

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

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

AGENDA

July 12, 2021 – 11:30 AM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

- | | |
|---|------------|
| 1) Chairperson's Welcome | 2 minutes |
| 2) Pledge of Allegiance | 1 minute |
| 3) Roll Call | 2 minutes |
| 4) Approval of June 2, 2021 minutes | 5 minutes |
| 5) School Management Team Report / Personnel Changes, other | 10 minutes |
| 6) Finance Committee Report | 15 minutes |
| 7) Board Members New Business | 5 minutes |
| 8) 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.

- 9) Adjournment

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July 12, 2021

The Renaissance Charter School

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

The meeting convened at 11:30 a.m.

1. Chairperson's Message – Dr. Joffe welcomed everyone and wished all a great summer break.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, and Margaret Martinez –DeLuca

Also Present: Daniel Fanelli

Absent: Conor McCoy and Rachel Mandel

4. Approval of minutes of June 2, 2021 board meeting.
Minutes approved by acclamation.
5. School Management Team Report - Stacey
 - a. The College Bound Report will be delivered in September due to transitions in the College Bound office and the need to collect final data.

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- b. Personnel changes:
 - i. Maura Malarcher has retired. The school is searching for a replacement to fill this position.
 - ii. Inti Ossio is leaving TRCS. The school is searching for a replacement to fill this position.
 - iii. The school has hired a new 1st grade teacher
 - iv. Christina Howard has informed the school that she will be resigning. The school is searching for a replacement to fill this position.
 - v. The Earth Science Teacher will be relocating out of NY and is resigning. The school plans to fill this open position with a promising candidate who has been recommended by a current faculty member in the Science Department.
 - vi. The school has hired an additional ELA/ICT Teacher who will be moving to NY from Iowa
 - vii. The school has hired a new music teacher, Atsushi Ouchi, who has been the Jazz Band Director. He will fill the .8 position left open with the resignation of Katie Schmelzer.
 - viii. Rebekah Oakes, Director of Development and Partnerships, will be retiring later in the year. The school is searching for a replacement to fill this position.
 - c. TRCS has participated in a learning loss grant with several other schools, sponsored by the RASA Foundation. The grant was for an initial \$25,000, with an additional \$5,000 awarded. The foundation is generating a report that should reveal some interesting results from the innovative programs that participating schools instituted to address learning loss. This final report will be shared with the board.
 - d. TRCS is applying for several Federal grants, one that supports crime prevention and school safety, and another that supports literacy.
 - e. The joint summer school program between TRCS and TRCS 2 is off to a successful start.
6. Finance Committee Preliminary Budget -
 - a. The finance committee met and approved the preliminary budget.
 - b. The board approved the committee's recommendations of the finance committee by acclamation.
 7. Board Member New Business - None
 8. Meeting Adjourned - 12:02 PM
 9. Confidential Session Convened - 12:05 PM

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Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

AGENDA

August 30, 2021 – 3:30 PM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

- | | |
|--|------------|
| 1) Chairperson's Welcome | 2 minutes |
| 2) Pledge of Allegiance | 1 minute |
| 3) Roll Call | 2 minutes |
| 4) Approval of July 2021 minutes | 5 minutes |
| 5) School Management Team Report / Update on Fall Re-Opening | 15 minutes |
| 6) Board Members New Business | 5 minutes |
| 7) 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.

- 8) Adjournment

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Conor McCoy

Margaret Martinez-DeLuca

August 30, 2021

The Renaissance Charter School

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

The meeting convened at 3:35 p.m.

1. Chairperson's Message – Dr. Joffe welcomed everyone.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Chester Hicks, Raymond Johnson, and Margaret Martinez –DeLuca, Daniel Fanelli, and Rachel Mandel

Also Present: Matthew Delforte

Absent: Conor McCoy

4. Approval of minutes of July 12 2021 board meeting.
Minutes approved by acclamation.
5. School Management Team Report - Stacey
 - a. TRCS has been working along with TRCS 2 all summer to ensure a safe opening in September. As health and safety guidance continues to change, the school continues to adjust to these changing policies.
 - b. TRCS is not able to socially distance, and has informed its parents of this. The school is making adjustments to accommodate breakfast and lunch, follow the vaccine mandates for sports programs, and to keep the school community safe and healthy.
 - c. 96-97% of the staff is vaccinated, with unvaccinated staff members receiving letters asking if they intend to be vaccinated by the September 27th deadline set by the city. The UFT has stated that they are opposed

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to the city's policy for several reasons, however the policy is still in place. The school's position is that staff who are not vaccinated by September 27th, will be subject to termination.

- d. There will be two town halls for parents and several communications regarding the schools opening and contingency plans to address positive COVID outbreaks in the school.
 - e. Recruitment and hiring continues to be ongoing to fill open positions, as discussed at the previous board meeting. There should be an update on staffing status at the September meeting.
 - f. Stacey reported that she has been exposed to COVID and may have to quarantine, pending the results of a COVID test. She will inform the board of any updates.
6. Board Member New Business - None
 7. Meeting Adjourned - 4:00 PM
 8. Confidential Session Convened - 4:02 PM

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Secretary

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Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Margaret Martinez-DeLuca

Conor McCoy

AGENDA

September 8, 2021 – 6:00 PM

Public Meeting of The Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

- | | |
|--|------------|
| 1) Chairperson's Welcome | 2 minutes |
| 2) Pledge of Allegiance | 1 minute |
| 3) Roll Call | 2 minutes |
| 4) Approval of August 30, 2021 minutes | 5 minutes |
| 5) School Management Team Report / Update on Fall Re-Opening | 15 minutes |
| 6) Board Members New Business | 5 minutes |
| 7) 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.

- 8) Adjournment

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Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Conor McCoy

Margaret Martinez-DeLuca

September 08, 2021

The Renaissance Charter School

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

The meeting convened at 6:00 pm.

1. Chairperson's Message – Dr. Joffe welcomed everyone and reported that this meeting is a report meeting, due to the board not meeting quorum. He thanked everyone for their dedication to the mission of TRCS and their efforts to comply with vaccine mandates, and work with the changing guidelines and changing
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, and Raymond Johnson (quorum not met)

Absent: Conor McCoy, Chester Hicks, Rachel Mandel, and Margaret Martinez –DeLuca
4. Approval of minutes of August 30, 2021 board meeting (tabled until October Meeting)
5. School Management Team Report - Stacey
 - a. TRCS will be opening on September 9, 2021 to all staff and on September 13, 2021 to students.
 - b. The school will be opening with a full staff, welcoming 12 new staff members.
 - c. The vaccine mandate for NYC DOE schools is driving the policy for TRCS, meaning that all staff must be vaccinated by September 27, without exception. The school expects 100% compliance.

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- d. DOH COVID policies will be driving how the school responds to positive COVID cases. Guidelines regarding responses to positive COVID cases differ according to scenarios of infection rates, vaccine status of students, and quarantine requirements.
- e. The school will be implementing a program to administer COVID PCR tests every week, through a private provider. This will be more robust than the DOE/DOH testing program, which the school will also be implementing.
- f. Universal masking will be observed throughout the school; air purifiers will be placed in all classrooms and other areas where staff and students gather.
- g. Social distancing will be observed as much as is practically possible.
- h. Parent access to the building will be allowed and controlled for PreK to 5th grade for arrival and dismissal.
- i. The breakfast program in the morning will be eliminated to avoid crowding in the cafeteria and control for social distancing. Lunch in the cafeteria will be limited to 90 students at a time to control for social distancing.
- j. Meetings for parents will be held virtually.
- k. At last count the student population vaccination rate was at around 50%. The school has been and will be advocating that all students who are eligible, should be vaccinated.
- l. There will be two town halls to announce health and safety guidelines.
- m. The new PreK contract has been received along with an increase in per-pupil funding that is almost equal to per-pupil funding that the school receives for K-12 students.
- n. The school also received a \$27,000 grant to support the PreK program with new supplies and classroom enhancements.
- o. The College Bound Report is expected to be delivered at the October Board Meeting.

3. Board Member New Business - None

4. Meeting Adjourned - 6:30 PM

The Renaissance Charter School
Public Board Meeting
October 6, 2021 – 6:00 p.m.

AGENDA

- 1) Chairperson's Welcome – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Approval of the August and September, 2021 board meeting minutes – 5 minutes
- 4) Review and approval of the Consolidated Application – 5 minutes
- 5) Review and approval of the School Safety Plan – 5 minutes
- 6) Presentation by the College and Career Office – 20 minutes
- 7) School Management Team Updates – 10 minutes
- 8) Board Member New Business – 10 minutes
- 9) Public Speaking – TBD
- 10) Adjournment of the Public Session

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Secretary

Stacey Gauthier

Chester Hicks

Raymond Johnson

Dr. Rachel Mandel

Conor McCoy

Margaret Martinez-DeLuca

FINAL

October 06, 2021

The Renaissance Charter School

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

The meeting convened at 6:00 pm.

1. Chairperson's Message – Dr. Joffe welcomed everyone and expressed his gratitude for all of the measures being taken to ensure a safe, healthy, and happy learning environment at TRCS.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Chester Hicks, and Raymond Johnson

Absent: Conor McCoy, Rachel Mandel, and Margaret Martinez –DeLuca

4. Resignation of Conor McCoy from The Board

Dr. Joffe announced the resignation of Conor McCoy from The Board. Mr. McCoy sent a letter of resignation to Dr. Joffe, expressing his gratitude to The Board for his time of service and his gratitude to the school as an alumni. Mr. McCoy also expressed his desire to be considered for future service to the school, as his schedule permits.

5. Approval of minutes of August 30, 2021 and September 8, 2021 board meetings
Minutes approved by acclamation
6. Consolidated Application - Stacey Gauthier
 - a. Ms. Gauthier reported the school's allocations for Title I, II, and III federal funding:
 - i. Title I - \$103,788 will offset the salaries of the school's intervention teachers, with a required set-aside of \$1,000 to meet the needs of homeless students.

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- ii. Title II-A - \$19,500 will be used to offset the salary of the school's ELA Coordinator
 - iii. Title III - \$13,376 will be used for ELL support through the ELL Consortium.
 - iv. Title IV-A - \$10,000 has been transferred to Tile IIA as an additional offset.
- b. A motion was made to approve the Consolidated Application and its allocations. The motion was seconded and unanimously approved.
7. School District Safety Plan - Stacey Gauthier
- The School District Safety Plan was reviewed by the board prior to the meeting. The plan was approved by acclamation with no further public comment.
8. College and Career Office Report - College and Career Office TRCS
- a. Anna Falla-Riff reported that the office replaced two valuable staff members who left, with one retiring and another moving on to another career.
 - b. The two new staff members were introduced and reported on their work for this year.
 - c. Ms. Falla-Riff provided an overview of the report, which had been shared with board members prior to the meeting. The overall report was very impressive, reporting the successes of graduating seniors of the class of 2020, especially given the circumstances that have prevailed during the COVID-19 pandemic.
9. School Management Team Report - Stacey Gauthier
- a. 100% of the staff at TRCS is fully vaccinated
 - b. The 9th grade has more than 90% of its students vaccinated, and is leading the way toward the goal of for all eligible students being vaccinated.
 - c. There have been 4 cases of COVID reported at the school that have required quarantining. An additional case of a 5th student who tested positive has not resulted in quarantining because that student was not present at school during the period of infection. The school continues to follow the guidance provided by the DOH regarding COVID protocols.
 - d. The school is testing students weekly thorough a COVID testing service.
 - e. Busing issues are being resolved
 - f. Field trips are still on hold for now with free buses, but schools can contract with private services for field trip buses. The school does not plan to use this option at this time.
 - g. Dan Fanelli reported that assessment have begun at TRCS, with benchmarking having been completed, and interim assessments scheduled with NWEA and ANET
 - h. The school is also addressing challenges with students in Kindergarten that may very well be a result of children adjusting socially and emotionally to a new environment, after having been in remote learning or in not in school for more than a year.
 - i. The school is addressing some issues with the use and condition of 2nd floor girls bathroom. This has been referred to Student Support.
 - j. The school is also completing its financial audit.

