FULL APPLICATION COVER PAGE

Last updated: 08/11/2018

PROPOSED CHARTER SCHOOL NAME: Brooklyn RISE Charter School

1.My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation*/*management company seeking to replicate or add to a network* of existing charter schools?

New Operator Applying to Establish a New Charter School

1a. If applicable, what is the name of the proposed management company or network that the proposed school seeks to contract with?	(No response)
2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?	(No response)

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Danyela Souza Egorov	[redacted]	

	Public Contact Name	Email Address	Phone Number
	Cary Finnegan	[redacted]	

4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
	CSD 15 (Brooklyn)		

5. Charter schools authorized by the Board of Regents in June or November 2018 should plan to open for instruction in 2019. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2024 of 5th year of operation.

Start date of initial term (1st day of school) 08/26/2019

End date of initial charter term

06/30/2024

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	5-6	52	52	52	52	52
1st	6-7	52	52	52	52	52
2nd	7-8		52	52	52	52
3rd	8-9			52	52	52
4th	9-10				52	52
5th	10-11					52
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		104.0	156.0	208.0	260.0	312.0

7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

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

FULL APPLICATION SUMMARY			
Proposed Charter School Name[1]	Brooklyn RISE Charter School		
Application History	We submitted a Letter of Intent to SUNY on January 31, 2018 and a Full Application on March 6, 2018. We formally withdrew our application on April 13, 2018.		
Proposed Board Chair Name	Danyela Egorov		
Proposed Board Chair Email Address	[redacted]		
Proposed Board Chair Telephone Number			
Public Contact Name	Cary Finnegan		
Public Contact Email Address	[redacted]		
Public Contact Telephone Number			
District of Location	District 15		
Opening Date	August, 26, 2019		
Proposed Charter Term[2]	5-year term		
Proposed Management Company or Partner Organizations	Though not an institutional partner for the purposes of this charter application, Brooklyn RISE is working with the training and support of Building Excellent Schools (BES), a national non-profit that specializes in charter school design, management, governance, and leadership. If granted a charter, we will continue working with BES for a minimum of three years.		
Projected Enrollment and Grade Span for Indicated Years	**Year**	**Grades**	**Enrollment**
	1	K-1	104
	2	K-2	156
	3	K-3	208
	4	K-4	260
	5	K-5	312
Mission Statement: Brooklyn RISE Charter School builds the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college.			

[1] N.Y. Education Law § 2851(2)(k)

[2] N.Y. Education Law § 2851(2) (p). Typically, the charter term requested should be five years of operation.

SCHOOL OVERVIEW

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

OUR VISION. Brooklyn RISE is a proposed K-5 elementary school, proposing to open in Sunset Park, Brooklyn, Community School District 15. The work at Brooklyn RISE begins with the steadfast conviction that all children should have access to and can succeed in a rigorous college preparatory school environment regardless of economic status, zip code, race, family education level, or home language. We are wholly committed to ensuring that each and every student who walks through our doors receive the academic and character foundations that will give them access to life-long academic success and opportunities.

OUR COMMUNITY. After a careful analysis of the educational needs across New York City, Brooklyn RISE has identified the Sunset Park neighborhood of Brooklyn as a neighborhood of high need. We are specifically targeting 39th to 65th Street between 2nd and 9th Avenue as this area has only five District elementary schools and no elementary school choice options. Free and reduced lunch rates range from 78%-98% across these schools, on average 17% of enrolled elementary students in neighborhood schools are identified as receiving special education services, and 40-60% of students are identified as English Language Learners. The elementary schools in this area are on average 133% full, meaning schools are overcrowded and there is a need for more local elementary seats. The schools on average had proficiency rates on the 2016-2017 third through eighth grade state assessments of 28% in ELA and 39% in Math. These economic, capacity, and performance factors and the current lack of choice comprehensively demonstrate that there is strong need for a high-quality, college preparatory K-5 elementary school option for the students and families in this area of Sunset Park, Brooklyn.

OUR BELIEFS. Each member of the Brooklyn RISE Founding Team and our community of supports share core beliefs about what it means to provide an excellent education for all our children:

College Begins in Kindergarten. We firmly believe that college preparation begins on the first day of Kindergarten and that it is our responsibility to provide all students with the knowledge, habits, and mindsets needed to be on the path to college beginning on day one.

Transformational Teachers are Paramount. We believe that excellent teaching is the key to student achievement. The most effective teachers help students learn two to three additional months' worth of math and reading each year. To guarantee an excellent teacher in every classroom, Brooklyn RISE will invest the time and resources needed to recruit, develop, and retain the strongest teachers for our students.

Data Drives Decisions. All of our work will be grounded in data. Our systems, procedures, and routines will be measured by how effectively they allow our students to learn. Teachers will know all students by their academic needs, so that they fully grasp what students have, and have not yet, mastered. Lessons will be both strategically planned to target student needs and adjusted in the moment as teachers collect data throughout instruction.

Structure, Joy, and Character Create Community. At Brooklyn RISE, instructional time is sacred, and we know that students learn best in predictable, welcoming, and values-based environments. We are wholly committed to cultivating a structured and joyful school culture by consistently holding staff and students to the highest expectations.

Mindsets Matter. The development of key mindsets is essential to staying on the path to, and persistence through, college. The entire school community will embody academic mindsets that lead to long-term academic, personal, and professional success. Our intentional mindset development will be designed to instill a strong sense of self-efficacy in our students, such that they will have the confidence in themselves and the tools and strategies they need to achieve.

Families are Our Partners. We firmly believe that families are key partners in ensuring the academic and character growth of our students. To truly partner with families, there will be ongoing, consistent communication, so that we work together to place all students firmly on the path to college.

OUR OBJECTIVES. First and foremost, we are committed to providing our students with a rigorous education that will provide a strong foundation for their success in middle school, high school, college, and beyond. We are unrelenting in our pursuit of supporting all our students in meeting ambitious academic goals. We implement high-quality, research based curricula that are clearly aligned with the college-and -career readiness standards outlined in the New York Next Generation Learning Standards. Alongside academic achievement, we are committed to supporting our students in developing a strong foundation of character and social-emotional skill that will allow them to develop a sense of self-efficacy and leadership in the world. We develop, demonstrate, and respect ourselves and our community through our **RISE** values: **R**esilience, **I**ntegrity, **S**cholarship, and **E**nthusiasm. We intentionally support the social-emotional development of our students throughout each school day, so that they are developing confidence in themselves, their unique voice, and their purpose to bring positive change to their communities.

OUR TEAM. Brooklyn RISE has a Founding Team comprised of a diverse group of mission-aligned leaders with the professional and leadership experience essential ensuring the strong governance and leadership of Brooklyn RISE. All members of our team are respected and accomplished members of their communities and are deeply committed to providing an excellent K-5 college preparatory charter school for the students and families of Sunset Park, Brooklyn. The Founding Team brings a variety of skills and talents, which are imperative for building and sustaining a strong school, including finance, human resources, marketing, business, community development, education, and law. Our Lead Founder and proposed Head of School, Cary Finnegan, is a highly respected educator and is steadfast in her commitment to providing children with the excellent education that they deserve.

OUR SCHOOL MOTTO. With **Confidence.** With **Voice.** With **Purpose.**

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	Brooklyn RISE Charter School
Proposed School Locations (District):	District 15
Name of Exiting Ed. Corporation (If applicable):	Not Applicable

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."[1]

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [2]

[1] N.Y. Education Law § 2854(2)(a)
[2] 20 USC § 7221b(b)(3)(J)

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;[3] and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.[4]
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, *Danyela Souza Egorov*, hereby certify that the information submitted in this Full Application to establish *Brooklyn RISE Charter School* is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.
Signature of Proposed BOT Chair: Danyela M
Date: August 13th, 2018

[3] 20 USC § 7221b (b)(3)(K)
[4] 20 USC § 7221b (b)(3)(N)

Brooklyn RISE Charter School

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REQUIRED AND OPTIONAL ATTACHMENTS

Brooklyn RISE Charter School

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement and Objectives

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

Objectives. At Brooklyn RISE Charter School ("Brooklyn RISE"), our objective is to provide students with a strong academic foundation. We are steadfastly committed to meet our ambitious academic goals, defined later in this section, as well as to meet the objectives of the New York State ("NYS") Charter School Law § 2850(2). **Brooklyn RISE seeks, first and foremost, to improve student learning and achievement.** We will implement research-based, Common Core State Standards-aligned curricula in conjunction with an innovative teaching approach that engages students as critical thinkers across all grade levels. Data will drive all decisions within the classroom and across the school. To meet the ambitious academic goals we have set for students, Brooklyn RISE will have an extended school day and year, providing more than double the instructional minutes devoted to literacy and numeracy received at the average traditional public school. **Our academic program is composed of different and innovative teaching methods.** These methods include: a co-teaching model that allows for frequent small-group instruction and individualized supports; inquiry-based learning in math and science; digital learning opportunities that target the needs of all students; and a responsive classroom model that focuses on character education and social-emotional development. All components of our program ensure that our students develop as critical thinkers and effective communicators as they engage fully in the learning process. **We are steadfastly committed to increasing learning opportunities for all students, with an emphasis on students at risk of academic failure.** We have designed our school day and academic program to include small group instruction across subject areas, so that all students are provided with the targeted interventions and individualized supports they need to succeed. We set ambitious academic goals for all students, including students with disabilities, English Language Learners (ELLs), students who are economically disadvantaged (as indicated by free and reduced lunch status), and students who are homeless or residing in temporary housing. Our data-driven approach to instruction will allow us to quickly identify gaps in student understanding and intervene accordingly. Our Response to Intervention (RtI) model ensures that students always receive the robust supports and innovative approaches they need for academic and social-emotional success. We take an inclusive approach with our two-teacher model to prioritize in-class supports over out-of-class interventions whenever possible. **We create new professional opportunities for teachers, school administrators, and other personnel.** To ensure our teachers are equipped to drive high levels of student achievement, we will prioritize comprehensive and targeted professional development (PD). During 20 days of summer PD, teachers will be trained to implement whole-class components of our instructional and cultural model and to effectively support students with special needs and students identified as ELLs. **We emphasize a performance-based accountability system** and cultivate a culture of continuous growth and development by providing teachers weekly observations, live coaching, and 1:1 coaching meetings. We will set clearly actionable objectives that support instructional practice and will provide teachers a minimum of 2.5 hours of PD per week based on trends observed across the school. Annually, we will hold 5 Data Days, full-day

sessions without students following assessment cycles, during which we will analyze internal and external assessment data and create action plans for reteach sessions and interventions. Staff will use assessments to evaluate content progress and overall mastery. Planning with the end in mind will allow us to ensure that students master rigorous content and demonstrate growth and proficiency across content areas. **We offer families and students more educational choices than traditional public schools.** We will be a small-school option in an overcrowded district and will prioritize high achievement for all students through innovative teaching methods, performance-based accountability, and targeted, individualized supports.

Goals. Brooklyn RISE has set goals that align with the NYSED Charter School Performance Framework[1] to ensure our impact through educational success, organizational soundness, and faithfulness to the Charter and the law. The Board of Trustees ("Board") will evaluate the school's performance against these goals monthly and annually. The Leadership Team will regularly analyze data to inform PD, instructional and curricular decisions, student supports and interventions, and staff evaluations. The Head of School and the Director of Curriculum and Instruction (Education Manager in Year 1) will share data with teachers during coaching and grade level team meetings so that teachers use data to revise curriculum, adjust instructional strategies, plan and deliver interventions, and update families on student performance.

Benchmark 1 – Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency and high school graduation. **Metric 1.1.** The school will earn the minimum ESEA accountability designation of "good standing." **Metric 1.2.** As measured by Strategic Testing of Educational Progress (STEP) assessment: **(2.1)** - At least 70% of kindergarten students, including ELLs and students with IEPs, will achieve STEP 3 by end of year, demonstrating first-grade reading readiness. **(2.2)** - At least 80% of first graders who have been enrolled for two years, including ELLs and students with IEPs, will achieve STEP 6 by end of year, demonstrating second-grade reading readiness. **(2.3)** - At least 90% of second graders who have been enrolled for three years, including ELLs and students with IEPs, will achieve STEP 9 by end of year, demonstrating third-grade reading readiness. **(2.4)** - Each year at least 90% of all students will grow a minimum of 3 STEP levels. **Metric 1.3.** As measured by the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment: (**3.1)** - All students will grow at least five percentile points in Reading Comprehension and Math until the average percentile score reaches 85. **(3.2)** - All students will achieve at least one year of growth in Reading Comprehension and Math each year. **Metric 1.4.** As measured by the NY Next Generation ELA and Math Assessments in grades 3-8: **(4.1)** - Students will perform at least one standard deviation above the mean based on comparison of performance of all schools in NYS with same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities, and ELLs. **(4.2)** - At least 75% of total tested students will maintain proficient testing level or trend toward proficiency from one year's test administration to the next. **(4.3)** - At least 75% of subgroups of students will maintain proficient testing level or trend toward proficiency from one year's test administration to the next. Subgroups are identified as students who are economically disadvantaged, students with disabilities, and ELLs. **(4.4) -** Among all students tested, percentage of students who score proficient on 3-8 assessments will meet or exceed district average. **(4.5) -** Among all subgroups tested, percentage of students who score

[1] http://www.p12.nysed.gov/psc/documents/9-4-2015CSPerformFrame082015_MM_SM-changesaccepted.pdf.

proficient on 3-8 assessments will meet or exceed the district average. **(4.6)** - Among each grade level of students tested, the percentage who score proficient on 3-8 assessments will meet or exceed the district average.

Benchmark 2 – Teaching and Learning: School leaders have systems to cultivate shared accountability and high expectations leading to students' well-being and measurable academic success. We use rigorous, coherent curriculum and assessments aligned to Common Core Learning Standards (CCLS). Teachers engage in strategic practices and decision-making to address gaps between what students know and need to know so all students experience consistently high levels of engagement, thinking, and achievement. **Metric 2.1.** The school will execute the systems defined in its charter application for curriculum and assessment development, PD, and support of diverse learners. **Metric 2.2.** The school will evaluate annually its program against goals defined in the charter.

Benchmark 3 – Culture, Climate, and Family Engagement: The school has systems to support students' social and emotional health and to provide a safe and respectful learning environment. Families, community members, and staff share responsibility for students' academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics, leadership, and management. **Metric 3.1.** As measured by an annual family survey: (**1.1)** - At least 80% of families will respond to the survey. **(1.2)** - At least 80% of responding families will indicate satisfaction with the overall Brooklyn RISE program. **(1.3)** - At least 80% of responding families will indicate satisfaction with the frequency and quality of communication.

Benchmark 4 – Financial Condition: The school is in sound and stable financial condition as evidenced by key financial indicators. **Metric 4.1.** The school will operate annually with a balanced budget. **Metric 4.2.** The school will follow generally accepted accounting principles as evidence by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a growing concern disclosure.

Benchmark 5 – Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan and appropriate internal controls and procedures and operates in accordance with state law and generally accepted accounting practices. **Metric 5.1.** The school will operate annually with a balanced budget. **Metric 5.2.** The school will follow generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a growing concern disclosure.

Benchmark 6 – Board Oversight and Governance: The Board of Trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, Board effectiveness, and faithfulness to the terms of the charter. **Metric 6.1.** The Board will complete an annual evaluation of the school leader. **Metric 6.2.** The Board will implement the systems defined in the charter application to evaluate and improve, as necessary, Board policies and procedures. **Metric 6.3.** The Board will review monthly data against charter goals.

Benchmark 7 – Organizational Capacity: The school has a well-functioning organizational structure and clearly delineated roles for staff, management, and Board members. The school has systems and protocols that allow for the successful implementation, evaluation, and

improvement of its academic program and operations. **Metric 7.1.** School leadership will recruit, hire, mange, 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.[2] 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.[3] 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.[4] True college preparation requires ample time for high-quality instruction.[5] To ensure students are getting the instructional time they need, we provide an **extended school day and year**.[6] 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

[2] 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.

[3] 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.

[4] Chetty, Raj, et al., *"How Does Your Kindergarten Classroom Affect Your Earnings?"* NBER Working Paper 16381, September 2010.

[5] Silva, E. (2007). *On the clock: Rethinking the way schools use time.* Washington, DC: Education Sector.

[6] "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.[7] Additional instructional time will allow students to develop the skills they need to be on the path to college.[8] 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.[9] 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.[10] 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.[11] We will provide targeted development and support to teachers so they can implement rigorous literacy instruction, guided by principles in *Reading Reconsidered*.[12] 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.[13] **Every classroom**

[7] https://www.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf.
[8] 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.
[9] http://www.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf.
[10] Silva, E. (2007). *On the Clock: Rethinking the way schools use time.* Washington, DC: Education Sector.
[11] Allington, R. L., *What really matters for struggling readers.* Boston: Allyn and Bacon, 2012 (3rd ed.).
[12] Lemov, Doug, "*Reading Reconsidered*," San Francisco, CA: Jossey-Bass, 2016.
[13] 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."[14] **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.[15] 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.[16] 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.[17] There is no replacement for hard work. Grounded in taxonomies in *Teach Like a Champion*[18] and practice techniques described in *Practice Perfect*,[19] 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.[20] **(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 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

[14] http://mckinseyonsociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf.
[15] 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.
[16] Stone, Douglas and Sheila Heen, "*Thanks for the Feedback*," NY: Penguin, 2015.
[17] Refer to **Section III.E** for more information on how we plan to evaluate and support teachers.
[18] Lemov, Doug. "*Teach Like a Champion 2.0*." San Francisco, CA: Jossey-Bass, 2015.
[19] Lemov, Doug "*Practice Perfect*." San Francisco, CA: Jossey-Bass, 2012.
[20] 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.[21]

(4) Structure, Joy, and Character Create Community. We know students learn best in predictable, reliable environments.[22] 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.[23] 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.[24] 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.[25] Our **RISE** values of **R**esilience, **I**ntegrity, **S**cholarship, and **E**nthusiasm will be taught during orientation and reinforced through curricula, Morning Meetings, and Closing Circles.[26] 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.

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[21] Data practices will be largely influenced by Bambrick-Santoyo's *Driven By Data*.
[22] http://www.paultough.com/helping/pdf/Helping-Children-Succeed-Paul-Tough.pdf?pdf=hcs-pdf-landing.
[23] "Sweating the Small Stuff" is an approach to school culture influenced by Lemov's *Practice Perfect* and Pat William's *Coach Wooden's Greatest Secret*.
[24] These practices are being successfully used at schools like Brooke Charters in Boston, the Uncommon Schools network, and the Neighborhood Charter School of Harlem.
[25] Peebles-Wilkins, W. "Help Close the Achievement Gap." *Children & Schools*, vol. 27, no. 4, 2005, pp. 195–196.
[26] 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.[27] 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.[28] 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.[29] 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 39th to 65th Streets between 2nd and 9th 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

[27] Dweck, Carol, *"Mindset: The New Psychology of Success."* NY: Ballantine Books, 2007.
[28] Farrington, Camille, et al., *"Teaching Adolescents to Become Leaners."* CCSR Literature Review, June 2012.
[29] 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.

are on average 135% full, meaning schools are overcrowded and there is a need for more elementary seats. Proficiency rates on the 2016-2017 third- through eighth-grade state assessments averaged 28% for ELA and 39% for math.[30] These economic, capacity, and performance factors and the current lack of choice demonstrate a need for a high-quality, college-preparatory K-5 elementary school option for the students and families in Sunset Park. There is a long history of immigrants settling in Sunset Park, beginning with waves of European immigrants throughout the 1800s. From the mid-1900s to today, immigration in Sunset Park has consisted of large numbers of Hispanic and Asian families.[31] Today, it is estimated that 120,441 people live in Sunset Park; one quarter of the population is under age 19.[32] Community School District ("CSD") 15, in which Sunset Park is located, also includes the neighborhoods of Boerum Hill, Carroll Gardens, Cobble Hill, Fort Greene, Gowanus, Kensington, Park Slope, Red Hook, and Windsor Terrace. The school-age population of CSD 15 is 29,865, making it one of the largest school districts in Brooklyn; almost one quarter of all Sunset Park residents are of school age.[33] Median family income is $47,600 in Sunset Park and 25.8% of the population lives below the poverty line, which is 1.5 times the rate in New York and almost double the rate in the United States;[34] 38% of children in Sunset Park live below the poverty line.[35] Over the last 20 years, the population of Sunset Park has grown twice as fast as that of New York City overall; immigrants represent approximately 47% of the population, whereas immigrants represent 10% of the population citywide.[36] The Asian population in Sunset Park has increased by 241% since 1990 as a result of a steady increase in immigration.[37] Currently, 90% of students in Sunset Park schools are nonwhite, whereas 55% of students in CSD 15 schools outside of Sunset Park identify as nonwhite. Over 60% of students in Sunset Park schools are identified as ELLs. Schools in CSD 15 outside of Sunset Park identify less than 20% of their student population as ELL. Over 80% of students in Sunset Park schools are identified as Economically Disadvantaged compared to less than 40% of students in CSD 15 schools outside of Sunset Park.[38] In Sunset Park, a high percentage of adults have not completed high school and a low percentage of adults have college degrees. Over 40% of adults have less than a high school degree, compared to approximately 20% of adults in Brooklyn and New York City overall. Less than 30% of adults in Sunset Park have a college degree, which makes our college preparatory school mission particularly relevant to the community's population. School performance in CSD 15 varies widely across neighborhoods. Schools outside of Sunset Park perform higher on average than their Sunset Park peers. Every school zoned for Sunset Park students in our targeted area of the community underperforms state, city, and district proficiency averages in ELA and math. There are clear disparities in performance between schools outside and inside Sunset Park. Sunset Park students scored 35% lower on the ELA state assessment and almost 25% lower on the math state assessment than their peers elsewhere in CSD 15 this past year.[39] There are discrepancies in student subgroup performance across CSD 15 schools: while CSD 15 outperforms the state by 13% overall, certain subgroups perform significantly lower than the district average. In the spring of 2017, for

[30] https://data.nysed.gov/enrollment.php?year=2017&instid=800000045191.
[31] Hum, Tarry, *"Making a Global Immigrant Neighborhood: Brooklyn's Sunset Park,"* Philadelphia, PA: Temple University Press, 2014.
[32] http://comptroller.nyc.gov/wp-content/uploads/documents/NYC_Neighborhood_Economic_Profiles_2017.pdf.
[33] https://data.nysed.gov/profile.php?instid=800000045191.
[34] https://censusreporter.org/profiles/79500US3604012-nycbrooklyn-community-district-7sunset-park--windsor-terrace-puma-ny.
[35] Ibid.
[36] http://comptroller.nyc.gov/wp-content/uploads/documents/NYC_Neighborhood_Economic_Profiles_2017.pdf.
[37] Ibid.
[38] https://data.nysed.gov/enrollment.php?year=2017&instid=800000045191.
[39] http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults.

example, 77% of white students in the district were proficient or advanced on ELA assessments, compared to 44% and 35% of their black and Hispanic peers, respectively.[40] Non-ELL students scored 62% proficient or advanced, compared to 9% of their ELL peers. CSD 15 students from economically disadvantaged backgrounds score lower than their more affluent peers. Last year, 73% of non-economically disadvantaged students scored proficient on state tests, compared to 36% of economically disadvantaged students. There are clear disparities in academic performance across CSD 15, indicating that students from at-risk subgroups are in need of higher-quality school options. This need has been a persistent community concern.[41]

Increasing Options and Providing Innovations. After carefully analyzing educational needs across New York City, Brooklyn RISE has identified the Sunset Park neighborhood of Brooklyn, in CSD 15, as a neighborhood of high need. School enrollment here has risen by 55% over the last 15 years; schools serving our targeted Sunset Park neighborhood are on average 135% full.[42] There is high demand for charter schools in CSD 15 such that only one in two families that applies to a charter school is granted a seat. Last year, more than half of the families seeking better school options were left on waitlists, adding to the over 48,000 families on charter school waitlists across the city. Demand is far outpacing supply of school seats; currently there is no charter school located in Sunset Park. If a Sunset Park family were granted a charter school seat, the student would have to attend school in a different neighborhood, traveling away from their local community, even in the early elementary grades. Additionally, only three out of the seven charter schools in CSD 15 serve elementary school students, further preventing families in Sunset Park from accessing high-quality elementary school options. Our proposed school seeks to improve student achievement in CSD 15, particularly in our targeted neighborhood of Sunset Park, and for at-risk subgroups. The majority of elementary schools in our targeted area have school days that run from 8:30-2:30, whereas our extended learning day will run from 7:50-4:00 and will allow us to provide 200 minutes of literacy instruction and 115 minutes of math instruction daily.[43] Within district schools, students are afforded access to an ICT-model classroom only if they are in a special-education designated class, but our co-teaching model will support the achievement of students with disabilities and ELLs, two underserved subgroups in CSD 15. Our commitment to character development and social-emotional learning within an achievement-oriented school culture will allow students to learn in an engaging, joyful, and supportive school environment. Taking into consideration the economic hardship and housing challenges that face many families, we plan to relieve financial burden on families whenever possible, including by providing uniforms, bus service, and school supplies. We are committed to mission-driven partnerships with families and community organizations so that we can provide families and students with the resources they need to be in school every day and to support learning at home. These elements, many of which are unique in comparison to schools in our target community, will allow Brooklyn RISE to serve the needs of CSD 15 and uphold the mission and vision for all students and families.

Community Support. Our extensive outreach has revealed a clear demand for Brooklyn RISE (**Table 2; Attachments 2a, 2b, and 2c**) and we have received support for a new school option in

[40] https://data.nysed.gov/profile.php?instid=800000045191.
[41] https://www.scribd.com/document/331870295/Make-Space-for-Quality-Schools-in-Sunset-Park-Report#from_embed.
[42] file:///C:/Users/CRothschild/Downloads/04.Sample%20letters%20of%20support.pdfhttps://insideschools.org/search/results?borough=brooklyn&district=&neighborhood=63&grade_level=es&button=.
[43] On Fridays, students receive 175 minutes of literacy and 90 minutes of math instruction.

CSD 15 and Sunset Park specifically. We have collected feedback from 100+ families of students who reside in our targeted community, secured 300+ signatures, and distributed 500+ flyers; we have 200+ supporters on social media, including a number of Sunset Park residents and community-based organizations, and 1000+ visits to our website. Every family we have talked to has expressed the need for more elementary schools in the community. We have met and collected input from 50+ community organizations and leaders, built relationships with many organizations we intend to partner with in the future, and secured 15 letters of support. We have provided families with 20+ opportunities to provide in-person input on our school model, including through tabling and information sessions in the community. We have attended the majority of Community Board 7 and Community Education Council (CEC) 15 meetings, and have presented at a CEC 15 meeting with 50+ community members who were also given the opportunity to ask questions and provide input. Recently we spoke at the Community Board 7 Education Committee meeting with 20+ community members. We have received positive responses and encouragement. Along with this support, there has also been some apprehension in the community. Given that there are currently no charter schools in our target community, we have met a number of community stakeholders who are concerned that a charter school would not be fully responsive to the needs of students and families. We have emphasized our commitment to engaging the community throughout the process and ensuring that our school reflects what the community wants in a new school option. Adjustments in response to community input are outlined in **Table 2 – Public Outreach**.

D. Applicant Group History and Capacity

Applicant Group. Our applicant group consists of leaders who possess a wide range of skills and backgrounds, represent Brooklyn and the broader NYC community, and are well positioned to support the goals of Brooklyn RISE. **Lead Founder Cary Finnega**n is a Building Excellent Schools (BES) Fellow and proposed Head of School. Ms. Finnegan is a multi-year Brooklyn resident and educator, committed to increasing access to high-quality school options for all Brooklyn students and families. Ms. Finnegan began her career as an educator as a sixth grade self-contained, inclusion elementary school teacher in a K-8 school in Hartford, CT as a Teach For America corps member. Ms. Finnegan ensured her students met their academic goals as measured by state assessments and NWEA MAP assessments and improved the overall achievement of her grade team as the selected grade-level lead teacher in her second year teaching. Ms. Finnegan left Hartford to attend graduate school and earned her Master's in Education Policy from Columbia University, Teachers College in NY. After working as a consultant with the NYC education nonprofit New Leaders, where she helped develop a new principal evaluation system for Newark Public Schools, Ms. Finnegan wanted to have a more direct impact on the lives of students and decided to return to the classroom. She worked as a third-grade teacher at three high-achieving charter networks: Democracy Prep, MATCH, and Achievement First. In each experience she gained a deeper understanding of the policies and practices of effective schools. Moving to Washington, DC, she took a position as Program Director at the Center for Social Justice, leading the DC Reads literacy tutoring program and the Summer Institute of Teaching and Learning, an eight-week immersive, teacher preparation program for Georgetown students considering careers in teaching. When Ms. Finnegan moved to Brooklyn in the fall of 2016, she did so with a singular focus: to put down roots and make a long-term investment in increasing access to high-

quality schools in Brooklyn neighborhoods that need them. This led Ms. Finnegan to apply to the highly regarded and selective BES Fellowship. Through the Fellowship she has analyzed high-performing urban charter schools across the country. These schools' best practices have significantly influenced the design of Brooklyn RISE. She completed a School Leadership Residency at Leadership Prep Canarsie, a high-achieving Uncommon School in Brooklyn, NY, is currently completing a residency at Persistence Prep (BES school) in Buffalo, NY, and will complete additional leadership residencies in the summer and fall of 2018.[44] Under the guidance and expertise of BES, Ms. Finnegan has also participated in extensive leadership training on topics including vision and mission, education philosophy and programming, community building and outreach, finance and budgeting, operations and facilities, board governance, fund development, and regulatory compliance. Ms. Finnegan and Brooklyn RISE will continue to partner with BES to receive training and support, at minimum through the planning year and first two years of operation through the BES Follow-On Support program. In addition to her MA in Education Policy from Teachers College, Columbia University, Ms. Finnegan holds a BA in Sociology and Women's Studies from Colby College. Founding Team members and BES staff provided significant feedback, advice, and consultation during the application-development process. Founding Board members are listed below, and all required information is provided in **Table 1**. **Founding Board Member Danyela Souza Egorov, Proposed Board Chair,** has over 10 years of professional experience in business, government, and nonprofits, with a focus on education policy and administration. Ms. Egorov has worked at Families for Excellent Schools, California Charter Schools Association, New Leaders, and Boston Public Schools. She started her career as a management consultant at McKinsey, and has a Master in Public Policy from Harvard's Kennedy School. Ms. Egorov is passionate about supporting educators who are starting high-performing schools, and has worked on opening 12 charters and district schools. **Founding Board Member Grace Han, Proposed Board Secretary,** is the Grants and Operations Associate at Educate!, a nonprofit education organization based in NY, aiming to transform education in East Africa. Ms. Han's career in education began in 2011 when she taught second grade as a Teach For America corps member in Colorado Springs, CO. She then became the lead second grade teacher on a team that founded UP Academy Dorchester, an in-district charter school in Boston, MA that had the highest one-year growth of any school in the state's history. From this experience, Ms. Han brings valuable expertise in community outreach and school founding. She also has expertise in school operations, student enrollment, state reporting, teacher recruitment, grant writing, and nonprofit finance. Ms. Han holds a BA in International Relations with a concentration in East Asian Studies and Mandarin from Bucknell University. **Founding Board Member Ben Herbst, Proposed Board Treasurer,** is Vice President in the Investment Banking Division at Goldman Sachs in New York. At Goldman he is member of the Public Sector and Infrastructure Banking Group, where he serves municipal clients throughout the eastern United States in various investment banking activities, including numerous school districts and other nonprofit entities. Mr. Herbst previously worked at J.P. Morgan in a similar capacity for five years, and before that was a 2008 Teach For America Corps Member in Brooklyn, NY, where he taught and served as the faculty representative to the Board of Trustees at Explore Charter School. He also co-founded a nonprofit, Engaging Achievement, that brought over 300 Brooklyn middle school students on

[44] Letters of Support from Leadership Prep Canarsie, Persistence Prep, and Building Excellent Schools can be found in **Attachment 2c**.

overnight college visits. Mr. Herbst received an BA in History from Colby College. **Founding Board Member Leslie Hernandez** has over 10 years of experience in marketing, leading omni-channel campaigns for core and supplemental educational programs. As Marketing Manager at Scholastic, she has driven brand strategy and product management for summer learning and family and community engagement programs. Prior to Scholastic, Ms. Hernandez managed the customization of the Success for All Foundation's customer relationship management system and oversaw the product development launch of its social-emotional learning curriculum. Ms. Hernandez's passion for education advocacy extends into the community. She has held several roles in her hometown of Baltimore, including serving as Parent Teacher Student Association VP of Membership and spearheading a career advancement regional conference for undergraduate women. Ms. Hernandez is pursuing her MS in Integrated Marketing at New York University's School of Professional Studies. She holds a BS in Marketing from the University of Maryland's Robert H. Smith School of Business. **Founding Board Member Timothy Lee** is Finance Associate with Civic Builders, a nonprofit real estate firm focused on partnering with the nation's best educators to finance and build charter schools. At Civic, he works on the Facilities Investment Fund, a partnership with the Walton Family Foundation providing affordable financing to high-performing charters for facilities acquisitions, construction, and renovation projects. Previously, Mr. Lee was an Investment Banking Analyst with Kimberlite, covering real estate operators, REITs, and private real estate investors. Before that, he was an underwriter with MidCap Financial, a direct lender providing debt financing solutions to middle market companies. A Brooklyn resident, Mr. Lee is passionate about equal access to education and brings charter school facility and finance expertise to the Board. Mr. Lee holds a BS in Finance and Government from William & Mary. **Founding Board Member Diana Marmur, Proposed Vice Chair,** is an Assistant General Counsel at JPMorgan Chase & Co. and a former associate at Sullivan & Cromwell LLP, bringing broad-based litigation experience. She has worked on numerous pro bono matters, representing low-income and immigrant families and is on the Associate Advisory Board for Legal Services NYC, the Board for EOTO World, a human rights non-profit organization, and is active member of the International Human Rights Committee of the NYC Bar Association. Ms. Marmur attended Brooklyn public schools and lives in Brooklyn. Ms. Marmur has a BA from Rutgers University and a JD from Columbia Law School. **Founding Board Member Victor Nolasco** is a teacher and coach born and raised in New York City. For the past five years, Mr. Nolasco has served as a second-grade teacher as well as Athletic Director for K-8 students. Besides his main joy of making a positive impact in his students' lives, he volunteers with local nonprofits, soccer clubs, and government agencies. With his home in Sunset Park, Mr. Nolasco is proud to be a founding member of a new school in his community. Mr. Nolasco has an MA in Bilingual Childhood Education and is currently working toward obtaining his MA in Physical Education. **Founding Board Member Erick Roa** is a consultant and founding team member at Promise54, a nonprofit consulting firm, where he partners with education organization leaders throughout the country to tackle high impact talent, culture, diversity, equity, and inclusion priorities with the goal of improving working and learning environments. Prior to joining Promise54, Mr. Roa was a consultant on Bellwether Education Partners' Talent Advising team. He held instructional coaching and program leadership positions during his three-year tenure at Blue Engine, an education nonprofit supporting NYC public middle and high schools. While overseeing the English Language Arts program at Blue Engine, Mr. Roa co-authored the organization's core values,

emphasizing diversity, equity, and inclusion; revamped the school selection/partnership model to align Blue Engine's program with current and potential partners; and continuously assessed the program's impact on student achievement and experience. He is a 2008 Teach For America corps member and spent the first six years of his career as a high school English teacher in Brooklyn, his hometown. Mr. Roa holds a BA in English from Stony Brook University and an MS in Adolescent Education from Pace University. **Founding Board Member Elizabeth Skeen** is an associate at Freshfields Bruckhaus Deringer, an international law firm. In addition to maintaining an active pro bono practice, she has experience in complex civil litigation, international arbitration, and government investigations. She is deeply committed to the mission of Brooklyn RISE, and is eager to use her professional skills and personal energies on our founding Board of Trustees. Ms. Skeen has a BA from Princeton University, an MS from the London School of Economics, and a JD from Columbia Law School.

Forming the Founding Group. Beginning in August 2017, Lead Founder Cary Finnegan leveraged a myriad of professional networks to assemble the Founding Team. Ms. Finnegan shared her vision for the school and, with the assistance of BES, assembled a team that believes all children deserve high-quality education despite race, zip code, or socioeconomic status. The Board members span the legal, human resources, diversity and equity, marketing, finance, strategy, and education fields. Some are immigrants and first-generation Americans, and all have experienced the power of an excellent education. Our Founding Board includes two members with formal teaching experience in NYC public schools; both taught in Brooklyn schools. Founding Board member Danyela Egorov comes with a wealth of experience working to open high-quality charter and traditional district schools in New York, California, and Massachusetts. She was part of the team that helped the UP Education Network found its first school in Boston and has long been an advocate of increasing educational choices for all families. Of our nine Founding Board members, six speak either Spanish or Mandarin, indicative of our commitment to building a Founding Team that reflects the diversity of the community in which we seek to found our school. The Founding Team has been meeting together monthly since November to learn about the school's model, build a strong foundation, deepen their understanding of governance, engage with the community, and provide feedback. Board members have also engaged in community outreach through tabling, canvassing, and attending community meetings.

The Application. Cary Finnegan is the primary author of this charter application, with PD and programmatic support from BES.[45] This application was developed from August 2017 to August 2018, with review, input, and final approval by the Founding Board. During weekly phone calls and monthly meetings, Founding Board members gave feedback on all aspects, specifically in their areas of expertise, and all team members reviewed all sections. Our team consulted with back-office provider EdTec for budget creation.

E. Public Outreach

Public Outreach. Participants. In accordance with Education Law 2852(9-a)(b)(ii), the entire Founding Team of Brooklyn RISE has solicited input and garnered support from a variety of community leaders, organizations, and families. **Activities.** Community support and input are

[45] For more information about the Building Excellent Schools Fellowship, go to www.buildingexcellentschools.org.

essential to providing the high-quality education our students deserve. The approach that we have taken, and will continue to take, is a reflection of this belief and our commitment to engaging key stakeholders every step of the way. We intend to build a school that both reflects the strength of the community and addresses its needs and challenges. We have a strong "learner orientation" and have spent considerable time meeting with community leaders and organizations, participating in a variety of events, and volunteering with community-based organizations, allowing us to better understand community needs. We will continue learning from the community. **Families and Parents.** Our team has had one-on-one conversations with over 200 families in Sunset Park. We have tabled, canvassed, and volunteered at a variety of events. While engaging with the community, our Founding Team has had conversations with parents of students in traditional public schools and charter schools. We have learned from their experiences and recorded specific elements that they would like to see included in school models. **Attachment 2b** outlines family feedback and its influence on our school design. **Community-Based Organizations.** As outlined in **Table 2**, since September 2017, our team has met with over 80 prominent organizations in Brooklyn, many in Sunset Park. We have cultivated relationships with Community Board 7, CEC 15, Mixteca, the Brooklyn Borough President's Office, the Office of Council Member Menchaca, local day cares and pre-Ks, the Center for Family Life, the 72nd Police Precinct, local public libraries, and others. We continue to learn from these organizations and build relationships with a variety of stakeholders across our proposed district. **Community Input and Impact.** As we built trust and community members became more familiar with Brooklyn RISE, our outreach evolved into events that focused on gathering feedback on our school model and design. These included multiple tabling events and information sessions. Our website, monthly newsletter, and Facebook page have a link to a Community Input Survey, established to better understand the priorities and concerns of our potential families and community supporters. We have integrated into our academic program and school design the feedback that we collected from community stakeholders. Our feedback integration as well as a comprehensive summary of our community outreach can be found in **Attachment 2b.** We have learned that the community wants: (1) a small school option with smaller classes; (2) individualized attention for students, including ELLS; (3) a culturally responsive environment that supports students' social-emotional development. We have garnered over 300 signatures and are looking forward to continuing our outreach to gain more supporters. All signatures have come from individuals who live or work in our target community and at least 80% of signatures come from families with children who could enroll in the future.

F. Enrollment, Recruitment, and Retention

Enrollment. In accordance with staffing, academic, and financial projections, Brooklyn RISE will open on August 19, 2019 with 104 students: 52 in kindergarten and 52 in first grade. We will use a slow growth model, adding one grade of 52 students per year, until we reach full enrollment with 312 K-5 students in 2023.

Projected Enrollment Over the Charter Term						
GRADES	**AGE RANGE**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Kindergarten	4-6	52	52	52	52	52
1st Grade	5-7	52	52	52	52	52
2nd Grade	6-8		52	52	52	52

3rd Grade	7-9			52	52	52
4th grade	8-10				52	52
5th Grade	9-11					52
TOTALS		**104**	**156**	**208**	**260**	**312**

Rationale. Our grade configuration aligns with local schools; terminating at fifth grade provides a natural cutoff, as all NYC middle schools begin at sixth grade. We are proposing a K-5 school because we believe that a rigorous academic foundation with a focus on literacy in elementary school is essential for long-term academic success. Our slow growth model allows for strategic development of school culture, curricula, and staff training, and is driven by our goal that every student be reading at or above grade level by third grade.[46] Our commitment to slow growth is based on research, which shows schools that grow one grade at a time experience more academic achievement and growth than schools that open fully grown.[47] Our division into two academies allows us to create differentiated programs that reflect the needs of early elementary students and upper elementary students and to remain a small school community for all students and families.[48] As a public school, we will backfill all seats as they become available, including seats available due to student attrition and grade-level retention.

Recruitment. We believe every child has a right to an excellent education, and we seek to educate as many children as we can. Our recruitment plan will attract a population that mirrors the demographics of the district. Our application will be available in the home languages of local families and will be available on our website and at the school, organizations that families frequent, and public housing complexes where families reside. Given that Sunset Park has a high proportion of immigrant families, we encourage newly arrived students and families to enroll. Students who join our school in the upper-grades and who have academic gaps will be given intensive, individualized supports so they too can be on the path to college. **To recruit Economically Disadvantaged students**, we will host events at family shelters, NYCHA housing developments, local organizations, and pre-K and daycare centers. We will continue to build relationships with local nonprofits and advocacy organizations and will keep them updated on the development of Brooklyn RISE as well as ways in which we have implemented community feedback into our school design. **To recruit ELL students**, all marketing materials will be published in English, Spanish, and Mandarin. We will inform families that our fully inclusive and immersive school environment is culturally responsive and supportive of students of all cultures. **To recruit students with disabilities**, all flyers will list the supports we offer as well as our unwavering commitment to serving and supporting all learners in our school. We will share information with local elementary schools and nonprofits that support students with disabilities such as the Brooklyn-based team of New York Cares and Advocates for Children of New York, as well as the Sunset Park-based Challenge Early Intervention Center, which serves at-risk students ages 3-4. We will also provide flyers to local medical centers and clinics, such as NYU Langone, that serve our student population so that they can share our information with families looking for school options best suited to the needs of their children.

[46] Find more information about our ELA Accountability Goals refer to **Section I.A** and information about the STEP assessment in **Section II.E.**
[47] Peltason, Emily H., and Margaret E. Raymond, Ph.D. "Charter School Growth and Replication." CREDO, Jan. 30, 2013. https://credo.standford.edu/pdfs/CGAR%20Growth%20Volume%201.pdf.
[48] Research shows that at-risk students are much more likely to succeed in small schools than in large schools. Raywid, Mary Anne, "Small Schools: A Reform that Works." *Educational Leadership*, Jan. 1998. Web. http://people.westminstercollege.edu/faculty/jsibbett/readings/smallschoolsareformthatworks.pdf.

