



Entry 1 School Information and Cover Page

Last updated: 07/17/2018

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2018**) or you may not be assigned the correct tasks.

a. SCHOOL NAME RENAISSANCE CS (NYC CHANCELLOR)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER (As of June 30th, 2018) NYCDOE-Authorized Charter School

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

c. DISTRICT / CSD OF LOCATION NYC CSD 30

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	35-59 81 Street Jackson Heights, NY 11372			

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

e. SCHOOL WEB ADDRESS (URL) www.renaissancecharter.org

f. DATE OF INITIAL CHARTER 05/2000

g. DATE FIRST OPENED FOR INSTRUCTION 09/2000

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

MISSION STATEMENT

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

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

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

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

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

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

Variable 1	o K-12 School (with an additional NYC Universal PK contract)
Variable 2	o Collaborative, Distributed Leadership style

	<ul style="list-style-type: none"> ☛ Supports Teachers to Administrators track ☛ Teacher Leaders ☛ Professional Learning Communities ☛ Culture of Collaboration for all stakeholders: teachers, students, parents ☛ Self-reflective, adaptive, data-driven decision making
Variable 3	<ul style="list-style-type: none"> o Collaborative, student-centered school culture ☛ Supportive of parent involvement in leadership and volunteerism ☛ Supportive of outside community partnerships to support student interests
Variable 4	<ul style="list-style-type: none"> o Progressive and humanistic instruction that builds students' capacities for leadership and problem solving
Variable 5	<ul style="list-style-type: none"> o Advisory system supporting all students in meeting high academic and social expectations ☛ Supporting students in monitoring academic goals ☛ Supporting students' social-emotional development ☛ Promoting community service
Variable 6	<ul style="list-style-type: none"> o Three-Tiers of Learning ☛ Core studies aligned with the Common Core State Standards ☛ Project-based and experiential learning ☛ Community involvement
Variable 7	<ul style="list-style-type: none"> o K-12 Arts education ☛ Direct instruction in Dance, Theatre, Music and Art ☛ Integrated arts-in-education programming throughout the grades
Variable 8	<ul style="list-style-type: none"> o College preparation ☛ College-bound classes for all 9th-12th graders ☛ Parent and family college-application process workshops ☛ Direct college-bound advisement and tutoring
Variable 9	<ul style="list-style-type: none"> o Leadership preparation ☛ Leadership experiences for students in student government and with community partnerships ☛ Mandatory Internship program for all 9th-12th graders
Variable 10	<ul style="list-style-type: none"> o Parent Engagement and opportunities for parent leadership ☛ Active and involved parent organization ☛ Parent representation on the Board of Trustees ☛ Parent representation in the Collaborative School Governance Committee, with opportunities for parents at all grade levels to participate in school decision making.

i. TOTAL ENROLLMENT ON JUNE 30, 2018 548

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
---------------	--

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

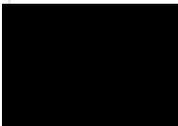
l1. FACILITIES

Does the school maintain or operate multiple sites?

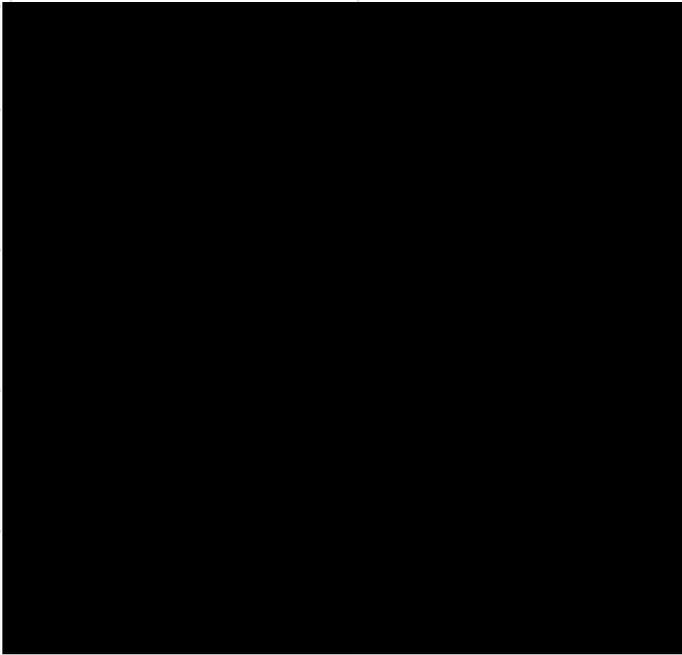
No, just one site.

l2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	35-59 81 Street Jackson Heights, NY 11372		NYC CSD 30	K-12	N/A	K-12
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Stacey Gauthier			
Operational Leader	Denise Hur			
Compliance Contact	Victor Motta			
Complaint Contact	Stacey Gauthier			
DASA Coordinator	Suzanne Arnold			

m1. Are any sites in co-located space? If yes, please proceed to the next question. No

IF LOCATED IN PRIVATE SPACE IN NYC OR DISTRICTS OUTSIDE NYC

m3. Upload a current Certificate of Occupancy (COO) for each school site that is located in private space in NYC or located outside of NYC. Except for schools in district space (co-location space), school must provide a copy of the annual fire inspection report.

