

The Renaissance

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

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

BOARD OF TRUSTEES

Monte Joffe, Ed.D.

Chairperson

Daniel Fanelli

Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Everett Boyd

Rebekah Oakes

AGENDA

June 1st, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Margaret Martinez-DeLuca -2022

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

1. Chairperson's Message – 3 minutes
2. Remembrance of Margaret Martinez-DeLuca – 5 minutes
3. Roll Call – 2 minutes
4. CSG End-of-Year Presentation – 10 minutes
5. Vote to Approve New Open Meeting Regulations Resolution – 2 minutes
6. Approval of Last Month's Minutes – 5 minutes
7. School Management Team Report – 10 minutes
8. Board Members' New Business – 10 minutes
9. Public Speaking - TBD
10. Adjournment of Public Meeting
11. Executive Session

"Developing Leaders for the Renaissance of New York"

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APPROVED

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1. Chairperson's Message – 3 minutes
 - a. Congratulations for a wonderful school year, thank you to all getting our students to re-socialize. Thank you to Teachers, parents, students, School Management team. 2 years of growth in 1 year. Congratulations to all those that are graduating. We are saddened by violence in Texas and Buffalo. We will remember all the victims and never forget them.
2. Remembrance of Margaret Martinez-DeLuca – 5 minutes
 - a. Monte, Everett, Stacey, and Gwen shared their memories of Maggie.
3. Roll Call – 2 minutes
 - a. Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Raymond Johnson, Chester Hicks
4. CSG End-of-Year Presentation – 10 minutes
 - a. Presentation by Sandra F. and Jose M. See attached PowerPoint Presentation
 - i. Focus on Equity anti-racism and anti-biases
 - ii. Grounded equity work in consistent norms, outreach, all stakeholders, all protocol driven, use of School Reform Initiative protocols (SRI). Staff worked together in the committee to move the work forward in 3 committees. Each committee outlined goals and updated progress at each meeting
 1. Curriculum and Classroom practice

“Developing Leaders for the Renaissance of New York”

2. Underrepresented voices
3. Representation & Literacy
 - iii. Developed a 3-part professional development series to support teachers for culture relevant and sustaining strategies.
 - iv. Share out of teacher work around the 3 committee
5. Vote to Approve New Open Meeting Regulations Resolution – 2 minutes
 - a. Members that video conference in and want to count toward the quorum must publicize their address.
 - b. Otherwise, they can attend the board meeting in person at the school where there will be a link for anyone from the public that would like to attend
 - c. Resolution passed by acclamation
6. Draft 2022-2023 Board Meeting Calendar – 5 min
 - a. We would like the board to vote on the calendar and to have the meetings at 12 in the afternoon
 - b. Board Calendar and new time passed by acclamation
7. Approval of the minutes of the May 4th, 2022, board meeting
 - a. Minutes approved by acclamation
8. School Management Team Report – 10 minutes
 - a. Successful College and Career Day, very inspiring. Middle School went on several trips. MS and HS are getting ready for a smaller version of Rensizzle
 - b. Many thanks to those that are supporting the testing. AP tests, state tests, science test. The US history Regents is canceled. If a student passes the class, they get the credit.
 - c. We received more money from Bloomberg for our entire summer program. It will be a great program with Ren 2 and we will now have all our students K-12 part of summer school.
 - d. I.O. Education, (Pupil Path) had a data breach and the DOE has sent letters to families. We just got an email that None of the Renaissance student’s data was breached. We will continue to investigate this.
 - e. Very excited that next year, our Spanish program in 6th grade and in the HS, will have a Heritage and non-Heritage Spanish program. We are in the search for the Mandarin teacher for K-5 at Renaissance.
 - f. Thank you to the Board and Monte for allowing me to participate in the Teachers College program. It was a great experience.

9. Board Members' New Business – 10 minutes
 - a. Leadership Evaluation Monte and Chester will meet in the summer.
10. Public Speaking - TBD
11. Adjournment of Public Meeting 7:04



BOARD OF TRUSTEES PRESENTATION

Focus: CSG Work on Equity, Anti-racism, & Anti-bias 2021-22

June 1, 2022

Sandra Fritz & Jose Mane

We change the world one room at a time. This room, today, becomes an example of the future we want to create. There is no need to wait for the future.