Interest and Demand. Our target population includes students in kindergarten through fifth grade who reside in zip codes 11232 and 11220 in CSD 15, which corresponds to Sunset Park. Brooklyn RISE has identified Sunset Park as a neighborhood of high need. We are specifically targeting 39th to 65th Streets between 2nd and 9th Avenues because this area has only five NYC DOE elementary schools and no elementary school choice options. Free and reduced lunch rates range from 78% to 98% across these schools, 17% of enrolled elementary students in neighborhood schools receive special education services, and 40 to 60% of students are ELLs. The elementary schools are on average 135% full, meaning schools are overcrowded, and there is a need for more. Proficiency rates on the 2016-2017 third- through eighth-grade state assessments averaged 28% for ELA and 39% for math. These economic, capacity, and performance factors, and the current lack of choice, demonstrate a strong need for a high-quality, college preparatory K-5 elementary school option for the students and families in this area. In addition to demand, our community outreach has revealed a clear interest in the community for Brooklyn RISE. We collected feedback from 100+ families of students who reside in our targeted community, secured 300+ signatures, and distributed 500+ flyers; we have 200+ supporters on social media, including a number of Sunset Park residents and community-based organizations, and 1000+ visits to our website. We met and collected input from 50+ community organizations and leaders, built relationships with many organizations we intend to partner with, and secured 16 letters of support. We provided families with 20+ opportunities to provide in-person input on our school through tabling and information sessions in the community. We have attended the majority of Community Board 7 and CEC 15 meetings, and have presented at a CEC 15 meeting with 50+ community members who were given the opportunity to ask questions and provide input, as well as a CB7 Education and Youth Committee meeting with 20+ community members in attendance.

Enrollment Process. Our enrollment process accords with §119.5. Brooklyn RISE will use the New York Charter School Uniform Application and will make this application widely available in English, as well as in the three most common other languages spoken in Sunset Park (Spanish, Mandarin, and Arabic). Applications for our founding class will be due April 1, 2019. If the number of applications exceeds the number of open seats, a random, public lottery will determine enrollment. Application information will be tracked by our Director of Operations (Manager of Operations in Year 1). If a lottery is necessary, we will conduct it according to Public Officers Law §104; the lottery will be well publicized in the community through press releases, flyers, and web postings, and will be held in an ADA-accessible public space in the neighborhood, such as the school building. We will alert the media of lottery details at least two weeks prior using the same communication methods used to alert the public of our Board meetings. Names will be chosen by a third party with no vested interest in the school. A family need not be present at the lottery to gain enrollment. On enrollment, Brooklyn RISE will collect all necessary student and family information and paperwork, including health records, IEPs/504s, and Home Language surveys. Brooklyn RISE does not discriminate against any applicant or their family on the basis of race, ethnicity, sex, color, national origin, disability, socioeconomic status, genetic information, religion, sexual orientation, gender identity, political affiliation, or any other protected status.

Preferences. **Within District:** Brooklyn RISE will preference students residing in CSD 15 where we propose to locate. **At-Risk Preference for ELLs:** We will preference students whose home language is not English, reflecting the needs and wants of the community. **Siblings:** We will

preference siblings of currently enrolled students. A sibling is defined as any child whose primary guardian(s) are the same as the primary guardian(s) of a currently enrolled student. Primary indicates that the guardian has primary custody at least 50% of the time. If one child is already enrolled, his/her siblings must fill out an application, but will not participate in the lottery. The sibling will be automatically enrolled assuming an open seat exists at the appropriate grade level. In the case of new families who are applying with multiple children, if one child's name is chosen in the lottery, his/her siblings will also be granted enrollment, assuming there are open seats at the appropriate grade levels. **Children of Founders and School Employees:** We will preference children of the Founding Team (founding school leaders and founding board members). Children of these founders will be exempt from the lottery process and will be granted enrollment assuming open seats exist at the appropriate grade levels. Children of employees who work at least half-time at Brooklyn RISE will also be exempt from the lottery, assuming the employee has primary custody of the child(ren). The number of children admitted under the founder/employee preference shall not exceed 15% of the total enrollment of the school. If applications exceed this percentage, preference will be given in order of number of years of service with Brooklyn RISE.

Backfilling. We are a public school and are committed to enrolling students to fill vacant seats through the fifth grade. Vacated seats will be offered to students on the waitlist.

Enrollment and Retention Targets

Enrollment and Retention Targets		
	Enrollment #/%	**Retention #/%**
Economically Disadvantaged	203/64.6%	191/94.0%
Students with Disabilities	54.9/17.4%	52/95.5%
ELLs	74.8/23.8%	70/93.7%

Approaches to Meet Retention Targets. **To retain Economically Disadvantaged students** we will provide most school supplies, one complete uniform set annually, and metro cards for transportation. Additionally, our extended day and extended year are supportive of economically disadvantaged families because they reduce the amount of time that families need to finance childcare. Our two-teacher model also ensures that economically disadvantaged students receive the individualized supports and attention necessary for success. We will continue to build relationships and potentially partner with organizations that support economically disadvantaged families in the community such as the Center for Family Life. **To retain Students with Disabilities** we will develop relationships with the families of students with Individual Education Plans (IEPs) through weekly progress reports communicated through our Student Supports Team (SST). The SST will also oversee our RtI system to ensure that students with special needs are set up for success, receiving appropriate accommodations, curricular and instructional supports, and necessary modifications. There will be at least one Special Education Certified teacher supporting each grade level of students with disabilities, offering both push-in and pull-out services throughout the day. Our SST will also run PD sessions (at least one each trimester) to equip teachers with best practices and appropriate interventions to support students with disabilities. Our school will contract high-quality support services staff as required by a student's IEP to ensure his or her success. **To retain ELLs** we will use our two-teacher, inclusive classroom model to provide the scaffolds, targeted supports, and strategic interventions that will assist in language acquisition and development. Some of our classroom structures will include sight word

walls, realia, icon support, sight word flash cards with picture support, anchor charts, graphic organizers, sentence starters, and other writing support templates. Our staff will reflect the cultural identities of our students and will communicate in the home languages of families. All school-home communications will be provided in the languages that families prefer.

G. Programmatic and Fiscal Impact

Programmatic Impact. We are proposing to open in August 2019 with 104 students: 52 kindergarteners and 52 first graders. At full K-5 growth, we will enroll 312 students. Across CSD 15, and in our target community of Sunset Park in particular, there is an overutilization crisis such that the majority of schools are well beyond 100% utilized. This often means overcrowding of classrooms and resorting to non-classroom designated spaces for instruction.[49] This can have serious implications for schools. Four of the five schools in our targeted area each has over 1,000 students. Brooklyn RISE, at full enrollment, will have 312 students, which means it would be the smallest school option. The figure below outlines the building utilization percentages of CSD 15 elementary schools.[50] We do not believe that our enrollment will have a negative impact on the surrounding schools, and in fact we believe that, by opening more elementary school seats in the community, we will lessen building over-utilization and school crowding, which will allow all schools in the community to better serve their students and families.

Enrollment of elementary schools in Target Area (2016-2017)				
SCHOOL NAME	K	1st	TOTAL	UTILIZATION
PS 094 – The Henry Longfellow	224	246	1,443	135%
PS 001 – The Bergen	214	222	1,211	138%
PS 169 – Sunset Park	224	238	1,605	145%
Sunset Park Ave ES	93	85	288	157%
PS 024	107	92	636	103%
Avg. of CSD 15	129	125	725	126%
Avg. in Target Sunset Park Area	172	176	1,036	135%

Fiscal Impact. Brooklyn RISE expects to enroll 104 students in FY 2020, resulting in $1,591,928 in per pupil aid and $773,206 in other funds that would otherwise go to the District. This is a projected impact of 0.0097% of the District's operating budget for FY 2020, if the FY 2020 operating budget were equal to the FY 2018 operating budget of $24.3 billion. In FY 2024, Brooklyn RISE expects to enroll up to 312 students, resulting in a maximum of $4,775,784 in per pupil aid and $1,699,933 in other funds that would otherwise go to the district. This is a projected impact of 0.0266% of the District's operating budget for FY 2024, if the FY 2024 operating budget were equal to the FY 2018 operating budget. The revenue projections do not include any increase year over year, which is consistent with the assumption regarding the district's operating budget. Moreover, any rate increase in revenues for Brooklyn RISE is likely to be smaller than the district's budget growth, and the impact should continue to be minimal.

[49] https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202016-2017.pdf?sr=b&si=DNNFileManagerPolicy&sig=g7eZjXLOaaZfmXPHd0cFOjryIfBrVwF8D5mf9IFcSpA%3D.
[50] https://data.nysed.gov/enrollment.php?year=2017&instid=800000045191.

Projected Fiscal Impact on District of Location							
Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate[51]	Total Charter School Per Pupil Cost to District	Estimated Addt'l Costs to District (e.g. SPED funds)[52]	Total Projected Funding from District	Total District General Fund Budget[53]	Projected Impact on District Budget
2019-20	104	15,307	1,591,928	773,206	2,365,134	24,300,000,000	0.0097%
2020-21	156	15,307	2,387,892	821,036	3,208,928	24,300,000,000	0.0132%
2021-22	208	15,307	3,183,856	1,107,959	4,291,815	24,300,000,000	0.0177%
2022-23	260	15,307	3,979,820	1,400,587	5,380,407	24,300,000,000	0.0221%
2023-24	312	15,307	4,775,784	1,699,933	6,475,717	24,300,000,000	0.0266%

II. EDUCATIONAL PLAN

A. Education Philosophy

Education Philosophy, Beliefs, Values, and Research. Brooklyn RISE is grounded in the belief that all children, regardless of background, can succeed in college and become the next generation of leaders. In designing our academic program, we carefully considered the skills, knowledge, and habits students must develop in elementary school to be on the path to college and a life of opportunities. The empirical research that most guided our school 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.[54] Our program is designed to provide **frequent teacher feedback.** To guarantee an excellent teacher in every classroom, we will invest the time and resources necessary to recruit, develop, and retain the strongest teachers.[55] Teachers will be observed and coached daily. The daily observations and data collection will drive weekly formal coaching meetings. Our teachers will thrive in a school culture founded on frequent feedback and growth. We ensure that **data guides instruction** through utilizing the four key principles of data-driven decision-making: (1) Assessment; (2) Analysis; (3) Action, and; (4) Culture.[56] 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.[57] Our academic program is designed to provide students with daily **high-dosage small-group instruction**. During our extended literacy blocks, students are divided into three small groups so they are given the individualized attention needed to develop foundational literacy skills.[58] Additionally, our two-teacher model allows students to receive small-group instruction throughout the day and across content areas. Research shows that small-group instruction is beneficial for all students, but particularly for ELLs, whom we anticipate comprising a large proportion of our population.[59] We provide students with **increased instructional time** through

[51] NYC Charter Schools Operations Guide, http://www.nyccharterschools.org/sites/default/files/resources/Opertions-Resource-Guide.pdf.
[52] Includes Per Pupil SPED, Facility Subsidy, NYSTL, NYSLIB, NYSSL, Title 1, Title II, DYCD.
[53] NYCDOE Financial Status Report - FY2018 Approved Budget as of 11/20/2017; http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/fsr/December/pdf/Dec_2017_fsr/12coverprint.pdf; Rounded down for conservatism.
[54] 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.
[55] http://mckinseyonsociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf.
[56] Bambrick-Santoyo, Paul. "*Driven by Data.*" San Francisco, CA: Wiley, 2010.
[57] We plan to model our data practices closely off of the high-performing Classical Charter Schools.
[58] http://fcrr.org/publications/publicationspdffiles/critical_elements.pdf
[59] https://bobcat.militaryfamilies.psu.edu/sites/default/files/placed-programs/Kamps%20et%20al.,%202007.pdf

our extended school day and year.[60] Students will attend school for eight hours per day, two hours longer than the school day offered at district schools in their neighborhood, resulting in 27 extra days of learning each year. Our school calendar will be 186 days, 6 days more than that provided by local district schools. In total, students will be provided with more than 33 days of additional learning time each year. Extended learning time, when used strategically, yields significant academic benefits, especially for specific student subgroups such as ELLs.[61] Given our belief that literacy is foundational, we provide 200 minutes of daily literacy instruction (175 minutes on Fridays) so students develop the skill and love of reading. [62] Our additional instructional time across content areas will allow students to develop the fundamental skills they need to be on the path to college.[63] We will create a learning environment of **high academic and behavioral expectations**. To ensure students are engaging with high-quality content, we will select research-based, standards-aligned curricula across subject areas and create our own New York Next Generation Learning Standards (NYNGLS)-aligned internal curricula as necessary. We believe that instructional time is sacred, and that students learn best in predictable, engaging environments.[64] We will cultivate a structured and joyful school culture, consistently holding staff and students to high expectations and consistently celebrating our learning, growth, and values. 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.[65] We believe 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.[66] 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 required to achieve them.[67]

B. Curriculum

Curriculum Selection and Development. Our mission is to build the knowledge, habits, and mindsets for academic success that will ensure all kindergarten through fifth grade students are on the path to college. This requires high-quality, rigorous curricula across all grades and content areas. Our curriculum is selected and designed in alignment with the NYNGLS and Assessments introduced in 2017. Standards and curriculum will be developed by the Head of School (Years 1 and 2) and Director(s) of Curriculum and Instruction (Year 3 and beyond). We will use a mix of purchased and internally created curricula for the strongest possible instruction. Curricular decisions will be based on (1) alignment with the NYNGLS, (2) research-proven effectiveness, (3) positive impact on learning in other high-performing urban schools, (4) student outcomes that

[60] Silva, E. (2007). *On the clock: Rethinking the way schools use time.* Washington, DC: Education Sector.
[61] https://www.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf.
[62] "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/.
[63] 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.
[64] http://www.paultough.com/helping/pdf/Helping-Children-Succeed-Paul-Tough.pdf?pdf=hcs-pdf-landing.
[65] "Sweating the Small Stuff" is an approach to school culture influenced by Lemov's *Practice Perfect* and Pat William's *Coach Wooden's Greatest Secret*.
[66] These practices are being successfully used at schools like Brooke Charters in Boston, the Uncommon Schools network, and the Neighborhood Charter School of Harlem.
[67] Peebles-Wilkins, W. "Help Close the Achievement Gap." *Children & Schools*, vol. 27, no. 4, 2005, pp. 195–196.

meet Benchmark 1 of the Charter School Performance Framework: Student Performance, and (4) alignment to the school's mission and vision.

Curriculum Alignment, Review, and Revision Process. To support students on the path to college, all curricula, internally and externally created, will be rigorous. At the end of each year, a curriculum audit led by the Head of School and Instructional Leadership team will evaluate curricular resources. Curriculum will be improved or replaced based on data from a variety of assessments (STEP, Unit Assessments, NWEA MAP, and state assessment results when applicable), comparing our results to those of other BES network schools and other high-performing schools across the city, state, and country. The curricular audit will consider teacher feedback collected from end-of-year surveys and exit interviews. This reflective, iterative process will allow us to deliver on our mission of providing challenging coursework across content areas. Our yearly curricular audit will assess a curriculum's impact on instructional practices and measurable student learning on state and national assessments, literacy assessments, and internally developed standards-aligned assessments. The review process will ensure that curricula remain aligned to state and national standards, vertically across grades, and horizontally across content areas. We will also proactively monitor and adjust curricula on an ongoing basis based on data collected through our Academic Dashboards. If trends in the data show a curricular gap or deficiency, we will immediately remediate the issue. Though we plan for a mix of purchased and internally made curricula, we will adjust all curricula to meet students' needs, including those of all subgroups, such as special needs, ELLs, and advanced students.

Curriculum Organization and Resources for Decision-Making. All curricula will be broken into a scope and sequence for each grade level and content area prior to start of summer staff development each year. The centralized curriculum development process ensures vertical alignment across grades such that there is a clear description of the skills students should have when they enter, and before they leave, each grade. Vertical alignment will come from backward planning from the knowledge, habits, and mindsets needed for success in middle school, high school, college, and beyond. Standards are horizontally aligned to promote depth, breadth, and consistency across content areas. For example, students working on informational standards in reading will simultaneously be developing skills and strategies in strong informational writing. Teachers will master schoolwide instructional practices, techniques, and expectations. To allow them to focus on high-quality instruction, teachers will be provided a complete scope and sequence, unit plans with accompanying daily lesson plans, and interim and final assessments for the entire year across all grades and content areas. In Years 1 and 2, development of curricular materials will be done by the Head of School.[68] Beyond the founding school years, the Director(s) of Curriculum and Instruction (DCI) will lead curriculum development, with ongoing support and guidance from the Head of School as needed. Development of unit plans, lessons, and assessments will be informed by best practices from other high-performing, urban charter schools.[69] In addition to aligning all materials to the NYNGLS, Brooklyn RISE will use curricular resources from MATCH Charter Schools in Boston[70] and best practices outlined in *Great Habits,*

[68] Curriculum development will be done during the planning year with support and resources from BES and other partners.
[69] Proposed Head of School Cary Finnegan completed leadership residency at Leadership Prep Canarsie and has access to their curricular resources. Additionally, MATCH Charter Schools, Success Academy, and Brooke Schools all offer free curricular resources online.
[70] These resources from MATCH Schools can be accessed here: https://www.matchfishtank.org/. MATCH student population is over 60% ELL and their curriculum is developed keeping the needs of ELL students in mind.

Great Readers,[71] *Reading Reconsidered*,[72] and the EngageNY curriculum.[73] Teachers will be provided with daily lesson plans aligned to the unit of study and the underlying standards.[74] In return, we expect teachers to consistently be prepared to implement their lessons. The Intellectual Preparation Protocol (IPP) at Brooklyn RISE will require teachers to submit for feedback annotated lessons with exemplar student responses one week before execution, to create materials to accompany the lesson at least one day before execution, and to practice each lesson in advance of execution. Teachers will be trained on the IPP process during Staff Summer PD (by the Head of School, and then by the DCI); they will also receive additional training and support as needed and eventually will own the process independently. Annotating lesson plans and creating exemplar student responses will allow teachers to provide more strategic and targeted feedback throughout the lesson. Preparing materials at least one day in advance will ensure that teachers are not frantically prepping on the day of execution and can spend time internalizing the lesson for strong execution. All **Curriculum Materials** we plan to use for each subject area can be found in **Attachment 3 – Course Descriptions.**

Unique Curricular Aspects. We believe in the importance of arts enrichments such as music and theater for all children.[75] We will use **Performing Arts** twice a week for 50-minute sessions to strengthen student public speaking skills such as articulation, diction, and enunciation. Research shows that students who participate in performing arts engage in reading music and lyrics, which increases tracking skills and fluency. Additionally, research supports the importance of arts education for immigrant populations, and given the high population of students we are likely to have from immigrant families, our Performing Arts program will provide extensive opportunities to explore culture and identify within the students themselves and the world around them.[76] Within three months of the start of school, groups of students will perform songs, chants, skits, and plays learned during the Performing Arts block at our weekly Community Circle. We will also have at least one performance per year that will occur at night, during the week, and will feature a variety of choral and theatrical performances by students. **Focus on Literacy.** As we believe that a strong foundation in literacy is the basis of life-long educational success, Brooklyn RISE will place significant emphasis on the development of early literacy skills. Recent paper published by Hunter College indicates that "[f]or all students, a high-quality early education is critical to ensuring their long-term academic success."[77] The switch from "learning to read" to "reading to learn" occurs in third grade, and, with this in mind, we relentlessly drive towards every scholar reading at or above grade level by the beginning of third grade. Aligned with the NY Next Generation English Language Arts Learning Standards, our literacy programming will ensure all students are developing the lifelong practices of successful readers and writers.[78] In addition to developing literacy skills and strategies, students will cultivate a deep love of reading and writing which will be built through ample opportunities for independent and accountable reading and writing, with students selecting texts of their choice from robust, engaging classroom libraries as well as the opportunity to write on topics of their choosing. Students will have reading and writing

[71] Bambrick-Santoyo, Paul, et al. *Reading Reconsidered*. San Francisco, CA: Jossey-Bass, 2015.
[72] Lemov, Doug, et al. *Reading Reconsidered*. San Francisco, CA: Jossey-Bass, 2015.
[73] https://www.engageny.org/.
[74] This is the practice used at Uncommon Schools. It allows teachers to spend less time lesson planning and more time internalizing the lesson and adjusting it to meet the specific needs of students.
[75] https://www.arts.gov/sites/default/files/NEAArtsEducation-infographic-July2017-hires.pdf
[76] https://www.rand.org/pubs/rgs_dissertations/RGSD379.html.
[77] Brown, Carmen. "Language and Literacy Development in the Early Years." *Language and Literacy Development in the Early Years,* pp. 35-48 (2014).
[78] http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf.

journals that will allow them to track their independent reading and have a place for their independent writing. Students will present their writing through monthly publishing parties and share a favorite book they have read with their peers during monthly book talks.[79] Presenting their writing and reading will allow students to build community and become exposed to a wider variety of texts and genres. Students will build schema through developing a depth and breadth of content knowledge around the history, geography, culture, and economy of local, regional, national, and world communities.[80] Creating our own units of study aligned to the New York State K-8 Social Studies Framework. Our curriculum will integrate social studies with our literacy program using grade level non-fiction texts and writing prompts that will require students to make claims and support those claims with strong, evidence-based reasoning. These units of study will incorporate project-based learning and research, such that once per unit students will create a project individually or as a group that will provide a strong demonstration of acquired knowledge through classwork and research. Students will also develop strong oral language skills. Research shows that "for students to become competent and agile English-language users, they need ample opportunities to try out newly taught language – to process new learning in discussions, talk through ideas with peers, clarify concepts in groups, or plan their writing with a partner."[81] In recognition of this, we will frequently use shoulder partner discussions as part of our daily instructional practices in all classrooms; we will provide Lower Academy (K-2) students with a 20-minute block of daily oral language development and extending this to a 30-minute daily block in the Upper Academy (3-5) as stamina and skills become enhanced. Including oral language programming in our school will be particularly important because over 50% of our student population will likely be identified as having a language other than English spoken at home. The increased and frequent opportunities for intensive, immersive language engagement will support strong progress towards mastery of the English language. In addition to the daily oral language development, we will foster speaking and listening skills further through incorporating a Habits of Discussion scope and sequence across grades and content areas. Lower Academy students will be taught strong habits of discussion and will be given sentence starters and hand movements connected to each habit. As students progress into the Upper Academy, they will be able to engage in more Socratic-style discussions in class using the habits of discussion effectively, strategically, and with minimal prompting from adults. **Literacy in the Lower Academy (K-2)** Literacy will be driven by our two-teacher model in all K-2 classrooms. This model allows for flexibility in student grouping and ensures that every child is receiving the necessary supports they need to develop their reading skills rapidly. There will be an average student to teacher ratio of 9 to 1 during all literacy instruction.[82] Literacy will be focused on developing comprehensive literacy skills, with daily instruction dedicated to phonics, vocabulary, fluency, comprehension, writing, and oral language. This comprehensive approach to literacy development will build a strong foundation for academic reading through middle school, high school, and college. **Literacy in the Upper Academy (3-5)** In our Upper Academy (3-5), students will make the transition from "learning to read" to "reading to learn." In alignment with the New York Next Generation Learning Standards, literacy blocks will include more informational texts, with opportunities to read books of choice for pleasure, and writing tasks will become more sophisticated and complex.

[79] Publishing parties will take place during Writer's Workshop at the end of a unit of study and book talks will happen the last Friday of every month during Closing Circle.
[80] Moss, Barbara. "Making a Case and a Place for Effective Content Area Literacy Instruction in the Elementary Grades." *The Reading Teacher*, vol. 59, no. 1, 2005, pp. 46–55.
[81] Helman, Lori. *Literacy Development with English Learners: Research-Based Instruction in Grades K-6*. NY: Guilford Press, 2016.
[82] Leadership Prep Canarsie and BES school Purpose Prep, with proven academic achievement, implement 3-group rotation through guided reading, phonics instruction, skills reinforcement.

Students will increase the amount of time they spend in daily independent reading and will begin tracking the number of books and words they read, which will allow them to develop a reader identity and take ownership over building their identities as readers. **Mathematics**. Students will receive a comprehensive mathematics program that employs a dual approach of building both computational skills and deep conceptual knowledge of content. Aligned with the New York Next Generation Mathematics Learning Standards, students will develop fluency with numbers and computation that will allow them to defend, justify, and evaluate solutions to problems. Students will become effective at and comfortable with giving and receiving precise feedback on math work by developing analysis skills, staking claims, and supporting claims with logical reasoning. We will cultivate our students to be mathematicians who think flexibly through creating a culture of error where students are comfortable making and learning from mistakes, brainstorming multiple ways to solve problems, and evaluating strategies to determine which strategy might be most effective or efficient.[83] **Science.** Science will be an opportunity for students to engage in inquiry-based learning and to conduct challenging science investigations. The science curriculum at Brooklyn RISE will be aligned to the Next Generation Science Standards[84] using curricular resources of content-rich non-fiction readings in the sciences and the Full Option Science System (FOSS) curriculum and tool kits. Our science program will focus on deepening scholar understandings and engagement with the world around them. The FOSS science investigations will also provide multiple opportunities for our students to engage in cooperative and collaborative learning, which will help them to develop many of the "soft skills" that we know our students will need for lifelong academic and professional success. Our rigorous approach to science will provide additional opportunities for students to develop strong growth mindsets as they grapple with challenging questions and are pushed to strengthen their scientific reasoning.[85]

Meeting Benchmark 1. The practice in aligning all curriculum to the NYNGLS positions us to surpass Benchmark 1 on the New York State Education Department's Charter School Performance Framework. Our standards will be aligned vertically K-5 to ensures students are academically prepared for New York's most competitive middle and high schools. Additionally, our standards will be aligned horizontally across the grade level so that students are able to apply academic best practices across all content areas.

Supplemental Curriculum. We will combine social/emotional development within our physical education program. During Character and Fitness twice per week for two 50-minute sessions, students will develop appropriate motor skills, learn lessons in teamwork, practice yoga and mindfulness techniques, and reinforce learning of our character values and academic mindsets. Learning key social skills while being physically active will benefit mind and body. There is a growing body of research supporting the importance of physical activity for students in their ability to focus and learn and our students will experience the numerous benefits of physical education combined with intentional character development. Research recommends that "physical education should be designated as a core subject because it has commensurate values that are foundational for learning and therefore essential. Physically active students are likely to be healthy and mentally sharp – attributes critical to being 'present' during the school day."

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[83] Building a culture of error is best practice of high-achieving schools, i.e. BES school Equitas Academy in Los Angeles and Uncommon Schools.
[84] http://www.nextgenscience.org/.
[85] See, for example, Institute of Medicine of the National Academies, "Educating the Student Body," May 2013. (http://www.iom.edu/~/media/Files/Reportpercent20Files/2013/Educating-the-Student-Body/EducatingTheStudentBody_rb.pdf).

C. Instruction

Instructional Strategies and Meeting All Students' Needs. We believe that high-quality instruction delivered by transformational teachers is critical to students' academic success. To ensure all students have access to excellent instruction, we implement schoolwide instructional strategies that allow us to maintain a high bar for instructional practice and meet the needs of all students. These strategies are largely drawn from the instructional work of the network of Uncommon Schools (*Teach Like a Champion*[86], *Great Habits, Great Readers*[87], and *Reading Reconsidered*[88]). We also draw heavily from instructional practices observed at other high-performing urban charter schools who serve a similar demographic to that of Sunset Park, including students receiving special education services, ELLs, and those at risk of academic failure. These schools include Leadership Prep Canarsie, Neighborhood Charter School of Harlem, along with BES schools Classical Schools, Purpose Preparatory Academy, Nashville Classical, and Great Lakes Academy.[89] **Instructional Taxonomies.** The curriculum is the foundation of the what we teach, and teacher taxonomies are the foundation of how we teach. It is impossible to deliver rigorous content to students in such a way that they can receive it and internalize it without having teachers who are proficient in key instructional taxonomies. Our professional development is grounded in the taxonomies outlined in Lemov's *Teach Like a Champion.*[90] At Brooklyn RISE, we will focus on specific techniques that we believe are critically important for teachers to master to provide every student with the excellent instruction they deserve. **Two-Teacher Model.** We will implement a two -teacher model in K-2 classrooms to ensure all students have a strong foundation of literacy skills and are reading at or above grade level by third grade. This model allows for more small group instruction and targeted differentiation. We know that our high-risk student populations including our students with IEPs and students designated as ELLs benefit immensely from small group instruction.[91] Small groups increase the amount of practice each student receives and the one-to-one interaction they have with teachers.

Instructional Responsibilities in Lower Academy	
Teacher 1	Read Aloud, Reading Comp/Guided Reading, Oral Language, Writing, Support Math
Teacher 2	Phonics, Oral Language, Science/Social Studies, Lead Teach Math, Support Read Aloud

Literacy Rotations with Blended Learning. Literacy rotations with blended learning opportunities will be part of daily literacy instruction. Students will work at three literacy stations, 30 minutes per station, to include guided reading, group phonics, and independent time through blended learning. For the Lower Academy (K-2), we plan to purchase the Lexia Core 5 program, a computer-adaptive program that supports literacy development based on individual students' demonstrated skill gaps and proven effective specifically with ELL students.[92] In the Upper Academy (3-5), the independent station will focus on independent reading, using the Accelerated Reader program to track books and words read to create a strong reading culture and build a love of reading and a competency in reading at or above grade level. Students in the Upper

[86] Lemov, Doug. "*Teach Like a Champion 2.0.*" San Francisco, CA: Jossey-Bass, 2015.
[87] Bambrick-Santoyo, Paul, et al. *Great Habits, Great Reader*, San Francisco, CA: Jossey-Bass. 2013
[88] Lemov, Doug, et al. *Reading Reconsidered*. San Francisco, CA: Jossey-Bass, 2015.
[89] As part of the BES Fellowship, Lead Founder Cary Finnegan observed and analyzed the practices of these schools during multiple school visits and direct meetings with all school leaders.
[90] Lemov, Doug. "*Teach Like a Champion 2.0.*" San Francisco, CA: Jossey-Bass, 2015.
[91] High-achieving schools with high populations of ELLs such as Vista College Prep in Phoenix, AZ and Match Community Day in Boston, MA have had success using the two-teacher model to increase the dosage of daily small-group instruction.
[92] Kazakoff, E.R., et.al. (2017) *"Efficacy of a Blended Learning Approach to Elementary School Reading Instruction for Students who are English Learning*." Education Tech Research Development, https://doi.org/10.1007/s11423-017-9565-7. Find where we have taken the cost of Lexia into consideration in our budget found in **Attachment 9** on the technology line (I).

Academy will engage in more blended learning in writing using Google Classroom to type all writing assignments and edit and revise their work with peer and teacher feedback and support.[93] **Habits of Discussion.** As a school that emphasizes the development of literacy and oral language skills, we believe in explicitly teaching students how to engage in purposeful and thoughtful discourse. Our expectations around Habits of Discussion will be taught during the daily Oral Language blocks twice daily with Morning Meeting and Closing Circle for a total of 30 minutes daily and reinforced across all content areas and grade levels. As scholars progress, sentence stems used for discussions will grow more sophisticated to reflect their language development. Habits of Discussion are critical for building literacy skills and provide significant support for mathematicians as they are expected to construct arguments to defend their thinking and critique the reasoning of others. **Cooperative Learning.** The benefits of cooperative learning are numerous for all students but especially English Language Learners[94], which, based on the elementary schools currently in our targeted area of Sunset Park, will constitute at least half of our student population. To ensure that our students are getting ample opportunities to engage in cooperative learning throughout the day we will place student desks in cooperative groupings, provide extensive professional development to teachers around cooperative learning strategies such as the Kagan Cooperative Learning Strategies[95], and use the work that we do during Oral Language to support students engaging in small-group discussions throughout the day. Taught using inquiry-based instruction, science and social studies will also be times during the day that students will have the chance to engage in cooperative learning with their peers. **Active Circulation with Feedback.** We believe that data must drive all decisions and therefore our teachers are taught, supported, and expected to collect in-the-moment data and provide students with immediate, targeted feedback. All teachers will be taught to impactfully engage in active circulation during independent practice. Consistent feedback will be given during this time, aligned with schoolwide feedback annotation practices. Across each grade level and content area, teachers will use consistent feedback annotation codes. These codes will allow schools to self-monitor their work, correct mistakes in the moment, and develop stronger self-reliance. Active circulation allows teachers to collect data on mastery and observe common misconceptions that need to be cleared up with individual students or clarified across the class. **Classroom Environment.** We believe that every child deserves to learn in a classroom environment that is supportive, organized, bright, and conducive to all aspects of their learning. The "Cultures of Thinking: The 8 Forces We Must Master to Truly Transform our Schools" outlines how the classroom environment is a "force" critical to creating a high rigor learning space for students; classroom space should belong to students, thinking should be made visible, and tables must be arranged in a way that encourages discussion. Each of our classrooms will have clearly designated areas for each subject, complete with exemplar student work, co-created anchor charts with visible thinking, and key ideas or concepts posted clearly and accessibly to students. Students will experience a sense of ownership and responsibility for the physical space and develop self-reliance by being able to efficiently navigate the room to find resources that will help them successfully navigate academic challenges. Our character value of Voice and focus on oral language development will be supported by desk arrangements that allow for pairings and

[93] Technology integration has been budgeted for and can be found in **Attachment 9** on the technology line (I).
[94] file:///C:/Users/CRothschild/Downloads/research_Briefs_WIDA_Rsrch_Brief_CollaborativelearningforELLs%20(1).pdf.
[95] Clowes, G. *"The Essential 5: A Starting Point for Kagan Cooperative Learning*. "Clemente, CA: *Kagan Online Magazine*, Spring 2011.Proposed Head of School has been trained in the Kagan Cooperative Learning Strategies and will turnkey the skills and strategies to teachers during Staff Summer Orientation and during PDs and coaching sessions throughout the year.

cooperative groupings across classrooms such that students have multiple opportunities throughout the day to share their thinking with peers.

Unique Pedagogical Approaches Aligned to Our Mission. The unique pedagogical approaches that we plan to implement are founded upon our commitment to serve all students, with a focus on the student populations in our targeted community. We expect a majority of students to be designated as ELL and, with this in mind, we have adopted pedagogical approaches that are most supportive to ELL students. This includes a co-teaching model, that allows us to have a smaller student to teacher ratio. We also emphasize small group instruction across content areas because we know that ELL students benefit from small group learning experiences. We are adopting a blended learning literacy program during our small group literacy rotations and have chosen to use Lexia Core 5 because of its proven effectiveness with student language development. We focus on creating cooperative learning environments for our students so that they have ample opportunities throughout the day to collaborate and work together because this ensures that students are engaging in discourse that supports language acquisition.

Defining, Supporting, and Ensuring Rigorous and Engaging Instruction. We ensure rigorous, engaging instructional program in multiple ways. We frequently collect data on student learning through multiple forms of formative and summative assessments aligned to the rigor of NYNGLS, allowing us to assess the efficacy of our instructional strategies. During six Data Days, teachers study achievement data and design plans to improve instruction to meet all students' needs, considering how to improve instruction to boost rigor and engagement. We dedicate 30 full days and 38 half days to developing staff effectiveness. We design all PD based on achievement data and how to best develop teacher capacity to deliver rigorous, engaging instruction. The DSS and SST will constantly monitor achievement outcomes for students with disabilities and ELLs to ensure they are succeeding against the same rigorous standards as their general education peers. This monitoring will include reviewing curricular materials to ensure they include scaffolds and modifications needed to boost engagement of students with specific needs.

D. Special Student Populations and Related Services

Identifying and Serving Special Populations with Rationale and Research. Brooklyn RISE will support and meet the needs of all students by providing a high-quality, college preparatory K-5 education to all students who enroll. Every student will receive robust support within the school community to thrive and meet high academic performance expectations. We recognize that students will bring with them unique strengths as well as various challenges, but the challenges our students face will not change our level of expectation for their academic success. We will meet our students where they are and equip them with knowledge and skills necessary to get them where they need to be. We will incorporate a variety of interventions and deliver effective supports. To achieve our school mission for all students, we will adapt our educational programming to meet the needs of our diverse student population. In addition to our general education staff, our school will employ dedicated ELL and Special Education staff equipped with the skills, training, and curricular resources to support the academic and behavioral needs of our struggling students. Our programming, outlined in detail below, is inclusive of strategies, tools, staffing, and a comprehensive, research-aligned approach that are proven to support each specific group of students towards long-term academic, professional, and personal success.

Response to Intervention (RtI). We believe in proactive supports for all students based on the most recent behavioral and academic data that we have collected and analyzed. We define a struggling student as any child who is at promotional risk and may be retained in their current grade level at the end of the year, for either academic or behavioral reasons. Daily data collection is embedded into the fiber of our school and it is through our data collection, analysis, and action planning that we will be positioned to immediately address any academic or behavioral concerns. Data points collected may include assessment performance (formative and summative), behavior infractions, attendance, and current class performance as well as grade level and schoolwide performance trends. An academically struggling student will be defined as a student who is below the identified STEP level benchmarks (K-3) at any point during the year, or who consistently receives below a 70% on unit and/or interim assessments in core content areas. With regards to attendance, a student with three or more unexcused absences by the end of the first trimester will be considered struggling. A student who struggles to adhere to behavioral expectations will be defined as a student who ends the day more than five times in a month within the lowest tier of our behavior management system, or who has more than three class send-outs within a month. After each round of STEP assessments and interim assessments, teachers will have a day of professional development dedicated to data analysis and action-planning (Data Days) that will occur six times per year following assessment cycles. As part of the analysis, teachers will identify which students are not meeting benchmarks and goals. Through a close analysis of assessment data, teachers will be able to determine what specific skills or standards with which each student is struggling. Staff analysis will be used to create a Responsive to Intervention (RtI) plan that will detail the support the student will receive to close identified gaps, which will often include additional small group and 1:1 interventions. Additional interventions will take place throughout the day during breakfast, snack, lunch, planning, and choice time. We will structure our literacy rotations in the Lower Academy (K-2) at the same time across grade levels, which will allow for flexible grouping across grade levels to ensure all students receive the supports and targeted instruction they need. We believe that Tier 1 supports provided to all students will prove successful for the majority of our students (80-95%). These supports include our focus on small-group and data-driven instruction for all students. We recognize that some scholars will require more intensive, targeted supports. We will implement, with fidelity, the RtI model across the school, such that each grade level will develop benchmarks and criteria to consider throughout the year to guide their intervention practices. Students who do not respond to Tier 1 supports will be identified, and the grade level and Leadership Team will collaborate to create a new intervention plan that will support the student. We can anticipate that 10-15% of our students will require Tier 2 supports. Depending on the challenges the student faces, the interventions may include a daily behavior tracker, a designated mentor to check in and check out with the student each day, a family conference, an incentive system, and/or additional 1:1 academic supports. The impact of these interventions will be tracked over a six-week period by the classroom teacher. At the end of the six-week cycle, the RtI team will meet again to assess progress and create an action plan for next steps. When students are not responding to Tier 2 intervention (not meeting benchmarks or showing adequate levels of growth), the scholar will progress to a Tier 3 support system. When a child is afforded Tier 3 levels of supports, interventions will be increasingly tailored to the individual student and his/her demonstrated challenge(s). For instance, if a student is consistently struggling to meet behavioral expectations

and is consistently exceeding more than three send-outs in a month, the student and his/her family will be called for a conference with a member of the leadership team and classroom teacher to discuss specific strategies that can be put in place at home and in school to support the student in staying in class. These strategies might involve an incentive system, daily school-home check-ins, an emotional self-regulation chart kept at the student's desk, and/or a system that will allow the student to take "mini-breaks" with a trusted staff member to proactively prevent class send-outs. These intervention plans will be implemented and tracked for a six-week period. At the end of that time, if the student has not demonstrated adequate growth, we will immediately communicate with the family that there is a potential presence of a disability. Our Student Supports Team will convene with the family to decide whether to test the student. If all agree, and with family approval, s/he will be referred for Special Education testing to determine eligibility for the provision of services. On a once per month basis, each teacher's weekly coaching meeting will involve analysis of student academic performance data. This data meeting will include a target conversation and reflection on instructional strategies that are working, and changes that must be made to further support the academic progress of all students.

Students with Disabilities. We believe that all students deserve to be firmly placed on the path to college. To deliver on this mission we will meet the needs of all students, including our students with disabilities; we will provide them with the accommodations and modifications that will enable them to achieve high levels of academic mastery. Based on the student demographic data of Community School District (CSD) 15, we anticipate that approximately 20% of our student population will qualify for Special Education services.[96] We will provide a Free and Appropriate Public Education (FAPE) and will comply with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA, and Section 504 of the Rehabilitation Act of 1974. We will education students with disabilities in the least restrictive environment (LRE) and with their peers who are not disabled to the appropriate extent, and what is specifically allowed by individual Individualized Education Plans (IEPs). We will not discriminate in our admission and enrollment processes against students who have or who are suspected to have disabilities. **Identification.** We will use the RtI model for all students enrolled in our school. This will allow us to closely monitor and identify students struggling with our general education instruction and provide students with additional Tier 2 supports and interventions where needed. Students will be monitored closely for their response to the targeted supports and will be elevated to Tier 3 when students do not demonstrate significant improvement. As described in our RtI plan, if a student does not improve within the six-week monitoring cycle, s/he will be referred to our Special Education program. Once students are referred for Special Education services, there will be comprehensive data collection, including parent surveys, teacher data collection forms, and an in-depth analysis of student work across subject areas. If there is significant evidence of a disability, our Student Supports Coordinator will begin the formal diagnostic process, working closely with the Committee on Special Education to ensure all processes and systems are followed with fidelity. The diagnostic process will indicate whether the student will qualify for the development of a 504 plan or an Individualized Education Plan (IEP).

[96] https://data.nysed.gov/enrollment.php?year=2017&instid=800000045191.