10. Public Speaking - None
11. Meeting Adjourned - 6:48 PM

The Renaissance Charter School
Public Meeting of The Board of Trustees

Wednesday, November 3, 2021 – 6:00 p.m.

Via

Zoom <https://us02web.zoom.us/j/88512702116?pwd=eG1qTGF2OVNjcFdBdk9ZdTN5dHMxQT09>

AGENDA

- 1) Chairperson's Message – 5 minutes
- 2) Roll Call- 2 minutes
- 3) Approval of the October, 2021 minutes – 10 minutes
- 4) Review of FY 21 Certified Financial Report – 15 minutes
- 5) School Management Team Report – 15 minutes
- 6) Board Members' New Business – 10 minutes
- 7) Public Speaking – TBD
- 8) Adjournment of Public Session
- 9) Executive Session

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FINAL

November 03, 2021

The Renaissance Charter School

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

The meeting convened at 6:00 pm.

1. Chairperson's Message – Dr. Joffe welcomed everyone and acknowledged that the beginning of the school year has been full of difficult challenges, yet November is here. Dr. Joffe reminded everyone of the great progress that Renaissance has made since its inception and now with a second school, TRCS 2, in its second year of operation and looking ahead to moving into a brand new facility next year.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Chester Hicks, Rachel Mandel, and Raymond Johnson

Absent: Margaret Martinez –DeLuca
3. Approval of minutes October 6, 2021 board meeting Minutes ap-
proved by acclamation
4. Review of 2021 Certified Financial Report - Stacey Gauthier
 - a. Ms. Gauthier reported that the Board Finance Committee met to review the report.
 - b. The report was presented by the school's accountants.
 - c. The school's financial position is positive, with the school not running a deficit.
 - d. The report was clean in its findings.
5. School Management Team Report - Stacey Gauthier

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- a. TRCS is fully enrolled, for the most part, with some seats reserved for Kindergarten.
 - b. TRCS has almost 300 applicants for next year and plans to have several virtual open houses to prepare for the April lottery.
 - c. Election Day PD was very successful, with a focus on progress reports and meeting the needs of IEP students and students with special needs.
 - d. Testing has been completed to identify ELL students. The school has identified 90 students who qualify as English Language Learners.
 - e. TRCS will be a pop-up vaccination site on Tuesday, November 9, and will advertise to its community and to TRCS 2 to open the site for participation to those who are eligible.
 - f. The number of fully vaccinated students continues to grow, with some classes having achieved a 90% vaccination rate.
 - g. TRCS continues to test students for COVID-19 on-site who have been given permission to be tested. The school uses a private provider as well as the DOE's testing service.
 - h. The school continues to conduct robust interim academic testing to gauge student achievement.
 - i. The school has a new Director of Operations, Omar Rafael, who was brought over from TRCS 2. He has taken on a multifunctional role and manages the school's COVID responses, including the testing program and outreach to the school community when there are cases of any positive COVID cases.
 - j. The school has also hired a new chef/kitchen manager.
 - k. The building will probably be closed next summer for scheduled HVAC updates.
10. Board Members New Business -
- a. Chester Hicks brought up several issues -
 - i. Vaping seems to be on the rise in bathrooms
 - ii. Recently there was a report of two female students who were engaged in a public display of affection in one of the girls's bathrooms.
 - iii. There are reports of students exiting the building at dismissal and then re-entering the building without being checked or monitored.
 - iv. Mr. Hicks is also concerned about the possibility of a harsh winter and protecting students who may be waiting outside to enter the school
 - b. Stacey responded to the reports and said that these matters (vaping, inappropriate public displays of affection, and student access to the building after school) should be referred to Vinny (Vincent Garelick, Dean of Students).
 - i. Vaping has always been a major concern. The school has joined a class-action lawsuit that if it wins, may address some of the issues of detecting vaping, with the installation of vaping detectors. The larger issue is about health and safety concerns and the need to educate students and parents about the immediate and long-term health hazards of vaping.
 - ii. The school is also concerned about students who may be exposed to extreme weather and will work to ensure that parents are aware of the need to plan ahead for the possibility and to adjust the arrival time of their children accordingly.
11. Public Speaking - None
12. Meeting Adjourned - 6:30 PM
13. Confidential Session Convened at 6:31PM

The Renaissance Charter School
Board of Trustees

Public Meeting – December 1, 2021 – 6:00 p.m.

AGENDA

- 1) Chairperson's Message – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Approval of the November Minutes – 10 minutes
- 4) School Management Team Report – 20 minutes
- 5) Board Members' New Business – 10 minutes
- 6) Public Speaking – TBD
- 7) Adjournment of Public Meeting
- 8) Executive Session

**Happy Holidays to Everyone! Thank you for your service to
our Students, Families and our School.**

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Secretary
Stacey Gauthier
Chester Hicks
Raymond Johnson
Dr. Rachel Mandel
Margaret Martinez-DeLuca
Daniel Fanelli

APPROVED

December 01, 2021

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

The meeting convened at 6:00 p.m

1. Chairperson's Message – Dr. Joffe acknowledged the change in the political landscape in the city with the election of a new mayor and with the results of national elections. He said that he is hopeful that these changes will translate to positive changes in the world of education. He wished everyone a happy holiday season, a happy new year, and he expressed his great appreciation for everyone's contributions to the board, the school, and American education.
2. Roll Call – Attendance was taken by Everett Boyd, Secretary

Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Chester Hicks, Raymond Johnson, and Margaret Martinez –DeLuca (joining late)

Absent: Rachel Mandel
3. Approval of minutes of the November 3, 2021 board meeting
Minutes approved by acclamation
4. School Management Team Report - Stacey Gauthier
 - a. TRCS and TRCS 2 are continuing to test their student populations weekly for COVID-19, through the DOE's testing program and through a private provider, Access Nursing.
 - b. There have been some breakthrough COVID cases among several staff members, resulting in those staff members having to quarantine as well as some students who were in close contact.
 - c. The quarantine guidelines have changed, whereas students who are vaccinated and are close contacts to someone who tests positive for COVID, do not have to quarantine. Unvaccinated students still need to quarantine.

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- d. The school's student vaccination rate is at 90% for all grade levels, with the exception of the 7th grade, which is at 80%.
 - e. Students who are in the age group from 5-11 are newly eligible to be vaccinated and are beginning to do so.
 - f. The school continues to advocate for all students to be vaccinated, although vaccines cannot be mandated at this time.
 - g. TRCS will be a pop-up vaccination site this week for students who are eligible for their second dose as well as for those who wish to get their first dose, based on availability.
 - h. Stacey thanked Board Member Chester Hicks, who is retired from the NYPD, for his help in engaging his contacts at the NYPD in resolving some issues with homeless individuals who were creating a public nuisance and were encroaching on and near school property.
 - i. Dan Fanelli reported on the progress with interim assessments and data analysis to support student achievement, monitor student progress, and targeted instruction to promote improved student achievement. TRCS and TRCS 2 just successfully completed their first round of interim assessments and data analysis (Data Dig), which provided an opportunity to assess the impact of instruction in each school and to look at comparative data between the two schools. Stacey and Dan acknowledged the great work that Andrea Johnson has done to support the work of coordinating interim assessments and data analysis this year.
 - j. The school will be publishing an article about the reading and literacy activities that students have engaged in school-wide and the impact that it has had on them as they have progressed from grade to grade.
 - k. TRCS will begin having virtual open houses which will include a virtual photo tour of the school.
5. Board Members New Business -
- a. Dr. Joffe announced that Principal Review Committee will convene soon to begin its work.
 - b. The board voted to approve Dan Fanelli as the newly appointed board secretary. Everett Boyd is the outgoing secretary and will remain on the board as a trustee.
6. Public Speaking - None
7. Meeting Adjourned - 6:26 PM

The Renaissance Charter School
Board of Trustees

Public Meeting – January 5, 2022 – 6:00 p.m.

AGENDA

- 1) Chairperson's Message – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Approval of the December Minutes – 5 minutes
- 4) School Management Team Report – 10 minutes
- 5) Board Members' New Business – 10 minutes
- 6) Public Speaking – TBD
- 7) Adjournment of Public Meeting

Happy New Year!

The Renaissance

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Daniel Fanelli
Secretary
Stacey Gauthier
Chester Hicks
Raymond Johnson
Dr. Rachel Mandel
Margaret Martinez-DeLuca
Everett Boyd

Approved

January 05, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

The meeting convened at 6:00 p.m

1. Chairperson's Message
 - a. Monte Joffe wishing everyone a happy 2022, you deserve a gold medal for all of your work. Thank you, thank you board members, teachers, parents, and students. Keep pushing through it; we will come out the other side.
2. Roll Call – Attendance taken by Dan Fanelli, Secretary
 - a. Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Chester Hicks, Raymond Johnson
3. Approval of the minutes of the December 1st, 2021, board meeting
 - a. Minutes approved by acclamation
4. School Management Team Report – Stacey Gauthier
 - a. COVID update – 60 students are confirmed positive with, 50 awaiting results. A number have come over the break. 73% to 74% student attendance numbers since the return from break.
 - b. Because of that we have put together plans to support students
 - i. Learning center staff working with MS and HS students that are home throughout the day.
 - ii. Teachers make sure Google classrooms are updated, utilizing online programs.
 - iii. Teachers will keep PowerSchool updated.
 - c. Staff members are out sick, 12 are positive with COVID.
 - i. Good news we had people come back from quarantining, but others have gone out, we are watching it because this could cause us to go remote if too many staff are out.
 - ii. CDC updated guidance; they can return if they feel well after 5 days, but individual doctors are advising otherwise.
 - iii. We spoke with our Council; we will not go against doctors' recommendations.
 - d. Students that have COVID will have to quarantine for 10 days, students that are exposed are provided rapid testing kits that they must use themselves, but no longer have to quarantine.
 - e. Several charter schools are remote; the DOE most likely will not go remote.
 - f. We are testing much more than DOE, so we expect more positive cases.
 - g. January Regents have already been cancelled; we expect there may be some modification to state testing.
 - h. No students have been hospitalized

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5. Board Members' New Business – none
6. Public Speaking – none
7. Adjournment of Public Meeting – 6:18

The Renaissance Charter School
Board of Trustees

Public Meeting – February 2, 2022 – 6:00 p.m.

