, Director of Operations

Educational Support Committee:

Maggie Martinez DeLuca, Chair

Monte Joffee, Vice Chair

Chester Hicks, Member

Everett Boyd, Member

Appeals and Grievance:

These committees will be populated based on the particular matter to avoid conflict of interest.

The Renaissance Charter School Discipline Policy

The Renaissance Charter School (TRCS) is a village and, as such, can prosper only when everyone takes full responsibility for its safety and well-being. Everyone, regardless of his or her age, has certain rights and responsibilities, and it is mutual respect for all that holds the community together. In that regard, TRCS believes that student behavior shall reflect the standards of good citizenship expected of members of a democratic society. High personal standards of courtesy, decency, proper language, honesty, respect for others, and morality shall be maintained. Further, pursuant to the New York State Dignity for All Students Act (“Dignity Act”) and its regulations, TRCS is committed to providing an educational environment that promotes respect, dignity and equality. Acts of discrimination and harassment, including bullying, cyber-bullying, taunting or intimidation, are detrimental to student learning and achievement. TRCS expects all of its community (students, parents, teachers, staff and the administration) to foster civility and to prevent and prohibit conduct that is inconsistent with the expectation of respect, dignity and equality for all.

THE STUDENT SUPPORT TEAM OF THE RENAISSANCE CHARTER SCHOOL

The Student Support Team (“Student Support”) was established to, among other things:

1. Provide support for students to help prevent discipline code infractions. This support includes: Peace Studies Programs, Peer Mediation Programs, Advisories, support to individual students, support to parents and legal guardians (“parents”) through conferences and parent meetings, working with teaching and learning to provide professional development to staff in related matters and referral to the Professional Learning Communities, the counseling department, and/or Intervention Team; and
2. Investigate incidents, conduct student discipline hearings and determine appropriate consequences for students found to have violated the school’s discipline code. This includes: Investigating all occurrences of disciplinary infractions, and determining and implementing consequences on a case-by-case basis, including suspension and expulsion when deemed necessary.

Student Support has, at its philosophical core, the belief that any disciplinary action is meant to educate the student to understand why his or her conduct was inappropriate and to guide the student in a way that will help him or her avoid committing future infractions. Discipline is not a punitive response, but rather, intended to promote self-reflection and responsibility for one’s actions.

Student Support’s primary function is to provide the student with a plan that supports his or her academic achievement at TRCS while addressing the inappropriate behavior.

Dignity Act Coordinator (DAC)

TRCS has a Dignity Act Coordinator (DAC). The DAC’s name and contact information will be available to students and families through a posting on our website at: <http://www.renaissancecharter.org/parents.html/studentsupport.html>. The DAC will be trained to handle human relations in the areas addressed by the Dignity Act (race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex). The DAC serves as the point person for all Dignity Act

issues at TRCS and works to ensure that all students are provided with a safe, supportive and positive school climate, free from harassment or discrimination based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex. Any incident of harassment or bullying may be reported to the DAC or to the Principal. Reports should be made at the earliest possible time. Staff members who witness or become aware of any incidents of harassment or bullying must report it to the Principal within one day.

INAPPROPRIATE AND PROHIBITED CONDUCT

TRCS recognizes that it may become necessary from time to time to discipline a student for his or her conduct and behavior, and that such discipline may result in suspension, removal of a student from the educational setting, or some other disciplinary measure, including in extreme cases, expulsion. In recognition of the constitutional and legal rights of TRCS students, and in order to ensure compliance with those rights, this policy and procedure document outlines: (1) examples of inappropriate and prohibited conduct; (2) the general range of penalties; (3) what steps must be taken before a student may be disciplined; (4) the protections provided a suspended student to ensure that the right to public education is not infringed; (5) additional protections afforded students with disabilities to ensure compliance with federal and state laws; and (6) the appeals process. The following conduct is inappropriate and prohibited. The list is NOT exhaustive, and is intended only to provide examples of and guidance to the school community with respect to the type of conduct TRCS deems inappropriate and prohibited in school, at school-sponsored events, and during transportation to and from school and school-related events. TRCS also reserves its rights to impose discipline for off-campus and out-of-school conduct.

1. Unexcused absences from school and/or class
2. Unexcused lateness to school and/or class
3. Unauthorized/unapproved use of telephone, elevator or other school property
4. Not returning school property
5. Non-payment for school meals
6. Violating TRCS's cafeteria and food/beverage policies
7. Unapproved/inappropriate use of the school's computers, Local Area Network or Internet
8. Unapproved use of computers, laptops, fax, cell phones, beepers, smart phones, iPads, and tablets, iPods, gaming and, and similar devices
9. Failure to turn off all phones and devices. Electronic devices may not be used in school, after school, or at school-sponsored events. They must be turned off and put away at all times.
10. Failing to turn over cell phones or other devices listed in # 9 when requested by a TRCS staff member
11. Engaging in verbally rude or disrespectful behavior

The Renaissance Charter School Discipline Policy

12. Smoking
13. Lying
14. Engaging in scholastic dishonesty, including, but not limited to, cheating and plagiarizing
15. Falsifying records or signatures, including, but not limited to, parent notes and report cards
16. Disrupting the learning environment or orderly process of the school
17. Inappropriate use of the Local Area Network or Internet
18. Destruction of school property, including, but not limited to, graffiti
19. Unauthorized entry or presence on school property or in unsupervised areas of the school
20. Insubordination; defying or disobeying school employees, including, but not limited to, lunchroom staff, custodial staff, medical room staff, safety agents or other persons involved in the school's educational and extracurricular programs
21. Fighting or engaging in physically aggressive or threatening behavior
22. Engaging in inappropriate or unwanted physical contact of any kind
23. Stealing or taking the property of others without permission
24. Sexual harassment
25. Sexual acts on school property or at school sponsored events
26. Bullying, harassment or cyber-bullying, or otherwise violating TRCS's Dignity Act policy
27. Intimidation
28. Hazing
29. Discriminating in any way based on another person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex
30. Retaliating against another person for bringing a complaint of inappropriate or prohibited conduct, including, but limited to, conduct described under TRCS's Dignity Act policy, or for serving as a witness or otherwise participating in an investigation of inappropriate or prohibited conduct
31. Engaging in behavior which creates a substantial risk of, or results in, injury
32. Engaging in threatening, dangerous or violent behavior
33. Conspiring to and/or participating in an incident of group violence or gang-related violence
34. Using force against or inflicting or attempting to inflict injury against another student, school personnel, parents or other personnel involved in the school's educational program
35. Being under the influence, using, selling or distributing illegal drugs or controlled substances including, but not limited to, alcohol, tobacco, and nicotine in any form, including, but not limited to, "vaping" and "juuling".

The Renaissance Charter School Discipline Policy

36. Possessing any weapon including a firearm
37. Using an item as a weapon
38. Acting in any way that may endanger the health, welfare and safety of the school and neighborhood community.

Dignity Act Policy:

TRCS will not tolerate harassment, bullying, or cyber-bullying that: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying include, but are not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Gender means the actual or perceived sex of an individual and includes a person's gender identity or expression. Sexual orientation means the actual or perceived heterosexuality, homosexuality or bisexuality. Cyber-bullying means harassment or bullying that occurs through any form of electronic communication or information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and all forms of social media and websites.

PENALTIES

Penalties for violations of these standards of acceptable behavior shall include, but are not limited to the following:

1. Verbal and written warnings to the student and or parents
2. Probation
3. Reprimand
4. Peer mediation
5. Adult facilitated mediation
6. Referral to counseling
7. Educational assignments
8. Learning and behavioral contracts between the school, parents and student
9. Detention during or outside of class/school hours

10. Restoration to the Community/Community Service
11. Suspension from athletic, social, extracurricular activities, and other privileges
12. In-school suspensions
13. Out-of-school suspensions
14. In extreme cases, expulsion.

OUT OF SCHOOL SUSPENSIONS

I. Suspensions of Ten Days or Less

A. Due process procedures.

1. When TRCS proposes suspension of a student, Student Support or its designee (“Student Support”) must notify the student verbally by the end of the school day, to the extent possible. In doing so, Student Support must explain the reason for its proposed suspension.
2. Student Support also shall e-mail notice of the proposed suspension to the student’s parent within 24 hours of its decision to suspend the student and, to the extent possible, Student Support also will telephone the parent to communicate the proposed suspension verbally. Verbal notification may only be used to supplement, not substitute, the written e-mail notice.
3. The written notice shall:

Describe the basis for the suspension; advise the parent of the student’s and parent’s right to attend an informal conference with a member of Student Support to discuss the incident giving rise to the discipline; and inform the parent of his or her right to question witnesses against the student. The notice and opportunity for an informal conference shall take place as soon as possible and, in any event, before the student is suspended, unless TRCS determines, in its sole discretion, that the student’s presence in school poses a threat to the health, welfare or safety of the school community or property, or a threat of disruption to the academic process, in which case TRCS may implement the suspension before the informal conference takes place. If the student’s presence does pose such a danger or threat of disruption, the opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. The parent/student may not bring an attorney to the informal conference. An informal conference may take place by telephone.
4. Informal conference. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish. If the parent chooses to ask questions of the complaining witness(es), the parent must advise the school two days in advance of the conference date so that the school can make the witness(es) available; provided,

however, that if the conference is scheduled less than two days from the date of the incident or conduct suspension for which suspension is proposed, the parent must advise the school of the desire to question the complaining witness(es) as soon as practicable and in advance of the conference. If the student's parent intends to question a complaining witness who is a minor student, such witness must attend the informal conference for questioning. In that scenario, TRCS shall notify the parent(s) of the complaining witness(es) at least one day prior to the day of the informal conference that his or her child may be questioned by the parent of the accused student, or the accused student, at the informal conference. The witness's parent may attend the informal conference as an observer only; such parent may not participate in the informal conference in any way.

5. Decision and Appeal. After the conference, Student Support shall advise the parents in writing of his or her decision. An appeal of the decision of Student Support may be made to a Principal. The Principal will make his or her decision based solely upon the record before him or her. All appeals to the Principal must be in writing and submitted to him or her within ten calendar days of the date of the decision by Student Support, unless the parents can show that extraordinary circumstances precluded them from doing so. The Principal may adopt in whole or in part the decision.

An appeal of the decision of the Principal may be made to the Board of Trustees, in writing to the Board Chair or Secretary, within ten calendar days of the Principal's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Principal.

Final decisions of the Board may be appealed to TRCS's authorizer pursuant to Education Law § 2855(4)

II. Suspensions of More than Ten Days and Expulsion

A. Due Process Procedures.

1. The parent of a student who is considered for a suspension of more than ten days or expulsion shall receive written notification of the proposed suspension prior to its implementation and in accordance with the process described above at section I(A)(1) and (2).
2. The written notice shall:
 - a. Describe the basis for the suspension or expulsion;
 - b. Advise the parent of the student's right to a hearing before a member of the Student Support Team, or its designee;

- c. State the student's right to bring a lawyer to the hearing; question witnesses against him or her; and bring witnesses in his or her own defense to the hearing.

3. Formal Hearing.

- a. A formal hearing before a member of the Student Support Team will be held as soon as practicable and after the parent receives notice of the proposed suspension or expulsion. As stated above, the student may be represented by counsel and may cross-examine any witnesses against him or her. The student may also present witnesses in his or her defense, testify on his or her own behalf, and present any other evidence they wish Student Support to consider.
- b. A member of Student Support shall hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and, through TRCS's legal counsel, be authorized to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. An audio recording shall be deemed a satisfactory record. If Student Support designates a hearing officer to conduct the hearing, the hearing officer shall make written findings of fact and recommendations to Student Support as to the student's guilt or innocence, and the appropriate measure of discipline. The report of the hearing officer shall be advisory only, and Student Support may accept all or part of it, or none of it.

5. Decision and Appeal.

After the hearing, Student Support shall advise the parents, in writing, of its decision.

- a. An appeal of the decision of Student Support may be made to a Principal. The Principal will make his or her decision based solely upon the record before him or her. All appeals to the Principal must be in writing and submitted to him or her within ten calendar days of the date of the decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Principal may adopt in whole or in part the decision.
- b. An appeal of the decision of the Principal may be made to the Board of Trustees, in writing to the Board Chair or Secretary, within ten calendar days of the Principal's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Principal.
- c. Final decisions of the Board may be appealed to TRCS's authorizer pursuant to Education Law § 2855(4).

III. Service of Suspensions

A. Students receiving suspensions will be assigned to an appropriate setting in school or off campus, as determined by TRCS, for direct instruction during the entire period of suspension. For out of school suspensions, video-conferencing may be used, as appropriate, and at the discretion of TRCS. The student's classroom teachers will assign the student regularly scheduled class work and homework, which will be taught by qualified staff to be determined and assigned at the sole discretion of TRCS. ("Suspension Teacher"). The Suspension Teacher will ensure that all assignments are performed, reviewed, and delivered to the student's teachers in a timely fashion.

1. A suspended elementary school student shall be assigned for one hour per day of direct instruction from the Suspension Teacher. A suspended middle or high school student shall be assigned for two hours per day of direct instruction from the Suspension Teacher.
 3. If the student presents a continuing danger to the health, welfare or safety to the TRCS community, or in other circumstances where TRCS determines it to be appropriate, TRCS may arrange for alternate instruction to be provided by a qualified teacher or teachers outside the employ of TRCS, at a site to be determined by TRCS, or by some other appropriate method (e.g., video-conferencing).
- C. The student may also be assigned to the school's Social Worker and/or Guidance Counselor to review and discuss the issues and behaviors that gave rise to the suspension.
- D. Whenever appropriate, and at the discretion of the Student Support Team, a suspended student may be issued an additional assignment(s) pertaining to the issues, behaviors, acts, and/or conduct that precipitated the suspension, in an effort to prevent, through learning, similar future behaviors, acts, and/or conduct by the student.

SPECIAL PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES

TRCS is committed to ensuring that the rights of students with disabilities are protected in accordance with applicable federal and state law and regulations. TRCS recognizes it may become necessary from time to time to discipline students with or suspected of having disabilities for their conduct and behavior, and that such discipline may result in the suspension or removal of a student from the educational setting, or some other disciplinary measure. In order to protect the rights of TRCS students, the following specific procedures must be taken when students with or suspected of having a disability are disciplined.

Generally, a student with or suspected of having a disability may be suspended in the same manner as his or her non-disabled peers as set forth above. However, when a child is suspended for more than ten days, or on multiple occasions that, in the aggregate,

amount to more than ten days, additional safeguards take effect to ensure that the child's behavior was not tied to, or a "manifestation" of, his or her disability.

Specifically, as described above, when a student's educational program is changed for more than a ten day period, a manifestation team consisting of relevant members of the student's Committee on Special Education ("CSE"), including the parent, shall convene immediately if possible, but in no event later than ten days after the decision to change placements, to determine whether the conduct was a manifestation of the child's disability. To the maximum extent possible, because the manifestation determination may moot the need for a student discipline hearing, the manifestation determination review meeting shall be conducted before the student discipline hearing.

Moreover, the manifestation determination review process is established and conducted by the CSE, not TRCS, pursuant to applicable law and regulation.

The parent must be given written notice prior to any manifestation determination meeting taking place in order to ensure that the parent has an opportunity to attend. The notice must state the purpose of the meeting, the names of the expected attendees, and indicate the parent's right to have relevant CSE members attend.

The manifestation team must review the child's IEP together with all relevant information within the student's file and any information provided by the parent.

I. Manifestation Findings

If the manifestation team concludes that the child's behavior resulted from his or her disability, then the student may not be disciplined and the manifestation team must conduct a functional behavioral assessment ("FBA") and implement a behavioral intervention plan ("BIP") to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior.

Moreover, the child must also be returned to his or her original placement (i.e., the placement from which he or she was removed), except: (1) when the parent and district agree to another placement as part of the newly created or revised IEP and/or BIP; (2) TRCS believes, in its sole discretion, that returning the student to his or her original placement would threaten the health, welfare, or safety of the school community; or (3) in cases where the student, after a student discipline hearing, was determined to have:

- a. carried or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- b. knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises, or at an off-campus school function;
- c. inflicted serious bodily injury upon another person while at school, on school premises, or at an off-campus school function.

TRCS reserves the right to move forward with a student disciplinary hearing

notwithstanding a manifestation finding, if the student is accused of conduct enumerated immediately above at (3)(a)-(c). If the student is found guilty of such conduct, the CSE shall determine an appropriate Interim Alternative Educational Setting (IAES), which shall not exceed 45 days per offense.

If the behavior was not tied to the student's disability, TRCS may proceed with the student discipline hearing. If Student Support determines that the student is guilty of the alleged conduct giving rise to the proposed suspension, the student may be disciplined in the same manner as would be his or her nondisabled peers.

III. Alternative Instruction

If the suspension is upheld, the student, at TRCS' sole discretion, may be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. Moreover, the alternative instruction procedures explained above shall also apply to students with disabilities except as otherwise provided below or by applicable law or regulation.

The students' teachers will develop alternative instruction that will enable the student to complete required coursework and make sure that he or she can make progress toward his or her IEP goals. If TRCS believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation.

The Suspension Teacher will ensure that all assignments are taught, reviewed, and submitted to the student's teachers in a timely fashion.

In addition, when appropriate, the student will be assigned a project designed to address the behavior that gave rise to the suspension.

A multidisciplinary team approach shall be implemented to support suspended students with disabilities upon their return to class after suspensions are served. Specifically, Professional Learning Communities and/or Intervention Team, and/or the Student Support Team will discuss student suspensions at their regularly scheduled meetings to ensure appropriate support is available and implemented, as appropriate.

If TRCS believes it is appropriate, a student with a disability will also be assigned to meet with the school's Social Worker and/or Guidance Counselor to review the issues that gave rise to the student's suspension.

If the student presents a continuing danger to the health, welfare or safety to the TRCS community, or in other circumstances where TRCS determines it to be appropriate, TRCS may arrange for alternate instruction to be provided by a qualified teacher or teachers outside the employ of TRCS, at a site to be determined by TRCS.

The Renaissance

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

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

BOARD OF TRUSTEES

Monte Joffe, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

AGENDA

December 5, 2018 – 6:45 PM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

- | | |
|--|------------|
| 1) Chairperson's Welcome | 2 minutes |
| 2) <i>A Moment of Silence in honor of Senator Jose Peralta</i> | |
| 3) Pledge of Allegiance | 1 minute |
| 4) Roll Call | 2 minutes |
| 5) Review and Approval of Certified Financial Reports | 30 minutes |
| 6) Report on Executive Compensation | 5 minutes |
| 7) Approval of October 3, 2018 minutes | 5 minutes |
| 8) Approval of Chronic Absenteeism Policy | 10 minutes |
| 9) School Management Team Report | 20 minutes |
| Annual Report: Progress Towards Goals, Accountability | |
| Metrics Charter Renewal Update | 10 minutes |
| 10) Discussion and Vote on Revising the Charter to include
a preference for English Language Learners | 10 minutes |
| 11) Board Committee Reports | 10 minutes |
| 12) Board Members' New Business | 10 minutes |
| 13) Public Speaking | TBD |

Public speaking time of three minutes per person will be permitted. All speakers should sign up with the Secretary prior to the meeting and state the topic they will be speaking on. Speakers may be grouped according to topic.

14) Adjournment of Public Session

15) Executive Session

Happy Holidays! May 2019 bring you much joy!

The Renaissance

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

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

Charter School

BOARD OF TRUSTEES

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Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Sandra Geyer

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

-FINAL-

December 5, 2018

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 6:55 PM.

1. Chairperson's Welcome - Dr. Joffee thanked everyone for their dedication to the mission of the school and for their hard work in preparation for our charter renewal visit by the NYC DOE authorizing team. He also conveyed his assurance that the ongoing hard work was evident throughout the school, especially in the testimonials that each speaker delivered at the renewal public hearing. Dr. Joffee said that our founders are very proud.
2. A moment of silence was held in honor of the life of the late Senator Jose Peralta, parent, friend, and political advocate of The Renaissance Charter School, who passed away recently.
3. Pledge of Allegiance
4. Roll Call – Attendance taken by Everett Boyd, Secretary.
Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Monte Joffee, Raymond Johnson, Rachel Mandel, Margaret Martinez-DeLuca, Conor McCoy, and Francine Smith.
Absent: Sandy Geyer (on medical leave)
Also Present: Joseph Albano, CPA, Matthew DeForte, attorney, and Denise Hur, Director of Operations
5. Review and Approval of Certified Financial Reports - Joseph Albano, CPA, delivered the report, guided the board and meeting attendees through the highlights, paying specific attention to the school's current financial position as it relates to funding from the state and city that has been anticipated since earlier this year, and was recently received. Mr. Albano pointed out that the school has been placed at an extreme financial disadvantage due to the funding lag, depleting its reserves in order to maintain high quality programming and the curriculum delivery, which accounts for more than 90% of the school's budget.