English Language Learners. Our mission is based on providing a college preparatory K-5 curriculum to all students, and to do that we will provide robust supports for our students designated as English Language Learners (ELL). The demographic data of Sunset Park, Brooklyn indicates that anywhere from 40 to 60% of students will have an ELL designation.[97] We will hold all ELL students to the same academic and behavioral expectations as all other students, and we will provide targeted supports and interventions that will allow them to access and master rigorous instructional content. We will comply with all laws associated with the education of minority scholars, including those stated in Title IV of the Civil Rights Act of 1964 and the Education Opportunities Act of 1974. We will adhere to the State of New York Education Law 3204, Section 3, which outlines the rights and minimum standards for the education of students with a non-English language background. **Identification.** Our practices for Identification and Services are directly informed by the guidelines outlined in the New York State Requirements for Bilingual Education and English as a New Language Programs Fact Sheet.[98] Identification. The identification of our ELL population begins with the collection of the Home Language Survey, a document that is a mandatory component of our enrollment process. If a family indicates a home language other than English, there will be an interview conducted by our Manager of Student Supports in Year 1 and Director of Student Supports thereafter (with the possible assistance of a translator), and the student will be administered the New York State Identification Test for English Language Learners (NYSITELL). If the student scores below a designated score, s/he will be determined eligible for ELL services. This designation is highly separate from a Special Education designation, acknowledging that we are acutely aware that the need to learn a new language is not to be considered a disability. If a student demonstrates difficulties beyond that of language acquisition and mastery, separate tiers of intervention and testing will take place to determine eligibility for Special Education services. We will hold ourselves accountable to implementing these best practices in our lessons by including the SIOP strategies that will be used into submitted lesson plans. Many of the instructional models utilized by our teachers for all students are in direct response to the best practices of serving ELL students. Other strategies will be used to specifically support ELL students. These practices include: Discussion protocols (Turn & Talk, Rally Coach, Timed-Pair-Share, Rally Robin, etc.[99]), Habits of Discussion (Consistent language with non-verbal hand signals), Anchor charts with picture/icon supports, Sentence stems and starters posted, Use of content specific word walls, Pre-teaching of vocabulary using the 7 steps to effective vocabulary instruction[100], Consistent class structure and set-up with labels in English, Spanish, and Mandarin, Effective teachers who closely monitor work and provide specific and targeted feedback, Culture of repetition in classrooms, Extended blocks of literacy and numeracy, Phonics, decoding, fluency, and blended learning rotations during literacy blocks. Family partnerships are also core to our mission, vision, and values and we will use strong communication structures that involve translations and interpretation services whenever necessary. Our plan for family engagement programs will be aligned with school priorities and family interests/needs (ESL literacy, cultural celebrations, parents reading to students in native languages, family academic nights). There will be strong collaborations with community-based organizations that will allow opportunities for extended learning and supports for the whole child

[97] Currently, 60% of students in the Sunset Park schools within our targeted area are designated as ELL.
[98] http://www.nysut.org/~/media/files/nysut/resources/2015/april/factsheet1507_nys_bilingualeducationenglishnewlanguage.pdf?la.
[99] Many of our discussion protocols will come directly from Kagan Cooperative Learning Strategies.
[100] https://www.uml.edu/docs/Alonzo%20Handout%202Calderon-Pre-teaching-vocab-in-7-steps-14t2dhz-1_tcm18-228416.pdf.

and family. With these recommendations and commitments, we will provide a two-pronged approach to ELL supports consisting of Structured English Instruction (SEI) as well as designated ELL supports.[101] Our ELL teacher will push into core content areas to provide small group instruction and will ensure all teachers are incorporating ELL supports into daily lesson plans and implementing them with fidelity across classrooms. As our school population continues to grow, so too will our ELL support staff, with each of our two academies (Lower: K-2; Upper: 3-5) having a dedicated ELL teacher for those specific grade levels. The development of our ELL staff through our full growth is outlined below. Since most of our students will begin with us during their earliest years of schooling, we believe that the best way for them to grow in their English language acquisition is through the SEI model within the general education classroom setting. To support this, our Leadership Team will be trained in the Sheltered Instruction Observation Protocol (SIOP) and teachers will learn how to ensure that their lessons align with the best practices of SIOP.[102] SIOP includes eight major components and 30 features that should guide lesson plan development and instructional delivery that is most supportive to ELL students. The eight components are: preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, review and assessment. Our emphasis on small-group, data-driven instruction and intervention will also provide our ELL students with the additional, strategic supports that will enable them to realize their full academic potential. Additionally, our Oral Language program during Morning Meeting and Closing Circle will support our ELL students in getting ample opportunities for speaking and listening, which will in turn improve their language acquisition and mastery. Assessing and Monitoring Progress. The MSS/DSS, ELL teachers, and General Education teachers will work collaboratively to monitor the progress of our ELL students. In addition to receiving regular report cards, students with ELL designation will receive weekly academic progress reports and will have weekly check-in meetings. The purpose of this check-in will be to discuss strengths and challenges, illustrate growth, and action plan for the upcoming week. General Education and ELL teachers will also meet weekly to track academic progress data of all ELL students. Assessment data will be disaggregated by subgroup, ensuring that our ELL students are progressing at the same rate as their non-ELL peers. General Education and ELL teachers will use this weekly meeting time to check in about various instructional strategies and discuss any interventions that need to be put into place to further support our ELL students. Our teachers will be expected to maintain a proactive approach to supporting all students and will keep a constant pulse on their ability to meet the needs of our ELL students, making course corrections as necessary. As specific gaps or challenges arise, the Student Supports Coordinator and ELL teachers will provide professional development and training to our staff. This responsive approach will ensure that teachers are being held to a high expectation of instruction that meets the needs of our ELL students while being given the training and support to implement strategies and interventions effectively. Annually, our students with ELL designation will take the New York State English as a Second Language Achievement Test (NYSESLAT). This assessment measures English proficiency and designates students as one of three levels: Beginning, Intermediate, or Advanced. Once a student scores high enough on the NYSELAT, he or she is exited from the ELL program. At the end of each school year, the ELL program team will action-plan for the upcoming year. Action-planning will

[101] http://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf.
[102] https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1026&context=esed5234-master.

be based on the analysis of academic achievement data, disaggregated by subgroup, as well as observational evidence from teachers and student work portfolios. The team will use a self-assessment tool to reflect on what went well and how the program can improve in the following year(s). Additionally, as part of our teacher evaluations, teachers will be assessed on the academic growth of all their students, including those designated as ELL. The Leadership Team, led by the Manager of Student Supports in Year 1 and the Director of Student Supports in subsequent years, will use this data to inform the training and professional development plan for the upcoming school year. Communicating with Families. Partnerships with families is a core value and we prioritize strong family engagement and communication. This includes engaging with families for whom English is not their first language. To create an inclusive and welcoming environment beginning with our initial community outreach and enrollment processes, and continuing throughout the school year, members of the Brooklyn RISE team have engaged in conversations with a variety of Community Based Organizations (CBOs) that are working closely with immigrant families in the Sunset Park community. We are inspired by the richness of our school community due to the diverse backgrounds and experiences of immigrant families who have learned to call Sunset Park home. All school communications to and materials for families will be provided in their home languages, and all parent meetings will ensure all necessary translation services. We will also tailor our teacher recruiting efforts and give preference in the hiring of any qualified, dual-certified (TESOL) general or special education teachers. After school and Extracurriculars. We will ensure that our ELL students will have access to all after school and extracurricular programs to the same degree as all other students. We will also ensure that ELLS have access to after school programming and extracurriculars that support their language development needs. We have already discussed partnership opportunities with the Learning through the Extended Arts Program (LEAP), which is an organization that provides after school and extracurricular opportunities for students, and they also create programs specially designed for ELL students.[103] We will continue to explore opportunities for our students and families to ensure all students, especially our ELL students, have access to high-quality after school and extracurricular programming. Gifted and Advanced Students. Our educational philosophy revolves around the importance of data-driven, small group instruction because we know that our students will come to us at a variety of levels and will make academic progress at different rates. Through the assessment data we collect (STEP, NWEA MAP, interim assessments, etc.), we will identify students who are ready for more challenging work in different subject areas. Students who demonstrate that they are ready for more advanced, challenging work will receive accelerated work during their independent work literacy rotation. Students who are in the 90th percentile or higher on nationally normed assessments or reading more than one grade level above the grade level in which they are learning as demonstrated by the STEP assessment will be identified as needing additional challenge. Students will be given more challenging texts to read during reading blocks based on their reading levels, and they will have the opportunity to participate in literature circles with their peers at the same advanced levels. Teachers at each grade level will be responsible for collaborating around ways to enrich and challenge students who are ready for more advanced work. We are committed to finding enrichment opportunities within and outside of our school for our advanced students.

[103] See a Letter of Support from LEAP in **Attachment 2c.**

Staffing. Special Education. Our Special Education program will be led by our Manager of Student Supports (MSS) in Year 1 and the Director of Student Supports (DSS) thereafter. The MSS/DSS will be a fully licensed special education teacher, and, Year 1, will be responsible for all associated administrative duties (0.5) and direct administration of services (0.5). Beginning in Year 2 and beyond, the MSS/DSS will focused solely on the administrative and oversight responsibilities of our Special Education and ELL services. The MSS will be the main point of contact for both CSEs at each home district, as well as for families of students with IEPs and 504 plans. The MSS/DSS will be responsible for monitoring the academic and behavioral progress of all students within the Special Education program. If a student needs a service not offered by Brooklyn RISE, the MSS/DSS will coordinate with the NYC CSE or a third-party provider to arrange for these services to be provided. Brooklyn RISE will employ one full-time licensed Special Education teacher in Year 1. This teacher, along with the Manager of Student Supports, will be responsible for providing the in-class supports. In Year 1, our Special Education teacher will split time among all classrooms to provide support during whole group instruction and small group as well as 1:1 intervention during independent practice. The full-time Special Education teacher will also provide pull-out intervention services throughout the week for students in need of more intensive, targeted supports. As Brooklyn RISE continues to grow, so, too, will our Special Education department. Each of our two academies (Lower: K-2, Middle: 3-5) will have two dedicated Special Education teachers (Learning Specialists), who will be responsible for growing the student supports expertise, skills, and content knowledge of all staff at those grade levels. All Special Education teachers will be licensed in New York State. Our Special Education teachers will continue to provide services through a combination of push-in and pull-out services. **ELLs.** In Year 1, our ELL program will be overseen by our Manager of Student Supports (our student supports coordinator) and supported by a fulltime ELL teacher. In Year 2 and thereafter, we will employ a Director of Students Supports and a growing staff aligned to enrollment numbers and student needs. All ELL teachers will hold a valid and current TESOL (Teaching English to Speakers of Other Languages), with HQ status. The MSS will oversee the coordination of services and will complete all associated administrative tasks. With the certified ELL teacher, the MSS will train all teachers in best practices for students classified as ELL. The entire Student Supports Team (Head of School, MSS, SPED teacher and ELL teacher) will attend SIOP (Sheltered Instruction Observation Protocol) training[104], and then train our teachers on the best instructional strategies to use schoolwide.

Coordination with General Education. The school will feature several small group intervention rooms that be largely reserved for Special Education supports and skills practice. During planning periods, grade level meetings, and professional development sessions, Special Education teachers will communicate and collaborate with General Education teachers on student growth, identified goals, and the effective implementation of accommodations and modifications. We will provide professional development to all staff on the best practices for students with special needs. This professional development will be led by our Manager of Student Supports in Year 1 and the Director of Student Supports thereafter and will take place in the summer and throughout the year. These will be opportunities for teachers to better understand the accommodations and modifications that appear in 504s and IEPs, and how they will be expected to implement to fidelity in their classrooms. The training will also address how a student's

[104] http://www.pearsonschool.com/index.cfm?locator=PS2rWo.

Behavior Intervention Plan (BIP) will be implemented alongside our schoolwide behavior management system to provide additional behavioral supports for our students who need it. Teachers will be required to read through the plan for any student in their classes and sign a document stating they are aware of the services that must be provided in their classrooms. The MSS/DSS and Special Education teachers will rotate attendance at grade level meetings to monitor the progress of all students within the Special Education program. They will ensure that students are making progress towards the goals outline in their IEPs. Assessment data will always be disaggregated by subgroup, so that we can ensure all students in our Special Education program are progressing at the same rate as their peers. General Education and Special Education teachers also use this weekly meeting as an opportunity to check in about instructional strategies, best practices, and discuss any interventions that need to be put in place to support our students with Special Needs. At the end of each school year, the Student Supports Team (SST), which will be comprised of all Special Education teachers and the Manager of Student Supports/Director of Student Supports and Student Support Coordinators depending on the year, will have an action planning session for the upcoming year. This session will be driven by the analysis of academic achievement data (disaggregated by subgroup), Special Education testing data, and anecdotal evidence from teachers. The team will use a self-assessment tool to reflect on what went well and how the program can improve and better support students and families the following year(s). In addition, as part of our teacher evaluations, teachers will be evaluated by the academic growth of all their students, including those designated as eligible for special education services. The Leadership Team, led by the Manager of Student Supports in Year 1 and the Director of Student Supports thereafter, will use this data analysis to inform the training and necessary professional development for the upcoming school year.

Annual Reviews and Reevaluations. Our Manager of Student Supports in Year 1 and Director of Student Supports thereafter will be responsible for communicating with the CSE of each student with regards to scheduling of Annual Reviews. It will be the responsibility of the MSS/DSS to notify the family of the meeting, conduct any necessary testing, and collect all relevant data from teachers. The MSS/DSS will provide families with frequent updates on how students are progressing towards their IEP goals and will also provide families with yearly training and support around the Special Education process and program, with emphasis on their rights as families. As a tuition-free, public school, students with severe special needs may choose to attend our school. If a student requires more intensive supports than offered at our school, Brooklyn RISE will work closely with the NYC CSE, as well as local agencies and community partners to contract out for all services our students may need.

Ancillary and Support Services. In addition to our full time staffing to support our students with IEPs as well as our on-going training and development of all full-time staff, we will provide high-quality contracted Special Education services for our students who require them. Examples of these contracted services include, but are not limited to, speech and language therapists, occupational therapists, physical therapists, counselors, psychologists, etc. We will consider bringing in consultants that specialize in providing professional development in special education services if we identify a need for additional support within our school community. We will always provide whatever services our students require as we are legally and morally bound to ensure that all students are given the supports they require to access their right to a high-quality

education. In addition to providing translation and interpretation services, we will implement best practices to ensure that our school is a welcoming and inclusive environment for all members of our school community, including families.

Evaluating Programmatic Effectiveness. Evaluating our Special Education Program. We will closely evaluate the efficacy of our Special Education program to ensure that we are adequately supporting our students with IEPs and 504 Plans. We will progress monitor by collecting academic data monthly that will be collected in a data dashboard and reported to the Academic Committee of our Board. Data in the dashboard will include disaggregated student achievement data based on at-risk student subgroups, including our students with IEPS. The Leadership Team of the school will closely monitor this data as will the Academic Committee of the Board. If the school starts to fall short of serving our students with IEPs to the same degree that we are serving our other students, we will immediately evaluate our strategies, curricula, professional development plan, staffing, contracted services providers, etc., to ensure that all inputs into our program are having a sufficiently positive impact on the efficacy of the Special Education program we are offering our students with IEPs and 504 Plans. If any element is revealed as being ineffective or detractive to our work with Special Education students, we will immediately "course correct" and adjust ensure our program is operating at a high degree of effectiveness for our students with IEPs. **Evaluating our ELL Program.** We will measure the effectiveness of our English language supports by analyzing performance on all assessments, in-class writing assignments, STEP reading growth, and performance on the NYSESLAT assessment. Our ESL-certified teachers and SST will use ELL achievement data to ensure that ELLs are making adequate academic progress in alignment with the federally mandated timeline, and will use classroom observations, internal assessment data, and state assessment data to tailor PD for teachers to improve ELL supports. The Leadership Team of the school will also closely monitor this data as will the Academic Committee of the Board. If the school starts to fall short of serving our ELL students to the same degree that we are serving our other students, we will immediately evaluate our strategies, curricula, professional development plan, staffing, contracted services providers, etc., to ensure that all inputs into our program are having a sufficiently positive impact on the efficacy of our ELL program we are offering our students. If any element is revealed as being ineffective or detractive to our work with ELL students, we will immediately "course correct" and adjust ensure our program is operating at a high degree of effectiveness for our students designated as ELLs.

Identifying and supporting Gifted and Talented students. New York State law defines gifted and talented students as those "who show evidence of high performance capability and exceptional potential in areas such as general intellectual ability, special academic aptitude, and outstanding ability in visual and performing arts."[105] We will consider gifted and talented students to be those that consistently perform in the top 10% of their class across multiple measures of learning, including Interim Assessments, STEP assessments, NWEA MAP, and state assessments starting in grade 3. We are not planning to implement a separate program for gifted and talented students, our general academic program is designed to meet the needs of all students, including those that would benefit from accelerated learning opportunities. Given the flexible nature of our program, we can provide gifted and talented students with additional challenging coursework during small

[105] "C&I." *Definition of Giftedness: Gifted and Talented,* New York State Education Department, June 2009, www.p12.nysed.gov/ciai/gt/definte.html.

group instruction, opportunities to engage with adaptive digital learning platforms (i.e. ST Math and Lexia Core 5), and increasingly more complex texts to continue to push their literacy development. Our inquiry-based instruction will focus on conceptual understanding and higher-order thinking skills that will benefit our gifted and talented students. We will regularly assess the efficacy of our supports for gifted and talented students through the regular collection and analysis of student achievement data and adjust as needed. Teachers will provide families with strategies that can be used at home to continue to challenge gifted and talented.

E. Assessment System

Use, Selection, and Frequency of Assessments. Our data-driven approach is essential to achieving our mission of providing every student with a challenging, college preparatory curriculum that will place them firmly on the path to college. **Formative Assessments** are given throughout the year to measure student progress and performance. Teachers use this data to adjust instruction, modify student groups, and modify rigor according to student needs. At the end of lessons, teachers will use **daily exit tickets** to gauge mastery of skills and content taught that day. Teachers will score and reflect on exit ticket data daily to determine whether skills need to be addressed with a whole group reteach, small group remediation, or one-on-one intervention. **Weekly classroom quizzes (2-5)** will be given to assess mastery of knowledge and skills taught throughout the week. Quiz data will demonstrate students ready for further enrichment and who require remediation and support. As students get older, they will track their own weekly quiz data to take ownership of their learning and progress towards mastery. **Unit Assessments** are cumulative and given at the end of a unit in all core content areas. Teachers will use this data to group students appropriately and ensure that instruction is being tailored to student need. **Interim Assessments (IAs)** are subject-specific cumulative assessments given every 6-8 weeks. Aligned to the NY State Next Generation Learning Standards, teachers will assess mastery of standards taught throughout the year. IAs are a strong predictor of how students will perform on state assessments. We have scheduled six Data Days into our annual schedule directly following IA administration so that our teachers have protected time to reflect on teaching practices and create action plans for the coming weeks based on data. **STEP Assessments** will be administered during home visits to collect baseline student data and then every six weeks of the school year to assess literacy growth in fluency, accuracy, phonemic awareness, and reading comprehension. Data from STEP assessments is integral to our guided reading planning as teachers will use information about students from the assessment to make student groupings and purposefully plan to address each individual student's literacy needs. **Summative Assessments** provide end-of-year data to evaluate student growth and proficiency, make decisions around promotion and retention, and whenever possible, compare student performance to local and national peers. The **NY State Assessment** data will be used to reflect on and analyze teacher effectiveness to improve instructional practice year to year. Our reflection will include unpacking skills and standards that our students did not master, to gain deeper understanding of misconceptions and how we can more effectively address them. We will identify our instructional strategies that led to the highest levels of student achievement and what practices should be replicated or improved. State assessment data also provides us with longitudinal data on how students perform over time. **Nationally-Normed Assessments** (NWEA MAP) will be administered three times per year. At the beginning of the year, the MAP

assessment will serve as a diagnostic tool, allowing us to obtain baseline data for each individual student and strategically target and pace instruction and academic supports in a way that is most reflective of student need. The MAP assessment is administered again mid-year and end-of-year.

Ensuring Assessment Validity. To ensure the validity of all assessments, we will use a standards alignment document so that our Interim Assessments closely align with the NYNGLS and New York State Assessments. The standards-alignment process will include a list of each grade level's learning standards and released state assessment questions aligned to those standards to ensure that we have in place the appropriate levels of rigor for each Interim Assessment. For grades K-2, this standards-alignment document will include items from assessments used at high-performing schools serving similar populations.

Administering Assessments and Collecting/Storing Data. We will implement an assessment system that uses formative and summative assessments, allowing us to proactively address need quickly and frequently, and thus drive student mastery and achievement. We will administer a variety of assessments throughout the year including state-mandated, nationally-normed, and internally-created assessments. For internally created assessments, we will use a backwards planning approach, starting by writing assessments and developing exemplary student responses so we have a clear picture of what students need to know and be able to do by the time the assessment is administered.[106] Assessments provide clear benchmarks of what excellence looks like and will guide lesson-planning and the evaluation of student work. Using exemplary responses, we will create criteria of success for each assessment, including the components of a successful response and allow teachers to fully understand what mastery looks like. All interim, end-of-course assessments, unit assessments, weekly quizzes, and exit tickets will be created by the Head of School in year 1, who will be supported by the Director(s) of Curriculum and Instruction, as hired. We will use a Student Information System (SIS) such as Dean's List or Kickboard to centrally store academic and behavioral data, allowing us to streamline communication with families.[107]

Assessment Calendar Year 1			
Cycle	**NWEA MAP**	**STEP**	**Interim Assessment**
1	9/5 – 9/6	9/30 – 10/11	10/9
2	1/16 – 1/17	11/26 – 12/13	12/4
3	6/11-6/12	1/27 – 2/14	2/5
4		3/16 – 4/3	3/25
5		5/26 – 6/12	6/3

Sharing and Using Data. Brooklyn RISE believes that student outcomes drive all decision-making. We will be transparent with all stakeholders about progress towards academic and organizational goals. We will use data to build a culture of growth, reflecting on strengths and areas for improvement across our program. The figure below outlines our stakeholder communication.

[106] Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. Association for Supervision and Curriculum Development, 2008.
[107] This is accounted for in our budget, see **Attachment 9** in the technology line.

Stakeholder Data Communication and Use	
Stakeholder	**Communication Plan**
Students and Families	We provide timely communication to all key stakeholders regarding relevant data. To cultivate a community of continuous professional growth, we ground ourselves in open and honest conversations around data and engage in meaningful reflection to drive towards positive outcomes for our students. Teachers and students know and internalize all our academic goals. Families will be consistently informed about how their child is performing academically through monthly phone calls, trimester family conferences, and additional one-on-one conversations with families as needed. Teachers will always highlight student strengths and areas of growth, and provide concrete strategies and resources that families can use at home to support their child's academic development. Families will receive written reports on their child's absolute and growth performance on all major assessments (STEP, NWEA MAP, and state assessments). If a teacher communicates to a family that a student is performing below benchmark, s/he will share ways in which our school is providing additional supports and targeted interventions and strategies that can be used at home to support student growth. **Goal Setting:** Teachers will use student achievement data at the end of each trimester during Student-Family Conferences to set goals for the upcoming trimester and determine 1-2 action steps aligned to goals. Teachers will use achievement and culture data each week to set goals for students for the upcoming week.
Teachers and Leadership Team	Teachers will be guided through data collection, analysis, and action-planning process through schoolwide data days, grade level and content specific collaborative planning sessions, and one-on-one coaching meetings. We support teachers in effectively analyzing data, reflecting on instructional effectiveness and creating and implementing action plans for targeted interventions and opportunities for spiraled instruction. Our school will have a "Data Den" that will reinforce that all staff members are responsible for the learning of all our students.[108] All classrooms will have data trackers so students can track individual progress as well as class-wide progress towards meeting goals.[109] **Goal Setting:** The Leadership Team will use student achievement data to set grade-wide and schoolwide performance goals aligned to student performance goals. For example, if 40% of kindergarten students were proficient on the first cycle of Interim Assessments, the Leadership Team would plan backwards from the year-end goal and set ambitious, yet achievable growth targets for the grade. Teachers will use formative assessments to ensure adequate progress on a daily and weekly progress towards those growth goals.
Board of Trustees	The Academic Committee will get monthly data dashboard from Head of School that shows progress towards all goals. Included is data collected through our Assessment System, including data from STEP, NWEA MAP, Interim, and NYS Assessments. The dashboards will be disaggregated by special student populations to enable the Board to conduct effective oversight over the academic achievement of all students. The Academic Committee will use dashboards to develop a progress report for the full Board's review and consideration in carrying out their responsibility of academic oversight. Should dashboards indicate inadequate progress towards goals, the Board will charge management with developing a time-bound action plan with measurable goals to improve levels of performance. The Board will expect the action plan to include a request to the Board for any additional resources needed to implement the action plan. In addition to monthly dashboards, the Board will also review year-end results, including results from the NYS Assessments, and use these results as part of the Head of School's annual evaluation. Trends of under-performance over multiple years may be grounds for terminating the Head of School.
Community and State	All data relevant to our goals will be posted on our website and printed in our annual report. We will also post academic performance on all state and nationally-normed assessments, including the NWEA MAP and the New York State exams.

[108] The dedicated data room is best practice used by BES schools Classical Schools in New York, NY and Purpose Prep in Nashville, TN. The visual representation of key data (ex. STEP reading levels, IA data) allows for targeted instructional conversations and reinforces schoolwide ownership of our data.

[109] Classroom trackers will protect the privacy of students when the data is more personal (e.g. STEP levels) and will include student names only when appropriate (e.g. Number of Books Read, Stages of the Writing Process, etc.).

F. Performance, Promotion and Graduation Standards

Promotion Policies. The Brooklyn RISE promotion policy is designed to ensure that all students have the strong academic foundation required for success in middle school, high school, and ultimately a four-year college. In support of this mission, we hold all students to high academic expectations and require students to demonstrate the necessary academic and character growth at each grade level that will firmly place them on the path to college. We believe that every student has limitless potential, and we believe that all our learners can achieve at high levels when they receive the proactive, targeted supports they need. We believe that our academic model of data-driven, small group, and individualized instruction offered throughout the year ensures that the vast majority of our students will meet our expectations and requirements for promotion to the next grade. However, we also recognize that students will come to us with varying levels of academic skills. In recognition of this reality, we reserve the right to retain a student when it would be clearly in the best interest of the student's long-term academic success. To achieve benchmarks in the Charter School Performance Framework, reach our goals, and fulfill our mission, we prioritize academic performance in all promotion decisions. However, we also consider attendance, social-emotional development, and overall participation in our academic program into consideration. All reasonable efforts will be made to avoid retention including, but not limited to, multiple conferences with the family, teachers, student, and school leadership. All final retention decisions will be made by the Head of School. The specific components that will be considered when making promotion and retention decisions are described in more detail below. Our promotion policy will be provided annually to families in the Student and Family Handbook and reviewed at annual information sessions. **Academics.** Brooklyn RISE is an academic institution, wholly focused on providing a college-preparatory education that will ensure long-term academic success for all our students. We will use end-of-year grades and demonstrated proficiency on end-of-unit assessments in determining promotion and retention. In grades K-3, STEP assessment performance will be a key metric for determining if a student has mastered the reading skills necessary to move on to the next grade. We will amend and inform promotion and retention criteria and decisions based on accommodations outlines in a student's Individualized Education Plan (IEP). **Attendance.** We know that more time in class means more learning, which means our students are staying on the path to college. If a student is absent, they are missing minutes of learning. At Brooklyn RISE, we hold an attendance expectation of 95% for the year. Given our extended school year, this means that a student cannot have more than 10 absences, excused or unexcused, during the year. While a student would never be retained on the sole basis of attendance, it will be a factor considered in decision-making, particularly when a student's learning has clearly been impacted by their attendance. Our commitment to proactive intervention extends to attendance, such that we will hold family conferences when a student has three or more absences within a trimester.[110] **Supporting Students.** We will be proactive when a student is at risk of retention and will provided targeted small-group and individualized supports. After each round of STEP and interim assessments, teachers and school leadership will use our Data Day to discuss students who have not met pre-determined benchmarks.[111] This

[110] Attendance meetings will be hosted by Head of School, Dean of Culture, Director of Student Supports, or Director of Operations. Teachers will also be included when deemed necessary.
[111] To see where our data days fall in our annual calendar refer to **Attachment 4c.**

information will be communicated clearly to families and an action plan will be designed and implemented to meet the specific needs of the student. **High School Diploma. Not applicable.**

G. School Culture and Climate

Vision For, Research On, and Roles Within School Culture. Brooklyn RISE builds the knowledge, habits, and mindsets for academic success, ensuring all K-5 students are on the path to college. To achieve this mission, we believe in creating a clearly structured, fiercely positive environment for our students. We believe in holding all students to high behavioral and academic expectations within a supportive, joyful, and values-based community. Building and sustain our school culture is a shared responsibility of all staff members, overseen by the Head of School in Year 1, and the Dean of School (with close supervision from the Head of School) in Year 2 and beyond. Specific school culture responsibilities managed by the Head of School and Dean of Culture include attendance, uniforms, and behavior. Inherent in each of these is a commitment to involving families regularly regarding successes and challenges that arise. Students will succeed in our academically rigorous school environment because they: (1) know the rules and expectations of our community[112]; (2) clearly receive feedback on their behavior[113]; (3) work with teachers who are consistently kind and supportive; (4) are building personal lives of excellence through the Brooklyn RISE character program; and (5) have fun doing it. To create a school community that is structured, safe, and joyful we believe that we must focus on building character, building community, and building family partnerships.

Core Values. The Brooklyn RISE school culture is founded upon our **RISE** core values of **Resilience**, **Integrity**, **Scholarship**, and **Enthusiasm**, which are the character traits that we explain, model, teach, reinforce, celebrate, and grow in our students to help them live lives of academic and personal excellence.[114] We use the RISE core values daily in our lessons and conversations with students and we root our behavioral and academic feedback to students in the RISE values. **Resilience.** We embrace challenges as opportunities for growth. We "brush it off" when we make mistakes and value errors as learning opportunities. We remain optimistic even as we struggle towards achieving our goals and know that we "grow our brains" best when we are challenged. **Integrity.** We believe in making good impressions on everyone in our shared community. We know that we should always do the right thing, even when no one is watching. We value treating ourselves and others with the highest level of respect at all times. **Scholarship.** We believe all students should strive to be life-long learners. We create a culture that celebrates and supports academic effort and achievement. We set ambitious academic goals and work hard to achieve them. **Enthusiasm**. We approach each day and task with excitement and curiosity. We celebrate our own successes and those of others, are invested in our learning, and inspired by the learning and achievements of others.

Creating and Sustaining School Culture. Multiple days within our annual staff summer professional development each year will be dedicated to building our school culture, and specifically through engaging teachers and all staff in practice of our school's language, systems, and routines. The first three days of every school year are dedicated to Student Orientation,

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[112] Ferguson, Ronald. *Teachers' Perceptions and Expectations and the Black-White Test Score Gap.* 2003, http://unamusementpark.com/wp-content/uploads/2015/02/teacher-perceptions.pdf.
[113] Studies of high-performing schools, including Purpose Prep in Nashville, Tennessee, Neighborhood Charter School in Harlem, NY, and Edward Brooke Charter School in Boston, MA all attribute high academic achievement to maintain a structured learning environment and high expectations for behavior.
[114] Farrington, Camille, et.al. *Teaching Adolescents to Become Learners:* Consortium on Chicago School Research. June 2012.

which is an opportunity for students to be introduced to their new grade and to our school community, culture, and academic program. Students will be oriented to schoolwide behavioral and academic expectations, schoolwide systems and routines, content-specific academic expectations, and our daily and weekly schedule. Schoolwide components of Student Orientation are led by the Head of School and the rest of the Leadership Team with support from all staff members, with classroom-specific components being led by teachers. **Morning Meetings.** Each morning, at the end of breakfast and before the official start of our academic day, classrooms will gather as a community in a circle on the rug in the "community meeting area." Morning Meetings begin with greeting, where students practice making eye contact, shaking hands, and greeting their classmates. Students then engage in a short community-building activity such as a share or class discussion around a topic or question. The meeting moves to the Morning Message that teachers have pre-written on the white board easel. The Morning Message is always connected to academic and character development. Morning Meeting is part of our Oral Language program, providing multiple opportunities for students to engage in speaking and listening through using their Habits of Discussion. **RISE Rally.** Each week, on our abbreviated professional development day, our entire school community will come together for a celebratory circle. This celebration will feature a chant from each homeroom, complete with one student dressed in college "swag" or as the university's mascot. These celebrations will incorporate music, singing, schoolwide chants, and elements of our Performing Arts enrichment program. The celebration will be grounded in our mission and purpose as a school community and will feature academic and behavioral growth awards, shout outs for student who are consistently exhibiting core values, and teacher/staff recognition of excellence. **Joy Factor Cheers and Chants**. We integrate "joy factor" in a variety of ways during daily routines and instruction. Joy factor is expressed through the cheers and chants we weave into instruction, the way we show support to our peers, and the culture of "shout outs" throughout our school community. Throughout instruction you will hear things such as "Way to go, John" "She got it" and "Way to work it out" when students give strong answers and effort. Our students will show signs of support through "spirit-wiggle fingers" and "snaps" when their classmates are working through problems, gathering their thoughts, or are doing inspiring work. We will support one another, recognize hard work within our community, and use fun and enthusiasm to celebrate our successes. Classrooms will use **Bucket Filling** as a class-wide incentive system and as a way to reinforce our school values and intentionally teach empathy and kindness to support happy and emotionally healthy classrooms.[115] Bucket Filling uses the concept of an invisible bucket to show children how easy and rewarding it is to express kindness, appreciation, love, and core values by "filling" the "buckets" of others. Teachers will give students the opportunity to fill the class bucket in recognizing the actions of their classmates that filled their invisible bucket during the day. **Literacy Incentives**. Brooklyn RISE is committed to developing a life-long love of reading in all students; aligned with this vision, we will integrate a variety of incentives around our literacy initiatives. These incentives will include special meals or trips for students who read a certain number of books, book giveaways, dressing up like a favorite book character, and awards and recognition for growth on STEP assessments. **Dress Code**. We will require and enforce a uniform policy for every day of the school's academic calendar, except for select "spirit" days during which

[115] http://www.bucketfillers101.com/about-us.php.

students dress according to whatever theme has been pre-determined and communicated with families. Students will be required to wear our school uniform on all school field trips. Uniforms are important to our school culture because they create a sense of team, equality, and professionalism. We have allocated funds in our budget to provide two uniforms to all newly enrolled students and will encourage all families to purchase additional sets as needed.

Safe and Learning-Conducive School. Students learn best in calm, safe, and structured classroom environments. To achieve optimal learning environments, we base our discipline system on the Responsive Classroom approach to discipline.[116] Our primary goals are to: (1) Establish a calm, orderly, and safe environment for learning; (2) Help children develop self-control and self-discipline; (3) Teach children to be responsible, contributing members in their communities; (4) Promote respectful, kind, and healthy teacher-student and student-student interactions. Every adult is responsible for positively contributing to school culture and will not ignore behaviors that are detrimental to a child's learning. Our approach is based on giving students clear expectations for behavior and actively teaching and supporting them in meeting and exceeding those expectations. When children violate a community norm, teachers use respectful strategies to stop the misbehavior and restore positive behavior as quickly as possible so children can continue to learn, and teachers can continue to teach. Our K-5 Responsive Classroom model will emphasize development of a strong community at the school level and agency at the individual student level. Staff will take time to build authentic relationships with each student as relationships are key for students feeling cared for and respected. Students will know every teacher cares about them and has their best interests at heart. When students do not abide by clearly defined expectations, they will receive a consequence and follow-up conversation. Consequences allow students to reflect on behavior, learn to self-regulate, and take accountability for their actions. Teachers and staff will receive extensive training and support around our behavior management systems. Additionally, the Dean of Culture(s) will provide continued professional development throughout the year based on observed areas of challenge across the school, within small groups of teachers, and for specific individuals that need more support in classroom management.

Social-Emotional Development and Monitoring Growth. We have created a progressive behavior management system that recognizes the developmental stages of our students and supports them in developing the ability to self-regulate behavior and take ownership for choices. Our system is based on the Assertive Discipline[117] system put forth by Lee Canter such that teachers follow a specific progression: they (1) give clear, concise directions, (2) immediately scan and positively narrate students, (3) give out non-verbal, emotionally constant reminders, and (4) issue calm, concise, logical consequences when students are not meeting expectations. In alignment with the Positive Framing technique outlined in *Teach Like a Champion*, our teachers will be trained to communicate reminders, corrections, and consequences in a way that assumes the best of our students. Lemov writes, "A person is always more and better than the moments in which he or she errs, and our language choices gives us the opportunity to show in those moments that we still see the best in the people around us."[118] Teachers receive comprehensive professional development and numerous opportunities to practice our management system

[116] https://www.responsiveclassroom.org/sites/default/files/RISintro_0.pdf.
[117] Canter, Lee. *"Assertive Discipline"* Bloomington, IN: Solution Tree Press, 2010.
[118] Lemov, Doug. *"Teach Like a Champion 2.0"* San Francisco, CA: Jossey-Bass, 2015.

during Summer Orientation, which ensures that they will be prepared to best support students meeting high behavioral expectations before students arrive to start the school year. Feedback on behavior will be communicated to families daily through our Lifework folders. We will also send home weekly behavior reports aligned with our RISE values. Internally, student behavior will be analyzed daily by teachers, the Dean(s) of Culture and the Head of School. Data on student behavior will be used to identify professional development needs. Students who demonstrate consistent behavior struggles will be individually observed and provided with additional supports with accordance to our Response to Intervention (RtI) system. All Brooklyn RISE classrooms will have a **Calm Down Corner** space - a quiet, protected area of the classroom that is equipped with soothing materials to help a student de-escalate when upset. Calm Down Corners are important not just because they provide a space for students who are having "meltdowns" but more importantly they are there to prevent negative, escalating behaviors from happening in the first place. These sacred classroom spaces provide an area where students can go to briefly get away from the frustrating task or overstimulating activity. The Calm Down Corner keeps students in the classroom and promotes self-calming strategies. It is a positive place that rewards students for keeping their emotions in control and using strategies to calm themselves so that they can return to learning as soon as possible. **Classroom Community Apologies.** We believe in teamwork and holding ourselves accountable to one another as members of a shared community, thinking about how our actions impact not just ourselves, but the community. Aligned with our belief in responsive classrooms and restorative justice, we explicitly teach students behavioral expectations and we support all students in meeting and exceeding those expectations. To support these beliefs, we use community apologies so that students have the opportunity to garner classroom community support and restore themselves to their communities. Community apologies take place whenever a student action has had a severe negative impact on the classroom community. In addition to serving as a logical and appropriate consequence given the behavioral infraction, the student will write and present a community apology, with the support of the Dean of Culture, and within a supportive and caring context. The apology will culminate with the student being warmly welcomed back to the classroom community by his/her classmates. **Individual Supports (Tier 2 & 3).** We will track and analyze the behavioral data of our students. On a weekly basis, the Leadership Team will examine behavioral data and identify trends. These trends will influence schoolwide professional development sessions, targeted behavior management supports for specific teachers, and/or the development of additional supports for specific students. If a student continues to demonstrate behavioral challenges, he/she will progress up the RtI pyramid and begin to receive targeted Tier 2 and Tier 3 supports. For students who will need additional supports, teachers will collaborate with the Student Supports Team to develop a plan of action. Together, the team will determine targeted supports that will help the student to be more successful in the classroom. We will use the FAIR Behavior Intervention Plan system as outlined in *The Behavior Code*[119] which is based on developing a Functional Hypothesis that thoughtfully proposes a *why* for student behavior, determining Accommodations that will support the student's behavioral needs, utilizing specific Interaction Strategies that will allow the FAIR plan to be successful, and identifying proactive Response Strategies that can be used if student behaviors escalate.

[119] Minahan, Jessica. *"The Behavior Code"* Cambridge, MA: Harvard Education Press, 2016.

Discipline Policy. If a student does not respond to Tier 2 and 3 interventions and continues to be disruptive to the classroom learning environment, further disciplinary action will be taken. If a teacher has used all possible, reasonable strategies and there has not been a change in behavior, the student will be removed from class and will meet with the Head of School (Dean of Culture after Y1) and next steps will be decided. The school will emphasize logical consequences that are centered around students learning from mistakes and moving forward. **Severe Consequences.** In the more rare cases that student behavior requires more severe consequences, such as in-school reflection, out of school suspension, or expulsion, the Head of School will step in to handle all decisions and related communication. These discipline decisions outlined in **Attachment 4: Student Discipline Policy** in accordance with state and local suspension and expulsion laws will be provided to students and families in the Family Handbook. **Discipline for Students with IEPs.** When applying our discipline policy to students who are receiving Special Education services, we will comply with all laws and regulations, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and we will ensure that we are adhering to all accommodations and modifications outlined in a student's IEP or 504 Plan. Brooklyn RISE will closely collaborate with the CSE from the student's home district. Our Dean of School Culture and Director of Student Supports will be key to ensuring that all Behavior Intervention Plans are effectively implemented for all students who have one outlined in their IEP. They will work with individual teachers to modify behavior management systems as outlined in the specific BIP. Members of the Leadership Team and teachers will work together to get to know the student's specific needs and develop a system and support strategies that will enable the student to be successful. The Student Supports Team will also provide professional development before the school year begins to all teachers on how to effectively implement BIPS and support all students. If a student is consistently struggling behaviorally and does not have a BIP in place, the Student Supports Team will complete a Functional Behavioral Assessment to better understand the challenges for that student and determine if a BIP should be developed. If a BIP is not effective for a student, Brooklyn RISE will collaborate with the CSE to develop alternate solutions. It, at any time, a student poses potential threat to themselves or others, s/he will be removed from the classroom and all relevant stakeholders will meet to determine next steps to support the student. If a student receiving Special Education Services has a discipline infraction that warrants a suspension, the student will be placed in an in-school suspension, where s/he will be provided all missed assignments and be supported in completing them by a member of the Student Supports Team. If a student's behavior warrants a long-term suspension that would exceed ten (10) school days, a determination will be made as to whether or not the behavior was a manifestation of the student's disability or if the behavior occurred as a result of the student not being provided with the services and accommodations outlined in their IEP. The school will only move forward with the discipline if it is determined that the student is consistently receiving all supports and accommodations, and that the behavior was not a manifestation of the student's disability. If the suspension does occur, the student, in accordance with FAPE, will still receive the same educational program. The student will receive all missed assignments and will be supported by members of the Student Supports Team in completing them. Additionally, the student and his/her family will have a transitional meeting with the Dean of School Culture and the Student Supports Team before returning to school to discuss strategies for the prevention of this behavior in the future. If the behavior was determined to be a manifestation of the student's disability,

the Student Supports Team will work with the CSE from the student's home district to complete a FBA, and either create or update the student's BIP. This BIP will be accompanied by a meeting of all key stakeholders (student, family, teachers, Director of Student Supports, Dean of School Culture, Head of School, and CSE) to discuss the accommodations outlined in the new BIP, and to discuss strategies for preventing this behavior in the future. If a family disagrees with a discipline decision, they have a right to file a complaint and request a hearing. It will be the responsibility of the CSE to coordinate this hearing and communicate all details to our Student Supports Team.

Evaluating School Culture. The Head of School and Dean of Culture, supported by the Leadership Team, will use student achievement to assess the efficacy of school culture. School culture data will be managed by the Dean of Culture, who will enter attendance, tardiness, and uniform data, and ensure teachers enter classroom-specific data such as daily student resets. Data will be monitored through an online platform to identify students requiring additional supports beyond those provided by our schoolwide systems. The Director of Student Supports with the support of the Student Supports Team ensures our discipline system is implemented consistent with all requirements of individual IEPs and monitors school culture and behavior data of SPED, ELL, and at-risk students. Students who consistently struggle to meet behavior expectations are provided with additional behavioral supports through our RtI system.

H. School Schedule and Calendar

School Calendar.[120] Our school calendar, aligned with our mission, supports all students achieving ambitious academic goals and placing them firmly on the path to college. We offer an extended school year and school day.[121] We operate on at trimester schedule with 186 instructional days. In Year 1, first day of school is Monday, August 26th, 2019 and our last day of school for students and families will be Friday, June 26th, 2020. Doors open at 7:15am for breakfast and Breakfast of Champions academic packets, with the instructional day from 7:50am to 4:00pm and extended blocks of literacy and math each day. Students receive ≈ 63,825 minutes or 1,064 hours of instruction each school year.[122] Our practice-based Staff Summer PD (20 days) gives teachers the support, training, and practice needed to immerse themselves in curricula, strengthen instructional skills, analyze incoming student data, prepare to meet the needs of a variety of learners, including those receiving special education services and those identified as English Language Learners, and master schoolwide routines and procedures. Aligned with our belief in providing frequent, high-quality teacher PD, we provide 30 days of annual PD. Five of these PD days, held at the end of our interim assessment windows, are Data Days during which we analyze assessment data and create strategic action plans. Data action plans include whole class re-teaching, small group interventions, and targeted individual student supports. There will also be abbreviated days each Friday, during which teachers receive targeted PD based on individual and schoolwide needs; this will also be a time for collaboration and team building.[123] There will be 38 abbreviated Fridays, with student dismissal at 2:00pm, allowing for two hours of PD each Friday, cumulatively equating to 76 additional hours of Friday PD. Family engagement is

[120] Our proposed academic calendar can be found in **Attachment 4c**.
[121] Extended Learning Opportunities: A Policy Statement of the Chief State School Officers, 2006. www.ccsso.org/content/PDFs/PolicyStatementOn ExtendedLearningOpportunities.pdf.
[122] We calculated instructional minutes for the year by taking our total instructional days (186) and dividing that by days in a school week (5), and then multiplying that by instructional minutes in the week (1725).
[123] We will partner with a variety of community organizations to provide after school extension activities to families who will need additional child care support on these days. *One community organization we have discussed partnership is the Learning through Extended Arts Programming (LEAP). A letter of support from the organization can be found in* ***Attachment 2c.***

critical to student achievement and our firm belief in this is reflected in our beginning-of-the-year Home Visits, Family Orientations, biweekly phone calls from classroom teachers, weekly academic and behavior reports in Life Work Folders, monthly breakfast with the Head of School, monthly schoolwide newsletters, monthly Family Nights, Family Conferences following each trimester, and twice annual family surveys, including specific surveys for our families whose students receive special education services. Family Nights address topics related to our academic programming (literacy, numeracy, science, social studies, etc.).

Student's Instructional Day. Description of our student schedule, including differentiation for students at-risk of academic failure and those above grade level, is below.