AGENDA

- 1) Chairperson's Message – 5 minutes
- 2) Roll Call – 2 minutes
- 3) Approval of the December Minutes – 5 minutes
- 4) School Management Team Report – 10 minutes
- 5) Board Members' New Business – 10 minutes
- 6) Public Speaking – TBD
- 7) Adjournment of Public Meeting

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
Margaret Martinez-DeLuca
Everett Boyd

APPROVED

February 2nd, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

The meeting convened at 6:00 p.m

1. Chairperson's Message
 - a. Welcome everyone, Meredith welcome. Rebekah Oakes is now on Terminal Leave. Monte: A lot of work gets done in the main office, it's the power center, new idea, innovative solutions, Rebekah was a calming voice, a presence of honesty and voice. So much of her work is in the background, working through the night on grants. She started with us as a Kindergarten parent to working with us for over 22 years. She helped us to get through many many times at Renaissance.
 - b. Monte would like to create "The Renaissance Hero's Award", and we would like to nominate Rebekah to receive that award.
 - c. It's a recognition of all of the work behind the scenes done by so many, Raymond with students, Chester with Parents, Stacey, Everett and Dan work on the school
 - d. Meredith is our New Director of Communications
2. Roll Call – Attendance taken by Dan Fanelli, Secretary
 - a. Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Chester Hicks, Raymond Johnson
3. Approval of the minutes of the January 5th, 2022, board meeting
 - a. Minutes approved by acclamation
4. School Management Team Report – Stacey Gauthier
 - a. COVID update –
 - i. Testing 25% of our students, vaccinated and unvaccinated, working with bio reference and access nursing.
 - ii. Making available an addition testing at the school from 3:30 to 6:00 for both Renaissance and Renaissance 2 families.
 - iii. We still have some students testing positive, but like the rest of the city we are dropping off from the earlier months. We are well supplied with tests.
 - iv. Our plan prior to the mid-winter break, we will give every student a test so they can take it prior to returning from the break.
 - b. We are the recipient of the STOP Grant –

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- i. We will be the lead school for the 20 schools on the consortium. Ren 2 will be included. Every school gets a \$3,000 stipend, Emergency management work
 - c. The PK contract was approved –
 - i. we reapplied to get more money and we were successful; we couldn't have done it without Rebekah's support.
 - ii. \$16,114 is the new PPR plus 2 grants: one for the bathroom renovation and another for supplies
 - d. Air Unit Replacement -
 - i. Waiting to find out when we are going to get it. We are 75% of the way through the process, when done we will have a new system to control the air and the fire system, it will all be state of the art.
 - ii. We believe this will take place over the summer which will close the school.
 - e. Personnel Changes –
 - i. Rebekah on "Terminal Leave" till June 30th after which she will retire. She will continue to support us for the remainder of the year with presession.
 - ii. Yumeris Morel was offered a position as an AP at a consortium school to eventually be a principal.
 - iii. Replacement plans: Rebekah's job will be replaced by Meredith as the Director of Communications, Peggy Heaney who has accepted the Director of Development, so we are looking to hire a Parent Coordinator to support the work that Peggy did.
 - iv. Yumeris position, we are looking to see what we can do internally to cover the ELA program and the Advisory Program. We are thinking to create an advisory coordinator that will be under our college bound team supported by Ana.
 - v. Chef Manager: Gregory Hill
 - vi. Our Nurse has to take a leave, we have a replacement, Nurse Pat
 - f. "TRCS confessions" has been shut down –
 - i. The PTA held a presentation about social media and kids, they had the precinct on to talk about cyber bullying
 - ii. Vincent Garlick, Dean, is supporting getting this site down
 - g. Advocacy work –
 - i. PBJ supporting our work with getting the state to pay for our pension
 - ii. The UFT, CSA, DC37 union members have all signed a letter in support of paying for our pension.
 - 1. The heads of both CSA and DC37 unions are in support.
 - iii. There are still negative statements about charter schools out there, but we will continue to push through.
 - iv. In the past we have gotten state grants, that were written into the budget. The other way is the city is provided with a pot of money and divides it up between the 3 conversion charter schools.
 - v. The speaker and some other elected are interested in supporting our ask to cover our pension
 - vi. Doesn't look like there will be a charter cap lift
 - vii. UFT is advocating for charter schools to not get rental assistance from the city
 - viii. We will continue to ask for support as we always do.
 - h. Chester Hicks – Spoke to school safety
 - i. They have a class of new agents graduating, and they plan to support us with another agent
 - i. Resolution: Rebekah Oakes to become a new member of The Board of Trustees: approved by acclamation
- 5. Board Members' New Business – none
- 6. Public Speaking – none
- 7. Adjournment of Public Meeting – 6:43pm

The Renaissance

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www.renaissancecharter.org • 718-803-0060 • 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

Margaret Martinez-DeLuca

Everett Boyd

The Renaissance Charter School

Public Meeting of The Board of Trustees

DATE – 6:00 p.m.

HONORARY MEMBERS

Sandra Geyer, 1941-2019

Hazel DuBois, Ph.D. 1937-2013

Hon. Rudolph Greco, Esq.

Meryl Thompson

Francine Smith, 1949-2021

AGENDA

- | | |
|-------------------------------------|------------|
| 1) Chairperson's Welcome | 3 minutes |
| 2) Roll Call | 2 minutes |
| 3) Approval of Last Month's Minutes | 5 minutes |
| 4) School Management Team Report | 10 minutes |
| 5) Board Members' New Business | 10 minutes |
| 6) Public Speaking | TBD |
| 7) Adjournment of Public Meeting | |
| 8) Executive Session | |

“Developing Leaders for the Renaissance of New York”

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Everett Boyd

APPROVED

March 2nd, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

The meeting convened at 6:00 p.m

1. Chairperson's Message
 - a. Monte Joffe provides welcome message about the state of the world and emphasizes how important it is that we as educators continue to do our work.
2. Roll Call – Attendance taken by Dan Fanelli, Secretary
 - a. Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Dr. Rachel Mandel, Raymond Johnson
3. Approval of the minutes of the February 2nd, 2022, board meeting
 - a. Minutes approved by acclamation
4. School Management Team Report – Stacey Gauthier
 - a. COVID update.
 - i. Waiting for the city to provide guidance on mask mandate, the mayor will make an announcement at the end of the week.
 - ii. We will continue to test as masks come off
 - iii. We haven't had any cases over the past few weeks
 - iv. Fully or partially vaccinated rates
 1. K 70%, 1 77%, 2 68%, 3 87%, 4 78%, 5 85%, 6 84%, 7 91%, 8 95%, 9 91%, 10 95%, 11 92%, 12 94%
 - b. PreK inspection –
 - i. Great job did well. They seem to be a good partner this year. Thank you, Omar, for his support
 - c. Staffing update
 - i. Rebekah on "Terminal Leave" till June 30th after which she will retire. She will continue to support us for the remainder of the year with presession.
 - ii. Yumeris Morel was offered a position as an AP at a consortium school to eventually be a principal.
 - iii. Replacement plans: Rebekah's job will be replaced by Meredith as the Director of Communications, Peggy Heaney who has accepted the Director of Development, so we are looking to hire a Parent Coordinator to support the work that Peggy did.
 - iv. We hired a Parent Coordinator

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- v. Pierre Dizon will leave at the end of the year
- vi. Pricilla will be moving at the end of the year PK
- vii. Sandra Fritz has accepted the 10-month AP for English Language Arts position
- viii. Vincent G. will become the Dean next year as a CSA member working 12 months
- ix. Martha will be supporting our Advisory program next year
- d. Advocacy update
 - i. Speaking with Labor and Educational committees.
 - ii. Positive connection with the Sen
 - iii. We are asking the city to pick up the pension cost for 3 conversion charter schools. If we were to go out of business, there would be nobody paying for the retiree's pension.
 - iv. Stacey spoke with the Actuary and found that would be a false statement, that the city will pick up the pension cost. However, we would like to have something in writing and have the city pay for the pension cost.
 - v. We will continue to update you
- e. Assessment update
 - i. NWEA adaptive assessment that all students have taken twice this year. The student's data translates to work on Edgenuity 90 minutes each week in both Math and ELA to address our students' gaps. There is a strong correlation between work on Edgenuity and improved state test scores.
 - ii. ANET: Achievement network assess grade level standards. Helps our teachers to identify standards that need to be retaught. We just finished our 3rd ELA assessment and teacher will meet early next week to review the data and come up with re-teach plans/prep plans for the state test which will take place in a few weeks. Our A3 Math assessment will take place after the state ELA Exam and again will identify grade level standards that our math teachers can focus on prior to the state test.
 - iii. F&P: Our students have been benchmarked now a total of 3 times this year. We use the data to identify which students should be in the Targeted reading groups K-8 to support students that are behind their current expected grade level. This is the Targeted Reading Intervention Program (TRIP).
- f. Homework Center
 - i. Raymond will support afterschool help Raymond. Thank you, Raymond,
- g. Summer School
 - i. Looking at both schools to make sure we can get teachers in the building. We plan to use Renaissance as the site for both schools this summer as we don't know if Renaissance 2 will be open yet
- h. Air Units
 - i. It is approved, but it will not happen until the 2023.
- i. Renaissance Hero Award Update
 - i. Suzanne looking into awards that would be similar to the apple award
 - ii. We are thinking of something like a cape flowing in the wind
- 5. Board Members' New Business - None
- 6. Public Speaking – none
- 7. Adjournment of Public Meeting – 6:34pm

The Renaissance

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Margaret Martinez-DeLuca
Everett Boyd

AGENDA

April 6th, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
3. Approval of Last Month's Minutes – 5 minutes
4. Finance Committee meeting Report - 10 minutes
5. School Management Team Report – 10 minutes
6. Board Members' New Business – 10 minutes
7. Public Speaking - TBD
8. Adjournment of Public Meeting
9. Executive Session

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Everett Boyd

APPROVED

April 6th, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

1. Chairperson's Message – 3 minutes
 - a. Monte Joffe provides welcome message about the state of the world and the state of education, NAEP wrote in their last report in 2012 student progress has declined and the achievement gap has increased. This is why Renaissance is so important, we have to keep move forward, imagine harder, and push student achievement. Renaissance is the place where possibilities begin. I hope you enjoy your upcoming spring break.
2. Roll Call – Attendance taken by Dan Fanelli, Secretary
 - a. Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Raymond Johnson
3. Approval of the minutes of the March 2nd, 2022, board meeting
 - a. Minutes approved by acclamation
4. Finance Committee meeting Report - Stacey Gauthier
 - a. Raymond, Denise, Dan, Stacey attended. We looked at the YTD budget vs what we spent so far. We will have another meeting to discuss next year's working budget. The removal of Federal Funds, but the addition of the per-pupil. Fortunately, the Pension cost is going down. There is another round of ECF funding, we plan to purchase more Chromebook and laptops for staff and students. We are looking at capital expenses, revitalization in the cafeteria by purchasing new tables, new oven, and changing the paint in the room.
 - b. We had a Single Audit which focused on a lot of the purchase for the technology
5. School Management Team Report – Stacey Gauthier
 - a. Introduction to Carolina Caicedo our new Parent Coordinator
 - i. Caronlina C. - I have been at the school in that role for 1 month. I love to help others and this why I enjoy this work. I am looking forward to engaging our families in many new events and courses for families to participate in.
 - ii. Stacey G. – happy to have Caronlina on board, she is always connecting with families and staff. She has been very helpful.
 - b. State testing is upon us, and we continue to assess internally.
 - c. COVID testing is still happening, we have seen an increase in cases. Not that many, but we are watching the increase. The mayor was going to drop the mask mandate, but with the increase in cases he decided that the

“Developing Leaders for the Renaissance of New York”

