



# Brooklyn RISE Charter School

## Brooklyn RISE Board Meeting

Published on July 24, 2023 at 6:53 PM EDT

Amended on July 26, 2023 at 8:26 PM EDT

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### Date and Time

Wednesday July 26, 2023 at 7:00 PM EDT

### Location

9 Hanover Place, Brooklyn, NY 11201

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"Brooklyn RISE builds the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college."

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
<b>A.</b> Record Attendance		Grace Han	1 m
<b>B.</b> Call the Meeting to Order		Christina Hu	1 m
<b>C.</b> Public Comment			5 m
<b>II. Finance Committee</b>			<b>7:07 PM</b>
We discussed the monthly dashboard			
Staff gave an enrollment update and discussed ongoing budget strategies			

	Purpose	Presenter	Time
<b>A. Dashboard</b>	FYI	EdTech	15 m

No financial presentation for July meeting as June is a soft close. We are closing out FY23 and preparing for audit.

We will be wrapping up the renewal budgets by 7/31.

June YE financials will be presented in Aug. Jul/Aug will be presented in Sept.

**III. SLT Update 7:22 PM**

<b>A. School Updates</b>	Discuss	Cary Finnegan	10 m
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**Dear Founding Board of Trustees,**

This summer has been an opportunity for us to reflect and reset as we prepare to enter into Year 5 of our school's journey!

- **Our Students.** We remain at the same 270 number but are planning on doing a recruitment push at the beginning of August to hopefully get our final enrollment number as close to 300 as possible.
- **Our Staff.** We are spending time this summer preparing our summer professional development programming so that we can hit the ground running when new staff return on August 4th and all staff return on August 7th!
- **Our Facility.** We are in a bit of a holding pattern at the moment with our forever facility planning because of focus on our annual report and renewal submissions, but are planning to re-focus on this aspect of our work next month.

Looking forward to meeting as a group this Wednesday!

**Together we RISE,**  
SLT

**IV. Academic Committee**

School on summer vacation.

**V. Governance Committee 7:32 PM**

<b>A. Updated By-laws</b>	Vote	Katie Zaunbrecher	10 m
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	Purpose	Presenter	Time
1. Update to By-Laws 2. Cover Letter to updated By-Laws Changes			
<b>B.</b> Cover Letter Proposal for Expanding Grades	Vote	Cary Finnegan	10 m
<b>C.</b> Cover Letter Proposal for Key Design Elements Change	Vote	Cary Finnegan	10 m
<b>D.</b> Cover Letter Proposal Organization Leadership Structure Change	Vote	Cary Finnegan	10 m
<b>E.</b> Cover Letter Proposal for Charter Renewal Application	Vote	Cary Finnegan	10 m
<b>F.</b> Housekeeping and Open Meeting Compliance	Discuss	Christina Hu	5 m
1. Post Meeting Date 7 days priors to the meeting 2. Post Agenda 3 days prior to meeting date 3. Share Meeting Time, Agenda, and Meeting on our public forum 4. All board members to finish updating profile on BoardOnTrack 5. Please schedule fingerprinting by the July board meeting 6. Please all complete the Head of School evaluation			
<b>VI. Other Business</b>			<b>8:27 PM</b>
<b>A.</b> Facility	FYI	Cary Finnegan	5 m
Placeholder for any updates: 1. current home lease extension discussion 2. \$200,000 reimbursement from current lease 3. forever home lease updates			
<b>B.</b> Development	FYI	Cary Finnegan	5 m
Placeholder for any fundraiser updates			
<b>VII. Closing Items</b>			<b>8:37 PM</b>
<b>A.</b> Approve June Minutes	Approve Minutes	Grace Han	5 m
Approve meeting minutes from June.			
<b>B.</b> Approve July Meeting Minute	Vote	Christina Hu	5 m

	Purpose	Presenter	Time
<b>C.</b> Adjourn Meeting	Discuss		1 m

# Coversheet

## Updated By-laws

**Section:** V. Governance Committee  
**Item:** A. Updated By-laws  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 01. Bylaws Revision\_Cover Letter.pdf  
02. Bylaws Revision\_Redlined Bylaws.docx



9 Hanover Place  
Brooklyn, NY 11201

**Christina Hu**  
Board Chair  
347-470-9833

EMAIL PLACEHOLDER

August 15, 2023

To the Charter School Office of New York State Education Department

On behalf of the Board of Trustees, this letter serves as Brooklyn RISE's request to make minor changes to the board's bylaws, which qualifies as a non-material charter revision. Specifically, we are seeking to change the required minimum number of directors from seven to five, which aligns with the minimum required by state law. While we are currently in compliance with our bylaws as we have seven trustees currently serving on the board, this reduction will protect us from falling out of compliance should we unexpectedly attrite a member.

Additionally, we are seeking to add language in our bylaws that establishes thresholds for the percentage of persons serving on the board who are compensated by Brooklyn RISE and the percentage of voting members who are affiliated with any single entity (beyond Brooklyn RISE or another charter school). While minor, establishing these thresholds in our bylaws will serve as an additional layer of protection to ensure the best interests of the school are in the forefront.

We are also proposing to proactively add language that defines restrictions should the board ever elect to engage with a non-for-profit educational service provider (ESP). Similarly, we are seeking to add language that outlines requirements related to contracting with a charter management organization (CMO). While the board has no plans to contract with an ESP or CMO, we are requesting to add this language proactively in the event such partnerships are to materialize in the future.

Further, we are proposing to update our policies around member resignation and suspension to ensure that our bylaws clearly outline the requirements and procedures for both. We additionally are seeking to explicitly outline the enumerated powers of the board, as well as to add a provision regarding insurance. Finally, we are proposing minor changes to the ordering of some information contained in our bylaws.

In terms of timeline, if approved, the revisions to our bylaws will go into effect at the end of September 2023. This aligns with the Charter School Office's revision guidelines around timeline, which calls for non-material revisions to be submitted at least 30 days prior to implementation. To ensure that stakeholders are aware of the changes, we will post them to our website, make an announcement at Board meetings, and highlight them during staff and family events. We have subsequently included all required information related to the requested revision, including a redlined version of our bylaws that reflects our proposed changes.

Thank you for your consideration with our revision request.

Sincerely,

Christina Hu  
Board Chair

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**With Confidence. With Voice. With Purpose.**

**ARTICLE I**

**Name, Location, Mission, and Objectives**

Section 1: The name of the ~~corporation organization~~ is Brooklyn RISE Charter School (hereinafter ~~“theThe~~ ~~“Corporation” or “School”~~).

Section 2: The purpose for which the ~~\_~~Corporation is organized is to establish and operate a ~~c~~Charter ~~s~~School ~~(the “Charter School”)~~ to ensure academic success for students in grades K-5 in the Brooklyn community. We prepare our students with the academic knowledge, skills, and mindsets for academic success to ensure that all our students our on the path to college.

**ARTICLE II**

**Membership**

The Corporation has no members. The rights which would otherwise vest in the members vest in the ~~Directors-Board of Trustees~~ of ~~The-the~~ Corporation (hereinafter the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board.

**ARTICLE III**

**Board of Trustees**

Section 1: ~~The Board of Trustees shall consist of at least five (5) Trustees and no more than fifteen (15) Trustees. Each Trustee shall be at least eighteen (18) years of age.~~ All Trustees shall have identical rights and responsibilities. The Head of School will be an advisory, non-voting member of the Board (*ex-officio*). ~~Trustees shall take office only once approved by the School’s authorizer.~~

**Commented [KK1]:** Since this change was not previously submitted as a revision request, we need to include it in this request. I have changed this text to be in tracked changes accordingly.

Section 2: ~~Not more than forty percent (40%) of the persons serving on the Board may be (i) persons currently being compensated by the School for services rendered to it within the previous twelve (12) months; or (ii) a sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.~~

~~Not more than forty percent (40%) of the voting persons on the Board may be directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School or another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of the foregoing sentence, “single entity” shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The New York State Education Department, on behalf of the Board of Regents may, in its sole discretion, waive this restriction upon written request from the School.~~

~~Where the School has engaged a not-for-profit educational service provider or other entity that provides comprehensive management services to the School pursuant to a contract between such entity and the School, no more than two (2) Trustees may be affiliated with such not-for-profit entity, or have immediate family members so affiliated, and one (1) such Trustee’s affiliation is limited to serving as director of such entity; provided, however, that in such case the following restrictions shall apply:~~

- ~~a. termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the Board, and upon such termination~~

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such person(s) may be removed from the Board by vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting;

- b. such person(s) shall not hold the offices of Chairperson or Treasurer of the Board;
- c. when the Board has proper grounds to go into executive session pursuant to the New York Open Meetings Law ("Open Meetings Law"), and the Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the Board may, after such person(s) has had an opportunity to fully address the Board, continue such executive session outside of the presence of such person(s); and
- d. the number of Trustees on the Board shall not be less than seven (7) where two (2) Trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) Trustee is affiliated with the not-for-profit entity.

Section 32: Board members Trustees shall be sought who reflect the qualities, qualifications, and diversity determined by the Board and delineated in the Job Description of the Board of Trustees.

Section 43: The Corporation's nominating committee, known as the Governance Committee, shall present a slate of potential Trustees and officers for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board. Officers shall serve one (1) year terms that run concurrently with the school year (July 1- June 30). Officers may succeed themselves in office subject to the term limits discussed below.

Section 54: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective.

Section 5: ~~The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Spring 2019), at least two Trustees who will serve a two-year term (ending in Spring 2020), and at least three Trustees will serve a three-year term (ending in Spring 2021).~~

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Trustees, subject to the approval of the School's authorizer. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Trustee may resign at any time by filing a written resignation with the Chair of the Board. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Chair of the Board shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

Section 8: The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such

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~~sections of the Education Law and the Not-for-Profit Corporation Law. In accordance with the procedures set forth in the Education Law, the Board of Regents may remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Regents that the Board has failed or refuses to carry into effect its educational purposes. In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, Officer, or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.~~

Section 9: Members of the Board of Trustees:

- a. Shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.
- b. Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- c. Shall ensure that all participation in Board work is bound by the Code of EthicsConduct, Conflict of Interest, and Confidentiality policy statements.
- d. Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation ~~shall~~ must disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

Section 10: The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the New York Education Law, Not-for-Profit Corporation Law and Open Meetings Law), as well as the requirements of the School's charter and these By-laws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

- a. To elect and remove Trustees;
- b. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
- c. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
- d. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
- e. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;

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- f. To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- g. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- h. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws; and
- i. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-laws.