“Developing Leaders for the Renaissance of New York”

The school is still awaiting additional funding that has been allocated and has devised a plan to replenish its reserve account over the next few years, with the promise of increased funding and the hope that school's request will be granted to increase enrollment through the revision of its charter.

A motion was made and seconded to approve the financial report. The motion passed by unanimous vote.

6. Report on Executive Compensation – Stacey Gauthier, principal, delivered the following report:

Each year, we report to the Board, the compensation of members of the School Management Team of the School. As a unionized charter school, all of our management team members are part of the Council of Supervisors and Administrators (CSA). In the contract negotiated between the Board and CSA, our compensations is based on the DOE salary schedule for Principals, Assistant Principals and Educational Administrators which in addition to position takes into account years of service in determining an annual rate of pay. Additionally, members of the SMT are eligible for performance bonuses based on the contractually negotiated process for earning these which is measured on charter goal achievement.

Progress Toward Goals –

Renaissance met 18 out of 21 goals. The goals that were not met were –

- Grade 3-8 NYS ELA Assessments – There was a substantial improvement in ELA performance overall. Last year, we outperformed the city in all grades and outperformed CSD 30 in grades 4 and 6. In grade 7, we were one point below the district.
- High School Math Regents scoring above a 75% - While we consistently meet the goal for passing the regents with a 65%, we are still working on increasing the pass rate score.
- Balanced Budget Goal

We will continue to focus on ELA in the elementary and middle school. I have shared many documents regarding our instructional goals, professional development priorities and curriculum with the Educational Support Committee Chair and Vice Chair as part of the renewal process and this will continue to be a focus of our work moving forward.

7. Approval of October 3, 2018 minutes – The minutes were read, with one revision noted.

A motion was made and seconded to approve the minutes, as revised. The motion passed by unanimous vote.

8. Approval of Chronic Absenteeism Policy – Ms. Gauthier read the policy, which was included in the board meeting packet. Dr. Joffee asked a question regarding the safety triggers that the school has in place to monitor student attendance when it becomes a critical issue and how the school handles the chronic attendance. Ms. Gauthier outlined a process which involves a number of key staff members who become actively involved in addressing critical issues of student attendance, including teachers, counselors, social workers, and school administrators, who contact students and families to assess the issues that may be contributing to the absenteeism of the child. In some circumstances, outside agencies become involved, at the directive of school personnel, with the goal of providing the supports that are needed to help the child and to improve attendance.

A motion was made and seconded to approve the policy. The motion passed by unanimous vote.

“Developing Leaders for the Renaissance of New York”

9. School Management Team Report - Annual Report: Progress Towards Goals, Accountability Metrics – Ms. Gauthier delivered the report and stated that most of the accountability metrics have been met, referring to the report entitled, “ Entry 3 Progress toward Goals”, which was included in the board meeting packet.

a) Charter Renewal Update - Ms. Gauthier gave a briefing about the charter renewal visit, highlighting many of positive aspects that the authorizing team commented on, including solid lessons that displayed good teaching and rigorous student learning and engagement. The authorizers also made very positive observations about the culture of the school and the environment that is conducive to experiential learning and higher academic achievement.

10. Discussion and Vote on Revising the Charter to include a preference for English Language Learners - Ms. Gauthier said that the authorizers acknowledge that the school’s Special Education enrollment is significantly higher than Community School District (CSD) 30, and that we are achieving success with this population of students. However, the school is significantly under-enrolled with English Language Learners (ELL), compared to CSD 30. This is a point that has been previously raised by the DOE. Reliable comparative data has been difficult to find. The school acknowledges the need to increase its ELL population and is exploring an enrollment preference for ELL students as a charter revision. The details of an enrollment preference need to be worked out. Among the details that need to be worked out are grade-level entry points for ELL students, the capacity of the school to service incoming ELL students.

The board decided to create a committee to work on the details of a proposal to request an ELL enrollment preference in our next charter. The committee would be called The ELL Initiative Committee. A motion was made and seconded to create the committee. The motion passed by unanimous vote. A resolution was made to constitute the committee with the following board members: Everett Boyd, Chair; Raymond Johnson, Margaret Martinez-DeLuca, and Monte Joffee.

11. Board Committee Reports – Dr. Joffee reported on the activity of Education Support Committee and the 2018-2019 Principal/School Leadership Team Evaluation, which include a timetable for the remainder of the school year for the Principal/SMT review. The outline of the report was included in the board meeting packet.

12. Board Members’ New Business – Ms. Gauthier reported on the exciting and enriching activities for the 2018 Rensizzle Week, December 14-20.

13. Public Speaking – None

14. Adjournment of Public Session – 8:05 p.m.

15. Executive Session – 8:15 p.m.

The Renaissance School – Budgetary Cuts (Redacted)

2018-2019

YMCA	\$11,980
Variety Boys and Girls	\$13,940
Transportation to Y/Variety	\$ 2,376
Sub Costs for Y/Variety	\$ 8,241
Reduction in Leadership Programs	\$20,000
Wednesday Programs Subtotal	\$56,537
After-School Meetings	\$72,435
Teacher Leader Stipends (Patrol)	\$32,400 (Advisory Coaches, PLCs, Peace Patrol)
Meetings and Stipends Subtotal	\$104,835
Teacher	\$94,069
School Aide	\$77,072
School Aide	\$75,272
Admin (sabbatical savings)	\$58,961
Teacher (sabbatical savings)	\$41,072
Counselor	\$116,626 (mostly reimbursed through grant)
Art consultant	\$23,193
Saved Retro Costs	\$25,522 (due to staff leaving)
Net Salary Savings for new hires	\$48,120

Unfilled Staff Positions **\$664,742**

Food Service Reductions \$ 8,400

Insurance Reductions \$41,876

Operations Costs **\$50,276**

Tutor.Com \$22,964

No Summer School \$48,410

Elimination of Morning Advisory \$7,545

Misc. Programmatic Cuts **\$78,919**

Total Savings **\$955,309**

The Renaissance Charter School

Student Attendance Policy and Addressing Chronic Absenteeism

While we have methods to track average daily attendance (ATS), addressing chronic absenteeism requires a comprehensive approach that engages and calls to action all stakeholders – the student, the family, teachers, counselors, administrators, other school staff and community partners.

We define chronic absenteeism as missing 10 percent or more of a school year or approximately 18 days in a school year for days that are unexcused. It is the school's determination of what constitutes an excused absence that we use since sometimes parents/guardians try to legitimize absences that we do not deem acceptable. Students who are ill or have otherwise excused absences, are not categorized as chronically absent, but nevertheless do require support and monitoring to ensure that they are able to stay on track academically or get back on track and readjust well back into to school community after being out for a long period. We do utilize similar interventions for these students as documented below.

According to research data, students who are chronically absent in the middle school have a higher rate of dropping out of school. In the high school, attendance is a better predictor of dropping out than test scores. We also see students from pre-kindergarten through elementary missing large amounts of time from school and this has serious consequences including: lower readiness skills for the next grade and lower overall performance in future grades.

The best intervention for chronic absenteeism is prevention. As such, Renaissance takes the following steps to keep our students from being absent from school –

- 1) Creating a welcoming environment that engages students and families. This includes building positive relationships with our families that motivates parents to send their children to school and for students to want to be in school. We also provide extensive opportunities for after-school and three meals a day in our cafeteria to eliminate barriers outside of the school day that might discourage attendance.

- 2) Engage families about the importance of good attendance at parent-teacher conferences, family conferences, general meetings and through our website and school messenger service. Additionally, notices are sent home when students have excessive absences.
- 3) Reach out to families individually, in their home language if necessary, to discuss attendance concerns *before* they become bigger issues.
- 4) Including attendance as one factor in our promotional policy to families understand its importance.
- 5) Monitor attendance data frequently and take actions in a timely manner.
- 6) Provide counseling support and other support as needed to promote good attendance.

These supports can be illustrated in a tiered system of support as follows which will combine both prevention and intervention as needed –

Tier 1 (Prevention):

- Engaging school climate
- Positive relationships with students and families
- Early communication to students and families
- Impact of absences on achievement widely understood
- Attendance data monitored frequently and shared
- Good and improved attendance recognized
- Common barriers identified and addressed

Tier 2 (Early Intervention):

- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Staff mentors / Counseling

Tier 3 (Specialized Support):

- Coordinated school and interagency response
- Legal intervention (last resort)



Entry 3 Progress Toward Goals

Created: 07/17/2018 • Last updated: 11/01/2018

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2017-18 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
<p>For each year of the school’s next charter term, the school will</p>			<p>Partially met: 67% - exceeded the city in all grades. Exceeded CSD30 in 4th and 6th grades, and missed it by 1 point in 7th. We grew from 40% in 2016-17.</p> <p>ELA Instruction and outcomes at Renaissance continue to improve. Our school-wide instructional priorities of increasing text complexity and higher order questioning are demonstrating results in interim and state exams. We have refined our curriculum across the grades to ensure students are receiving a rigorous</p>

<p>Academic Goal 1</p>	<p>show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination.</p>	<p>NYS ELA exam</p>	<p>Not Met</p>	<p>program. An added focus on reading bench marking, guided reading and targeted support based on data have been implemented to support all our students in becoming strong readers. We will continue the initiatives that have been put in place as they are working. Our teachers and administrators are receiving ongoing professional development through the Special Education Collaborative, Achievement Network and the Executive Leadership Institute to increase achievement for our English language learners and students with special needs. This year we have added two new initiatives regarding developing our formative assessments and support our youngest readers to our school priorities.</p>
<p>Academic Goal 2</p>	<p>For each year of the school's next 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 the Community School District (CSD) of location and also</p>	<p>NYS Math exam</p>	<p>Met</p>	<p>Exceeded district and city in all grades, by a minimum of 10.3 points (in grade 5) and a maximum of 28 points (in grade 7).</p>

	meets or exceeds the citywide percent proficient on the New York State math examination.			
Academic Goal 3	Each year, at least 75 percent 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 exams	Met	88%
Academic Goal 4	Each year, at least 75 percent of students in the high school accountability cohort passing an math Regents exam will have a score of 75 or above by the end of their fourth year.	NYS Math Regents exams	Not Met	<p>38%. However, we grew, as this year we had the highest amount of students taking 3 math regents exams of any previous year.</p> <p>We have consistently met the passing rate goal for Math Regents and are working on raising the scores as well as having our students take more than the minimum number of exams to graduate. We are providing targeted support for students who need additional help in math as well as for students who wish to retake exams to receive higher scores. We also believe that our efforts to have more students in the 8th grade take the Algebra 1 Regents will grow students' math scores. Of the 20 8th graders who took the Algebra Regents in June of</p>

				<p>2018, 95% passed (19/20). Of these 19, 65% passed with a score of 75 or above. This year our 9th and 10th graders will take interim exams through the Achievement Network in both Algebra 1 and Geometry. We believe this data will be extremely helpful in refining our curriculum and re-teaching areas that students struggle with.</p>
<p>Academic Goal 5</p>	<p>For each year of the school's next charter term, each grade-level cohort 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 ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current</p>	<p>NYS ELA Exam</p>		<p>Not applicable for this year.</p>

year.

Academic Goal 6

For each year of the school's next charter term, each grade-level cohort 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 the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is expected to demonstrate growth comparable to the CSD in the current year.

NYS Math Exam

Not applicable for this year.

Academic Goal 7

For each year of the next charter term, the school will perform at the 60th percentile or above compared with the citywide averages for its 4-year graduation rate and in the 60th percentile for its 6-year graduation rate.

4 year and 6 year graduation rate

Met

4 Year: 90% (3 seniors expected to graduate in August)

6 Year: 98%

For each year of the next charter term, the school will show progress towards

Academic Goal 8	<p>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 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.</p>	ATS, credit accumulation	Met	<p>9th Grade - 91% 10th Grade - 87% 11th Grade - 93% 12th Grade - 86%</p>
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2. Do have more academic goals to add? Yes

2017-18 Progress Toward Attainment of Academic Goals

Academic Goal	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 each 9th grade cohort will graduate within four years.	Graduation Data	Met	94%

Academic Goal 10	Each year, at least 80 percent of each 9th grade cohort will graduate within five years.	Graduation Data	Met	96%
Academic Goal 11	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	4th Grade: 96% 8th Grade: 81%
Academic Goal 12	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 Regents Science exams	Met	98%
Academic Goal 13	Each year, at least 75 percent of students in the high school accountability cohort who are not taking an alternate Pathways assessment in lieu of the history Regents exam will pass a history Regents with a score of 65 or above. Throughout the course of the school's next charter term, the school will show progress towards achieving 75	NYS Regents Social Studies exams	Met	100%

Academic Goal 14	percent of each graduating senior class having taken and passed a combination of three or more Regents examinations, College Now STEM courses, and / or Advanced Placement examinations in science, computer science, engineering and / or mathematics.	NYS Regents Science exam data; College Now Science course reports; AP Science course and exam data	Met	84%
Academic Goal 15	Each year, 75 percent of 12th grade students will apply and be accepted to a post-secondary institution, college or university. This goal will be measured by a review of the school's roster of 12th grade students and their letters of acceptance or admission.	College and Career Office data	Met	100% applied and were accepted.
Academic Goal 16	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".	College and Career Office data	Met	Met

3. Do have more academic goals to add? Yes

2017-18 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will
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	Toward Attainment of Goal		Take	
Academic Goal 17	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.	College and Career Office data.	Met	Met - 98.14% of 9th-12th graders participated in a leadership program, with 88.2% completing all requirements of the program.
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				
Academic Goal 21				
Academic Goal 22				
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Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				

4. ORGANIZATIONAL GOALS

2017-18 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	Each year, the school will have an average daily student attendance rate of at least 95 percent.	ATS student attendance data	Met	95.22%
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following school year. Each year, 90 percent of all instructional staff employed during	ATS student enrollment data	Met	Met

Org Goal 3	the prior school year will return and / or be asked to return the following school year.	TRCS personnel data	Met	Met
	Each year, teachers will express satisfaction and commitment with their job by actively participating in the many teacher leadership initiatives at the school including serving on the board, Collaborative School Governance Committee, as a teacher coordinator or coach or leading or participating in an action research, grant or RFP initiative to improve teaching and learning.			
Org Goal 4	The Collaborative School Governance committee, consisting of parents, students, teachers and staff will develop and / or review goals as part of a Charter School Comprehensive Education plan, which will guide the school school's priorities for the following year. The committee will meet regularly as	TRCS personnel data	Met	Met
Org Goal 5		CSG minutes and records	Met	Met

a whole group or in committee to ensure these priorities are being worked on.

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

2017-18 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 6	Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	NYS Report Card	N/A	Not available
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2017-18 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
			As a conversion charter school, Renaissance has faced many budget challenges which have been

				documented in our charter renewal application and certified financial reports. Both the City and State understand these challenges and have also recognized that we had no control over the funding formula change or the negotiated union contracts that have caused financial stress.
Financial Goal 1	Each year, the school will operate on a balanced budget and maintain a stable cash flow. (footnote: A budget will be considered "balanced" if revenues equal or exceed expenditures.)	Annual Certified Financial Report	Not Met	While the statements show that we have expenditures exceeding revenues, most of these expenditures are future payouts. Renaissance has been able to maintain a stable cash flow and pay its ongoing daily expenditures even through these difficult times. We have a solid plan in place to ensure our financial viability moving forward that will not only address the issues above but allow us to replenish our reserve fund.
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

December 5, 2018 Board Meeting

Report on Executive Compensation –

Each year, we report to the Board, the compensation of members of the School Management Team of the School. As a unionized charter school, all of our management team members are part of the Council of Supervisors and Administrators (CSA). In the contract negotiated between the Board and CSA, our compensations is based on the DOE salary schedule for Principals, Assistant Principals and Educational Administrators which in addition to position takes into account years of service in determining an annual rate of pay. Additionally, members of the SMT are eligible for performance bonuses based on the contractually negotiated process for earning these which is measured on charter goal achievement.

Progress Toward Goals –

Renaissance met 18 out of 21 goals. The goals that were not met were –

- Grade 3-8 NYS ELA Assessments – There was a substantial improvement in ELA performance overall. Last year, we outperformed the city in all grades and outperformed CSD 30 in grades 4 and 6. In grade 7, we were one point below the district.
- High School Math Regents Scoring above a 75% - While we consistently meet the goal for passing the regents with a 65%, we are still working on increasing the pass rate score.
- Balanced Budget Goal

We will continue to focus on ELA in the elementary and middle school. I have shared many documents regarding our instructional goals, professional development priorities and curriculum with the Educational Support Committee Chair and Vice Chair as part of the renewal process and this will continue to be a focus of our work moving forward.

DRAFT

TO: Members of the Education Support Committee
FROM: Monte Joffe
RE: 2018-2019 Principal/School Leadership Team Evaluation
DATE: Nov. 25, 2018

I have asked Stacey for us to make a report to the Board at the December 5th BOT meeting. I would like to present the following timetable for our Principal/SLT Review:

December

- Present timeline to Board as part of committee reports on agenda
- Principal and Education Support Committee meets to debrief renewal visit (I would like to suggest a meeting before the Board meeting)

Mid - January

- Principal submits written response to Education Support Committee which includes data from 2017-2018 school year

February - March

- Education Support Committee prepares report and meets with Principal again, as needed.
- Review renewal recommendations and incorporate into discussions with the Principal. This date is dependent on dating of the Regents vote.

March

- Education Support Committee prepares a report for an executive committee meeting in March.
- Executive committee makes recommendations for the final report and votes

April

- Incorporate recommendations from executive committee

May

- Finalize report
- Consult with attorney whether this discussion is in public or executive session
- Final report goes before the full board in May for a vote.

Please let me know if you have any comments.

Cc: Stacey Gauthier

2018 RENSIZZLE GROUPS - December 14-20, 2018

CLUSTER	LEADERS
BIOLOGICAL SCIENCE EXPLORATION	Joanne Ristau, Riaad Etheridge
CULINARY ARTS & CAREERS	Nicole Jollon, Natalie Kurzyna
NYC WATER & NATURE HIKES	Yaacov Levy, Adrian Co
FASHION	Sandra Fritz, Emily Oliapuram
GEOLOGY	Dan Fanelli, Vinny Garelick, Jason George
GRAFFITI	Shahreen Islam, Dhariana Mojica
GRAPHIC NOVEL	Jose Mane, Pierre Dizon
THE HAPPINESS PROJECT	Elinora Owen-Fardig, Laurie Zic
HIDDEN NEW YORK	Ali Rosow, Ram Buenaventura
HOW A CITY WORKS	Vincent Chen, Raymond Johnson
LIFE OF AN ARTIST	Ariel Sacks, Pat O'Donohue
MUSICAL THEATRE	Curtis, Katie, Rebekah, Lisa
NYC FOOD CART	Robert Evangelista, Erin Chae
SPANISH CULTURE OF NY	Helen Zumaeta, Lisjane Gaviria
SENIOR WEEK - 30	Ana Falla-Riff, Maura Malarcher, Inti Ossio
TRAVEL NYC	Marta Bolivar, Thandi Guimaraes

Biological Science Explorations (Riaad & Joanne):

Biological Science Explorations will explore plant and animal life from around the world that live in New York City. We envisage visiting the world renowned Bronx Zoo where we can see endangered species of animals as well as animals living in unique places such as Madagascar, Africa, and Asia. We will go to the NYC aquarium, the NYC Natural History Museum, the NYC Botanical Gardens and the New York Hall of Science in Flushing, Queens. Students will be engaging in activities at all of these sites to explore the diversity of living things.

Culinary Arts & Careers (Nicole & Natalie): Foodie culture is all around, but what can we really do to be healthy and eat local? Visit an urban farm, get a hands-on opportunity to learn how to cook nutritious meals, and learn about the life and challenges of being a chef. What's all the hype about – are you really what you eat?

Fashion (Emily & Sandra): Ever want to learn how to make your own clothes? Ever wonder how the clothes you wear got from their starting point to your closet? Learn how to sew and leave with pieces that you can wear home! Also learn about the dark side of the fast fashion industry, the impact it has on human rights and the planet.

2018 RENSIZZLE GROUPS - December 14-20, 2018

Geology (Dan, Vinny, & Jason): Explore a real-life cavern, a former coal mine, and find out how glaciers formed the bedrock of our city. Investigate how to balance the need for real-life energy (coal, natural gas, shale oil) and the impact on our environment by visiting the sources and talking with the professionals.

Graffiti (Shahreen & Dhariana): Is graffiti considered artwork? How is graffiti or street art used to convey a message? Explore the history of graffiti and street art in NYC.

Graphic Novel (Jose & Pierre): Impressed and inspired by your favorite *graphic novel*? To make your own, start by perfecting your drawing style. Then come up with a set of amazing characters, and use our awesome city as inspiration for setting....

The Happiness Project (Elinora & Laurie): In this Rensizzle group we will explore what makes people HAPPY. How can you learn how to be a happier and healthier person? By thinking about fitness/exercise, the relationships that we develop, incorporating more arts in our daily life, helping others, and actually being more balanced, you will become more enriched as a person and happier!