- masks for those students must remain on.
- d. We will have a full summer school, thank you to all of our staff that have stepped up to bring this program to our students. Thank you, Raymond.
 - e. Our Lottery for K, 5th and 9th grade seats will take place Friday April 8th. After the lottery we will report out our waitlist numbers
 - f. STOP Grant - Renaissance is the lead on the grant, which provides services to school around cyber bullying, child abuse, emergency preparedness, federal and State compliance. There are several other schools that are part of the consortium, Renaissance 2 is one of those schools.
 - g. Last week, 24 students participated in the model UN. Bill Clinton Spoke, they got to meet many students from around the world. Thank you to Ana Falla Riff and Gavriella Arias putting together the program and for supporting our students.
 - h. Thank you to Riaad, our Future Farmer of America Chapter was reinstated, and Stacey got US Foods to donate \$750 for our FFA chapter students to attend a conference.
 - i. Thank you to Jose Mana, for getting out our first addition of the school newspaper and a pod cast.
 - j. Rensizzle –
 - i. Bit difficult this year, field trips were just reinstated, so we will have abbreviated Rensizzle this year.
 - ii. Rensizzle elementary will be doing little sizzle with 3 half days of project based learning.
 - iii. Middle School will survey the students to figure out which field trip they would like to attend, NHM, Bronx Zoo, Staten Island Zoo, Botanical Gardens and perhaps student suggestions. The hope is that the entire middle school will go on one day in May and students will get to go on the trip they selected.
 - iv. High School – Plans in the works where some days classes are suspend and student interest groups are created
 - v. Next year we are hopeful for full Rensizzle, we would love to have students involved in planning and picking what they would like to learn about
 - k. Field Trips-
 - i. Elementary is going on a number of trips
 - ii. Middle and high school are doing Great Adventure trips and field days
 - l. Open Meetings Law –
 - i. Month by Month we have been able to have Zoom board meetings. There has been advocacy around keeping Zoom meetings. If they don't we will have to resume having a main location, we will have to talk about that if it happens.
 - m. Language Department Restructuring
 - i. Marta will be taking on Advisory but will also be doing AP Spanish Literature
 - ii. So that means we have an opening in our Language department.
 - iii. We have been talking about changing our Language program to offer Mandarin in our Elementary grades
 - iv. Then in 6th grade we would offer 3 different tracks, Mandarin, Spanish Language, and Spanish Heritage. Spanish Heritage would advance our Spanish Speaking student's Spanish literacy skills.
 - v. We are working with Laurie L. who is the head of Language at Dalton to identify which language program is best and to assist us in the hiring process.
 - vi. This will offer our students the ability to develop their language and expose students to another language
 - vii. Everett – says, Mandarin students are learning phrases, writing in calligraphy, they sing and dance, celebrate cultural experiences, it's a wonderful program
 - viii. Monte – From a programming perspective how would it work? Stacey – All students in Elementary would receive the same instruction. Students in MS would move into Heritage or non-Heritage program.
 - ix. Down the road we hope to offer HS courses in Language for students in both schools.
 - n. Board Resolution–
 - i. In February the board unanimously elected Rebekah Oakes to the Board of Trustees. Monte Joffee gave Stacey Gauthier the permission to carry forth this resolution.
 - ii. Monte Joffee asked for the approval of said resolution.
 - iii. The Board unanimously approved the resolution by acclamation
6. Board Members' New Business – None
 7. Public Speaking - TBD
 8. Adjournment of Public Meeting – 6:44pm



Laurie Hazeley
Senior Director
Charter School Office

100 Gold Street
New York, NY 10007

LHazeley@schools.nyc.gov

April 7, 2022

Monte Joffe, EdD.
Board Chairperson
The Renaissance Charter School
35-59 81st St
Jackson Heights, NY 11372

Dear Chairperson Joffe,

This letter serves as notification that the New York City Department of Education Charter School Office has no objection to Rebekah Oakes serving on the Board of Trustees of The Renaissance Charter School.

Please update your board roster within the next five business days via the Charter Information Portal (ChIP).

Thank you for working to increase the capacity of your school's Board.

In Partnership,

A handwritten signature in black ink, appearing to read 'Laurie Hazeley', written in a cursive style.

Laurie Hazeley
Senior Director
Charter School Office
New York City Department of Education

The Renaissance

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

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Everett Boyd

AGENDA

May 4th, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

HONORARY MEMBERS

Sandra Geyer, 1941-2019
Hazel DuBois, Ph.D. 1937-2013
Francine Smith, 1949-2021
Hon. Rudolph Greco, Esq.
Meryl Thompson

1. Chairperson's Message – 3 minutes
2. Roll Call – 2 minutes
3. Approval of Last Month's Minutes – 5 minutes
4. FY 2022-23 Working Budget - 10 minutes
5. School Management Team Report – 10 minutes
6. Board Members' New Business – 10 minutes
7. Public Speaking - TBD
8. Adjournment of Public Meeting
9. Executive Session

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Charter School

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Francine Smith, 1949-2021

Hon. Rudolph Greco, Esq.

Meryl Thompson

APPROVED

May 4th, 2022

The Renaissance Charter School

Meeting of the Board of Trustees

1. Chairperson's Message – 3 minutes
 - a. Monte Joffe provides welcome: Can't believe it is May already, we pulled through, we managed. We want to thank the board members, the SMT, the teachers, students and parents.
2. Roll Call – Attendance taken by Dan Fanelli, Secretary
 - a. Present: Monte Joffe, Everett Boyd, Stacey Gauthier, Daniel Fanelli, Raymond Johnson, Rebekah Oaks
3. Approval of the minutes of the April 6th 2022, board meeting
 - a. Minutes approved by acclamation
4. Finance Committee meeting Report – Denise Hur
 - a. Met last week to review the budget.
 - b. All contracts are expiring soon, so we are expecting increases. We built a 3% increase in.
 - c. Pension costs went down
 - d. Health Cost 10% increase estimate
 - e. Per-pupil increase \$17,633, SPED remains the same
 - f. Summer Boost program will be applied if we get it so the surplus may get hirer
 - g. Currently have a \$386,000 surplus
 - h. Stacey Gauthier
 - i. Long conversation with the actuary about the pension. Looks like we may still see a pension hit
 - ii. Medicare to Medicare advantage
 - iii. Increased medical costs at both schools
 - iv. Increased costs across the board including our school wide insurance
 - i. Motion to approve the budget
 - i. Approved by acclamation
5. School Management Team Report – Stacey Gauthier
 - a. Lottery
 - i. Very successful
 - ii. We are fully enrolled and are registering families
 - iii. Now we will fill seats where we thought we may need to hold seats for hold over
 - b. Testing Season
 - i. 3-8th ELA and Math are done
 - ii. AP exams

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- iii. Regents Exams
 - iv. New provider that will score the state tests, called Premier
 - c. We are in hiring mode
 - i. We have filled 8th Social Studies, and Kindergarten teacher
 - ii. We are still in the process of looking for the Mandarin teacher and PK teacher
 - d. Stacey met with the Spanish Department to discuss the program and movement toward Mandarin
 - e. Summer Program
 - i. If we get the summer program, we will be utilizing the Lavinia Curriculum
 - ii. It will be great to have this program as it is a high rigorous program that includes ELA and MATH for 5 weeks in the summer.
 - f. Lead school on STOP Grant, Renaissance 2 is also part of the grant
 - i. A lot of flexibility around PD to support both Schools programming
 - ii. Will provide access to several parent workshops
 - g. Renaissance made US World News Report and High School Report again
 - h. Showcase School for our PreK-Program
 - i. D75 Principal, Greg Lopez, asked Stacey to join a program about inclusion in all schools. Stacey asked the Chancellor why we can't have a D75 program at our new school, The Renaissance Charter School 2. He said he would come and visit The Renaissance Charter School to see our successful program.
 - j. Stacey is a Cahn Principal mentor; she plans to bring a PBL program that she saw and plans to bring it to Renaissance
 - k. Civic Readiness seal for the Regents David Frank got us the meeting to include this
 - l. Rudy Greco has come into the building; he is championing the Mother's Day Stroll. He is talking to our high school students about life lessons.
 - m. Everett is on a banner in the Charter Center as a New York City Charter Leader
- 6. Board Members' New Business – None
 - 7. Public Speaking - TBD
 - 8. Adjournment of Public Meeting – 6:37pm

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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

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Everett Boyd

Rebekah Oakes

APPROVED

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
 - 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

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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)

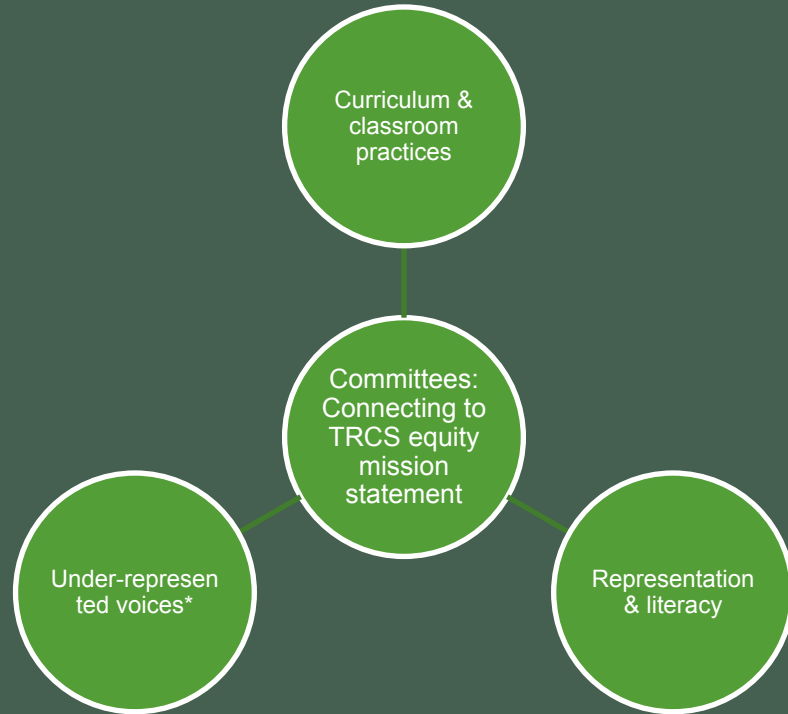
Collaboration space:

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

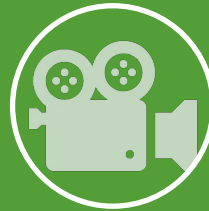
Student
Leadership



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

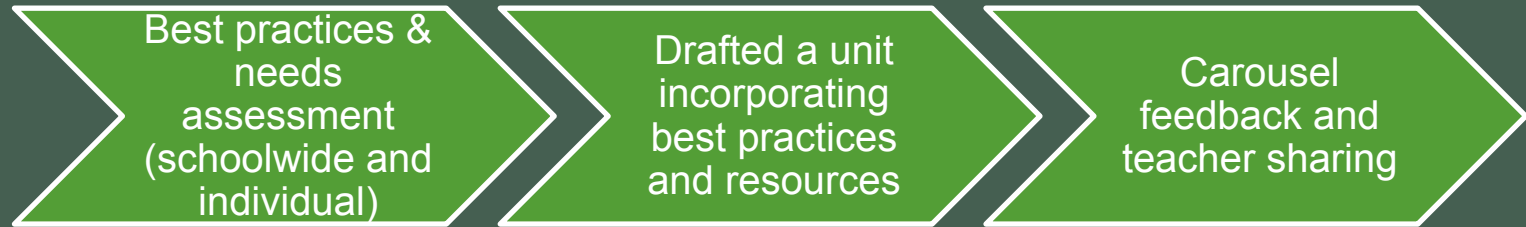


Researched mentoring organizations for young men of color and outlined future initiatives to support and expose them to diverse opportunities and options available



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 expanded 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 Bar:** 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? (2-3 sentences per cell)
Content and highlights Identify the unit's content and highlights. Identify the unit's content and highlights. Identify the unit's content and highlights. Identify the unit's content and highlights. Identify the unit's content and highlights. Identify the unit's content and highlights. Identify the unit's content and highlights. Identify the unit's content and highlights. Identify the unit's content and highlights. Identify the unit's content and highlights.			
 - Unit Revision - Summary:**
 - Content areas:** Identify the content areas and highlights of the unit.
 - Place a color in the table:** Identify the content areas and highlights of the unit.
 - Place a color in the table:** Identify the content areas and highlights of the unit.