#### **ARTICLE IV: PRINCIPAL OFFICE**

The Corporation's principal office shall be at 388 Bridge Street, Brooklyn, NY 11201-9 Hanover Place, Brooklyn, NY 11201 or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

#### **ARTICLE V**

##### **Meetings of the Board**

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 12 regular monthly meetings of the Board held each year. Notice of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the Bylaws fix the time and place of such Meetings or if the Board has established a meeting calendar.

Section 2: Special Meetings of the Board of Trustees may be called by the Chair or by a majority of the Board by filing a written request for such a meeting with the Chair and stating the objective, date, and hour, therefore. Special Meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 3: The Board shall select its own meeting format in any method allowed by the laws of the State of New York. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

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Section 4: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board Meetings.

Section 5: The Board shall comply with ~~New York~~the ~~Open Meetings Law and Article 7 of the Public Officers Law~~ and accordingly adopts the following policies and protocols:~~as follows:~~

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the ~~School's school premises (and School's website)~~ as soon as it becomes available.
3. The ~~Charter~~ School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The ~~Charter~~ School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the ~~Charter~~ School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may only vote by video conference and not by phone conference.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
  - a. The date and time of the meeting.
  - b. A list of Trustees in attendance and those absent, either excused or otherwise;
  - c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
  - d. A record of how each Trustee voted on each matter; and
  - e. In the case of an executive session, the minutes will include a record of ~~the~~the ~~session~~final determination of any action that was taken.
8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered.
10. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.
11. No public funds may be appropriated during an executive session.

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12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:

- a. Matters which imperil the public safety if disclosed;
- b. Any matter which may disclose the identity of a law enforcement agent or informer;
- c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- d. Discussions regarding proposed or pending litigation;
- e. Matters which apply to school employees or collective negotiations that are within the scope of Article 14 of the Civil Service Law;
- f. The medical, financial, credit, or employment history of a particular person or corporation;
- g. The preparation, grading, or administration of examinations; and
- h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6: Board Meetings shall be held at The Corporation's principal office, which ~~will be theis the School's premises, site, once the school has opened.~~

Section 7: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 8: Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the Meeting.

## ARTICLE VI

### Committees and Task Forces

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees shall be comprised of at least three (3) members and may be composed of Trustees or community members, or both. The Board may prescribe the need and/or the composition of such committees. Each committee member shall serve a term of two (2) consecutive years, and these terms shall be staggered to ensure continuity of committee membership, and Bboard members may be re-appointed to a committee if they are absent from said committee for at least one year. The chair of each committee will be appointed by the Board Chair, with the advice and consent of the Board.

Section 2: The duties of the Governance Committee shall be:

- a. To study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;

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- b. To present a slate of nominees for Officers to the Board for election at the annual meeting;
- c. To recommend candidates to the Board to fill vacancies that arise outside of the regular nominating process;
- d. To provide orientation and ongoing Executive development to Trustees;
- e. To oversee a Trustee assessment process to ensure optimum performance; and
- f. To recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

Section 32: In addition to the Governance Committee there shall also be another standing committee; the Finance and Audit Committee which will oversee the Corporation's budget and financial health. The Board Chair, with the advice and consent of the Board, shall appoint the Chair of the Finance and Audit Committee and the committee itself. The Finance and Audit committee shall be comprised of three (3) members. ~~There shall be a standing nominating committee, known as the Governance Executive Committee, composed of members recommended by the Chair and elected by the Board of Trustees at its annual meeting.~~ This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Trustees at its annual meeting. ~~Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The chair of each committee will be appointed by the Board Chair, with the advice and consent of the Board.~~

Section 3: The duties of the Governance Committee shall be:

- a. ~~To study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;~~
- b. ~~To present a slate of nominees for Officers to the Board for election at the annual meeting;~~
- c. ~~To recommend candidates to the Board to fill vacancies that arise outside of the regular nominating process;~~
- d. ~~To provide orientation and ongoing governance development to Trustees;~~
- e. ~~To oversee a Trustee assessment process to ensure optimum performance; and~~
- f.g. To recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

## ARTICLE VII

### Action by the Board

Section 1: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.

Section 2: Standard of Care:

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care, and skill,

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including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others: In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - a. One or more Officers or employees of The Corporation whom the Trustee believes to be reliable and competent in the matters presented;
  - b. Legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
  - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of The Corporation's Charter of Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments: In investing and dealing with all assets held by The Corporation for investment, the Board shall execute the standard of care described in Article VII Section 2 and shall consider among other relevant considerations the long- and short-term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 3: Every Trustee has the right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of The Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspections and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state, or local law.

Section 4: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any discussion before a Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relations to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 5: Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

#### **ARTICLE VIII**

##### **Officers**

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

1. Chair. Subject to Board control, the Chair has general supervision, direction, and control of the affairs of The Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

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2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at The Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's on financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 2: The Governance Committee shall present nominations for Officers to the Board for Board review and vote. The nominated Officers shall be Trustees.

Section 3: The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4: A Trustee may hold any number of offices, except that ~~neither~~ the Secretary ~~nor~~ Treasurer may ~~not~~ serve concurrently as the Chair.

Section 5: Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year or until their successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than ~~two~~three (23) consecutive terms in the same office.

## ARTICLE IX

### Non-Liability of Trustees

The Trustees shall not be personally liable for The Corporation's debts, liabilities, or other obligations.

## ARTICLE X

### Indemnification of ~~Trustees and Officers & Insurance~~ ~~Corporate Grants~~

The ~~Charter School~~Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer,

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employee or agent of The Corporation, against judgements, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

In accordance with Section 726 of the New York Not-For-Profit Corporation Law, the Corporation shall prescribe and maintain insurance to indemnify Trustees and officers of the Corporation, on any terms and conditions set forth in a resolution of the Board.

## ARTICLE XI

### Self-Dealing Transactions

The Board Members shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

## ARTICLE XII

### Other Provisions

Section 1: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: Except as otherwise specifically provided by Board resolutions, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Head of School, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

Section 4: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5: Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shown that a conflict of interest exists or can reasonably be construed to exist. If a conflict is

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deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers, and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee, or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Section 6: Whenever any provisions of the Bylaws

is in conflict with the provisions of the Charter, the **provisions of the Charter shall control.**

**ARTICLE XIII**

**Requirements Related to Management Contract with Charter Management Organization**

Section 1: Approval of Management Contract by New York State Education Department. As required by the School's Initial Charter (Charter Agreement) with the State Education Department, the School shall not enter into a contract for comprehensive school management or operations services (a "Management Contract") without first submitting such Management Contract to the New York State Education Department for its review.

Section 2: Any Management Contract that the School enters into with a management organization shall contain a provision permitting the School to terminate the Management Contract for cause with shall include any act or omission by the management organization that constitutes a default and remains uncured (both as defined in a Management Contract) where such uncured default causes a default under the School's Charter or causes the School to be in violation of the Charter Schools Act.

**ARTICLE ~~IX~~XIII**

**Amendment**

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

**CERTIFICATE OF THE SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the ~~Charter School,~~ Corporation an education ~~c~~orporation duly organized and existing under the law of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are not in full force and effect.

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\_\_\_\_\_, Secretary      Date: \_\_\_\_\_

Last update: May/June 2023

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# Coversheet

## Cover Letter Proposal for Expanding Grades

**Section:** V. Governance Committee  
**Item:** B. Cover Letter Proposal for Expanding Grades  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 02. Grade Level Revision\_Narrative.pdf  
01. Grade Level Revision\_Cover Letter.pdf



**Approved Enrollment and Grade Configuration Chart for Entire Current Charter Term**

	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24
<b>Grade Configuration</b>	K-1	K-2	K-3	K-4	K-5
<b>Total Approved Enrollment</b>	104	156	208	260	312

**Proposed Enrollment and Grade Configuration for the Upcoming Charter Term**

	SY 2024-25	SY 2025-26	SY 2026-27	SY 2027-28	SY 2028-29
<b>Grade Configuration</b>	K-6	K-7	K-8	K-8	K-8
<b>Total Proposed Enrollment</b>	XX	XX	XX	XX	XX

**Current Location**

Our school is currently located in Brooklyn, NY at 9 Hanover Place. This building comfortably houses our approved grade configuration for serving students across grades K-5. Additionally, there is enough space in our current facility to accommodate our first class of sixth grade students in SY 2024-25 and seventh grade students in SY 2025-26. While the building could house our school when it reaches scale (i.e., K-8), in SY 2026-27, space would be tight. Further, our lease expires at the end of SY 2025-26, and the agreement we have with the owner of our current facility reflects rent for the short-term, not the long-term. Accordingly, renewing our lease upon expiration and staying in the facility for the long-term would not be sustainable as we would be priced out due to escalating rent. Given this, we have already identified a facility that is fiscally viable for the long-term and large enough to comfortably accommodate our school at scale.

**New Location**

As noted above, our current facility is large enough to comfortably accommodate our proposed enrollment plan through grade 7, taking us through SY 2025-26 in our Hanover building, which is also when our lease expires. Knowing this, we have identified a facility in Sunset Park that is large enough to comfortably house our desired grade configuration of K-8 at scale. We selected Sunset Park so that we are able to relocate to the community where we originally opened our school in SY 2019-20. We moved to our current facility due to space constraints in our original building. A lack of suitable facility options in Sunset Park led us to



relocate outside of the community, but we have secured an agreement with 4 Ave Property LLC to lease a facility that will serve as our long-term home in Sunset Park beginning in SY 2026-27. Our agreement currently reflects us only serving grades K-5; however, we have proactively secured an amendment to the agreement (attached for reference) that would afford us the space to house students across K-8 should our revision request to expand the grade levels we serve be approved. Specifically, in the event that we only serve grades K-5, we will occupy two floors of the building, and, if we are approved to add grades 6-8, we will occupy four floors of the facility. In the event that our identified facility falls through between now and when we plan to move, although tight, our current facility can accommodate our school at scale. While we would not be able to stay in our current building for the long-term, we could extend our lease for the short-term as a contingency until we are able to secure another building.