INSTRUCTIONAL DAY (M-Th; K-2) FROM THREE PERSPECTIVES
Arrival and Breakfast (35 mins)
Teachers are positioned in the cafeteria as students arrive in the morning. Students hand in their Life Work (homework) and begin silently eating breakfast. Once students finish breakfast they work on weekly Breakfast of Champions packets that warm up their brains for the day and reinforce key skills from class.[124] **On Grade Level:** Students will have Breakfast of Champions packets that reflects the mathematics or literacy standards being taught at that time to reinforce skills and give time for additional practice. **At-Risk for Academic Failure:** Students at-risk for academic failure will be asked to solve similar questions with smaller numbers and/or shorter reading passages. Students can feel free to use different strategies such as modeling to solve if they have not yet grasped base-ten concepts. **Above Grade Level:** Students will be asked to solve similar questions with larger numbers and/or more complex reading passages. The students will be required to use a base-ten strategy to solve all questions.
Morning Meeting and Closing Circle (20 mins; beginning of day and end of day)
Daily Morning Meeting and Closing Circle is time for us to build community and strengthen habits of discussion. These 20-minute blocks, twice per day, make up our daily Oral Language block that supports student language development and allows students to have respectful, meaningful discussions with peers. **On Grade Level**: Students will not have to receive any modifications during this time. **At-Risk for Academic Failure:** Students will be strategically placed next to peers at or above grade-level to ensure productive turn and talks and support for answering questions/solving problems. **Above Grade Level:** Students will be paired with those at risk for academic failure and given the responsibility of supporting in turn-and-talks, answering questions, and solving problems.
Calendar Math (10 mins)
Calendar Math, which students will engage for 10 minutes each morning, allows students to focus on pattern practice, skip counting, and money concepts. **On Grade Level:** Students will recite their numbers, answer questions pertaining to Calendar Math, and will use strategies to build number sense. **At-Risk for Academic Failure:** Students will often be selected to lead portions of math meeting to ensure that they are engaged, and the teacher is able to provide individualized supports. Teachers will also provide manipulatives whenever possible to help them solve problems. At-risk students will often be called upon to answer a question after an exemplary response has already been given, so that they have an increased opportunity to be and feel successful. **Above Grade Level:** Students will recite their numbers, answer questions pertaining to calendar math, and will use strategies to build number sense. Above grade level students may complete additional problems or problems involving larger numbers.
Read Aloud and Vocabulary Development (30 mins)
Read Aloud and Vocabulary Development are led by lead teacher in each room. Teacher leads students through preview of new vocabulary words they will hear in that day's story. Read Aloud allows students to hear expert, expressive reading and fluency, while practicing listening skills and generating questions/predictions based on text. Differentiation is driven by student seat assignments. Students are placed strategically on the carpet to support engaging turn-and-talks. In heterogeneous rug pairings, students will benefit from being challenged to push the thinking of another student, and at-risk students will benefit from the model of their more advanced peers.
Literacy Rotations (90 mins)

[124] This morning work routine is used at high-performing urban charter schools across the country including BES school Purpose Prep in Nashville, TN, North Star Vailsburg in Newark, NJ, and Brooke in Boston, MA. We will create Breakfast of Champions internally, with grade-level teachers rotating responsibility until we bring in Director of Curriculum and Instruction in Y3, who will take over creation of the packets. Morning work packets will be aligned to skills that have already been taught and mastered by students and will provide additional practice.

Each day, students rotate through three 30-minute literacy rotations. Groups are pre-determined and homogenously grouped based on recent STEP assessment data. Three rotations consist of: phonics, guided reading, and essential literacy skills review/blended learning. **On Grade Level:** Students will be placed in literacy groups with other students who have similar literacy foci, so on grade level students will likely be grouped with other students at the similar level, which allows the teacher to provide the appropriate supports and pushes. **At Risk for Academic Failure:** Students will have phonics, guided reading, and pull-out services during this time. They will be grouped with students with similar need to ensure that all supports are being targeted and individualized based on student need. **Above Grade Level:** Students will have a modified independent practice after guided reading, receive more advance phonics instruction, and move further along in their blended learning program. Students above grade level will also be expected to produce more high-quality written work during literacy rotations.
CGI (30 mins)
Our standards-aligned Math curriculum will be complemented by Cognitively Guided Instruction (CG). CGI exposes students to story problems and pushes them to make sense of what is taking place in the problem. Students are challenged and supported to model the problem through a variety of models, explain their thinking aloud, and evaluate the accuracy of example answers. **On Grade Level:** A student on grade level will typically be chosen as the second student to recite the word problem. During independent work, teachers will check-in with these students and encourage them to try more advanced strategies to solve the problem. **At-Risk for Academic Failure:** A student at-risk for academic failure will typically be chosen as the last student to recite the word problem. Teachers want students at-risk for academic failure to hear the problems multiple times, allowing for more processing time and increased internalization before attempting to recite. During independent work, the teacher will check-in with these students frequently to have the student explain their thinking. Teachers will listen carefully for breakdown in understandings and make note so that they can circle back with that student or potentially pull a small-group for intervention around a common misunderstanding. **Above Grade Level:** A student above grade level will typically be chosen as the first student to recite the word problem. During independent work, teachers will check-in with this student and encourage them to explain all the steps to solve, and why they used the specific strategy they chose to use. Teacher will push thinking with additional questions to assess deep, conceptual understanding.
Math Workshop (60 mins)
Math Workshop is based on rigorous, New York Next Generation Standards Aligned Engage NY lessons, which will reinforce computational skills and develop deeper conceptual understandings. We will closely track student data during this block to ensure all students are on track to mastering the Next Generation Math Standards. **On Grade Level:** Students on grade level will receive the lessons as written. **At-Risk for Academic Failure:** Students at-risk for academic failure will receive the same instruction and be expected to solve the same problems but they will be given less problems to solve, more work space to solve problems, and additional scaffolds as needed. **Above Grade Level:** Students above grade level will be given additional problems to solve with more complex numbers and be given "bonus" challenge questions to push their thinking and understanding of concepts.
Writer's Workshop (50 mins)
Workshop will give students the opportunity to engage with mentor texts that will model what expert writing looks like. They will then move through the steps of the writing process with the guidance and support of their teacher until they publish a final writing piece at the end of the unit of study. **On Grade Level:** A student that is on grade level will have scheduled conferences with the teacher during independent writing time and be expected to meet all grade-level expectations for writing. **At-Risk for Academic Failure:** Students at-risk for academic failure will receive more frequent conferencing with the teacher, be provided with additional supports (anchor charts, organizers, sentence starters, etc.), and will produce writing that is appropriately matched with their developmental writing stage. **Above Grade Level:** Students above grade level will have regular teacher conferencing. They will be encouraged to push their writing by producing more and using more complex strategies in their writing. They will also support other students in the writing process.
Science (50 min)
Science is based on Full Option Science Systems (FOSS) curriculum and involves rigorous scientific investigations paired with high-quality informational texts. Inquiry-based lessons will be scaffolded to match the level of the student. **At Risk for Academic Failure:** Students at-risk of academic failure are placed in "lab groups" with students at or above grade level. The hands-on, collaborative nature of lessons will support at-risk student learning.
Cooperative Play (20 mins)

At the end of each day, students are given 20 minutes of cooperative play. This time typically consists of blocks work or centers/games that reinforce academic skills and provide meaningful opportunities for students to engage with their peers, furthering their language development, and building important social skills and habits. Any student, whether **on grade level, at-risk for academic failure, or above grade level,** will miss a portion of cooperative play if they have incomplete work from the day that they need to finish. Upon completion of work, if time permits, students will be able to join cooperative play with their peers.
Pack Up and Dismissal (10 mins)
All students receive their Life Work Folder, pack up, and are dismissed. **At-Risk for Academic Failure:** Students at-risk for academic failure will go home with a scaffolded Life Work packet that will appear the same as others, but the Lexile levels of text will be lower, the numbers in the math work will be less complex, and there will be additional resources provided to families to support the work being done at home. Teachers will consistently communicate with families of students who are at-risk for academic failure about student progress and challenges and strategies that can be used at home to help the student develop and progress academically.

Student Weekly Schedule.[125] We build the knowledge, habits, and mindsets for academic success, ensuring all students are on the path to college. We maximize every moment of our daily schedule and structure our school days so that every moment drives towards our mission. Our students will spend time each day on all subject areas, with a laser focus on literacy and mathematics.[126] Monday through Thursday, our school day runs from 7:15am to 4:00pm, starting with doors opening at 7:15am to provide breakfast and Breakfast of Champions academic packets; our official school day beginning at 7:45am and instructional program at 7:50am. We have an abbreviated school day on Fridays from 7:15am to 2:00pm, with the same start time for our official day at 7:45am and start of our instructional day at 7:50am. Our abbreviated Friday allows for responsive PD for our teachers and provides a weekly opportunity to reinforce our schoolwide culture of giving and receiving feedback, practice, our commitment to continuous improvement, and our belief in delivering the highest quality instruction to our students. **Lower Academy (K-2)** Lower Academy (K-2) students receive 200 minutes of literacy and 115 minutes of numeracy Monday through Thursday, and 175 minutes of literacy and 90 minutes of numeracy on Friday. **Upper Academy (3-5)** The schedule in our Upper Academy (3-5) builds upon many of the foundations of our Lower Academy (K-2). We anticipate that most of our students will have been with us since kindergarten or first grade, will have a strong foundation of academic skills, and will be reading at or above grade level. Taking this into consideration, classes in our Upper Academy will have one high-quality teacher per classroom. Students in our Upper Academy will receive 990 minutes of literacy and 500 minutes of math instruction each week.

Teacher Weekly Schedule.[127] We use the two-teacher classroom model in K-2. Each teacher specializes in one aspect of literacy instruction and other core content areas and allows for adequate planning time and coaching meetings during the day. Teachers arrive by 7:00am and stay until 5:00pm, or 30 minutes after students are dismissed. There is 60 minutes of prep time at the end of the day that will be used for grade-level meetings and content meetings twice per week and the rest of week can be used by teacher discretion for lesson prep and internalization.[128] Typically, this equates to a 10-hour or 600-minute work day for teachers. At the beginning of the school year and until school routines and systems run smoothly, we will take

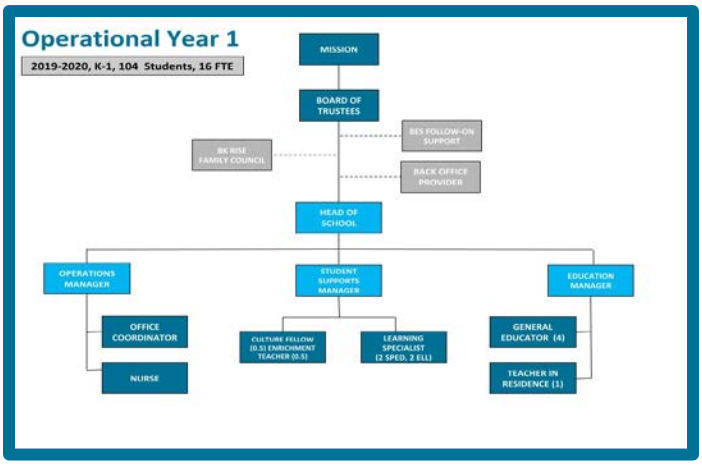
[125] Sample Weekly Student Schedule can be found in **Attachment 4a.**
[126] High-performing schools such as Purpose Prep, Neighborhood Charter School of Harlem, and Achievement First all implement an extended daily schedule with an increased learning time in literacy and math.
[127] Sample Weekly Teacher Schedule can be found in **Attachment 4b.**
[128] Einar M. Skaalvik and Sidsel Skaalvik, "Teacher Job Satisfaction and Motivation to Leave the Teaching Profession: Relations with School Context, Feeling of Belonging, and Emotional Exhaustion," *Teaching and Teacher Education 27,* no. 6 (2011): 1029–38.

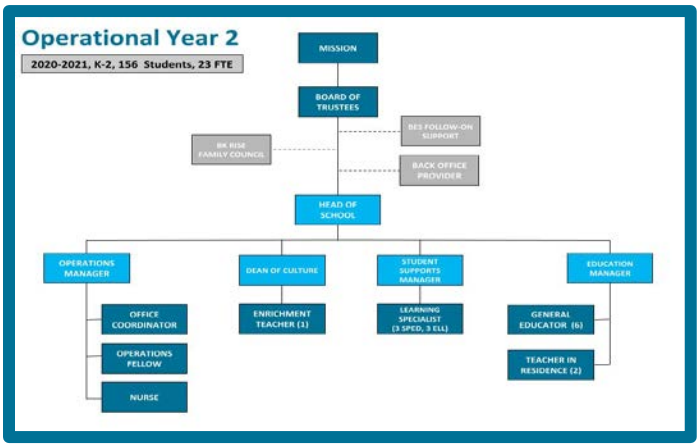
an "all hands-on deck" approach such that all teachers support during transitions so that students are meeting and exceeding schoolwide expectations. As the year continues, less teachers will be required for transitions and they will receive additional planning time accordingly. On Fridays, teachers receive 120 minutes of weekly professional development time after students are dismissed and will use Wednesdays from 4:00-5:00pm for collaborative planning time.[129]

III. ORGANIZATIONAL AND FISCAL PLAN

A. Organizational Structure

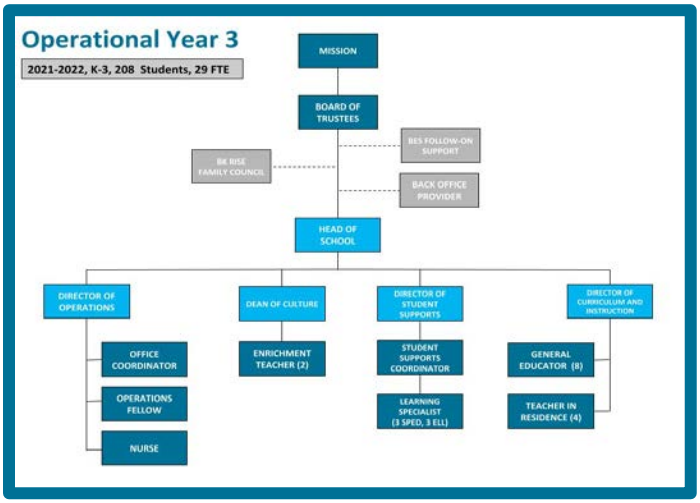
Organization Chart and Rationale. Executing on the mission and vision of Brooklyn RISE relies on our ability to recruit, train, and retain strong staff and to organize that staff into a sustainable reporting and management structure that ensures all student needs are met and avoids over-reliance upon any one role or individual for the school's success. **Year 1 (K-1).** The Head of School serves as the school's leader and its primary instructional coach. All members of the Leadership Team and all General Education teachers are managed by the Head of School. A Manager of Operations handles all day-to-day operations, hired in September 2018 to assist with community outreach, facilities, enrollment, and opening tasks. The Manager of Operations, hire in March 2019, oversees our Office Coordinator, helps with enrollment, and assists in all front office duties when the school opens in August 2019. A Culture Fellow serves as Dean of Culture half-time and teaches Fitness enrichment block half-time. The Manager of Student Supports handles all administrative duties for our Special Education and ELL programs and provides direct Special Education services half-time. The Manager of Student Supports oversees our Learning Specialists and completes all coaching responsibilities for these teachers and all individuals brought in for contracted services (speech and language, occupational therapist, counselor, etc.). Our four General Education teachers split across our four classrooms. We hire one Teacher-In-Residence for Year 1. Teachers-in-Residence begin to master our routines, procedures, and instructional methods with the goal of joining the staff full-time as classroom teachers the following year. All General Education teachers and Teachers-in-Residence are coached by the Head of School in Year 1 and by Dean(s) of

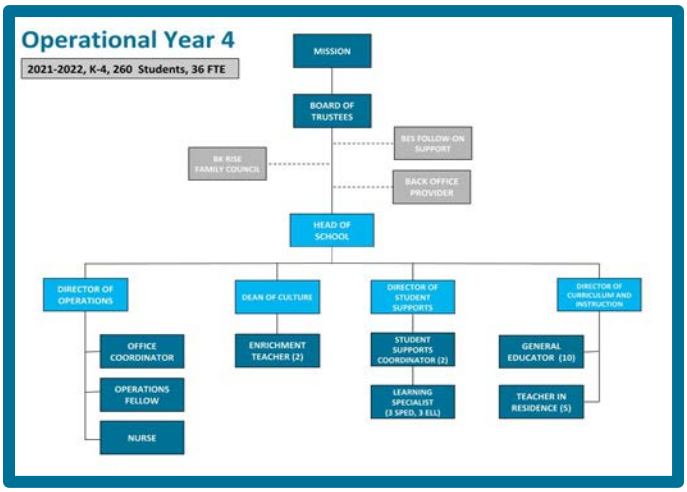




[129] Lead Founder Cary Finnegan has worked at or studied through the BES Fellowship high-performing schools such as Achievement First, Uncommon, Brooke, and Purpose Prep that similarly design their calendar and schedules to enable frequent professional development.

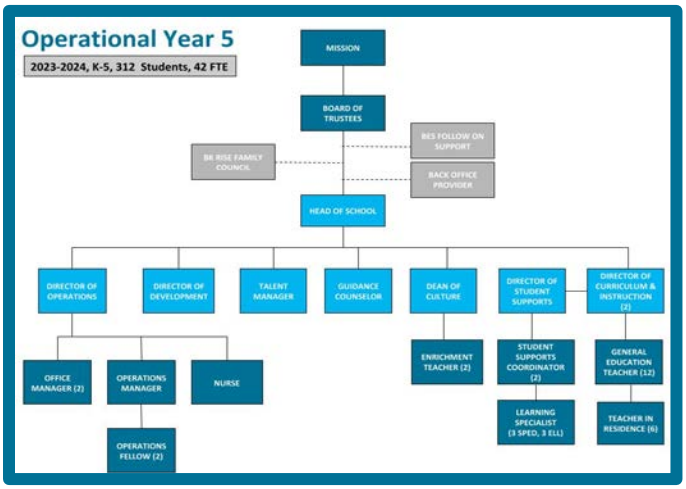
Curriculum and Instruction as hired. We have a school nurse on-site. The Head of School, with our independent auditor, is responsible for all state reporting requirements. **Year 2 (K-2).** We add a full-time Dean of Culture who coaches our full-time Enrichment Teacher. The Manager of Student Supports becomes Dean of Student Supports, who coaches and supports our Learning Specialists. The Manger of Operations becomes Dean of Operations and oversees and manages an Operations Fellow in addition to the Office Manager. We have two Teachers-in-Residence, managed and supported by our Head of School who continues to supervise and evaluate all General Education Teachers.[130] All Leadership Team members receive PD from the Head of School on how to support, coach, and evaluate teachers. The Head of School with support of the independent auditor is responsible for all state reporting requirements. **Year 3 (K-3).** We add a Dean of Curriculum and Instruction (DCI) who oversees instruction for our Lower Academy (K-2) and coaches the General Education Teachers and Teachers-in-Residence with support from the Head of School as needed. We bring on a second full-time Enrichment Teacher; Enrichment Teachers are supervised and evaluated by our Dean of Culture. We have four Teachers-in-Residence, one assigned to each grade-level. We add a Student Supports Coordinator, supervised and managed by the Dean of Student Supports. The Student Supports Coordinator helps to supervise and evaluate our Learning Specialists. All Leadership Team members receive professional development from the Head of School on how to support, coach, and evaluate teachers. The Head of School, with our independent auditor, is responsible for all state reporting requirements. **Year 4 (K-4).** We add a second Dean of Curriculum and Instruction (DCI) to lead instruction for our Upper Academy (3-5). The DCIs supervise and evaluate the General Education Teachers and Teachers-in-Residence in their academies, with support from the Head of School as needed. We add a second Student Supports Coordinator to help support and supervise our Special Education and ELL program and teachers. Our Teacher-





[130] In Year 2 the Head of School will have 11 reports, which we recognize is a significant number of reports. However, there will be intentional leadership and coaching responsibilities that will begin to be delegated to teachers who have been identified as potentially serving in the role of Director of Curriculum and Instruction in Year 3. We will work towards ideally making a promotion for this position from within. Once the individual is identified for the DCI role, the Head of School will begin delegating coaching and supervising responsibilities to them and ensure a sustainable and efficient number of staff for which the Head of School is responsible.

in-Residence program has five teachers, one for each grade-level and one additional hire to support pressing needs. All Leadership Team members receive professional development from the Head of School on how to support, coach, and evaluate teachers. The Head of School, with our independent auditor, is responsible for all state reporting requirements. **Year 5 (K-5).** We add a Director of Development and Talent Manager to assist with staff recruitment, community outreach, and fund development. The DCIs continue to supervise and evaluate all General Education teachers and Teachers-in-Residence for their academies, with support from the Head of School as needed. The Student Supports Coordinators continues to support and supervise our Learning Specialists; the Dean of Student Supports oversees and directs our Special Education and ELL programs. The Dean of Culture supervises and evaluates Enrichment teachers. All Leadership Team members receive PD from the Head of School on how to support, coach, and evaluate teachers. We add a guidance counselor to ensure students and families are supported during the transition to middle school.



Board of Regents. If authorized, the charter is granted by the NY State Board of Regents, the designated charter entity under New York State law, to the Board of Trustees who enters into a charter agreement with the Board of Regents. Upon the approval of a charter, the Board of Regents shall incorporate the charter school as an education corporation for a term not to exceed five years.[131] The Board of Regents through its administrative body, the NY State Education Department, is authorized to oversee and monitor the charter school authorized by the Regents in all respects to ensure school is in compliance with all applicable laws and regulations, and the terms and conditions of the charter. The Board of Regents conducts congoing performance of the charter school and decides whether to renew the charter based on progress towards goals stated in Charter School Performance Framework.

B. Board of Trustees and Governance

Board Roles and Responsibilities. The Board holds the charter and is responsible to the Board of Regents and public for effective academic, financial, and organizational oversight. These responsibilities include, but are not limited to: maintaining legal and ethical responsibility for the school; hiring, managing, and evaluating the Head of School; defining the school's mission and vision; defining policies related to the mission and governance; defining metrics to be used to review and assess the school's progress against the goals defined in the charter; reviewing monthly academic and financial dashboards prepared by management; reviewing and approving the annual budget; reviewing monthly financial statements relative to defined benchmarks; participating in fundraising and making an annual, personal contribution to the school.

[131] Education Law §2853(1)(a).

Governance Practices. The Board is comprised of nine members. If authorized, membership will increase to 11-13 prior to the August 2019 opening. The Board will grow to a maximum of 15 as outlined in our **Bylaws** (**Attachment 5b**) and will maintain an odd number of members for voting purposes. Board members must be committed to our mission and vision and the community we serve. Board members will strictly adhere to a clearly outlined **Code of Ethics** (**Attachment 5c)**. **Committees.** Each Trustee will serve on one of four standing committees. Board members must have experience and expertise that allow them to effectively serve on a committee and bring skill sets that inform effective, accountable oversight. Members must be able to work on a team committed to accountability, able to exercise their legal responsibilities of care, duty, and obedience. All committees are convened by and report to the Board. The **Governance Committee** builds, supports, and maintains an effective Board for the charter school; it establishes and drives a continuous improvement process to help the Board and individual Trustees become more valuable as strategic assets of the charter school, contributing to long-term success. It reviews the structure and size of the Board and its committees, identifies candidates for Board membership, reviews institutional and other affiliations of Board members and candidates for possible conflicts of interest and investigates such conflicts that may arise; annually assesses charter school governance practices and recommends any proposed changes to the Board for approval; plans Board education, new member orientation, and Board retreats, and conducts assessment/evaluation of the Board and Board Chair specifically. The **Finance Committee** works with the Head of School to create upcoming fiscal year budget, presents budget recommendations to the Board, monitors implementation of approved budget on regular basis (monthly), recommends proposed budget revisions, arranges for annual audit and recommends to the Board appropriate policies for management of organization's assets. This Committee is assisted by the Head of School and back-office provider as needed. The **Academic Committee** works with the Head of School to define academic achievement, ensure that all Board members know the charter promises made to the community and the authorizer, and devises clear and consistent measures to monitor enrollment, student demographics, and achievement of academic outcomes. The **Development Committe**e ensures that the organization's development program is in concert with the organization's strategic direction and needs and serves as the mechanism by which Board members and other volunteers are involved in the fundraising process. All **Board Officers** will be members of and elected by the Brooklyn RISE Board. Annually, the Governance Committee will present a group of members for election for the upcoming year. Defined in our Bylaws (**Attachment 5b)**, all Officers will serve a one-year term of office, renewable for three consecutive terms by approval of a majority vote of the Board. All Officers assume responsibilities defined in the job descriptions for their respective role. If an Officer position becomes vacant, the Governance Committee will recommend a member of the Board to fill the role. The Board member will assume the position with a 2/3 vote. Board members will serve up to two three-year terms. Officers will hold Officer positions for 1 year before the Board votes again to re-elect existing or elect new Officers for the next year's term. For initial Board membership we will have staggered terms to ensure continuity over time and prevent large turnover at any one time; we will draw names so that 1/3 of member terms expire after one year, 1/3 after two, and 1/3 after three. There will be four Officer positions. The **Chair** presides over all meetings, guides the Board in enforcement of all policies and regulations related

to Brooklyn RISE, and ensures the Board is abiding by all policies set forth upon authorization. The **Vice Chair** will fill the role of the Chair if the Chair is not present. If the Chair can no longer fulfill his/her duties, the Vice Chair will assume the role for the unexpired portion of the term. The **Secretary** will create and post agendas for Board and Committee meetings. The Secretary will prepare, disseminate, and file meeting minutes, and maintain an official list of Board members in accordance with all adopted procedures. The **Treasurer** will serve as Chair of the Finance Committee. S/he will work with the Head of School and Back Office Provider to ensure appropriate financial reports are made available to the Board in advance of each meeting. The Treasurer will assist the Head of School to prepare the annual budget and present it to the Board for approval. The Treasurer, along with the Finance Committee, will review the annual audit report, summarize key findings for the Board, and respond to any questions the Board might have related to the audit's results. **Meetings.** Upon authorization, the first action of the Board will be to approve its Conflict of Interest Policy, Bylaws, and Code of Ethics. In addition to complying with all applicable laws and regulations, the Board is accountable to our authorizer and will operate in alignment with its charter. Brooklyn RISE will release all required documents to our authorizer according to the authorizer's defined schedule and whenever requested. In accordance with Open Meeting Law, all Board meetings will be publicized and open to the public. During meetings there will always be a protected time for Public Comment, and during this time families, community members, and staff will have the opportunity to publicly state comments or concerns about the school. We will administer surveys at least twice per year to staff and families. Survey data will be shared with the Board, inform its strategic planning and the Head of School's annual evaluation. During monthly family events, families will have the opportunity to express their inquiries and concerns; we will adhere to an "open door" policy such that families always feel comfortable coming to the school and communicating concerns with school leadership. The Board will comply with New York Open Meeting Law and Article 7 of the Public Officers Law. All Board and Committee meetings will be open to the public. Each year, the Board will hold at least 12 meetings, all of which will be open to the public. In accordance with §104, notice of all meetings will be posted at least 72 hours in advance of the meeting in a previously-designated, public location; meeting notices will contain the date, time, and place of the meeting. In accordance with §106, the Board Secretary will record the minutes of all meetings, making them publicly available for inspection and copying within two weeks of the date of the meeting. Committee meetings will take place at least 10 times per year for standing committees, and on an as-needed basis for other committees. The Board will set aside the necessary resources and time to build an effective governing body. We will hold an annual retreat where we will review the school, Board's performance, and generate annual strategic plans.

Recruiting, Onboarding, and Training New Members. As we transition from a Founding Team to Governing Board, we will use strategies for short-term and long-term recruitment. Short-term efforts will focus on filling anticipated board need as we prepare for start-up; long-term efforts will focus on Board members that will support the school's long-term viability and sustainability and addressing any vacancies that arise. Prospective Board members will be identified and screened by the Governance Committee, participate in an in-person interview with the Board Chair, and be welcomed as official members of the Governing Board after a full board vote that will take place at a public Board Meeting. All new members must be approved by a 2/3 vote of

the full Board. The Governance Committee will be responsible for onboarding new Trustees via review of our charter application and Board policies; all new members will be required to sign the Conflict of Interest and Code of Ethics policies at least two weeks prior to the new member's first meeting. **Training for Veteran Board Members.** The proposed Board has participated in monthly meetings beginning in November 2017, including full-day retreat in February 2018. We will participate in Board Committee action-planning with the support of Building Excellent Schools (BES) should the charter be granted. All members will participate in all authorizer and state-sponsored governance trainings to develop their governance capacity. All Board members will annually review the Bylaws and sign the Conflict of Interest Policy and Code of Ethics to ensure continued readiness to serve on the Board.

Accountability and Evaluation. Annually, the Board will complete a self-evaluation to understand its strengths and challenges. During the Founding Year, BES will provide Follow-On Support for the Head of School and Board, to include: facilitating Committee Action Planning to set goals and action items for committees, holding regular check-ins with the Board Chair and Head of School, providing resources and sample documents, and conducting three audits throughout the year of Board effectiveness through evaluating Board meeting minutes and other indicators of Board effectiveness. Leadership will be formally evaluated on a semi-annual basis, with focus on student outcomes, school culture, and operational efficiency. The Founding Team will develop leadership protocol and tools, to be approved by the Board upon authorization and initiated during our Planning Year. Accountability targets for leadership performance will be aligned with our Accountability Report for each member of the leadership team, based on direct and indirect impact on accountability plan outcomes. Staff will engage in a 360-degree evaluation, including written and oral feedback on each leadership team member by staff, students, parents, and the Board. **Governance and Management.** The Board will govern the school, set vision, establish policy, and maintain oversight and accountability for the school; it will delegate to the Head of School management of all daily operations including all staff hiring, supervision, and evaluation; the Head of School will report to the Board and will be the only staff member to do so. **Accountability.** The Board will conduct annual formal review of the Head of School through an ad-hoc Evaluation Committee, led by the Board Chair and including members of the Finance and Academic Committees. All progress and performance towards academic and organizational goals outlined in the charter will compose a significant portion of the evaluation. The Board will conduct monthly oversight and maintain management accountability through examination of academic, cultural, and financial documents and dashboards.

C. Management and Staffing

Staffing Chart. If authorized, Brooklyn RISE will open in August 2019 with 16 FTEs, and grow to employ 42 FTEs at full scale in Year 5. A comprehensive staffing plan is detailed below.

Proposed Staffing Chart						
Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	$110,000	1	1	1	1	1
Student Supports Manager	$70,000	1	1	1	1	1
Education Manager	$72,000	1	1	1	1	2
Culture Fellow	$72,000	.5	1	1	1	1

Operations Manager	$70,000	1	1	1	1	1
Office Coordinator	$40,000	1	1	1	1	2
Director of Development	$72,000	0	0	0	0	1
Talent Manager	$65,000	0	0	0	0	1
Student Supports Coordinator	$72,000	0	0	0	0	1
Operations Fellow	$40,000	0	1	1	1	2
General Education Teachers	$60,000	4	6	8	10	12
Learning Specialist Teachers	$63,000	4	6	6	6	6
Teacher-In-Residence	$40,000	1	2	3	5	6
Enrichment Teacher	$57,000	.5	1	1	1	1
Physical Education	$57,000	0	0	1	1	1
Nurse	$58,000	1	1	1	1	1
Guidance Counselor	$55,000	0	0	0	0	1

Head of School Selection. We propose Lead Founder Cary Finnegan as inaugural Head of School. Ms. Finnegan believes in the mission and vision of Brooklyn RISE and possesses the qualifications for the Head of School position. Head of School qualifications include: commitment to uphold and execute upon the mission; enthusiasm for work; ability to motivate and unite others in the work; experience and proven effectiveness within urban school settings; experience in education, staff development, and coaching; experience and/or significant training in operations and finance; experience in board relations, strategic planning, and community relations; willingness to accept feedback and commitment to continued professional growth; strong written and oral communication skills; solutions-focused leadership style; commitment to results-driven, accountable approach to leadership; strong ability to analyze data and use it to inform decision-making; strong personal and professional integrity; demonstrated ability to persevere in the face of challenges; master's degree preferred. It is the opinion of the Founding Team that Ms. Finnegan embodies these qualifications.[132] She has a proven track record of success within urban settings as teacher and staff developer in Hartford, CT, NY, NY, Boston, MA, and Washington, D.C,. Over the last year, Ms. Finnegan has completed the BES Fellowship, which includes extensive training in the areas of curriculum and assessment, financial planning and fiscal management, professional development, board governance, school operations, teacher coaching, developing a strong school culture, and overall day-to-day execution and management. Ms. Finnegan believes in the limitless potential of all students and is committed to leading a high-quality school that will best allow students to realize that potential. If authorized, the Board of Trustees will move to officially approve the job description for the Head of School and compensation for that position. The Board will hire the Head of School during the official organizing meeting after careful consideration and the completion of a successful background check as required. The Board will formally evaluate the Head of School each year.

Management Needs, including SPED and ELLs, and Job Descriptions. We have a staffing plan that ensures effective implementation of a rigorous curriculum and targeted supports to meet the needs of every student. In Year 1, the Leadership Team is composed of the Head of School (HOS), Education Manager (EM), Operations Manager (OM), and Students Supports Manager (SSM). Responsibilities are divided among members of the team to ensure effective instructional and operational management. For example, the OM, with HOS oversight, manages school

[132] Ms. Finnegan's complete resume can be found in **Attachment 8b**.

operations including facilities, food services, transportation, and security, which allows the EM and SSM to maintain focus on curriculum, instruction, student performance, and supporting our SPED and ELL students. In years 1 and 2, the HOS, EM, and SSM will provide teachers with targeted instructional coaching. The SSM will take the lead on ensuring our SPED and ELL programs are meeting the needs of all students and will coach our Learning Specialists, who are our classroom teachers specialized in SPED and/or ELL instruction. Our commitment to serving special student populations is reflected in our staffing plan, with approximately 1 SPED or ELL certified teacher for every 15 students designated as SPED or ELL. This ratio will be maintained throughout our proposed charter term so that we can ensure students with disabilities, ELLs, and students at risk of academic failure are being fully supported and achieving academically alongside their general education peers. All members of the Leadership Team will report to the Head of School. The Office Coordinator will report to the Operations Manager; the Special Education and ELL teachers will report to the Student Supports Manager. General Education teachers will report to, and be coached by, the Education Manager. All instructional staff members will be formally evaluated at least two times per year using the Charlotte Danielson Framework (January and May), outlined in **Section III.E**. This framework will be referenced in weekly instructional coaching sessions. As the school grows, staffing decisions and reporting structures will best ensure sustainability and efficiency of execution, with the maximum number of direct reports to the Head of School being seven in year five, with a robust leadership bench managing all key areas of the school's operations and an internal pipeline of growth into different layers of staffing needs. All positions and reporting structures will allow us to execute our mission over time. All administrative and instructional staff will be fully mission-aligned. Key leadership personnel and their roles and responsibilities are listed below. We intend to establish this structure to ensure operational and academic excellence, and to allow instructional staff to focus solely on academics. The **Head of School** is the external face of the school and is accountable for academic performance and operations. S/he is the liaison between the Board and the school's staff and ensures that all resources are provided and allocated in alignment with the mission and vision. S/he hires, supervises, and evaluates all employees of the school and may delegate these duties to other administrative staff which include, but are not limited to, the Director of Operations (Manger of Operations in Y1), Dean of Culture, and Director of Curriculum and Instruction (Education Manager in Y1 and Y2). The Head of School establishes and oversees the relationship between our Back-Office Provider and the Operations team. The Head of School reports directly to the Board on the state of the school and is charged with effectively implementing all school operations and academic programs to ensure adequate progress toward school goals. The **Director of Operations** (Manager of Operations in Y1) is responsible for the school's facility and operational needs. S/he works closely with our Back-Office Provider in maintaining the school budget, accounting systems, and ensuring compliance with all federal, state, and local requirements. The Director of Operations (DOO) manages facility and human resource needs and ensures that the daily operations and attendance systems run smoothly. S/he oversees the work of the rest of the Operations Team, works closely with the Director of Curriculum and Instruction (especially when generating data reports), supports the work of the Back-Office Provider, and reports to the Head of School. The **Office Manager** (Office Coordinator in Y1) maintains student records and ensures that student attendance, homework completion, and merit/demerit data are accurately recorded. S/he is the first contact for parents and ensures

appropriate notification is given to parents regarding student health, detentions, or other pressing matters pertaining to their children. The Office Manager is the first person that guests interact with when they come to the school. The Office Manager works closely with and reports to the DOO. The **Director of Student Supports** (Student Supports Manager in Y1) focuses on the administration of special education and ELL programs. During the first year of operation, this role will dedicate 50% of his/her time on administrative duties associated with students IEPs and 50% on instructional duties for students either within classrooms or for those students requiring pull-out time in special education sessions. This role oversees the support and work of all Learning Specialists (SPED and ELL). The **Director of Curriculum and Instruction** (Education Manager in Y1 and Y2) supports teachers and learning as s/he develops curriculum, oversees the assessment system, and observes teachers in conjunction with the Head of School. The DCI will be trained by the Head of School to lead PD, manage teachers, deliver instructional feedback, and develop curriculum. The DCI will administer the assessment system, analyze results, and guide instructional and individualized supports responsive to student need. The **Dean of Culture** focuses on student culture and discipline. S/he holds students accountable to the Code of Conduct and establishes and maintains family relationships to support high behavioral expectations. S/he ensures that students have access to afterschool and summer enrichment opportunities beyond the school's offerings. The Dean of Students coordinates school events and works with the Head of School and DOO to plan and execute field trips, weekly RISE Rallies, and Family Nights. The **Director of Development** maintains and builds new funding opportunities through networking, planning, and hosting fundraising events, searching for and applying for government and private foundation grants. This role starts in Year 5. S/he is hired by, reports to, and is evaluated by the Head of School. The **Guidance Counselor** joins in Year 5. This individual supports all students and families through the middle school application and placement process, organizing middle school visits for students, communicating with schools and admissions liaisons, and leading any tutoring or test prep associated with middle school entrance. After Year 5, the Guidance Counselor also maintains an alumni program and tracking system so we can stay in touch with former students and find ways to better prepare and support our students for when they matriculate into middle and high school.

Recruitment and Hiring. Core to our mission is our ability to provide all students with high-quality instruction every day and every year. Inherent in this is the need to recruit an administrative and instructional staff committed to our mission and the level of work it will take to make our students' success a reality. Our proposed Personnel Handbook including all hiring and personnel policies can be found in **Attachment 8a**. We will conduct a national search to recruit the founding staff. Ideal staff members will possess the following qualities: Commitment to the Mission, Professional Growth, and Team; Love of and Expertise in Content; Hustle, Humility and Hard Work; Urban Teaching Experience; and NY State Certification. We will prioritize recruiting staff members with an ESL/ENL certification or credential and background in working with ELLs given our anticipated population. We consider hiring staff in a competitive HR market to be a year-round endeavor; we will not segregate hiring into particular months of the year but instead work aggressively across the calendar to ensure that Brooklyn RISE is a relevant and attractive option for those seeking to work and lead in this type of school. We will work closely with local universities, including Hunter College, Columbia Teachers College, Brooklyn College, LIU, New

York University, etc. Teach For America NY will be a key partner. With our commitment to diversity in hiring, we will recruit teachers who share the cultural identities of our students by targeting our searches towards colleges and universities that have high proportions of Hispanic and Asian students as well as flagging applications that we receive where applicants indicate proficiency in Spanish, Chinese, or Arabic.[133] When identifying a candidate, we will move quickly through all stages of our process, recognizing the competitive nature of the recruitment and hiring landscape. All candidates will undergo a rigorous hiring process that includes written responses to questions, an initial phone screening, in-person interview, sample teaching lesson and feedback session, professional references, and all required background checks. The Head of School will complete all interviews, informed by members of the team as it grows; the Head of School will make all final hiring decisions.

Retention. We have developed several key strategies for retaining staff from year to year. We offer a competitive salary at an average yearly salary of $61,457 with adjustments based on years of experience, degrees, and specialized certifications.[134] We offer a comprehensive benefit package, including health, dental, and vision insurance, as well as a 403B match program of up to 3% per employee. We provide robust PD opportunities. Our emphasis on culture, systems, and routines will create an environment where teachers can focus on instruction, instead of on excessive behavior management and discipline. While these benefits are not monetary in nature, they have proven to be an attractive component of many schools we have studied. We will continuously listen to staff members, informally and formally, and empower them to take on leadership opportunities. Twice each year, staff members will take an anonymous staff survey, and have a one-on-one conference with Head of School. These tools will allow staff to provide feedback and suggestions for improvement. Whenever possible, we will grow and develop new members of our leadership team from within our staff. The Head of School and Leadership Team will constantly reflect on teacher retention data and staff feedback to adjust as needed. To retain top talent outside of maintaining competitive salaries and benefits program, we focus on: (1) quality of work, (2) work environment, (3) career development opportunities, (4) short-term incentives and bonus programs, and (5) staff sustainability initiatives.

Human Resource Challenges. We will establish a Teacher in Residence (TIR) position in Year 1 to establish a teacher talent pipeline from within our school. The TIR serves as an apprentice teacher, learning from lead teachers while receiving coaching from the Leadership Team. Assuming growth in ability, the TIR will take on a lead teaching position the following year. We start with one TIR in Year 1 and add one each year as the school scales, with the exception of adding two TIRs in Year 3 so that we are able to have one TIR per grade level. TIR positions will be filled by early-career education professionals or professionals new to the field, who demonstrate mission-alignment, growth mindset, and a desire to be part of our professional community. We will partner with teacher-training programs like TFA, NYC Teaching Fellows, and graduate schools of education to fill positions. In Year 5 we hire a Talent Manager to manage human resource needs at scale and to conduct ongoing and strategic recruitment throughout the year to ensure that we are maintaining a strong pipeline of mission-aligned talent for our school.
C.1, C.2, C.3 – Not Applicable.

[133] Given demographics of targeted community, most students will identify as Hispanic or Asian; most students will come from homes where the native language is Spanish, Chinese, or Arabic.
[134] Starting teacher salaries at the NYC DOE are $54K, starting teachers with Master's earn $60,704. Information on NYC DOE salaries at http://teachnyc.net/your-career/salary-and-benefits.

D. Staff Supervision and Development

Instructional Leadership. The Head of School and Director of Curriculum and Instruction (Education Manager in Y1 and Y2) will share responsibilities of teacher supervision, support, and PD. The Director of Student Supports (Student Supports Manager in Y1) will have responsibilities of teacher supervision, support, and PD for Learning Specialist teachers, as they will primarily focus on ensuring our SPED and ELL students are being provided with robust learning supports.

Support and Supervision. To meet teachers where they are and push them to where they need to be, we will implement an individually tailored observation/feedback/coaching cycle. Our coaching cycle will in large part be based on the Get Better Faster scope and sequence from the Uncommon Network. Every staff member will be observed for 90 minutes per week (more frequent observations for struggling teachers). Instructional coaches will use an observation feedback template to capture notes as well as videotape parts of the lesson. A teacher will have a 30-45 minute weekly individual coaching meeting based on observations from the week. They will have opportunity to reflect on lessons and practice instructional moves that need to be strengthened. Teachers receive at least 60 minutes of live coaching per week, to support teachers in real-time delivery of lessons more effectively. The on-going, varied opportunities for teachers to improve their instructional practices is detailed below.