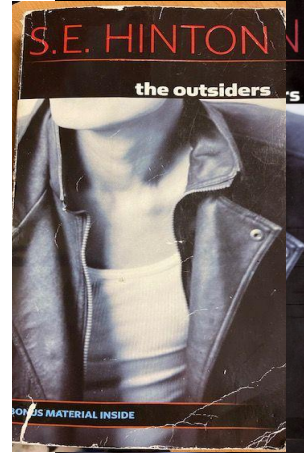
The Windows taskbar at the bottom shows the search bar, task view, and several application icons (S, File Explorer, Edge, Chrome, Firefox, Word, PowerPoint). The system tray displays 90°F Mostly sunny, 2:21 PM, and 5/31/2022.

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.



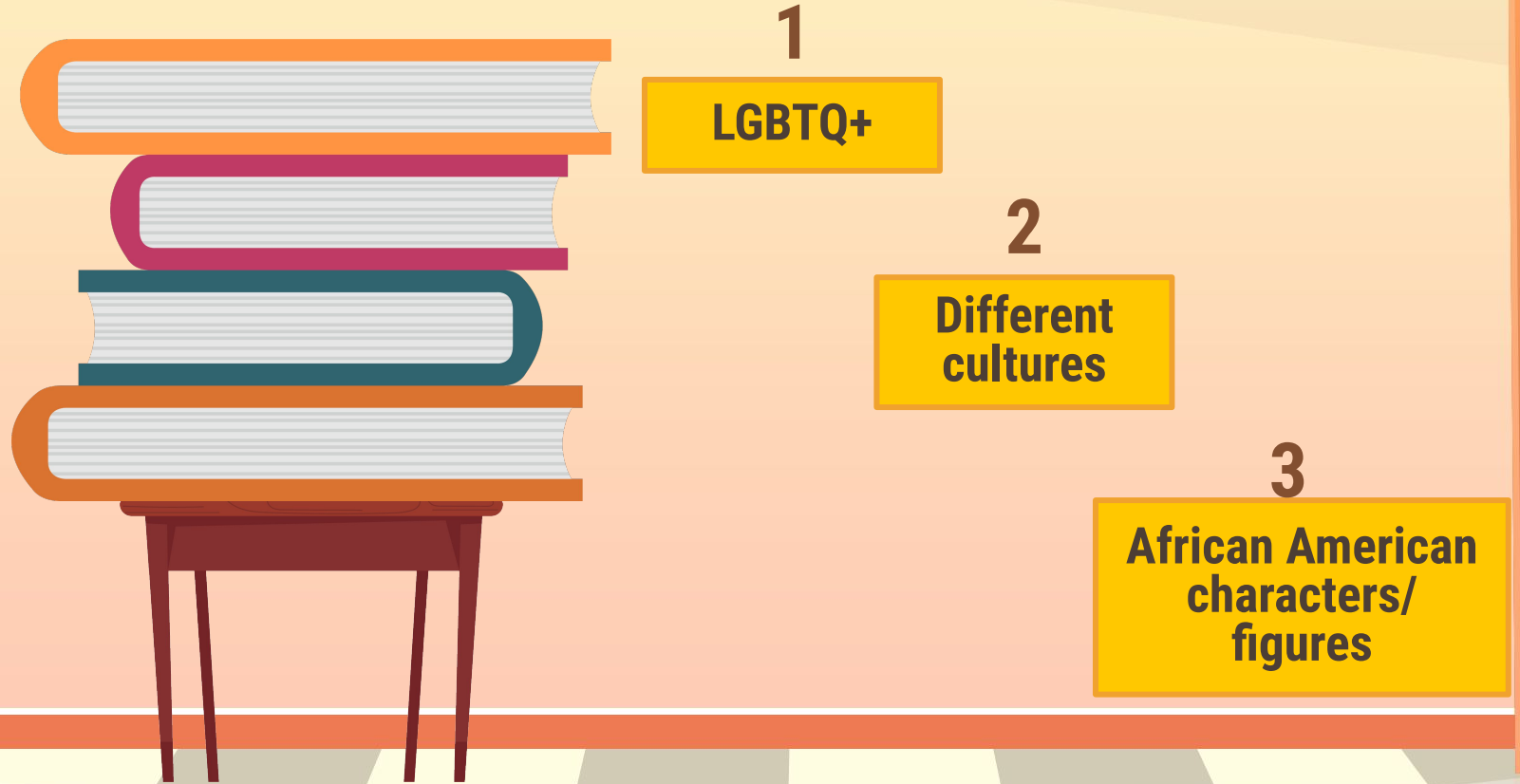
How did we do this?

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!

College and Career Office
2020-2021 Report to the Board of Trustees

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Prepared by Ana Falla Riff
Director of the College and Career Office

The College and Career Office (CCO) has undergone significant changes since June of this year. Maura Malarcher, school founder and Literacy/Math Skills and Senior Seminar teacher, retired. Her contributions to the school and to our office are too many to detail. In the 17+ years she was a member of our team, she helped build a strong college-going culture. Her evolving curricula reflected a deep understanding of our students and their needs. Maura immersed herself in the study of the adolescent brain, how it develops and how individuals learn. She brought that knowledge to the classroom and taught students to understand themselves as learners. In the last few years, she studied the work of Dr. Jo Boaler, a mathematician at Stanford University, whose goal is to promote equity in classrooms by challenging traditional methods of teaching mathematics. Like Dr. Boaler, Maura wanted to help students approach mathematics without fear. Maura's enthusiasm for learning and her ability to transform theory into practice were unique. Our Leadership Coordinator, Inti Ossio, left her position in

June as well. An alumna of our school, Inti understood our students' experience intimately. She helped our students develop their leadership skills and agency by providing them guidance and multi-layered support. She infused her work with her passion for social justice and for supporting youth to feel empowered in their choices and find solutions to questions that are meaningful to their lives and their communities. Inti masterfully helped our students transition to online leadership activities when quarantine was imposed in our city. Maura and Inti are sorely missed.

Maura's and Inti's departure is an opportunity for growth. In conversations between our Principal and Executive Director, Stacey Gauthier, and the College Bound Coordinator, it was decided that we would shift our practice. We will add an executive skills component to our curricula in every grade. We will collaborate with the teaching staff so students can utilize the skills they are learning. Furthermore, many of the counseling responsibilities of the Coordinator would be shifted to the College Bound Counselor, which would replace the Literacy/Math Skills teacher position. The Coordinator will create an alumni network and will become more active in the professional organization to which the school belongs. The Coordinator will now be the Director of the College and Career Office. Stacey's support and guidance have been invaluable during this transition phase.

We were fortunate to fill the open positions during the summer. Gavriella Arias, our new Leadership Program Coordinator, holds a Masters from the Silberman School of Social Work at Hunter College. She comes to Renaissance with extensive experience working with young people and their families; in her past positions she has provided case management, workshops, and socio-emotional and academic support to young people and their parents. Gavriella is a TRCS alumna. Leanne Haddad, our new College Bound Counselor is a certified School Counselor who holds a Masters of Education in School Counseling from St. John's University. She has years of experience working with inner city, underrepresented, and first generation college students. Before joining the CCO, she worked as the College Coordinator at a transfer high school where students were overaged, undercredited, and encountered extreme hardships that hindered their academic success.

Supporting our students during the COVID-19 pandemic has been our office's primary concern since March of 2020. In addition to tending to their social and emotional needs, we continued to provide challenging work in the classroom, hands-on experience in academic and leadership programs, and extensive small group and individual counseling. We have used a variety of tools to communicate with students and their parents, including Zoom, Google classroom, telephone calls, text messages and emails. Most students have maintained regular communication with us. We have approached our work with compassion while maintaining high expectations of our students. Our school community has demonstrated resilience and our *esprit de corps* has sustained us.

Outcomes

Forty seven of the fifty one seniors applied to college. Of those who did not apply, one will continue to work in his union job as a Building Handyman/Porter after graduation. He is preparing to become a professional wrestler, his long-term goal. Two more plan to apply at the end of the fall semester of 2021.

List of Colleges Students Will Be Attending

CUNY	SUNY	PRIVATE
Special Programs Macaulay Honors Program at City College	U. at Albany Fashion Institute of Technology	Adelphi U. Connecticut College (Posse Scholar)

<p>Sophie Davis Biomedical Education Program at the CUNY School of Medicine</p> <p>Senior Colleges</p> <p>Brooklyn College</p> <p>City College</p> <p>Hunter College</p> <p>John Jay College of Criminal Justice</p> <p>Medgar Evers College</p> <p>Queens College</p> <p>Community Colleges</p> <p>Borough of Manhattan CC</p> <p>LaGuardia CC</p> <p>Queensborough CC</p> <p>Special Two-Year Programs at the NYC College of Technology</p> <p>Associate in Applied Science in Electrical Engineering Technology</p> <p>Associate in Applied Science in Radiologic Technology</p>		<p>St. John's University</p> <p>School of Visual Arts</p> <p>Wellesley (Full Scholarship)</p>
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Percent by Type of College

This chart only includes data for 46 of the students because the 47th will be joining the Navy. As in previous years, a number have chosen to attend community colleges even though they were accepted to senior colleges.

Class	CUNY Senior College	CUNY Junior College	SUNY	Private
2021	57%	30%	4%	11%
2020	44	23	12	21

2019	35.3	21.6	15.7	25.5
2018	38%	30%	12%	14%

College Acceptances

CITY UNIVERSITY OF NEW YORK	STATE UNIVERSITY OF NEW YORK	PUBLIC - OUT OF STATE	PRIVATE
Special Programs Macaulay Honors Program at City College Sophie Davis Biomedical Education Program at the CUNY School of Medicine Senior Colleges Baruch Brooklyn City Hunter John Jay Medgar Evers Lehman NYC College of Technology Queens Staten Island Community Colleges Borough of Manhattan CC Bronx CC Guttman CC Kingsborough CC	Albany Binghamton Brockport Farmingdale Fashion Institute of Technology Geneseo New Paltz Oswego Plattsburgh U. at Buffalo Stony Brook U.	U. of Connecticut Stamford U. of Massachusetts Boston U. of Pittsburgh	Adelphi U. Connecticut College (Posse) Fordham U. Hofstra Long Island U. Loyola U. New York Institute of Technology Mercy Molloy Parsons School of Design/The New School Pratt Institute School of the Art Institute of Chicago School of Visual Arts St. John's U. U. of Bridgeport Wellesley

LaGuardia CC			
Queensborough CC			

Scholarships

Posse Foundation

After a very competitive process, one of our students was chosen as a Posse Scholar for Connecticut College.

Questbridge Match Program

One of our students was a finalist in this highly competitive program. Students receive full rides to top tier schools. Although the student did not match (receive the scholarship), they were accepted to Wellesley College through the regular decision process.

College Level Courses 2020-2021

TRCS students attend pre-college and college-level courses through the City University of New York's College Now Program. By taking college courses, students demonstrate the willingness to meet high-level academic challenges. College courses help them prepare for the challenges of college and also raise their admissions profiles.