Hidden New York (Ali & Ram): New York is the city of secrets, and so much is happening just below the surface. Learn about the hidden side of New York, from subways and infrastructure, to more mysterious places, like cemeteries, hidden from daily view. There is a world hidden just below our feet!

Life of an Artist (Ariel & Pat): Do you have a serious interest in pursuing an art form as a life practice or career? Find out what it takes to make a life in your chosen artistic medium, by talking with professional artists (painters, film makers, photographers, clothing designers, musicians and more!) Visit their work-spaces, and find out what motivates them to succeed.

Musical Theatre (Curtis, Lisa, Katie & Rebekah): We will be working on at least 3 numbers from a famous musical, and mounting a mini version of one of the great musicals of Broadway history. Production and performance opportunities abound--no experience necessary!

NYC Water & Nature Hikes (Yaacov & Adrian): We will be visiting areas around NYC that highlight the ecology of NYC. We will look at the natural deciduous forests of NYC, at Alley Pond Park, and learn about how NYC obtains its drinking water, and recycles waste water at Newtown Creek. We will visit the NYC aquarium, and the Bronx River to explore its ecology.

NYC Food Cart (Robert & Erin): Explore why NYC food trucks/carts have become so popular and how they have become a part of our NYC culture; explore some food trucks that have shaped history!

Spanish Culture of NY (Lisjane & Helen): The history and traditions of the many, varied Latino and Hispanic cultures in NYC. Experience El Reportorio Espanol, the history of Argentinian Tango, and the search for identity among 2nd and 3rd generation NYC Latinos. Not to mention the FOOD...*Students: Priority will be given to those who have not been in this group before!*

Senior Week (Ana, Maura & Inti): Calling all Seniors – for all things Senior! Design your week to have fun, learn life lessons, bond with your pals, and get your stuff done! (*Not required--you are able to join another group if you like.*)

Travel NYC (Marta & Thandi): Traveling is one of the most exciting ways to walk in someone else's shoes. From learning a new language and a new set of cultural norms, to just being a tourist and seeing the sights, travel can expand your mind and broaden your horizons. Be a traveler in your own city: spend time outdoors seeing the sights and seeing the city through new eyes!

The Renaissance

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

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

Charter School

BOARD OF TRUSTEES

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Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

AGENDA

February 6, 2019 – 6:45 PM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

- | | |
|--|------------|
| 1) Chairperson's Welcome and Message | 3 minutes |
| 2) Pledge of Allegiance | 1 minute |
| 3) Roll Call | 1 minute |
| 4) Charter Renewal Update - ELL Initiative Committee and ELL Admissions Preference, Timeline, Board Meetings | 15 minutes |
| 5) Approval of December 5, 2018 minutes | 5 minute |
| 6) Mid-Year Development Report | 10 minutes |
| 7) Mid-Year Financial Report | 10 minutes |
| 8) Mid-Year Academic Report | 15 minutes |
| 9) Discussion and Vote on Revised School Policy Handbook | 15 minutes |
| 10) Board Members New Business | 5 minutes |
| 11) Public Speaking | TBD |

Public speaking time of three minutes per person will be permitted. All speakers should sign-up with the Secretary prior to the meeting and state the topic they will be speaking on. Speakers may be grouped according to topic.

12) Adjournment of Public Session

13) Executive Session

“Developing Leaders for the Renaissance of New York”

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-FINAL-

February 6, 2019

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 6:50 PM.

1. Chairperson's Welcome - Dr. Joffee commented on the consistency of TRCS throughout the years, as the school has navigated through several charter renewals, changes of city administrations and leadership at The DOE. The school remains dedicated to its mission to educate all children and promote excellence.
2. Pledge of Allegiance
3. Roll Call – Attendance taken by Everett Boyd, Secretary.
Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Monte Joffee, Raymond Johnson, Rachel Mandel, Margaret Martinez-DeLuca, and Francine Smith.
Absent: Conor McCoy and Sandy Geyer (on medical leave)
Also Present: Daniel Fanelli, Administrator and Matthew DeForte, attorney
4. Charter Renewal Update –
 - a. Factual Edits - were accepted by the DOE.
 - b. Board Meetings - The DOE noted that the BOT of TRCS has not previously met 12 times a year, and will be mandated to do so in the next charter period. TRCS BOT has successfully conducted its business in 5 yearly board meetings and additional executive and committee sessions. The 5 meetings per year were previously written into our by-laws and approved by The DOE.
 - c. ELL Initiative Committee and ELL Preference Timeline – ELL preference can be announced through a letter of intent written to The DOE, subject to approval by The NYS Regents.
 - d. Matthew – Received Charter Renewal Template for submission to DOE.
 - i. Some revisions include sections on liability and removing the requirement for the fingerprinting of volunteers.

“Developing Leaders for the Renaissance of New York”

- e. Timeline – The DOE has scheduled a call with the SMT for Friday, February 9, 2019. The DOE recommendations for renewal must be received by the NYS Board of Regents by today, February 6, 2019, to be considered for the February Regents meeting calendar. Since this date has come and gone, a more likely scenario would be for the recommendations to be submitted for consideration on the March or even the April calendar.

5. Approval of December 5, 2018 minutes – The minutes were read, with one revision noted. A motion was made and seconded to approve the minutes, as revised. The motion passed by unanimous vote.

6. Mid-Year Development Report – See Board Meeting Packet

7. Mid-Year Financial Report – See Board Meeting Packet

8. Mid-Year Academic Report – See Board Meeting Packet

9. Discussion and Vote on Revised School Policy Handbook – A motion was made, seconded, and passed by acclamation to approve revisions to The School Policy Handbook, dated January 4, 2019.

10. Board Members’ New Business – None

11. Public Speaking – None

12. Adjournment of Public Session – Motion to adjourn the public session was approved by acclamation, and the meeting adjourned at 8:02 p.m.

13. Executive Session – 8:03 p.m.

The Renaissance Charter School

Public Meeting of The Board of Trustees

May 1, 2019 – 6:45 p.m.

35-59 81 Street

Jackson Heights, NY 11372

Meeting Location: Second Floor Auditorium

Secondary Meeting Location: 1350 Avenue of the Americas, NY, NY (Law offices of Shebitz
Berman and Delforte)

AGENDA

- | | |
|--|------------|
| 1) Chairperson's Welcome | 5 minutes |
| 2) Pledge of Allegiance | 1 minute |
| 3) Roll Call | 2 minutes |
| 4) Approval of February 6, 2019 minutes | 10 minutes |
| 5) Charter Renewal Update: Board meeting calendar, ELL Student Recruitment | 20 minutes |
| 6) Budget Discussion and FY 20 Working Budget | 20 minutes |
| 7) Principal Review Update | 10 minutes |
| 8) Collaborative School Governance Committee Report | 10 minutes |
| 9) Board Members New Business | 5 minutes |
| 10) Public Speaking | TBD |

Public speaking time of three minutes per person will be permitted. All speakers should sign up with the Secretary prior to the meeting and state the topic they will be speaking on. Speakers may be grouped according to topic.

- 11) Adjournment of Public Session
- 12) Executive Session

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-DRAFT-

February 6, 2019

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Hazel DuBois, Ph.D. 1937-2013
Hon. Rudolph Greco, Esq.
Meryl Thompson

The meeting convened at 6:50 PM.

1. Chairperson's Welcome - Dr. Joffe commented on the consistency of TRCS throughout the years, as the school has navigated through several charter renewals, changes of city administrations and leadership at The DOE. The school remains dedicated to its mission to educate all children and promote excellence.
2. Pledge of Allegiance
3. Roll Call – Attendance taken by Everett Boyd, Secretary.
Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Monte Joffe, Raymond Johnson, Rachel Mandel, Margaret Martinez-DeLuca, and Francine Smith.
Absent: Conor McCoy and Sandy Geyer (on medical leave)
Also Present: Daniel Fanelli, Administrator and Matthew DeForte, attorney
4. Charter Renewal Update –
 - a. Factual Edits - were accepted by the DOE.
 - b. Board Meetings - The DOE noted that the BOT of TRCS has not previously met 12 times a year, and will be mandated to do so in the next charter period. TRCS BOT has successfully conducted its business in 5 yearly board meetings and additional executive and committee sessions. The 5 meetings per year were previously written into our by-laws and approved by The DOE.
 - c. ELL Initiative Committee and ELL Preference Timeline – ELL preference can be announced through a letter of intent written to The DOE, subject to approval by The NYS Regents.
 - d. Matthew – Received Charter Renewal Template for submission to DOE.
 - i. Some revisions include sections on liability and removing the requirement for the fingerprinting of volunteers.

“Developing Leaders for the Renaissance of New York”

- e. Timeline – The DOE has scheduled a call with the SMT for Friday, February 9, 2019. The DOE recommendations for renewal must be received by the NYS Board of Regents by today, February 6, 2019, to be considered for the February Regents meeting calendar. Since this date has come and gone, a more likely scenario would be for the recommendations to be submitted for consideration on the March or even the April calendar.
5. Approval of December 5, 2018 minutes – The minutes were read, with one revision noted. A motion was made and seconded to approve the minutes, as revised. The motion passed by unanimous vote.
6. Mid-Year Development Report – See Board Meeting Packet
7. Mid-Year Financial Report – See Board Meeting Packet
8. Mid-Year Academic Report – See Board Meeting Packet
9. Discussion and Vote on Revised School Policy Handbook – A motion was made, seconded, and passed by acclamation to approve revisions to The School Policy Handbook, dated January 4, 2019.
10. Board Members’ New Business – None
11. Public Speaking – None
12. Adjournment of Public Session – Motion to adjourn the public session was approved by acclamation, and the meeting adjourned at 8:02 p.m.
13. Executive Session – 8:03 p.m.

The Renaissance Charter School
Working Budget Fiscal Year 2020

Projected Income --

General Ed Per Pupil	\$9,755,808
Special Ed Per Pupil	\$1,307,449
Senate Appropriation	126,236
IDEA (based on 18-19 figure)	\$77,965
Federal ESSA Funds (Title I, IIA, IV)	\$170,314
Interest Income	\$3,000
PTA Gift to School	\$5,000
Friends of Renaissance	\$10,000
Grants and other state aid	\$150,000
Funding for Conversion Charters (Retro Reimbursement-includes SLG)	\$525,483
PreK	\$217,800
Federal Meals Reimbursements (includes meal fees for students & staff and vending profits)	\$308,000
State Meals Reimbursements	\$7,200
Proportionate Share Agreement Reimbursement	\$26,888

TOTAL PROJECTED INCOME

\$12,691,143

Projected Expenses --

Employee Compensation and TAXES (FICA, SUI, NYS DBL, PFL, Workers Comp, & Payroll Taxes)	\$7,336,980
Pensions -- TRS + Supplemental Contribution, BERS (Estimate)	\$1,668,149
Health Insurance (Estimate)	\$1,290,033
Contractual Retro Costs (does not include taxes and pension)	\$525,483
Health and Welfare	\$157,917
CSA Compensation Accrual Fund	\$6,372
DC37 Education Fund and Health & Security	\$3,962
Audit Fees	\$35,000
Legal Fees	\$50,000
ADP Payroll Fees	\$25,000
Consultants/Partnerships	\$100,000
Administrative Expenses/Office Expenses/ Technology Supplies/Telephone	\$100,000
Postage, Delivery and Freight	\$15,000
Meetings/Meals	\$5,000
Leased Equipment: Copiers / Laminators	\$30,000
Internet Service	\$15,000
Insurance	\$100,000
Capital Expenditures	\$100,000
Substitutes	\$100,000
Teaching and Learning	\$223,250
PreK*	\$253,898
School Food	\$500,000
Money Put Back in Savings	\$50,000

TOTAL PROJECTED EXPENSES

\$12,691,044

\$99

The Renaissance Charter School
CSG ACTIVITY REPORT 2018-19 to Board of Trustees

Meeting Dates:

October 10, 2018

- Reviewed CSG Activities Report for SY 2017-18
- Established meeting and event calendar for SY 2018-19
- Established initiatives for the year:
 1. Supporting Charter Renewal
 2. Promoting Family Engagement and Student Success
 3. School Food, Health, and Wellness
- Article Review – “The 74 Interview: Harvard’s Karen Mapp on ESSA, How Schools and Communities Can Partner to Help Kids Succeed”

November 14, 2018

- Charter Renewal –
 - Renewal Visit
 - Instructional Priorities and Rigorous Teaching Practices
 - Enrollment Increase Request
- Planning and implementing November 15 Family Fair, before Parent Teacher Conferences:
 - Family Fair Features:
 - Food Tasting provided by Chef Mo and our amazing kitchen staff.
 - PTA Meet and Greet, plus information on PTA Meetings and Events
 - TRCS Charter Renewal Awareness and Engagement
 - Presentations and Information Tables:
 - Science in Grades 1-5
 - Supporting Reading and Literacy at Home
 - Language Supports
 - Nature's Classroom
 - K-6 Interventions to Support Student Achievement
 - Supporting your child's social and emotional health
 - High School Leadership Program
 - Pupil Path Registration
 - Apps for Academic Success

December 12, 2018

- Hosted High School Open House with presentation of High School Unwrapped and highlights by CSG High School Representatives , and school tours

January 9, 2019

- Article Review – “Helping Families Ask Questions Could Be Your Most Powerful Engagement Tool”
 - How can the school facilitate more effective questioning in parent/teacher and family conferences, to promote a better understanding of grading, testing, teaching and learning Pupil Path, and the tools needed to help their children succeed academically.

February 13, 2019

- Planning and implementing March 22 Family Fair, before Parent Teacher Conferences

March 2019 – No Meeting

March 22, 2019 –

- March 22 Family Fair

April 10, 2019

- Charter Renewal Report –
 - Reviewed NYC DOE Charter Agreement – EXHIBIT D – Goals and Conditions for TRCS

May 22, 2019

- New Family Registration Night II– welcoming families of incoming new students for SY 2019-20

June 5, 2019

- CSG Meeting with BOT

The Renaissance Charter School

Public Meeting of the Board of Trustees for the 2019 - 2020 School Year

June 5, 2019 – 6:45 p.m.

Agenda –

- | | |
|--|---------|
| 1) Chairperson's Message; Moment of Silence | 5 min. |
| 2) Pledge of Allegiance | 1 min. |
| 3) Roll Call | 1 min. |
| 4) Review and Approval of the May 1, 2019 minutes | 10 min. |
| 5) College Bound and Leadership Program Report | 10 min. |
| 6) Education Support Committee – Principal Review | 10 min. |
| 7) School Management Team Report | 10 min. |
| <ul style="list-style-type: none">• Teacher MOA Vote on Calendar Change• General Business Announcements | |
| 8) Approval of 2019-2020 Board Meeting Calendar | 5 min. |
| 8) Board Members' New Business | 5 min. |
| 9) Public Speaking | TBD |
| <i>Public speaking time of three minutes per person will be permitted. All speakers should sign-up with the Secretary prior to the meeting and state the topic they will be speaking on. Speakers may be grouped according to topic.</i> | |
| 10) Adjournment of Public Session | |
| 11) Executive Session | |

The Renaissance

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

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

Charter School

BOARD OF TRUSTEES

Monte Joffee, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

June 5, 2019

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 7:00 p.m.

1. Chairperson's Message – Dr. Joffee thanked all attendees and the public who came to the meeting. He said that the public actually filled up the front row. Dr. Joffee reported the recent death of Board Chair, Sandra Geyer, who was also one of the founders of The Renaissance School, which became The Renaissance Charter School. Dr. Joffee recounted the history of the early years of the school and Ms. Geyer's many roles as a teacher, administrator, and board officer. Ms. Geyer leaves a legacy of great teaching, exemplified by her model classroom and the success of her former students. She was a pioneer in education and an innovator at The Renaissance Charter School. One of Ms. Geyer's initiatives has become institutionalized as Rensizzle Week, which is a week of student-centered experiential learning, based on the work of Joseph Renzulli. Ms. Geyer will be remembered for many of her lasting contributions to Renaissance.
2. Moment of Silence in Memory of Sandy Geyer, Renaissance founder, TRCS Board Chair
3. Pledge of Allegiance
4. Attendance taken by Everett Boyd, Secretary
Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Monte Joffee, Margaret Martinez-DeLuca, Francine Smith, and Raymond Johnson
Absent: Conor McCoy and Rachel Mandel
Also Present: Ana Falla Riff, College Bound Coordinator, and Maura Malarcher, College Bound Teacher
5. Approval of the May 1, 2019 Minutes – The minutes were reviewed and approved by acclamation.

“Developing Leaders for the Renaissance of New York”

6. College Bound and Leadership Program Presentation, Ana Falla Riff, College Bound Coordinator, Maura Malarcher, College Bound Teacher and TRCS Founder –
Ms. Falla Riff and Ms. Malarcher reported on the activities and accomplishments of the College and Career Office of TRCS. The following reports were included in the material provided to The Board and meetings attendees:
 - a. TRCS College and Career Bound Office Preliminary Leadership Program Report for the Board of Trustees Academic Year 2018-2019
 - b. College and Career Office 2018-2019 Report to the Board of Trustees
 - c. Two senior class students were in attendance, one was recognized for winning a Posse Scholarship to Lafayette College. Another student spoke of her experience as the first person in her family to attend college in this country. Both students spoke very highly of their experience with the College and Career Office.

7. Education Support Committee – Principal Review for 2019-2020 school year
 - a. Dr. Joffe reported on the activities of the Education Support Committee and included the minutes of the May 1, 2019 meeting of the committee in the material provided to The Board and meeting attendees. The Principal Review for 2019-2020 is based on the successful 5 year renewal of the charter and the work of the SMT and Faculty toward the granting of the renewal. Several points were outlined in the minutes to guide TRCS through the next phase of educational leadership.
 - b. A motion to accept the minutes and adopt them as The Principal Evaluation for 2018-2019 was made and unanimously accepted.

8. School Management Team Report
 - a. Report on teacher MOA Vote on Calendar Change – The UFT Chapter at TRCS voted to approve a proposal to amend the school calendar for 2019-2020 by designating Monday, December 23, 2019 as the beginning of winter break and exchanging this day for Monday, November 11, 2019, thereby designating this date as a day to hold PK-12 parent-teacher conferences. Details of the MOA were included in the materials provided at the meeting.
 - b. End-of-Year Events –
 - i. The Class of 2019 Graduation Exercises - June 25, 9am at IS 145

9. Approval of 2019-2020 Board Meeting Calendar –
The calendar was approved with several amendments. The July 2019 meeting will be held on June 25, 2019 at 1 p.m. Meetings in November, January, March, and May will begin at 2:30 p.m.

10. Board Members' New Business
 - a. Dr. Joffe asked for an update on the progress of TRCS 2.
 - i. Ms. Gauthier reported that a lease signing is imminent and that the facilities planning is moving along.

“Developing Leaders for the Renaissance of New York”

11. Public Speaking – None
12. Adjournment of Public Session - 7:55 p.m.
13. Executive Session convened at 8:00 p.m.

**College and Career Office
2018-2019 Report to the Board of Trustees**

College and Career Office

State of College Admissions and Advocacy

College Outcomes

Percent by Type of College

College Acceptances

Scholarships

College Now Program - City University of New York

Advanced Placement (AP) Courses and Exams

Parent Meetings

The Opportunity Network

Social Justice Day

Senior Send-Off and Breakfast to Welcome Eighth Graders

College Presentations at TRCS

Standardized Tests

College Entrance Exams

College Bound Classes

Senior Seminar

Goals and Areas of Growth

Literacy Skills/College Bound and Senior Seminar

Math and Literacy Skills Classes - New Developments

Digital Portfolios to Support "Big Picture" Understanding of High School

Leadership Program

2017-2018 Leadership Program Process

**Prepared by Ana Falla Riff
College Adviser/High School Coordinator for College Bound**

Participation in the College Bound Dissemination Grant (CBDG) has given the College and Career Office (CCO) the opportunity to conduct in-depth research on how to integrate Carol Dweck's Growth Mindset (GM) theory and practice into the three components of our program - classroom instruction, counseling, and the Leadership Program. We sought to understand the neurobiological basis for learning and have infused what we have discovered into all aspects of our work.

Studying Growth Mindset propelled us to research other non-cognitive factors that impact students' short-term and long-term academic performance. The work of the University of Chicago's Consortium on School Research helped broaden our understanding of noncognitive factors to include students' sense of belonging, their habits

of mind, and behaviors, skills and strategies that impact their ability to succeed academically. The Consortium's researchers identified five categories of noncognitive factors associated with academic performance:

- Academic behaviors: Going to class, doing homework, organizing materials, participating, and studying.
- Perseverance: Grit, tenacity, delayed gratification, self-discipline, and self-control.
- Mindsets: A sense of belonging, belief in one's ability to grow and succeed with effort, belief in the value of academic work.
- Learning strategies: Study skills, metacognitive strategies, self-regulated learning, and goal-setting.
- Social skills: Interpersonal skills, empathy, and cooperation.