Peter Block

Agenda

1. CSG structures
2. Three committees, process, & accomplishments
3. In depth committee work: process, documents, & achievements
4. Looking ahead

Grounding equity work: consistent structures

Norms:

revisited norms
in every meeting

Outreach & Accessibility:

prioritized
ensuring voices
of all
stakeholders
(translations)

Protocol Driven:

used SRI
protocols
(connections)

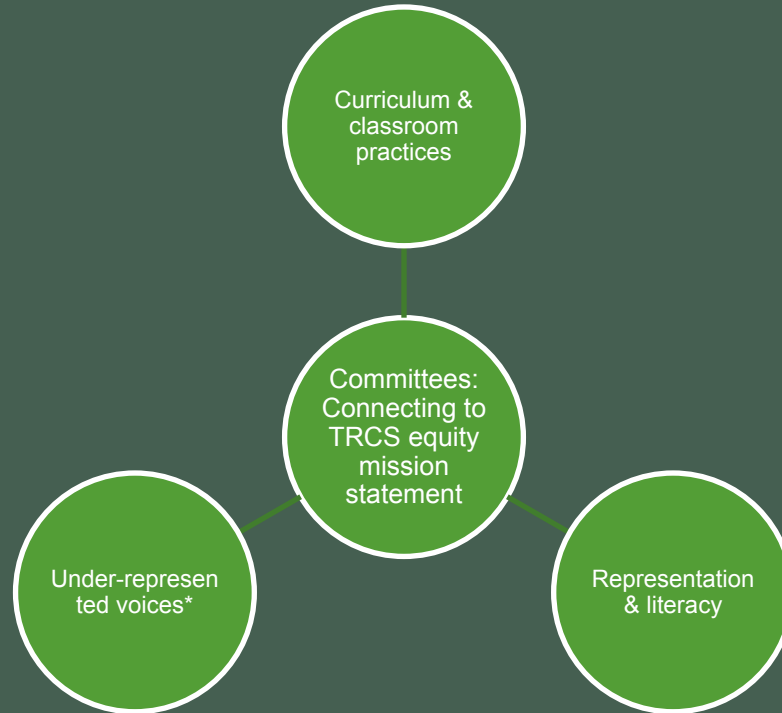
Collaboration space:

all stakeholders
worked together
in the
committees



**Build
Community**

Committees: based on CSG priorities



* Boys and young men of color; gender

Committee connection to TRCS Equity Mission & accomplishments

Built on last year's
work and creation of 3
committees

Committees outlined
one actionable goal to
focus on this year and
outlined steps to move
the work forward

Created a process and
structure across
committees to build
momentum and
support progress

What we did

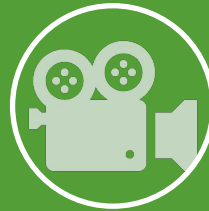
Student
Leadership



Developed a 3-part Professional Development series to support teachers on Culturally Responsive-Sustaining Unit Design: school-wide teachers re-designed a unit and aligned it to the NYS CR-S Frameworks



Conducted a MS student survey and received recommendations of high-interest books so students feel more welcomed and affirmed



Created an index of K-12 resources-books and films that highlight historically underrepresented identities to share with teachers for their lesson plan and libraries

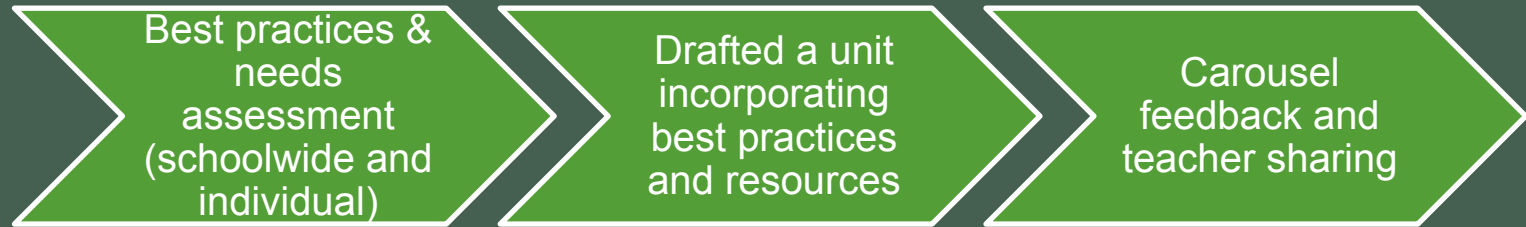


Researched mentoring organizations for young men of color and outlined future initiatives to support and expose them to diverse opportunities and options available