Summer 2021

Baruch College

- Personal Finance

Spring 2021

Queens College

- Drama
- Psychology
- Sociology
- STEM Research Academy
 - Writing and Tools for STEM Research

John Jay College of Criminal Justice

- Psychology

Fall of 2020

Queens College

- College Writing

- Fitness Through Diet, Exercise, and Weight Control
- Introduction to Language
- Multiple Literacies in Education for Social Justice
- Precalculus
- General Psychology
- General Introduction to Sociology

John Jay College of Criminal Justice

- Introduction to Criminal Justice
- Introduction to the American Criminal Justice System

Lehman College

- English 101

Medgar Evers College

- Intermediate Algebra and Trigonometry

Summer of 2020

John Jay College of Criminal Justice

- Introduction to Psychology

Private Colleges

Summer of 2021

Manhattan College Women In Technology - Introduction to Coding

Syracuse University - International Relations

Summer of 2020

Pace University - High School Summer Bridge Program

Special Programs

Summer 2021

Baruch College - Science and Technology Entry Program - Research Scholars: Social Psychology: The Study of Close Relationships

Baruch College - Science and Technology Entry Program - Science Exploration: Climate Change Impacts

Rensselaer Polytechnic PREFACE Program

Science Research Mentoring Program at the Museum of Natural History

Summer Research Internship with Biochemistry Professor at Queens College

Women in Ocean Science. *Lead Ambassador*. First high school student to be admitted

Summer 2020

Baruch College - Science and Technology Entry Program - Mathematics of Engineering

College Now Program - City University of New York

Advanced Placement (AP) and Honors Courses

TRCS has increased the number of AP and Honors courses offered at our school. These courses prepare students for the rigors of college-level work and give them a chance to earn college credit. The College Adviser provided information and resources to students and teachers regarding the online administration of the AP exam. This administration of this year's AP exams was highly controversial and criticized on equity grounds: many low-income students did not have access to decent digital resources and had to take the exam in crowded and noisy spaces. Concerns about the abbreviated contents and shortened length of the exam were also raised.

The following AP and Honors courses were offered during the 2020-2021 school year:

- AP World History
- 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
- Honors Calculus
- Honors Economics
- Honors Government

Parent Meetings

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

This year's parent meetings took place on Zoom on separate evenings for Spanish-speaking and English-speaking parents, to encourage full participation. Both evenings were well attended. Many parents expressed concerns about the impact of the Coronavirus pandemic on the application process and on standardized testing.

College and Career Office (CCO) staff also met individually with students and their parents/guardians to answer questions and address concerns. 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 the parents.

The College Adviser also met with parents and students via Zoom to discuss students' academic performance and their progress toward meeting graduation requirements. She also met with parents to discuss individual student's college and financial aid options. 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.

This year the representative from the Higher Education Services Corporation did not meet with our families to assist them with the financial application process. The College Adviser has met with individual families to support them through the process.

September 2020

- Senior Parent Meetings - Senior year timelines, and college admissions criteria, college research and application were discussed. Over 41 students and parents were in attendance.

October 2020

- Junior Parent Meeting - Junior year timelines, and college admissions criteria, high school graduation requirements were discussed. We also addressed letters of recommendation, the Family Education Rights and Privacy Act (FERPA) and our school's FERPA Rights to Access Letters of Recommendation. Over 50 students and parents were in attendance
- 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 31 students and parents were in attendance.

June 2020

- Rising Senior Parent Meeting - Senior year timeline, college admissions requirements, creating a realistic college list and the impact of COVID-19 on standardized testing and college admissions. Over 25 students and their parents were in attendance.

College Bound Classes

College Prep Section - 11th Grade

To help students begin to craft and finalize a postsecondary plan, eleventh graders used the U.S. Department of Labor's O*Net Interest Profiler and researched career options on The Department sponsored My Next Move website. Students explored careers that might be suitable for them depending on the level of education or preparation they are interested in pursuing.

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. Since we transitioned to remote learning, information regarding virtual college tours and college fairs, virtual meetings with college representatives, and other resources were shared with the students. The juniors discussed their

concerns about the possibility of not being able to visit colleges in person before they applied to college.

Senior Seminar

College Prep Section

In the fall semester students examined the colleges on their lists and reflected on the factors that were of most importance to them as they decided where to apply to college. 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 was dedicated to easing students' transition to college. During February and March the financial aid application was the focus of class. Students learned to read and compare financial aid award letters. Information and resources regarding commitment deadlines, registration, and financial aid were presented.

During class and outside of class the Counselor regularly met with struggling students to support their academic progress. Individual parent meetings were scheduled as needed.

Senior Send-Off and Welcome Eighth Graders

Rites of passages strengthen community bonds. Senior Fridays in the spring semester were a wonderful opportunity for students to see each other, play, decorate their caps, create their *IDecided* banner listing their colleges, and parade through the building in their caps and gowns. Everyone present that day was in the hallway and many blew bubbles or held congratulatory signs as the seniors walked by! Katie Schmelzer, Middle School Teaching and Learning Coordinator, filmed middle school students saluting the 12th graders with their signs. Middle and high schoolers created the signs during advisory Fridays. Daniela Labella, the Elementary School Coordinator also filmed elementary school students. Both videos were shown at graduation. The College Bound Coordinator filmed the seniors welcoming the 8th graders to the high school and helped organize a lunch at the St. Mark's Churchyard, catered by a local Mexican restaurant.

Professional Development

To remain current on developments in the field during the COVID 19 quarantine, the College Bound Coordinator attended webinars, presentation and meetings offered by the following governmental agencies, colleges and organizations:

- New Visions' College Access and Action Network
- Making Caring Common Project - Harvard School Graduate School of Education
- The City University of New York
- The State University of New York
- Graduate NYC (College Readiness and Success)

Summer 2021

TRCS sponsored - Advanced Personal Statement Course for Counselors - Ethan Sawyer - The Essay Guy.

Memberships

- American School Counselors Association
 - College Access Consortium of NY
 - National Association for College Admissions Counseling
 - NYS School Counselors Association
 - NYS Association For College Admissions Counseling
-

Literacy Skills/College Bound and Senior Seminar

Prepared by Maura Malarcher

Math and Literacy Skills Classes - New Developments

NINTH GRADE

During September and October, ninth graders learned about the structure and function of different parts of the brain, and how these are related to learning. In November and December, students learned about mindset and how having a growth mindset supports success. Students also applied what they learned about the brain by completing math activities from *youcubed.org*, which provides information about neuroplasticity and other brain research connected to learning. Starting in January, the focus of the class shifted to grammar and parts of speech. This topic has continued until the present. Ninth graders have just completed reviewing all eight parts of speech and will review what they have learned until the end of the school year.

TENTH GRADE

During fall semester, tenth graders began the class with a review of brain research with regard to learning, including the importance of having a growth mindset when solving problems. They then spent three months investigating linear functions, using activities published on *youcubed.org* as part of the Mathematical Mindset Algebra course. In January, tenth graders spent several weeks learning about money management and financial planning. They then explored careers using personality and interest assessment tools from True Colors and *My Next Move*. Students also explored careers based on their passion to address a local or global problem after listening to a TED talk from the founder of the organization *80,000 Hours*. They researched one career in depth using the *Occupational Outlook Handbook*. Finally, students worked on drafting resumes, which will continue to be updated until senior year.

ELEVENTH GRADE

During the fall semester, eleventh graders completed activities published by *youcubed.org* in the course Mathematical Mindset Algebra. These activities help students develop a deeper understanding of linear and quadratic functions, which are emphasized on college placement exams. During the spring semester, the Literacy Skills curriculum for the eleventh grade had two objectives: (1) college exploration and (2) preparation for college application essays. Students learned how to navigate college websites and use a school's freshman profile to identify Likely, Target, Reach, and Dream schools. They also were introduced to online tools for college research, including the College Niche and Students Review websites. Next, there were classes comparing and contrasting the CUNY, SUNY and Common Applications, as well the essay requirements required for different schools.

TWELFTH GRADE

The Career and College Office staff began working with rising seniors on their college applications during the summer before senior year began. From September through December, the primary focus in Senior Seminar classes was college applications. One class requirement was to complete a personal essay that could be used on an application. In addition, students either focused on supplementary essays if required by the schools they chose, or completed an independent project related to their career interest. Options for the independent projects included: completing a Coursera class about a topic of interest, interviewing a person in a career of interest, or documenting completion of a 30-day challenge to strengthen one executive skill.

Seniors spent spring semester learning about research paper writing. Due to the limitations of distance learning, students all focused on one research question: **How can we prevent infectious diseases like Covid-19 from happening again?** Students conducted preliminary research, reading assigned articles to understand the underlying causes of Covid-19, as well as Ebola, Zika, and malaria, and the connections between these diseases and deforestation. Students were guided through the construction of a research paper using a series of steps to support formal academic writing. The overall goals of this project were for students to have a strong grasp of how to create an outline and how to construct well-organized paragraphs with APA citations.

The Leadership Program

Prepared by Inti Ossio, Leadership Program Coordinator

2020-2021 Process

The Leadership Program Coordinator conducted extensive interviews with students to help place them in leadership programs aligned with their interests throughout the summer of 2020. By November, the Coordinator had met with all high school students and supported their placement in programs that correlated with their career goals or with topics they were interested in exploring. At the beginning of the spring semester the Coordinator met with students whose placements were only one semester and needed a new one. In the spring of 2021, the Coordinator met with individual high school students to review their placements and to help them transition to remote programs when these were available. When these programs required essays and/or interviews, the CCO staff helped students submit applications and prepare for interviews.

Throughout the year the Coordinator met with individual students to discuss concerns with academic struggles and supported them in developing grit and discipline. Students were encouraged to maintain planners, to create task lists and to practice the pomodoro technique (setting timers). This consistent support helped many students develop their executive function skills.

Program Highlights

- I. This year there were five **new** in-house leadership programs:
 - A. **Food Justice:** A youth seed stewardship program committed to regenerative earth-work and social justice in Jackson Heights. Inspired by the message, *“They tried to bury us, they didn’t know we were seeds”*, this program cultivates a space for participants to collectively envision the just and liberated futures we want to grow. The program will follow a seasonal rhythm to highlight the lessons that our urban ecosystem has to offer. **Fall** is for gathering seed stories and

information, seed stewards will begin to connect with the ancestral seeds that they will focus on for their projects. Using the quiet and stillness of *winter*, this time will be used for rest and visioning our seed keeping garden. As daylight increases, we will emerge from the winter into *spring* ready to plant our seeds and continue to do community engagement with our mobile seed library.

- B. **Chorus:** This program will focus on building community and leadership through group music making! Throughout the program, students will learn to create music with a group, vocal techniques to sing individually and with a group, and apply music theory/analysis concepts learned through the course. No prior singing experience is necessary, but performance, hands-on participation, and an open mind is required. This course can be taken in addition to music class, but is not required. A final project/performance to illustrate one's learning will be expected.
- C. **Elite Web Design:** Through computer science, students will use HTML, CSS, and Javascript to publish their very own webpages. The program will cover writing web content in HTML, designing and linking to a CSS stylesheet, and utilizing Javascript to make websites responsive. The course focuses on utilizing coding and syntax skills for creative expression. Students will be expected to publish a multiple-page proofread website at the course culmination. An introduction to Android app development may also be covered.
- D. **Planned Parenthood, Be Proud, Be Bold:** An evidence-based curriculum that gives participants an opportunity to learn information about prevention, effective tools and guides for communication and how to access care.
- E. **Girls Inc.:** An opportunity for girls to find their authentic voices and use them to inspire others. Peer leaders learn to become advocates and support their peers by creating girl-only safe spaces. Peer leaders receive weekly training with girls from other schools. Students learn and gain leadership skills, public speaking, personal development, effective communication methods, conflict resolution, team-building, career readiness, mentorship, effective planning, and delivery techniques.

II. Three students in the Class of 2024 were accepted to SEO Scholars (Seizing Every Opportunity), an eight year academic program that provides educational preparation and mentoring for students in underserved communities beginning in the ninth grade and through college.

A. Five out of the five students that were accepted in the Class of 2023 are still with SEO.

III. Due to COVID-19, the Coordinator provided at-risk student one-on-one academic support as determined by the Response to Intervention Committee. At-risk students can be exempt from Leadership programming when they must focus on their academic work.

Programming

I. 9th Grade Students -

A. Ninth and tenth graders participate in leadership programs offered at the school. These programs were scheduled on Mondays or Tuesdays after school.