Professional Development. The professional development (PD) plan for our **Head of School** includes: (1) Ongoing Follow On Support from BES, (2) Participation in PD opportunities that arise, and (3) Enrollment in the Relay Graduate School of Education's Principal Academy. **Teacher PD.** We dedicate a significant amount of time and resources to train, develop, support, and challenge teachers to master their instructional craft. Throughout the year, teachers take part in 30 full days, and 35 abbreviated school days with two hours of PD on each of these days, which means our teachers will receive approximately 300 hours of PD annually. PD is grounded in ways to improve academic outcomes and responsive to staff needs, including five Data Days for in-depth analysis of student assessment data and purposeful action planning. **Onboarding.** As new staff members are hired there will be specific tasks to complete that enable them to get "pre-oriented" to our culture. Onboarding will take place for all staff members during Year 1 but will be used only for new staff members in subsequent years. **Summer Orientation** PD is crucial for starting the school year strong. Orientation cultivates a strong adult culture, develops a sense of team, and gives staff time to learn the non-negotiables of how Brooklyn RISE does teaching and learning. During our first year, all staff will be present for the full duration of Summer Orientation; in subsequent years one week will be for new staff and the whole staff will join for the remaining three weeks. Our Summer PD will be practice-based so that teachers master key instructional taxonomies, routines and procedures and internalize best practices. This first week will primarily focus on painting the big picture of our work, including sessions around mission, vision, education philosophy, and core values. The second week will be geared towards learning daily routines and responsibilities and will involve extensive amounts of practice. The third week will have a significant instructional focus, featuring assessment experts, and unit/lesson plan review with time for internalization. The last week will be dedicated to having a strong start to the year with our students and will include daily run-throughs and practice sessions. **Whole Group Weekly PD.** Each Friday, we will operate on an abbreviated schedule, dismissing students at 2:00pm, allowing

us to have two hours of whole staff, data responsive PD. The goal of these sessions will be to close instructional, content, or behavioral gaps that exist in our school. Each week, the Leadership Team will meet in advance of whole-school PD to summarize trends we notice throughout daily observations and decide upon the key levers of staff improvement. As the staff grows, we will implement peer observations and instructional rounds so that teachers can provide feedback on what our next level of work as a professional learning community should be. **Content/Grade Level Collaborative Planning.** Every week, grade level and content teams will meet once during their planning block. A member of the Leadership Team will be present at each meeting, until grade-level leaders are identified in later years. The meetings will allow for high levels of collaboration, horizontal alignment across grade levels, and vertical alignment across content areas. Weekly grade level and content level meetings will provide opportunities for collaborative Intellectual Preparation Protocols and development of any larger projects, initiatives, or assignments. Following our major assessment cycles (STEP, content specific interims), we will use a full PD day dedicated to data analysis and action planning. **Data Days** allow teachers to unpack and analyze interim/STEP data, reflect on effective teaching practices, identify strengths and areas for growth for individual or cohort of students, and create action plans to be implemented in the coming weeks. Teachers will use a common data analysis template to identify the strengths and challenges of each student and develop a targeted intervention/enrichment plan for each student. Teachers will use data to create homogeneous groupings of students, ensuring that each student gets the individual attention s/he needs during instruction. Identifying skill gaps helps to identify students needing additional one-on-one support throughout the day. Instructional coaches use the analysis and action plans from Data Days to inform individual coaching of teachers and identify areas for future PD sessions.

Evaluating PD Practices. We will evaluate each PD session through collecting feedback from staff. At year's end, staff will complete a survey that provides them the opportunity to reflect on the most meaningful and impactful PD, which the Leadership Team will use to improve PD.

E. Evaluation

Evaluation Processes and Procedures. To ensure we are meeting all academic, fiscal, and regulatory obligations, Brooklyn RISE will conduct evaluations regularly and share results with stakeholders. We will adjust for subsequent years, using cyclical and annual review processes at the Board and Management levels. **Board of Trustees.** The Board will evaluate effectiveness quarterly. Board evaluations will be completed using a rubric that facilitates evaluation of school progress towards its mission and defined goals. Upon authorization, the Board will select and/or adapt an evaluation rubric used by the Board of a consistently high-performing charter school. The tool will allow Board members to rate their performance and impact on the school as it relates to working as a team, using data to inform decision-making, establishing and following a clear decision-making protocol, staying student-centric, tracking and analyzing progress towards goals on a monthly basis, and being reflective about ways the Board can continue to improve its effectiveness to ensure school success. **Head of School (HOS) Evaluation - Planning Year.** The HOS will be held accountable by the Board for all aspects of the school's success and management, including, but not limited to: the academic program, financial management, and organizational health. The HOS is entrusted with advancing the school's mission, ensuring strong student performance aligned with the goals and measures outlined in our accountability plan,

maintaining financial viability, and determining the future direction in accordance with the mission. The HOS will be hired by and report to the Board. The annual formal evaluation will be directly tied to HOS responsibilities, specifically within the planning year. The evaluation will be informed by the members of the Board in alignment with various responsibilities and includes the HOS self-evaluation in each area. Dates addressed within this Evaluation are July 1, 2018 through June 30, 2019. **Ongoing School Leader Evaluation.** Each area for evaluation will correspond to elements with the HOS formal job description and provides opportunity for quantitative and qualitative review. The HOS will use this template to create a self-evaluation, providing the self-evaluation to the Board as part of its annual evaluation process. The final evaluation document will be completed with one voice from the Board and will include specific but unattributed comments from the Board's membership. The Board will establish a sub-committee, consisting of the Board Chair and one member from the Academic Committee and another from the Finance Committee. The sub-committee will collate all evaluation materials and write the final evaluation. The Board will hire, set compensation for, support, and evaluate the HOS. As outlined, each year the Board will conduct a comprehensive and formal HOS evaluation to determine his/her effectiveness in executing the mission of and delivering on the goals for Brooklyn RISE. This comprehensive written evaluation will be shared with the HOS and will be placed in his/her personnel file. This evaluation will evaluate the leader against a set of pre-determined goals and criteria in Academic Performance, Financial Management, Academic Program Fidelity, Family/Teacher/Student Satisfaction, and Fundraising/Community Relations. **Teacher and School Staff.** Teachers will be evaluated on a rubric three times per year, once per trimester, using the Charlotte Danielson Framework[135] which is grounded in four domains: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. Within each domain are components that delineate what excellence looks like. We selected the Framework because it encompasses the most important aspects of instructional and professional practices and is approved by the New York Department of Education. We expect that by using the same teacher evaluation system as our neighborhood district schools, there will be more opportunities for PD collaboration. Teachers will be introduced to the Framework during Staff Summer PD and briefed on the evaluation process during the year. Before the school year begins, teachers will self-assess their practice across the four domains. Teachers will have a goal-setting meeting with their instructional coach to talk through the self-evaluation and set growth goals for the year. After each observation, the teacher and coach will revisit the goals and assess progress towards them. As goals are met, new ones will be developed based on collected data. Non-instructional staff members experience a similar evaluation process, that considers growth against professional goals, and progress towards the organizational and operational goals. Each year, the Leadership Team conducts the trimester evaluations of instructional and non-instructional staff with close support from the Head of School, including joint evaluations in the first year. While teachers and non-instructional staff members are formally assessed each trimester, the Leadership Team aligns coaching and feedback to our evaluation rubric criteria on an ongoing basis to ensure high levels of accountability and mission-driven coaching. A staff member that does not demonstrate progress towards the criteria outlines in our evaluation rubrics will be placed on a time-bound, measurable performance improvement plan. If the staff

[135] http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/danielson-teacher-rubric.pdf.

member's performance does not improve over the timeframe set in the performance improvement plan with intensive support from the Leadership Team, then that staff member will be released in accordance with our personnel policies (**Attachment 8a**).

Monitoring School Performance and Financial Stability. The Board is responsible for monitoring the academic results of the school and ensuring proper fiscal management and organizational stability. While daily operations and decisions will be left to management, the Board will provide oversight, evaluating how well the school is delivering upon its promises outlined in the charter. The Board will analyze data dashboards provided to the Board monthly, which are closely aligned with the school's accountability goals and measures. The dashboard will provide the Board with data points and key metrics on elements including, but not limited to, enrollment, attrition, daily attendance, and student assessment performance. The data points will allow the Board to evaluate managerial effectiveness, and to determine whether any school management changes need to be made. The Board will be presented with monthly financial statements prepared by management and the back-office provider[136] and previously reviewed by the Finance Committee. These financial statements will include a balance sheet, cash flow statement, income and expense statements, and the budget versus actual report. Upon recommendation by its Finance Committee, the Board will select an auditor to annually certify the accuracy and reliability of our financial statements, methods of financial control, and accounting systems. The Board will ensure that internal and external controls are in place to prevent fiscal mismanagement. Preparation for the annual audit by the school will begin with the preparation, approval, and adoption of the annual budget and will continue throughout the year. The Board through its Finance Committee will ensure the auditor has access to all needed documents. The list of documents that are prepared, collected, and provided to auditors will be subject to the request of the auditor. We will retain an independent Certified Public Accountant licensed in NY State, to perform the annual audit of our school's annual financial statements in accordance with GAAS ('Generally Accepted Auditing Standards') and GAGAS ('Generally Accepted Government Auditing Standards') as required by the NY State Department of Education.[137] The combination of monthly dashboards, financial statements, and yearly audits will allow the Board a clear snapshot of the financial state of the school, and will allow for the proactive identification and addressing of any potential causes for concern. When necessary, the Board will report a plan for corrective action to the Board of Regents indicating the exceptions and how they have been, or will be, resolved.

Internal Programmatic Audit. The Board will require the school to collect and analyze survey results at least once annually from staff and families, and once annually from families who have children who receive Special Education and/or English Language Learner services. These surveys will provide data on the level of satisfaction for the variety of programs at the school. Surveys will be given out and collected by the Director of Operations. Upon completion, results will be provided to the Head of School and Board. Following analysis of results, management will identify trends for areas of strength and growth. The purpose is to determine the extent to which all stakeholders are engaged and satisfied with our efforts of moving towards our collective mission. The Head of School and Leadership Team will analyze areas of growth to decide on ways to improve the satisfaction rate of community constituents. The results from the yearly Internal

[136] The Board of Trustees for Brooklyn RISE will hire and evaluate a back-office provider to support the school's finances. This back-office provider will work closely with management to prepare monthly financials and the annual budget, as well as with the Board's Finance Committee to ensure strong financial oversight.
[137] http://www.p12.nysed.gov/psc/documents/auditguide2017.pdf.

Program Audit along with academic assessments are analyzed by the Head of School at the end of the year to determine priorities, goals, and potential changes for the subsequent year. Each year, the Board will hire an outside organization that will conduct an audit, including: document review; operational and instructional observations; interviews with the staff, including the Leadership Team, Board, staff, students, and our families. The results will be reviewed by the Board of Trustees and will be submitted to our authorizer. The audit will include assessment of our overall financial health as an organization, expenditures, revenues, enrollment, overall academic health, special student population performance, overall organizational outlook, action planning for specific issues experienced in previous year, as well as highlights from the previous year. As we use multiple ways to monitor our progress and achievement, we share this information with our community.

Evaluating Student Performance. The school will conduct systematic review of student performance in alignment with our mission and goals and against state frameworks. **Against Benchmark 1. Board.** Each month, management will compile all academic data into a dashboard that represents current academic performance across grade levels in comparison to our end goals, as outlined in our Accountability Plan. The Academic Committee will meet monthly to review student achievement data; data will be shared with the Board monthly. The Board will analyze the dashboard and assess if the school is adequately progressing toward the measurable goals it has set, evaluate data for sub-populations including students with special needs and ELLs. The Board will use this data to ensure that management remains accountable for results and is provided with the resources, support, and oversight needed to reach our goals. **Management.** Management will not wait until formal assessments to gather student data across content areas. With data driving all decisions, teachers will be responsible for collecting data daily so that they are making instructional adjustments most supportive of student needs. There are several ways that we will monitor progress towards academic achievement on an on-going basis. **Data Trackers.** Upon entering classrooms at Brooklyn RISE there will be a number of data trackers immediately visible. Teachers will track STEP data, sight word mastery, and math standard mastery. Data trackers are a way for teachers and students to be held accountable for data and also serves as a way for the Leadership Team to enter any classroom and quickly assess where gaps in understanding need to be addressed, or additional instructional supports are needed. There will be specific grade-level goals and benchmarks towards those goals. Leadership will consistently check in with teachers to assess (1) where students are, (2) gaps in mastery, and (3) putting specific plans into action to close gaps where students are struggling. **Exam Analyses and Instructional Plans.** We will have formalized structures for analyzing data to inform instructional practices. After each assessment cycle, teachers will come together to norm expectations for exemplar responses to ensure that all students are held to the same expectation. After exams are scored, teachers then look for all standards that were mastered and standards that were not. Teachers will analyze trends by standard, question type, student subgroup performance, and the various demands on students based on knowledge, skills, and habits. Teachers will use trends in the data to develop instructional action plans, which will include exactly how they plan to provide targeted supports to certain students and re-teach specific standards.

Evaluating Family and Student Satisfaction. To seek feedback from members of our community, surveys will be administered to all stakeholders a minimum of two times per year. Data collected

from surveys will be summarized and presented to the Board to demonstrate strengths and areas of growth. More specifically, we will conduct one survey for the staff, another for all families in the school, another for families receive special education services, and another for families whose children are identified as ELL. Starting in grade 3, students will also be given a school satisfaction survey so that we can take student experience more fully into account **Evaluating Family and Community Involvement.** As outlined in **Benchmark 3 – Culture, Climate, and Family Engagement**, we are striving for 80% of families to indicate they are satisfied with the overall Brooklyn RISE program. Family engagement, student attendance, and re-enrollment are important indicators of satisfaction. Our family engagement goals are that 100% of families attend Family-Teacher Conferences and at least 60% attend our monthly events. Our average daily attendance goal is 95%. We will review attrition data monthly. We will take steps to evaluate community involvement through the partnerships that we cultivate on behalf of students and families by administering an annual survey to community partners so that we can continue to improve relationships with community partners.

F. Facilities

Facilities Needs and Table. We intend to locate in the Sunset Park area of Brooklyn in CSD 15. The specific area we are targeting is 39th to 65th Streets between 2nd and 9th Avenues. We recognize that facility acquisition is going to be challenging in our targeted area because of population density and zoning regulations. Thus, we are planning to be flexible and cast a wide net in our search. We will remain committed to ensuring our facility is easily accessible to families in our targeted part of the community by transit. Brooklyn RISE will open with 52 kindergarten and 52 first graders in 2019, adding 52 students each year. The figures below outline the number of students and space needed each year for the first term of the charter and details the type and number of various rooms we need to deliver upon our mission and school design.

ROOM ALLOCATION Y1-Y5					
ROOM TYPE	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**
General Education Classroom	4	6	8	10	12
Large Meeting Space	1	1	1	1	1
SPED/ELL Pull-out Rooms	2	2	3	3	4
Enrichment Classrooms	0	1	1	2	2
Teacher Workroom	1	1	1	1	1
Main Office	1	1	1	1	1
Restrooms	2	2	2	3	3
Nurse's Office	1	1	1	1	1
Administrative Offices	2	2	2	2	3
Conference Room	1	1	1	2	2

We are continuing to consider the options of finding a space in which to incubate for Y1-Y3 that can range from 15,000-20,000 square feet, until we are ready to occupy a space that meets our ≈30,000 square feet of space facility requirement at capacity. Final decisions on how we will administer our breakfast and lunch program will depend upon facility; like other charter schools, we may opt to have children eat in their classrooms and have warming and refrigeration facilities in lieu of a full kitchen; we will determine our needs for space for physical education as do other

charter schools based upon facility options, and may include use of local public space as appropriate to our needs. We will ensure a private space for our school nurse as required.

Facility Selection and Funding. Given the severe overcrowding in the district, we do not anticipate receiving a suitable colocation option, so we have built into our budget assumptions the receipt of rental assistance to cover the cost of a private facility. We anticipate receiving 30% of our per pupil funding ($4,358) to cover rent. We will ensure our facility is compliant with all federal requirements including ADA and meets all NYC Department of Buildings and NYCDOE codes and state sanitary specifications. Based on local guidance, our budget assumes a rental rate of $40/square foot. We have developed an internal contingency budget should our facility cost be higher than anticipated. Our Founding Board benefits from expertise in charter school facilities, specifically through one member's work with Civic Builders. We have engaged real estate experts to provide consultation on the facilities search and procurement process. Most recently we have worked with Maureen Coughlin in identifying a very promising school site.[138]

G. Insurance

Insurance. Brooklyn RISE has spoken to several insurance brokers including First Fidelity Brokerage about structuring an insurance portfolio to protect key assets and employees at our school. We anticipate applying for the following coverage, negotiating with our insurance provider for competitive rates. Estimated costs for insurance are reflected in our budget. The Figure below outlines a possible insurance portfolio as quoted by First Fidelity Brokerage.

Brooklyn RISE (K-5)

NOTICE: This statement is intended to provide the insurance coverages and the associated estimated premium for budget purposing only
Actual premium will be determined at time of coverage placement and will depend on exposures, carrier rate changes, and limit and deductibles selected

					Projected					
					0	104	156	208	260	312
COVERAGE	LIMITS OF LIABILITY		RETENTION	COMMENTS	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
General Liability	Liability: Each Occurrence Personal and Advertising Injury General Aggregate Fire Legal Liability Medical Payments, per person Hired and Non Owned Liability Employee Benefits Liability Abuse & Molestation Limit Abuse & Molestation Agg. Limit Products Agg Limit	 $1,000,000 $1,000,000 $3,000,000 $1,000,000 $5,000 $1,000,000 $1,000,000 $1,000,000 $2,000,000 $3,000,000	Liability: Nil except: $1,000 Employee Benefits Liability			$7,904	$11,856	$15,808	$19,760	$23,712
Workes Compensation	Workers Compensation Employers Liability	Statutory $1,000,000		2 FTE @ $150k E	$800	$7,313	$10,725	$14,138	$17,550	$19,500
Educators Legal Liability (incl. Directors & Officers)	Educators Legal Liability Educators Legal Liability Aggregate	$1,000,000 $1,000,000	$2,500 Educators Legal Liability $5,000 EPL	Includes "Wrongful Act"/D&O/EPL	$2,000	$3,500	$3,850	$4,200	$4,550	$4,900
Property	Property: Contents EDP Business Income / Extra Expense Cause of Loss Form	 $250,000 $250,000 ALS Special	Property: $2,500	Property increases with purchased contents and equipment		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
Excess Liability	Each Occurrence Aggregate	$10,000,000 $10,000,000	$10,000 SIR if no underlyer	Includes GL, Auto, EBL, ELL		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
Crime	Employee Theft Depositors Forgery or Alteration Theft, Disappearance & Destruction - Money, Securities, and Other Property Computer and Funds Transfer Fraud	$1,000,000 $1,000,000 $1,000,000 $1,000,000	$35,000			Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
Accident Insurance Special Risk	AD&D: Accident Medical Expense:	$1,000,000 $250,000	Nil			$1,040	$1,560	$2,080	$2,600	$3,120
						$19,757	$27,991	$36,226	$44,460	$51,232
Additioanl Coverages										
Cyber Liability	Aggregate Limit	$1,000,000	$2,500			$1,000	$1,000	$1,000	$1,000	$1,000
Special Risk	Ransom	$1,000,000	Nil			$1,500	$1,500	$1,500	$1,500	$1,500
Fiduciary Liability	Limit Aggregate	$1,000,000 $1,000,000	$10,000			$1,250	$1,250	$1,250	$1,250	$1,250
						$3,750	$3,750	$3,750	$3,750	$3,750

[138] Letter of support regarding our facilities search efforts from Maureen Coughlin is in **Attachment 2c**

H. Non-Academic Operations

Health Services. Brooklyn RISE will comply with all health service regulations in accordance with Education Law Article 19, Public Health Law, and will provide similar health service provisions as in district schools. If we are co-located within a public facility, the Head of School and Operations team will coordinate with the leadership of the co-located district school(s) on the possibility of sharing the on-site nurse. In the more likely case that we are in a private facility, we will hire a full-time nurse to be on the school site who will provide health services and supports equivalent to district schools under the supervision of the Director of Operations (Manager of Operations in Year 1). Our school nurse will be a licensed professional who will administer daily medication to students who need it, aid students who are sick, and maintain student health records, including immunization records. We have allocated funds in our staffing plan to support this expense. We will identify other outsourced programs to deliver quality medical screenings to students, such as NYU College of Dentistry's Mobile Dental van *Smiling Faces, Going Places*. If co-located with a district school, we will collaborate with that school's health services program, and coordinate to manage our school health records and service delivery through that organization. Staff will be educated on health polices during our Summer Orientation, including the use of an automated external defibrillator (AED) and how to administer CPR, per Education Law. **Provision of Medication to Students Who Require it on a Daily Basis**. Our school nurse will administer any prescribed daily medication required by students. Families must provide proper documentation (i.e. notices and prescriptions from child's pediatrician) for medication to be administered. **School Immunization Program**. In accordance with Education Law Article 19, we will establish a school immunization program that has "all students adequately immunized unless they have been exempted for medical or religious reasons."[139] Our staff will establish a written immunization policy that details staff member roles and responsibilities in the collection of immunization information, process of education and outreach to families about immunization responsibilities, and annual reporting to the Department of Health. This process will be overseen by the Office Manager (Office Coordinator in Year 1), with support by the Director of Operations (Manager of Operations in Year 1). The Office Manager will maintain a list of susceptible students (10NYCRR 66-.1.10(c)), identify all students who lack required immunizations, refer all students to their medical providers or DOH, and report all students who fail to meet requirements within 14 days of attendance. We will establish channels of communication to parents and families in their home languages, especially regarding age-specific vaccination requirements. Full communication policies and guidelines will be established during the Planning Year. **Collection of Immunization Records**. Families will be required to provide original copies of all immunization records during student orientation before the school year begins. All requirements for vaccinations must be met within 14 days of the first day of orientation or the student's first day at the school. Homeless students are not required to present proof of immunity according to the McKinney-Vento Act. Immunization records will be stored in a locked file cabinet, with access limited to school leadership and authorized in accordance with FERPA guidelines and will be kept for a minimum of six years. The child's Cumulative Health Record will be maintained by the school as a collection of original medical history documents and given to the next school when the student leaves. We will retain copies of all documents before passing them to the next school.

[139] https://www.health.ny.gov/publications/2370.pdf.

Food Services. We are considering different options for food service providers. Once we secure a facility and have better understanding of our cafeteria and kitchen set-up, or lack thereof, our Board will put out a formal RFP to a variety of food vendors. We will provide healthy and timely nutrition to our students so that all students are properly nourished. Based on National School Lunch Program requirements, each day we will provide breakfast, lunch, and snacks. In early years, we are likely to offer breakfast in the classroom, which will allow students to start the school day consistently within their classroom community. We plan to participate in the Free and Reduced Lunch (FRL) programs and will follow all applicable regulations regarding eligibility and reporting. The subsidies received by the USDA will be used to pay for our food program only. Because we anticipate having up to 90% FRL students, we do not plan to collect money from students who can pay full price. Breakfast, lunch, and snack will be offered to all regardless of their ability to pay. If families choose to send snacks and meals with their children, we will maintain a "no refined sugar" school environment, such that snacks and juices will not be allowed that are have refined sugar at the top of the ingredient list. Healthy snack recommendations and guidelines will be included in our Student and Family Handbook, which every family will review before student orientation. We will keep a detailed list with our Office Manager (Office Coordinator in Year 1) and posted in every classroom and teacher workroom that outlines all food allergies in our school, and we will be diligent in adhering to all allergies and food restrictions to ensure safety across the school. We will ensure that any food service program we choose is in compliance with all aspects of the Federal Nutrition program.

Transportation. We will ensure that all students receive transportation services, per §2853(4)(b) and §3635 of Education Law. Based on the distance and the grade of our students, NYCDOE will provide half-fare and full-fare MetroCards and/or stop-to-school transportation. We will coordinate door-to-door transportation for any student with an IEP that requires it. We will partner with the CSE to ensure that all documentation for this request is updated annually and throughout the year as needed. Our Office Manager (Office Coordinator in Year 1) will be responsible for the following tasks associated with transportation services: (1) Determining eligibility of students for half-fare or full-fare cards, (2) Distributing MetroCards to students, (3) Assigning MetroCard serial numbers to student records, (4) Deactivating and replacing lost or stolen cards, (5) Reviewing MetroCard inventory upon receipt, (5) Coordinating with Office of Pupil Transportation (OPT) about additional bus stops, (6) Communicating with yellow bus drivers (if applicable) about route changes and timing, and (7) Documenting how all students are transported to and from school and updating family preferences accordingly. We will have a valid Certificate of Occupancy for our school facility to ensure we can receive NYCDOE transportation services. Before the beginning of the school enrollment process for the year (April 1st), families will be required to notify the DOE about transportation needs for the OPT to coordinate and organize its bus routes for the year. Brooklyn RISE will stay in close contact with the OPT to ensure that the best transportation options for every family is met.

Management of Other Non-Academic Functions. Brooklyn RISE will utilize a combination of internal and external resources to manage other non-academic operations. All external vendors will be selected and engaged in alignment with our fiscal policies and procedures and applicable procurement laws, along with positive references from like-minded organizations. If co-located

in a DOE building, we will use DOE custodial and maintenance staff provided, as well as NYPD School Safety officers. If located in a private facility, we will engage external vendors to install and maintain security equipment and wireless technology. The DO (Operations Manager in Year 1) will provide training to all teachers during Summer PD regarding appropriate and effective use of all school-based technology and will oversee and support our technology needs. All external vendors responsible for non-academic operations will be managed by the DO. All student education records will be protected in accordance with FERPA.[140] Student information will be managed internally by the DO and Office Manager (beginning in Year 2); hard copy student records will be stored in locked filing cabinets and electronic student records will be stored in a password-protected Student Information System.[141] Compliance and reporting will be managed internally by the DO with support from our back-office provider and direct oversight by the HOS. Personnel files and payroll records will be maintained in accordance with Fair Information Practices Act; access will be limited to HOS and DO. Employees may obtain access to their files by completing access request form. All supplies/materials/equipment will be purchased by DO and approved by HOS in compliance with fiscal policies and procurement laws.

I. Family and Community Involvement

Family and Community Involvement Pre-Opening. We know, and the research tells us, that family and community connections significantly impact student achievement and the experiences that students, families, and the community have within schools. To that end, Brooklyn RISE remains committed to a robust family and community involvement plan before and after our proposed opening.[142] Family engagement is critically important to student achievement and to building a strong school culture. We view families as partners, and have developed a multi-layered plan to engage with families in such a way that supports our mission and helps students to achieve ambitious academic goals. Family engagement begins during recruitment. We will target our recruitment in the areas of the Sunset Park community where the elementary schools are large and overcrowded and where there are currently no schools of choice available to families. Given that most families in our targeted neighborhood are not fluent English speakers, we will ensure that all of our outreach efforts and events are fully accessible to families whose native language is not English, with all documents provided in home languages of our families and with translators in place for all communication. Our community outreach events will include tabling at local events and churches, canvassing in the neighborhood, hosting information sessions, pop-ins at locally owned businesses, and meet and greets organized throughout the community. We will continue to cultivate and maintain partnerships with organizations such as Mixteca, the Chinese-American Planning Council, and the Center for Family Life that have strong relationships and provide services for families in the community.

Communicating with Families of Enrolled Students. Once students and families enroll, we will develop a strong, trusting relationship with them. Time demands on families vary, and we will provide a variety of ways for families to engage with the school and our instructional programming. A true partnership is bi-directional; we will cultivate a culture in which families

[140] "Family Educational Rights and Privacy Act (FERPA)." *Home*, US Department of Education, 26 June 2015, www2.ed.giv/policy/gen/guid/fpco/ferpa/index.html.
[141] We are considering PowerSchool as a potential Student Information System. PowerSchool is a widely used digital platform that provides digital tools for registration, compliance, and end-to-end organizing of student information.
[142] Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory.

eventually take the lead on many of the school-family partnership opportunities. We know that when families are given the opportunity to lead and organize the partnership will be more valuable and reflect the strengths of our families. The following sections outline some of the specific ways that we plan to involve families from the beginning. Following the enrollment cycle, the Leadership Team will conduct **Home Visits** with every newly enrolled family, providing us with the opportunity to acknowledge the choice that families have made to join our school community and allowing us opportunity to build a strong foundation for a positive partnership between home and school. During Home Visits, we will discuss with families the aspirations they have for their child(ren), and how they believe our school can best support their child(ren). We will cover logistics such as providing important information about the school (school calendar, school schedule, etc.) and conducting a diagnostic assessment (STEP). We will hold three **Family Orientation** sessions before the school year begins.[143] The first will take place shortly after the enrollment cycle ends and will be for all families new to our school community. We will host two additional sessions shortly before the school year begins. Family Orientations will provide an overview of Brooklyn RISE through our mission, vision, philosophy, core values, and core expectations. Families will receive all logistical information regarding transportation, food services, afterschool enrichments, instructional models, and homework expectations.

Family Involvement Post-Opening. Weekly Communication: Families are key partners in the work we do with our students, and as such we seek to keep them as informed and involved as possible with the school-life of their child. We have at least two weekly touchpoints with every family. We will send a behavioral report home at the end of each week for all students, which will outline positive and negative choices made throughout the week and the ways in which their child contributed to our school community. Families will be asked to sign the report and include any comments or questions and send the report back to school on Monday. All families will have the teacher's professional contact information (phone and email). We are committed to keeping open, consistent, and positive school to home communication throughout the year to uphold our value of developing strong family partnerships. **Monthly Pastries with the Head of School:** Once a per month, Brooklyn RISE will host families for coffee, pastries, and conversation. The Head of School will provide updates to families on the progress of the school and to gather feedback from families. This monthly ritual will build community between school and family as well as between families as they will have the opportunity to mix and mingle with each other. **Monthly Newsletters:** We will send a monthly newsletter home to families, which will be a way to message key updates, information, and upcoming events to families. The Head of School will share overall academic updates of the school and outline any major changes or initiatives taking place in the school. The newsletter will feature student work and students who are setting strong examples of our core values within the school community. Newsletters will always be sent home in the preferred languages of families and available on our school's website. **Family Surveys:** At the end of each trimester, we will administer a family survey.[144] The surveys will be provided electronically and in the preferred languages of families during teacher-family conferences. The surveys will gauge family satisfaction with the school and collect feedback on questions or

[143] Family Orientation sessions can be viewed on our Academic Calendar found in **Attachment 4c.**
[144] Our family satisfaction survey will be based on the 5Essentials survey created by the Organizing Schools for Improvement program of the Urban Education Institute of the University of Chicago.

concerns that families may have. Families are key stakeholders in our work at Brooklyn RISE and we will provide multiple opportunities for family voices to be heard and acted upon. **Supporting Families in Helping Their Children Grow.** To develop stronger partnerships with families and to further invest them in the mission and vision of our school, we will host monthly **Family Nights**[145] which will typically have an academic focus, grounded in our college preparatory mission, and provide families with the opportunity to learn about what their children are learning in school and engage in the same types of work and learning activities that their students do during the school day. For example, on Family Literacy Night, families will get to engage in the various aspects of our literacy curriculum so that they better understand what our school is doing to support their child(ren)'s literacy development. Families will always leave Family Nights with a stronger understanding of what their child is doing in school and resources that will allow them to support their child(ren) to continue to develop at home. Family Nights will be informative, fun, and engaging and eventually we would like to see families take on the planning of some Family Nights so that they can bring their experiences and perspectives into our school community to ensure that the learning and engaging goes both ways.

On-going Community Involvement. We intend to partner with Mixteca and the Chinese-American Planning Council, two organizations that specifically support immigrant families whose primary language is other than English. We believe that through these partnerships we can provide resources and supports to our non-English speaking families. Additionally, we plan to partner with the Center for Family Life, an organization that provides comprehensive services for economically disadvantaged students. For homeless students, we intend to partner with the Students in Temporary Housing unit within the Office of Safety and Youth Development of the DOE to secure necessary resources. We will cultivate these community partnerships as well as explore others so that we are continually involving the community in the fabric of our school.

J. Financial Management

Annual Budget Process. The annual budget will be developed by the Head of School with the support of the Operations Manager and in conjunction with EdTec, the proposed back-office provider (see below). The Head of School will solicit stakeholders for budget input and facilitate planning meetings each year to ensure budgeting is aligned to our mission and goals. EdTec will conduct analysis and provide expertise on charter school funding, observed spending trends, and industry benchmarks. EdTec will bring the technical work of the budget pro forma together each year. The budget cycle will start in January with a working draft developed by the Head of School, with the support of the Operations Manager and EdTec and brought to the Finance Committee for review in February. The Committee will analyze the draft and provide a recommendation to the Board in March or April, and approval in May or June at a publicized and open Board meeting. Brooklyn RISE shall prepare and provide to NYSED a copy of its annual budgets and cash flow projections for each fiscal year no later than June 30 of the immediately preceding fiscal year. The main role and responsibility of the Board will be to adopt a balanced budget that adequately meets and addresses the school's strategic vision and mission as laid out in the charter and with input and information from school leadership and consulting parties. The Board will ensure the

[145] Family Nights can be viewed on our Academic Calendar, included in **Attachment 4c.**

budget reflects any and all compliance requirements with respect to federal and state resources, including but not limited to, whether something is a prudent and reasonable use of public funds.

Managing Finances and Roles. The responsibility of executing against the approved budget is delegated to the HOS, supported by EdTec. The budget will reflect the operating and spending parameters around which all day-to-day financial decision-making will be managed. The HOS, supported by the DO, will maintain and protect all financial records, including but not limited to, those that contain financial, student, personnel, or donor information.

Contracted Financial Services. As part of implementing strong financial management, Brooklyn RISE is proposing to use EdTec as its back-office provider. EdTec is a financial and operational consulting firm, exclusively for charter schools, with experience and expertise nationally and locally in NY. Founded in 2001, EdTec has been able to hone its systems and processes over the last 17 years to provide CFO and back-office services to charter schools of all sizes and scale. One reason to contract with a back-office provider is the segmentation of duties and responsibilities not otherwise possible for a small school. EdTec supplies staff with different permission levels for back-office functions, and because depositing of revenue and purchasing is done by school staff and entry and recording is done by EdTec, this creates a segmentation of duties and responsibilities that informs strong financial management. We will implement a robust set of financial policies and procedures EdTec currently recommends for its clients and have been reviewed by several audit firms. Our policies and procedures incorporate generally accepted accounting principles, and have been developed in close consideration of the NYSED audit guide. Prior to annual formal adoption, the Board will review all financial policies and procedures to ensure they are still adequate in light of updates to the NYSED audit guide, and formally seek an auditor review of its policies and procedures as part of the initial controls review.

Financial Oversight. The responsibility to execute against the budget is delegated to the school administration, including the support of EdTec. The annual budget as approved by the Board will reflect operating and spending parameters around which day-to-day decision making will be managed. School administration will maintain and protect all associated records, including but not limited to, those that contain financial, student, personnel, or donor information. The Board will be responsible for accountability, ensuring the school team is acting consistent with the adopted budget, priorities, and restrictions. School administration and EdTec inform the Board of changes in information, conditions, and other matters related to the budget. During monthly public meetings, the Board will review financial documents that include, but are not limited to, budget versus actuals, balance sheet, cash flow, and updated projections. Material variance between the approved budget and budget-to-actual will require the Board to revisit the Budget and determine if corrective action is required to realign spending with budget priorities. We recognize the value of using independent parties to assist with financial management and also recognize both the value and the requirement to use independent parties to evaluate our financial statements and financial management. At all phases of the financial management cycle, we ensure Board members with strong financial literacy skills and active Finance Committee that regularly convenes as critical elements of organizational success. The Founding Board has two members with financial expertise relevant to charter school finance. **Student Records.** We will implement a Student Information System (SIS) which provides a digital platform for maintaining

student information. We will use our SIS for tracking enrollment and attendance, FRL eligibility, SPED services, and related services for students with special needs. We will use SIS to ensure strong record-keeping and tracking of student enrollment and attendance information, whole school and across subgroups, in compliance with all reporting requirements.

Independent Fiscal Audits. We will annually engage a state-approved audit firm with NY charter school experience and expertise. The annual audit will be conducted by a CPA or CPA firm licensed in NY. The Finance Committee will request proposals for audit; with recommendation from the Committee, the Board will select the audit firm, which will report to the Board. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required by public charter schools in NY, in addition to any other conditions or criteria required by the NYSED. We will use the selected firm for any other required reporting, including but not limited to, initial statement on internal controls, CSP agreed upon procedures reporting, A-133 audit, and filing of its annual 990 with IRS. We have included the cost of the audit based on standard pricing from a variety of NY charter school audit firms. We included budgetary cost of the audit based on standard pricing from a variety of charter school audit firms (**Attachment 9**). At all phases of the financial management cycle, we will rely on the expertise of Trustees with strong financial management skills, as well as an active Finance Committee that convenes regularly, to ensure ongoing, sound financial management.

K. Budget and Cash Flow

Budget Description and Key Design Elements. Brooklyn has developed a pre-opening and 5-year budget plan aligned with the programmatic design, mission, and vision outlined in the charter application. We have ensured our proposed budget supports staffing requirements and our commitment to provide the resources and supports all students need to be academically successfully. We generated this budget using conservative revenue and expense assumptions and projections, relying on experts in the charter school finance sector to assist with our budget plan. The budget does not require any significant infusion of unsecured fundraising or grants and is largely sustainable on recurring public revenues alone. In every fiscal year, operating income is projected to be positive with the fund balance continuing to grow every year until finally reaching an ending balance at Year 5 of $2.0M or an 30.06% of total revenues.

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Total Revenue	435,000	2,788,251	3,522,058	4,503,659	5,641,055	6,785,078
Total Expenses	281,324	2,411,285	3,328,542	4,194,157	5,077,178	6,342,969
Operating Income (EBIDA)	153,676	376,966	193,516	309,502	563,877	442,110
Beginning Fund Balance	-	153,676	530,642	724,158	1,033,660	1,597,536
Ending Fund Balance	153,676	530,642	724,158	1,033,660	1,597,536	2,039,646
Operating Income as % of Total Revenues	35.33%	13.52%	5.49%	6.87%	10.00%	6.52%
Fund Balance as % of Total Revenues	35.33%	19.03%	20.56%	22.95%	28.32%	30.06%
Total Revenue Per Student	N/A	$26,810	$22,577	$21,652	$21,696	$21,747
Total Spending Per Student	N/A	$23,185	$21,337	$20,164	$19,528	$20,330

Revenue Projections. The budget plan is based on opening enrollment of 104 students, with 52 kindergarteners and 52 first graders. We plan to add 52 new students each year and expect to

reach a final enrollment of 312 students for grades K through 5 by the end of Year 5. Recurring public revenue projections are based on the most recent funding and rate assumptions available to charter applicants, and when otherwise unavailable, the assumptions in use for schools operating during FY 2018. The main per pupil rate has been budgeted at $15,307, understanding there is strong likelihood it will be higher in FY 2020. Per pupil enhancements for students receiving a certain level of special education services are tied to special education populations observed in local schools. We assume 10% of students will likely have an IEP; only half will receive services that trigger the 20-60% and greater than 60% funding enhancements to the per pupil payments from NYCDOE. The facility reimbursement is assumed at 30% of the general education per pupil amount; we understand we are only eligible for this funding if in a private space, and that the reimbursement is capped at actual lease costs. We included conservative assumptions for several state and federal categorical programs. We budgeted for Title I and Title II allocations tied to an assumption of FRL students, estimated at 80%. IDEA funding is conservatively projected at $900 per eligible student, with eligibility being a subset of all SPED students estimated at 20%. We projected NYSTL, NYSSL, and NYSLIB allocations and the restricted offsetting expenses to demonstrate that these revenues have an intended, restricted use. We included one-time DYCD allocation in Y1 to support initial furniture and equipment purchasing, based on a fixed award of $185K plus $450 per each student. E-rate was estimated at a $150 per new student consistent with FY2018 funding rate. The budget does not overly rely on any non-public and non-recurring revenues sources. During the startup period and the first two years, the budget plan reflects an anticipated Walton Family Foundation (WFF) Start-Up Grant of $325,000 pursuant to partnership with Building Excellent Schools and a prospective Charter School Program Grant of $550,000, for which we anticipate Brooklyn RISE will be eligible. For all revenue assumptions in future years, we do not incorporate any sort of increase year over year. Without guaranteed funding rates or funding levels, any assumption around increases would be arbitrary. Planning around a flat funding environment allows us to have more budget capacity should revenue rates grow. Spending earmarked for WFF and CSP funds reflect ≈ $875K in one-time funding. If funds were not to materialize, we will revise the proposed budget scenarios to adjust as necessary. From pre-opening through the 3rd year of operations, we anticipate building a reserve of ≈ $1M. Without any sort of change in spending behavior, we could fully address the budget gap. If this budget gap was not fully addressed, Brooklyn RISE's next step would be to look at revising its staffing plan, either reducing or eliminating non-instructional roles and expenses. We would likely seek to revisit its vendor relationships to renegotiate or scale back services and materials and would look to a more focused interest on fundraising and supplementing its revenue model. **Expense Projections** As the largest area of expense, personnel and associated employer liability and tax expenses make up 54% to 59% of the anticipated spending in each budget plan year, an average of a little over $11,500 per student through year 5. Instructional roles comprise anywhere from 45% to 53% of the personnel spending in each year. Teachers are the largest part of the personnel spending plan, budgeted at an anticipated starting salary of $60K for general education teachers. When we open up for the 2019-20 school year, it will have 16 staff total and will reach an FTE count of 42 in our 5th year of operations. For benefits and employer taxes, we include a 3% assumption for employer contributions to retirement, as well as a competitive assumption of Brooklyn RISE contributing $7,000 per employee toward medical, dental, and vision benefits. We account for contributions to Social

Security, Medicare, and state unemployment insurance at the current respective rates. Workers compensation insurance is budgeted 1.00% of total wages. Budgets for items in contracted services and school operations have been developed in consultation with vendors, existing charter schools, and charter school support organizations. We assume a 1.5% year-over-year expense increase after 2019-20 to account for the impact of inflation. These expenses include a budget for the required audit, legal representation, back office services, assessment and evaluation costs, instructional materials, classroom technology materials, textbooks, contracted instructional services, and other education program expenses. As facility options are still being explored, we include a $40/square foot assumption for move-in ready facility, allowing a sufficient amount of flexibility to make a variety of facility scenarios work. Janitorial services and utilities are budgeted at $3 per square foot and $4 per square foot, respectively, based on different quotes and observed facility setup. We budgeted to fund a dissolution set-aside of $100,000, spread out in $20,000 increments over five years. This dissolution fund will be maintained in an escrow fund or non-liquid savings account with the singular purpose of funding dissolution activities. These funds will be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities. **Solvency and Financial Stability**. In addition to a budget plan that projects positive operating income and a growing fund balance, we provide a cash flow plan for the pre-opening period and Year 1 that is positive each month. There is no reliance on borrowing. **Contingency Plans.** If we encounter any financial difficulties that produce a budget gap or cash flow need, we will look for ways to re-balance our budget immediately. Likely, a budget shortfall would come from a missed enrollment target – the largest areas of risk for new charter schools. We would capitalize on some of the automatic expense decreases that would occur. After capturing any of those natural areas of savings, there would be a review of the staffing plan to ensure it is still appropriately considering the budget challenges and, if possible, realign it to lower costs. The priority would be to preserve core educational programming elements and instead scale back on otherwise discretionary or non-mission critical elements. Brooklyn RISE would likely invest more effort in pursuing more aggressive fundraising and philanthropic initiatives to supplement our revenue model and maintain strong fiscal solvency.

L. Pre-Opening Plan – See Attachment 11. M. Dissolution Plan – See Attachment 12.

Attachment 1: Admissions Policies and Procedures

Brooklyn RISE embraces is a free, open enrollment, public charter school. We propose to open in August 2019 with a founding class of 52 Kindergarten students and 52 first grade students. At full capacity, Brooklyn RISE plans to enroll 312 students in grade K-5.

Application and Lottery Logistics. Brooklyn RISE will utilize the New York Charter School Uniform Application, and will make this application widely available in English, as well as in the three most common other languages spoken across Sunset Park (Spanish, Chinese, and Arabic). The cutoff for enrollment applications for our founding class will be April 1, 2019. At this time, if the number of applications exceeds our number of open seats, a random, public lottery will be held to determine our enrollment. Application information will be tracked in an Excel Spreadsheet managed by our Director of Operations (Manager of Operations in Year 1). The lottery will be well publicized throughout the community (press release, fliers, and school website) and held in a public space (the school building or other neighborhood location) freely accessible to all and within an ADA accessible building. Names will be chosen by a third party with no vested interest in the school.

All families that have submitted an application by the deadline will be notified of the date, time, and location of the lottery. While families are welcome to attend, they are not required to do so and will not be penalized in any way if they do not attend. Families will receive a phone call and official acceptance notification in the mail if their child is accepted by the lottery and will have two weeks to accept the seat. If families do not respond or formally accept the seat within two weeks, the seat will be filled from the waitlist in numerical order.

Brooklyn RISE will collect all necessary scholar and family information and paperwork, including health records (including current immunization records), IEPs/504s, proof of residence, student birth certificate, and Home Language surveys. Brooklyn RISE does not discriminate against any applicant or their family on the basis of race, ethnicity, sex, color, national origin, disability, socioeconomic status, genetic information, religion, sexual orientation, gender identity, political affiliation or any other protected status.

Common Application. Brooklyn RISE will participate in the New York City Charter School Common Application and will provide paper applications for families in their preferred language when necessary to meet their accessibility needs.