**Evidence of Demand**

Parent demand stands as the primary driver for our request to serve additional grades. Namely, our families have expressed the desire for Brooklyn RISE to offer a middle school program so that their children can continue to attend our school through grade 8.

A key factor in our families’ satisfaction with our school and demand for us to expand is the comprehensive suite of supports we provide to all learners, including those who are economically disadvantaged, have disabilities, and/or are acquiring English. Such robust support has contributed to the positive academic performance of our students. Specifically, our first year serving grade 3 was SY 2021-22, and our students met the performance of our returning district, which is one of the highest-performing in the state, in ELA and slightly exceeded performance in math. Further, our students significantly outperformed the state in ELA and math. This is especially significant given that our population of English learners and students who are economically disadvantaged is significantly higher than the district and state. Our academic performance as documented on our NYSED State Report Card is detailed in the chart below:<sup>1</sup>

SY 2021-22					
	ELA Proficiency	Math Proficiency	English Learners	Students with Disabilities	Economically Disadvantaged
<b>Brooklyn RISE</b>	63%	63%	41%	23%	84%
<b>NYC CSD 15</b>	63%	62%	16%	24%	58%
<b>State of NY</b>	46%	48%	10%	19%	56%

<sup>1</sup> <https://data.nysed.gov/essa.php?instid=800000090721&year=2022&createreport=1&38ELA=1&38MATH=1>



Further, we received our raw SY 2022-23 performance data in ELA and math from NYSED, which shows that our students outperformed the district in ELA and grade 3 math and were just shy of meeting the district's performance in grade 4 math.

While our parents and caregivers have been voicing their desire for us to expand our program to include grades 6-8 during family events such as conferences, academic nights, and coffees with the principal meetings, as well as have consistently indicated high levels of satisfaction with our school through survey responses, we collected formal data on the demand for a grade expansion in a survey that was administered in June 2023. In this survey, we asked two primary questions related to the proposed expansion:

1. Do you want Brooklyn RISE to expand the grades it serves to include 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade?
2. If Brooklyn RISE is approved to expand to middle school grades 6-8, would you be interested in keeping your child at Brooklyn RISE for middle school.

Families' responses to these questions were overwhelmingly in the affirmative, with 99% indicating both a desire for Brooklyn RISE to expand and interest in keeping their child enrolled through middle school.

### **Distribution of Students**

If approved, the distribution of students will not change. More specifically, we are not seeking to add more students in grades 6-8; rather, we are proposing that our elementary students be afforded the opportunity to matriculate to grade 6 and then to grades 7 and 8 at Brooklyn RISE. In short, we intend for the middle school program to be an extension of our elementary program so that we will function as a cohesive K-8 school. To this end, as outlined in the proposed enrollment chart above, our middle school enrollment numbers closely mirror those of grades K-5, which reflects our intent to retain our current students through grade 8, rather than recruit new ones in the middle grades.

### **Curriculum**

As indicated above, we intend for our middle school program to be a continuation of our elementary school program. As such, our middle school practices and programming will mirror those of the elementary school, including the core curricula we plan to implement. To this end, we will continue to implement Fishtank for ELA and social studies and SchoolWide for writing, as well as utilize FOSS for science. In terms of math, at the elementary level, we implement Bridges; however, this curriculum does not offer a middle school option. Accordingly, we will have to adopt a different math curriculum and have identified Fishtank as being the best option to meet our students' needs.

### **Revised Budget**

See Attachment D: NYSED Budget Template.



**Analysis of Impact**

See Attachment E: Fiscal Impact Table

**Revised Staffing Plan**

PLACEHOLDER

**Organizational Changes**

PLACEHOLDER



9 Hanover Place  
Brooklyn, NY 11201

**Christina Hu**  
Board Chair  
347-470-9833

**EMAIL PLACEHOLDER**

August 15, 2023

To the Charter School Office of New York State Education Department

On behalf of the Board of Trustees, this letter serves as Brooklyn RISE's request to expand the grades served by the school, which qualifies as a material charter revision. Specifically, we are currently chartered to serve grades K-5 and are seeking to additionally serve grades 6-8.

Family demand is driving our expansion revision request. Namely, our families have expressed the desire for Brooklyn RISE to offer a middle school program so that their children can continue to attend our school through grade 8. A key driver in families' satisfaction with our school is the comprehensive suite of supports that we provide to all learners, including those who are economically disadvantaged, have disabilities, and/or are acquiring English. This robust support has contributed to the successful academic performance of our students. Specifically, in SY 2021-22, we met the performance of our returning district, NYC CSD 15, in ELA and slightly exceeded performance in math, which is significant given that the district is one of the highest performing in the state. Further, we significantly outperformed the state in both ELA and math. Given this success, our families overwhelmingly want the option to keep their children enrolled in our school through grade 8 so that they can continue to receive the supports they need to achieve success and be prepared to thrive in high school.

In terms of timeline, we will be at scale this upcoming school year (SY 2023-24), serving grades K-5, which is the grade span for which we are currently chartered. If approved, we will serve grade 6 for the first time in SY 2024-25. We will add a grade each year, serving grade 7 in SY 2025-26 and grade 8 in SY 2026-27. We have no plans to expand beyond grade 8; accordingly, if approved, we will be at scale as a K-8 school in SY 2026-27.

We have subsequently included all required information related to the requested revision.

Thank you for your consideration with our request.

Sincerely,

Christina Hu

Board Chair

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**With Confidence. With Voice. With Purpose.**



# Coversheet

## Cover Letter Proposal for Key Design Elements Change

**Section:** V. Governance Committee  
**Item:** C. Cover Letter Proposal for Key Design Elements Change  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 02. KDE Revision\_Redlined KDEs.docx  
01. KDE Revision\_Cover Letter.pdf



improvement of its academic program and operations. **Metric 7.1.** School leadership will recruit, hire, manage, train, and retain a diverse staff. **Metric 7.2.** The staff will annually evaluate the school program against the charter goals. **Metric 7.3.** As measured by the staff survey, 80% of staff indicate that PD is effective.

**Benchmark 8 – Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements outlined in its charter.

**Benchmark 9 – Enrollment, Recruitment, and Retention:** The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, ELLs, and students who are eligible for free and reduced lunch, or has demonstrated extensive good faith efforts to attract, recruit, and retain such students. **Metric 9.1.** The school meets or exceeds projected enrollment by October 1 each year. **Metric 9.2.** The school enrolls a population that reflects the demographics of the surrounding community. **Metric 9.3.** At least 85% of grade-eligible students re-enroll. **Metric 9.4.** The average daily attendance rate is at least 95%.

**Benchmark 10 – Legal Compliance:** School has complied with applicable laws, regulations, and provisions of its charter.

## B. Key Design Elements

**Key Design Elements and Rationale.** Our key design elements are grounded in six core beliefs supported by empirical research and the detailed study of successful urban schools across the country.<sup>2</sup> Specifically, our key design elements are informed by the work being done in Uncommon Schools, Neighborhood Charter School of Harlem, and Brooke Charter Schools in Boston. The empirical research that principally guides our design comes from *The 2011 Fryer Paper*, which outlines the key drivers of academic achievement in urban charter schools: frequent teacher feedback, data to guide instruction, high-dosage small-group instruction, increased instructional time, and high academic and behavioral expectations.<sup>3</sup> To reach our mission of placing all students on the path to college, all design elements are driven by these core beliefs.

**(1) College Begins in Kindergarten.** We believe that college preparation begins on the first day of kindergarten; it is our responsibility to provide all students with the knowledge, habits, and mindsets needed to be on the path to college beginning day one.<sup>4</sup> True college preparation requires ample time for high-quality instruction.<sup>5</sup> To ensure students are getting the instructional time they need, we provide an **extended school day and year.**<sup>6</sup> ~~Students will attend school for eight hours per day, two hours longer than the school day offered at district schools in our proposed community. This will result in 27 extra days of learning each school year. Our school calendar will be 186 days, 6 days more than that provided by local district schools. In total, including our extended day and year, students will be provided with more than 33 days of~~

<sup>2</sup> Through the Building Excellent Schools Fellowship, Lead Founder Cary Finnegan has studied nationally recognized, high achieving, urban charter schools such as Brooke in Boston, MA, North Star in Newark, NJ, South Bronx Classical (BES school) in Bronx, NY, Purpose Prep (BES school) in Nashville, TN, and Equitas Academy (BES school) in Los Angeles, CA. These schools, composed primarily of low-income, minority students, consistently score above local and state averages on state assessments.

<sup>3</sup> Dobbie, Will, and Roland Fryer, "Getting Beneath the Veil of Effective Schools: Evidence from New York City." *American Economic Journal: Applied Economics*. December 2012. [http://scholar.harvard.edu/files/fryer/files/dobbie\\_fryer\\_revision\\_final.pdf](http://scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf).

<sup>4</sup> Chetty, Raj, et al., "How Does Your Kindergarten Classroom Affect Your Earnings?" NBER Working Paper 16381, September 2010.

<sup>5</sup> Silva, E. (2007). *On the clock: Rethinking the way schools use time*. Washington, DC: Education Sector.

<sup>6</sup> "A child's early language exposure is increasingly acknowledged as pivotal in language development and, more importantly, in ultimate educational and intellectual achievement. Studies have demonstrated a large inequality in children's early language environments, with children from families of lower socioeconomic status hearing approximately thirty million words less than their peers from families of higher socioeconomic status. Furthermore, the number of words a child is exposed to between ages 0-3 is significantly correlated to the child's ultimate IQ and academic success." <http://thirtymillionwords.org/tmw-initiative/>.