B. In-house Leadership program choices included:

1. Food Justice
 2. Careers in Art
 3. Chorus
 4. Sadie Nash Leadership Program
 5. Urban Word
 6. Elite Web Design
 7. TREA (Teens for Racial and Ethnic Awakening)
 8. Planned Parenthood's Be Proud, Be Bold
 9. Girls Inc. Leadership Academy
- C. Alternatively, students had the option to intern with TRCS staff in various roles that include assisting classroom teachers.
- D. During the 2020-2021 school year, ninth graders were scheduled as follows:
1. 100% participated in in-house partner programs
 2. 0% participated in programs outside of TRCS

II. 10th, 11th and 12th Grade Students -

- A. Students in these grades are encouraged to participate in leadership programs outside but are welcome to participate in programs at TRCS if they are aligned with their interests. Students are required to complete a minimum of 26 hours each semester.

2020-2021 Enrollment

The list below highlights programs and organizations outside of TRCS that our students attended (virtually and in person) during the academic year 2020-2021.

New Programs:

- Elite Web Design
- TRCS Chorus
- Yellowstone Laundromat
- Planned Parenthood, Be Proud, Be Bold
- Popper and Company
- Tech Flex Leaders
- Inspiring Minds
- SPIKE Social Media
- St. Marks Animal Clinic
- CAT Youth Theatre

Returning Programs:

- YAYA (Youth Activists, Youth Allies) - Empower and Facilitation Bootcamp
- National Institute for Reproductive Health - TORCH!
- Aster Levy Recreation Center
- HD Construction Apprenticeship
- Coursera: Cyberattacks course
- Law Institute at Columbia University

- SEO -Seizing Every Opportunity
- NYU Saturday Dentistry Program
- Regal Heights Rehabilitation Center
- Tech 360
- NYU Law Institute
- Queens Public Library
- NYU High School Law Institute
- Alka Ballet School
- Mount Sinai MED DOC's Margaret Tietz Nursing Program
- New York Presbyterian Hospital
- The Possibility Project

In-house Programs by Outside Organizations at TRCS

- TREA (Teens for Racial and Ethnic Awakening)
- STEM Enrichment Program
- Urban Seed Stewards
- Urban Word
- Sadie Nash Leadership Program
- Jazz Band
- Planned Parenthood, Be Proud, Be Bold
- Girls Inc. Teen Leadership Circles

What Students had to say about their in-house Leadership Programs:

I liked to journal, but I never thought I would enjoy a program like Urban Word as much as I did. I learned so much about craft and turning my thoughts into something beautiful.

I love singing so much and I'm so glad I could train my voice with Katie. I feel like I can push myself to try songs that I wouldn't have tried before.

What Students had to say about their outside Leadership Programs:

Med Doc's helped me realize I want to go into nursing. I was scared to try a new program, especially virtually, but I'm so glad I listened and I applied.

Programs and Positions at TRCS

Below is a list of TRCS programs our students participated 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:

Positions:

1. Spanish Dept. Assistance, *Marta Bolivar and Lisjane Gaviria*
2. Middle School Humanities Support, *Renay Moran*
3. Science Department support, *Riaad Etheridge, Yaacov Levy and Joann Ristau*
4. HS ELA, *Nicole Jollon and Shahreen Islam*
5. HS Algebra, *Natalie Kurzyna*

6. HS Geometry, *Erin Chae*
7. HS Calculus, *Adrian Co*
8. Math Tutoring, *Dhariana Mojica*
9. The Learning Center, *Lisa Burns*

Enrollment Statistics

Leadership Program Outcomes 2020-2021

	Class of 2021 [Seniors] 53 Students	Class of 2022 [Juniors] 60 Students	Class of 2023 [Sophomores] 59 Students	Class of 2024 [Freshmen] 61 Students
Positions at TRCS	2.6%	9.5%	0%	0%
Programs at TRCS	6%	11.6%	2%	0%
Outside Programs at TRCS	37%	46.6%	44%	99%
Outside Programs	53.4%	32.3%	20%	0%
*Not Enrolled	1%	0%	22%	1%

NOTE:

- In the **Class of 2021**, (15%) 8 students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team
- In the **Class of 2022**, (11%) 7 student was exempt from participating in the Leadership Program at discretion of the High School Intervention Team

College Bound and Senior Seminar

Prepared by Leanne Haddad

College Bound Classes - New Developments

NINTH GRADE

During the Fall 2021 semester, ninth graders learned a variety of topics primarily focusing on transitioning from middle school to high school. Topics included introduction to New York State graduation requirements, time management, and goal setting. Starting in the spring 2022 semester, the SMARTS curriculum was adapted into the College Bound course to enhance students' executive function skills. The MetaCog survey was used as a baseline to determine the executive function strengths and challenges for each student. Lessons were then specifically tailored and implemented based on the needs of each class section. This included working memory, organization and prioritizing, cognitive flexibility, and self-monitoring. In May, to help prepare students for Career Day, ninth graders are currently engaged in a career exploration unit. Students began drafting their resumes, taking the Holland Code career interest assessments, and learning email etiquette.

TENTH GRADE

Sophomores participated in a comprehensive guidance curriculum in the fall designed to promote executive function skills. Topics covered included a personal introduction writing assignment, time management, weekly/monthly planning, stress management, and a review of New York State graduation requirements and their transcripts. Students also created and continuously updated their resumes, which will continue to be updated until senior year. In the spring, the tenth graders explored different careers using the interest assessment *My Next Move*. Based on their results, they researched one career in depth using the *Occupational Outlook Handbook* which they will be presenting to their peers during class.

ELEVENTH GRADE

To help students begin to craft and finalize a postsecondary plan, eleventh graders used the U.S. Department of Labor's O*Net Interest Profiler and researched career options on The Department sponsored My Next Move website. Students explored careers that might be suitable for them depending on the level of education or preparation they are interested in pursuing. After choosing a career, students created a salary based budget based off of their income to learn about future expenses such as rent, insurance, cable/wifi, etc.

For the spring semester, the primary goal was to have students begin their post-secondary planning. SAT for All Day took place at TRCS. The entire junior class took the exam on April 13th. To help students prepare, practice sections of the SAT were administered in class leading up to the exam. After the completion of the SAT exam, students began learning about the college essay. They have started to brainstorm topics and ideas. This will continue until the end of the semester.

TWELFTH GRADE

The Career and College Office staff began working with the seniors from the first day of school. From September through December, the primary focus in Senior Seminar classes was college applications. Students completed their CUNY and SUNY applications and worked on their personal statements in class. One class requirement was to complete a personal essay that could be used on an application.

The spring semester focused heavily on choosing the best fit college using a variety of factors such as financial aid, graduation rate, retention rate, and major courses. In addition, seniors reflected on their high school experience and transitioning to college. Class time was spent assisting students matriculate to college. Seniors are currently completing the Freshman Scavenger Hunt to help them navigate the different offices on their chosen college campus.

College and Career Exposure

TENTH GRADE

Outside of the College Bound course, the College and Career Office worked closely with a group of sophomores on the Opportunity Network application throughout the spring semester. These specific students were nominated by teachers, staff, and the CCO. They attended a presentation in January 2022 to learn more about the program and its objectives. Eight sophomores committed to the process and began working on the application during lunch and afterschool. Of the eight students, six were asked to the group interview phase. Two students were successfully admitted to the program for the class of 2028. These students will begin the Summer Institute beginning in July 2022.

ELEVENTH GRADE

In the spring, admission counselors from CUNY Hunter and SUNY virtually presented during each class section of College Bound where the students learned about each college and its offerings. The entire eleventh grade class went on a local campus tour to Queensborough Community College in May. Students attentively listened to a presentation conducted by Admissions Counselor, Michelle Gluck, in one of the lecture halls on campus. This was followed by a campus tour where the students visited the library, football field, dining halls, classrooms, and labs. Students also had the opportunity to interact with college students to hear about their experiences on the QCC campus.

TWELFTH GRADE

In the fall semester, admission counselors from SUNY Oswego, SUNY Albany, CUNY, St. John's University, Adelphi University, and University of Rochester gave virtual presentations about their college and program offerings to the seniors during their Senior Seminar classes. During these presentations, students were actively engaged and asked insightful questions. Students developed relationships with the admission counselors who helped guide them through the application process, matriculation, and enrollment.



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)

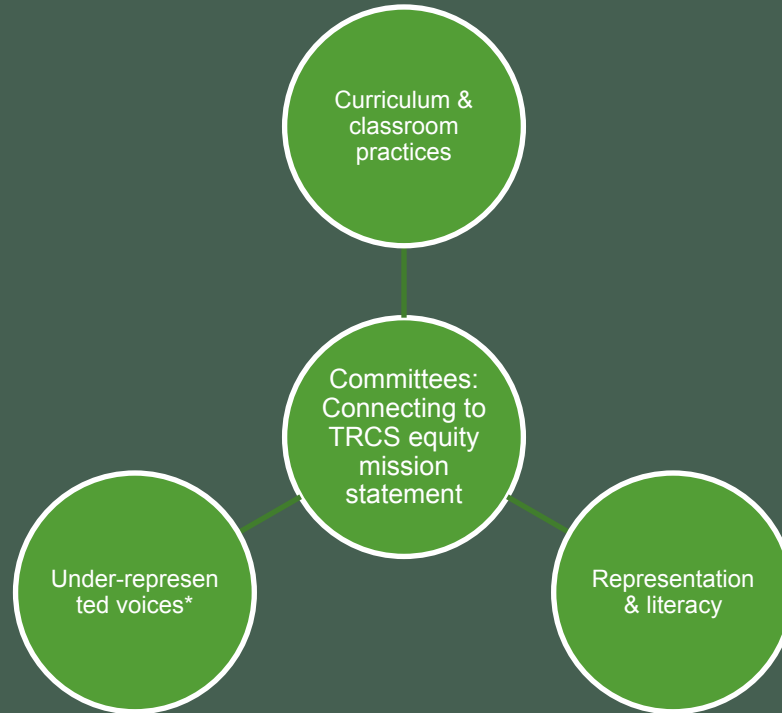
Collaboration space:

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

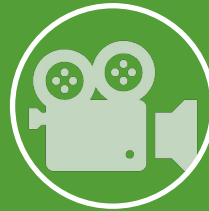
Student
Leadership



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

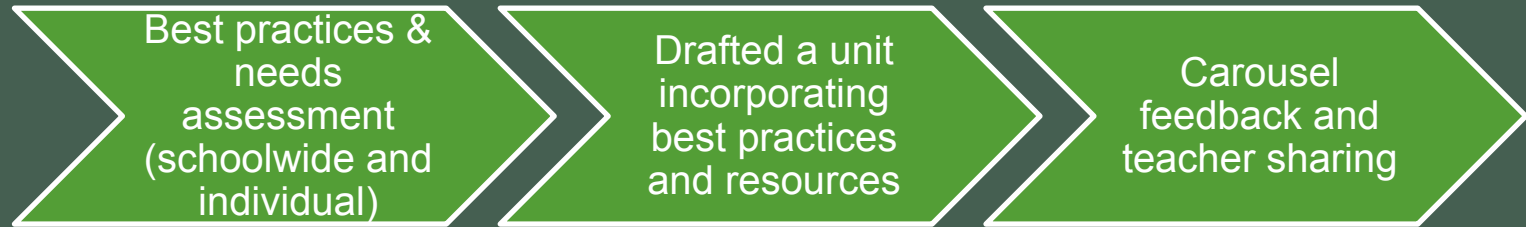


Researched mentoring organizations for young men of color and outlined future initiatives to support and expose them to diverse opportunities and options available



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 expanded assessment menu

Examples:

- Project based learning
- Research projects
- Presenting knowledge/skills
- 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

Revision template-Best practices

File | C:/Users/sandr/Desktop/Teaching%20&%20Coaching/CSG/2021-2022/Jan%202031-PD%20&%20materials/Revisio...