School-Year Vacancies. If open spots become available anytime during the school year in grades K-5 we will work to fill them immediately. If a seat becomes available, we will contact the next family on the waitlist in numerical order and allow them two weeks to formally accept the seat. Should the family not accept or respond to our offer, we would move to extend an offer to the next family on the waitlist. We will fill all vacant seats up through the first school day in January.

Enrollment Preferences. Enrollment preference will be given to students residing in CSD 15, siblings of students already enrolled at Brooklyn RISE, students of Brooklyn RISE Employees, and at-risk enrollment preference will be given to ELL students.

CSD Residents. We will give admissions preference to students residing within Community School District 15 (CSD 15) where we are proposing to locate. If we have more applicants than seats, we will hold a lottery for only students in CSD 15, providing seats to all of these students and creating a waiting list as needed. A second lottery will then be held for all remaining applicants to either continue the wait list or if no wait list exists, to create the wait list for our school. If we have fewer applications from CSD 15 than available seats, we will automatically accept all students from CSD 15 and then hold a separate lottery for all remaining applicants who reside outside of CSD 15.

At-Risk Preference for ELLs. We plan to give weighted preference for students who have a language spoken at home other than English. This reflects the community's needs and wants considering the large population of immigrant families and families that do not have English as their native language. All students who come from a home where English is not the primary language will have their names put in the lottery twice, giving it double weight.

Siblings. Enrollment preferences will be provided to siblings of currently enrolled scholars. Sibling is defined as any child whose primary guardian(s) are the same as the primary guardian(s) as a child already enrolled. Primary indicates that the guardian has primary custody for at least 50% of the time. If one child is already enrolled, his/her siblings must fill out an application, but will not participate in the enrollment lottery. They will be granted automatic enrollment assuming open seats exist at the appropriate grade level. In the case of new families applying with multiple children, if one child's name is chosen at the enrollment lottery, his/her siblings will automatically be granted enrollment, assuming there are open seats at the appropriate grade.

Children of Founders and School Employees. Children of the Founding Team (founding school leaders and founding board members) will be given enrollment preference. Children of founders will be exempt from the lottery process and will be granted enrollment assuming open seats exist at the appropriate grade level. Children of employees who work at least half-time will be exempt from the enrollment lottery, assuming the employee has primary custody of the child(ren). The number of children admitted under the founder/employee preference shall not exceed 15% of total school enrollment. If received applications exceed this percentage, preference will be given in order of seniority/number of years of service.

Table 2: Public Outreach Information

Public Outreach Information						
Date(s) of Outreach	**Target Stakeholder Group**	**Description of the Outreach**	**Location of Outreach**	**Input Obtained**	**Action Taken on Input**	**Number of Attendees**
9/9/17	Community-Based Organizations; Community Members	Attended a back-to-school fair hosted by the Child Development Support Corp and was able to meet a number of after school, child care, and special services providers.	Child Development Support Corp, 352 Classon Ave, #358, Brooklyn, NY 11238	We learned of a number of after school, child care, and special services providers who work with schools in Brooklyn.	We have connected with a number of the providers we met at this event and plan to continue to build relationships and future partnerships.	50 (est.) attendees, 20 providers with tables, handed out 10 business cards.
9/9/17	Community-Based Organizations; Community Members	Attended Event at the Sunset Park Recreation Center that was hosted by a number of local health centers and clinics and focused on providing families and community members with information about healthy living.	Sunset Park Recreation Center, 7th Ave at 43rd St., Brooklyn, NY 11232	We met with a number of representatives from local health centers and clinics that serve the Sunset Park community. Received information about school partnership programs and ways that we can help provide information about services available to families in the community.	We have created a list of various local providers and maintained communication with providers that have school partnership programs. We also plan to have pamphlets/brochures in our welcome area for families so that we can connect them with local resources they may need.	100 (est.) attendees, 15 providers with tables, handed out 10 business cards and 50 flyers distributed
9/10/17	Education Leader	Call with Tony Klemmer, President of NAATE Program & Center for Better Schools	Phone Call – NAATE	We debriefed a visit I made to NAATE the month prior to see the kind of professional development they provide for teachers. Mr. Klemmer explained that their theory of action is modeled after Havard Business School's case study	We plan to explore a future partnership with NAATE so that we can send teachers for additional high-quality professional development outside of what we provide internally.	1 education expert

				method of learning. He emphasized the importance of providing high-quality, differentiated PD for teachers, especially when trying to retain your most effective teachers.		
9/12/17	Education Leaders	Met with James Merriman (CEO), Christina Brown (COO), and Erik Joerss (Dir. Of Govt Affairs) at the New York City Charter School Center	NYCCSC, 111 Broadway, Suite 604, New York, NY 10006	Met with James Merriman & Christina Brown along with BES staff and all NYC BES Fellows; discussed charter landscape, political landscape, SUNY application process, and Sunset Park as a proposed school location etc. We discussed that Hellenic Classical Charter School is probably the closest charter school to the Sunset Park area and that one charter application went in last year but was withdrawn. They mentioned the importance of being flexible on space given the challenges in Sunset Park. They suggested considering a weighted lottery in favor of low-income students and students that do not have English as a home language, as well as keeping seats open for mid-year arrivals.	We reached out to Hellenic Classical Charter School and scheduled a visit so that we could see the school and meet with the school leader to learn more about their founding process. We began the facilities search process early because we learned that Sunset Park would be a difficult place to find facility space. We are planning to weight our lottery in favor of students whose home language is not English. This will ensure that our school continues to serve the students that it is originally being designed to serve.	3 education leaders; charter experts; shared Brooklyn RISE one-pager and information about our proposed school and location
9/12/17, 9/28/17, 1/16/18, 2/6/18, 3/8/18, 3/20/18,	Community Education Council 15 Business and/or Calendar Meetings	Meeting Attendance	131 Livingston St., Brooklyn, NY 11201 and various school locations in CSD15	Attended CEC15 meetings and collected information and feedback from council members and CSD15 Superintendent Anita Skop. Meetings have emphasized the need for more elementary	We have continued to foster our relationship with CEC15 and used meetings to learn more about the efforts taking place within CSD15 to alleviate school overcrowding, increase school diversity,	10 (est.) council members.

4/23/18, 5/20/18,				seats in Sunset Park because of the overcrowding. There are also some negative feelings about charter schools, especially large charter networks and fears of charter schools pulling resources and attention from the traditional public schools.	equity, and inclusion, and school assessment and achievement. We have worked to emphasize our school as a way to help alleviate overcrowding in Sunset Park elementary schools and our commitment to diversity, equity, and inclusion. We also have communicated the ways in which we will use assessments and data collection to improve instructional practice and increase student achievement and mastery.	
9/13/17	Education Leader	Call with Sara Shulman, Director of Development for Packer Collegiate	Phone Call – Packer Collegiate	We talked about Ms. Shulman's experience working at Packer Collegiate as the Director of Development. She discussed their commitment to increasing and maintaining diversity at the school by doing targeted outreach to at-risk populations in the community. She spoke to the importance of development at the school because it is their fundraising efforts that allows them to supplement tuition and provide scholarships for students that can't afford to pay full tuition. She described a number of their community outreach efforts and ways that their development efforts have	We planned a school visit to Packer Collegiate so that we could see an example of what a private school serving students in Brooklyn looks like. We also drafted a development plan so that we could begin to action plan around fundraising efforts we will make in the future to raise awareness about our school and supplement our budget. We developed a budget that doesn't depend on philanthropy or development but we still plan to apply for grants and fundraise to continually strengthen the fiscal foundation of our school on behalf of our students.	1 education expert

				increased awareness about their school.		
9/16/17	Charter School Founder	Met with Joelle Formato, Lead Founder and Head of School, Persistence Prep Charter School	Buffalo, NY	Ms. Formato shared her experiences as a Lead Founder for her school in Buffalo. She shared best practices as well as pitfalls to avoid during the process. She specifically highlighted the importance of community outreach and developing relationships with community members and particularly parents of potential future students.	We redesigned our community outreach action plan based on some of her feedback and made sure to add a column on our petition/sign-in sheet to include age of children so that we can get a better idea of which parents we speak to have children that could be future Brooklyn RISE students.	1 education leader
9/17/17	Community Event; Community Members	Attended the annual Street Festival that goes from 44th street to 59th St on 5th Avenue in the Sunset Park area of Brooklyn	Sunset Park BID, 5116A 5th Ave, 2nd Fl., Brooklyn, NY 11220	Handed out flyers about Brooklyn RISE.	N/A	100 Flyers distributed to community members and local businesses
9/19/17	NYC students and families; educators	Attended the roundtable at the Schomburg Center that had high school students from across the city moderating a conversation of a number of city politicians; shared information about Brooklyn RISE with families and students	Schomburg Center for Research in Black Culture, 515 Malcom X Blvd, New York, NY 10037	Families and students want more options for schools, and do not want to be limited to the traditional schools in their district. There is a strong desire/demand for school integration across racial and socioeconomic lines.	Brooklyn RISE seeks to open in CSD15 to provide families in Sunset Park with a high-quality elementary school option. Currently there are no tuition-free schools of choice in our targeted community.	60+ attendees including community members, educators, families, and students

9/22/17	Charter School Board Chair	Met with Hank Mannix, Managing Director, KELSO and Board Chair of Explore Charter Schools	655 Parkside Ave, Brooklyn, NY 11226	Mr. Mannix described his experience working on the board and now serving as the current Board Chair for Explore Charter Schools. He provided advice for strong governance and the importance of having a very well-balanced and experienced board.	Mr. Mannix connected us with some people in his network who he thought would make strong board members and we followed-up with those individuals. We have built a strong founding board for our school and provided ample training and support for the team to ensure that they are well aware of, and able to execute upon, their responsibilities as a board.	1 charter school board chair
9/22/17	Operations and Facilities Expert	Call with Anyeli Matos, Senior Director, Operations and Facilities with the NYCDOE	Phone Call – NYCDOE	Ms. Matos described her experiences working as the Director of Operations for Democracy Prep and the importance of having a strong operations and facilities team. She mentioned the challenges of space in Sunset Park and suggested some people to get in touch with that have strong operations and facilities backgrounds.	We drafted a preliminary hiring process for our Operations positions that includes criteria of what to look for in potential candidates. We reached out to the operations and facilities connections she provided.	1 operations and facilities expert
9/27/17	NYC Educators	Attended the TFA Back to School Bash to network with young education professionals and spread the word about Brooklyn RISE	TFA NYC Young Alumni Council, Dream Downtown, 355 W 16th St, 10011	Many of the young alumni who were no longer school-based mentioned that they wanted to find more ways to stay involved with schools and education in NYC.	We have added the connections we made at the event to our monthly newsletter so that we can keep everyone we met involved with the work we are doing to found Brooklyn RISE.	20 (est.) educators, TFA alumni; 10 business cards passed out
10/9/17	Education Leader	Call with Lindsay Danon, NYC Managing Director of Schools for PAVE Academy Charter Schools	Phone Call – PAVE Academy	Ms. Danon has experience as a Director of a charter school in CSD15 and experience as a Founding Principal for KIPP Infinity. We discussed our founding plans and she	We increased our class size from 22 to 26 to ensure a stronger fiscal foundation for our school. We have closely analyzed CSD15 academic performance data and	1 education leader

				suggested I think about increasing my projected class number from 22 students because she was concerned it would not be fiscally sound to have such low enrollment. She praised SUNY as a charter authorizer and said they are rigorous in the right ways. She mentioned the challenge of competing with CSD15 schools because it is the highest performing district in Brooklyn but that it is good to be measured against the high bar because that is what we are looking to reach. We discussed the importance of finance, logistics, operations, and facilities, as well as finding a high-quality person for an operations role.	reached out to some of the highest performing schools in our proposed district (i.e. Beacon School of Excellence) to discuss best practices and potential future collaborative opportunities. We have already begun an initial search for potential operations candidates and developed strong criteria for and hiring processes for an ideal operations candidate.	
10/14/17	Community Event; Community Members	Attended annual street fair on Van Brunt Street in Red Hook (next door neighborhood to Sunset Park within CSD15)	South Brooklyn Industrial Development Corps, 241 41st St, Brooklyn, NY 11232	Handed out flyers	N/A	100+ Flyers distributed
10/15/17, 10/29/17	Faith-based Community Organization	Attended the weekly Sunday church service at St. Andrew's church; spoke with congregants about Brooklyn RISE during	St. Andrews Episcopal Church, 4917 4th Ave, Brooklyn, NY 11220	Families we spoke to emphasized the need for more elementary schools in the community.	We have continued to communicate that Brooklyn RISE will add 312 elementary school seats to the community and be the first tuition-free choice school in the neighborhood.	10 (est.) families and community members

		the post-service coffee hour				
10/15/17	Community Event; Community Members	Attended the parade and street festival being sponsored by many of the locally owned Hispanic businesses	5th Avenue Parade, Sunset Park, Brooklyn, 11220	Handed out flyers	N/A	100+ Flyers distributed
10/16/17	Community Member	Met with Roxana Benvides, Branch Manager of the Sunset Park Library	Sunset Park Library, 4201 4th Ave, Brooklyn, NY 11232	We discussed volunteer opportunities at the library and the process for reserving rooms for information sessions and scheduling tabling sessions. She highlighted events the library does that gets families with young children in attendance.	Our proposed Head of School became a certified Afterschool Homework Helper and volunteers weekly on Wednesdays to help students with homework. We have hosted a number of tabling events at the library. We always schedule tabling around events that we know families with 3 or 4 year old children will be in attendance.	1 community member, library manager
10/17/17	Community Nonprofit Leader; CSD15 Parent	Met with Gaelen Hadlett, Founder and CEO, Sunset Spark	Innovation Lab, 274 36th St, Brooklyn, NY 11232	Mr. Hadlett has experience working in and partnering with the Sunset Park elementary schools and provided insights around the variability of quality amongst the schools. He emphasized the importance of working with immigrant families and having a school that prioritizes family engagement, infuses cultural elements, and recognizes and honors the strengths of families in the community. He emphasized the importance of	We have focused our facilities search in areas central to Sunset Park and when we are pushed further out in our search we remain committed to locations that would be easily accessible by transit for students and families. We also are working to build potential partnerships with Sunset Spark and other local afterschool programs that can further enrich the student experience. We have developed many culturally	1 nonprofit leader and CSD15 parent

				finding a location for the school that is as central as possible because there is a perception in the community that the new schools are not being placed accessibly to the families in the most need. He also gave a list of other organizations to reach out to that have school partnerships in the community.	responsive elements into our school design and have continually engaged families from the community throughout the design process.	
10/17/17	Education Leader	Call with Cristina Froeb, Superintendent of Explore Charter Schools	Phone Call – Explore Charter Schools	Ms. Froeb emphasized three keys to school success: (1) being crystal clear in your vision and expectations and communicating them effectively, (2) teacher development must be prioritized and there should be clear structures in place to ensure all staff are being supported and developed, and (3) make careful curricular selections to ensure that you are using curriculum with proven track records of impact on student achievement.	We have continued to develop and refine the vision of our school and have communicated it to a variety of stakeholders. We have begun to draft our teacher development plan and are learning from other school leaders. We have selected our curricular choices very carefully based on effective, research based practices for our students.	1 education leader
10/18/17, 12/4/17, 12/20/17, 1/17/18, 2/21/18, 4/18/18, 5/16/18, 6/20/18	Community Board #7 Monthly Meetings	Attended the monthly Community Board #7 meeting and briefly introduced the plans for the school to the board	Brooklyn CB7, 1401 4th Avenue, Brooklyn, NY, 11232	Attended CB7 meetings and listened to chair members and community board members discuss and vote on issues important to the community. The question of charter schools came up at one meeting and the education committee chair mentioned that they do need more schools in Sunset Park	We have continued to attend all monthly CB7 meetings so that we can listen and learn from community members in Sunset Park. We will be presenting at the next CB7 Education Committee meeting so that we can present our school plan and illicit direct	50 (est.) community members

				but that the board prefers to support traditional public schools. There are a lot of fears and questions around land use, transportation, homeless shelters, and gentrification.	feedback from community members.	
10/18/17	Community Leader	Met with Cesar Zuniga, former chair of CB7 Education Committee and current Chair of CB7	Brooklyn CB7, 1401 4th Avenue, Brooklyn, NY, 11232	We discussed our plans to bring Brooklyn RISE to the Sunset Park community. He confirmed the need for more elementary school seats, but made it clear that he preferred to support traditional public schools. He emphasized the importance of any new school coming into the community really being designed with and for the community.	We have continued to foster relationships with Community Board 7 and other community organizations across Sunset Park. We have incorporated feedback that we have received from community members into our school design and will continue to do so.	1 community leader
10/19/17	Community-Based Organizations serving ELL families and students; Community Members	Attended a two-hour volunteer orientation with Mixteca; shared information about Brooklyn RISE	Mixteca, 245 23rd St #2, Brooklyn, NY 11215	We learned about the history of Mixteca in the community and the work that they continue to do in Sunset Park.	We have volunteered at a number of Mixteca hosted events in Sunset Park and will continue to hopefully partner with Mixteca in the future as a way to support students and families at our school.	10 (est.) community members
10/20/17	Education Leader	Call with Jocelyn Goodwin, Director of English Learners and ESL Teacher with Match Community Day Charter Schools	Phone Call – Match Community Day Charter School	Ms. Goodwin provided information and resources that MATCH uses to support their ELL students. She emphasized the importance of using the Sheltered Instruction Observation Protocol (SIOP) for lesson planning and coaching cycles. We discussed the home language surveys that need to be completed during home visits and ensuring that families	We have incorporated home visits into our academic calendar and plan to administer all home language surveys during those visits. We have adopted the SIOP into our school design and plan to use an inclusion model such that students are remaining within their classrooms for the majority of instruction and only being	1 education leader

				feel comfortable and welcome in the school through providing translations whenever needed. We discussed that research and practice no longer supports pulling ESL or ELL students out of the classroom – they should be spending as much time as possible in class with their peers. She also recommended looking to WIDA for more resources and professional development even though NY is not technically a WIDA state.	pulled out when absolutely necessary for additional supports. We have used WIDA as a resource while developing an academic program designed with ELL students in mind.	
10/21/17	Community Event; Community Members	Set up a small table with information about Brooklyn RISE; spoke with families who attended the Halloween-themed event	Brooklyn Monster Mash, Studio 10, 566 Nostrand Ave, 11216	Handed out flyers and collected signatures.	N/A	50+ Flyers distributed, 40+ families signed up for more information about the school
10/22/17	Faith-Based Community Organization	Attended the weekly Sunday church service at the Sunset Park Community Church; spoke with congregants about Brooklyn RISE during the post-service coffee hour	Sunset Park Community Church, 5324 4th Ave, Brooklyn, NY 11220	Families we spoke to emphasized the need for more elementary schools in the community.	We have continued to communicate that Brooklyn RISE will add 312 elementary school seats to the community and be the first tuition-free choice school in the neighborhood.	20 (est.) community members
10/24/17	NYC Non-Profit; Charter School Real Estate	Meet and greet with Civic Builders. Learned about the work that Civic	Civic Builders, 304 Hudson St, New York, NY 10013	We learned about the work that Civic Builders does with charter school partners; shared school plans and proposed	We developed a facilities search plan with a variety of contingency plans based on square footage of space and	8 Civic Builders employees

		Builders does with charter school partners; shared school plans and proposed locations with the Civic Builders team		locations with the Civic Builders team. We were given advice about the facilities search, specifically in Sunset Park.	location. We are prepared for the possibility of incubation in a smaller space for school start-up with an eventual plan to find a "forever home" for our school once we are more established.	
10/24/17	School Construction Expert	Met with Jeremy Shannon, Director, Sustainable Design, NYC School Construction Authority	School Construction Authority, 3030 Thomson Ave, Queens, NY 11101	Mr. Shannon is a former Brooklyn resident and works for the SCA specializing in their green school building initiatives. He explained the separation of the SCA from the DOE and that the SCA typically builds 15-25 new schools each year. Mr. Shannon is interested in increasing low-energy, sustainable schools as well as finding ways to integrate sustainable education and climate change awareness into school curricula. He believes that the best school buildings will be ones that can teach students about these issues and set an example of sustainability. He provided advice around things to look for and think about during the facilities search and development process.	We have continued to stay in communication with the SCA as they are working to build 3-4 new traditional public school options in Sunset Park. Even with the additional schools, there is still a need for more than 1,000 additional elementary school seats in the community. We have a number of sustainability measures that we are going to keep in mind once we secure a facility for our school.	1 school construction expert
10/27/17	Education Leader	Call with Morty Ballen, CEO and Founder, Explore Charter Schools	Phone Call – Explore Schools	Mr. Ballen described his experience founding Explore Charter Schools including lessons learned, suggested best practices, and pitfalls to avoid. He specifically highlighted the	We built an extremely strong board with a diversity of experiences, strong mission alignment, and an unwavering commitment to our work of founding a high-quality	1 education leader

				importance of having a strong board and the importance of not expanding too quickly without perfecting your school model. Additionally, he suggested we create systems and routines that can be implemented at scale as we grow.	elementary school for the students and families of Sunset Park. We have begun to draft systems and routines for school start-up and we keep scaling in mind to ensure that we don't have to completely change systems and routines as we grow.	
10/28/17	Community Event; Community Members	Kids Halloween Parade; Talked to families during the Halloween Parade and passed out information about the school	Sunset Park Recreation Center, 7th Ave at 43rd St., Brooklyn, NY 11232	Handed out flyers	N/A	100+ Flyers distributed
10/30/17	City Council Education Committee Meeting	Attended meeting that discussed ways to prevent bullying and increase programs that support diversity and restorative justice practices in schools	City Council, 250 Broadway, New York, NY 10007	This meeting was focused on the DOE's response to bullying, harassment, and discrimination. There were concerns given the stabbing that occurred at one of the traditional public high schools in the Bronx. Carmen Farina gave testimony responding to the event and describing initiatives that were being implemented by the DOE such as Single Shepard, Respect for all, OUT for Safe Schools, Implicit Bias Trainings, and Family Support Centers. The City Council members discussed the importance of Responsive Classroom techniques and giving students and staff the time to build	We have adopted Responsive Classroom practices into our school design and have built a daily school schedule that includes classroom community time every morning and every afternoon. We also have included implicit bias and culturally responsive training into our professional development scope and sequence for staff. Our proposed head of school has become Crisis Prevention Intervention certified to help ensure that our school is safe for all students.	50+ community members from across NYC

				relationships and community. There is research that shows students are far less likely to bully or harass other students when they get to know them. There is a need to create safe, inclusive school environments for all students.		
10/30/17	Education Leader	Met with Jennifer Kim, Director of Operations, nXu Education	581 Vanderbilt Ave, Brooklyn, NY 11238	Ms. Kim worked for Uncommon for many years and shared her experiences in the charter sector. She highlighted the importance of learning from other school leaders and asking as many questions as possible. She suggested a number of other people to connect with regarding our work in Sunset Park.	We have made a concerted effort to learn from other school leaders in the charter and traditional public school sectors, particularly those leading schools with a similar demographic. We followed-up with the connections she provided and continue to network on behalf of our future students and families.	1 education leader
10/31/17	Charter School Real Estate Expert	Met with Alex Weis, Founder of Matter Real Estate and former Operations and Facilities Director with Uncommon	61 Bergen St, Brooklyn, NY 11201	Mr. Weis worked on facilities for Uncommon for many years and was now branching off onto his own to help charter schools find facility space. He wanted to work with us to help during the facilities search and eventual acquisition. His role would be as consultant through the process.	With the help of Mr. Weis, we developed a space plan that estimated the amount of square footage we needed in a building for Y1, Y2, etc. We viewed a number of buildings and Mr. Weis has continued to be on the lookout for potential space options for us in the Sunset Park community.	1 charter school facilities expert
10/31/17	Community Event; Community Members	Sidewalk Sales Along 5th Avenue. Spoke with sidewalk vendors during the Sidewalk Sales event.	Sunset Park BID, 5116A 5th Ave, 2nd Fl., Brooklyn, NY 11220	Handed out flyers	N/A	50+ Flyers distributed

11/1/17	School Finance Expert	Met with Lindsay Herbst, Senior Director of Finance at Uncommon Schools	24 W 23rd St, New York, NY 10010	Ms. Matovich met with us to discuss the importance of setting a strong, sound financial foundation for a start-up charter school. We talked about the positives of developing a financial model that does not rely on philanthropy and that having a financial model based on public funding results in stronger, longer-term sustainability. She mentioned a few operational systems that are helpful when considering technology, such as Workday and Mindshift. We discussed the importance of facilities and the financial benefits of co-location. She shared some information about grants that are good for start-up charter schools.	We developed a financial model for our school that does not rely on philanthropy or private donations. We are proposing a conservative budget so that we ensure a strong financial foundation for our school. We have reached out to Workday and Mindshift to learn more about the technology support they could offer to our school. We have collected a list of possible grants that we could apply to in the future.	1 education finance expert
11/1/17	Education Development Expert	Met with Dave Bircher, Director of External Relations, New Classrooms	102 Hicks St, Brooklyn, NY 11201	Mr. Bircher shared his experience working on development for charter schools, most recently with Ascend Charter Schools. He emphasized the importance of not having a financial model that relies on external development, but that there should be set yearly goals for fundraising and development. He shared a number of grants that he believed would be beneficial for a start-up school to apply for.	We began to draft preliminary development/fundraising goals for Y0-Y5. We have collected a list of potential grant opportunities that we should consider applying for should we get chartered.	1 education development expert

11/2/17	Community Nonprofit Organization that works with ELLs	Met with Shenzhan Liao, Director of Education, School of Chinese Studies at the China Institute	China Institute, 100 Washington St, New York, NY 10006	Ms. Liao shared some of the work she does as the Education Director at The China Institute. They provide classes and workshops as well as partner with schools, particularly schools that have bilingual and foreign language programs. We discussed the importance of having schools that are culturally responsive and celebrate the cultures of students and families. We talked about ways in which The China Institute can partner with and support schools such as visits to The China Institute and programs that can be brought into schools.	We have incorporated a variety of culturally responsive elements into our school design to ensure that the cultural identities of our students are acknowledged, learned about, and celebrated. We have continued to stay in touch with The China Institute so that we can explore potential partnerships in the future.	1 nonprofit leader
11/2/17	Community Event; Community Members	Dia de Los Muertos Happy Hour and Dance Party Benefit – fundraising event for Mixteca.	Mixteca, 245 23rd St #2, Brooklyn, NY 11215	N/A	Shared information about Brooklyn RISE with attendees and made more connections with community members. We continued to cultivate our relationship with Mixteca.	20+ community members and volunteers
11/4/17	Community Volunteering; Community Members	Sunset Park street tree care; took care of plots of trees and spoke with other volunteers about Brooklyn RISE.	Various locations on 4th and 5th avenue between 36th and 40th street in Sunset Park	N/A	Shared information about Brooklyn RISE with the volunteers and worked to help clean up and take care of the street trees in the Sunset Park community.	8 community volunteers
11/4/17	Educator	Met with Karlyn Adler, Lead Kindergarten Teacher at the Columbia Elementary School	1000 S 8th Ave, New York, NY 10019	Ms. Adler has worked as a Kindergarten for a number of years at the Columbia University Elementary School. Her school serves primarily high-income students as it is a	We plan to visit the ES so that we can begin to explore different curricular opportunities for early elementary students. Ms. Adler made a number of	1 early childhood educator

				tuition-based private school. We discussed the possibility of a visit to the school to explore the curriculum used with Kindergarten and 1st graders specifically.	connections after our meeting that we followed-up on.	
11/5/17	Canvassing Volunteering, Community Members	NYCHA Canvassing; Passed out information to Sunset Park community members about supporting the Medicare For All: New York Health Act	Mixteca, 245 23rd St #2, Brooklyn, NY 11215	N/A	Volunteered in the community. Had the opportunity to meet more community members and work alongside community volunteers. Access to health care is essential for families	10 community volunteers; met with 40+ community members
11/16/17	Community Nonprofit Organization; Immigrant Advocacy Organization; Organization that works with ELLS.	Call with Thomas Yu, Chief Development Officer of Asian Americans for Equality	Phone call – Asian Americans for Equality	We discussed the work that Mr. Yu does with Asian Americans for Equality (AAFE) and the work that AAFE does across the city. He mentioned ways in which AAFE partners with schools and works to be an advocate for Asian American communities across NYC, including in Sunset Park. He liked the idea of providing another high-quality elementary school in Sunset Park and mentioned that they have some office spaces within our target area that range from 10,000 – 20,000 square feet that they would be potentially willing to lease to our school when the time comes.	We have continued to stay in touch with Mr. Yu and strengthen our relationship with AAFE. We have communicated about the possible space options that AAFE would be willing to lease for the 2019 school year and have attended a number of events hosted by the AAFE.	1 nonprofit leader

11/17/17	Education Leader; Brooklyn Charter School Parent	Call with John Pettaway, Associate Dean of Students, Achievement First, parent of former student	Phone Call	Mr. Pettaway is the father of a former student and works at Achievement First Charter School. He and his wife have a son with special needs and though they feel the school model at their charter school is supportive, there are some ways that they believe all schools, including charter schools, can be more supportive of the needs of students. He believes there needs to be more racial and socioeconomic integration within schools so that each child's school experience better mirrors what they will experience out in the "real world" and he believes that students with special needs should not be isolated from their peers.	As an open enrollment school, we aim to create a much more diverse and integrated school environment for our students. Many schools currently in Sunset Park are divided along cultural backgrounds because the neighborhood zoned schools pull from students from the same ethnic enclaves. Our school will recruit across all cultural communities in Sunset Park such that our school population will better mirror the demographic breakdown of Sunset Park as a whole. Our two-teacher model in every classroom allows us to implement an inclusive learning environment for all students, regardless of need, so that students are never feeling isolated from their peers but are still getting the additional supports they need to be successful.	1 education leader and charter school parent
11/19/17	Sunday Church Services	Attended the weekly Sunday church service at Trinity Lutheran Church; spoke with congregants about Brooklyn RISE during the post-service coffee hour	Trinity Lutheran Church, 411 46th St, Brooklyn, NY 11220	Families we spoke to emphasized the need for more elementary schools in the community.	We have continued to communicate that Brooklyn RISE will add 312 elementary school seats to the community and be the first tuition-free choice school in the neighborhood.	20 (est.) community members

11/19/17	Political Event; Elected Officials; Community Members	NY Senate District 17 for Progress. Progressive advocacy group that covers parts of Sunset Park; discussed political candidates and legislative agendas for or against which the group wanted to advocate	NYSD 17 for Progress, 2214 Avenue L, Brooklyn, NY 11210	District 17 has a lot of political progressive citizens and in general this group is not supportive of charter schools coming into the community. Advocacy for increased funding for education at the state level and solutions for alleviating overcrowding within the district were discussed.	We have continued to highlight that our independent charter school seeks to be of and for the community of Sunset Park and that families should have more choices for where to send their children to school, especially within a district where so many schools are overcrowded, underperforming, and buildings are being overutilized.	20 (est.) community members
11/20/17	Community Event; Community Members	Community Forum with District Attorney Eric Gonzalez - A community organizing meeting to inform and inspire action among Brooklyn community members	Get Organized BK, CBE Sanctuary, 247 Garfield Place, Brooklyn, NY 11215	N/A	This event was a good opportunity to meet community members and discuss our plans to found Brooklyn RISE in August 2019.	40 (est.) community members
11/21/17	Political Event; Elected Officials; Community Members	Meet & Greet: State Senator Brian Kavanagh, met with community members and discussed Brooklyn RISE	Carroll Gardens Library, 396 Clinton St, Brooklyn, NY 11231	N/A	This event was a good opportunity to meet community members and discuss our plans to found Brooklyn RISE in August 2019.	40 (est.) community members
11/21/17	Education Journalist; CSD15 Parent	Call with Alexander Russo, Founder and Journalist at The Grade	Phone Call – The Grade	We discussed Mr. Russo's work as a founder of an education publication, The Grade, and some of the issues that he sees at the forefront of the schools in Brooklyn. As someone who lives in CSD15 and knows many parents with students in the school system, he knows the	We are going to be the only tuition-free choice school in our targeted area of Sunset Park. Currently, families can only send their students to their zoned neighborhood elementary school regardless of the quality of school or if that school is overcrowded or	1 education journalist

				importance of school choice for families with limited neighborhood options. He believes middle and high income families exercise school choice in a variety of ways, and low income families should also have options.	overutilized. We are committed to providing an additional high-quality school to choice to the students and families of Sunset Park.	
11/22/17	Professor; Educator	Call with Dr. Laura Ascenzi-Moreno, Assistant Professor & Bilingual Program Head – Childhood, Bilingual, & Special Education Department, Brooklyn College	Phone Call – Brooklyn College	Dr. Laura Ascenzi-Moreno talked with us about the importance of providing high-quality education to bilingual students. We discussed ways in which we can encourage a positive bilingual identity for students. She said that a dual language model is the most complex but best option for students. In lieu of being able to do a dual language model, she suggested doing a two-teacher classroom model wherein one teacher in every classroom has an English as a New Language (ENL) credential or certificate. Having a strong team teaching model in all classrooms can support the time and attention that students need to receive. She provided some names of bilingual educators and school programs that would be good to reach out to and learn from strong models that already exist.	We are implementing a two-teacher model such that each class will have two teachers, one general education certified and the other holding a specialized certification in ENL or SPED. We will ensure that students are receiving ample small-group instructional minutes throughout the day. We are committed to ensuring that all of our students develop positive bilingual identities so that they feel confident in celebrating their cultural identities and their English language development.	1 education professor

11/27/17	Education Leader	Met with John Duncan, Founding Head of School, Brooklyn Campus of The Winchendon School	352 Classon Ave, Brooklyn, NY 11238	We took a tour of his new school facility and discussed his decisions around school design and construction. He suggested a number of architects that work specifically in the school building space and that there are a lot of new innovate approaches to school space design that can support student learning.	We reached out to a number of architects and told them that we are looking to design a school with ELL students in mind, and some of the educational practices that that will entail. We expressed an interest in having a school space that would be fully supportive of ELL learners and will continue to be thoughtful about school space design in the future.	1 education expert
11/27/17	School Construction Expert	Call with Christian Guerrero, Partner with Sprout	Phone Call - Sprout	Mr. Guerrero discussed his path to working at Sprout and getting into the school construction space. He highlighted their commitment to creating green spaces and schools that are built with the environment in mind.	We believe having a school space that can also educate our students on what it means to be "green" and protect the environment, is a great learning opportunity and something we hope to explore more in the future.	1 school construction expert
11/28/17	Education Leader	Met with Jumaane Saunders, Founding Principal, Brooklyn Prospect Charter School	80 Willoughby St, Brooklyn, NY 11201	After Ms. Sells suggested reaching out to Brooklyn Prospect Charter School, we reached out to the principal of the elementary school, Mr. Saunders. We talked about the academic program and philosophy of the school. He shared the curricular choices the school has made and their investments in professional development. They are a Responsive Classroom school and he suggested using their professional development services to get the whole school trained. Emphasis on	We plan to use many of the same best practices shared by Brooklyn Prospect including daily extended literacy blocks, Responsive Classroom practices, and intensive professional development for teachers to ensure that all school staff are trained, coached, and supported throughout the school year.	1 education expert

				logical consequences and responsive discipline practices. They do an extended two-hour literature block every day and they have an extremely integrated and diverse school. They have private space on the upper floors of a Catholic School building and one of their board members specializing in facilities and was able to help them secure the space.		
11/28/17	Educator's Event	Communication, Classroom Design & Routines for a Strong Inclusive Classroom	Community Roots Charter School, 51 St Edwards St, Brooklyn, NY 11205	We learned more during this event about how classroom design, teacher communication, systems and routines that can create a classroom environment that supports students having a sense of belonging and hard work.	We believe in creating classrooms and communication systems and routines that help to build a sense of community in the classroom and cultivate strong self-efficacy in our students. We believe in inclusive school environments as demonstrated by our plan to have two-teachers in every classroom to support student learning needs and our commitment to Responsive Classroom practices that build community and character.	20 (est.) educators
11/29/17	Political Official	Met with Diana Reyna, Deputy Brooklyn Borough President	Borough President's Office, 209 Joralemon St, Brooklyn, NY 11201	Ms. Reyna was born and raised in Brooklyn and she is a dedicated advocate and public official for communities across Brooklyn. She expressed her frustration with the public-school offerings for families and spoke to the inconsistency	We have looked closely at the SHSAT to better understand the demands of the exam and to backwards plan ways in which we can ensure our students are acquiring the foundational academic schools necessary for success	1 elected office representative

				across schools such that some schools are very strong and others are extremely poor. She emphasized the importance of backwards planning from the Specialized High School Admissions Test (SHSAT), so that all students have the skills and knowledge they need to be successful on the exam and get access to the most competitive high schools in the city.	on assessments like the SHSAT and others. We have continued to have communication with the Borough President's Office to learn more specific schools in the district that they believe are strong models to learn from and replicate.	
11/29/17	Elected Official's Office; Community Member	Call with Victoria Sells, Education Policy Director for Councilmen Brad Lander's Office	Phone Call, Councilmen Brad Lander's Office	Ms. Sells handles education policy issues for Councilmen Lander's office and she took time to speak with me about education issues in the district. She spoke about how overcrowding is an issue throughout the district and there are plans for new public-school space. She said that the overcrowding in schools could pose a challenge for charter schools that are looking for co-located space, which she believes explains why there are so few charter schools in the district. She said constituents do not like co-location but would likely support quality charter schools that find their own space. She suggested speaking with Javier Salamanca who runs the advocacy group, Make Space for Quality Schools in Sunset Park. She suggested we look at Brooklyn Prospect	We have made it clear in all of our communication with families and the community that we do not have plans to co-locate and have already begun a search for potential private facilities. We reached out to Javier Salamanca from Make Space for Quality Schools in Sunset Park and attended an event he hosted to share community feedback on schools. We also reached out to leadership at Brooklyn Prospect Charter School to learn more about their lessons learned from school founding and best practices that they had to share.	1 elected office representative

				Charter School because it is the type of charter school Brad Lander supports and with which community members are happy. The community wants schools that work to educate the whole child.		
11/30/17	Community-Based Organization	Met with David Herskovits, Artistic Director for Target Margin Theater	Target Margin Theater, 232 52nd St, Brooklyn, NY 11220	We connected with Mr. Herskovits at a Community Board 7 meeting and then scheduled a time to meet at his new theater space in Sunset Park. We discussed his experiences with community engagement and his desire to have the theater be a hub within the Sunset Park community. We also discussed the possibility of partnering in the future as we hope to provide integrated arts programming at our school as well as afterschool program opportunities for students.	We plan to offer an integrated arts program to our students as well as afterschool arts program opportunities. We have continued to remain in touch with Mr. Herskovits and Target Margin Theater and are hopeful for a partnership in the future.	1 community-based organization
11/30/17	Community Event; Community Members	Transportation Alternatives (Brooklyn Activist Committee), November Meeting and Community Board Join Up!	YWCA Brooklyn, 30 3rd Avenue, Brooklyn, NY 11217	Provided information about community boards and ways to get more involved to advocate for responsible transportation infrastructure; transportation is a really important issue to Sunset Park community	We know that transportation is an important issue in Sunset Park and we will be extremely thoughtful when considering facility options, bussing, and public transit availability so that our school is safe and accessible for all.	1 community-based organization
11/30/17	Community Event; Community Members	Tree Lighting Ceremony; A local event in the Sunset Park community where the tree in	Sunset Park BID, 5116A 5th Ave, 2nd Fl., Brooklyn, NY 11220	Handed out flyers	N/A	50+ Flyers distributed

		Sunset Park was lit up for the first time signaling the beginning of the holiday season; there were many local vendors and families in attendance				
11/30/17, 12/19/17, 1/27/18, 2/13/18, 2/25/18,	Tabling; CSD 15 students and families	Tabling; distributed fliers and community input surveys; spoke with families about Brooklyn RISE	Sunset Park Library, 4201 4th Ave, Brooklyn, NY 11232	Received feedback on school overcrowding, small school options for students, special education and ELL services in schools.	We will provide an additional, small-school, open enrollment elementary school option. We will adding 312 elementary seats to the community at full scale. We offer a two-teacher model in every classroom and a commitment to small group instruction that supports ELL students and students with special needs.	60+ community input surveys collected from CSD15 families and community members, 100+ Flyers distributed, 100+ families signed up for monthly newsletter
12/6/17	Community-Based Organization; Community Leader	Call with Jason Yoon, Executive Director of Atlas:DIY	Phone Call – Atlas: DIY	Mr. Yoon discussed his work as ED of Atlas:DIY, a well-known community nonprofit in Sunset Park. Their theory of action is around youth driving the work forward and becoming advocates in and for their community. He said he supports another high-quality school coming to Sunset Park but cannot specifically support charter schools because they are not popularly supported within the community. He	We have attended a number of events hosted by Atlas:DIY and we plan to instill a sense of self-efficacy and agency in our students that will lead them to also become advocates for themselves and their community. We hope to partner with Atlas:DIY in the future as they offer a variety of programs, specifically geared towards families in the community.	1 nonprofit leader

				mentioned ways that we could partner in the future.		
12/11/17	Education Leader	Met with Brett Gallini, Executive Director of Neighborhood Charter Schools	Neighborhood Charter School of Harlem, 132 W 124th St, New York, NY 10027	Mr. Gallini took time to speak with members of our Founding Team to provide advice for school start-up and creating a school environment with strong academics and a supportive culture for students and families. He recommended getting second language acquisition training for all teachers and providing time in the day for students to play and talk. He said their discipline system was based on teachers being strict, but never mean. He spoke to the extremely high academic expectations they have for all students. He makes sure to treat all staff well, but to also be clear that the work must get done. He provided recommendations for consultants and professional development services they use for ANET and CGI.	We are planning to provide intensive second language acquisition training for all staff that will be provided during our three-week summer professional development and throughout the year. We are including community meeting every morning and afternoon, recess, and cooperative play daily to help ensure that students have ample opportunities for play and talk. We have explored the potential of using ANET and CGI consultants for staff professional development, training, and support.	1 education expert
12/13/17	Sunday Church Services	Attended the weekly Sunday church service at St. Michael's; spoke about Brooklyn RISE with congregants during the post-service coffee hour	St. Michael's Roman Catholic Church, 352 42nd St, Brooklyn, NY 11232	Families we spoke to emphasized the need for more elementary schools in the community.	We have continued to communicate that Brooklyn RISE will add 312 elementary school seats to the community and be the first tuition-free choice school in the neighborhood.	20 (est.) community members

12/14/17	Afterschool Program; Educators; Programs that support ELLs	Met with Michael Perreca, Director of Learning through an Expanded Arts Program (LEAP)	Met at the Mayoral Town Hall	Mr. Perreca described the afterschool programs offered through LEAP. He highlighted that they have programs that are specifically geared toward ELL students.	We plan to off afterschool programming opportunities for students and we plan to stay connected with LEAP and potentially partner with them in the future. We are seeking programs that are designed with ELL students in mind so that any and all programs we offer are most supportive to our population of students.	1 afterschool program director
12/14/17	Mayoral Town Hall; Community Members; Elected Officials	A town hall with Mayor Bill de Blasio for residents and community members of District 38	MS 88, 544 7th Ave, Brooklyn, NY 11215	Mayor de Blasio discussed his vision for schools across District 38 and specifically highlighted the importance of early childhood initiatives, dual language programs, and increasing access to the city's top middle and high schools.	We believe college begins in kindergarten and plan to prepare our students from the very beginning of kindergarten with the skills, knowledge, and mindsets necessary for academic success. We are not offering dual language but we are committed to building a school that acknowledges and celebrates the cultures and home languages of our students while remaining focused on English language development in school. We are committed to preparing all of our students to be competitive applicants in the middle school enrollment and high school admissions process so that they remain firmly on the path to college.	100+ community members