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

Site 2 Certificate of Occupancy

(No response)

Site 2 Fire Inspection Report

(No response)

Site 3 Certificate of Occupancy

(No response)

Site 3 Fire Inspection Report

(No response)

n1. Were there any revisions to the school's charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions). No

o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report. Rebekah Oakes, Director of Development & Partnerships

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

Yes

Signature, Head of Charter School

The image shows two handwritten signatures in black ink. The signature on the left is highly stylized and appears to be 'Stacy'. The signature on the right is also stylized and appears to be 'Gaut'. A long horizontal line is drawn across the page, passing through the middle of both signatures.

Signature, President of the Board of Trustees

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, positioned below the title.

Date

2018/07/17

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/17/2018

RENAISSANCE CS (NYC CHANCELLOR)

1. CHARTER AUTHORIZER (As of June 30th, 2018)

NYCDOE-Authorized Charter School

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

2. NEW YORK STATE REPORT CARD

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

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

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



Entry 3 Progress Toward Goals

Created: 07/17/2018 • Last updated: 07/30/2018

PROGRESS TOWARD CHARTER GOALS

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	For each year of the school’s next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination.	NYS ELA exam		Not available.
Academ	For each year of the school’s next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent			

ic Goal 2	proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State math examination.	NYS Math exam		Not available.
Academic Goal 3	Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year.	NYS ELA Regents exams		Not available
Academic Goal 4	Each year, at least 75 percent of students in the high school accountability cohort passing an math Regents exam will have a score of 75 or above by the end of their fourth year.	NYS Math Regents exams		Not available
Academic Goal 5	For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half between the percent at or above Level 3 on the previous year's NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above	NYS ELA Exam		Not available

	<p>proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year.</p>			
<p>Academic Goal 6</p>	<p>For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is expected to demonstrate growth comparable to the CSD in the current year.</p>	<p>NYS Math Exam</p>		<p>Not available</p>
	<p>For each year of the next charter term, the school will</p>			

Academic Goal 7	perform at the 60th percentile or above compared with the citywide averages for its 4-year graduation rate and in the 60th percentile for its 6-year graduation rate.	4 year and 6 year graduation rate	Met	4 Year: 90% (3 seniors expected to graduate in August) 6 Year: 98%
Academic Goal 8	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in each grade 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE School Quality Reports.	ATS, credit accumulation	Met	9th Grade - 91%* 10th Grade - 83%* 11th Grade - 92%* 12th Grade - 82%* (*waiting for summer school grades)

2. Do have more academic goals to add? Yes

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Each year, at least 75 percent of each 9th grade cohort will graduate within four years.	Graduation Data	Met	90% (waiting for summer school grades)
Academic Goal 10	Each year, at least 80 percent of each 9th grade cohort will graduate within five years.	Graduation Data	Met	96%
Academic Goal 11	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above level 3 on the New York State Science examination.	NYS Science exam	Met	4th Grade: 96% 8th Grade: 81%
Academic Goal 12	Each year, at least 75 percent of students in the high school accountability cohort will pass a science Regents exam with a score of 65 or above.	NYS Regents Science exams	Met	98%
Academic Goal 13	Each year, at least 75 percent of students in the high school accountability cohort who are not taking an alternate Pathways assessment in lieu of	NYS Regents Social Studies exams	Met	100%

	the history Regents exam will pass a history Regents with a score of 65 or above.			
Academic Goal 14	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of each graduating senior class having taken and passed a combination of three or more Regents examinations, College Now STEM courses, and / or Advanced Placement examinations in science, computer science, engineering and / or mathematics.	NYS Regents Science exam data; College Now Science course reports; AP Science course and exam data		
Academic Goal 15	Each year, 75 percent of 12th grade students will apply and be accepted to a post-secondary institution, college or university. This goal will be measured by a review of the school's roster of 12th grade students and their letters of acceptance or admission.	College and Career Office data	Met	100% applied and were accepted.
Academic Goal 16	Through qualitative measures, including student engagement in service learning, social activism, leadership development and community-service activities, the school will live its mission to "Develop Leaders for	College and Career Office data	Met	Met

the Renaissance of New York”.

3. Do have more academic goals to add? Yes

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17	In support of TRCS’ mission to develop leaders and global citizens, students will regularly engage with community and cultural partners through experiential learning opportunities, interdisciplinary units developed in core subjects, and the high school leadership program matching students with internships and outside elective credits.	College and Career Office data.	Met	Met - 98.14% of 9th-12th graders participated in a leadership program, with 88.2% completing all requirements of the program.
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				
Academic Goal 21				
Academic Goal 22				

Academ ic Goal 23				
Academ ic Goal 24				
Academ ic Goal 25				
Academ ic Goal 26				
Academ ic Goal 27				
Academ ic Goal 28				
Academ ic Goal 29				
Academ ic Goal 30				
Academ ic Goal 31				
Academ ic Goal 32				
Academ ic Goal 33				
Academ ic Goal 34				
Academ ic Goal 35				
Academ ic Goal 36				