See: *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review.*

https://consortium.uchicago.edu/sites/default/files/2018-10/Noncognitive%20Report_0.pdf

The CCO staff then expanded our area of inquiry to include socio-economic and historical factors that shape students' development as learners. We immersed ourselves in the work of Zaretta Hammond, a former English teacher, who does instructional design and professional development around issues of equity, literacy, and culturally responsive teaching. Her book, *Culturally Responsive Teaching & the Brain*, has helped us better understand how to help culturally and linguistically diverse students build their skills and their capacity to do rigorous work.

During the summer of 2018 we began to deepen our knowledge of learning and physical disabilities so we could better serve our students with special needs in the classroom and through the college research and application process. We worked with individual students to better understand their IEPs or 504s and the services they need in order to succeed in college. To ease the transition, we helped students sharpen their self-advocacy skills so they can obtain and maintain the services to which they are entitled.

The CCO staff participated in a series of professional development workshops at the Special Education Collaborative. During one of these, we were introduced to the work of Peg Dawson, EdD and Richard Guare, PhD., and Colin Guare on executive skills development. Dawson and Guare define executive skills as "brain functions and thought processes that help regulate our behavior, set goals and meet them, and balance demands and desires, wants, needs, and have tos." Dawson's and R. Guare's book *Coaching Students with Executive Skills Deficits* (among other books) have provided us with a blueprint to implement actionable strategies that will impact students' academic performance. The executive skills they address loosely correspond to the noncognitive factors identified by the University of Chicago's Consortium on School Research. The coaching model Dawson and Guare propose fits nicely within our school's three tiered- response to intervention (RTI). At tier I it can be used in a classroom setting, at tier II in small groups and at tier III in work with individual students. Maura Malarcher's report details how some of the strategies have been implemented in the work with individual students.

State of College Admissions and Advocacy

College and Career Office staff vigorously advocate with colleges on behalf of our students. We communicate with college admissions, testing, and financial aid offices regularly. Students are inundated with confusing and repeated requests for academic and financial documents. The City University of New York's (CUNY) rolled out a new online application this season. The process was mired with technological difficulties and glitches and procedural confusion. We worked very closely with our liaison, Asya Henriquez, to ensure that our students applications and their supporting documents (transcripts, test scores, recommendations) were processed

accurately and in a timely manner. We also worked with our Macaulay Honors Program contact to facilitate the process for our Macaulay applicants. The poorly executed roll of the new CUNY application made this season unnecessarily long and stressful.

The number of students applying to and enrolling in CUNY has continued to increase because of the rising cost of higher education and the availability of the NYS Excelsior scholarship, which guarantees free tuition to students whose family income is \$125,000 or less. Consequently, competition for entry into CUNY's senior and honors programs continues to increase. CUNY relies heavily on Grade Point Average (GPA) and standardized test scores (SAT, ACT, Regents) in the admissions process. Students with excellent grades, outstanding letters of recommendation, and extensive community involvement but low test scores are not admitted to four year colleges unless they meet the financial requirements for opportunity programs (for students who do not meet the college's regular admissions requirements). The College and Career Office staff work closely with the Response to Intervention teams and school administrators to identify students with low Regents scores so they can receive targeted tutoring. Additionally, students receive SAT and ACT preparation in the College Bound classes. More detailed information will be given below.

The financial verification for SUNY, CUNY, and private colleges continues to be extensive. Students, particularly those who are applying for opportunity programs, have had to submit extensive documentation. These documents include, but are not limited to, IRS Form 1040, IRS Transcript of Tax Return, IRS Verification of Nonfiling, and the CSS Profile Waiver Request for the Noncustodial Parent. The CCO advocated vigorously on behalf of students as they navigated the financial verification process and supported the students in gathering and submitting the proper documentation. Students were coached on how to call colleges and advocate for themselves. The verification process often involved long wait times on hold when calling financial aid offices and/or multiple visits to the colleges.

College Outcomes

Forty nine of our 50 graduating seniors have applied to college thus far. The remaining student has decided to take a gap year. We are encouraging her to apply anyway and defer until the fall of 2020.

The CCO successfully appealed admissions decisions for two students. They will be attending Queens College in the fall.

List of Colleges Students Will Be Attending

CUNY	SUNY	PRIVATE
Baruch Hunter Hunter College Chinese Language Flagship Program City NYC College of Technology Queens Borough of Manhattan CC Guttman CC LaGuardia CC Queensborough CC	Canton Oneonta Oswego New Paltz	DePauw U. Fordham U. Laboratory Institute of Merchandising Lafayette College St. Francis College St. John's U. St. John's University College of Pharmacy and Health Sciences

Percent by Type of College

Class	CUNY Senior College	CUNY Junior College	SUNY Senior College	SUNY Junior College	Private
2019	35.3	21.6	15.7	2.0	25.5
2018	38%	30%	12%	2%	14%
2017	49%	15%	19%	0%	9%
2016	28%	40%	12%	0%	5%

College Acceptances

CITY UNIVERSITY OF NEW YORK	STATE UNIVERSITY OF NEW YORK	PUBLIC UNIVERSITIES -OUT OF STATE	PRIVATE
Baruch Brooklyn City College College of Staten Island NYC College of Technology Hunter Hunter College Chinese Language Flagship Program John Jay College of Criminal Justice Lehman Medgar Evers College Queens York Borough of Manhattan CC Bronx CC Guttman CC Kingsborough CC LaGuardia CC Queensborough CC	Albany Brockport Buffalo State Canton Cortland Geneseo New Paltz Oneonta Oswego Stony Brook U. University Scholars Program U. at Buffalo Nassau CC	Lincoln U. Virginia State U. Wisconsin-Madison	Adelphi U. Fordham U. Iona Ithaca Laboratory Institute of Merchandising Lawrence U. LIU Post NY Institute of Technology New York U. Pace Smith St. Francis St. John's U. St. Joseph's Rochester Institute of Technology

Scholarships

Posse Foundation

After a very competitive process, two of our students were awarded Posse Foundation Scholarships. The students' tuition will be covered by the college for four years. One student will attend Lafayette College and the other will attend DePauw University. Two students were Posse finalists - one for University of Wisconsin-Madison and the other for Lawrence University.

Other

- SUNY Oswego Possibility Scholarship - A full-ride scholarship for high achieving students entering the STEM fields (Science, Technology, Engineering, Mathematics)
- Polish and Slavic Federal Credit Union
- Queens Borough President's annual Black History Month Scholarship Program
- 2019 Soule Foundation Scholarship. To support Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) youth of color who have worked to make schools and communities safe and welcoming for all.

College Now Program - City University of New York

Courses 2018-2019

TRCS students attend college-level courses through the City University of New York's College Now Program. By taking college courses, students demonstrate the willingness to challenge themselves academically. College courses help them prepare for the exigencies of college and raise their admissions profile.

Queens College

Summer 2018 - Six students.

Summer Institute for the Humanities and Social Science.

- Classical Mythology
- Philosophy

Fall 2018 - Fifteen students:

- Drama
- Fitness and Health
- Philosophy
- Sociology

Hunter College - Two students.

- Greek and Latin Roots of English
- Introduction to Geography

Queens College - Nine students.

- Drama
- English
- Philosophy
- Psychology
- Urban Issues: Poverty and Affluence

Pre-College Courses

- STEM Research Academy - Exploration of Aquatic Ecosystems - 2 students

Advanced Placement (AP) Courses and Exams

TRCS has increased the number of AP courses offered at our school. These courses prepare students for the rigors of college-level work and, depending on the test results, students may earn college-level credit.

The following were the offerings during the 2018-2019 academic year:

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

Parent Meetings

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

The workshops are offered in English and in Spanish on the same evening. When this is not possible, simultaneous English/Spanish translation is provided. If a parent speaks another language, the student acts as a translator. For the most part, all materials are offered in English and in Spanish. When available, we offer material in other languages such as Mandarin, Bengali, and Urdu.

College and Career Office staff also met individually with students and their parents/guardians to answer questions and address concerns they had. Additionally, when the staff determined that there was a need for parent intervention, a meeting was called. During the meeting the CCO staff's concerns were shared with the parents, a strategy was developed to address the concerns, and a plan of communication was established between the CCO and parents.

CCO staff met with parent to discuss individual student's college options and financial aid options. Individual financial aid awards were explained and offers from different colleges were compared. The goal was to support families as they make decisions about the best college option for their children.

September 2018

- Financial Aid Workshop - Senior Parents. A representative from the Higher Education Services Corporation (HESC) led the presentation. Ana Falla Riff translated the presentation into Spanish and led the workshop in Spanish. Over 60 students and parents were in attendance.

October 2018

- Free Application for Federal Student Aid (FAFSA) Completion Workshop - Senior Parents. A HESC representative assisted families in filling out their FAFSA and NYS Tuition Assistance Program (TAP) applications. Over 40 students and parents were in attendance.
- Senior Parent Meeting - College admissions criteria, opportunity programs requirements, and creating a realistic list were discussed. Parents were given their student's transcripts and SAT scores. Using these and CUNY's Admissions Profile for the Freshman Class of 2018, parents and students created a list of CUNY schools that fit the student's academic profile. Over 65 students and parents were in attendance.
- Junior Parent Meeting - High school graduation requirements, junior timelines and college admissions criteria were discussed. Parents received their children's transcript and, with the student, filled out a Diploma Requirement Worksheet to determine if student was on track to graduate. We also discussed letters of recommendation, the Family Education Rights and Privacy Act (FERPA) and our school's FERPA Rights to Access Letters of Recommendation. Over 60 students and parents were in attendance.

June 2019

- Rising Senior Parent Meeting - Senior year timeline, college admissions requirements, and summer Senior Seminar assignments will be discussed.

The Opportunity Network

The Opportunity Network is a selective, six-year career development program for motivated, high-performing high school students. The Fellows Program begins with a mandatory three-week Summer Institute in the summer of sophomore year. In junior and senior year, students attend weekly workshops focused on career readiness and networking. Through the summer opportunities program, juniors and seniors participate in paid internships and local, national or international enrichment opportunities.

One of our alumni, Keith Byam, conducted the Network's recruitment outreach at our school. He is currently their Program Manager of Internships & Career Success. Because of his efforts, we were able to increase the number of applicants from four to seven sophomores. Of these, three were accepted to the program.

An eleventh grade OppNet Fellow will travel to the Netherlands, all expenses paid this summer. She will participate in the Experiment in International Living program's Peace, Politics, and Human Rights. She will learn about the Netherlands' progressive approach to LGBTQ rights, gender issues, and sex education.

Social Justice Day

The Junior class hosted Social Justice Day on April 18. They researched and facilitated workshops on topics such as Sex Workers Rights are Human Rights, Mental Health, Safer Sex, Sexual Harassment Awareness, and Should Roe vs. Wade be Overturned? The feedback we received regarding the workshops was overwhelmingly positive. Members of the Sexual Harassment workshop hope to work with staff and administrators in reviewing the policy in the student handbook and to further educate students in this area.

Comments made by participants:

- These are some of the best workshops we have attended during Social Justice Day.
- The information provided in the Safer Sex workshop should be taught to all high school students.
- The Mental Health workshop taught me that being vulnerable does not make me weak. The presenters shared their personal struggles and their vulnerabilities in a moving, compelling way.
- Education about sexual harassment is very important. Kids might not be aware that their behavior can be considered harassment.

The Juniors prepared and served a fundraising luncheon and organized a talent show featuring student talent. They raised over \$800.00 for their class. The event was coordinated and implemented by the students. Committees created timelines and individual schedules for high schoolers and teachers.

Senior Send-Off and Breakfast to Welcome Eighth Graders

Rites of passages, like Social Justice Day, are an important part of strengthening community bonds. For the second year in a row, the seniors paraded through the building. Students, faculty, staff, and administrators celebrated their accomplishments and saluted them as they walked past their classrooms and offices. It was a joyous celebration! The elementary school students created individualized signs congratulating the seniors. The parade ended in the high school common area where teachers and students bade them farewell. Afterwards, a breakfast was held for the seniors and eighth graders in the auditorium. During the event the seniors welcomed the rising freshmen to the high school by presenting them with a candle and by sharing advice as they enter a new stage in their lives. Members of our faculty and staff (Inti Ossio, Jose Mane, Pierre Dizon) who are alumni of the school saluted the seniors as they transition to college. With these activities, we participated in former First Lady Michelle Obama's Reach Higher initiative and New York City's Department of Education Decision Day.

College Presentations at TRCS

Meeting representatives from colleges and universities affords our students the opportunity to hone their networking skills. They learn to present themselves in professional settings and to advocate on their own behalf. The representatives our students meet are the individuals who will likely read their college applications. Forming relationships with individuals and institutions increases the likelihood that our students will be recruited and admitted.

College representatives enjoy visiting our school; they always offer praise for our students. They comment on our students' behavior--their politeness, attentiveness, and ability to network. Representatives also comment on our students' insightful and well-researched questions.

The following colleges visited TRCS this year to recruit our students:

- City University of New York - General Representative

- State University of New York - Senior Admissions Advisor - SUNY-wide
- SUNY @ Buffalo
- SUNY Farmingdale
- SUNY Geneseo
- SUNY Oneonta
- SUNY Oswego
- Columbia University
- Colgate University

Standardized Tests

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is cosponsored by the College Board and the National Scholarship Program. It measures reading, mathematics, and writing skills. The NYC Department of Education deems this assessment to be so important that it pays for all 10th grade students in NYC public schools to take it in October. TRCS covered the costs for juniors who did not receive fee waivers from the College Board. Students take the PSAT/NMSQT to prepare for the SAT and, in the 11th grade, to qualify for a National Merit Scholarship. Furthermore CUNY colleges require 10th or 11th grade scores to determine if students are eligible to take free college-level courses on their campuses.

On October 10, 2018 the PSAT/NMSQT was administered to 51 sophomores and 50 juniors. The College Board and Khan Academy have a partnership to help students prepare for the SAT. By linking their College Board and Khan Academy accounts, students can create study plans based on their actual PSAT/NMSQT results. In our Mathematics and Literacy Skills and College Prep classes students created and linked the accounts.

College Entrance Exams

Colleges consider students' standardized test scores when making admissions decisions. In the last few years, private institutions have begun to move away from using these tests as criteria in the admissions process. This is partially due to current research that has concluded that students' high school grade point average is a better predictor of persistence in college than SAT and ACT scores. Despite these findings, public institutions in New York, continue to weigh these tests heavily in their admissions decisions.

Forty nine of our fifty juniors took the SAT at our school in the March and April, 2019 School Day administration. The NYC Department of Education (NYCDOE) paid for all juniors in public schools to take the test. The students have been using the College Board and Khan Academy resources to prepare to retake the exam in the fall of 2019. Since the NYCDOE instituted this policy, the number of our students who take the ACT has dramatically decreased. The accessibility of the SAT at our school accounts for this decrease. We hope to reverse this trend. We encourage students to take both tests in the spring semester of their junior year. They can gauge which exam is a better fit for them and prepare to retake it in the fall semester of senior year in an effort to raise their scores.

College Bound Classes

College Prep Section - 11th Grade

To help students begin to craft and finalize a postsecondary plan, eleventh graders took the Occupational Information Network's Interest Profiler. The Network is a free database containing information about careers

and employment sponsored by the US Department of Labor/Employment and Training Administration. Maura Malarcher had introduced this tool to students in the tenth grade. Students researched careers based on the results of the Interest Profiler including the type of preparation required to practice their craft.

Students learned about college admissions requirements and how to compare their admissions profile to the requirements of individual colleges. They were introduced to the factors they might want to consider as they make decisions (location, size, diversity of student body, etc.). Students began to research colleges.

Panels composed of seniors and alumni have shared how they went about researching and choosing colleges to which they would apply and how they made their final decisions. Juniors received advice about managing stress as they transition to senior year and to life after high school. Alumni spoke to students about what to expect in college and how to avail themselves of resources so they can be successful.

Senior Seminar

College Prep Section

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

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

The spring semester has been dedicated to easing students' transition to college. During the months of February and March the financial aid application was again the focus of class. Students learned to read and compare financial aid award letters. They examined and discussed their college acceptances and made final decisions. Students completed campus scavenger hunts to familiarize themselves with the resources in their college. They learned about the differences between the academic demands in high school and in college and how to manage living at home or in a dorm. We will also cover how to manage the stress of transitioning to the new stage in life and how to remain healthy and safe.

To support Maura Malarcher's work with students on writing a research paper, units on plagiarism and on evaluating web resources were covered.

Goals and Areas of Growth

- Learn to interpret the data received from the National Student Clearinghouse.
- Streamline systems in the College and Career Office to more efficiently serve students.
- Increase networking relationships with individual CUNY, SUNY, and private colleges.
- Improving data collection.

Literacy Skills/College Bound and Senior Seminar

Prepared by Maura Malarcher

Math and Literacy Skills Classes - New Developments

Last summer the CCO staff continued to research Growth Mindset theory and how these ideas could inform our work with students. Based on our findings, we spearheaded additional initiatives this year to help students develop a “growth mindset” with regard to their learning. These include the following:

NINTH GRADE

During September, October, and November, ninth graders completed a self-evaluation to provide themselves with baseline information on their mindsets. Then they were shown videos from the Student Course on *youcubed.org*, which provides information about neuroplasticity as well as other brain research connected to learning. Students also worked on challenging activities to measure their mindsets in action. At the end of the unit, students reevaluated their mindsets and opinions about learning, and reflected on how they could apply research on brain function in their studies.

TENTH GRADE

During fall semester, tenth grade completed activities based on geometry and algebra that were also published on *youcubed.org*, from the collection of tasks called “Week of Inspirational Math” as well as videos on the website about brain research. These videos explain the importance of taking on challenges and making mistakes to stimulate brain growth and learning. Students were encouraged to apply this understanding to their efforts in class.

Maura Malarcher and Ana Falla Riff made efforts this year to more fully integrate career exploration in the tenth and eleventh grades. Sophomores all completed the career survey on the website *My Next Move* and then researched three careers of their choosing.

ELEVENTH GRADE

Maura Malarcher revised the eleventh grade curriculum to include the Mathematical Mindset Algebra lessons that were just published on *youcubed.org* at the end of last summer.. From October to January, students worked on these activities, which were based on real-world problems and integrated visual diagrams, graphing, and algebraic equations.

Listed below are some student comments from a survey completed at the conclusion of the Algebra unit:

Aspects of the unit that students found helpful or enjoyable:

- I found the pattern exercises very helpful.
- The aspects of the unit that I found helpful and enjoyable were little games and creative projects, because they make the education/ learning experience enjoyable.
- The aspects of the unit that I found helpful was working with other people and also having visuals.
- I was able to visualize algebra in a way that I never have before. This can help me in the long run in problem solving in math.
- working with a partner I found to be very helpful. When I work alone and come across something that I don't know or understand I tend to be very stubborn and refuse to ask for help, but having a partner it was easier to ask for help
- I found that playing with our minds with hard problems improves our math skills.
- I found it useful to be able to find a pattern, create a X and Y table, and graph it and from this find an equation that correlates with the graph.

- In this unit, it forced me to think of more than one solution.
- I found that analyzing patterns were very useful because now, when I look at a pattern, I analyze the way it grows and it's very cool because now I am able to tell if it is linear or quadratic. Before, I couldn't tell how it grew!

Eleventh graders also completed a unit on Money Management, which included viewing the film *Spent*, a documentary about the financial challenges that many Americans face and how to avoid them. Students then constructed hypothetical monthly budgets based on the 50-30-20 financial plan outlined in *All Your Worth*.

In March the CCO Staff attended a workshop on Executive Functioning at the NYC Special Education Collaborative, and then read several books recommended by the instructor. As part of a pilot project to practice the coaching skills that we learned, each CCO staff member worked with several eleventh grade students in order to evaluate their executive skills. For several students, especially those at risk, this work entailed meeting with individual students three times. During an initial meeting, the coach interviewed the student and assessed their strengths and areas of opportunity for improvement. Then, during a second meeting, the student and coach reviewed the assessment and came up with a goal for improvement and action plan. During a third meeting, the student and coach reviewed the student's progress in meeting their goals.

Finally, students are currently being surveyed about the efficacy executive skills coaching in helping them improve their skills. Listed below are some of the comments by students who have completed the assessment:

- I was able to view and analyze my strengths and weaknesses, and learn to build a habit to help get rid of these weaknesses
- Opened my eyes to why things weren't working out for me and made me more aware of the kind of person I am
- It helped me map out and clearly see what it is that I have to do to succeed
- It is going to [help me] create newer and fresher goals and adapt successful habits
- I found out that I am a person with many ideas and starting on one of my ideas is really hard for me, but if I apply myself and make a goal, I will be able to achieve more and not stress as much

TWELFTH GRADE

The work we have done on Growth Mindset and Executive functioning also informed our instruction with seniors. During the fall semester, in an effort to help students focus and manage their time effectively, students created weekly goals. Next year, based on what we have learned about coaching executive skills, we plan to refine this process further by helping seniors apply their grasp of executive skills to the college application process.