12/15/17	Community Arts Council	Call with Christopher Mule, Folk Arts Director, Brooklyn Arts Council (BAC)	Phone Call – Brooklyn Arts Council	We discussed ways to develop an arts curriculum for K-5 students that integrates history, folk art traditions, and cultural elements that reflect the diverse cultural representation in Sunset Park. We talked about how performing arts curricula are very supportive to student learning, especially students who are designated as English Language Learners. We will continue to collaborate to create a performing arts program that is culturally responsive and celebrates the diverse backgrounds of Brooklyn RISE as well as the culturally rich history of Sunset Park.	We are working with Mr. Mule and the Brooklyn Arts Council to develop a K-12 integrated arts program that will incorporate cultural elements representative of the cultural groups currently in Sunset Park and others that have been present overtime in the community.	1 community arts expert
12/16/17	Faith-Based Community Organization; Community Event	Attended the Annual Children's Christmas Party community event for families where there was a play performed by La Casita Comunal de Sunset Park	Trinity Lutheran Church, 411 46th St, Brooklyn, NY 11220	N/A	Attended the event and talked to many community members about our plans to bring Brooklyn RISE to the Sunset Park community.	50+ families and community members
12/17/17	Education Finance Expert	Call with Andrew Elliot, Client Manager with edtec, Inc.	Phone Call – edtec, Inc.	We spoke with Mr. Elliot about the services that edtec offers to schools and we agreed to meet to discuss further.	We plan to use a strong back office provider, like edtec, so that our school has the support it needs to be fiscally responsible and successful. We have met with Mr. Elliot and edtec and they have	1 Education Finance Expert

					supported our work in building out an initial budget.	
12/17/17	Community Members; Educators	Met with Victor Nolasco and Guadalupe Hernandez, educators and Sunset Park residents	4024 8th Ave, Brooklyn, NY 11232	Met with Sunset Park community residents Mr. Nolasco and Ms. Hernandez, who both also work in the education space, to discuss what the community has expressed in terms of increased educational opportunities. Ms. Hernandez grew up in Sunset Park and attended Sunset Park schools and expressed that the kind of education you would get was very variable school to school and teacher to teacher. They both talked about how there is a need for more school options that are easily accessible to Sunset Park families.	We invited Mr. Nolasco to join our Founding Board to ensure that we have direct community voice represented on our team. We have continued to hear from Ms. Hernandez and other longtime Sunset Park residents that there is a need for more high-quality school options in Sunset Park.	2 community members
12/18/17	ELL Specialist; Community Educator	Call with Pen-Pen Chen, President and CEO, Penguistics Solutions and Bilingual Speech and Language Pathologist for the NYCDOE	Phone Call – Penguistics Solutions	Ms. Chen explained the translation work that she does as well as her work for the DOE working with students as a bilingual speech and language pathologist for the DOE. She does a lot of work in Sunset Park schools and she was excited about a new elementary school coming into the area. She emphasized the importance of creating culturally responsive learning environments for students and	Brooklyn RISE is committed to ensuring instruction and our school environment are culturally responsive. We have specific ways that we plan to acknowledge, learn about, and celebrate the cultural identities of our students and families. Family partnerships are also a focus of our school and we plan to ensure that families are integrated into our school community through frequent	1 ELL specialist

				finding meaningful ways to engage families. Ms. Chen also believes students need more individualized supports in schools.	communication in preferred languages and at least monthly family events. Our school model also ensure students receive individualized supports because we have smaller class sizes and two teachers in each classroom, which allows us to provide ample small group instruction and targeted supports that meet student need.	
12/19/17	Elected Official's Office	Met with Jeff Lowell, Deputy Policy Director for the Brooklyn Borough President	209 Joralemon St, Brooklyn, NY 11201	We discussed our plans to bring Brooklyn RISE to the students and families of Sunset Park. He confirmed the need for more elementary school seats in the district but also highlighted some of the challenges in D15, including anti-charter sentiment and facilities space. He was encouraging of all the community outreach efforts we had engaged in so far and believes that is really the key to starting a successful school – having strong community buy-in and support for the school.	Mr. Lowell agreed that the Brooklyn Borough President's office would provide a letter of support. We have continued to build relationships in D15 and address community concerns around charter schools coming into the district. We have also been extremely proactive in our facilities search and we have enlisted a number of facilities and real estate experts to support our efforts. We have continued our robust community engagement efforts so that we can build relationships with families in the community and gain support for our school.	1 policy director
1/2/18	Education Leader	Call with Max Koltuv, Former BES Fellow, Lead Founder of Leadership Prep	Phone Call – Achievement First	Mr. Koltuv shared his experiences with founding a school through the BES fellowship and the work he	We have continued to refine and clarify our vision for Brooklyn RISE and have communicated our mission	1 education expert

		Schools and Current Regional Superintendent for Achievement First		does now with Achievement First. He emphasized the importance of having a clear vision for your school and being able to communicate that clearly to staff from day one. He also mentioned that there are no strong examples of elementary schools serving ELL students to a high degree of excellence and he was excited that our school could end up being a model for others in how ELL students are served for success.	and vision with a variety of stakeholders. We have also begun planning for staff orientation and development so that we are prepared to communicate our school vision to staff. We remain committed to designing a school model with ELL students in mind so that we can prove what's possible when the language development of students is a complete focus and the targeted supports are provided and necessary for ELL student success.	
1/2/18	Community Member	Call with John Grochalski, Branch Manager at the McKinley Park Public Library	McKinley Park Library, 6802 Fort Hamilton Pkwy, Brooklyn, NY 11219	We discussed volunteer opportunities at the library and the process for reserving rooms for information sessions and scheduling tabling sessions. He highlighted events the library does that gets families with young children in attendance.	We have hosted a number of tabling events and information sessions at the library. We always schedule tabling around events that we know families with 3 or 4 year old children will be in attendance.	1 community member and library manager
1/2/18-2/2/18	Education Leader	Worked with Jennifer Rugani, Principal, Leadership Prep Canarsie (Uncommon Schools)	Leadership Prep Canarsie ES, 1001 East 100th Street, Brooklyn, NY 11236	We worked together for the month of January and learned a lot about practices of effective schools. We particularly paid attention to the operational effectiveness of the school as well as the early elementary curricula and teaching practices used across classrooms.	We plan to model many of our operational systems/practices off of Uncommon operations because they allow the school to operate safely, smoothly, and effectively for students, families, and school staff.	1 education leader

1/14/18	Community Event; Community Members	Second Term Inauguration of Council Member Carlos Menchaca; An inauguration event held at Sunset Park High School for Council Member Carlos Menchaca	Sunset Park High School, 153 35th St, Brooklyn, NY 11232	We attended the inauguration event and had the opportunity to hear Mr. Menchaca's plans for District 38 and his vision for strengthening the community. He mentioned the importance of bringing more high-quality schools to the community so that schools would be less overcrowded and better positions to support students.	We have focused on founding Brooklyn RISE in Sunset Park so that we can meet a real need for more elementary school seats in the community and provide the first choice, college preparatory, small school option for students and families.	100+ community members
1/16/18	Community Education Council 15 Meeting	Annual District Planning meeting with CEC 15 where NYCDOE came in to share a status update on building utilization and plans for new school spaces in the coming years	CEC15 and the District Planning Office of the NYCDOE, PS130 Parkside, 70 Ocean Pkwy, Brooklyn, NY 11218	The school overcrowding and building overutilization data was shared for the district and plans to bring new school buildings and better utilize the current schools in the district. Families in attendance shared concern about the data and wanted to make sure numbers were accurate and the plans to solve the overcrowding challenges were realistic.	Brooklyn RISE will add 312 elementary school seats to the district, which will help to alleviate some of the overcrowding challenges. We are not planning to co-locate so that we do not exacerbate the building overutilization problem in the local schools. We are committed to finding private facility options that can house our school.	
1/18/18	Political Office; Community Member	Met with Ling Ye Kneller, Director of Community Affairs, Office of Council Member Carlos Menchaca	CB7 Meeting, 1401 4th Avenue, Brooklyn, NY, 11232	We shared the mission, vision, and school model for Brooklyn RISE. We addressed some of the questions and concerns around charter schools.	We have continued to stay in touch with the Office of Council Member Carlos Menchaca and have attended a number of school events where he or a representative of his office have been present.	1 elected official representative
1/20/18, 2/3/18, 2/24/18, 6/1/18	Tabling; CSD 15 students and families	Tabling; distributed fliers and community input surveys; spoke with families about Brooklyn RISE	McKinley Park Library, 6802 Fort Hamilton Pkwy, Brooklyn, NY 11219	Received feedback on school overcrowding, small school options for students, special education and ELL services in schools.	We will provide an additional, small-school, open enrollment elementary school option. We will adding 312 elementary seats to the community at full scale. We offer a two-teacher model in every classroom and	50+ community input surveys collected from CSD15 families and community

					a commitment to small group instruction that supports ELL students and students with special needs.	members, 100+ Flyers distributed, 100+ families signed up for monthly newsletter
2/2/18	Community Event; Community Members	International Capital, Debt and Puerto Rico Reconstruction - A panelist event to educate the community about Puerto Rico Reconstruction, Celebrate Black History	Trinity Lutheran Church, 411 46th St, Brooklyn, NY 11220	Attended a community event at a local church around current events in Puerto Rico.	Talked with a number of community members after the event about Brooklyn RISE.	100 (est.) community members
2/6/18	Community Event; Community Members	District 15 Capital Plan Presentation - The School Construction Authority (SCA) will present on the new schools coming to District 15	CEC15 Meeting, Sunset Park Avenues ES, 4222 4th Ave, Brooklyn, NY 11232	Th SCA shared plans for new schools in the district. There was continued concern from CEC members that the new schools will only provide a fraction of the total seats still needed to solve overcrowding in the district. They want more information about long term planning to solve overcrowding and building overutilization.	We are using the locations of the new school to adjust our facility search so that we are continuing to focus on areas in the community where overcrowding is most severe and we can help meet the need for more elementary school seats.	30 (est.) community members
2/10/18	Community Event; Community Based Organization; Community Members	Presentation of the report "Community Vision of Sunset Park Schools"	Sunset Park Library, 4201 4th Ave, Brooklyn, NY 11232	We received a copy and learned about a report that Make Space for Quality Schools in Sunset Park and Voces Cuididanas put together after extensive community outreach. There were a series of recommendations: 1) Facilities that offer rich learning	We have begun our facilities search and are committed to finding a school space that will accommodate all aspects of our academic program and provide resources and supports to students and families. We are investing a lot of professional	15 (est.) community members

				experiences to children and are assets to the entire community, 2) Culturally competent, multilingual school leadership that involves parents in decision making 3)Dual language schools that emphasize hands-on learning and arts integration such as the Reggio-Emilia model, 4) Zoning that alleviates overcrowding in Sunset Park schools and maintains its existing diversity,	development and training to ensure all school staff are culturally competent and we have plans to ensure that our school staff is extremely diverse, multi-lingual, and reflect the cultural backgrounds of our students and families. We are not proposing a dual language school, but we are committed to hands-on, inquiry based learning and have plans to offer an integrated arts program to our students. We support efforts for zoning changes and have learned about the zoning process as we have been looking at possible school facilities.	
2/11/18	Community Event; Community Members; Elected Officials	Immigration Forum – Panel discussion on immigration rights; met with service providers and discussed Brooklyn RISE with attendees	Sunset Park Avenues ES, 4222 4th Ave, Brooklyn, NY 11232	We attended a forum on immigration and learned about ways that community members can protect themselves legally. We learned that ICE is not allowed on school premises and schools can play an important role in providing resources and supports to families with varying immigration/documentation statuses.	We plan to be extremely supportive of families and we emphasize that our school is open to all students regardless of documentation status. We are committed to providing resources and supports to our students and families so that they know their rights and can protect themselves from ICE and other unjust movements against them. We plan to instill a sense of confidence in our students so that they feel like they can be advocates for themselves, their families, and their community.	

2/13/18	Tabling; CSD 15 students and families	Tabling; distributed fliers and community input surveys; spoke with families about Brooklyn RISE	Various locations along 5th Avenue	Received feedback on school overcrowding, small school options for students, special education and ELL services in schools.	We will provide an additional, small-school, open enrollment elementary school option. We will adding 312 elementary seats to the community at full scale. We offer a two-teacher model in every classroom and a commitment to small group instruction that supports ELL students and students with special needs.	50+ Flyers distributed
2/13/18	Community Event; Community Members	D15 Diversity Plan Workshop - A DOE-led community planning process as part of the Equity and Excellence for All initiative aimed at increasing diversity in D15 middle schools	Public Workshop #1, Sunset Park High School, 153 35th St, Brooklyn, NY 11220	We learned about the concerns surrounding diversity and integration in the district and the planned efforts to use a Diversity Working Group and feedback collected from the community to improve diversity across the district, particularly at the middle school level.	We talked with a number of community members in attendance about Brooklyn RISE and our proposed school model. We emphasized that because our school will be open enrollment, we have the unique opportunity to have a very diverse and integrated population of students at our school.	100 (est) community members
2/17/18	Community Event; Community Members	10th Lunar New Year Parade/Celebration in Sunset Park	Various locations along 8th Ave and the Sunset Park Rec Center, 7th Ave at 43rd St., Brooklyn, NY 11232	Handed out flyers	N/A	100+ Flyers distributed
3/1/18	Community Board #7 – Youth Committee Meeting	Attended meeting with presentations by the Center for Family Life and the Citizens Committee for Children.	Brooklyn CB7, 1401 4th Avenue, Brooklyn, NY, 11232	Data on students, families, and overall community demographics were shared at the meeting. There was a presentation on youth employment programs available in the summer, but many families expressed	We have reached out to the Center for Family Life and the Citizens Committee for Children to share information about Brooklyn RISE and discussed possibilities for partnership in the future.	50 (est.) community members

				concern that there were not enough opportunities for the youth in the community during the summer.		
3/5/18	Community Event; Cultural Celebration	Cinco de Mayo community parade	Various locations along 5th avenue	Handed out flyers	N/A	100+ Flyers distributed
3/5/18, 6/2/18	Tabling; CSD 15 students and families	Tabling; distributed fliers and community input surveys; spoke with families about Brooklyn RISE	Sunset Park Recreation Center, 7th Ave at 43rd St., Brooklyn, NY 11232	Received feedback on school overcrowding, small school options for students, special education and ELL services in schools.	We will provide an additional, small-school, open enrollment elementary school option. We will adding 312 elementary seats to the community at full scale. We offer a two-teacher model in every classroom and a commitment to small group instruction that supports ELL students and students with special needs.	50+ Flyers distributed
3/13/18	Community Event; Community Members	D15 Diversity Plan - Workshop #2	Sunset Park High School, 153 35th St, Brooklyn, NY 11220	We attended the second workshop on the D15 Diversity Plan. Data was shared on school population demographics and the ways in which some middle schools are disproportionately skewed towards specific demographics of students. Minority students are also most impacted by school travel and are most likely to have to travel farther to get to their middle school.	We are committed to providing an excellent elementary school education that will position all of our students to be extremely competitive in middle school enrollment. As an open enrollment school we will intentionally recruit across the community so that our school is diverse and integrated.	50 (est.) CSD15 community members
3/14/18, 3/28/18, 4/18/18, 5/16/18, 5/23/18, 5/30/18,	Community Volunteering; Community Members, Students	Proposed Head of School Cary Finnegan became a certified Afterschool Homework Helper and volunteered on	Sunset Park Library, 4201 4th Ave, Brooklyn, NY 11232	Weekly our Head of School works with students in the community and helps with their homework and school assignments. Many of the students coming in for	We shared information with families about our school. We are also committing to all of our families that students are on grade level by the end of 3rd grade, which is extremely	40+ students helped and met with 10 (est.) families; shared information

6/6/18, 6/13/18		Wednesdays at the Sunset Park Library		homework help are behind grade level in reading and math.	important so that students do not have to play catch up later on.	about Brooklyn RISE
4/16/18	Community Event; Community Members	Welcoming Reception for NYC Schools Chancellor Richard Carranza	Sunset Park High School, 153 35th St, Brooklyn, NY 11220	Mr. Carranza shared his vision for Sunset Park schools and the DOE in general. He emphasized the diversity of Sunset Park as a strength and the need for more schools and early childhood prek options in the community.	We shared information with community members at the event about Brooklyn RISE. We have continued to emphasize that our school will be diverse and add additional school seats to the Sunset Park community.	50+ community members
4/17/18	Community Education Council 15 Meeting	Attended and Presented Brooklyn RISE	PS 94, 5010 6th Ave, Brooklyn, NY 11220	We were invited to present Brooklyn RISE and there were approximately 50 community members in attendance. We shared our proposed school design and then took questions and concerns from the attendees. There was concern about school accountability, teacher certification, and charter schools not being community schools.	We shared the governance structure of our school and the various ways that we are held accountable by our board, our authorizer, students and families, and the greater community. We committed that all teachers at our school will be certified or on track to certification, with very few exceptions for specialized teachers. We also shared our commitment to community outreach, having community members on our board, and our long term plan to build more relationships and partnerships with the community.	50+ community members
5/12/18	Community Volunteering; Community Event; Community Members	Mixteca Health and Wellness Event; volunteered to provide childcare for the event	Brooklyn Army Terminal, 140 58th St, Brooklyn, NY 11220	We helped run the childcare center during the event. There were vendors that had set up tables during the event to share health care services and providers in the community.	We spoke with a number of families in attendance about Brooklyn RISE and spoke with vendors about ways that we could share resources and supports with students and families.	50+ community members and families

5/12/18	Community Event; Community Members	D15 Diversity Plan Workshop #3 - A DOE-led community planning process as part of the Equity and Excellence for All initiative aimed at increasing diversity in D15 middle schools	Miccio Community Center, 110 W 9th St, Brooklyn, NY 11231	The D15 Diversity Plan Working Group presented their suggestions to CSD15 for increasing diversity in schools. Meaningful integration will be achieved not just by balancing out student populations but by creating inclusive school environments that acknowledge and celebrate differences among students. It is essential that school staff be trained in creating culturally responsive and reflective classrooms across the school.	There were a number of recommendations around increasing cultural competency in schools and we are extremely committed to ensuring the cultural competency of our staff and creating a school environment that is extremely culturally responsive. We will hire a very diverse staff that is reflective of the cultural backgrounds of our students and families and our integrated arts program is going to be based on units of study around the cultural backgrounds of students.	100+ community members
5/18/18	Community Education Council Meeting	Diversity, Equity, & Inclusion Meeting	Magnet School of Math and Science, and Design,	The event was mostly a public comment period that allowed members of the public to share their experiences, challenges and successes with diversity, equity, and inclusion in schools within D15. There were some success stories but also many challenges that were surfaced about school integration and lack thereof as well as teachers and curricula lacking the cultural competencies necessary to supports students in the classroom.	We are committed to diversity, equity, and inclusion at our school. Our two-teacher model ensures that we have an extremely inclusive classroom environment where students are not being isolated but instead supported and given the individualized supports they need. We are going to have a diverse staff and student body and ensure high levels of cultural competency.	50+ CSD15 parents, families, and educators
5/26/18	Community Volunteering; Community Members	Sunset Park Clean-Up hosted by St. Michael's Church and the NYC Parks Department	Sunset Park Recreation Center, 7th Ave at 43rd St., Brooklyn, NY 11232	Volunteered for 4 hours to help clean up Sunset Park – we collected trash, weeded, and painted.	We spoke with families about Brooklyn RISE and received a lot of support and encouragement for our efforts to bring a new	30+ community volunteers

					elementary school to the community.	
5/30/18	Community Event; Sunset Park Parents; Community Members	Sunset Park PTA Night	Industry City, 274 36th St, Brooklyn, NY 11232	We attended Industry City's Sunset Park PTA night and learned about their efforts to collaborate with the community and provide more jobs and services to community members.	We plan to find ways to partner with Industry City in the future but also want to focus on supporting and partnering with local, longtime businesses in the community.	20+ Sunset Park Parents
5/31/18	Community Event; Community Members	Build the Block Community Meeting	Marien-Heim Community Center, 4520 4th Ave, Brooklyn, NY 11220	We attended this community meeting where local citizens were given the opportunity to voice concerns about safety in the precinct. The police officers wrote down community concerns and addressed many of them in the moment. There were a lot of concerns around drug usage in the community including the park. Homeless shelters were also discussed as they relate to safety.	We plan to continue to build a relationship with Precinct 72 and potentially partner with the NYPD in the community in the future for events	30+ community members; exchanged contact information with the police officers leading the meeting.
6/13/18	Community Event; Community Members, Elected Officials	Sunset Park Town Hall with Chancellor Carranza	PS 24, 427 38th St, Brooklyn, NY 11232	Mr. Carranza discussed his plans for CSD15, specifically bringing more schools to the community and to increase diversity and integration across all schools. He highlighted his recent recommendation to remove the SHSAT as the sole deciding factor for specialized high school admissions, which is being met with support in CSD15 but also with ardent dissent from the Asian	We continue to highlight our vision for a very diverse, integrated school population of students by intentionally recruiting across the entire community of Sunset Park. We have reached out to some of the Asian American community groups to learn more about their concerns with changes to the middle school enrollment and high school admissions processes.	60+ community members

				American community in Sunset Park.		
6/19/18	Community Board #7 and CEC15 – Education Committee Meeting	Attended a presentation by the School Construction Authority on new school buildings in District 15	PS 516, 4222 4th Ave, Brooklyn, NY 11232	We learned about the new DOE schools currently being constructed in D15 to alleviate overcrowding. Projects are all on track with one school that will be ready to open with just Kindergarten in Fall 2018.	Even with the new DOE school seats being added to D15 over the next 3-5 years, there is still a 1000+ seat gap that exists between number of elementary students in the district and number of school seats. Based on waitlist estimates from local Daycares and Pre-Ks this gap is likely to persist and Brooklyn RISE aims to be an additional school option in Sunset Park where overcrowding and building overutilization is at its most extreme.	30+ community members
6/21/18	Community Event; community members	Attended the Make Music New York Event in Sunset Park	3 locations – Sunset Park 5th Avenue BID, the Sunset Park Library, and Sunset Park Mid Park Seating Area	We went to the Make Music New York event, which was a great opportunity to walk around Sunset Park and listen to live music being performed at various location in the community.	We were able to talk to some families about our school and we passed out postcards in the community as we went from location to location. We were very inspired by the event and are reaching out to Make Music New York to see if there are any opportunities for partnership or collaboration in the future.	30+ community members
6/23/18	Community Event; community members	Attended Rooftop Films Event – showing of En el Séptimo Día	Brooklyn Army Terminal, 140 58th St, Brooklyn, NY 11220	We attended the showing of this film in Sunset Park. It was about a group of undocumented Mexican immigrants working long hours six days a week and then using their day of rest on Sunday to	We talked with a number of community members at the event about our efforts to bring a new school to Sunset Park and we passed out business cards and postcards to individuals who were	50+ community members

				play soccer in Brooklyn. It takes place in South Brooklyn and there were many community members who came out for the filming.	interested in learning more about our school. The film really showcased the importance of having a school that is culturally responsive and celebrates the diverse cultural background of our students and their families.	
7/18/18	Yoga in Sunset Park	Attended the weekly Wednesday yoga class in Sunset Park	Sunset Park, 41st-44th St, between 5th ave. and 7th ave, Brooklyn, NY 11220	Yoga in Sunset Park is a yearly event hosted by the NYC Yoga Project in collaboration with Atlas DIY and Mixteca with support from Councilperson Carlos Menchaca.	Going to the event was a great opportunity to just show support for a community event and to support wellness initiatives sponsored by local community based organizations.	10+ Community Members
7/30/18	Facilities Tour	We toured a potential school facility in Sunset Park with Maureen Coughlin from Charter School Facilities	Central Sunset Park	Our team had the chance to tour a potential school site in Sunset Park. The school site is ideal in many ways because of its location and the fact that it has already had a COO for a school facility and is zoned appropriately. There is also a possibility for growing into the school overtime.	We are continuing to pursue this possible school facility and are working closely with Maureen and the landlord to start looking at term sheets so that we can move quickly upon authorization to hopefully move forward in the process of securing the site.	2 Board Members and 1 Facility Consultant
7/31/18	CEC15 Meeting on Special Education in D15	Attended the monthly CEC15 meeting that was focused on Special Education in D15	JHS 88 – Peter Rouget, 544 7th Ave, Brooklyn, NY 11215	This CEC15 meeting has a presentation called "Special Education Services for Preschool and School-Age Children" presented by Christina Foti, Chief Executive Director, Special Education Office, Division of Specialized Instruction and Student Support with the DOE, and "IEP's – what do they mean and what are your rights?" by Miriam A. Nunberg, Education	This was an excellent meeting for us to learn more about ways to support our future students and families when dealing with special education services and ensuring that all students with specialized learning needs are being provided with the services and supports they need to be successful. We plan to reach out to all of the presenters for more information/resources	40+ Community Members

				Attorney and Advocate, and "Learning and Attention Issues 101" by www.understood.org	and to find out ways we might be able to bring some of their presentations to staff and family events in the future.	
8/1/18	NYPD's annual National Night Out Event – 72nd Precinct	Attend the annual event in Sunset Park	Sunset Park, 41st-44th St, between 5th ave. and 7th ave, Brooklyn, NY 11220	National Night Out aims to build awareness about crime prevention and help neighbors get to know their local officers, including the commanding officer, patrol officers, neighborhood coordination officers, community organizations, businesses and politicians.	We were able to network with a number of community organizations and we exchanged cards with a community engagement police officer so that we can find ways to partner in the future. We passed out postcards to families and wore our Brooklyn RISE shirts so that families would get more familiar with us and our proposed school	Postcards passed out to 50+ community members and families
8/8/18	Community Board 7 – Education and Youth Committee Meeting	We presented Brooklyn RISE at this month's Education and Youth Community Meeting at CB7	Brooklyn CB7, 1401 4th Avenue, Brooklyn, NY, 11232	We had the opportunity to give a 15 minute presentation to CB7's Education and Youth Committee. We shared our proposed school model and the community engagement work that we have done to date, as well as ways in which the community input we've received has influenced our school model. We took questions and addressed concerns.	There was a very positive response to our proposed school model. Many in attendance were supportive of our small-school, smaller class sizes, and two-teacher model because they felt it would give students more attention and support. There were concerns about the location of the school and the difficulties of finding space in the community. There were also questions about certified teachers and we continue to reiterate that all teachers will be certified or on track to certification within one year of hiring.	20+ Community members in Attendance

Attachment 2b: Public Review Process			
Item #	**Item Name**	**Relevant Details**	**Page #**
1	Marketing One-Pager	One-pager used for business and organizations	3
2	Marketing Postcard	Postcard used for families and community members	7
3	Social Media: Facebook	Brooklyn RISE has a total of 150 followers (constituents and supporters from our target community) on Facebook.	8
4	Social Media: Instagram	Brooklyn RISE has a total of 110 followers (constituents and supporters from our target community) on Instagram	9
5	Tabling at McKinley Park Library - Flyer/Photos	Paper flyers were distributed at the library prior to the event	10
6	E-mail Correspondence with Mixteca	E-mail correspondence with Mia Soto	11
7	Scheduling Tabling with McKinley Library	E-mail correspondence with branch manager	12
8	Scheduling Tabling with Sunset Park Library	E-mail correspondence with branch manager	13
9	Information Session Flyer	Canvassed and distributed fliers one week prior to each information session to libraries, local businesses, pre-K/daycare centers, and community centers	14
10	School Newsletter	Monthly newsletter evidence. We have added all of our contacts from the community (500+ subscribers) and ask for their input with each submission.	17
11	Community Member Survey	Survey handed out at all tabling sessions, info sessions, and during canvassing	21
12	Online Feedback Survey	Beginning in September 2017, our online survey was posted on our school's website and shared via social media and our monthly newsletter	23
13	Feedback & Implementation from Community Stakeholders	Input collected since September 2017	26
14	Community Education Council 15 – Meeting Agenda	We presented our school model and addressed questions and concerns at a CEC15 meeting with 50+ community members in attendance	30
15	Community Board 7 – Meeting Agenda	We presented our school model and addressed questions and concerns at a CB7 Education Committee meeting with 20+ community members in attendance	31
16	Email Correspondence with Council Member Menchaca's Office	We reached out to his office and talked with Council Member Menchaca and a number of his representatives at community events	32

17	Email Correspondence with D15 Superintendent Anita Skop	We reached out to Superintendent Skop's office and had conversations with her at a variety of CEC15 events	35
18	Email Correspondence with Brooklyn Borough President Eric Adams' Office	We met with former Deputy Borough President, Diana Reyna as well as Jeff Lowell, lead on education policy issues for the Brooklyn Borough President's Office	36
19	Volunteering in Sunset Park (correspondence and photos)	We volunteered at a variety of events in Sunset Park, discussed our school plans, and got to know members of the community better	39
20	Tabling in Sunset Park – Flyer/Photos	We tabled in Sunset Park around community events that were happening in the park and near the playground and pool so that we could meet and greet families	43
21	Tabling at Sunset Park Library – Flyer/Photos	Paper flyers were distributed at the library prior to the event	44
22	Afterschool Homework Helper	E-mail correspondence with Brooklyn Public Library	45
23	Community Input from Advocacy Groups	Reports received at advocacy group meetings we attended	47
24	Family Input and Implementation	Input collected since September 2017	51
25	Evidence of Outreach to CSD 15 schools	E-mail correspondence	55
26	Evidence of Outreach to local elected officials	Table tracking elected official contact	59
27	List of events attended that target local ELL population	Networked and learned about work being done to support ELLs.	60
28	School Website	Website created in November 2017 to share information and collect feedback from the community	62

Item 1: Marketing One Pagers (Community Businesses & Organizations)

Brooklyn RISE Charter School

A proposed K-5 school for the students of Brooklyn

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

Our Vision

The work at Brooklyn RISE begins with the steadfast conviction that all children should have access to and can succeed in a rigorous college preparatory school environment regardless of economic status, zip code, race, family education level, or home language.

A close analysis of the best practices that lead to sustained, successful outcomes for all students informs the six core beliefs of our school:

- College begins in kindergarten
- Transformational teachers are paramount
- Data drives decisions
- Structure, joy, and character create community
- Mindsets matter
- Families are our partners

Join Our Board

We are looking for mission-driven leaders with backgrounds in law, education, finance, and more for our founding team.

Spread the Word

Share our mission and plans with parents, educators, and community leaders who can assist in making our vision a reality.

Contact

Cary Finnegan, Lead Founder
718. 619. 0188 | cfinnegan@buildingexcellentschools.org
buildingexcellentschools.org

BUILDING EXCELLENT SCHOOLS

Mission. Impact. Urgency.

About the Lead Founder

Cary Finnegan is a Fellow with Building Excellent Schools. As a Fellow, Cary will travel to more than 50 schools nationwide to examine best practices of the highest-performing schools. With a strong education, nonprofit, and curricular design background, Cary passionately believes that all children should have access to an excellent education.

Brooklyn RISE Charter School

A proposed K-5
free public school
for the students of Brooklyn

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

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

College Prep Academics

Longer School Day & School Year

Focus on Reading, Writing & Speaking

Character Education

Culturally Responsive

Partnerships With Families

Small Group Instruction

Science Everyday

Charter schools in New York are public schools. Any child in Brooklyn, NY, regardless of race, academic achievement, special education needs, home language, or socioeconomic status will be able to attend.
We plan to open in Fall 2019 with Kindergarten and 1st Grade in Sunset Park, Brooklyn.

Brooklyn RISE Believes:

College begins in Kindergarten
Transformational teachers are paramount
Data drives decisions
Structure, joy, and character create community
Mindsets matter
Families are our partners

Brooklyn RISE Values:

Resilience
I ntegrity
Scholarship
Enthusiasm

Sign up for our newsletter
Complete our survey
Stay in touch

www.brooklynrise.org

Cary Finnegan, Lead Founder
718-619-0188
cary.finnegan@brooklynrise.org

Brooklyn RISE
Charter School

建议的K-5学校为布鲁克林的学生

与语音。有信心。有目的。

我们的任务:

布鲁克林兴起特许学校建立知识，习惯和学术成就的心态，
确保所有幼儿园到五年级的学生正在上大学的路上。

大学预备学院

有更多的时间在学校

专注于阅读，写作和口语

品格教育

庆祝文化

与家庭的伙伴关系

小组教学

科学每天

纽约的特许学校是公立学校。 纽约布鲁克林的任何一个孩子，无 论种族，学习成绩，特殊教育需求，家庭语言或社会经济地位如何，均可参加。
我们计划在2019年秋季在布鲁克林日落公园开设幼儿园和一年级。

布鲁克林兴起相信:

大学开始在幼儿园
转型教师是最重要的
数据驱动决策
结构，喜悦和性格 创造社区
心态很重要
家庭是我们的伙伴

布鲁克林升值:

弹性
廉正
智慧
热情

订阅我们的新闻
完成我们的调查
保持联络

www.brooklynrise.org

Cary Finnegan，学校领导
718-619-0188
cary.finnegan@brooklynrise.org

Brooklyn RISE Charter School

Propuesta para una escuela K-5 para los estudiantes de Brooklyn.

Con **confianza**. Con **voz**. Con **propósito**.

Nuestra Visión:

Brooklyn RISE Charter School desarolla los conocimientos, los hábitos y la actitud mental que llevan al éxito académico y abren el camino a la universidad a todos los estudiantes, desde kindergarten a quinto grado.

Academias preparatorias para la universidad

Más Tiempo en La Escuela

Centrarse en Lectura, Escritura, y Habla

Educación del Carácter

Celebra las Culturas

Alianzas con Las Familias

Instrucción en Grupos Pequeños

Ciencia Cotidiana

Las escuelas charter en New York son escuelas públicas. Cualquier niño en Brooklyn, NY, independientemente de su raza, logros académicos, necesidades de educación especial, idioma del hogar o estado socioeconómico podrá asistir.

Planeamos abrir en el otoño de 2019 con Kindergarten y 1er grado en Sunset Park, Brooklyn.

Brooklyn Rise Cree:

La universidad empieza en kindergarten
Es fundamental tener maestros que transformen
Las decisiones se basan en datos y hechos
Una comunidad se crea con estructura, alegría y carácter
La actitud mental es importante
Las familias son nuestras aliadas

Valores de Brooklyn RISE:

Resiliencia
I ntegridad
Sabiduría
Entusiasmo

Suscríbase a nuestras noticias
Complete nuestra encuesta
Estar en contacto

www.brooklynrise.org

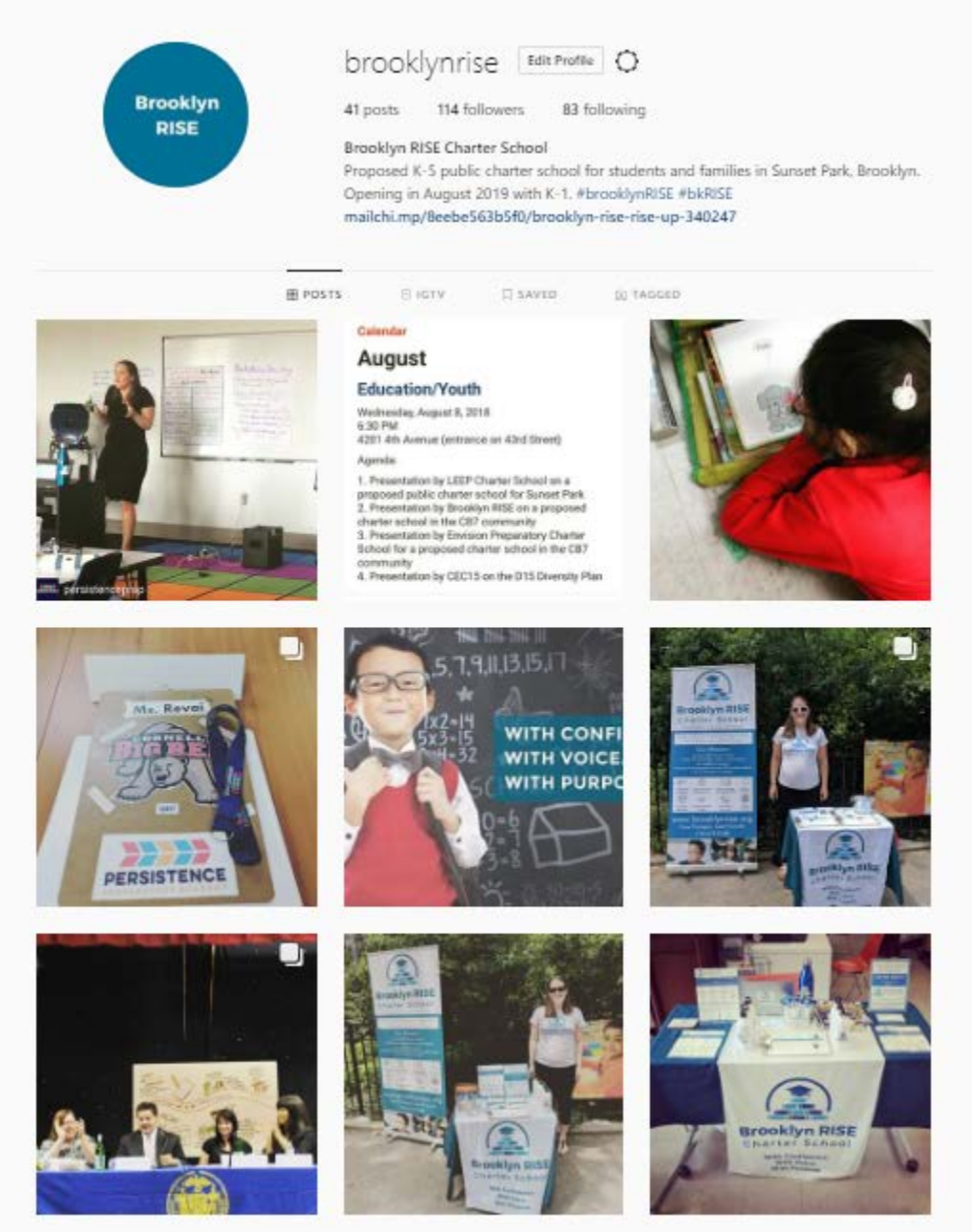
Cary Finnegan, Fundadora Líder
718-619-0188
cary.finnegan@brooklynrise.org

Item 2: Marketing Postcards (Used for canvassing – passed out to families and community members)

Item 3: Social Media - Facebook

Page followers at time of Letter of Intent Submission: 155
Full Facebook page can be found here: https://www.facebook.com/brooklynRISE/

Item 4: Social Media - Instagram



Followers: 114
Posts to Date: 42
Link to profile: https://www.instagram.com/brooklynrise/

Item 5: Tabling at McKinley Park Library

Item 6: Email Correspondence with Mixteca for Information Session

Cary Finnegan Fri, Jan 19, 11:02 AM
to

Good morning Mia!

I am reaching out to apologize for being so out of touch not being available to volunteer over the last couple months. With the holidays and travel for work I haven't been in NYC very much. I am here now for the next month and hope to be able to volunteer for any events that need volunteers.

Additionally, I was wondering if Mixteca would be potentially open to me hosting an information session for my proposed Sunset Park elementary school. Brooklyn RISE is planned to open in Fall of 2019 with Kindergarten and 1st grade and then will eventually expend to be a full K-5 school.

It is important to gather input from the community and to also let families know who have 3 or 4 year old children that there will be an additional school option in the community. I am attaching a flyer we are using for another information session we are hosting at McKinley Park Library here to give you an idea of what our school will be offering to families.

Let me know if Mixteca would feel comfortable letting me host an Information Session for the school or if there is a way to pay to reserve a space there to use.

Either way, I hope to see you at a Mixteca event again soon!

All the best,
Cary

BrooklynRISE_Info...

Mia Soto Fri, Jan 19, 1:20 PM
to

Good afternoon Cary,

It is so nice to hear from you again, I hope you had a wonderful New Year and a great holiday season! This is such amazing work that you are doing for the community here in Brooklyn, I would be more than happy to assist in your efforts. There are plenty of events and opportunities that you can come by into Mixteca to provide a small informational session. We are hosting an informational session on summer camp programs for families in Brooklyn this Saturday 01/20 from 2:30pm to 3:30pm. I am hopefully bringing more than 15+ families in that day. Perhaps you can stop by and announce your intentions/information and provide the participants with the fliers.

I will send you a list of events that are going to be occurring in the upcoming months.

It is always such a pleasure to working alongside you. Looking forward to seeing you again.

Very best,

Mia

Item 7: Scheduling with McKinley Public Library

GJ

Wed 1/17/2018 11:39 AM

Grochalski, John [redacted]

reservation room at McKinley Park

To Cary Finnegan

Cc Danalakis, Athena; Cavanaugh, Ellen

You replied to this message on 1/17/2018 1:42 PM.

January.doc
87 KB

Cary

My name is John Grochalski and I am the branch manager at the McKinley Park Branch of the Brooklyn Public Library. I learned that you recently came into the branch inquiring about the use of our reservation room or to set up an information table for Building Excellent Schools Program. Am I correct that this is a non-profit organization? If so, we may be able to accommodate. It was mentioned that you did a similar presentation at the Sunset Park branch, and I was wondering if you could email me back telling me a little bit about what you did there, so that I can get things going on our end to have you visit here. I've attached our most recent Calendar of Events so that you have an understanding of the times that we have our programming and when they meeting room would/would not be available to you.

John Grochalski | Neighborhood Library Supervisor | McKinley Park
Brooklyn Public Library
[redacted]

GJ

Wed 1/17/2018 4:12 PM

Grochalski, John [redacted]

RE: reservation room at McKinley Park

To Cary Finnegan

You replied to this message on 1/18/2018 7:11 AM.

Suggested Meetings + Get more add-i

Cary

you are welcome to set up a table tomorrow. We are open 1-8. I will be closing the branch
that evening so I will be there. As for the 27th, I wish I could say that you could, but we
have an Adult English class that meets from 11-3 on Saturdays. It's not included on the branch
calendar because the class is full and we saw no point in advertising it. Next week we do have
children's programming until 12pm on Tuesday/Thursday. I could offer the room then and/or
you could set up another table those days and try to reach the parents after the program

John Grochalski | Neighborhood Library Supervisor | McKinley Park
Brooklyn Public Library
[redacted]

Item 8: Scheduling Tabling with Sunset Park Library

Cary Finnegan [redacted] Jan 22

to Jessica, rbenavides

Good afternoon Jessica and Roxana,

Hope you're having a good Monday!

I wanted to reach out to see if it would be okay for me to set up a table at the Sunset Park Library this Saturday 1/27?

I tabled at the McKinley Park Library this past Saturday and it was a really great way to share information about our school with families who were interested and to collect feedback from families and community members about what they want to see in a new elementary school for the neighborhood.

I attached a picture to give you an idea of what our tabling set-up would look like.

I know you are both very busy with preparing for the transition, but please let me know when you have the chance if you think I could set up at table this Saturday from 10-12pm.

Thank you!
Cary

Benavides, Roxana [redacted] Jan 25

to Naila, me, Jessica

Hello Ms. Finnegan,

As per today's conversation this afternoon, I am confirming your request to staff a information table this Saturday from 10-12noon. Please read our meeting room use policy and procedures that I provided you.
We look forward to seeing you on Saturday.

Thank you,

Roxana Benavides | Neighborhood Library Supervisor
Brooklyn Public Library | Sunset Park Library Branch
[redacted]

Item 9: Information Session Flier

Brooklyn RISE Charter School

A proposed K-5 school
for the students of Brooklyn

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

Brooklyn RISE is a tuition-free public charter school open to all students.
We plan to open in Fall 2019 with Kindergarten and 1st Grade in Sunset Park, Brooklyn.

Our Mission:

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

College Prep Academics

Longer School Day & School Year

Focus on Reading, Writing & Speaking

Character Education

Culturally Responsive

Partnerships With Families

Small Group Instruction

Science Everyday

Information Session

Thursday, January 25 @ 12:00pm
McKinley Park Library
6802 Fort Hamilton Pkwy (at 68th St)
Brooklyn, NY 11219

Sign up for our newsletter
Complete our survey
Stay in touch

www.brooklynrise.org

Cary Finnegan, Lead Founder
718-619-0188
cary.finnegan@brooklynrise.org

Brooklyn RISE Charter School

Propuesta para una escuela K-5 para los estudiantes de Brooklyn.

Con **confianza.** Con **voz.** Con **propósito.**

Brooklyn RISE es una escuela de carta libre, pública, abierta a todos los estudiantes. Se abrirá en otoño 2019 con kindergarten y 1er grado en Sunset Park, Brooklyn.

Nuestra Visión:

Brooklyn RISE Charter School desarolla los conocimientos, los hábitos y la actitud mental que llevan al éxito académico y abren el camino a la universidad a todos los estudiantes, desde kindergarten a quinto grado.