Academ ic Goal 37				
Academ ic Goal 38				
Academ ic Goal 39				
Academ ic Goal 40				
Academ ic Goal 41				
Academ ic Goal 42				
Academ ic Goal 43				
Academ ic Goal 44				
Academ ic Goal 45				

4. ORGANIZATIONAL GOALS

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent.	ATS student attendance data	Met	95.22%
	Each year, 95 percent of all			

Org Goal 2	students enrolled on the last day of the school year will return the following school year.	ATS student enrollment data		Not available
Org Goal 3	Each year, 90 percent of all instructional staff employed during the prior school year will return and / or be asked to return the following school year.	TRCS personnel data	Met	Met
Org Goal 4	Each year, teachers will express satisfaction and commitment with their job by actively participating in the many teacher leadership initiatives at the school including serving on the board, Collaborative School Governance Committee, as a teacher coordinator or coach or leading or participating in an action research, grant or RFP initiative to improve teaching and learning.	TRCS personnel data	Met	Met
	23) The Collaborative School Governance committee, consisting of parents, students,			

Org Goal 5	teachers and staff will develop and / or review goals as part of a Charter School Comprehensive Education plan, which will guide the school school's priorities for the following year. The committee will meet regularly as a whole group or in committee to ensure these priorities are being worked on.	CSG minutes and records	Met	Met
------------	--	-------------------------	-----	-----

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

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	NYS Report Card		Not available
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2017-18 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will operate on a balanced budget and maintain a stable cash flow. (footnote: A budget will be considered "balanced" if revenues equal or exceed expenditures.)	Annual Certified Financial Report		Not available
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Created: 07/17/2018 • Last updated: 07/18/2018

RENAISSANCE CS (NYC CHANCELLOR)Section Heading

Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2017-18 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

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

Line 1: Total Expenditures	10971186
Line 2: Year End FTE student enrollment	548
Line 3: Divide Line 1 by Line 2	20003

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2017-18 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

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

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	471724
Line 2: Management and General Cost (Column)	231237
Line 3: Sum of Line 1 and Line 2	702961
Line 5: Divide Line 3 by the Year End FTE student enrollment	1282

Thank you.



Entry 5d Financial Services Contact Information

Last updated: 07/18/2018

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

RENAISSANCE CS (NYC CHANCELLOR)Section Heading

1. School Based Fiscal Contact Information

School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
Denise Hur	[REDACTED]	[REDACTED]

2. Audit Firm Contact Information

School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
Joseph Albano, Schall & Ashenfarb, CPA, LLC	[REDACTED]	[REDACTED]	4

3. If applicable, please provide contact information for the school's outsourced financial services firm.

Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
Charter School Business Management	Lola Barbarash	[REDACTED]	[REDACTED]	[REDACTED]	4

New York State Education Department

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

2018-19 Budget & Cash Flow Template

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

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

The Renaissance Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

					TOTAL
Total Revenue	12,434,168	-	-	-	12,434,168
Total Expenses	12,434,151	-	-	-	12,434,151
Net Income	17	-	-	-	17
Actual Student Enrollment	558	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

TOTAL

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$15,308.00

School District 2 (Enter Name)

School District 3 (Enter Name)

School District 4 (Enter Name)

School District 5 (Enter Name)

8,541,864	-	-	-	-	8,541,864
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
8,541,864					8,541,864

Special Education Revenue

Grants

Stimulus

Other

Other State Revenue

1,409,618	-	-	-	-	1,409,618
-	-	-	-	-	-
150,000	-	-	-	-	150,000
1,366,771	-	-	-	-	1,366,771

TOTAL REVENUE FROM STATE SOURCES

11,468,253					11,468,253
-------------------	--	--	--	--	-------------------

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other Federal Revenue

77,965	-	-	-	-	77,965
145,864	-	-	-	-	145,864
85,574	-	-	-	-	85,574
371,000	-	-	-	-	371,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

TOTAL REVENUE FROM FEDERAL SOURCES

680,403					680,403
----------------	--	--	--	--	----------------

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

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

Food Service (Income from meals)

Text Book

Other Local Revenue

15,000	-	-	-	-	15,000
32,700	-	-	-	-	32,700
3,000	-	-	-	-	3,000
-	-	-	-	-	-
9,000	-	-	-	-	9,000
32,312	-	-	-	-	32,312
193,500	-	-	-	-	193,500

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

285,512					285,512
----------------	--	--	--	--	----------------

TOTAL REVENUE

12,434,168					12,434,168
-------------------	--	--	--	--	-------------------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

1.00	173,131	-	-	-	173,131
1.00	96,651	-	-	-	96,651
6.00	735,983	-	-	-	735,983
1.00	138,073	-	-	-	138,073

The Renaissance Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

						TOTAL
Total Revenue	12,434,168	-	-	-	-	12,434,168
Total Expenses	12,434,151	-	-	-	-	12,434,151
Net Income	17	-	-	-	-	17
Actual Student Enrollment	558	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