~~additional learning time each year.~~ Extended learning time, when used strategically, yields significant academic benefits, especially for specific student subgroups such as ELLs.<sup>7</sup> Additional instructional time will allow students to develop the skills they need to be on the path to college.<sup>8</sup> We **prioritize time** in our extended model on the core subjects. All students will be reading and writing at or above grade level by third grade.<sup>9</sup> All will receive approximately 200 minutes of daily literacy instruction. That time will be used for a balanced literacy approach: students will engage in interactive read aloud, shared reading, small-group guided reading, and independent reading each day.<sup>10</sup> Targeted guided reading provides students the opportunity for phonics work and word study, critical to the development of reading skills. The balanced approach between print and language-rich learning opportunities is an accepted best practice supported by research and national literacy experts.<sup>11</sup> We will provide targeted development and support to teachers so they can implement rigorous literacy instruction, guided by principles in *Reading Reconsidered*.<sup>12</sup> We will incorporate close reading and challenging texts so students develop into enthusiastic, analytical readers. A **love of literacy** will be cultivated across classrooms and throughout the school community. Each classroom will have a library of books labeled by level and organized by genre or topic; students will have independent reading books with them throughout the day. In addition to 200 minutes of daily literacy instruction, students will be expected to read at home every night; families will sign nightly reading logs, provided in the home language, to ensure literacy expectations are consistent in school and at home. With the goal of placing students on the path to college, we will develop **rigorous curricula** and deliver **quality instruction** across content areas. To ensure students are being challenged and engaging with high-quality content, we will select research-based, standards-aligned curricula across subject areas and create internal curricula as necessary. Within each subject area, we will break down content using essential questions and key ideas that students need to answer and understand to master an objective. Teachers will use high-level questioning and prompting to ensure students are doing the cognitive heavy lifting. When a student answers a question, rather than addressing the answer with “Right” or “Wrong,” teachers will respond with, “Why do you think that?,” “What is the evidence that supports your claim,” or “Do you agree or disagree with \_\_?,” so students develop the habits of justifying their answers and evaluating the answers of classmates. College prep academics will be accompanied by supportive college messaging. Each classroom will be named for a college/university students might aim to attend. There will be “Class of \_\_” banners in each room, college banners will adorn hallways, and bulletin boards will provide inspirational information about colleges and universities. All students will receive the message that they are working hard every day to be on the path to college so they can live lives of opportunity.

**(2) Transformational Teachers are Paramount.** We believe that **excellent teaching** is key to student achievement. Students who have the most effective teachers can learn two to three additional months’ of math and reading content and skill each year, are more likely to go to college and earn higher salaries, and less likely to become teenage parents.<sup>13</sup> **Every classroom**

<sup>7</sup> [https://www.timeandlearning.org/sites/default/files/resources/ell\\_report\\_12.14.15.pdf](https://www.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf).

<sup>8</sup> The extended day and year approach has been applied and proven effective at other high-performing urban charter schools, including Uncommon Schools in Brooklyn, Purpose Prep in Nashville, and Brooke Charter Schools in Boston.

<sup>9</sup> [http://www.aecf.org/m/resourceoc/AECF-Early\\_Warning\\_Full\\_Report-2010.pdf](http://www.aecf.org/m/resourceoc/AECF-Early_Warning_Full_Report-2010.pdf).

<sup>10</sup> Silva, E. (2007). *On the Clock: Rethinking the way schools use time*. Washington, DC: Education Sector.

<sup>11</sup> Allington, R. L., *What really matters for struggling readers*. Boston: Allyn and Bacon, 2012 (3rd ed.).

<sup>12</sup> Lemov, Doug, *Reading Reconsidered*. San Francisco, CA: Jossey-Bass, 2016.

<sup>13</sup> [https://tntp.org/assets/documents/TNTP\\_Irreplaceables\\_2012.pdf](https://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf).



**will be led by an engaging, highly skilled, professionally supported, and mission-aligned teacher** so students make the gains they need to be on the path to college. We will invest the time and resources necessary to recruit, develop, and retain the strongest teachers. As explained in a recent McKinsey study, “The quality of an education system cannot exceed the quality of its teachers. Research has shown that of all the controllable factors in an education system, the most important by far is the effectiveness of the classroom teacher. The world’s best-performing school systems make great teaching their ‘north star.’ They have strategic and systematic approaches to attract, develop, retain, and ensure the efficacy of the most talented educators—and they make sure great teachers serve students of all socioeconomic backgrounds.”<sup>14</sup> **Teachers will be recruited and developed based on our core tenets of effective teaching:** hustle, humility, and hard work. Every adult will exhibit an urgent commitment to maximizing learning time and quickly improving instructional practice. Teachers will be trained on strategies that allow them to create a fast-paced, outcomes-oriented, and engaging classroom.<sup>15</sup> The goals we set for students can be achieved only with teachers who exemplify the hustle that it takes to get each student on the path to college. Humility is another core tenet, as all teachers, regardless of expertise or experience, must be willing to grow and improve.<sup>16</sup> We will provide **regular, targeted feedback and teacher coaching grounded in a teacher-effectiveness rubric**, ensuring teachers are able self-reflect and receive comments on strengths and areas for improvement.<sup>17</sup> There is no replacement for hard work. Grounded in taxonomies in *Teach Like a Champion*<sup>18</sup> and practice techniques described in *Practice Perfect*,<sup>19</sup> we will provide **extensive professional development and practice opportunities for teachers**. Staff will be expected to give full effort and dedication to their own growth by bringing their best, hard-working selves to every PD opportunity. PD will be based on observational and student-achievement data and will be strategically created with teacher strengths and needs in mind. We will expect all teachers to have a 110% effort attitude toward our work and a strongly held belief that our students deserve nothing less.

**(3) Data Drives Decisions.** All work will be grounded in data. With the goal of driving student achievement, we will use data to inform instruction in addition to measuring the effectiveness of our systems, procedures, and school culture. *Driven by Data* outlines key principles of data-driven decision-making and the positive impact of a strong culture of data on schools and student achievement.<sup>20</sup> **(1) Assessment:** Create rigorous interim assessments that provide meaningful data. **(2) Analysis:** Examine results to identify causes of strengths and shortcomings. **(3) Action:** Teach effectively what students most need to learn. **(4) Culture:** Create environment in which data-driven instruction can survive and thrive. Data will inform all instructional decisions. We will strategically administer a **variety of summative assessments each year**, including ~~the STEP Literacy Assessment, the reliable,~~ nationally normed, and computer-adaptive ~~northwest NWEA MAP~~ assessments, state assessments, interim benchmark assessments, unit assessments, and cumulative end-of-year assessments. Teachers will use a backward-planning approach to design classroom instruction, using assessments to create aligned, rigorous lessons. We will use

<sup>14</sup> [http://mckinseysociety.com/downloads/reports/Education/Closing\\_the\\_talent\\_gap.pdf](http://mckinseysociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf).

<sup>15</sup> We will use strategies from Lemov’s *Teach Like a Champion* to maintain high levels of engagement, participation, and hustle, including Change the Pace, Brighten Lines, Circulate, All Hands, Work the Clock, Every Minute Matters, Cold Call, Call and Response, Break It Down, Pepper, At Bats, Control the Game, Turn and Talk, and Habits of Discussion.

<sup>16</sup> Stone, Douglas and Sheila Heen, “*Thanks for the Feedback*,” NY: Penguin, 2015.

<sup>17</sup> Refer to **Section III.E** for more information on how we plan to evaluate and support teachers.

<sup>18</sup> Lemov, Doug. “*Teach Like a Champion 2.0*.” San Francisco, CA: Jossey-Bass, 2015.

<sup>19</sup> Lemov, Doug. “*Practice Perfect*.” San Francisco, CA: Jossey-Bass, 2012.

<sup>20</sup> Bambrick-Santoyo, Paul. “*Driven by Data*.” San Francisco, CA: Wiley, 2010.



formative assessments, including daily exit tickets and weekly quizzes, to monitor progress and to adjust instruction. Data from these assessments will be analyzed routinely by the leadership team and teachers, whether individually, through grade-level and content-team meetings, or during five dedicated data-analysis professional development days so that data informs daily decisions. Brooklyn RISE will analyze classroom-level and schoolwide data so that the school takes ownership of student results. Classrooms will have data trackers posted, and, when students are in Upper Academy (Grades 3-5), they will take responsibility for tracking and evaluating their own data. Daily data collection, close analysis of student outcomes, and strategic action plans will ensure that every decision made in our building is driven by data.<sup>21</sup>

**(4) Structure, Joy, and Character Create Community.** We know students learn best in predictable, reliable environments.<sup>22</sup> We will cultivate a **structured and joyful school culture**, holding staff and students to the highest expectations. Students are most successful in a **predictable environment** in which they consistently know what is expected. Students will always feel physically, emotionally, and intellectually safe, which in turn will allow them to take academic risks and engage in challenging coursework. Modeled after the best practices of successful organizations, our school will “sweat the small stuff” so that staff and students remain focused on high-quality teaching and engaged learning.<sup>23</sup> Brooklyn RISE believes in cultivating a **joyful learning environment** for students. We celebrate students when they meet and exceed expectations and support them in improving decision-making skills and strategies when they do not. Joy will pervade the school community through positive narration, chants and cheers, daily shout-outs related to academic and character development, and weekly community celebrations that will highlight classrooms and students who have met or exceeded schoolwide goals.<sup>24</sup> Brooklyn RISE students will develop pride in themselves as well as the school community around them. Along with academic knowledge and skills, students can and should be **developing character and leadership skills**. Strong character skills and a sense of self-efficacy are directly linked to a student’s ability to set ambitious goals and to do the work to achieve them.<sup>25</sup> Our **RISE** values of **Resilience**, **Integrity**, **Scholarship**, and **Enthusiasm** will be taught during orientation and reinforced through curricula, Morning Meetings, and Closing Circles.<sup>26</sup> Students will **RISE** to every occasion, working toward being their best selves. By creating spaces for purposeful character development and social-emotional supports, we will further ensure our school embodies our motto: “With **Voice**. With **Confidence**. With **Purpose**.”