Once again, seniors spent spring semester completing ten-page research papers. The claims that students argued in their papers this year include the following:

- The New York State Education Department should eliminate the Regents examinations.
- The federal government should terminate the Muslim travel ban.
- The American Dental Association should oppose the use of mercury amalgams.
- The federal government should increase funding for early intervention programs.
- The federal government should oppose the death penalty.
- The NBA should make a four-point line.
- The federal government should increase spending on opioid addiction treatment.

In an effort to help students understand the importance of high school starting from the ninth grade, we added digital portfolios to the class requirements in Math and Literacy Skills classes for grades 9-11. During several class periods this year, CCO staff assisted students in grades 9-11 to create these portfolios to chart their progress in school and reflect on their growth. Students began tracking their credits and grades online, and evaluated their progress toward graduation. Lessons were added to the curriculum that connected goal setting to brain research, and students in every grade drafted long-term and short-term goals.

The digital portfolio requirements were adapted to the areas of focus for each grade to include:

- Ninth grade - reflective writing about how positive behaviors and attitudes support success in classes.
- Tenth grade - exploratory writing and reflection with regard to career interests.
- Eleventh grade - reflective writing based on in-depth career and college research.
- Twelfth grade - reflective writing envisioning a future self.

Based on brain research, explanations of steps to conduct research were presented in a more interactive format, with examples and models used to illustrate principles. For example, Maura guided students through an example paper based on the claim that “The US government should ban nuclear weapons,” writing collaboratively with students in class to help them better understand data collection and paragraph construction. Students applied these research strategies to complete their own papers based on their selected claims.

ARTIFACTS:

- Parent workshop slides and handouts
- One section from draft of unfinished research paper by one of our senior (papers are due June 10th).

Junior Year - Getting Ready for Graduation

A Tool Kit



College and Career Office

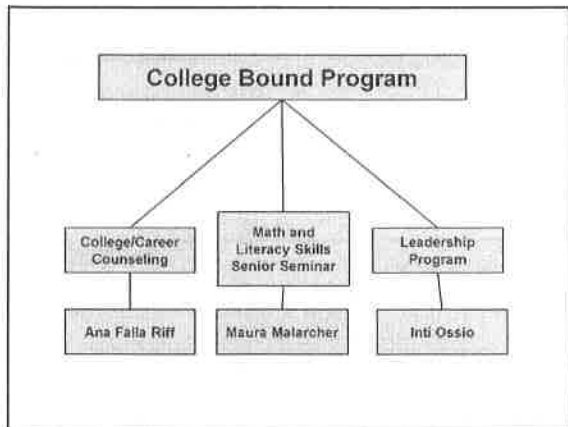
Goals for this evening

- Review calendar for Junior Year
- Outline criteria for College Admissions
- Transcript review
- Presentation on Letters of Recommendation
- Resources and homework requirements

Activity: Discuss with others at your table

What strategies can parents use to help their children be successful in school?





College and Career Office's role

- Ease students' transition to high school
- Engage them in self-exploration
- Inform them about postsecondary options
- Connect them to resources
- Prepare them to transition to life after high school
- To engage parents in postsecondary planning

Junior Year Calendar



What Colleges Want



College Admissions Criteria

College Freshman Profile	Student Profile
Grade Point Average	Grade Point Average
Rigor of Courses (Honors/AP/College)	Rigor of Courses (Honors/AP/College)
Standardized Testing SAT I SAT II (Subject) ACT with Writing Component	Standardized Testing SAT I SAT II (Subject) ACT with Writing Component
Community Involvement Leadership Programs Volunteer Work Internships	Community Involvement Leadership Programs Volunteer Work Internships
Personal Statement	Personal Statement
Letters of Recommendation Teachers School Report - Counselor Community Member	Letters of Recommendation Leadership Programs Volunteer Work Internships

Holistic Review

"Decisions are not based solely on one aspect of your application. Rather, we review your essays, letters of recommendation, extracurricular involvements, and yes, those numbers like GPAs and standardized test scores... At the end of this process, our goal is to bring together a class of dynamic, diverse and academically engaged students."

-Adapted from William and Mary

What support systems can parents put in place to ensure their child's academic success?

- [Graduation Requirements](#)
- [Understanding your child's transcript](#)
- [Is my child on track to graduate in June 2020?](#)
- [Transcript worksheet](#)

If my child is not on track, what do I do?

Please make an appointment to meet with Victor Motta - victormotta@rencharter.org

Letters of Recommendation

Most colleges require students to submit letters of recommendation as part of their college application. These letters can then be utilized by colleges as part of their holistic review of each student.

Letters of recommendation

- [The Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Rights of Access to College Letters of Recommendation](#)
- [Sample letter of recommendation form](#)

Resources

Standardized Testing

[The College Board - PSAT/SAT/AP](#)

[The ACT](#)

Test Preparation

[Kahn Academy](#)

College Research

[The College Board](#)

[College Navigator](#)

[Fairtest](#) - Test Optional Schools

MONTHLY HOMEWORK ASSIGNMENTS

ALL JUNIORS ARE REQUIRED TO COMPLETE A MINIMUM OF FIVE HOURS OF KHAN ACADEMY SAT PREPARATION EACH MONTH FOR LITERACY SKILLS HOMEWORK !!!

IF YOU NEED ASSISTANCE


- Ana Falla Riff
 - 718-803-0060 ext. 315
 - anafallariff@rencharter.org
- Inti Ossio
 - 718-803-0060 ext. 314
 - intiosslo@rencharter.org
- Maura Malarcher
 - 718-803-0060 ext.314
 - mauramalarcher@rencharter.org
- Pierina Arlas
 - 718-803-0060 ext. 118
 - pierinaarlas@rencharter.org

My Child is a Senior
Survival Kit



Agenda

- Introductions
- Raffle
- Share
- Admissions Criteria
- Application Process
- The CUNY Application
- Resources



Share

- What are you looking forward to now your child is a senior?
- What are your concerns?
- What are some of the questions that you hope will be answered tonight?

The Role of the Family in the College Application Process

- Go out and visit college campuses.
- Help your child stay as organized as possible.
- Help your child keep the process in perspective.
- Smile, have fun, and enjoy your time together.



The application process



College Admissions Requirements

- Grade Point Average (GPA)
- Rigor of courses (honors, AP, college-level)
- Standardized tests
 - SAT I (Reasoning Test)
 - SAT II (Subject Tests)
 - ACT
- Extracurricular activities
- Personal statement (Essay)
- Letters of recommendation
 - Counselor
 - Teachers
 - Community members

What college is best for me?

- Type of School
- Type of degree
- Admissions criteria
- Majors/programs
- Location
- Size
- Affordability



Creating a "realistic list"

A Realistic list consists of:

- Colleges students have thoroughly researched
- Approximately 9-12 colleges/universities that "fit" academically, socially, and financially

Creating a "realistic list"

LIKELY = student's academic profile is significantly stronger than the average freshman.

TARGET SCHOOL = student's academic profile is similar to the average freshman profile.

REACH = student's academic profile is not as strong as the average freshman profile.

DREAM = student's academic profile is significantly below the average freshman profile.

Opportunity Programs

Requirements

- Student has demonstrated academic promise
- Student meets financial requirements
- Students meet the academic requirements

Opportunity Programs

Examples:

- City University of N. Y. (CUNY) - SEEK (four year colleges)
- CUNY - College Discovery (two year colleges)
- State University of N.Y. (SUNY) - Educational Opportunity Program (EOP)
- Private - Higher Education Opportunity Program (HEOP)

Financial eligibility requirements

CU.N.Y Information from FAFSA

S.U.N.Y. See chart

Private Schools - Check school's website

S.U.N.Y.
Educational Opportunity Program (EOP)

EOP Income Guidelines* 2019-20

Household Size (including student if household)	Total Annual Income in Calendar Year
1	\$ 22,459
2	30,451
3	38,443
4	46,435
5	54,427
6	62,419
7	70,411
8	78,403*

*Up to \$3,000 for each additional household member of a size of eight.

S.U.N.Y.
Educational Opportunity Program (EOP)

Exceptions to Income Guidelines

- > The student's family is the recipient of Family Assistance or Safety Net payments through the New York State Office of Temporary and Disability Assistance; or through a county Department of Social Services; or Family Day Care payments through the New York State Office of Children and Family Assistance.
- > The student is in foster care as established by the court;
- > The student is a ward of the court or county.

CUNY Admission Profile: Freshman Fall 2018

**Activity:
Creating a CUNY List**

CUNY'S College readiness requirements

Reading and writing - one of the following:

- SAT - Evidence-Based Reading and Writing (EBRW) - 480
- ACT English Score of 20 or higher
- NY State English Regents score of 75 or higher

CUNY'S College readiness requirements

Mathematics - One of the following:

- SAT Math Section - score of 530 or higher
- ACT Math score of 21 or higher
- NY State Regents:
 - Common Core Regents:
 - Score of 70 or higher in Algebra 1 or
 - a score of 70 or higher in Geometry or
 - a score of 65 or higher in Algebra 2

If you need assistance

- Ana Falla Riff
 - 718-803-0060 ext. 315
 - anafallariff@rencharter.org
- Int'l Osslo
 - 718-803-0060 ext. 314
 - Intlosslo@rencharter.org
- Maura Malercher
 - 718-803-0060 ext.314
 - mauramalercher@rencharter.org
- Pierina Aries
 - 718-803-0060 ext. 118
 - plerinaaries@rencharter.org

The Renaissance Charter School

The Family Educational Rights and Privacy Act (FERPA)

RIGHTS OF ACCESS TO COLLEGE LETTERS OF RECOMMENDATION

Waiver of Right to Inspect and Review School Counselor/Teacher Statement or Letter of Recommendation Regarding College, Scholarships, Honors, Special Programs & Employment Applications

Colleges and universities prefer that teacher/counselor evaluations, statements and letters of recommendation be confidential. Colleges generally believe that recommendations written with this understanding are more candid and honest. Therefore, those recommendations have more merit and carry more weight in the admissions process than recommendations which parents and students can access. Similarly, scholarship, honors and special program selection committees, as well as future employers prefer recommendations which honestly reflect the individual. In accordance with this sentiment, we encourage all students/parents requesting letters of recommendation to waive the student's/parents' right to inspect and review confidential letters and statements of recommendation by completing the waiver portion of this form below.

Please select one:

- I waive my right to review all recommendations and supporting documents submitted by me or on my behalf.
- I DO NOT waive my right to review all recommendations and supporting documents submitted by me or on my behalf.

Please check:

- I understand that my decision pertains to all colleges/programs to which I apply and that my selection on this document cannot be changed once I request my recommendation.

Print Name of Student


Print Name of Parent/Guardian

Student Signature

Parent/Guardian Signature

Date

Date




Higher Education
Services Corporation

Student Financial Aid
What Students & Parents
Should Know


What is Financial Aid?

- Financial aid helps pay the cost of attending college
- Financial aid may awarded based on
 - Financial need (need-based)
 - Other criteria, such as academic or athletic ability (merit-based)




Different Types of Aid

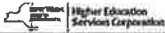
- Scholarships } *Free Money*
- Grants
- Work Study } *Self-help aid*
- Loans



FAFSA.gov


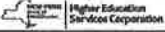


- 2019-20 application is available starting October 1st




Before Applying for FAFSA: The FSA ID

- Student and at least one parent each obtain Federal Student Aid ID (FSA ID) at **FSAID.ed.gov**
 - Used to access and electronically sign FAFSA

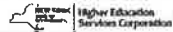
Questions the Student Answers on FAFSA

- Demographic info (name, address, etc.)
- Eligibility for aid and dependency status
- Names of up to 10 colleges student is applying to
- 2017 tax return info and income, if applicable
- Asset values, if applicable



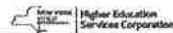
FAFSA: Common Question

- If parents are divorced or separated, and not remarried, which parent needs to provide their information and income?
 - The custodial parent, based on who the student resided with the most over the previous 12 months
 - Non-custodial parent's info is not required



FAFSA: Common Question

- What if both parents are living together but file taxes separately?
 - Both parents are required to report their information and income
- What if a custodial parent is remarried?
 - The stepparent must provide their information and income along with the student's parent



FAFSA: Confirmation Page



- Review carefully for
 - Estimated Expected Family Contribution (EFC)
 - Federal student aid estimates
 - Next steps



NYS Student Aid Programs

- Tuition Assistance Program (TAP)
- Excelsior Scholarship
- Enhanced Tuition Award
- STEM Incentive Program
- More programs and info at hesc.ny.gov



NYS Tuition Assistance Program (TAP)

- Provides undergraduate students with grant funding to help pay tuition at colleges in NYS
 - Need-based, up to \$5,165/year
 - Full-time and part-time study
 - Based on 2017 NYS income tax information



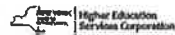
Excelsior Scholarship

- Provides full in-state tuition coverage for students attending SUNY or CUNY
 - Less Pell, TAP, or other aid covering tuition
- Applicants for 2019-20 must have combined federal adjusted gross income of \$125,000 or less for tax year 2017
- Must file FAFSA and NYS TAP applications prior to applying



Applying for Institutional Aid

- Depends on each college's requirements
 - Admissions application for merit-based awards
 - FAFSA for need-based institutional aid
- Does the college require the CSS Profile?
 - Available starting October 1st at CSSProfile.org
 - Requires a fee but fee waivers may be available



What is the CSS Profile?



- More detailed questions
- Collects asset values excluded by FAFSA
 - Home
 - Retirement accounts
- Non-Custodial Parent Supplement



Research College Financial Aid Websites



Financial Aid Tips

- Apply for private scholarships now!
- Review/update your list of colleges on the FAFSA, TAP application
- Respond quickly to any request for missing information, verification
- The financial aid office is the best place to get questions answered



Questions?

NYS Higher Education Services Corporation
99 Washington Avenue
Albany, NY 12255

HESC.ny.gov

1-888-NYSHESC (1-888-697-4372)



Creating a CUNY LIST

LIKELY = your academic profile is significantly stronger than the average freshman

TARGET = your academic profile is similar to the average freshman profile

REACH = your academic profile is not as strong as the average freshman profile

DREAM = your academic profile is significantly below the average freshman profile.

My GPA: _____

My SAT scores: _____

I am eligible for SEEK/College Discovery: YES NO

	School Name	HS Average	Mean SAT (ERW & M)
LIKELY			
LIKELY			
TARGET			
TARGET			
REACH/DREAM			
REACH/DREAM			

DIPLOMA REQUIREMENT WORKSHEET

Date Student Entered 9th Grade: _____

Expected Date of Graduation: _____

Student Name: _____

Subject Area:	Minimum Credits	1	2	3	4	5	6	7	8	Total
English:	8	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	
Social Studies:	8	(1) Global 1A	(1) Global 1B	(1) Global 2A	(1) Global 2B	(1) U.S.H. A	(1) U.S.H. B	(1) Economics	(1) Government	
Math:	6					(1) Beyond Algebra	(1) Beyond Algebra			
Science:	6	(1) Life Science	(1) Life Science	(1) Physical Science	(1) Physical Science	(1) Life or Physical	(1) Life or Physical			
Language Other Than English (LOTE): *	2	(1)	(1)							
The Arts:	2	(1)	(1)							
Health:	1	(.5)	(.5)							
Physical Education:	4	(.5)	(.5)	(.5)	(.5)	(.5)	(.5)	(.5)	(.5)	
Electives:	7	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	
Total:	44									

* Students earning an Advanced Regents diploma are required to earn 6 LOTE credits.

EXAM REQUIREMENTS:

Use your transcript to fill out your highest exam scores in each subject area. Students pursuing a Regents diploma must earn a score of 65 or higher on each Regents exam. Students eligible for Safety Net-flexibilities must earn a score of 55 or higher on each Regents exam to earn a local diploma. Please talk with your Victor Motta if you have questions about exam requirements or flexibilities.

Subject Area	Name of Exam or Approved Alternative	Number of Attempts	Met Requirement?	Highest Score	Additional Notes
English					
Social Studies					
Math					
Science					
+1 Option					

*Students may fulfill the +1 option by earning a passing score on an additional Regents exam or State-approved alternative. Please talk to Victor Motta about the availability of other assessments and learning experiences that may be used to fulfill the +1 option.

Additional Exams, for Advanced Regents Diploma ONLY					
Subject Area	Name of Exam or Approved Alternative	Number of Attempts	Highest Score	Met Requirement?	Additional Notes
Math (2 of 3)					
Math (3 of 3)					
Science (2 of 2)					
NYC LOTE Exam					

College Freshman Scavenger Hunt

The first year of college can be an exciting time that will require you to step out of your comfort zone. Knowing what support systems are available to you on campus will help ease your transition.

Using the college's/university's website, find the resources you can use to help you navigate the campus.

Question	Resource	Location
Where can I find the student handbook?		
Academic Advising		
Who do I talk to about courses I need to take and how to register?		
Where do I register for classes?		
Where do I go to add/drop classes?		
Where can I find the deadlines for registration and for changes in schedule?		
Where can I find the graduation requirements?		
Does my college have a credit/graduation tracker? If yes, what is it and where can I find it?		
How many credits do I need to graduate?		
How many credits are general education?		
When do I need to declare a major?		
Where can I find the courses that I need for my major?		
Where can I find out about travel abroad		

opportunities?		
What are the requirements to be in good academic standing?		
What is academic probation and how would I be put on it?		
What is the school's academic honesty/dishonesty policy?		
Financial Aid		
Where do I go when I have questions about my bill?		
Where do I go to discuss/get help with my financial aid?		
Where can I find scholarships the college offers?		
Who do I talk to about my loans?		
What are the requirements for keeping my financial aid?		
How can I find a work study job on campus?		
When and where do I get my work study check?		
Who do I talk to about getting emergency aid?		
How do I pay for classes and other fees?		
Tutoring, Mentoring, Support Programs		
Who do I speak to if I am struggling academically?		

Where can I get help with my writing?	
Where can I get help if I am struggling in a particular class?	
What services are available to minority students?	
Where can I learn about mentoring programs?	
What services are available for students with <u>disabilities</u> ?	
What are the services available to first generation students?	
Student Life	
Where can I find a list of campus clubs and organizations?	
Where can I find volunteering opportunities?	
Where can I find out about intramural sports?	
Who do I talk to about campus security?	
If I am on campus late, is there someone who can accompany me to the train/my car/dorm?	
Health and Counseling Services	
Where do I go if I get sick?	
Where do I find a counselor if I am having emotional difficulties?	
If I am having trouble coping with school, who can help me?	
Who do I talk to about drug/alcohol addiction	

problems?		
How do I report a crime?		
Where can I get rape counseling?		
Career Counseling		
Where can I get career counseling?		
Who do I talk to about internships related to my major?		
Where can I get help finding a job?		
Housing		
Where do I learn about housing options?		
Who do I talk to about changing rooms?		
Who do I talk to about repairs?		
Who do I talk to if I am having problems with my roommate?		
Where can I find the regulations I need to follow if I dorm in school?		
Other		
Where can I find the school's disciplinary code?		
What behaviors can lead to disciplinary action? Name three and the consequences for each behavior?		

Resources for Student with Special Needs

Below you will find questions to ask as you prepare for your transition to college.

Office/Center for Students with Disabilities	Location:	Telephone #:	Website:
How is the office staffed?	Full time:	Part time:	Hours:
Types of Services and Accommodations Needed			
Types of Services and Accommodations Offered			
How do I obtain services?			
What documentation do I need to provide the college when requesting accommodations?			
Whom do I ask for the documentation?			
Who has access to my documents at the college?			

How are faculty informed about accommodations?			
Is there an orientation for students with disabilities?		If yes, when does it take place?	
Who supervises the accommodations?	Student Disabilities Services Office?	A member of the faculty?	Testing Center?
Are there student groups on campus for students with disabilities?			
Who coordinates services for students with 504s?			
What is the grievance procedure if I do not receive the services I am entitled to?			
Is there tutoring specifically geared to students with disabilities?		Is there a charge for the services?	
What are the policies regarding disability services?			

Resources:

National Center for College Students with Disabilities

<http://www.nccsdonline.org/>

DREAM (Disability Rights, Education Activism, and Mentoring)
<http://www.dreamcollegedisability.org/>

A national organization for and by college students with disabilities, supported in our work by our sponsoring organization, the National Center for College Students with Disabilities (NCCSD) and based at the Association on Higher Education And Disability (AHEAD).

DREAM is open to higher education students of all types, including graduate students, part-time students, and those who are auditing higher education courses. It is open to students of all ages with any kind of disability, culturally Deaf students, and nondisabled students who are our allies and peers. We explicitly include people who have traditionally been marginalized or under-represented in the disability or higher education communities.

We strongly advocate for disability culture, community, and pride, and hope to serve as an online virtual disability cultural center for students who want to connect with other students.