TOTAL

Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	12.80	545,831	-	-	-	545,831
TOTAL ADMINISTRATIVE STAFF	22	1,689,669				1,689,669
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	27.40	2,522,042	-	-	-	2,522,042
Teachers - SPED	6.00	533,131	-	-	-	533,131
Substitute Teachers		100,000	-	-	-	100,000
Teaching Assistants	4.00	170,122	-	-	-	170,122
Specialty Teachers	9.80	1,044,681	-	-	-	1,044,681
Aides	-	-	-	-	-	-
Therapists & Counselors	3.00	337,573	-	-	-	337,573
Other	-	826,245	-	-	-	826,245
TOTAL INSTRUCTIONAL	50	5,533,794				5,533,794
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL						
SUBTOTAL PERSONNEL SERVICE COSTS	72	7,223,463				7,223,463
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		625,886	-	-	-	625,886
Fringe / Employee Benefits		1,192,351	-	-	-	1,192,351
Retirement / Pension		1,622,711	-	-	-	1,622,711
TOTAL PAYROLL TAXES AND BENEFITS		3,440,948				3,440,948
TOTAL PERSONNEL SERVICE COSTS		10,664,411				10,664,411
CONTRACTED SERVICES						
Accounting / Audit		45,000	-	-	-	45,000
Legal		50,000	-	-	-	50,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		60,000	-	-	-	60,000
Payroll Services		25,000	-	-	-	25,000
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		2,500	-	-	-	2,500
Other Purchased / Professional / Consulting		150,000	-	-	-	150,000
TOTAL CONTRACTED SERVICES		332,500				332,500
SCHOOL OPERATIONS						
Board Expenses		-	-	-	-	-
Classroom / Teaching Supplies & Materials		10,250	-	-	-	10,250

The Renaissance Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

					TOTAL
Total Revenue	12,434,168	-	-	-	12,434,168
Total Expenses	12,434,151	-	-	-	12,434,151
Net Income	17	-	-	-	17
Actual Student Enrollment	558	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

TOTAL

Special Ed Supplies & Materials	1,500	-	-	-	-	1,500
Textbooks / Workbooks	60,000	-	-	-	-	60,000
Supplies & Materials other	77,700	-	-	-	-	77,700
Equipment / Furniture	50,000	-	-	-	-	50,000
Telephone	1,100	-	-	-	-	1,100
Technology	125,000	-	-	-	-	125,000
Student Testing & Assessment	30,000	-	-	-	-	30,000
Field Trips	30,000	-	-	-	-	30,000
Transportation (student)	5,000	-	-	-	-	5,000
Student Services - other	-	-	-	-	-	-
Office Expense	50,000	-	-	-	-	50,000
Staff Development	75,000	-	-	-	-	75,000
Staff Recruitment	500	-	-	-	-	500
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	517,127	-	-	-	-	517,127
Travel (Staff)	5,000	-	-	-	-	5,000
Fundraising	-	-	-	-	-	-
Other	250,000	-	-	-	-	250,000
TOTAL SCHOOL OPERATIONS	1,288,177	-	-	-	-	1,288,177

FACILITY OPERATION & MAINTENANCE

Insurance	87,000	-	-	-	-	87,000
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	87,000	-	-	-	-	87,000

DEPRECIATION & AMORTIZATION

	62,063	-	-	-	-	62,063
--	--------	---	---	---	---	--------

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

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

TOTAL EXPENSES	12,434,151	-	-	-	-	12,434,151
-----------------------	-------------------	----------	----------	----------	----------	-------------------

NET INCOME	17	-	-	-	-	17
-------------------	-----------	----------	----------	----------	----------	-----------

ENROLLMENT - *School Districts Are Linked To Above Entries*

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

The Renaissance Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

					TOTAL
Total Revenue	12,434,168	-	-	-	12,434,168
Total Expenses	12,434,151	-	-	-	12,434,151
Net Income	17	-	-	-	17
Actual Student Enrollment	558	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

TOTAL

EXPENSES PER PUPIL

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

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Receive no funding for our D75 students

School Trips

PreK

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

Trustee Name:

Sandra Geyer

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

The Renaissance Charter School

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

President

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

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

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

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

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

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

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

Trustee Name:

Monte Joffe, EdD.

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

The Renaissance Charter School

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

Vice Board Chair

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

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

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

Yes No

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

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

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

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

None

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

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

None
7/31/2018

Signature _____ Date _____

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

Business Telep _____

Business Addr _____

E-mail Address _____

Home Telephon _____

Home Address: _____

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

Trustee Name:

Everett M. Boyd

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

The Renaissance Charter School

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

Secretary

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

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

Administrator for School Culture and Family Engagement Salary: \$119,000 Start Date: 9/2018

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

Yes **No**

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

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

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

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

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

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

Ernest A. Boyd 7/18/18

Signature Date

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

Business Telephone _____

Business Address _____

E-mail Address _____

Home Telephone _____

Home Address _____

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

Trustee Name:

(Maggie) Margaret Martinez-DeLuca

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

The Renaissance Charter School

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

Chair of Education Support Committee

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

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

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

Yes No

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

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

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

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

Trustee Name:

Stacey Gauthier

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

The Renaissance Charter School

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

Non-Voting Member

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

Yes No

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

Principal since 7/1/07, \$173,888 (eff. 10/6/18)

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

Yes No

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

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

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

LAST WORKED -

Mar 2015 <i>Please write "None" if applicable</i>	P/T Temp work	I DID NOT Directly Supervise	Sabrina Gauthier (colleague) Samuel Gauthier (son)
--	------------------	------------------------------------	--