**(5) Mindsets Matter.** The **development of key mindsets** is essential to staying on the path to, and persisting through, college. Our community will embody mindsets that lead to long-term academic, professional, and personal success. We will embrace challenge and persist when faced with obstacles because we believe every trial is an opportunity to grow. We view effort as necessary in all we do because nothing is achieved without hard work. We will learn from feedback and be inspired by others’ success because we grow best as a team. We will **teach growth and risk-taking mindsets** such that our students will not fear challenge or failure.

<sup>21</sup> Data practices will be largely influenced by Bambrick-Santoyo’s *Driven By Data*.

<sup>22</sup> <http://www.paultough.com/helping/pdf/Helping-Children-Succeed-Paul-Tough.pdf?pdf=hcs-pdf-landing>.

<sup>23</sup> “Sweating the Small Stuff” is an approach to school culture influenced by Lemov’s *Practice Perfect* and Pat Williams’s *Coach Wooden’s Greatest Secret*.

<sup>24</sup> These practices are being successfully used at schools like Brooke Charters in Boston, the Uncommon Schools network, and the Neighborhood Charter School of Harlem.

<sup>25</sup> Peebles-Wilkins, W. “Help Close the Achievement Gap.” *Children & Schools*, vol. 27, no. 4, 2005, pp. 195–196.

<sup>26</sup> Morning Meeting and Closing Circle will be daily classroom gatherings based on the Responsive Classroom approach developed by the Northeast Foundation for Children. It is an approach to teaching that emphasizes the social, emotional, and academic growth of elementary school students in a strong, safe learning environment. Brooke Charter Schools in Boston, MA successfully infuse Responsive Classroom approaches into their daily schedules.



Students will learn in environments where error and disagreement are normalized and celebrated as opportunities to better understand themselves as problem solvers. Students who develop an academic-growth mindset persevere through problems and are more likely to succeed academically, graduate from college, and have successful careers.<sup>27</sup> Students will develop the mindsets “I can,” “I want,” and “I will.” Students will have a strong sense of self-efficacy and will know they **can** accomplish their goals. They will **want** to do the work because they will be invested in reaching those goals. They will know that, if they work hard and persist through challenges, they **will** grow and achieve. We believe there are learning habits that students need to succeed in their academic and professional lives. We will **teach and reinforce the core college-bound learning** habits of (1) discussion, (2) collaboration and cooperation, (3) beginning with the end in mind, and (4) organization.<sup>28</sup> These habits will be placed on a scope and sequence to ensure they are being explicitly taught and reinforced in a methodical way. We will begin every year teaching and reinforcing habits of discussion to ensure students have the speaking and listening skills they need to engage in high-level discussions with peers.

**(6) Family Partnerships.** We believe that families are key partners in ensuring students’ academic and character growth. The relationship between home and school will be built before the school year begins through home visits made by members of the leadership team. Home visits are critical to understanding families’ hopes for their children and allow staff to clearly articulate Brooklyn RISE’s expectations. During home visits, families will be invited to sign a Brooklyn RISE Promise Document that clearly defines the commitments Brooklyn RISE makes to students and families and the commitments families make to the Brooklyn RISE community.<sup>29</sup> There must be **ongoing, consistent communication** so that school and home work together to place the student on the path to college. To provide multiple avenues for family engagement, Brooklyn RISE will host a variety of schoolwide parent events throughout the year. There will be nine Family Nights with different themes such as Learning about Literacy, Game Night, and Character and Community. We will communicate opportunities for family volunteering and track hours of involvement so that we can celebrate families when they are able to volunteer in the school. Similarly, we will give shout-outs and awards to families to acknowledge excellence in attendance, homework completion, and dress-code compliance since families play a huge role in supporting those specific elements of school success.

### C. Community and Students to be Served

---

**Community.** All students, regardless of race, ethnicity, socioeconomic status, home language, or zip code, have the right to an excellent education that will allow them to thrive and to be on the path to college. School-aged children living in the Sunset Park neighborhood of Brooklyn do not currently enjoy this fundamental right. We are specifically targeting 39<sup>th</sup> to 65<sup>th</sup> Streets between 2<sup>nd</sup> and 9<sup>th</sup> Avenues, as this area of Sunset Park has only five New York City Department of Education (“NYC DOE”) elementary schools and no elementary school choice options. Free and reduced lunch rates range from 78% to 98% across these schools, on average 17% of enrolled elementary students in neighborhood schools are identified as receiving special education services, and 40% to 60% of students are identified as ELLs. The elementary schools in this area

<sup>27</sup> Dweck, Carol, *“Mindset: The New Psychology of Success.”* NY: Ballantine Books, 2007.

<sup>28</sup> Farrington, Camille, et al., *“Teaching Adolescents to Become Learners.”* CCSR Literature Review, June 2012.

<sup>29</sup> The Promise Document will not be required for enrollment, and no child will be denied enrollment if a family chooses not to sign the document or not to welcome a home visit.



9 Hanover Place  
Brooklyn, NY 11201

**Christina Hu**  
Board Chair  
347-470-9833

**EMAIL PLACEHOLDER**

August 15, 2023

To the Charter School Office of New York State Education Department

On behalf of the Board of Trustees, this letter serves as Brooklyn RISE's request to make minor changes to our key design elements, which qualifies as a non-material charter revision. Specifically, we are requesting approval to slightly alter the description of two key design elements: College Begins in Kindergarten and Data Drives Decisions.

A primary characteristic of our College Begins in Kindergarten key design element is providing students with ample instructional time by implementing an extended school day and year. In our original charter application, we specified that our school day would be exactly eight hours long and our school year would span exactly 186 days. We now realize that providing such specificity constrains our ability to make slight modifications to our daily schedule and annual calendar in response to our students and families' needs, among other factors. As such, we are proposing to remove these specific qualifiers and just indicate that we will implement an extended school day and year. This change will not substantively alter this key design element as we will still continue to implement an extended school day and year, but it will afford us the flexibility to make minor modifications to our day and year in response to need.

Similarly, we are seeking to remove reference to the specific assessments we will administer to students as part of our Data Drives Decisions key design element: the STEP Literacy Assessment and NWEA MAP. While we will continue to use an array of assessments, this change will afford us the flexibility to modify our assessment program as deemed necessary. Accordingly, like the changes we are proposing to College Begins in Kindergarten, the revisions we are requesting to Data Drives Decisions are not substantive and will not change our assessment or data practices but will allow us to make adjustments to best serve our students.

In terms of timeline, we have no current plans to alter our day, year, or assessments. With the submission of our charter application, we are proactively requesting this revision in the event future changes are deemed necessary. If we were to make future changes, we would ensure that staff, students, and families are made aware of them through our robust communication structures, including regular staff professional development and collaborative meetings, student conferences, and family events, among others. We have subsequently included all required information related to the requested revision, including a redlined version of our key design elements that reflects our proposed changes.

Thank you for your consideration with our request.

Sincerely,

Christina Hu  
Board Chair

---

**With Confidence. With Voice. With Purpose.**

# Coversheet

## Cover Letter Proposal Organization Leadership Structure Change

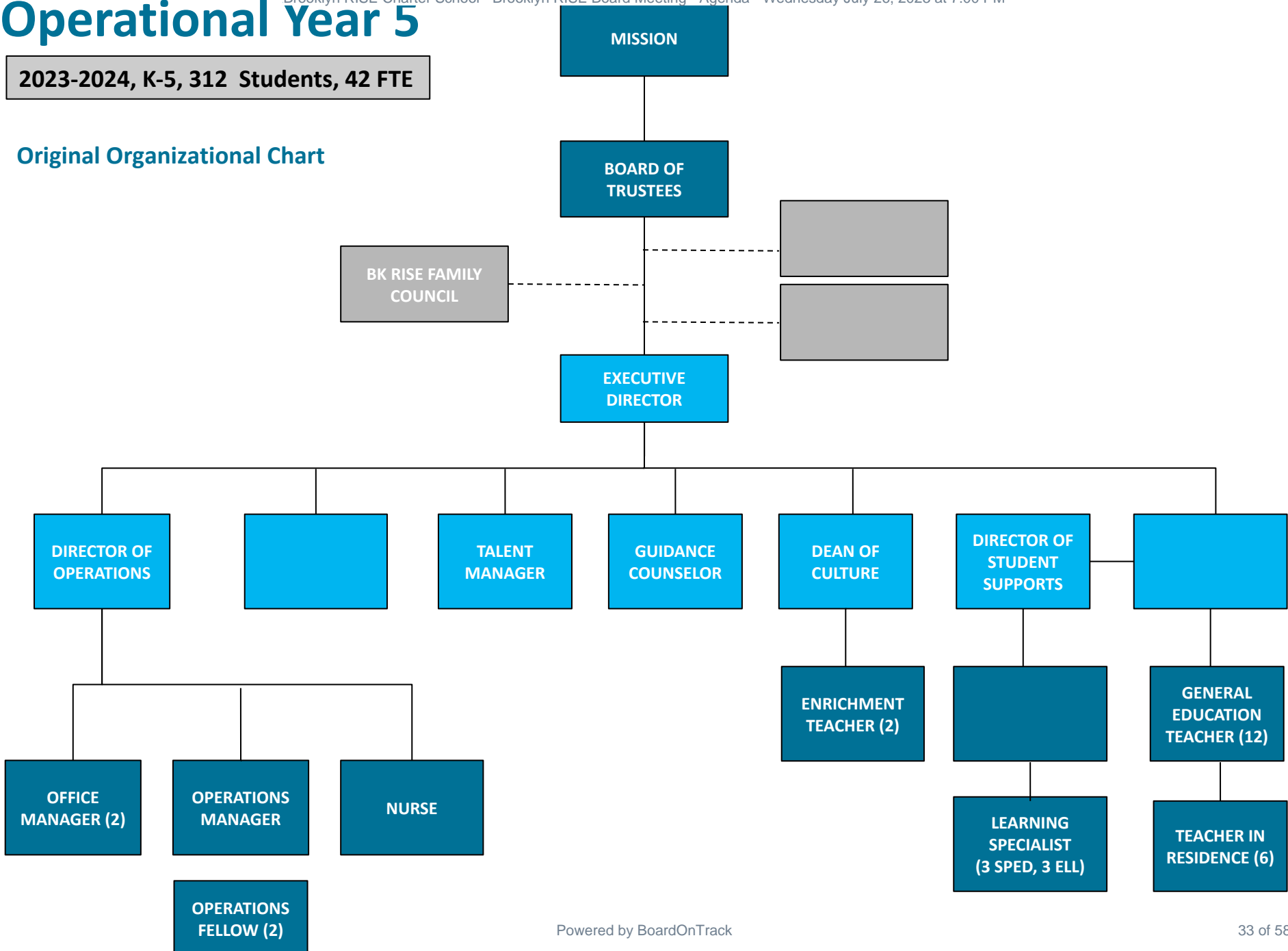
**Section:** V. Governance Committee  
**Item:** D. Cover Letter Proposal Organization Leadership Structure Change  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 03. Original Organizational Chart.pdf  
01. Org Structure Revision\_Cover Letter.pdf  
02. Org Structure Revision\_Narrative .pdf  
04. Revised Organizational Chart.pdf