TRCS College and Career Bound Office

Preliminary Leadership Program Report for the Board of Trustees

Academic Year 2018-2019

Prepared by Inti Ossio

Outline:

Mission of the TRCS Leadership Program

Leadership Program Coordinator - Inti Ossio

Leadership Program Requirements 2018-2019

Enrollment

Enrollment Statistics

Enrollment Statistics Analysis

2018-2019 Program Highlights

Goals and Initiatives for 2019-2020

Program Development

Goals Proposed for Academic Year 2019-2020

Areas of Growth Academic Year 2019-2020

Goals and Initiatives for Academic Year 2019-2020

2018-2019 Process

This year the CCO did extensive research over the summer about theories related to Growth Mindset. As part of our work, we continued to explore non-cognitive factors that affect student academic performance, such as socio-economic class and race. We also examined ways to measure and improve the executive skills of both ourselves and our students

In the fall, during one-on-one's with all students, Inti Ossio met with every individual high school student to review their interests for the future, as well as their strengths and weaknesses. Based on these interviews as well as results of a student survey, Ms. Oio assigned ninth and tenth grade students to leadership programs within the school. She also provided guidance to junior and seniors in selecting leadership programs outside the building. When these programs required essays and/or interviews, Inti and other CCO staff members helped students submit applications and prepare for interviews.

At the beginning of spring semester, Inti Ossio met with students who wanted to change their leadership program to help them make an appropriate selection.

Program Highlights

Career Day

Career Day was held in May 2019. We had a total of sixteen presenters, 7 of which were alumni. The remaining 9 included a current teacher, family, and friends of teachers and other local community members. We had a total of 4 panels and 6 individual presentations. The panels included Fashion, Media and Marketing, Youth Development and Empowerment and Choosing a Career Path. The individual presentations included Wildlife and Environmental Justice, Construction and Engineering, Writing and Teaching, and Law Enforcement. We allowed students to choose their top 5 choices and students had the opportunity to attend 3 workshops of their choice during the event.

We gathered a lot of really great feedback from this year's event and hope to invite many more alumni next year.

Mentoring Project

As part of the implementation of the College Bound Dissemination Grant, the College and Career Office began doing research to learn more about how students executive functioning skills impact their abilities to succeed in school.

2018-2019 Requirements for All High School Students

I. Grading Rubric Requirements -

- A. All students are required to complete all of the following as part of their Leadership Program grade.
 1. One-on-one interview - 25%
 2. Enrollment form 10%
 3. Attendance / Time log (27 hours) - 40%
 4. Self-evaluation reflection - 15%
 5. Supervisor Evaluations - 10%
- B. Each student must complete and hand in items 1-4 in order to pass and receive a "satisfactory" mark on their transcript by the end of the fall and spring semesters.

II. 9th Grade Students -

- A. Ninth and tenth graders participate in leadership programs within the school. These programs are generally scheduled on Wednesday afternoons or after school.
- B. Leadership program choices available for ninth and tenth graders include:
 1. Urban Word
 2. Careers in Art

3. Jazz Band
 4. Tech team
 5. Black Lives Matter Practicum
 6. Sadie Nash Young Women's Leadership
 7. Global Kids 2, Digital Media Program
 8. Engineering for Kids, Coding
 9. Engineering for Kids, Game Design and Robotics
 10. Learning About Business
 11. TREA (Teens for Racial and Ethnic Awakening)
- C. Alternatively, students have the option to intern with TRCS staff in various roles that include assisting classroom teachers with admin work and TA-ing, volunteering in after-school programs, and taking on leadership roles within clubs.
- D. During the 2018-2019 school year, ninth graders were scheduled as follows:
1. 100 participated in partner programs
 2. 0% participated in programs outside of TRCS
- III. 10th, 11th and 12th Grade Students -**
- A. Students in these grades participate in leadership programs at TRCS or outside of the school for a minimum of 27 hours each semester.
-

2018-2019 Enrollment

Programs Outside TRCS

In the Fall and Spring semesters, students participate in numerous programs, ranging from leadership development to assisting teachers with grading and tutoring. The list below highlights programs and organizations outside of TRCS that our students attended during the academic year 2018-2019. We see our students as ambassadors of our school to the community; participating in new programs opens doors for the students themselves and for future generations at TRCS. 23 of 37 programs are new programs and the remaining 12 are programs our students have participated in in the past.

New Programs:

1. Regal Heights Rehabilitation Center
2. Tech 360
3. Bengal, Cohen and Falconetti Law Office
4. IS 230, Middle school
5. NYU Law Institute
6. Adhikaar
7. Queens Public Library

8. NYU High School Law Institute
9. Gottschee Soccer Club
10. Delta Airlines
11. UNITY Theatre
12. College Now, Action Now!
13. NYC Road Runners
14. IS 145, Middle School
15. Queens Community House
16. Urban Ambassadors
17. El Renuevo Church
18. Law Office of Mahipal Singh
19. Alka Ballet School
20. NYU Dentistry
21. Aeffe USA
22. Bridge Up STEM
23. College Now Ambassadors

Returning Programs:

24. Margaret Tietz Nursing and Rehabilitation
25. New York Presbyterian Hospital
26. Dena's School of the Arts
27. AMNH Lang Science Program
28. Roosevelt Island Marlin Swim Team
29. New York Presbyterian Hospital
30. The New York Sewing Center
31. St. Joan of Arc Basketball team
32. Cali Salsa
33. Cornell Weill HPREP
34. NYU Science and Technology Entry Program
35. Sadie Nash Community Action Placement
36. District 75

Programs by Outside Organizations at TRCS

1. TREA (Teens for Racial and Ethnic Awakening)
2. Engineering for Kids, Robotics
3. Engineering for Kids, Game Design
4. Global Kids, Digital Media Program
5. Sadie Nash Leadership Program
6. Urban Word

7. Learning About Business
8. Jazz Band

What Students had to say about their outside Leadership Programs:

"I learned so much from my leadership program at a local human rights promoting nepali community organization. I have been interested in social justice for a long time but didn't know where to start. Inti spoke to me about Adhikaar and I have learned so much. I can't wait to talk to other people about the work our community does and study something related in college."

"I am able to experience first hand what doctors and nurses do, which gave me the opportunity to know what my career in the medical field would look like. I would highly recommend volunteering at hospitals as I did. There are so many different departments you can work under."

"My internship at LaGuardia airport gave me a better understanding of where I want to go in my career. I learned so much check-in and baggage. It made me think about all of the different possibilities. It gave me the opportunity to see what possible career I would want to pursue in aeronautics."

Programs and Positions at TRCS

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

Programs:

1. Careers in Art Assistant, *Robert Evangelista*
2. High School Newspaper, *Jose Mane*
3. Tech Team, *Curtis Anderson*
4. Math Club, *Erin Chae*
5. Writing Center, *Shahreen Islam*
6. District 75, *Maryellen Barns*
7. School Production, *Curtis Anderson*

Positions:

1. Global History, *Jose Mane and Pierre Dizon*
2. High School Environmental Science, *Joanne Ristau*
3. High School Biology TA, *Yaacov Levy*
4. Spanish Department, *Lisjane Gaviria*
5. Basketball Coaching, *Alexander Smith*

6. HS US History/Government Intern, *Thandi Guimaraes*
7. HS ELA, *Nicole Jollon, Elinora Owen-Fardig, and Shahreen Islam*
8. HS Math, *Natalie Kurzyna, Erin Chae and Adrian Co*
9. Homework Center Math Tutoring, *Dhariana Mojica*
10. Spanish, *Marta Bolivar*
11. College and Career Bound Office, *Ana Falla-Riff and Inti Ossio*
12. The Learning Center, *Lisa Burns*

What Students had to say about their TRCS Leadership Programs in 2018-2019:

"I am a shy person and my leadership program helped me see that speaking up and sharing what I think is important and that the more I do it and practice the less scary it is. I am more eager to take initiative in group projects and participate in class. The more I learn about feminism, the more I feel like I am becoming myself."

"It was a rewarding experience knowing that I can help someone who is struggling with writing and learn so much about my own as I am supporting them. As someone who loves words, this leadership program has heightened my enthusiasm for writing."

"What I love about this program is that unlike English class, where I learn a lot, there is no structure. We are able to freewrite and write things as they come to us. Then we learn about craft and how to fix them and make them better."

Enrollment Statistics

Leadership Program Enrollment 2018-2019

	Class of 2019 [Seniors] 52 Students	Class of 2020 [Juniors] 50 Students	Class of 2021 [Sophomores] 55 Students	Class of 2022 [Freshmen] 57 Students
Positions at TRCS	21.1%	14%	15.7%	3.5%
Programs at TRCS	15.3%	6%	12.7%	17.5%
Outside Programs at TRCS	19.2%	46%	54.5%	78.9%
Outside Programs	36.5%	28%	14.5%	0%
*Not Enrolled	9.6%	6%	0%	0%

***NOTE:**

- In the **Class of 2019**, (3.8%) 2 students were exempt from participating in the Leadership Program at the discretion of the High School Intervention Team.

Leadership Program Enrollment 2017-2018

	Class of 2018 [Seniors] 50 Students	Class of 2019 [Juniors] 53 Students	Class of 2020 [Sophomores] 54 Students	Class of 2021 [Freshmen] 58 Students
Positions at TRCS	10%	5.66%	16.66%	0%
Programs at TRCS	26%	26.41%	20.37%	8.62%
Outside Programs at TRCS	14%	15.09%	57.4%	91.37%
Outside Programs	46%	49.07%	5.5%	0%
*Not Enrolled	4%	3.77%	0%	0%

***NOTE:**

- In the **Class of 2018**, (4%) 2 students were exempt from participating in the Leadership Program at the discretion of the High School Intervention Team
- In the **Class of 2019**, (3.77%) 2 student were exempt from participating in the Leadership Program at the discretion of the High School Intervention Team

Leadership Program Enrollment 2016-2017

	Class of 2017 [Seniors]	Class of 2018 [Juniors]	Class of 2019 [Sophomores]	Class of 2020 [Freshmen]
Positions at TRCS	40.3%	30%	35%	11%
Programs at TRCS	21.1%	26%	7%	0%
Outside Programs at TRCS	15.3%	39%	57%	89%
*Not Enrolled	23%	1.8%	0%	0%

***NOTE:**

- In the **Class of 2017**, (23%) 12 students were exempt from participating in the Leadership Program at the discretion of the High School Intervention Team
 - In the **Class of 2018**, (1.8%) 1 student was exempt from participating in the Leadership Program at the discretion of the High School Intervention Team
-

Enrollment Analysis

Leadership Program Results - Fall Semester

**Students who are exempt from fulfilling the Leadership Program requirement are not included in the percentages below; rather, students who are exempt are listed on the last column.

	Students who received a Satisfactory grade for LP	Students who received an Unsatisfactory grade for LP	Students exempt from the Leadership Program Requirement
9th Grade	100%	0%	0
10th Grade	83.7%	16.3%	0
11th Grade	86%	14%	0
12th Grade	90.3%	9.6%	2

Leadership Program Results - Spring Semester

Student information regarding % of students who completed the Leadership Program in the Spring semester is currently unavailable.

Goals and Initiatives for Academic Year 2018-2019

Program Development

Class of 2018 [Seniors]

1. At least 60% of Seniors will participate in career-related internships.

Class of 2019 [Juniors]

1. At least 50% of Juniors will participate in career-related internships.

2. Assess the Leadership Program experiences throughout high school as part of their College and Career Portfolio.

Class of 2020 [Sophomores]

1. At least 40% of Juniors will participate in career-related internships.

Class of 2021 [Freshmen]

1. At least 85% of students will participate in programs run by outside organizations at TRCS.

Goals for 2018-2019

- Transfer all data to electronic documents
 - Continue making presence in the classroom
 - Assist students in creating a career portfolio that reflects their interests or passions
 - Continue to help students explore their interests and envision a future for themselves
 - Continue forwarding programs to students in the high school about Leadership or Career-related topics
 - Provide students with opportunities that help build their self-confidence and hone their self-advocacy skills
 - Increase student access to information about career options as they explore what success means to them individually.
-

THE RENAISSANCE CHARTER SCHOOL LEADERSHIP PROGRAM - 2018-2019 SCHOOL YEAR

STUDENT LAST NAME:	GRADE:	<input type="checkbox"/> RESUME <input type="checkbox"/> COVER LETTER	DATE:
STUDENT EMAIL:	STUDENT CELL PHONE #:		

1. What are your interests? Specific careers, majors, subjects:

2. What Leadership Programs have you participated in? (cover letter and resume)

3. What clubs, programs, classes relate to your interests?

4. What specific strengths and skills do you have?

5. What skills or strengths would you like to learn or develop?

-
-
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NOTES: Are there specific programs, clubs, activities you plan on participating in that will add to your responsibilities?

LEADERSHIP PROGRAM FOR THE FALL OF 2017	
LEADERSHIP PROGRAM FOR THE SPRING OF 2018	

THE RENAISSANCE CHARTER SCHOOL
CAREER DAY SURVEY

GRADE: _____

FIRST NAME: _____ LAST NAME: _____

Career Day is around the corner, Thursday, May 23rd from 8:20-11:50 am. Below is a list of presenters and their careers.

Please write 1, 2, 3 or 4 next to your top 4 choices. 1 being your first choice.

_____ WILDLIFE AND ENVIRONMENTAL JUSTICE

Mayra Bermeo. Wildlife Rehabber, Wild Bird Fund. The fund is the only wildlife center in NYC. Mayra is responsible for the care and rehabilitation of sick or injured wildlife before they are released back into the wild. Mayra's focus is on animal welfare and environmental justice.

_____ MEDIA, MARKETING AND CLIENT RELATIONS

Alexis Ponzo. Senior Client Relationship Manager, Cartier. Cartier is a French luxury goods corporation which designs, manufactures, distributes, and sells jewelry and watches. Alexis oversees all the client marketing communications, client development and client insights for Cartier in North America.

Vinson Sanders. Digital Content Manager, Brut Media. In charge of editorial strategy for the Brut. Media website and mobile apps. Decides on featured videos and timely playlists daily and weekly. Creates the editorial content that accompanies videos. Responsible for making sure that the website is search engine optimized - increasing the quality and quantity of website traffic. Vinson served as the social media champion for several companies and organizations such as Sirius/XM Satellite Radio, and Puffcorp.

Caty Bennett Gray. Account Director, KWL Global Management. Caty is a Public Relations and Marketing professional. KWL is a public relations/marketing brand strategy agency that works with entertainers, athletes, and models. Caty runs the consumer/lifestyle practice. She works on a wide variety of brands, including IRONMAN, Amway, and West Elm. KWL works with the media to get clients in the news, it develops influencer campaigns and handles branding/marketing efforts.

_____ SOCIAL JUSTICE PANEL

Lorena Duarte. Attorney, Hang & Associates, PLLC. Lorena practices employment litigation. Her firm represents employees who are not paid correct minimum wage or overtime, or suffer from work discrimination. They also provide defense services for employers who have been sued. As a Spanish-speaking attorney, she handles all the cases in the firm with Latino plaintiffs or defendants.

Adriana Escandon. Worker Center Director, Workers Justice Project BK. Adriana oversees the organizing work of the Center. The Project addresses the racial and economic injustice that day laborers and domestic workers face in unregulated work industries like construction and housekeeping. Adriana has been an organizer for over a decade and her experience allows her to train and supervise organizers with the aims of supporting them to create collective power and fight injustice both where they work and live.

Josué Argüelles. Coordinator of Community Engagement, A Call to Men. A Call to Men is a national violence prevention organization providing training and education for men, boys, and communities. Josue is responsible for facilitating the Healthy Manhood and Masculinity Collaborative of NYC. He works with community partners, agencies and academic institutions to engage men and boys in preventing and ending all forms of violence against ALL women and girls. His goal is to strengthen enforcement strategies and deepen community and government agency collaboration to promote gender equity and healthy attitudes and behaviors of masculinity.

____ YOUTH DEVELOPMENT AND EMPOWERMENT

Keith Byam. Program Manager of Career Success, The Opportunity Network. OppNet connects students from historically underrepresented communities to college access and success, internships, career opportunities, and personal and professional networks. Keith oversees OppNet's Internship Program, placing students in summer opportunities, manages employer and partner engagement. He also manages employer and partner engagement. Keith chairs the process of Career Success content across six years of the OppNet Fellows program. Keith previously served as the Education Director for the Boys' Club of New York and Abbe Clubhouse where he managed education initiatives.

Bonnibel Rosario. College Coordinator. Sadie Nash Leadership Program. Sadie Nash promotes leadership and activism among young women. Bonnibel supports college and post-secondary planning of juniors and seniors. She facilitates program classes and helps build community and create spaces for challenging conversations. After doing Public Allies AmeriCorps working at Immigrant Movement International on political education and immigration, she joined Sadie Nash to work on college access because of her challenging experience at a predominantly White institution.

____ TECH AND FINANCE

Christian Thomas. Head of Credit & Treasury IT, Hartree Partners. Hartree Partners, LP operates as a merchant commodities* firm specializing in energy and its associated industries (crude oil, biofuels, natural gas & power, etc.). The company focuses on the value in the production of tradable commodities (can be bought and sold). Christian's job is to put technology in place to make sure the company he works for can give their lenders an accurate accounting of their inventory and financial assets at any given time. He has been a computer scientist by profession for almost 7 years and at heart for almost 15 years.

*a raw material or primary agricultural product that can be bought and sold, such as oil or coffee

____ OPERATIONS AND TECH

Girelle Guzman. Director of Time and Space, New Lab. Girelle oversees operations, information technology (IT), facilities, customer service, employee experience, and business intelligence systems. New Lab is an innovation hub designed to support entrepreneurs, artists, and engineers design, develop, build and test products and ideas especially in emerging fields such as robotics, artificial intelligence, connected devices, and smart infrastructure. New Labs's ecosystem includes over 100 member companies, partnerships with forward-thinking corporate and civic entities and investment from 270 venture capitalists to accelerate frontier technologies.

____ Criminal Justice

Lt. Joseph LaBella. *Lieutenant Commander Detectives, NYPD.* Lt. LaBella is currently assigned to the NYPD's Criminal Enterprise Investigations Section (CEIS). He is also a member of the NYPD Hostage Negotiation Team. His current assignment as a Lieutenant with Criminal Enterprise involves working on a joint Homeland Security/NYPD/Drug Enforcement Administration Task Force. In this unit, he supervises two teams covering the Border Enforcement Security Task Force (BEST) and the Trademark Infringement Unit (TIU) (Intellectual Property Crimes). These teams conduct long term Federal investigations involving Narcotics entering the United States through the Seaports as well as Counterfeit Trademark items.

Lt. Labella has worked as Police Officer, Detective, Sergeant, and a Lieutenant. He spent most of his career in the Detective Bureau. He was the commanding officer of three Detective Squads. Lt. Labella worked high profile homicide investigation and Police shootings.

_____ **Construction and Engineering**

Stephanie Lopez. *Bridge Management Specialist, United States Coast Guard.* Stephanie manages all the bridges over navigable bodies of water in the northeastern United States. She is one of few women in her field and at her workplace. During the presentation, we'll see videos of bridge demolitions, bridge decks being removed, and drone aerial shots.

_____ **WRITING AND TEACHING**

Ariel Sacks. Teacher, author, writer. Ariel has been teaching English Language Arts in NYC public schools in grades 7-9 for 14 years. She writes about teaching and education issues on her *Education Week* column, *Teaching for the Whole Story*. Ariel supports teachers around the world to implement student-centered methods. She has shared her thinking about teaching about other education issues for years on her blog *On the Shoulders of Giants* hosted by the Center for Teaching Quality. An advocate for teacher leadership, Ariel was a member of the team that co-authored *Teaching 2030: What We Must Do For Our Public Schools - Now and in the Future*. She is a speaker at educational conferences and offers professional development to teachers.

_____ **CHOOSING A CAREER PATH**

Jonathan Jones. *Entrepreneur. Sales Associate, OriginsNYC.* With a group of colleagues, Jonathan took on a failing company and improved its business model. The result was the creation of OriginsNYC, a streetwear re-sell store. Jonathan is responsible for assisting customers in finding their own personal style while maintaining an orderly store. After hours he works as a customer service representative, answering questions from customers ranging from product inventory to future celebrity appearances.

Gavriella Arias. *John Jay College of Criminal Justice Graduate. Hunter College Silberman School of Social Work Student.* Gavriella will speak about her journey from an undergraduate student in Criminology to a graduate student in the field of social work. She hopes to work with families in the field of adoption and foster care.

WILDLIFE AND ENVIRONMENTAL JUSTICE - ROOM 311

- **Mayra Bermeo is a *Wildlife Rehabber at the Wild Bird Fund*.** The WBF is NYC's first wildlife center. They take in sick, injured and abandoned wildlife with the mission to rehabilitate it back into the wild. Mayra's first exposure to wildlife was through a high school internship. Before joining the WBF she wanted to be a vet but changed her path because she wanted to focus on environmental and social justice. She recently earned her Masters in Animal Public Policy and is hoping to use that degree to further her career goals.