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

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

Sabrina Gauthier
Signature

7/18/18
Date

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

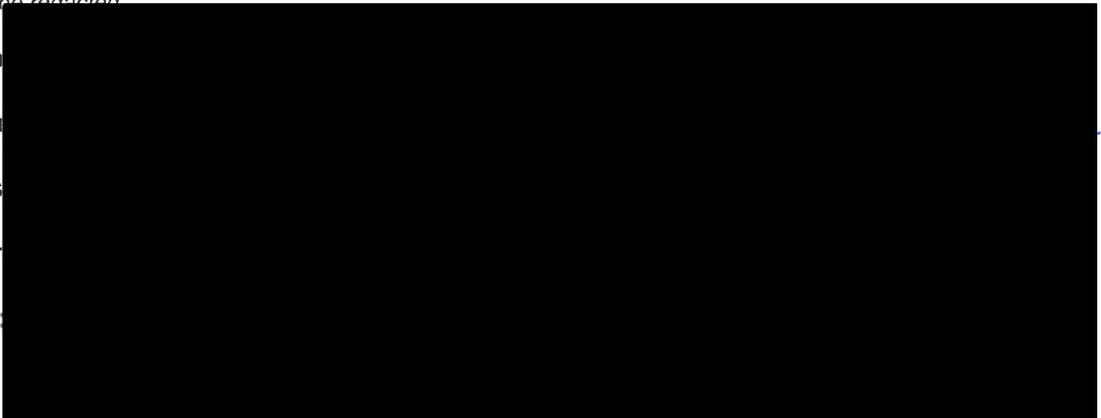
Business Telephone

Business Address

E-mail Address

Home Telephone

Home Address



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

Trustee Name:

CHESTER HICKER

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

The Renaissance Charter School

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

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

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

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

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

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

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

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

Trustee Name:

Rachel Mandel

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

The Renaissance Charter School

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

Board Member

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

Yes No

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

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

Yes No

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

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

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

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

None

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

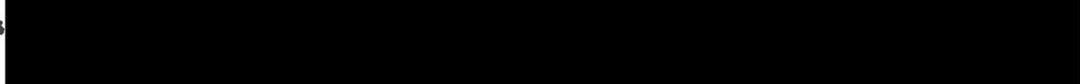
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

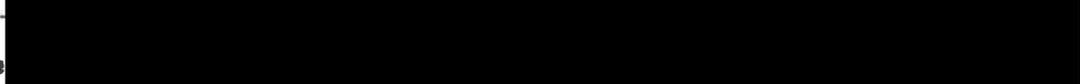
 7/18/2018

Signature Date

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

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

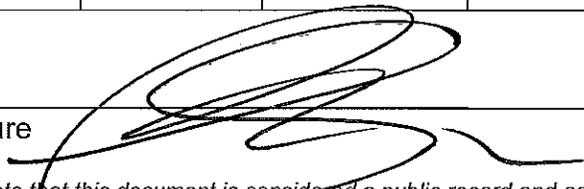
Home Address: 

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

N *0* *N* *E*

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
<i>N</i>	<i>0</i>	<i>n</i>	<i>E</i>	

Signature  Date *7/30/2018*

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

Business Telephone

Business Address

E-mail Address

Home Telephone

Home Address



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

Trustee Name:

Francine Smith

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

The Renaissance Charter School

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

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

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

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

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

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>None</u>			

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

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

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

 _____
 Signature Date 7/17/18

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

Business Telephone:
Business Address:
E-mail Address:
Home Telephone:
Home Address:





Entry 8 BOT Table

Last updated: 07/17/2018

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Sandra Geyer - [REDACTED]	Chair	Executive, Appeals & Grievance	Yes	3	5/1/2000	6/30/2020	5 or less
2	Dr. Monte Joffe - [REDACTED]	Vice Chair	Executive, Education Support, Appeals & Grievance	Yes	3	5/1/2000	6/30/2020	5 or less
3	Everett Boyd - [REDACTED]	Secretary	Executive, Educational Support, Appeals & Grievance	Yes	3	9/1/2001	8/31/2020	5 or less
4	Stacey Gauthier - [REDACTED]	Trustee/Member	Finance	No	3	5/1/2000	6/30/2020	5 or less
5	Chester Hicks - [REDACTED]	Parent Rep	Finance, Educational Support, Executive	Yes	1	10/1/2015	9/30/2018	5 or less
	Rachel							

6	[REDACTED]	Trustee/Member		Yes	1	02/01/2016	01/30/2021	5 or less
7	Margaret Martinez-DeLuca - [REDACTED]	Trustee/Member	Educational Support	Yes	2	09/01/2004	08/31/2019	5 or less
8	Raymond Johnson - [REDACTED]	Trustee/Member	Finance	Yes	2	09/01/2015	08/30/2019	5 or less
9	Francine Smith - [REDACTED]	Trustee/Member	Finance Chair	Yes	3	05/01/2000	06/30/2019	5 or less

1a. Are there more than 9 members of the Board of Trustees? Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (DD/MM/YYYY)	End Date of Current Term (DD/MM/YYYY)	Board Meetings Attended During 2017-18
10	Conor T. McCoy	Trustee/Member	Finance	Yes	1	09/01/2016		5 or less
11								
12								
13								
14								
15								

- | | |
|---|----|
| 1c. Are there more than 15 members of the Board of Trustees? | No |
| 2. Total number of members on June 30, 2018 | 10 |
| 3. Total number of members joining the Board during the 2017-18 school year | 0 |
| 4. Total number of members departing the Board during the 2017-18 school year | 0 |
| 5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes | 9 |
| 6. Number of Board meetings conducted during the 2017-18 School Year | 5 |
| 7. Number of Board meetings scheduled for the coming 2018-19 school year | 5 |

Thank you.