In-depth Committee look: Process & Documents

Curriculum and classroom practices: professional development 3 part series on CR-S, January - May



Examined Best Practice for CR-S Curriculum Work

Review: best practices from last session

Highlighting traditionally silenced identities & multiple perspectives

WINDOWS

Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migration/diaspora status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curricula.

IMPACTS

Play a role in helping our school to understand and align curricula to the variety of histories, languages and experiences that reflect the diversity of the State population.

Re-envision assessments

Utilize student datapoints and assessment measures that reflect:

- Learning spaces
- Modalities
- Demonstrations of proficiency

And an updated assessment menu

Examples:

- Project based learning
- Research projects
- Presenting knowledge
- Presentations
- Experiments
- Performances

Curriculum connections with students

Youth Culture

- Pair traditional curricular content with digital and other media platforms that provide current and relevant context from youth culture.

Daily lives

- Connect instructional content with the daily lives of students by using culturally specific examples (e.g., music, movies, text) that tap into their existing interests, knowledge, and youth culture.

Teacher Needs Assessments & Unit Revision: strengths & gaps

The screenshot shows a web browser window with the following details:

- Browser Tab:** Revision template-Best practices
- Address Bar:** File | C:/Users/sandr/Desktop/Teaching%20&%20Coaching/CSG/2021-2022/Jan%202031-PD%20&%20materials/Revisio...
- Navigation:** Back, Forward, Refresh, Home, Favorites, Not syncing
- Bookmarks:** Bank Street Courses, Bank Street - CANV..., Causes and Effects..., An Appraisal Persp..., Social support and..., Facing EL teachers'..., A typology of veter..., Other favorites
- Page Number:** 1 of 6
- Document Content:**
 - Unit Revision Table:**

Unit Revision	Strengths in the curriculum	Gaps in the curriculum	How will you address a unit through a CB & Social Justice Unit and you implement it?
Unit Revision - Summary Review and highlight... Identify the strengths and gaps... Plan a unit in which... Plan a unit in which... Plan a unit in which...			
 - Unit Revision - Summary Section:**
 - Unit Revision - Summary**
 - Current assets**
 - Plan a unit in which**
 - Plan a unit in which**
 - Plan a unit in which**

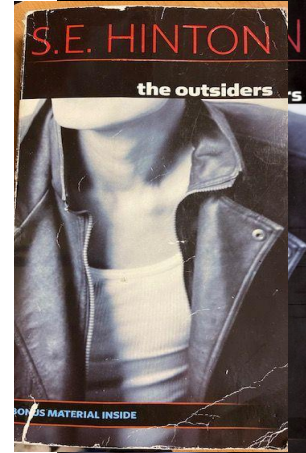
The Windows taskbar at the bottom shows the search bar, task view, and several application icons (Safari, File Explorer, Edge, Chrome, Firefox, Word, PowerPoint). The system tray displays 90°F Mostly sunny, 2:21 PM, and 5/31/2022.

Sample CR-S unit work

Rethinking The Outsiders By S.E. Hinton

Published in
1967

Considered
first YA novel



- Widely loved by students; socially insightful and problematic at the same time.
- **Representation:** all white characters, focuses on class, poverty; oppression of "Greasers" by "Soc's". Set in Tulsa, Oklahoma. Written by a 16 year old girl; published under ambiguous name!
- **Problems:** sexual harrasment, use of derogatory term for Native American people; seems to present an "all-white world" in a country and area that is not.
- **Solutions:** Read the book, allowing its strong points and enduring relevance around class conflict and coming of age to shine, but approach its problems with critical research questions.