MEDIA, MARKETING AND CLIENT RELATIONS PANEL - ROOM 310

- **Alexis Ponzo is a *Senior Client Relationship Manager at Cartier*.** Alexis started out in Public Relations working on fashion shows and events. She then took on a buying and merchandising role at Cartier for 6 years. Alexis switched to a retail position for 3 years to better understand the customer and the market. This led her to land her dream job - she currently manages all the marketing, client development and client insights for Cartier.
- **Vinson Sanders is a *Digital Content Manager at Brut Media*.** Vinson was raised in Queens as bi-racial in an Afro-Caribbean neighborhood. He lived through a contrast of worlds when he entered a private university in Greencastle Township, Indiana, a conservative, "red state." After graduation, he managed a psychedelic funk rock band while bartending at a bankrupted Italian restaurant in North Bergen, New Jersey.
- **Caty Bennett Gray is the *Account Director at KWL Global Management*.** Caty graduated from Boston University's College of Communications with a degree in Public Relations. She worked for one of the world's largest PR agencies, Weber Shandwick. She supported accounts including Holiday Inn, Nespresso, OREO and Chobani before she began working for KWL Global.

SOCIAL JUSTICE PANEL - ROOM B2

- **Adriana Escandon, Director of the Worker Center Project in Bensonhurst, Brooklyn.** Adriana was born and raised on the coast of Ecuador. She immigrated to the United States in 2006. She has a bachelor's degree in Sociology and Anthropology from Hunter College. She has been an organizer, advocate, and educator for the last decade. The areas of focus for her social justice work have been immigration and labor rights, domestic violence against women and girls, and most recently, youth public education.
- **Lorena Duarte is an *Attorney at Hang & Associates, PLLC*.** Lorena is the child of an immigrant family and the first to graduate college. Her mom was a paralegal for an immigration attorney which inspired Lorena to become an attorney. After college, she sold real estate, made a ton of money, and later went into banking. Although she enjoyed her job, she felt unfulfilled, so at the age of 31 she pursued her dream to become an attorney. She moved from her hometown of Miami to NYC where she works to help some of the most vulnerable people in the community.
- **Josué Argüelles. *Coordinator of Community Engagement, A Call to Men*.** Josue's background is in community studies and public policy. He worked for over a decade in San Francisco, California organizing and serving immigrant, youth and low-wage worker communities. As a fellow of the San Francisco Labor Leadership Institute, he worked on numerous policy campaigns at the local and statewide levels that led to many victories for immigrant, youth, queer and Latinx communities. His goal is to deepen community and government agency collaboration to promote gender equity and healthy attitudes and behaviors of masculinity.

YOUTH DEVELOPMENT AND EMPOWERMENT PANEL - ROOM B4

- **Keith Byam is the Program Manager of Career Success at The Opportunity Network.** Keith was Born and raised in East Elmhurst, Queens. With a strong passion and commitment for social justice and advocacy work Keith enter St. John's University in pursuit of ultimately receiving a degree in Legal Studies and then receiving his JD. Upon entering St. John's Legal Studies program that interest and passion turned into his pursuit to achieve his B.S in Sport Management and then receiving his M.S.Ed in School Counseling from Alfred Education. He considers job and internship placement and creation one of the best parts of his jobs and emails his least favorite part.
- **Bonnibel Rosario is a College Coordinator at the Sadie Nash Leadership Program.** Bonnibel got a BA in International Relations and Women's and Gender Studies concentration from Georgetown University. At Sadie Nash she supports college and post-secondary planning of juniors and seniors. She facilitates program classes and helps build community and create spaces for challenging conversations. After doing Public Allies AmeriCorps working at Immigrant Movement International on political education and immigration, she joined Sadie Nash to work on college access because of her challenging experience at a predominantly White institution.

TECH AND FINANCE - ROOM 313

- **Christian Thomas is the Head of Credit & Treasury IT at Hartree Partners LLC.** Christian is a Guyanese-American computer scientist with seven years of experience in Finance across large Investment Banks and small private Commodities/Hedge funds. Christian got his first exposure to coding and robotics as part of the TRCS NY/NJ region-winning Botball team. He has a passion for reaching out to inner-city communities similar to the one in which he was raised. In 2018 he founded Genius Genesis Inc. with the purpose of exposing folks in New York's outer boroughs to professional technologists & entrepreneurs. When he is not on the job or in front of a computer screen, Christian is an avid traveler, gym-rat, and pizza enthusiast.

OPERATIONS AND TECH - ROOM 309

- **Girelle Guzman is the Director of Time and Space at New Lab in the Brooklyn Navy Yards.** Girelle is a TRCS alumna. She graduated from Brandeis University with a Bachelor's degree in Political Science and Government, Latin American Studies, and Middle Eastern Studies. As a member of the College and Career Office, Girelle conceptualized and built our school's Leadership Program. At New Lab Girelle oversees operations, information technology (IT), facilities, customer service, employee experience, and business intelligence systems. New Lab is an innovation hub designed to support entrepreneurs, artists, and engineers design, develop, build and test products and ideas especially in emerging fields such as robotics, artificial intelligence, connected devices, and smart infrastructure.

CRIMINAL JUSTICE - ROOM 316

- **Joseph LaBella is a Lieutenant Commander Detective at the NYPD.** Lt. LaBella has worked as a Police Officer, Detective, Sergeant, and a Lieutenant. Spent the majority of his career in the Detective Bureau. He was the commanding officer of three Detectives Squads including the 75 Precinct Detective Squad that covers East New York in Brooklyn. He has worked high profile homicide investigations and Police-involved shootings. Currently assigned to Federal task force working long term investigations consisting of large quantities of narcotics coming through the seaports as well as Intellectual Property crimes.

CONSTRUCTION AND ENGINEERING - ROOM B6

- **Stephanie Lopez is a Bridge Management Specialist for the United States Coast Guard.** She was introduced to construction in middle school at TRCS. Afterwards she did several architecture related internships in high school. She got her BA at City Tech in construction management and found a job with a construction inspection firm, shortly after. She has been with the coastguard for a little over a year.

WRITING AND TEACHING - ROOM B7

- **Ariel Sacks has been teaching middle school English Language Arts in New York City public schools for fourteen years** and is the author of *Whole Novels For the Whole Class: A Student-Centered Approach* (Jossey Bass 2014). She writes about teaching and education issues on her *Education Week* column and supports teachers around the world to implement student-centered methods, most notably the whole novels approach. An advocate for teacher leadership, Ariel was a member of the team that co-authored *Teaching 2030: What We Must Do For Our Public Schools--Now and in the Future* and is featured in the book *Teacherpreneurs: Innovative Teachers Who Lead Without Leaving*.

CHOOSING A CAREER PATH - ROOM 318

- **Jonathan Jones is an Entrepreneur. He currently works as a Sales Associate at OriginsNYC.** With a group of colleagues, Jonathan took on a failing company and improved its business model. The result was the creation of OriginsNYC, a streetwear re-sell store. Jonathan is responsible for assisting customers in finding their own personal style while maintaining an orderly store. After hours he works as a customer service representative, answering questions from customers ranging from product inventory to future celebrity appearances. Jonathan is a TRCS graduate.
- **Gavriella Arias.** Gavriella is a TRCS alumna. She graduated with honors from John Jay College for Criminal Justice. In the fall she will be attending Hunter College Silberman School of Social Work for her masters. She will speak about her journey from an undergraduate student in Criminology to a graduate student in the field of social work. She hopes to work with families in the field of adoption and foster care.

Minutes of the Education Support Committee

The Education Support Committee met on May 1, 2019. Attendance: Monte Joffe, Margaret Martinez-Deluca, Chester Hicks, and (for non-reclusive parts of the meeting) Stacey Gauthier

1- The committee recommends that the principal evaluation for 2018-2019 be based on the highly success 5-year renewal of the charter. The committee applauds the principal and the entire education leadership team for their hard work building successful programs, assessing data, and constructing political support that culminated in the five-year renewal. Drawing information from prior board meetings, the committee also wants to note that the leadership team responded very effectively to the extremely harsh financial crisis caused by inadequate DOE pass-along funding to cover the retroactive UFT contract. Also, not related to renewal, the committee wants to commend the fine work of the leadership team that supported obtaining a new charter for Renaissance Two.

2- The committee looked at a booklet published by the Second Grade Class in which students displayed great acuity in defining the key virtues of TRCS. If our second graders can be so acute, how can the leadership team help all teachers better understand and articulate TRCS's mission?

3- Until the remainder of the school year we are in a transition to the new charter which starts July 1. This is a wonderful time to solidify perspectives for the next five years. Although our deliverable goals are embedded in the charter itself, we want to ask the leadership team to engage in larger thinking:

- What do we need to give our kids to help prepare them to become leaders in a radically developing new century?
- How can the climate of TRCS support our students, teachers, and the leadership team?
- What is teacher leadership? How do we transition from top-down initiatives to those coming from teachers themselves? How do we respond to the challenge of some teachers who do not fully support initiatives such as Advisories or Honor Society? Since this is a school that promotes student leadership, how do we respond to teachers who seemingly do not undertake leadership responsibilities themselves?
- At the same time, is it possible to affect change harmoniously and without coercion? How can we assure that our school is a good place to work?

4- We are asking the leadership to look insightfully at the tricky tenor of the times. The 2020 elections may call for new perspectives about K-12 education. Right around the corner will come a mayoral transition as well. Both events pose a challenge to our authorizer as a new political and economic paradigm sets in. How will we respond?

As in the past, TRCS may have to provide leadership for these transitions. For example, we may have to take the lead in developing a new type of metrics above and beyond what is mandated in our charter. This metric can support our work by inspiring stakeholders and building precedents for other schools.

5- We have to ask our leadership to take a deep and thoughtful look at trends in society-at-large. What is causing rampant demoralization in the teaching profession itself? Among our students there appears to be a “flight from learning” (Ikeda 2000) that reflects on one hand as disconnected, angry, and cynical student behavior or hypercompetitiveness on the other.

6- To breakthrough, it may be necessary for the leadership team to engage in conversations to engage parents in a much deeper way in their children’s education. Do parents really understand standards and teachers’ expectations? Is assessment open and smart? Have we used learning technology in the best way?

The Education Support Committee looks forward to supporting the principal and the entire school leadership team in the important years ahead.

MOA Proposal for the 2019-2020 School Year

In the 2019-2020 New York City Department of Education calendar, Monday, December 23rd is designated as an instructional day for all staff and students. The winter break is scheduled for Tuesday, December 24, 2019 through Wednesday, January 1, 2020. In this MOA, the School proposes the following changes to the calendar –

School will be closed for all staff and students on Monday, December 23, 2019 (thereby lengthening the winter break) in exchange for staff coming to work on Monday, November 11, 2019 (Veterans' Day - currently a school holiday). Students will not be in attendance except when teachers request their participation with their parent/guardian in parent-teacher conferences.

As part of this revision, the School will hold PK-12 parent-teacher conferences on Monday, November 11th as follows –

- Teachers will arrive to school at 10:10 a.m.
- 10:10 a.m. to 1:00 p.m. – Cluster Meetings and / or parent-teacher conferences (to be determined by each cluster)
- 1:00 p.m. to 2:00 p.m. – Lunch Period for all UFT faculty
- 2:00 p.m. to 4:00 p.m. – Parent-teacher conferences (this covers the required ½ day conference time of 2 hours)
- 4:00 p.m. to 5:00 p.m. – Teacher Prep Period
- 5:00 p.m. to 8:00 p.m. – Parent-teacher conferences (this covers the required evening conference time of 3 hours)

This MOA will allow for all staff to be off on Monday, December 23rd thereby creating a longer winter break. This day would not otherwise be granted for personal time off as it is right before a long break. We also expect that many students may not come in because of the timing of the break. Additionally, the revision would compress our required fall parent-teacher conferences into one day which will have a late arrival built in. **NO ADDITIONAL WORK TIME IS BEING REQUESTED OF STAFF. THIS IS SIMPLY A REALLOCATION OF TIME YOU WOULD BE EXPECTED TO WORK UNDER THE CONTRACT.**

Addendum: If you are following the news, you may know that teachers in the NYC Department of Education have started a petition requesting Monday, December 23rd become a paid holiday. Should this happen, Renaissance would revert to following the NYC DOE holiday schedule.

Proposed TRCS Board Calendar

2019-2020 School Year

July, 2019 meeting	June 26, 2019 @12:30 p.m.
August, 2019 meeting	September 11, 2019 @ 5:00 p.m.
September, 2019 meeting	September 11, 2019@ 6:00 p.m.
October, 2019 meeting	October 2, 2019@6:45 p.m.
November, 2019 meeting	November 6, 2019 @ 10:30 a.m.
December, 2019 meeting	December 4, 2019 @ 6:45 p.m.
January , 2020 meeting	January 8, 2020 @ 10:30 a.m.
February, 2020 meeting	February 5, 2020 @ 6:45 p.m.
March, 2020 meeting	March 4, 2020 @ 10:30 a.m.
April, 2020 meeting	April 4, 2020 @ 6:45 p.m.
May, 2020 meeting	May 6, 2020 @ 10:30 a.m.
June, 2020 meeting	June 3, 2020 @ 6:45 p.m.

The Renaissance Charter School

Public Meeting of the Board of Trustees for the 2019 - 2020 School Year

June 25, 2019 – 1:00 p.m.

Agenda –

- | | |
|--|---------|
| 1) Chairperson's Message | 5 min. |
| 2) Pledge of Allegiance | 1 min. |
| 3) Roll Call | 1 min. |
| 4) Review and Approval of the June 4, 2019 minutes | 10 min. |
| 5) Final Development and School Partnership Report | 10 min. |
| 6) School Management Team Report | 10 min. |
| <ul style="list-style-type: none">• 2019-2020 Faculty Assignments• General Business Announcements | |
| 7) Vote to name TRS/TRCS founder Sandra Geyer an Honorary Board Member | 5 min. |
| 8) Board Members' New Business | 5 min. |
| 9) Public Speaking | TBD |
| <i>Public speaking time of three minutes per person will be permitted. All speakers should sign-up with the Secretary prior to the meeting and state the topic they will be speaking on. Speakers may be grouped according to topic.</i> | |
| 10) Adjournment of Public Session | |
| 11) Executive Session | |

The Renaissance

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

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

Charter School

BOARD OF TRUSTEES

Monte Joffee, Ed.D.

Chairperson

Everett Boyd

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

Francine Smith

-July Meeting-

June 25, 2019

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 1:00 p.m.

1. Chairperson's Message – Dr. Joffee thanked all who attended the late Sandra Geyer's Memorial Service. Among the attendees were board members, founders of The Renaissance School, current and former faculty members, as well several of Sandy's former students. It was a fitting tribute to Ms. Geyer. Dr. Joffee attended the graduation exercises of TRCS Class of 2019, which was held in the morning of June 25, 2019, and commented that it was one of the best ever in his experience.
2. Pledge of Allegiance
3. Attendance taken by Everett Boyd, Secretary
Present: Everett Boyd, Stacey Gauthier, Chester Hicks, Monte Joffee, Francine Smith, and Raymond Johnson
Absent: Margaret Martinez-DeLuca, Conor McCoy, and Rachel Mandel
4. Approval of the June 5, 2019 Minutes – The minutes were reviewed and approved by acclamation.
5. Final Development and school Partnership Report – Stacey Gauthier delivered the report, which was included in the board meeting packet. Additional to the report are Updates on Current Programs:
 - a. NYSED 2016-2-19 Dissemination Grant – Our partnership with Scholars Academy has been a successful one. Scholars Academy had a history of admitting mostly high achieving students, before our partnership. During the partnership, and in collaboration with our College and Career Office, Scholars Academy began to adopt many of the successful *“Developing Leaders for the Renaissance of New York”*

practices that TRCS has employed to promote the success and college-readiness of special education students and students who have been academically challenged. Their student population has seen a shift due to their acceptance of students with special needs and academic challenges, and their success with these students has become more evident.

- b. Political advocacy on behalf of TRCS has been bolstered by our membership in C3S, The Coalition of Community Charter Schools. Our advocacy will continue, to ensure that we receive our fair share of funding from The State and The City.
6. School Management Team Report – Stacey Gauthier delivered the report, which was included in the board meeting packet.
 - a. 2019-2020 Faculty Assignments – included in board meeting packet
 - b. General Business Announcements – included in board meeting packet
 - I. Letters from Ira Schwartz, Assistant Commissioner, Office of Accountability, NYSED and David Frank, Executive Director, Charter School Office, NYSED – TRCS has been designated as a Recognition School for SY 2017-2018 in recognition for being one of 562 high achieving schools in New York State, and one of 41 charter schools with this designation.
7. Vote to name TRS/TRCS founder Sandra Geyer an Honorary Board Member – The motion was approved by acclamation.
8. Board Members' New Business –
9.
 - a. Dr. Joffe asked for an update on the progress of TRCS 2.
 - i. Ms. Gauthier reported that the lease has been sent to SED for their review and we are awaiting BSA approval, after a hearing next week.
10. Public Speaking – None
11. Adjournment of Public Session - 1:48 p.m.
12. Executive Session –No session; reading of the confidential minutes waived until next meeting.

The Renaissance

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

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Development Report to the Board of Trustees June 25, 2019

2018-2019 Grant Update

(See attached sheet for more information.)

• **Direct Appeals**

These include checks and online donations received in response to Summer, Angel Fund, Garden Appeals – all direct donations to the school.

- Angel Fund – The angel fund as of January 30, 2019 has a balance of \$3,871. This school year we have helped one HS student enroll in a weekend workshop series at FIT, 5 students to attend Nature’s Classroom, 1 student who needed help for her college acceptance deposit. Donations in any amount are always welcome.
- Giving Tuesday’s Technology Campaign was started to raise funds to purchase additional chromebooks desperately needed by all the grades. Staff laptops and desktop computers, media center desktop computers and printers, and classroom smart boards are all at the end of their useful lifetimes, and will need to be replaced as funds are available. To date we have raised \$6,413, (including \$4,000 from Phil and Carol Gersmehl.) In addition we received an unrestricted grant from the Bydale Foundation that we would like to apply to the Technology fund, in the amount of \$5,000. Along with the unrestricted donations to Friends of Renaissance and monthly deposits from online shopping sites that give a percentage to a charity of choice, it brings the total FOR has committed to technology to \$10,000.

• **Pending and successful grant applications:**

- Strebor Family Foundation – We received support for the Spring Drama production (“*The Explorer’s Club*”) of \$1,700.
- NYC Discretionary Funding – We have not heard anything from the city regarding our Capital application—again submitting the audio/visual upgrade for the auditorium, and more computer funding. We may hear something in October-November; the message traditionally comes to DOE principal emails; but we will start harassing our councilpersons (Moya and Dromm) if we don’t hear anything by late fall.
 - We are in the contract-registration phase for FY19 Discretionary member-item funding for TREA in the amount of \$7,500 (\$5,000 from Dromm and \$2,500 from Moya)—we still have not gotten the registered contract.
- We submitted the following applications:
 - Dreyfuss Foundation, for college and career leadership programs; and
 - Dollar Tree, for literacy support.
 - FEAST, TeenBattle Chef, Grow NYC, Budding Botanist, and American Farmland Trust have all given us small grants to support culinary

“Developing Leaders for the Renaissance of New York”

programming, and we have applied to the NYS Child Nutrition Program for fresh fruit and vegetable supports for our food program, roof-top garden improvements, healthy family cooking demonstrations, and student nutrition committee activities, thanks to Peggy's on-going work to expand the reach of our garden and food program.

TRCS 2 Support:

- NYSED CSP grant was successfully amended to add another planning year. To date we have received an allotment of \$122,945, allowing us to pay back Renaissance \$40,925 for expenses incurred.
- Walton Family Foundation Start Up Application – we submitted for \$350,000 in start-up funding, to cover smart boards, a green house for the roof-top and science lab materials.

• Update on Current Granted Programs:

- Farm to School – The grant covers the writing of a plan for the consortium of charter schools to implement a purchasing plan to provide locally-sourced produce and meats, and health and nutrition support for students and their families. The plan will be finished by early fall, and we will then apply for implementation funds.
- Advocacy for Conversion Charter School Contract Relief – After several years of untiring advocacy by Stacey, Ron Tabano, John York and our lobbyists, we have finally received 2 NYC DOE payments and the promised NYS funding toward contract relief for conversion charters schools. The advocacy continues, as there are no guarantees for future payments through the life of the contract.
- Federal E-Rate for FY 2019 – We received a funding confirmation for Internet reimbursement for our current provider GTT, and received a small amount of “Category 2” funds toward our ongoing maintenance contract with IKON. We are still waiting for funds from FY2017 (an appeal was filed to recoup reimbursement for invoices paid to our previous internet supplier, Century Link) and FY2018, so we live in hope.
- NYSED 2016-2019 Dissemination Grant to disseminate best practices around our College and Career Readiness program. We are in the final stages of wrapping up this grant, but the final meeting at the ELI offices at CSA made clear that this was the most successful of the dissemination grants in which we have participated. The college office report given at the previous board meeting detailed the work.
- DYCD Compass Explore – We have been offered a contract extension for our Summer Permaculture program –\$42,106. We have completed three very successful summer programs for 3rd-5th graders, and we are about to start up again on July 1.