Entry 9 - Board Meeting Minutes

Last updated: 07/18/2018

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

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2017--June 2018, which should match the number of meetings held during the 2017-18 school year.

RENAISSANCE CS (NYC CHANCELLOR)

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2017-18 school year, on the charter school's website?

Yes

the charter school's website.

A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2017-18 school year.

<http://www.renaissancecharter.org/support/governance/BOT>



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/17/2018

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2017-18 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2018-19.

RENAISSANCE CS (NYC CHANCELLOR)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Econom	<p>The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including economically disadvantaged students. RCS has a long-time Admissions’ Coordinator who also happens to be a long-time resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators (one who is fluent in Spanish – which is spoken by approximately 50% of our families) and the Administrator for School Culture and Family Engagement. At RCS, we have 24 home languages spoken, and our staff speak over 11 different languages. We have developed a reputation in the community for caring for and supporting special populations. The school also has 2 guidance counselors and a social worker to support our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms.</p> <p>a. We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. This school year we have already had two high school open houses in the fall and will</p>	<p>RCS, as a long-standing school, is an integral part of our community and school district. We regularly participate in events beyond our school and have staff and family “ambassadors” who promote our school to those they have connections with.</p> <p>RCS faculty, staff and parents attend a wide variety of community meetings. In fact, many TRCS members are also members and officials on various community organizations’ boards and membership rosters. We utilize these relationships to help us to grow our ties to the community-at-large.</p> <p>RCS has long been known for our strong ties with our elected representatives. They are in our school frequently, hold events in our building, work with us on community matters and connect us with people in the community. Stacey Gauthier and other staff have been asked to sit on committees and support various projects that help the</p>

ically
Disadvan-
taged

have three PK-8 open houses in January and March. Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available.

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

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

families in our area.

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

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

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

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

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

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

English Language Learners

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

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

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

ties to the community-at-large.

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

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

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

The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including students with special needs. RCS has a long-time Admissions'

Students with Disabilities

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

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

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

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

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

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
Economically Disadvantaged	<p>Our policies include never excluding students from activities their families cannot afford, including trips, internships and other experiential learning activities. We have developed a reputation in the neighborhood for supporting our families in times of need. Our social workers and college and career office works individually with students and families to take advantage of all supports open to them, through financial aid for college to social services.</p> <p>RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families. One of the most successful events is our Latin American Carnival which draws large numbers of our families, extended families and community members. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all doesn’t work”. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of our community.</p> <p>RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families. One of the most successful events is our Latin American Carnival which draws large numbers of our families, extended families and community members. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all doesn’t work”. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the</p>	<p>School wide programming and staffing that supports all of our students -</p> <ul style="list-style-type: none"> • School-based guidance and social workers with access to resources to help families • Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading • Partnership with the Achievement Network • Before, After and Saturday Small Group tutoring • Offer various food menus from our school-run cafeteria including breakfast, lunch, supper and snack. • Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee • K-12 After-School, including homework help • The Learning Center – An innovative space where individualized learning takes place • Advisory for Grades 7-12 • Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process) • Implementation of a Pre-K program in 2014. This allows us to engage our families from the beginning of a child’s entry to school. • Partnership with the SPED Collaborative • Before, After and Saturday Small Group tutoring • Offer various food menus from our school-run cafeteria including Halal meals • Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee • Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety who support parents in communicating with the school • Implementation of a Pre-K program in 2014. In our first year, approximately 17% of the class were English Language Learners. This year, that percentage has grown to

family and in doing so, design family conferences and outreach to best meet the needs of our community.

almost 28%. Although these students cannot be officially “classified”, we know that we are admitting and servicing students who speak little to no English. It is enormously helpful to get these children enrolled at such a young age when second language acquisition comes more easily through a rigorous program of socialization, play and group activities. This also allows us to engage our families from the beginning of a child’s entry to school.

