AGENDA

June 1st, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

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”
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 Joffee, 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.

“Developing Leaders for the Renaissance of New York”
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
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<th>Grounding equity work: consistent structures</th>
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<tr>
<td><strong>Norms:</strong> revisited norms in every meeting</td>
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<td><strong>Outreach &amp; Accessibility:</strong> prioritized ensuring voices of all stakeholders (translations)</td>
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<td><strong>Protocol Driven:</strong> used SRI protocols (connections)</td>
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<td><strong>Collaboration space:</strong> all stakeholders worked together in the committees</td>
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**Build Community**
Committees: based on CSG priorities

Committees: Connecting to TRCS equity mission statement

- Curriculum & classroom practices
- Representation & literacy
- Under-represented voices*

* 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

- 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.

Student Leadership
In-depth Committee Look: Process & Documents
Curriculum and classroom practices: professional development 3 part series on CR-S, January - May

- Best practices & needs assessment (schoolwide and individual)
- Drafted a unit incorporating best practices and resources
- Carousel feedback and teacher sharing
Examined Best Practice for CR-S Curriculum Work

Review: best practices from last session

Highlighting traditionally silenced identities & multiple perspectives

Re-envision assessments
Utilize student data points and assessment measures that reflect:
- Learning spaces
- Modalities
- Demonstrations of proficiency

Curriculum connections with students

Youth Culture
- Pair traditional curricular content with digital and other media platforms that provide current and relevant content 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
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 harrassment, 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)
Three Best CR-S 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
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?

1. LGBTQ+
2. Different cultures
3. African American characters/figures
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 initiative from the committee Leveraging Underrepresented Voices: Boys & Young Men of Color/Gender Issues
Excited for next year!

Thank you!