In-Kind Grants and Donations

- DYCD SONYC grant received by 82SA for our middle-schooler after-school program, continues this year. The program has been aided considerably by the addition of Dan Fanelli as the Education Liaison, providing curricular ties to the after-school STEM activities, training 82SA teachers to lead the activities and following-up with teachers for additional curriculum ties and up-to-date homework assignments.
- CASA (NYC Council) after-school enrichment grant will go toward a media arts class for our 5th graders with Children's Museum of the Arts.

- Urban Advantage (STEM Education) and Bubble Foundation (Nutrition Education) have all continued in some form. Bubble does not provide direct service to students at this stage, but will provide PD, some parent demonstrations, in the case of Bubble, and supplies/trips for the school and families.

Partnerships

Due to our budget problems, the outside partnerships that we have to pay have been scaled back, but Renaissance continues to nurture outside community partnerships as a way to expand our influence beyond the school walls. We are renewing a partnership with the Carnegie Foundation, called “Link UP: The Orchestra Sings” with music teacher Katie Schmelzer and the 5th grade. We are hoping to hire back Nicole Pouliot to fill in more K-2 arts programming, and to replace CMA to work with our HS Global humanities program.

We will be meeting with the college office this week to talk about The Leadership Program’s partnerships for community involvement and skill-building for our students, and their proposals for next year’s in-house program.

Leadership Program Partners

- Engineering for Kids – 2 programming classes
- Global Kids – 1 leadership class
- Sadie Nash Young Women’s Leadership Project
- LAB Project: Learning About Business
- Tech Crew
- Stage Jazz Band
- Black Lives Matter, led by alumni Chelsea Reid

Friends of Renaissance

As noted above, we have committed to providing the bulk of our bank-account toward technology purchases. This year the focus of the board has been to support TRCS 2, by revising the incorporation papers to include the 2nd and all future Renaissance Charter Schools in our support. We have engaged with our insurers to make sure we are covered by D & O insurance and will be supporting TRCS 2 in the lease structure, known to you from other reports. We may have to create an additional board to fulfill that responsibility, but will keep you updated on those negotiations.

Other

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

Respectfully submitted,

Rebekah Oakes, Director of Development and Partnerships

THE RENAISSANCE CHARTER SCHOOL

Grants Awarded 2018-2019

Direct Appeals:

Direct Funding Appeals – Unrestricted & Technology	\$11,088	
FOR Grant from other Direct Appeals	10,000	To Be Delivered later in the summer
Friends of Renaissance, Apple Bank Account	11,205	*as of 5/31/2019
Angel Fund (SAF) from 2017-2018	3,816	
Angel Fund collected 2018-2019	1,545	
PK-2 Art Fund collected for 2018-19	2,464	
DIRECT TOTAL	\$39,172	

Government/Corporate/Foundation Grants:

Conversion CS Advocacy – Contract Expenses	204,125	FY19 NYS Conversion CS Contract Relief
Conversion CS Advocacy – Contract Expenses	349,613	FY19 NYC Conversion CS Contract Relief
Conversion CS Advocacy – Contract Expenses	722,385	FY18 NYC Conversion CS Contract Relief
NYS Charter School Dissemination, 3 yrs: \$500K	176,782	College Bound
DYCD COMPASS Grant	42,106	Permaculture Program Summer-Summer18
DYCD NYC City Council Discretionary, Dromm/Moya	7,500	TREA
NYC Kids Rise	500	administrative costs
US E-Rate Internet Reimbursement:	17,733	FY17 Cable Internet reimbursement
Strebor Foundation	1,700	spring drama production
USDA 2018 Farm to School Planning Grant	50,000	Create plan for fresh food access
Grow to Learn - Grow NYC	2,000	Garden improvements
Budding Botanist	2,500	Garden Improvements
Bydale Foundation	5,000	Technology
American Farmland Trust	500	Local Juice Tasting
GRANT TOTAL	\$1,582,441	
TOTAL	\$1,611,613	

In-Kind Services Received 2017-2018

TASC/Discretionary - 82SA CBO After School	60,000	funding for 5th, 9th and 10th
SONYC DYCD - 82SA 6th-8th grade program	273,000	middle school after-school program
CASA After-School Programming (Dromm)	20,000	CMA for after-school
Urban Advantage		STEM services, trips, supplies (\$450)
FEAST (Nutrition & Cooking Classes for Families)	1,500	PD and Materials Support
Teen Battle Chef	1,800	Teen Battle Chef

The Renaissance Charter School
Teaching, Guidance, Paraprofessionals and Social Work Positions
Assignments for 2019-2020 School Year

- Pre-Kindergarten - **Flo**
- Kindergarten - **Rachel**
- First Grade – **Nicole D.**
- Second Grade - **Leah**
- Third Grade – **Elizabeth E.**
- Fourth Grade ELA, Fourth Grade Math ICT, Fourth Grade Science ICT, Fourth Grade Social Studies ICT - **Khin**
- 4th and 5th Grade Math Specialist, Targeted Reading Intervention Program - **Christina**
- 2nd - 5th Grade Interdisciplinary Science Specialist, Targeted Reading Intervention Program – **Maura C.**
- 4th, 5th, 6th Grade Social Studies' Specialist, Targeted Reading Intervention Program – **Pat O.**
- 5th Grade ELA, 6th Grade ELA ICT, Targeted Reading Intervention Program - **Bridget**
- 6th Grade ELA, 5th Grade ELA ICT, Targeted Reading Intervention Program - **Renay**
- 6th Grade Science, 5th Grade Science ICT, 8th Grade Math Support, Targeted Reading Intervention Program - **Andrea**
- 6th Grade Mathematics, 7th and 8th Grade Algebra - **Yianna**
- PK – 5th Spanish, 9th Grade Global Lab, MS/HS Spanish Support - **Dennis**
- K – 6th Literacy and Math Intervention Specialist, 5th Grade Math and 5th Grade Social Studies ICT, SETSS – **Lisa M.**
- K – 6th Literacy and Math Intervention Specialist, 4th Grade ELA ICT, SETSS, MLL/ELL Services - **John**
- K – 6th Literacy and Math Intervention Specialist, SETSS, MLL/ELL Services – **Daniela L.**
- 6th - 8th Grade Spanish, Targeted Reading Intervention Program - **Helen**

- 6th Grade Science ICT, 8th Grade Math ICT, HS Agriculture ICT, MS/HS Physical Education, Targeted Reading Intervention Program - **Raymond**
- 5th to 8th Grade Literacy Support, HS AP ELA, Targeted Reading Intervention Program, (*11th Grade ELA coverage*) - **Sandra**
- 7th Grade Science, HS Chemistry, HS AP Biology - **Yaacov**
- 7th - 8th Grade Math, 6th Grade Math ICT, Targeted Reading Intervention Program - **Ram**
- 7th Grade ELA / 8th Grade ELA ICT, Targeted Reading Intervention Program – **Vincent C.**
- 8th Grade ELA / 7th Grade ELA ICT, Targeted Reading Intervention Program - **Ariel**
- 9th & 10th Grade ELA, 12th Grade ELA ICT – **Nicole J.**
- 11th - 12th Grade ELA, 10th Grade ELA ICT - **Shahreen**
- 8th Grade Earth Science, HS AP Environmental Science, HS Chemistry ICT, Earth Science/Chemistry Extension - **Joanne**
- HS Physics, HS Living Environment ICT, 8th Grade Earth Science ICT, HS Science Elective – **Martine**
- HS Algebra 1 ICT, HS Geometry ICT, HS Algebra 2 ICT, HS Calculus - **Adrian**
- 7th Grade Social Studies, 8th Grade Social Studies ICT, 6th Grade Social Studies ICT, Targeted Reading Intervention Program - **Emily**
- 8th Grade Social Studies (US History Regents), 7th Grade Social Studies ICT, 9th & 10th Grade Social Studies ICT - **Pierre**
- HS Geometry, HS Pre-Calculus - **Erin**
- HS Algebra 1, HS Algebra 2, HS Pre-Calculus ICT, 7th Grade Math ICT - **Natalie**
- 9th and 10th Grade Global Studies, 9th Grade Global Lab, Targeted Reading Intervention Program - **Jose**
- 9th - 12th Grade Literacy / Math Skills / College Bound Program, College Bound Guidance, (*10th Grade ELA ICT coverage*) – **Maura M.**
- HS AP US History, HS AP World History, HS AP European History, 11th Grade US History ICT, 12th Grade Government/Economics ICT - **Jason**
- 11th Grade US History, 12th Grade Government/Economics, Targeted Reading Intervention Program - **Thandi**

- HS Living Environment, Agriculture, 7th Grade Science ICT, 7th Grade Science Support - **Riaad**
- HS Spanish (*two positions*) – **Marta and Lisjane**
- MS/HS PE / HS Health, Targeted Reading Intervention Program – **Vinny G.**
- PK -12th Grade Multi-Language Learners / English Language Learners - **James**
- 5th -12th Grade Art, 9th Grade Global Lab, HS Leadership – Art - **Robert**
- K-12th Grade Drama, Creative Movement, (*12th Grade ELA coverage*) - **Rebekah**
- PK-10th Grade Music (part-time) - **Katie**
- PK-12th Grade Certified School Social Worker – **Ali R.**
- HS College Bound Coordinator – **Ana**

Paraprofessionals:

Pre-Kindergarten – Daniela V.

Kindergarten – Priscila

1st Grade – Monique

TLC/Global Lab – Curtis and Lisa B.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
Office of P-12

Ira Schwartz, Assistant Commissioner
Office of Accountability
55 Hanson Place, Room 400
Brooklyn, New York 11217
Tel: (718) 722-2796 / Fax: (718) 722-4559

June 14, 2019

Dear Charter School Principal:

On behalf of Commissioner Elia and the Board of Regents, I write to congratulate you on having a school that has been designated as a Recognition School. Your school is among those in New York State that have high academic achievement, growth and graduation rate and have made progress during the 2017-18 school year.

Enclosed is a certificate that celebrates the success of your school in supporting educational excellence.

We applaud your efforts and look forward to your continued success in having all students achieve college and career-ready standards.

Should you have any questions and/or need additional information, please contact the Office of Accountability, at (718) 722-4553 or accountinfo@nysed.gov.

Sincerely,

Ira Schwartz

Enclosure

cc: MaryEllen Elia
Stephen Earley
David Frank
Lisa Long
Paulette Coppin

Stacey,

I hope all is well. We wanted to congratulate you, your students, and your team on being identified as one of the 562 high achieving and high progress schools across the State of New York, and one of the 41 charter schools, to be designated as a Recognition School (the full list of schools can be found [here](#)). We are so proud and can't wait to start on our new journey together with Renaissance 2.

Recognition Schools are identified as such because they are among the top performing under ESSA for performance, student growth and/or graduation rate; met or exceeded either the school or state measures of interim progress for English language arts and mathematics, rate of Chronic Absenteeism, and College, Career, and Civic Readiness; and met the federally required 95 percent participation rate in the English language arts and mathematics assessments.

We can't wait to see the great things happening at the Renaissance Charter School next academic year and beyond. Keep up the great work!

Sincerely,

David Frank and the NYSED Charter School Office

David M. Frank

Executive Director, Charter School Office

New York State Education Department

EB 5N Mezzanine

89 Washington Avenue

Albany, NY 12234

O: 518.474.1762

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Facing political headwinds, charter schools weigh a new identity

From: POLITICO States <states-alert@politico.com>
To: sgauthier@renaissancecharter.org
Subject: Facing political headwinds, charter schools weigh a new identity
Date: Jun 18, 2019 5:03 AM

Facing political headwinds, charter schools weigh a new identity

By Madina Touré

06/18/2019 05:00 AM EDT

Facing an existential crisis, shifting political winds and a series of public scandals, charter schools in New York are trying to hit the reset button.

An unfriendly mayor occupies City Hall and was recently given mayoral control of schools for the remainder of his term. Republicans who once controlled the state Senate and managed to win concessions for the alternative public schools have been relegated to minority party status. Democrats are moving a package of bills to curtail the expansion of charters in New York City.

For the charter "movement," the lack of powerful friends could not come at a worse time: a statewide cap on new charters is coming closer and closer to capacity. In New York City, the cap has already been met. And so far there is no indication it will be raised. Gov. Andrew Cuomo, who has pushed through cap increases in the past, recently indicated his support for doing it again, but the state Legislature seems unlikely to lift it before the end of the session.

"It is true that there has been a change in the power structure," said Success CEO Eva Moskowitz in an interview at Success Academy High School of the Liberal Arts in Midtown. "But I also think charter schools are just in a very different place and for those of us who've been doing this a very, very long time; it used to be a number of charter parents and supporters could fit into a telephone booth and in New York City, there are more than 110,000 children in charter schools."

Now, charters that have not been in the spotlight are looking to showcase the diversity of the sector as big names like Success and KIPP dominate the public's impression of charter schools. Their leaders and organizations are looking to demonstrate how they can improve results without the trench warfare.

James Merriman, CEO of the New York City Charter School Center, is pushing the argument that not all charters should be painted with the same brush.

"I think people don't see the full diversity of kinds of schools and leaders that the sector has always had and that diversity gets obscured," Merriman said.

A bad rap

Critics often accuse charters of not having to abide by the same rules as traditional public schools, dumping low-performing students while siphoning district resources. They also express concerns about an over-emphasis on punishment and charters being for-profit institutions, making money off of children and treating them like commodities.

David Bloomfield, professor of education at Brooklyn College and the CUNY Graduate Center said bad press around charter practices, along with some extra-curricular scandals have tarnished the sector's reputation.

"It's not clear that parents want the harsh discipline that charters are known for," he said, adding that when the sector was newly formed, it had a "clean slate for promises," but now, as it has matured, it "has some warts."

Success is perhaps the most prominent charter system in New York City, known for bare-knuckle political fights and big rallies.

But it's been plagued by a number of scandals, including New York Times reports on one of its schools keeping a "[got to go](#)" list of disruptive students; a [video](#) of a teacher at Success Academy Cobble Hill scolding one of her students after she was unable to answer a math problem correctly; and billionaire hedge fund manager Daniel Loeb [stepping](#)

down as chair of Success' board after controversial remarks about now-Senate Majority Leader Andrea Stewart-Cousins and Richard Buery, one of de Blasio's most senior black officials at the time.

More recently, Success' first and only high school was plagued by a year of chaos and the state determined that Success and the city's Department of Education abused the civil rights of students with disabilities. The U.S. Department of Education recently found that Moskowitz and Success repeatedly flouted a student's privacy rights under federal law.

KIPP co-founder Mike Feinberg was also fired in February 2018 after a probe into allegations that he abused a student in the late 1990s. And last year, Families for Excellent Schools, a charter school advocacy group, closed after CEO Jeremiah Kittredge was fired following a probe into sexual harassment against a non-employee at a conference.

Both KIPP and Success have a track record for student achievement and the scandals are often the exception, not the rule. But the issues have fed into an ongoing narrative about charters and given critics the opportunity to pounce.

A new face?

With an overall lack of momentum for supporting charters in Albany and a hyperfocus on Moskowitz and Success, a critical question has come to the fore: How can the lesser-known charters get attention without being lumped in with better known brands like Success and KIPP?

"[Moskowitz] enormously helped the sector. She put the sector on the map but it puts everyone else in a lesser category," Bloomfield said. "But in that way, it makes it very difficult for others to change the message."

Eve Colavito, CEO of DREAM Charter School, an 11-year-old community-based charter school in Harlem said smaller independent charters have been around since the early days, alongside bigger networks like Achievement First and KIPP. These smaller schools, like the Renaissance Charter School and at the Bronx Charter School for the Arts not only helped build the sector, but some argue are more reflective of the communities they serve.

"I think it's important that politicians understand the complex reality of charter schools," Colavito said. "We are not one entity and we are not single-minded in the diversity of this sector. There are many of us who've been doing this work for many, many years."

Stacey Gauthier, principal of Renaissance, a pre-K through 12 charter in Jackson Heights, noted that she's a board member of the Coalition of Community Charter Schools, which she described as a grassroots coalition that has been around a while but doesn't have "lots in dollars."

"We definitely are like the little engine that could and we do a lot of grassroots work... [getting] on the ground, getting to know people, relationship-building and that's a big part of our focus," Gauthier said, noting that the movement has "a lot of new people in elected office that we need to tell our stories to."

She said that Success has offered some "really fantastic" professional development but noted there are certain approaches employed by various charters — not just Success — that she would not endorse, giving the examples of the "no excuses" approach and big political rallies.

Michael Catlyn, another board member who serves as the vice chair of the Brooklyn Charter School — the first charter approved by the city education department — said the school opened in 2000 and that there are no plans to open others. He said he would like to see different leaders and networks come together in the form of a coalition.

"We should all come together, pool our resources, get our things together and work together for the common good in strengthening, growing the charter sector," he said.

Buery, KIPP's chief of policy and public affairs, said it is important to show the range of voices in the movement as far as leaders, teachers and educators, giving examples such as Greek language schools, schools that emphasize black culture like The Ember Charter School in Brooklyn, Broome Street Academy Charter High School and the Children's Aid College Prep Charter School that he founded in the South Bronx.

David Kirkland, executive director of the New York University Metro Center, argues it's only natural leaders of color should represent charters seeking to serve communities of color.

"If we did have a charter school that had a face that came from those communities, that listened to and incorporated deeply the wisdoms, the desires, the needs of those communities and if the funding was detached from some larger economic enterprise that was divorced from or tethered to instruments that were oppressive to those communities, I think you could have a successful narrative for charter schools," he said.

Charter leaders of color say they've been around for a long time, though perhaps have not been given their due recognition. Miriam Raccah, Bronx Arts' executive director, said that she went to Albany with a group of black, Latino and Asian charter school leaders in March to meet with politicians who expressed surprise that there were so many leaders of color in the movement. Bronx Arts has applied to open an elementary school but can't proceed as a result of the current cap.

"I think the leaders of color are here," Raccah told POLITICO. "We all need to engage in this work of having conversations with politicians and ... we can't rely on letting Eva [Moskowitz] do all the heavy-lifting there. I think that's not fair for anyone. It's not fair to her. It's not fair to us. It's not fair to our families."

Raccah said only 10 percent of charter schools are led by people of color, while 90 percent of charter students are students of color.

Kalam Id-Din II, Ember's co-founder and managing partner, said there have always been "strong charter leaders of color" and argued that the concept of a new face is "not a useful paradigm."

"I think that we should be focused on making sure that we are lifting up models that are going to work for communities that want those models," Id-Din said.

Moskowitz said the media has focused disproportionately on Success to the detriment of other charter schools.

"The media has had this — not just fascination — almost obsession with Success and I agree, there is diversity in the movement of pedagogical design practices," she said.

She also disputed claims from critics that charters are a money-making enterprise, saying that most charters are not-for-profit, "so there's no profiting."

Headwinds remain, for now

Despite Cuomo saying the state should raise the cap, state Sen. John Liu, who heads the Senate's New York City education committee, told POLITICO it's not an "immediate priority."

But he said any debate should distinguish between "chain store charter schools" that set up shop everywhere and "homegrown charter" schools that emerge through a community-based organization or through a house of worship.

"There can and there should be a greater understanding and appreciation of these differences," Liu continued. "And a better, a greater understanding and appreciation of these differences, which could possibly lead to a different regulatory treatment and resource allocation."

Still, he said if Cuomo wants to raise the cap, he has to advocate for more transparency and accountability for the schools.

Kim Watkins, president of the community education council for District 3 in Manhattan — who recently fought against a KIPP middle school that was ultimately approved — said there needs to be a unifying set of principles and guidelines around which charters and those who regulate them must coalesce.

"SUNY is doing one thing, the Regents are doing another thing, the Legislature is trying to be involved to a certain degree and then the charter office within the New York City DOE is sort of managing to the best of its ability," Watkins said.

She said the original purpose of charters — to be so-called laboratories for innovation — is necessarily lost when they become large organizations like Success or KIPP. At that point, they're past innovation and have entered "a realm of imperialistic takeover."

"That is not, 'Let's buck the system and demonstrate how public education should work for everybody. That's, 'let's destroy public education because our way is better,'" she said. "So I don't know that the face of any of those organizations could come out and represent public education for everyone."

Council Member Mark Treyger, who heads the City Council's education committee, said that while he respects parent choice and understands that some charters are in high demand, he bemoaned the "slandorous and hurtful propaganda" coming out of some charter networks, including Success, bashing district public schools.

"There are still scars from those battles that have not gone away, where there's still distrust of charters in terms of collocation that went through brutal public hearings, very divisive, very contentious," said Treyger, himself a former public school teacher. "Just because that happened under [former Mayor Michael] Bloomberg, doesn't mean that the pain

and the scars have gone away."

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