English
Language
Learners

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

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

- SETTSS, ICT, Related Services, School-based guidance and social workers
- Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading
- Partnership with the Achievement Network
- Partnership with the SPED Collaborative
- Specialized support for ELL students both in subject classes and in selective “pull-outs”
- Utilizing our Writing Workshop Model to support our upper grade ELL students
- Before, After and Saturday Small Group tutoring
- Offer various food menus from our school-run cafeteria including Halal meals
- Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee
- K-12 After-School, including homework help
- The Learning Center – An innovative space where individualized learning takes place
- Advisory for Grades 7-12
- Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process)
- Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety who support parents in communicating with the school
- Implementation of a Pre-K program in 2014. In our first year, approximately 17% of the class were English Language Learners. This year, that percentage has grown to

		<p>almost 28%. Although these students cannot be officially “classified”, we know that we are admitting and servicing students who speak little to no English. It is enormously helpful to get these children enrolled at such a young age when second language acquisition comes more easily through a rigorous program of socialization, play and group activities. This also allows us to engage our families from the beginning of a child’s entry to school.</p>
<p>Students with Disabilities</p>	<p>RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all doesn’t work”. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of our community.</p>	<p>a. School wide programming and staffing that supports Special Needs Students and English Language Learners –</p> <ul style="list-style-type: none"> • SETTSS, ICT, Related Services, School-based guidance and social workers • Grade K-8 Reading Remediation and Support including LLI, Orton-Gillingham and Wilson Reading • Partnership with the Achievement Network • Partnership with the SPED Collaborative • Specialized support for ELL students both in subject classes and in selective “pull-outs” • Utilizing our Writing Workshop Model to support our upper grade ELL students • Before, After and Saturday Small Group tutoring • Offer various food menus from our school-run cafeteria including Halal meals • Parent Representatives from various backgrounds participate in our Parent-Teacher Association and Collaborative School Governance Committee • K-12 After-School, including homework help • The Learning Center – An innovative space where individualized learning takes place • Advisory for Grades 7-12 • Four Year College Bound Program (the staff of this program have worked extensively with undocumented students, first generation college students, students with special needs and families who need extensive support through the college process) • Many bilingual support staff who work in the office, cafeteria, kitchen, and school safety who support parents in communicating with the school • Implementation of a Pre-K program in 2014. In our first year, approximately 17% of the class were English Language Learners. This year, that percentage has grown to

almost 28%. Although these students cannot be officially “classified”, we know that we are admitting and servicing students who speak little to no English. It is enormously helpful to get these children enrolled at such a young age when second language acquisition comes more easily through a rigorous program of socialization, play and group activities. This also allows us to engage our families from the beginning of a child’s entry to school.



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/18/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
43	4	3.8	0	42.8

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
9	0	0	0	9

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

Yes

Thank you



Entry 12 Uncertified Teachers

Last updated: 07/18/2018

**FTE Count of All Teachers 43.8
(Certified and Uncertified) as of
6/30/18**

FTE Count of All Certified Teachers as of 6/30/18 43.8

Instructions for Reporting Percent of Uncertified Teachers

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

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	0
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	0
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	0

Thank you.

School Management Team

Directors report to and collaborate with the Principal.

Principal

Director of Data and Accountability

Director of Operations and Finance

Director of Development and Partnerships

Administrator for School Culture and Student Support

Administrator for Family Engagement and Student Support

Administrator for STEM Education and Middle School

Administrator for Special Education

Teaching and Learning Coordinators

Teacher Coordinators report to the Principal and members of the School Management Team, and collaborate with the teaching staff in clusters.

Cluster 1 (PK-5) – Co-Coordinator

Cluster 2 (6-8) – Co-Coordinator

Cluster 3 (9-12) – Co-Coordinator

Teaching Staff

Teachers and Paraprofessionals report to Principal and members of the School Management Team, communicate with Teacher Coordinators, and collaborate with cluster colleagues.

Pre-K Teacher

Pre-K Paraprofessional

Kindergarten

Kindergarten Education Paraprofessional

Grade 1

Grade 1 Education Paraprofessional

Grade 2

Grade 3

Grade 4

Grade 4-5 Math

Grade 5-6 ELA, ICT (2)*

Grade 1-5 Science/Interdisciplinary

Grade 4-6 Social Studies*

K-6 Intervention Specialist (2)*

Grade 3-12 Music

Grade K-4 Dance

Grade PK-12 ELL*

Grade K-5 Spanish, Student Support

**(may also attend other cluster meetings)*

Teaching Staff

Teachers and Paraprofessionals report to Principal and members of the School Management Team, communicate with Teacher Coordinators, and collaborate with cluster colleagues.

Grade 5-6 ELA, ICT (2)*
Grade 4-6 Social Studies*
Grade 7-8 ELA, ICT (2)
Grade 7 Social Studies, 8-10 Social Studies ICT
Grade 8 Social Studies, 6-8 Response to Intervention
Grade 6 Math, 7-8 Algebra
Grade 7-8 Math, Grade 6 Math ICT
Grade 8 Math & Algebra
Grade 6 Science, 8 Math Support, 8 Earth Science ICT
Grade 7 Science, Chemistry, AP Biology
Grade 7, 9 Science ICT, AP Environmental*
Grade 8 Earth Science
Grade 6-8 Spanish
Grade 6-8 PE/Science Support, HS Science ICT
Grade 7-12 Math ICT*
Grade 5-8 Literacy Support/AP Literature & Comp*
K-6 Intervention Specialist (2)*
6-8 Music, 6-8 Art, 7-8 Drama*

Teaching Staff

Teachers and Paraprofessionals report to Principal and members of the School Management Team, communicate with Teacher Coordinators, and collaborate with cluster colleagues.