# Operational Year 5

2023-2024, K-5, 312 Students, 42 FTE

## Original Organizational Chart





9 Hanover Place  
Brooklyn, NY 11201

**Christina Hu**  
Board Chair  
347-470-9833

**EMAIL PLACEHOLDER**

August 15, 2023

To the Charter School Office of New York State Education Department:

On behalf of the Board of Trustees, this letter serves as Brooklyn RISE's request regarding changes to our organizational structure, which qualifies as a material charter revision.

Specifically, after operationalizing our school, we determined that we needed to make a number of changes to our staffing plan to best serve our students and support our staff, as well as to ensure the effective and smooth running of daily operations. To this end, we have eliminated and added a number of roles so that our organizational structure aligns with our school's needs. We have also made other minor changes such as revising the titles of a few positions and shifting reporting lines. Finally, we have increased our Year 5 full-time equivalents (FTEs) from 42 to 46, which allows our school to be staffed at a level that meets the needs of our staff, students, and families, as well as enables us to effectively execute on operational needs.

In terms of timeline, we have largely implemented the changes reflected in our revised Year 5 organizational chart and staffing plan and are retroactively seeking approval for the revision. Moving forward, we commit to seeking approval for all non-material and material revisions, including those related to our organizational structure, in alignment with the timeline outlined in the revision guidelines provided by the New York State Board of Regents.

We have subsequently included all required information related to the requested revision, including a redlined version of our organizational chart that reflects our staffing changes.

Thank you for your consideration with our request.

Sincerely,

Christina Hu  
Board Chair

---

**With Confidence. With Voice. With Purpose.**



**Summary of Changes**

After operationalizing our school, we realized that we needed to make a number of changes of our organizational structure to best support our staff, serve our students, and ensure the smooth running of daily operations; below highlights the key modifications we made, which are also reflected on the redlined organizational chart included below:

- Changed the title of Executive Director to Head of School, as well as changed the Director of Operations to Head of Operations
- Eliminated the following roles: Director of Development, Dean of Culture, Talent Manager, Guidance Counselor, Student Support Coordinator, Office Manager, Operations Manager, Operations Fellow, Special Education Learning Specialist, and English Language Learner Learning Specialist
- Added the following roles: Assistant Head of School, Director of Inclusive Learning, Director of Student Affairs, Director of Enrichment, Special Education Coordinator, Multi-Lingual Learner Coordinator, Supervising Social Worker, Social Worker, Student Support Specialist, Business Operations Manager, Facility Operations Coordinator, Family Operations Manager, and Family Operations Coordinator
- Modified our number of FTEs from 42 to 46 for SY 2023-24

**Original Organizational Chart**

See below for our original Year 5 organizational chart.

**Revised Organizational Chart**

See below for our revised Year 5 organizational chart that reflects the above changes.

**Revised Staffing Plan**

The chart below outlines our original Year 5 staffing plan, as well as lays out our revised Year 5 staffing plan, reflecting the changes listed above:

Original Year 5 Staffing Plan		Revised Year 5 Staffing Plan	
Role	FTEs	Role	FTEs
Executive Director	1	Head of School	1
Director of Operations	1	Head of Operations	1
Director of Development	1	Director of Inclusive Learning	1
Talent Manager	1	Assistant Head of School	1



Original Year 5 Staffing Plan		Revised Year 5 Staffing Plan	
Role	FTEs	Role	FTEs
Guidance Counselor	1	Director of Enrichment	2
Dean of Culture	1	Director of Student Affairs	1
Director of Student Supports	1	Director of Curriculum and Instruction	1
Director of Curriculum and Instruction	2	Business Operations Manager	1
Office Manager	2	Facility Operations Coordinator	1
Operations Manager	1	Family Operations Manager	1
Operations Fellow	2	Family Operations Coordinator	1
Nurse	1	Special Education Coordinator	1
Enrichment Teacher	2	Multi-Lingual Learner Coordinator	1
Student Supports Coordinator	2	Supervising Social Worker	1
Special Education Learning Specialist	3	Student Support Specialist	2
ELL Learning Specialist	3	Social Worker	1
General Education Teachers	12	Classroom Teachers	21
Teacher-in-Residence	6	Teacher-in-Residence	2
		Enrichment Teacher	4
		Nurse	1
		School Food Aide	1
<b>Total FTEs</b>	<b>42</b>	<b>Total FTEs</b>	<b>46</b>



**Responsibilities by Role**

The table below outlines the high-level responsibilities of each leadership and administrative role contained in our revised Year 5 staffing plan:

Role	Key Responsibilities
Head of School	<ul style="list-style-type: none"> <li>• School-wide culture (staff, student, family)</li> <li>• School leadership development</li> <li>• Academic priorities</li> <li>• Hiring</li> <li>• Overall school health</li> <li>• Board relations</li> <li>• Community relations</li> <li>• Authorizer relations</li> <li>• Facility development</li> <li>• Legal compliance</li> </ul>
Head of Operations	<ul style="list-style-type: none"> <li>• Daily school operations</li> <li>• Facility operations</li> <li>• Food service</li> <li>• Transportation</li> <li>• Finance</li> <li>• Health and safety</li> <li>• Vendor relationships</li> <li>• Benefits</li> </ul>
Director of Inclusive Learning	<ul style="list-style-type: none"> <li>• Inclusive learning department</li> <li>• Special student populations</li> <li>• Response to Intervention</li> <li>• Academic and behavioral interventions</li> <li>• CSE and related services liaison</li> <li>• Behavioral support</li> </ul>



Role	Key Responsibilities
Assistant Head of School	<ul style="list-style-type: none"> <li>• Schoolwide academic performance</li> <li>• Professional development</li> <li>• Teacher evaluation and development</li> <li>• Responsive classroom</li> <li>• 3-6-9 school vision</li> <li>• Instructional coaching</li> <li>• Anti-bias and anti-racist development</li> <li>• Survey administration</li> <li>• Behavioral support</li> </ul>
Director of Enrichment	PLACEHOLDER
Director of Student Affairs	PLACEHOLDER
Director of Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Curriculum support</li> <li>• Instructional support</li> <li>• Student data</li> <li>• Assessment</li> <li>• Report cards</li> <li>• Behavioral support</li> </ul>
Business Operations Manager	<ul style="list-style-type: none"> <li>• Invoices and payments</li> <li>• Technology</li> <li>• Purchasing</li> <li>• Software management</li> <li>• Student recruitment</li> <li>• Vendor management</li> <li>• Field trips</li> <li>• Testing</li> <li>• Stipends and retirement</li> </ul>
Facility Operations Coordinator	<ul style="list-style-type: none"> <li>• Food systems</li> <li>• Food compliance</li> <li>• Inventory maintenance</li> <li>• Student events</li> <li>• Facility lead</li> </ul>



Role	Key Responsibilities
Family Operations Manager	<ul style="list-style-type: none"> <li>• Main office reception and phones</li> <li>• Visitors</li> <li>• Family events</li> <li>• Student attendance</li> <li>• Family relationships</li> <li>• Student information system support</li> <li>• ATS management</li> <li>• Student file management</li> </ul>
Family Operations Coordinator	<ul style="list-style-type: none"> <li>• Main office reception and phones</li> <li>• Community engagement</li> <li>• Resource management</li> <li>• Family events</li> <li>• Student attendance</li> <li>• After-school program management</li> </ul>
Special Education Coordinator	PLACEHOLDER
Multi-Lingual Learner Coordinator	<ul style="list-style-type: none"> <li>• Assessment administration</li> <li>• Instructional support</li> <li>• Professional development</li> </ul>
Supervising Social Worker	PLACEHOLDER