Students will
research
*critical
questions*
alongside
reading the
book

- What does this book (its characters as well as S.E. Hinton's story) show about gender dynamics in 1967? What else can we learn about the issue of women's rights at that time?
- What does this book say (or not say) about race? What can we learn about the setting of the story by researching black history and race relations in Tulsa, Oklahoma? (hint: Black Wall Street and the Tulsa Race Massacre)
- What can we learn about indigenous history in Oklahoma? (Hint: tribal lands in Oklahoma)



Teacher: Ram
Subject: Math
Class: Gr 7 / 8

THREE BEST CR-5 PRACTICES

1. Continuation of the traditional Pi-day practices (Discovering Pi and Pi digits recitation)
2. Incorporating Black mathematicians in celebration of Black history month.
3. Circles around you and its significance (ex. historical landmarks/personal connections)

2) Incorporating Black Mathematicians in the celebration during Black History Month



1. Groups research about a famous black mathematician.
2. Make a Poster with 3-5 bullet points about the person's contribution.
3. Gallery String was displayed for the whole month of February in school's stairwell.
4. Each day, a mathematician is celebrated during DO NOW.

3. Circles around us and its significance (landmarks & personal connections)



1. Groups research about famous landmarks or symbols in their native country and its significance
2. Show and tell in class.
3. Compare circumferences and area of these circles. What patterns or generalizations can we make about them?

Focus: how can we create resources that are more culturally responsive, diverse, and inclusive K-12?



Curriculum Spotlight: Creating an index of books and films that are culturally inclusive, diverse, and inclusive

Resource Index highlighting historically underrepresented identities: films & books

[Elementary School](#)

[MS School](#)

[HS Films](#)

Representation & Literacy: MS Survey and Outcomes



Representation & Literacy

At The Renaissance Charter School

Introduction

We decided to take a closer look at what books students at TRCS enjoyed reading and why. The natural next step was to ask what types of books students would like to read in the future, as well as ask for their input on which topics they would like to learn more about.



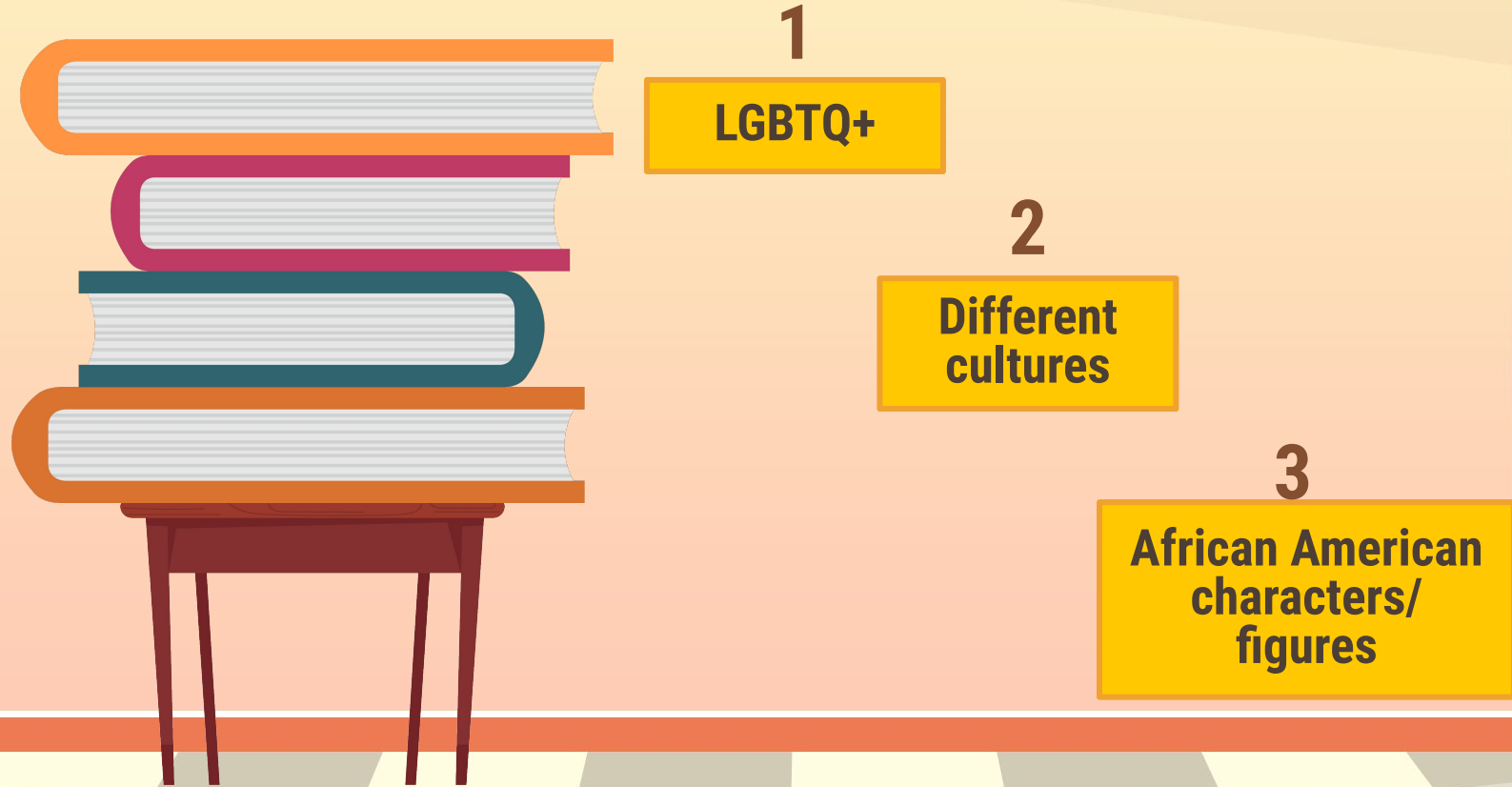
How did we do this?