Bank Street Courses | Bank Street - CANV... | Causes and Effects... | An Appraisal Persp... | Social support and... | Facing EL teachers'... | A typology of veter... | Other favorites

1 of 6

Unit Revision

Outcomes, focusing a unit through a lens of equity, inclusion, and anti-bias
How will this revision address learning?

What will you add to your unit? What will you remove?

Learning Objectives	Learning in the curriculum	Skills in the curriculum	How will you address a unit through a lens of equity, inclusion, and anti-bias?
Students will highlight... Students will identify... Students will analyze... Students will evaluate... Students will create... Students will compare... Students will contrast... Students will synthesize... Students will apply... Students will transfer... Students will evaluate... Students will create... Students will compare... Students will contrast... Students will synthesize... Students will apply... Students will transfer...			Identify a unit component... Analyze a unit component... Evaluate a unit component... Create a unit component... Compare a unit component... Contrast a unit component... Synthesize a unit component... Apply a unit component... Transfer a unit component...

Unit Assessment

Learning Objectives	Learning in the curriculum	Skills in the curriculum	How will you address a unit through a lens of equity, inclusion, and anti-bias?
Students will highlight... Students will identify... Students will analyze... Students will evaluate... Students will create... Students will compare... Students will contrast... Students will synthesize... Students will apply... Students will transfer...			Identify a unit component... Analyze a unit component... Evaluate a unit component... Create a unit component... Compare a unit component... Contrast a unit component... Synthesize a unit component... Apply a unit component... Transfer a unit component...

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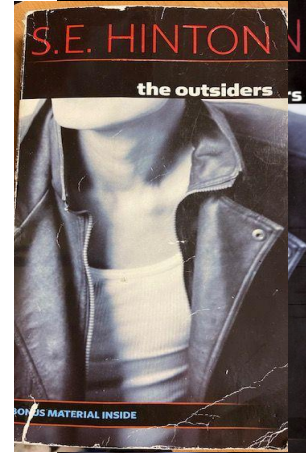
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Sample CR-S unit work

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.



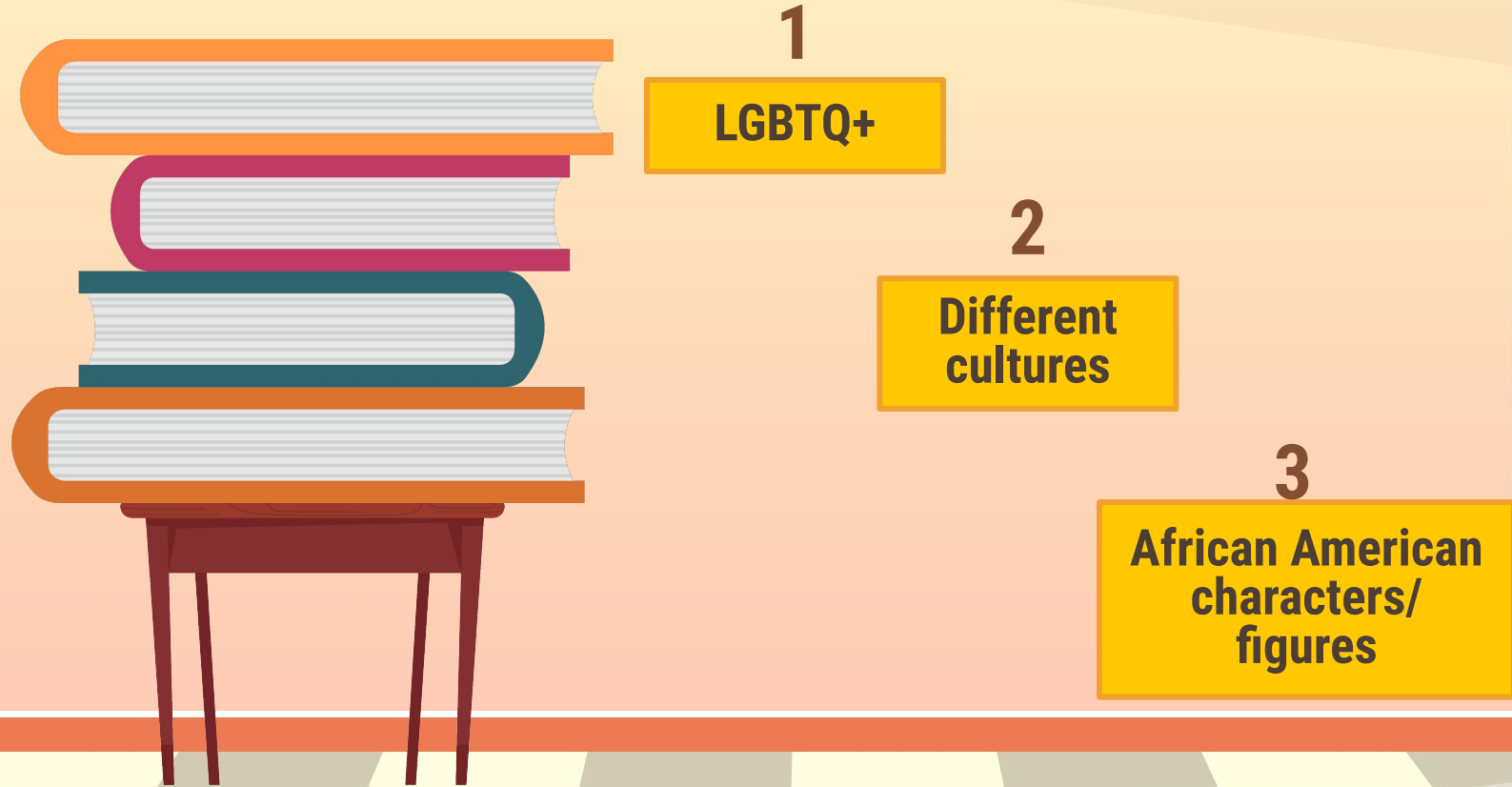
How did we do this?

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!

The Leadership Program

Prepared by Gavriella Arias, Leadership Program Coordinator

2021-2022 Process

The Leadership Program Coordinator conducted extensive interviews with students to help place them in leadership programs aligned with their interests throughout the fall of 2021. By November, the Coordinator had met with all high school students and supported their placement in programs that correlated with their career goals or with topics they were interested in exploring. At the beginning of the spring semester the Coordinator met with students whose placements were only one semester and needed a new one. The CCO staff met with students who needed programs requiring essays and/or interviews, the CCO staff helped students submit applications and prepare for interviews.

Program Highlights

- I. This year there were one **new** in-house leadership programs:
 - A. Hydroponics and Gardening: The Hydroponics and Gardening 101 is an Internship about getting students aware about Hydroponics-a nutrient based solution to grow plants. It also will get students aware about how to grow plants using soil. Other techniques that will be learned are the general well being of plants such as pests control, and nutrient requirements.
- II. At-risk students can be exempt from Leadership programming when they must focus on their academic work.

Programming

I. 9th Grade Students -

- A. Ninth graders participate in leadership programs offered at the school. These programs were scheduled on Mondays, Tuesdays or Thursdays after school.
- B. In-house Leadership program choices included:
 1. Elite Web Design
 2. TREA (Teens for Racial and Ethnic Awakening)
 3. Sadie Nash Leadership Program
 4. Urban Word
 5. Career in Arts
 6. Planned Parenthood's Be Proud, Be Bold
 7. Hydroponics and Gardening
 8. Girls Inc. Teen Leadership Circles
- C. During the 2021-2022 school year, ninth graders were scheduled as follows:

1. 98.5% participated in in-house partner programs
2. 1.5% participated in programs outside of TRCS

II. 10th, 11th and 12th Grade Students -

- A. Students in these grades are encouraged to participate in leadership programs outside but are welcome to participate in programs at TRCS if they are aligned with their interests. Students are required to complete a minimum of 15 hours each semester.

2021-2022 Enrollment

The list below highlights programs and organizations outside of TRCS that our students attended (virtually and in person) during the academic year 2021-2022.

New Programs:

- Elite Web Design
- The Tiger Woods Foundation: Introduction to Cybersecurity
- Architecture, Construction, Engineering (ACE) Mentor Program
- ReelHouse Production
- Digital Age Academy
- MathMatters Tutoring Center
- Youth Advisory Board for Planned Parenthood
- Horticultural Society of New York
- Vaughn College STEP Program
- Puma
- Espresso 77
- Science Research Mentoring Program
- New York City's Children's Center
- Girls Giving Circle from Planned Parenthood

Returning Programs:

- SEO -Seizing Every Opportunity
- NYU Saturday Dentistry Program
- CAT Youth Theatre
- St. Marks Animal Clinic
- The Possibility Project
- Mount Sinai MED DOC's Margaret Tietz Nursing Program
- Girls Inc. Teen Leadership Circles
- The Possibility Project

In-house Programs by Outside Organizations at TRCS

- TREA (Teens for Racial and Ethnic Awakening)
- Urban Word
- Sadie Nash Leadership Program
- Elite Web Design
- Planned Parenthood, Be Proud, Be Bold
- Girls Inc. Teen Leadership Circles

What Students had to say about their in-house Leadership Programs:

(TREA) Allowed me to build relationships I hope to hold on to for a long time, Meet interesting people in my fields of interest who have inspired me to push forward, Work on myself so I can be the best version of myself in everything I do

Career in Arts allowed me to build relationships I hope to hold on to for a long time, Meet interesting people in my fields of interest who have inspired me to push forward, Work on myself so I can be the best version of myself in everything I do

I would recommend this leadership to another student because Dhariana is such a great person to work under and it is easy to build a very good relationship with her and she makes the environment very comfortable. Also, teaching is something that isn't just useful in math, when you learn to teach it can apply to various situations in the future and can help you become more understanding.

What Students had to say about their outside Leadership Programs:

1000% recommend this program to anyone, even if they think they aren't necessarily interested in the dental field because not only were they showing some dental procedures done, they also truly helped me a lot with my college application process which can be a little frightening for many. This program truly helps you see what the application process for colleges looks like and that would've been 10 times more helpful for me in an earlier stage. (NYU Saturday Dentistry Academy)

Programs and Positions at TRCS

Below is a list of TRCS programs our students participated 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:

Positions:

1. Spanish Dept. Assistance, *Marta Bolivar and Lisjane Gaviria*
2. Middle School Humanities Support, *Renay Moran*
3. Science Department support, *Riaad Etheridge, Yaacov Levy*
4. HS ELA, *Nicole Jollon, Shahreen Islam and Addison Martin*
5. HS Algebra, *Natalie Kurzyna*

6. HS Geometry, *Erin Chae*
7. HS Calculus, *Adrian Co*
8. Math Tutoring, *Dhariana Mojica*
9. Athletics Department, *Robert May, Vincent Garelick*

Enrollment Statistics

Leadership Program Outcomes 2021-2022

	Class of 2022 [Seniors] 57 Students	Class of 2023 [Juniors] 58 Students	Class of 2024 [Sophomores] 57 Students	Class of 2025 [Freshmen] 60 Students
Positions at TRCS	14%	5%	29%	0%
Programs at TRCS	0%	5%	4%	0%
Outside Programs at TRCS	12%	36%	16%	98.5%
Outside Programs	74%	47%	27%	1.5%
*Not Enrolled	0%	7%	2%	0%

NOTE:

- In the **Class of 2023**, (7%) 4 students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team
- In the **Class of 2024**, (2%) 1 student was exempt from participating in the Leadership Program at discretion of the High School Intervention Team