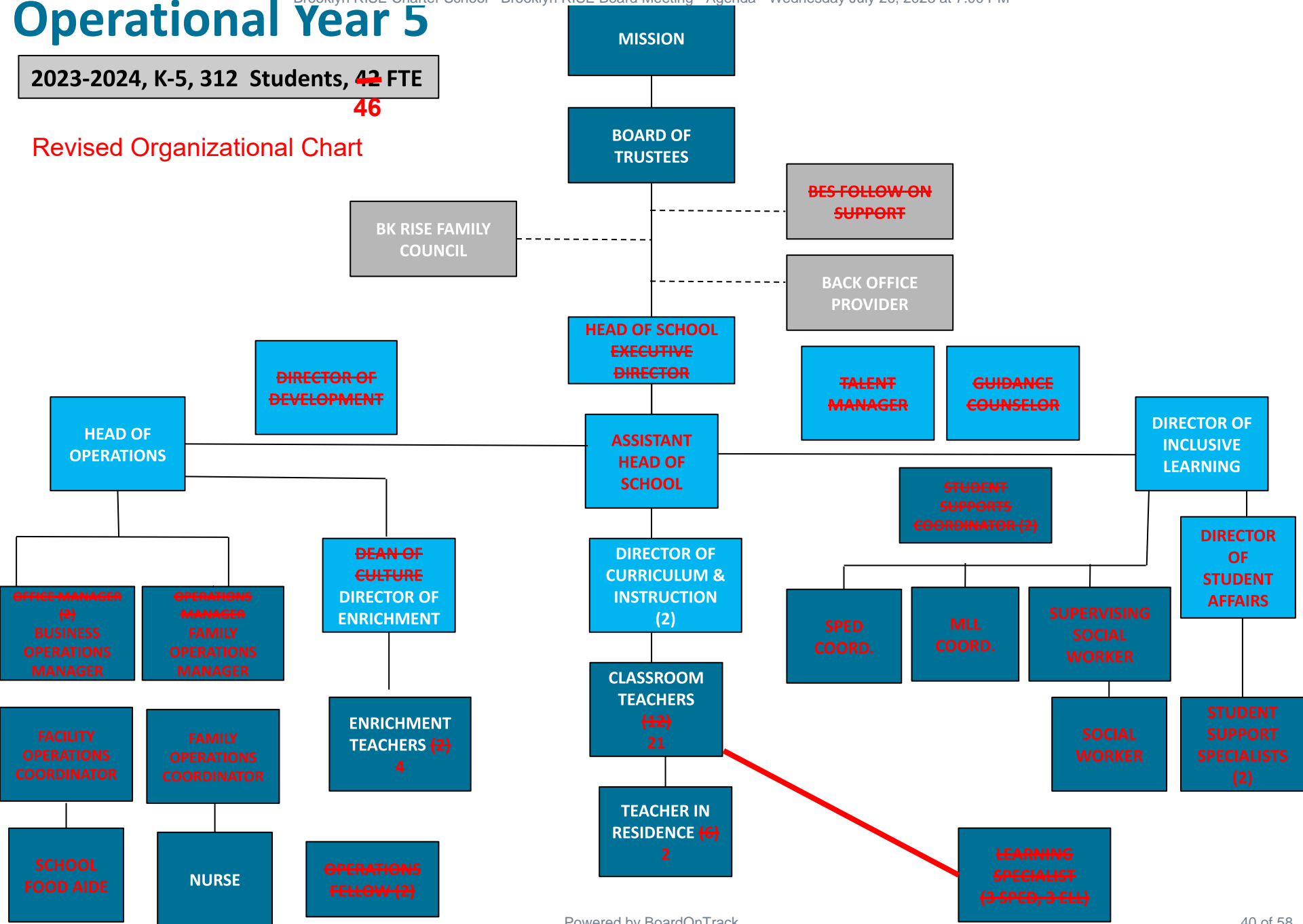
**Revised Budget**

See Appendix D: NYSED Budget Template

# Operational Year 5

2023-2024, K-5, 312 Students, ~~42~~ FTE  
46

## Revised Organizational Chart





# Coversheet

## Cover Letter Proposal for Charter Renewal Application

**Section:** V. Governance Committee  
**Item:** E. Cover Letter Proposal for Charter Renewal Application  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** BR Renewal Cover Letter.pdf



**To:** Charter School Office of the New York State Education Department on behalf of the Board of Regents

**From:** The Board of Trustees of Brooklyn RISE Charter School

**Date:** August 15, 2023

On behalf of the Board of Trustees, school leadership team, staff, students, and families of Brooklyn RISE Charter School, we submit this application for renewal to the Charter School Office of the New York State Education Department on behalf of the Board of Regents. The application details our operation over our five-year initial charter term, outlining how we have worked to achieve our mission, implement our key design elements, and, ultimately, effectively serve our students and families. We also propose a number of revisions we are seeking to implement upon renewal to better serve our students and families.

Key highlights of how we have satisfied the criteria for renewal include the following:

- **Student Performance:** We first served grade 3 in SY 2021-22. Our students significantly outperformed the state in both ELA and math, as well as met the performance of our district of location (NYC CSD 15) in ELA and math, which stands as one of the highest performing districts in the state.
- **Teaching and Learning:** We implement documented curricula that are aligned to NYSLS and differentiated according to students' needs. Our staff receives robust training and shares a common understanding of high-quality instruction for all students, including those with diverse needs.
- **Culture, Climate, and Family Engagement:** We maintain a positive, student-centered culture that is anchored in inclusivity and nurtures students' social-emotional development. We value our families and implement an array of communication mechanisms, as well as hold numerous family events.
- **Financial Condition:** We have practiced fiscal responsibility and are in very good financial condition, consistently earning financial composite scores at or close to 3.00.
- **Financial Management:** We have demonstrated effective financial management as evidenced by our audits determining that we implement sufficient internal controls over financial reporting.
- **Board Oversight and Governance:** Our board collectively holds the skills and expertise needed to effectively govern our school and implements governing practices to ensure that we realize our mission, effectively serve our diverse student population, and comply with legal obligations.
- **Organizational Capacity:** Our leadership structure enables us to effectively run our school, support our staff, and provide a high-quality education to our students. Staff are certified and highly-qualified.
- **Mission and Key Design Elements:** We have successfully implemented our key design elements, which has enabled us to ensure that all our students are on the path to college – the hallmark of our mission.
- **Enrollment, Recruitment, and Retention:** We have succeeded in maintaining sufficient enrollment demand and have successfully recruited and maintained a population of diverse learners.
- **Legal Compliance:** We have strengthened our practices and protocols to ensure that we maintain legal compliance and have secured partnerships to support our leaders and board around compliance.

<b>Charter School Name</b>	Brooklyn RISE Charter School
<b>School Location (City/Town/Borough if NYC)</b>	Brooklyn, NYC
<b>Charter School District of Location or Community School District if NYC</b>	NYC CSD 15
<b>District(s) Served or Community School Districts if NYC</b>	NYC CSD 15
<b>Date School Opened</b>	August 2019
<b>Charter School Term History (list initial and all renewal charter terms)</b>	Initial Charter Term: 2019-20 through 2023-24
<b>Enrollment on June 30, 2023</b>	XXX
<b>Charter Approved Maximum Enrollment</b>	312
<b>Charter Approved Grade Span</b>	K-5
<b>Grades Served on June 30, 2023</b>	K-4

I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school’s board of trustees; and that, if awarded a renewal charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall also not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, religion, or ancestry. I also certify that the board of trustees has reviewed the 2015 or 2019 Charter School Performance Framework and understands that the school will be evaluated on the basis of and held accountable for meeting the 2015 or 2019 Charter School Performance Framework benchmarks during the next charter term.

<b>*Electronic Signature of Chair of Board of Trustees (or designated signatory)</b>	
<b>Date</b>	
<b>Print/Type Name</b>	
<b>Title (if designated signatory)</b>	
<b>Date of Application Approval by Board of Trustees</b>	

***\*NOTE: NYSED permits the use of electronic signatures to execute most documents. Unless the school is using a system in compliance with the United States Electronic Signatures in Global and National Commerce (ESIGN) Act and the Uniform Electronic Transactions Act compliant system to apply the electronic signature (e.g., Adobe Acrobat certificate signature), schools wishing to make use of this option should sign documents by hand and then scan and send them to NYSED.***

# Coversheet

## Approve June Minutes

**Section:** VII. Closing Items  
**Item:** A. Approve June Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Brooklyn RISE Board Meeting on June 21, 2023

APPROVED



## Brooklyn RISE Charter School

# Minutes

## Brooklyn RISE Board Meeting

---

### Date and Time

Wednesday June 21, 2023 at 7:00 PM

### Location

9 Hanover Place, Brooklyn, NY 11201

---

"Brooklyn RISE builds the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college."

---

### Trustees Present

B. Cabrera (remote), B. Herbst (remote), C. Hu (remote), G. Han (remote), K. Zaunbrecher (remote)

### Trustees Absent

E. Waite, J. Ni, L. Tomana

---

## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

G. Han called a meeting of the board of trustees of Brooklyn RISE Charter School to order on Wednesday Jun 21, 2023 at 7:04 PM.

### C. Approve Minutes

B. Herbst made a motion to approve the minutes from Brooklyn RISE Board Meeting on 05-24-23.

B. Cabrera seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **D. Public Comment**

### **II. Finance Committee**

#### **A. Dashboard**

Bryson reviewed the May financial dashboard

##### **Next steps:**

- Year-end close
- Conducting the annual audit

### **III. SLT Update**

#### **A. School Updates**

Cary shares school update.

- Last week of school: enrichment showcases, finishing academic assessments
- Decision to close the school on the Thursday with very poor air quality led to realizing the need for teachers, students, and families to be more well versed in remote learning
- Fully hired team for 2023-2024 school year
- Not as much movement on student recruitment as hoped

### **IV. Academic Committee**

#### **A. Academic Update**

- Will share academic data updates at the July meeting

### **V. Governance Committee**

#### **A. Charter Renewal Progress**

- Have been meeting with Catherine, Renewal Consultant, and will continue to meet throughout the summer
- Cary will share drafts with Board to prepare for renewal interview
- Formal decision in July about middle school expansion

#### **B.**

### **Bylaw formal updates in documents**

- Katie highlighted changes made to the bylaws
- Will vote on bylaw changes in the July meeting

### **C. Housekeeping and Open Meeting Compliance**

- Jill and Ethan currently in review
- Board on Track profiles to be completed
- Fingerprinting to be completed

## **VI. Facilities**

### **A. Forever Facility Lease**

- Cary will keep us updated on amendment

## **VII. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 PM.

Respectfully Submitted,  
G. Han

# Coversheet

## Approve July Meeting Minute

**Section:** VII. Closing Items  
**Item:** B. Approve July Meeting Minute  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2023\_07\_26\_board\_meeting\_minutes (1).pdf  
2023\_07\_26\_board\_meeting\_minutes (2).pdf



DRAFT



# Brooklyn RISE Charter School

## Minutes

### Brooklyn RISE Board Meeting

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#### Date and Time

Wednesday July 26, 2023 at 7:00 PM

#### Location

9 Hanover Place, Brooklyn, NY 11201

---

"Brooklyn RISE builds the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college."