WHO: Middle School students at TRCS

WHAT: conducted surveys on books they enjoyed, genre, why they enjoyed them, what is lacking, and book topics they would like to see in the future



What topics would you like to see more of?



In closing...



We have a responsibility to our students and school community to make sure they FEEL and are represented. These surveys provided us a glimpse of what WE can do to make this happen.

Next steps: share findings with classroom teachers and for future book orders

Leverage Underrepresented Voices:
Boys & Young Men of Color/Gender
Issues

Main focus and objectives

- More representation and collective work and community-based programs for LGBTQ+ youth.
- Access to different professionals and mentorship for boys of color.
- Utilize the Leadership Program to help further Student careers and understanding of career opportunities in NYC.

We chose to focus on:

Access to different professionals and mentorship for boys of color. Because:

- High need group
- To raise self esteem
- Support with academic skills
- Expose them to people and supports in careers they otherwise may not have been exposed to.
- Expose them to diverse opportunities and options that may be available to them post high school

Research: organizations that foster conversations on identity and power, and provide opportunities to leverage underrepresented voices

Call to Men Program:

A call to men: We work to transform society by promoting healthy, respectful manhood and offering trainings and educational resources for companies, government agencies, schools, and community groups.

The Brotherhood, Sister Sol:

With a focus on Black and Latinx youth, BroSis is where young people claim the power of their history, identity and community to build the future they want to see. Through unconditional love, around-the-clock support and wraparound programming, we make space for Black and Latinx young people to examine their roots, define their stories and awaken their agency.

South Asian Youth Action (SAYA):

SAYA is a youth development organization providing accessible, safe, and culturally affirming year-round programming to New York City students. We would like to start a SAYA chapter at TRCS

Suggested future initiatives

- Create partnerships with previously researched organizations
- Create our own Big Brother, Big Sister Programs
- Establish an Alumni of Color Program
- Hire/train a Coordinator/Community Liaison to support these initiatives

Looking ahead

1. Conduct a new needs assessment to determine next steps for the committee work & PDs
2. Continue supporting teachers in aligning Curriculum & Classroom Practices to CR-S Frameworks
3. Begin outlining & implementation of a selected an initiative from the committee
Leveraging Underrepresented Voices: Boys & Young Men of Color/Gender Issues

Excited for next year!

Thank you!