Cluster 3 – Grades 9-12

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

Guidance Staff

Social Worker and Guidance Counselors report to Principal, Administrator for School Culture, communicate with Teacher Coordinators, collaborate with cluster colleagues.

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

Other Administrative Staff

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

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

Administrative Support Staff

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

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

2018-2019 SCHOOL YEAR CALENDAR

September 3	Monday	Labor Day (school closed)
September 4-5	Tues-Weds	Teachers report – professional development; no school for students; School Aides on 9/7
September 6	Thursday	School Session begins; orientation for all PK-12 th grade students
September 7	Friday	Fifth Grade Orientation Picnic
September 10-11	Mon-Tues	Rosh Hashanah (school closed)
September 13	Thursday	Curriculum Night PK-12 for Parents
September 17	Monday	College and Career Office Senior Parent Meeting, 6:00 – 8:00 PM
September 19	Wednesday	Yom Kippur (school closed)
October 1	Monday	College and Career Office Junior Parent Meeting, 6:00 – 8:00 PM
October 3	Wednesday	Board of Trustees Meeting – 6:45 PM
October 8	Monday	Columbus Day observed (school closed)
October 10	Wednesday	PSAT/NMSQT; no Leadership programming
October 29	Monday	HS Progress Reports/Danger of Failure notices
Oct 29-Nov 2	Mon-Fri	Spirit Week
November 1	Thursday	MS End of Marking Period #1
November 5	Monday	HS Family Conferences
November 6	Tuesday	Election Day; Teachers report – professional development
November 13	Monday	Veteran's Day (school closed)
November 15-16	Thurs-Fri	PK-12 Parent-Teacher Conferences; 5:30 PM Thursday, 1:00 PM Friday; Dismissal 11:40 AM
November 21	Wednesday	Holiday Feast; HS dismissal at 2:20 PM.
November 22-23	Thurs-Fri	Thanksgiving Recess (school closed)
December 3	Wednesday	Board of Trustees Meeting, 6:45 PM
Dec 14-20	Fri-Thurs	Rensizzle Week (Experiential Learning; regular programming suspended)
December 21	Friday	MS Festival of Lights & Lunch Outing; HS Talent Show/Holiday Feast, HS Dismissal 2:20 PM
Dec 24-Jan 1	Mon-Mon	Winter Recess (school closed)
Jan 14-18	Mon-Fri	HS Midterms Week; Friday last day of 1 st semester
January 18	Friday	Elementary School Dream Bubble
January 21	Monday	Dr. Martin Luther King, Jr. Day (school closed)
Jan 22-25	Tues-Fri	NYS Regents Exam Week
January 23	Wednesday	MS Report Card Distribution
January 28	Monday	Regents Rating Day; Teacher PD day
January 29	Tuesday	HS: First day of second semester
February 5	Tuesday	Lunar New Year (school closed)
February 6	Wednesday	Board of Trustees Meeting – 6:45 PM
February 15	Friday	MS Ice-Skating Trip
February 18-22	Mon-Fri	Midwinter Recess (school closed)
March 1	Friday	Elementary Read-a-Thon
March 1	Friday	HS Career Day
March 18	Monday	Progress Reports Due
March 21-22	Thurs-Fri	PK-12 Parent-Teacher Conferences
March 27	Weds	SAT Exam; HS Trips
April 2-4	Tues-Thurs	NYS 3 rd -8 th Grade ELA Exam
April 10-13	Weds-Sat	Spring Drama Production
April 18	Thursday	Social Justice Day
Apr 19-26	Fri-Friday	Spring Recess; International Trip to Dominican Republic

Commented [1]: Will middle school have a feast? Early dismissal?

Commented [2]: _Marked as resolved_

Commented [3]: _Re-opened_

The Renaissance Charter School Internal Calendar 2018-2019

May 1-3	Weds-Fri	NYS 3 rd -8 th Grade Math Exam
May 2	Thursday	National Honor Society Induction Ceremony
May 6	Monday	AP U.S. Government Exam
May 7	Tuesday	AP Spanish Language Exam
May 8	Wednesday	AP English Literature Exam
May 9	Thursday	AP Spanish Literature Exam
May 10	Friday	AP US History Exam
May 13-17	Mon-Fri	K-6 Little Sizzle Week and 4-6 Nature's Classroom
May 13	Monday	AP Biology Exam
May 14	Tuesday	AP Calculus Exam; MS Family Conferences
May 16	Thursday	AP US History Exam
May 22-24	Weds-Fri	Middle School End of Year Trip
May 23	Thursday	HS Arts Festival
May 24	Friday	Senior Walk and Awards Ceremony
May 27	Monday	Memorial Day (school closed)
June 4	Tuesday	Eid Al-Fitr (school closed)
June 6	Thursday	Brooklyn-Queens Day – Staff Professional Development
June 7	Friday	Elementary Field Day
June 11	Tuesday	K-8 Clerical Day (no school for students)
June 12	Wednesday	HS Academic Showcase; 8 th Gr Stepping Up
June 13-14	Thurs-Fri	Elementary Arts Festival
June 17	Monday	Senior Grades Due
June 18-26	Tues-Tues	HS Regents Exams
June 25	Tuesday	Proposed Graduation Day
June 26	Wednesday	Last Day of School; 11:40 Dismissal