---

#### Trustees Present

B. Cabrera (remote), B. Herbst (remote), C. Hu, E. Waite (remote), G. Han (remote), J. Ni (remote), K. Zaunbrecher

#### Trustees Absent

L. Tomana

---

### I. Opening Items

#### A. Record Attendance

#### B. Call the Meeting to Order

C. Hu called a meeting of the board of trustees of Brooklyn RISE Charter School to order on Wednesday Jul 26, 2023 at 7:06 PM.

#### C. Public Comment

## II. Finance Committee

### A. Dashboard

No dashboard this month.

## III. SLT Update

### A. School Updates

Cary provided an enrollment update and ongoing recruitment efforts.  
Staffing update. New staff orientation upcoming in early August.  
Will provide a more comprehensive facility update in August meeting.

## IV. Governance Committee

### A. Updated By-laws

Discussed proposed updates to the Bylaws.  
B. Herbst made a motion to approve Bylaws revision.  
B. Cabrera seconded the motion.  
The board **VOTED** to approve the motion.

#### Roll Call

B. Herbst	Aye
B. Cabrera	Aye
K. Zaunbrecher	Aye
E. Waite	Absent
L. Tomana	Absent
C. Hu	Aye
J. Ni	Aye
G. Han	Aye

### B. Resolution for Expanding Grades

Board discussed about the challenges in enrollment for expanding the grades. Cary acknowledge possible challenges for enrollment to continue. Expansion application and renewal applications will be renewed separately. Board is comfortable voting as proposed change has been discussed previously.

K. Zaunbrecher made a motion to approve the grade level revision request.  
B. Herbst seconded the motion.  
The board **VOTED** to approve the motion.

#### Roll Call

C. Hu	Aye
B. Cabrera	Aye
L. Tomana	Absent
J. Ni	Aye

**Roll Call**

E. Waite Aye  
B. Herbst Aye  
G. Han Abstain  
K. Zaunbrecher Aye

**C. Resolution for Key Design Elements Change**

B. Herbst made a motion to Motion to approve key design elements change.

B. Cabrera seconded the motion.

Board comfortable voting on subject as we has discussed item previously.

The board **VOTED** to approve the motion.

**Roll Call**

C. Hu Aye  
B. Cabrera Aye  
B. Herbst Aye  
L. Tomana Absent  
E. Waite Aye  
J. Ni Aye  
G. Han Abstain  
K. Zaunbrecher Aye

**D. Resolution for Organization Leadership Structure Change**

Updating organization leadership chart as part of the charter renewal to reflect best practice. Board is comfortable as staffing and organizational changes have been actively reviewed monthly at the monthly board meetings.

K. Zaunbrecher made a motion to to approve updated organizational structure change.

B. Herbst seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

G. Han Abstain  
J. Ni Aye  
B. Cabrera Aye  
K. Zaunbrecher Aye  
L. Tomana Absent  
C. Hu Aye  
B. Herbst Aye  
E. Waite Aye

**E. Charter Renewal Application**

There were added sections to the renewal application that became available only in June. Brooklyn Rise Charter has been preparing for the renewal application throughout the year and was ready to meet the challenges from the additional sections from the updated renewal application.

B. Herbst made a motion to approve proposal for charter renewal application.

B. Cabrera seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

B. Cabrera	Aye
L. Tomana	Absent
K. Zaunbrecher	Aye
C. Hu	Aye
J. Ni	Aye
E. Waite	Abstain
B. Herbst	Aye
G. Han	Abstain

**F. Housekeeping and Open Meeting Compliance**

Board members are reminded to complete housekeeping items.

**V. Other Business**

**A. Facility**

Continuing reimbursement at our current location.

**B. Development**

**VI. Closing Items**

**A. Approve Minutes**

K. Zaunbrecher made a motion to approve the minutes from Brooklyn RISE Board Meeting on 06-21-23.

B. Cabrera seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

B. Cabrera	Aye
G. Han	Abstain
J. Ni	Aye
C. Hu	Aye
B. Herbst	Aye
E. Waite	Abstain
K. Zaunbrecher	Aye
L. Tomana	Absent

**B. Adjourn Meeting**

### **Documents used during the meeting**

- 01. Bylaws Revision\_Cover Letter.pdf
- 02. Bylaws Revision\_Redlined Bylaws.docx
- 02. Grade Level Revision\_Narrative.pdf
- 01. Grade Level Revision\_Cover Letter.pdf
- 02. KDE Revision\_Redlined KDEs.docx
- 01. KDE Revision\_Cover Letter.pdf
- 03. Original Organizational Chart.pdf
- 01. Org Structure Revision\_Cover Letter.pdf
- 02. Org Structure Revision\_Narrative .pdf
- 04. Revised Organizational Chart.pdf
- BR Renewal Cover Letter.pdf

DRAFT



# Brooklyn RISE Charter School

## Minutes

### Brooklyn RISE Board Meeting

---

#### Date and Time

Wednesday July 26, 2023 at 7:00 PM

#### Location

9 Hanover Place, Brooklyn, NY 11201

---

"Brooklyn RISE builds the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college."

---

#### Trustees Present

B. Cabrera (remote), B. Herbst (remote), C. Hu, E. Waite (remote), G. Han (remote), J. Ni (remote), K. Zaunbrecher

#### Trustees Absent

L. Tomana

---

### I. Opening Items

#### A. Record Attendance

#### B. Call the Meeting to Order

C. Hu called a meeting of the board of trustees of Brooklyn RISE Charter School to order on Wednesday Jul 26, 2023 at 7:06 PM.

#### C. Public Comment

## II. Finance Committee

### A. Dashboard

No dashboard this month.

## III. SLT Update

### A. School Updates

Cary provided an enrollment update and ongoing recruitment efforts.  
Staffing update. New staff orientation upcoming in early August.  
Will provide a more comprehensive facility update in August meeting.

## IV. Governance Committee

### A. Updated By-laws

Discussed proposed updates to the Bylaws.  
B. Herbst made a motion to approve Bylaws revision.  
B. Cabrera seconded the motion.  
The board **VOTED** to approve the motion.

#### Roll Call

G. Han	Aye
B. Herbst	Aye
B. Cabrera	Aye
E. Waite	Absent
J. Ni	Aye
K. Zaunbrecher	Aye
L. Tomana	Absent
C. Hu	Aye

### B. Resolution for Expanding Grades

Board discussed about the challenges in enrollment for expanding the grades. Cary acknowledge possible challenges for enrollment to continue. Expansion application and renewal applications will be renewed separately. Board is comfortable voting as proposed change has been discussed previously.

K. Zaunbrecher made a motion to approve the grade level revision request.  
B. Herbst seconded the motion.  
The board **VOTED** to approve the motion.

#### Roll Call

B. Cabrera	Aye
G. Han	Abstain
C. Hu	Aye
B. Herbst	Aye

**Roll Call**

E. Waite Aye  
L. Tomana Absent  
K. Zaunbrecher Aye  
J. Ni Aye

**C. Resolution for Key Design Elements Change**

B. Herbst made a motion to Motion to approve key design elements change.

B. Cabrera seconded the motion.

Board comfortable voting on subject as we has discussed item previously.

The board **VOTED** to approve the motion.

**Roll Call**

G. Han Abstain  
L. Tomana Absent  
E. Waite Aye  
B. Cabrera Aye  
K. Zaunbrecher Aye  
J. Ni Aye  
B. Herbst Aye  
C. Hu Aye

**D. Resolution for Organization Leadership Structure Change**

Updating organization leadership chart as part of the charter renewal to reflect best practice. Board is comfortable as staffing and organizational changes have been actively reviewed monthly at the monthly board meetings.

K. Zaunbrecher made a motion to to approve updated organizational structure change.

B. Herbst seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

E. Waite Aye  
B. Herbst Aye  
C. Hu Aye  
J. Ni Aye  
K. Zaunbrecher Aye  
G. Han Abstain  
L. Tomana Absent  
B. Cabrera Aye

**E. Charter Renewal Application**

There were added sections to the renewal application that became available only in June. Brooklyn Rise Charter has been preparing for the renewal application throughout the year and was ready to meet the challenges from the additional sections from the updated renewal application.



B. Herbst made a motion to approve proposal for charter renewal application.  
B. Cabrera seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

G. Han	Abstain
C. Hu	Aye
K. Zaunbrecher	Aye
E. Waite	Abstain
L. Tomana	Absent
B. Herbst	Aye
J. Ni	Aye
B. Cabrera	Aye

**F. Housekeeping and Open Meeting Compliance**

Board members are reminded to complete housekeeping items.

**V. Other Business**

**A. Facility**

Continuing reimbursement at our current location.

**B. Development**

**VI. Closing Items**

**A. Approve Minutes**

K. Zaunbrecher made a motion to approve the minutes from Brooklyn RISE Board Meeting on 06-21-23.  
B. Cabrera seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

J. Ni	Aye
C. Hu	Aye
L. Tomana	Absent
K. Zaunbrecher	Aye
B. Cabrera	Aye
E. Waite	Abstain
G. Han	Abstain
B. Herbst	Aye

**B. Board approved July meeting minutes at the July meeting (7/26/2023) - katie Z. motioned for approval of the minute and Bianca C second the motion. July meeting minutes approved on 7/26/2023 - same vote recorded as for June Minutes.**

### **C. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:33 PM.

Respectfully Submitted,  
C. Hu

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### **Documents used during the meeting**

- 01. Bylaws Revision\_Cover Letter.pdf
- 02. Bylaws Revision\_Redlined Bylaws.docx
- 02. Grade Level Revision\_Narrative.pdf
- 01. Grade Level Revision\_Cover Letter.pdf
- 02. KDE Revision\_Redlined KDEs.docx
- 01. KDE Revision\_Cover Letter.pdf
- 03. Original Organizational Chart.pdf
- 01. Org Structure Revision\_Cover Letter.pdf
- 02. Org Structure Revision\_Narrative .pdf
- 04. Revised Organizational Chart.pdf
- BR Renewal Cover Letter.pdf