Académicos de la Universidad

Más Tiempo en La Escuela

Centrarse en Lectura, Escritura, y Habla

Educación del Carácter

Celebra las Culturas

Alianzas con Las Familias

Instrucción en Grupos Pequeños

Ciencia Cotidiana

Sesión de Información

Jueves, 25 de Enero @ 12:00pm
McKinley Park Library
6802 Fort Hamilton Pkwy (at 68th St)
Brooklyn, NY 11219

Suscríbase a nuestras noticias
Complete nuestra encuesta
Estar en contacto

www.brooklynrise.org

Cary Finnegan, Fundadora Líder
718-619-0188
cary.finnegan@brooklynrise.org

Brooklyn RISE
Charter School

建□的K-5学校
□布□克林的学生

与□音。 有信心。 有目的。

布□克林□起是一个免□的公立特□学校向所有学生开放。
我□□划在2019年秋季在布□克林日落公□开□幼儿□和一年□。

我□的任□:

布□克林□起特□学校建立
知□, □□和学□成就的心□,
确保所有幼儿□到五年□的学生
正在上大学的路上。

大学□□学院

有更多的□□在学校

□注于□□, 写作和口□

品格教育

□祝文化

与家庭的□伴关系

小□教学

科学每天

信息会□

1月25日 @ 12:00pm
McKinley Park Library
6802 Fort Hamilton Pkwy (at 68th St)
Brooklyn, NY 11219

□□我□的新□
完成我□的□□
保持□□

www.brooklynrise.org

Cary Finnegan, □始人
718-619-0188
cary.finnegan@brooklynrise.org

Item 10: School Newsletter

Brooklyn RISE Charter School

BROOKLYN RISE NEWSLETTER - ISSUE 4 - JULY 2018

Visit our Website

OUR MISSION

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

Dear Friends and Supporters of **Brooklyn RISE Charter School**,

*"**Data** is one of the most powerful mechanisms for telling stories."*
- Steven Levitt, Co-author of Freakonomics

After many months of planning and preparation, the **Brooklyn RISE Founding Team** remains ready to **RISE** and is wholly committed to delivering a high-quality school option to families in Sunset Park, Brooklyn.

As we work to obtain our charter and to open our doors in August 2019, we continually turn to **data** to inspire our ongoing efforts.

The **data** in our proposed school district (CSD 15) and our proposed neighborhood (Sunset Park) is undeniable and tells a story of persistent school overcrowding, building overutilization, and demand for more high-quality school options:

- **13 out of 15** schools in Sunset Park are overenrolled.
- Elementary schools in Sunset Park are on average **135% full**.
- **3 out of 5** elementary schools in Sunset Park have total enrollments **greater than 1200**.
- There is a need for **3556 more elementary school seats** in CSD 15, and, even with new DOE schools being built, there remains a **1,956-seat deficit in** elementary schools.
- For the 2018-19 school year, there were **two applicants** for every **one** charter school seat in CSD 15.

We know from the **data** above,* and families in Sunset Park continue to tell us, that Sunset Park needs more elementary school options. Our decision to open **Brooklyn RISE** is based on data and strong evidence of community demand, and we will continue to use the data to inspire and motivate our work.

At **Brooklyn RISE** we firmly believe that **data drives decisions.** We will use data to inform instruction and to measure the effectiveness of our systems, procedures, and school culture. We plan to use data every day to continually improve our efficacy for students and families. 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.

Read on for some exciting updates on our progress, and to learn how you can lend your time and talents to support our efforts. Specifically, we are looking for supporters to write letters as we prepare our application to be submitted in August. Thank you, as always, for your ongoing support of **Brooklyn RISE**.

Together we **RISE**,

Cary Finnegan

Lead Founder, Brooklyn RISE Charter School

[redacted]

* Statistics come from www.classizematters.org and www.nyccharterschools.org

OUR MODEL

At **Brooklyn RISE**, we believe **Data Drives Decisions**.

In recognition of this belief, we follow four principles of data-driven decision-making*:

- **Assessment:** create rigorous interim assessments that provide meaningful data
- **Analysis:** examine the results of assessments to identify the causes of both strengths and shortcomings
- **Action:** teach effectively what students most need to learn
- **Culture:** create an environment in which data-driven instruction can survive and thrive.

* The four principles of data-driven decision-making come from "Driven by Data" by Paul Bambrick-Santoyo

OUR TEAM

Ben Herbst, Founding Board Member

Founding Board Member Ben Herbst is a Vice President within the Investment Banking Division at Goldman Sachs in New York. At Goldman he is a member of the Public Sector and Infrastructure Banking Group, where he serves municipal clients throughout the eastern United States, including numerous school districts and nonprofit entities, in various investment banking activities. Prior to his tenure at Goldman Sachs, Mr. Herbst worked at J.P. Morgan in a similar capacity for five years, and before that he was a 2008 Teach For America Corps Member in Brooklyn. As a Corps Member, Mr. Herbst taught second and third grade at Explore Charter School in East Flatbush, where he also served as the faculty representative to the Board of Trustees, and co-founded a not-for-profit, Engaging Achievement, that brought over 300 Brooklyn middle school students on overnight college visits. Mr. Herbst received an AB in History from Colby College.

OUR PROGRESS

- The **Brooklyn RISE Founding Board** is preparing to submit our application to NYSED in August.
- We presented our school model at a Community Education Council 15 meeting in May and have collected over 300 signatures from Sunset Park families in support of **Brooklyn RISE.**
- Cary Finnegan, Lead Founder and proposed Head of School for **Brooklyn RISE**, is completing a six-week school leadership residency with Persistence Preparatory Academy, a start-up charter school in Buffalo, NY.

IT TAKES A VILLAGE

To ensure our students receive the excellence they deserve, **Brooklyn RISE** needs your help. There are a variety of ways you can offer your personal talents, valuable time, and professional expertise to support our efforts.

JOIN US AT OUR COMMUNITY BOARD 7 PRESENTATION. We have been invited to present at the Brooklyn Community Board 7 Education/Youth Committee meeting on August, 8th at 6:30pm. The meeting will take place in the Community Board 7 room at 4201 4th Avenue in Sunset Park, Brooklyn. This is a great opportunity to learn more about the **Brooklyn RISE** school model and to show your support for bringing more high-quality schools to Sunset Park.

WRITE A LETTER OF SUPPORT. Part of our charter application includes Letters of Support from individuals or organizations that believe Sunset Park should have access to more high-quality elementary schools. If you, or someone you know, would be interested in submitting a Letter of Support, please send us an email.

HELP US SPREAD THE WORD. Our team is eager to continue connecting with families and community members, both to learn from their experiences as well as to share our vision for **Brooklyn RISE**. If you are part of a community group, know of any upcoming events, or want to volunteer with us, please send us an email. You can also help us spread the word by forwarding this email to your family, friends, and colleagues.

HELP US BUILD THE BROOKLYN RISE TEAM. We firmly believe that the biggest influence on student achievement is the teacher at the front of the room. **Brooklyn RISE**. is committed to building a team of passionate, mission-driven educators who will hold our students to a standard of excellence. While most of our positions will not begin until spring/summer 2019, we are already on the lookout for exceptional talent. If you know of any exemplary educators who would be a strong fit for our school, please send us an email and let us know.

Item 11: Community Member Survey

Brooklyn RISE
Charter School

A proposed K-5 college preparatory, tuition-free, public school for the children of Brooklyn.

COMMUNITY SURVEY

Your voice is valued as we work to provide an academically challenging and joyful environment at **Brooklyn RISE** for children in Sunset Park. Thank you for your thoughts and ideas.

NAME: _____ **PHONE:** _____ **EMAIL**: _____

1. Are you the parent or guardian of a school-aged child? YES [ ] or NO [ ]
   a. If yes, how old are your children?

2. Are you satisfied with the educational options for children in your community? YES [ ] or NO [ ]
   a. Why or why not?

3. What kind of an elementary school do you want for your children?

4. What are major challenges at schools in the community that stand in the way of student success?

5. What do children need to be prepared for college and life success?

6. Would you like to be added to our mailing list to receive updates about **Brooklyn RISE**? YES [ ] or NO [ ]

For office use only

Date Received:	Volunteer Initials:	Follow up:

Brooklyn RISE
Charter School

Una propuesta de escuela pública de K-5, de matrícula gratuita para los niños de Brooklyn, preparatoria para la universidad

ENCUESTA COMUNITARIA

Su opinión se valora mientras trabajamos para proporcionar un entorno académico riguroso y alegre en **Brooklyn RISE** para niños de Sunset Park. Gracias por su colaboración e ideas.

NOMBRE_____TELEFONO_____ CORREO ELECTRONICO_____

1. ¿Es usted el padre o tutor de un niño en edad escolar? SI [ ] o NO [ ]
   a. En caso afirmativo, ¿cuántos años tienen sus hijos?

2. ¿Está satisfecho/a con las opciones educativas para niños en su comunidad? SI [ ] o NO [ ]
   a. ¿Por qué si o por qué no?

3. ¿Qué tipo de escuela primaria quiere para sus hijos?

4. ¿Cuáles son los principales desafíos en las escuelas de la comunidad que obstruyen el éxito de los estudiantes?

5. ¿Qué necesitan los niños para estar preparados para el éxito universitario y el éxito en la vida?

6. ¿Le gustaría ayudarnos a hablar con los miembros de la comunidad sobre **Brooklyn RISE**? Si es así, indique el mejor horario y las formas de comunicarse con usted.

7. ¿Le gustaría ser agregado a nuestra lista de correo para recibir actualizaciones sobre Brooklyn RISE? SI [ ] o NO [ ]

Para uso interno solamente

Date Received:	Volunteer Initials:	Follow up:

Item 12: Online Community Input Survey

Survey can be found at:
https://docs.google.com/forms/d/1QFDTKLjwtlZUUU09v2PIWRNUR_8Y49xye9hEaWuHi2k/edit

Survey link was shared:

- On school website (www.brooklynrise.org)
- In monthly newsletter
- On Facebook page

Brooklyn RISE Charter School Community Input Survey

Brooklyn RISE Charter School is a new proposed K-5 school for the students and families of Sunset Park, Brooklyn. Pending approval from the State of New York, Brooklyn RISE will open in August 2019. Cary Finnegan, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

Full Name: *

Short answer text

What neighborhood or zip code do you live in? *

Short answer text

What is your role in the community? You can choose more than one.

- [ ] Parent / Guardian of School Aged Children
- [ ] Student (K-12 or Higher Education)
- [ ] Educator (Teacher, Administrator, or Other School Employee)
- [ ] Employer
- [ ] Resident
- [ ] Other...

Are you satisfied with the educational options for children in your community? Why or why not?

Long answer text

What are the major challenges standing in the way of student success in neighborhood schools?

Long answer text

As a member of the community, do you think Sunset Park needs additional school options?

- ○ Yes
- ○ No
- ○ Unsure

About Brooklyn RISE - A Proposed Charter School for Sunset Park, Brooklyn

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

Our Vision: The work at Brooklyn RISE begins with the steadfast conviction that all children should have access to and can succeed in a rigorous college preparatory school environment regardless of economic status, zip code, race, family education level, or home language.

We Believe:
- College begins in kindergarten
- Transformational teachers are paramount
- Data drives decisions
- Structure, joy, and character create community
- Mindsets matter
- Families are our partners

RISE Values:
Resilience
Integrity
Scholarship
Enthusiasm

RISE Motto:
With confidence.
With voice.
With purpose.

What do you think Brooklyn RISE needs to do to best serve the needs of the Sunset Park community?

Long answer text

I am a resident of Sunset Park, Brooklyn, and I support Brooklyn RISE Charter School.

- ○ Yes, I support Brooklyn RISE
- ○ No, I do not support Brooklyn RISE
- ○ I am not a resident of Sunset Park, Brooklyn, and I support Brooklyn RISE
- ○ I am not a resident of Sunset Park, Brooklyn, and I do not support Brooklyn RISE

Who else should the school's founders contact to learn more about the needs of the community?

Long answer text

Are you interested in having a follow-up conversation with the school's founders? If so, please provide your contact information below and we will reach out to you promptly.

Long answer text

Are you interested in joining the school's mailing list? If yes, please provide your e-mail address below.

Short answer text

Item 13: Feedback Notes Collected from Community Stakeholders	
Name/Position	**Feedback**
New York City Charter School Center Meeting	Met with James Merriman & Christina Brown along with BES staff and all NYC BES Fellows; discussed charter landscape, political landscape, SUNY application process, and Sunset Park as a proposed school location etc. We discussed that Hellenic Classical Charter School is probably the closest charter school to the Sunset Park area and that one charter application went in last year but was withdrawn. They mentioned the importance of being flexible on space given the challenges in Sunset Park. They suggested considering a weighted lottery in favor of low-income students and students that do not have English as a home language, as well as keeping seats open for mid-year arrivals.
Community Education Council Meetings	Attended CEC15 meetings and collected information and feedback from council members and CSD15 Superintendent Anita Skop. Meetings have emphasized the need for more elementary seats in Sunset Park because of the overcrowding. There are also negative feelings about charter schools, especially large charter networks and fears of charter schools pulling resources and attention from the traditional public schools.
Gaelen Hadlett, Founder of Sunset Spark	Mr. Hadlett has experience working in and partnering with the Sunset Park elementary schools and provided insights around the variability of quality amongst the schools. He emphasized the importance of working with immigrant families and having a school that prioritizes family engagement, infuses cultural elements, and recognizes and honors the strengths of families in the community. He emphasized the importance of finding a location for the school that is as central as possible because there is a perception in the community that the new schools are not being placed accessibly to the families in the most need. He also gave a list of other organizations to reach out to that have school partnerships in the community.
Christina Froeb, Interim Superintendent at Explore Schools	Ms. Froeb emphasized three keys to school success: (1) being crystal clear in your vision and expectations and communicating them effectively, (2) teacher development must be prioritized and there should be clear structures in place to ensure all staff are being supported and developed, and (3) make careful curricular selections to ensure that you are using curriculum with proven track records of impact on student achievement.
Jocelyn Goodwin, Director of English Language Learners at MATCH Education	Ms. Goodwin provided information and resources that MATCH uses to support their ELL students. She emphasized the importance of using the Sheltered Instruction Observation Protocol (SIOP) for lesson planning and coaching cycles. We discussed the home language surveys that need to be completed during home visits and ensuring that families feel comfortable and welcome in the school through providing translations whenever needed. We discussed that research and practice no longer supports pulling ESL or ELL students out of the classroom – they should be spending as much time as possible in class with their peers. She also recommended looking to WIDA for more resources and professional development even though NY is not technically a WIDA state.
Lindsay Danon, PAVE NYC	Ms. Danon has experience as a Director of a charter school in CSD15 and experience as a Founding Principal for KIPP Infinity. We discussed our founding plans and she

Managing Director of Schools	suggested I think about increasing my projected class number from 22 students because she was concerned it would not be fiscally sound to have such low enrollment. She praised SUNY as a charter authorizer and said they are rigorous in the right ways. She mentioned the challenge of competing with CSD15 schools because it is the highest performing district in Brooklyn but that it is good to be measured against the high bar because that is what we are looking to reach. We discussed the importance of finance, logistics, operations, and facilities, as well as finding a high-quality person for an operations role.
Community Board 7 Meetings	Attended CB7 meetings and listened to chair members and community board members discuss and vote on issues important to the community. The question of charter schools came up at one meeting and the education committee chair mentioned that they do need more schools in Sunset Park but that the board prefers to support traditional public schools. There are a lot of fears and questions around land use, transportation, homeless shelters, and gentrification.
Victor Nolasco and Guadalupe Hernandez	Met with Sunset Park community residents Mr. Nolasco and Ms. Hernandez, who both also work in the education space, to discuss what the community has expressed in terms of increased educational opportunities. Ms. Hernandez grew up in Sunset Park and attended Sunset Park schools and expressed that the kind of education you would get was very variable school to school and teacher to teacher. They both talked about how there is a need for more school options that are easily accessible to Sunset Park families.
Jeremy Shannon, School Construction Authority (SCA)	Mr. Shannon is a former Brooklyn resident and works for the SCA specializing in their green school building initiatives. He explained the separation of the SCA from the DOE and that the SCA typically builds 15-25 new schools each year. Mr. Shannon is interested in increasing low-energy, sustainable schools as well as finding ways to integrate sustainable education and climate change awareness into school curricula. He believes that the best school buildings will be ones that can teach students about these issues and set an example of sustainability. He provided advice around things to look for and think about during the facilities search and development process.
Diana Reyna, Deputy Brooklyn Borough President	Ms. Reyna was born and raised in Brooklyn and she is a dedicated advocate and public official for communities across Brooklyn. She expressed her frustration with the public-school offerings for families and spoke to the inconsistency across schools such that some schools are very strong and others are extremely poor. She does not think charter schools are the answer and wants traditional public schools to improve. She mentioned the ways in which charter schools that came into Williamsburg in the early 2000s were ineffective and that whether it is a charter school or a traditional public school, ultimately it is adults who are preventing children from having access to high-quality schools. She emphasized the importance of backwards planning from the Specialized High School Admissions Test (SHSAT), so that all students have the skills and knowledge they need to be successful on the exam and get access to the most competitive high schools in the city.

Victoria Sells, Education Policy for Councilmen Lander's Office	Ms. Sells handles education policy issues for Councilmen Lander's office and she took time to speak with me about education issues in the district. She spoke about how overcrowding is an issue throughout the district and there are plans for new public-school space. She said that the overcrowding in schools could pose a challenge for charter schools that are looking for co-located space, which she believes explains why there are so few charter schools in the district. She said constituents do not like co-location but would likely support quality charter schools that find their own space. She suggested speaking with Javier Salamanca who runs the advocacy group, Make Space for Quality Schools in Sunset Park. She suggested we look at Brooklyn Prospect Charter School because it is the type of charter school Brad Lander supports and with which community members are happy. The community wants schools that work to educate the whole child.
City Council Committee on Education Meeting	This meeting was focused on the DOE's response to bullying, harassment, and discrimination. There were concerns given the stabbing that occurred at one of the traditional public high schools in the Bronx. Carmen Farina gave testimony responding to the event and describing initiatives that were being implemented by the DOE such as Single Shepard, Respect for all, OUT for Safe Schools, Implicit Bias Trainings, and Family Support Centers. The City Council members discussed the importance of Responsive Classroom techniques and giving students and staff the time to build relationships and community. There is research that shows students are far less likely to bully or harass other students when they get to know them. There is a need to create safe, inclusive school environments for all students.
Jumaane Saunders, Principal Brooklyn Prospect Charter School	After Ms. Sells suggested reaching out to Brooklyn Prospect Charter School, we reached out to the principal of the elementary school, Mr. Saunders. We talked about the academic program and philosophy of the school. He shared the curricular choices the school has made and their investments in professional development. They are a Responsive Classroom school and he suggested using their professional development services to get the whole school trained. Emphasis on logical consequences and responsive discipline practices. They do an extended two-hour literature block every day and they have an extremely integrated and diverse school. They have private space on the upper floors of a Catholic School building and one of their board members specializing in facilities and was able to help them secure the space.
Lindsay Matovich, Senior Director of Finance at Uncommon Schools	Ms. Matovich met with us to discuss the importance of setting a strong, sound financial foundation for a start-up charter school. We talked about the positives of developing a financial model that does not rely on philanthropy and that having a financial model based on public funding results in stronger, longer-term sustainability. She mentioned a few operational systems that are helpful when considering technology, such as Workday and Mindshift. We discussed the importance of facilities and the financial benefits of co-location. She shared some information about grants that are good for start-up charter schools.
Brett Gallini, Executive Director at Neighborhood	Mr. Gallini took time to speak with members of our Founding Team to provide advice for school start-up and creating a school environment with strong academics and a supportive culture for students and families. He recommended getting second language acquisition training for all teachers and providing time in the day

Charter School of Harlem	for students to play and talk. He said their discipline system was based on teachers being strict, but never mean. He spoke to the extremely high academic expectations they have for all students. He makes sure to treat all staff well, but to also be clear that the work must get done. He provided recommendations for consultants and professional development services they use for ANET and CGI.
Shenzhan Liao, Director of Education at The China Institute	Ms. Liao shared some of the work she does as the Education Director at The China Institute. They provide classes and workshops as well as partner with schools, particularly schools that have bilingual and foreign language programs. We discussed the importance of having schools that are culturally responsive and celebrate the cultures of students and families. We talked about ways in which The China Institute can partner with and support schools such as visits to The China Institute and programs that can be brought into schools.
Laura Ascenzi-Moreno, Assistant Professor & Bilingual Program Head – Childhood, Bilingual, & Special Education Department, Brooklyn College	Dr. Laura Ascenzi-Moreno talked with us about the importance of providing high-quality education to bilingual students. We discussed ways in which we can encourage a positive bilingual identity for students. She said that a dual language model is the most complex but best option for students. In lieu of being able to do a dual language model, she suggested doing a two-teacher classroom model wherein one teacher in every classroom has an English as a New Language (ENL) credential or certificate. Having a strong team teaching model in all classrooms can support the time and attention that students need to receive. She provided some names of bilingual educators and school programs that would be good to reach out to and learn from strong models that already exist.
Christopher Mule, Folk Arts Director at the Brooklyn Arts Council	We discussed ways to develop an arts curriculum for K-5 students that integrates history, folk art traditions, and cultural elements that reflect the diverse cultural representation in Sunset Park. We talked about how performing arts curricula are very supportive to student learning, especially students who are designated as English Language Learners. We will continue to collaborate to create a performing arts program that is culturally responsive and celebrates the diverse backgrounds of Brooklyn RISE as well as the culturally rich history of Sunset Park.

Item 14: Community Education Council 15 Meeting Presentation - Agenda

COMMUNITY EDUCATION COUNCIL DISTRICT 15
131 Livingston Street, Room 301, Brooklyn, New York 11201
CEC15@schools.nyc.gov | tel. 718-935-4267 | facebook.com/CECD15 | CECD15.org

Community Education Council 15
Calendar Meeting - Overcrowding and Class Size
PS 94, 5010 6th Avenue, Auditorium
Tues, April 17, 2018 - 6:30 p.m.

AGENDA

1. Call to Order and Roll Call (5 min)
2. Welcome - Pres. Camille Casaretti (5 min)
3. Approval of Minutes from March 20 and March 27 (10 min)
4. District 15 Superintendent Report - Anita Skop (15)
5. Class Size Matters Presentation with Q&A (25 min)
6. Make Space for Quality Schools with Q&A (25 min)
7. Brooklyn Rise Charter School Presentation - Cary Finnegan (15 min)
8. Council Questions and Answers (10 min)
9. Public Comments (10 min)
10. Adjournment

Upcoming Meetings

April 23, 6:30 pm **CEC Business Meeting,** 131 Livingston Street
May 10, 5:30 pm **D15 Science Fair with CEC15 Business Meeting directly following,**
PS 130, 713 Caton Avenue

Calendar

August

Education/Youth

Wednesday, August 8, 2018
6:30 PM
4201 4th Avenue (entrance on 43rd Street)

Agenda:

1. Presentation by LEEP Charter School on a proposed public charter school for Sunset Park
2. Presentation by Brooklyn RISE on a proposed charter school in the CB7 community
3. Presentation by Envision Preparatory Charter School for a proposed charter school in the CB7 community
4. Presentation by CEC15 on the D15 Diversity Plan

Item 16: Email Correspondence with Council Member Carlos Menchaca's Office

Ling from CM Menchaca's Office Inbox x

Ye-Kneller, Ling Xia [redacted] Jan 17

to me

Good Evening Cary,

It was my pleasure connecting with you earlier tonight. I look forward to future conversations and collaborations in this community.

Best Regards,

Ling Ye Kneller
Director of Community Affairs
Office of Council Member Carlos Menchaca
[redacted]

Cary Finnegan [redacted] Jan 19

to Ling

Hello Ling,

Thank you so much for following up with me!

I was really hoping to have the opportunity to set up a time for a phone call or an in-person meeting with you, or someone in your office who works on issues of education in the district. Through the Building Excellent Schools Fellowship I am working towards designing and founding Brooklyn RISE, a K-5 tuition-free, public charter elementary school for the students and families of Sunset Park. I am attaching some of my marketing materials here to give you a better idea of some of the outreach and information I have been providing about the school.

It is imperative that I collect as much stakeholder input as possible over the next year before the school opens so that the school is really reflective of the wants and needs of the community. I know Council member Carlos Menchaca is extremely respected in the community and I would love to get input from him or your office regarding the school.

Let me know if there is a time over the next couple of weeks that we could set up a phone call or a meeting.

All the best,
Cary

2 Attachments

PDF BrooklynRISE_In...

PDF BrooklynRISE_C...

Ye-Kneller, Ling Xia [redacted] Jan 19

to me

Hi Cary,

A phone call sounds great. What's your availability like next week? I can work around your schedule.

Best,

Ling Ye Kneller
Director of Community Affairs
Office of Council Member Carlos Menchaca

Cary Finnegan [redacted] Feb 20

to Ling

Good afternoon Ling,

I hope this email finds you well! I saw you at last week's D15 Diversity Workshop, which I thought was a great event.

I wanted to reach out and re-connect regarding Brooklyn RISE, our proposed K-5 school for the students and families of Brooklyn RISE. After months of community engagement and outreach, we submitted our Letter of Intent and it was accepted by SUNY. We are planning to submit our full application in early March.

Of the ten elementary school options in Sunset Park, nine are overcrowded. Elementary schools in the area are on average 133% overcrowded and the school-age population continues to rise. There is a need and a demand from the community for more high-quality elementary school options. In our targeted area of Sunset Park there are no tuition-free schools of choice for families, so families have limited to no options outside of their zoned elementary schools. The Founding Team of Brooklyn RISE seeks to provide students and families with an additional high-quality elementary school choice in the Sunset Park community.

Our school motto is, "With Voice. With Confidence. With Purpose." because we believe that each and every child should develop a strong voice, deep confidence in themselves, and a sense of purpose to achieve their goals and have a positive impact on their communities. Brooklyn RISE believes college begins in kindergarten and that it is our job to provide each and every student with the knowledge, habits, and mindsets for academic success that will place them firmly on the path to college and access to a lifetime of opportunity.

We are seeking support from local community organizations, Sunset Park residents, and elected officials who believe that Sunset Park should have more high-quality elementary school options for students and families.

Do you think Council Member Menchaca or someone from his office would be willing to write a letter of support for our proposed school?

We can also provide drafted templates and samples for your convenience. Find our recently accepted Letter of Intent and school one-pager attached for your reference. Let me know your thoughts and please reach out with any questions or concerns.

All the best,
Cary

Ye-Kneller, Ling Xia[redacted] Feb 21

to Piedra, me

Good Morning Cary,

I was so sorry that I did not get a chance to talk to you last week at the workshop. The CM and I had to leave the workshop early, because we had to attend another event in the district. But it was very nice to see everyone at the workshop, which is a reflection of the importance of education issues in this community.

Regarding the support letter, I am cc-ing my Chief of Staff, Veronica Piedra Leon, to this email, as she is the person in charge in this case. And thank you for giving the background of Brooklyn Rise in your email. Just to straighten things out a bit, have you met with anyone in the community (eg. CB7) to present your plan? And is Brooklyn Rise an inclusive charter school?

Best Regards,

Ling Ye-Kneller
Director of Community Affairs
Office of Council Member Carlos Menchaca
[redacted]

Cary Finnegan [redacted] Feb 21

to Ling, Piedra

Hello Ling,

Thank you for your response and for looping in Veronica. I am happy to speak with anyone in the CM's office who would like to discuss our proposed school design/model in further detail, and if a Letter of Support would be possible that of course would be great as well. Here are the answers to your preliminary questions:

1. We have reached out to Community Board 7. Our Founding Team has been attending all monthly meetings and any committee meetings that relate to education or youth services and reached out to the former Education Committee Chair and current Board Chair, Cesar Zuniga. Additionally, we spoke during public comment early on in the process to let CB7 know about our plan to bring a new elementary school to the community and asked for feedback, follow-up, and/or input from anyone who was interested in getting involved. More recently we have been communicating with District Manager Laufer to find a meeting that we could be placed on the agenda to speak in more detail to CB7 about our school model and to illicit feedback from the community. With a plan to open our school in August 2019, we have a lot of time and plan to commit a lot of energy to engaging with the community to ensure that Brooklyn RISE is truly a reflection of the needs and wants of the community.

2. We are an inclusive charter school. We are a small, independent, tuition-free, public charter school. We plan to strategically recruit families and students from the parts of Sunset Park where the schools are most overcrowded and there is the greatest need for additional elementary school seats. Our classrooms will use a two-teacher model so that all students and especially our ELL students and students with IEPs are getting the attention and targeted-supports to be academically successful. We believe in an inclusion model where all students learn in the classroom together but are also provided with the services and supports they need. Our enrollment will be based on a blind-lottery and no students will be excluded from our school for any reason.We also plan to weight our school lottery in favor of students who come from families where the home language is not English to ensure that our school remains an option for students and families of the community.

As I said, I am happy to discuss more over email or on the phone if any other questions or concerns arise. We are excited about the possibility of bringing an additional high-quality elementary school option to the students and families of Sunset Park, but we want to make sure that we are going about the process thoughtfully and involving all key stakeholders throughout the design and founding stages of the school.

All the best,
Cary

Item 17: Email Correspondence with D15 Superintendent Anita Skop

Connecting re: Brooklyn RISE

Cary Finnegan [redacted] Feb 8

to askop

Good morning Ms. Skop,

I have had the pleasure of hearing you speak at a number of CEC15 meetings and I wanted to reach out because last week the founding team of Brooklyn RISE, a proposed K-5 elementary school for the students and families of Sunset Park, submitted our official Letter of Intent to apply for a charter to the SUNY Charter Institute.

Through the Building Excellent Schools Fellowship I have been working to design and found a new, high-quality, college-preparatory elementary school option for Sunset Park. Last year I worked as a staff developer at P.S. 24 and it was through my work there that I learned what an incredible community Sunset Park is and that there is a significant need for more elementary school seats in the neighborhood. This demand for more elementary school seats inspired me to apply for the Fellowship and continues to drive my work now as Lead Founder and Proposed Head of School for Brooklyn RISE.

I know you have been doing so much work to advocate for more elementary school seats for Sunset Park and that there are more DOE schools on the way in the coming years. I would love the opportunity to connect with you over the phone or in person, to share with you more about my work with Brooklyn RISE and more importantly, to learn from you about all the work you have done and are continuing to do on behalf of students, staff, and families of CSD 15.

Let me know if you have time next week to connect. I am very flexible and am happy to meet wherever and whenever works best for you.

I know you are extremely busy, so thank you in advance for any time you can give to connect!

All the best,
Cary

...

Cary Finnegan
Lead Founder and Proposed Head of School
Brooklyn RISE Charter School
[redacted]

Item 18: Email Correspondence with Brooklyn Borough President's Office

From: "SHANNON, JEREMY [redacted]
Date: 10/27/17 8:02 AM (GMT-05:00)
To: "Lowell, Jeff (Br [redacted]

Diana and Jeff,
It was great to see you both at the ReSET meeting recently and Diana again at the Bloomberg breakfast. I am not sure if you have been introduced to Cary Finnegan yet so I wanted to introduce you to see if there is some useful information sharing that can help her project along. She is a Fellow with Building Excellent Schools and is in the midst of developing a charter school for Sunset Park. As she put it to me when we met to talk about sustainable schools, she wants her primary school to focus on the underserved kids in Sunset Park and give them more educational options and opportunities.

Her schools website is www.brooklynrise.org if you get a chance to check it out.

Cary,
Diana and Jeff work for the Brooklyn Borough President Eric Adams and are doing excellent work pushing the development of Affordable housing, better education for all Brooklyn kids, and sustainability around climate action, among other things. They might be able to point you to some additional resources that you haven't tapped into yet. They are great people that really care about making Brooklyn's many assets accessible to everyone, especially underserved children.

Hope the connection is fruitful.
Thanks,
Jeremy

Jeremy R. M. Shannon, *AIA*
Certified Passive House Consultant
Passive House Tradesperson
LEED AP BD+C

RD

Fri 10/27/2017 9:58 AM

Reyna, Diana (BROOKLYNBP) [redacted]

Re: Brooklyn Rise Charter School

To SHANNON, JEREMY; Lowell, Jeff (BROOKLYNBP); Cary Finnegan

Cc Rezek, Kristin (BROOKLYNBP)

You replied to this message on 10/27/2017 10:57 AM.

Action Items

Thank you Jeremy, it was a pleasure to spend the morning at Bloomberg live with you.

Hello Cary,

I have included my assistant, Kristin, to further assist you in scheduling a meeting.
I look forward to learning more about your vision.

Best regards,
Diana Reyna

From: Cary Finnegan [redacted]
Sent: Tuesday, Dece[redacted]
To: Lowell, Jeff (BROOKLYNBP)
Subject: Connecting re: Brooklyn RISE and Elementary Schools in Sunset Park

Jeff,

I hope this email finds you well!

I really enjoyed having the opportunity to meet with Deputy Borough President Diana Reyna a couple of weeks ago and she mentioned that I should follow-up with you to schedule a meeting to talk more about Brooklyn RISE and the need for more high-quality elementary schools in Sunset Park, Brooklyn. I am attaching one of the one-pagers I have been using for community engagement to give you a little bit more context for Brooklyn RISE. Your insights and advice would be invaluable as I am working to design and found an excellent K-5 school option for the students and families of Sunset Park.

Let me know if you have any time the rest of this week to meet, or if we can schedule a time to connect in January.

All the best,
Cary

Cary Finnegan | Fellow | Building Excellent Schools [redacted]

LJ

Thu 1/11/2018 4:45 PM

Lowell, Jeff (BROOKLYNBP) <[redacted]

RE: Connecting re: Brooklyn RISE and Elementary Schools in Sunset Park

To Cary Finnegan

You replied to this message on 2/7/2018 4:19 PM.

Hi Cary,

I apologize for my very delayed response, but I was unexpectedly away for a week and missed your email.

I would love to schedule some time to discuss. Are you free any days in the next few weeks?

Best,

Jeff

Jeff Lowell
Deputy Policy Director
Office of the Brooklyn Borough President
Eric L. Adams

[redacted]

LJ

Fri 2/16/2018 1:48 PM

Lowell, Jeff (BROOKLYNBP) [redacted]

Letter of Support link

To Cary Finnegan

You replied to this message on 3/2/2018 1:27 PM.

Action Items + Get more add-

Hi Cary,

It was a pleasure speaking with you today. Here is the link to request a letter of support from the Brooklyn Borough President:
https://docs.google.com/forms/d/e/1FAIpQLSdmp1ctM0mePtVBfJ23UF7PO60zrL9iVFcaCvPyXHnAoY64tQ/view

Please forward the draft letter to me and best of luck in your application process. Keep me updated.

Best,

Jeff

Jeff Lowell
Deputy Policy Director
Office of the Brooklyn Borough President
Eric L. Adams
[redacted]

Item 19: Volunteering in Sunset Park

Sunset Park Street Tree Care

Thank you for your hard work in Sunset Park!

Inbox ×

LaPerche, Catherine (Parks) <Catherine.l Mon, Nov 6, 2017, 10:37 AM
to Stewardship

Hi Volunteers,

The Stewardship Team wants to **thank you for coming out to Sunset Park this weekend**. Leslie always love having volunteers out there! Your hard work made a huge impact on the health of street trees in Brooklyn.

NYC Parks manages over **600,000 street trees** and gardens in the right-of-way and **10,000 acres of forests, grasslands, coastal and freshwater wetlands**. Due to your hard work and dedication, these green spaces will continue to thrive.

Join our next Sunset Park Green Neighborhood event on December 2nd as we continue to care for street trees! Register here.

Thank you for your dedication and enthusiasm!

Best,
Catherine LaPerche
Stewardship Outreach Analyst
Forestry, Horticulture & Natural Resources
[redacted]

Thank you for your work in Sunset Park!

Inbox ×

LaPerche, Catherine (Parks) <Catherine.L Tue, Dec 5, 2017, 10:28 AM
to Stewardship

Hi Volunteers,

The Stewardship Team wants to **thank you for coming out to Sunset Park this weekend**! Leslie really appreciates your hard work. You all cared for an impressive 82 street trees!

NYC Parks manages over **600,000 street trees** and gardens in the right-of-way and **10,000 acres of forests, grasslands, coastal and freshwater wetlands**. Due to your hard work and dedication, these green spaces will continue to thrive.

Want to care for more street trees in Sunset Park? Join us January 6th for Mulchfest! Volunteers will help spread mulch that is generated during MulchFest around young trees to insulate them from the cold winter weather. Learn more and register here.

Thank you for your dedication and enthusiasm!

Best,
Catherine LaPerche
Stewardship Outreach Analyst
Forestry, Horticulture & Natural Resources
[redacted]

Sunset Park Clean-up with St. Michael's Church

IT'S MY PARK AT SUNSET PARK

Hosted by St. Michael's Church

Saturday, May 26, 2018
9:00 am - 12:00 pm
Sunset Park
41 St., 44 St., bet. 5 Ave. and 7 Ave., Brooklyn, 11232

This It's My Park season, volunteer with St. Michael's Church to beautify Sunset Park. We look forward to cleaning up the park with you!

Volunteers will meet at the flag pole by 41st Street and 6th Avenue.

For more information, please call 646-581-3941 or email hannah.bossio@parks.nyc.gov.

Community Health Fair with Mixteca

Verizon 4:27 PM 69%

Mia

Thu, Nov 16, 5:40 PM

Hello there!

This is Mia, the Health Coordinator at Mixteca! Just wanted to welcome and follow up with the opportunity for the Sunday 11/16 to volunteer in our Health Fair in Queens Village! It will take place from 9-2pm. We need all the support we can get! I hope to hear back from you soon! Best, Mia! 😀

Hi Mia! I would love to help - is it this Sunday the 19th or the following Sunday the 26th?

Oh my, I completely messed up the date!

It's the 11/19 this Sunday!

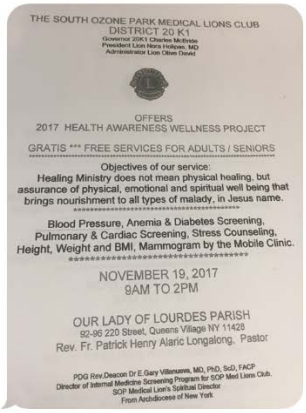
iMessage

Verizon 4:28 PM 69%

Mia

Did you receive my email? Let me send you the flyer to the event. So you can have all the details

Okay, great. Thanks!


THE SOUTH OZONE PARK MEDICAL LIONS CLUB
DISTRICT 20 K1
Governor 20K1 Charles McIntosh
President Lion Nora Holpes, MD
Administrator Lion Oliver Dowd

OFFERS
2017 HEALTH AWARENESS WELLNESS PROJECT

GRATIS *** FREE SERVICES FOR ADULTS / SENIORS

Objectives of our service:
Healing Ministry does not mean physical healing, but assurance of physical, emotional and spiritual well being that brings nourishment to all types of malady, in Jesus name.

Blood Pressure, Anemia & Diabetes Screening, Pulmonary & Cardiac Screening, Stress Counseling, Height, Weight and BMI, Mammogram by the Mobile Clinic.

NOVEMBER 19, 2017
9AM TO 2PM

OUR LADY OF LOURDES PARISH
92-96 220 Street, Queens Village NY 11428
Rev. Fr. Patrick Henry Alaric Longalong, Pastor

PDG Rev.Deacon Dr E.Gary Villanueva, MD, PhD, ScD, FACP
Director of Internal Medicine Screening Program for SOP Med Lions Club.
SOP Medical Lion's Spiritual Director
From Archdiocese of New York

iMessage

MIXTECA ORGANIZATION, INC.
FAMILY - LIFE - FUTURE
245 23rd St. Brooklyn, NY, 11215 • PH 718.965.4799 • FX 718.965.4795 • www.mixteca.org • info@mixteca.org

South Ozone Park Lions Club 2017 Health Awareness Wellness Fair

EVENT AGENDA:

7:30am-8:00am: Coordinator will meet the Interns and Volunteers and will take down all the necessary materials to the front door:

-**Health Screening Testing Box 1:** Lancets (#1-#2), Alcohol Pads/Prep (#1-#2), Gauze pads (#1-#2), Band-Aids (#1-#2), Blue Matts, HIV Testing Tube Stands (3), HIV Test Result Forms (1,2)

-**Health Screening Testing Box 2:** Glucose Monitors (2), Blood Pressure Monitors (2), Waste Bags, Measuring Tapes (2).

-**Extra Items:** Mixteca Banner (1), Weight Scale (1), Goodie Bag Box (45), Informational Flyer Box (1), Sign-In Sheets (50) with Clip-Board (1), Exam Stat-Forms (50) with Clip-Board (1), Clip-Board (1), Results Forms Spanish (100), Results Forms English (100), Pens (15), Snacks+Water for Volunteers (Plenty).

8:00am-9:00am: All will travel to the Event Host Site via Uber.

9:15am-9:25am: Coordinator, Interns, Volunteers will set up tables and prepare for the day.

9:30-2:00pm: Health Screenings will be conducted by three volunteers/interns.
Glucose: _____ Arterial Blood Pressure: _____ BMI: _____

*Subject to change depending on individual interests, more information and guidance will be provided upon site.

-Coordinator will ensure that the sign-in sheets are filled out and that the exam-results sheets are properly filled out

-One or Two Volunteers will be providing information on Mixteca's Services and handing out informational flyers.

-One volunteer will be screening individuals with the NYIC Tablet for Start By Asking Initiative.

2:10-2:15pm: Coordinator and Volunteer/Intern will begin cleaning up and putting everything into the boxes.

2:20-2:25pm: Coordinator will order the Uber and alongside Mixteca's Volunteers/Interns will take all the materials to the exit and wait for the Uber to arrive.

2:30-3:15pm: Materials will be placed into the car and will all travel back to Mixteca Center.

3:20-3:30pm: All will take back the materials inside the center.

3:30pm: Coordinator will thank and end the day.

Mixteca's Women's Health and Wellness Conference

Volunteer opportunity for Mixteca's Women's Conference Inbox ×

Alejandra Garza [redacted] Wed, May 9, 11:34 AM

to me, Janet, [redacted]

Hi everyone!

I wanted to reach out to you and tell you we are very grateful you want to kindly donate your time to help us with the Women's Conference on Saturday.

First, please feel free to invite everyone you wish to the event!

And second, the volunteer opportunity:

As you know, this event is family friendly so we are providing child care during the event so parents can drop off their kids with us and enjoy the presentations and activities.

This is where we need help, the kids will be entertained by a clown we hired and teachers from Poly Prep school who created an amazing program with different kind of activities and workshops just for them, so you are not required to entertain them if you do not wish to.

What we need is people we trust to keep an eye on them, help us during lunch time and make sure they do not get hurt or run out of the kids corner.

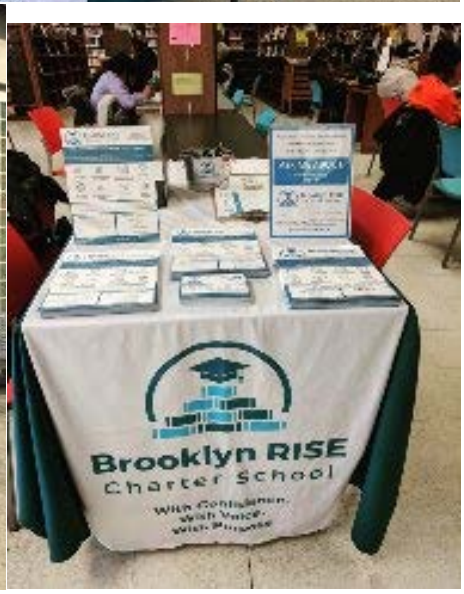
If you are interested in helping us with this task we would appreciate it very much, we need as many eyes as we can get to make sure everything runs smoothly.

Please let me know!

Best,

Item 20: Tabling in Sunset Park, on the Street, and Industry City

Item 21: Tabling at Sunset Park Library



Item 22: Afterschool Homework Helper

Brooklyn Public Library: Invitation to After-School Homework Help & High School Tutor Training Inbox ×

[redacted]

Thu, Feb 1, 12:41 PM

Hello Cary,

Thank you for choosing to volunteer as an After-School Homework Help/High School Tutor at Sunset Park Library.
Volunteer Resources is inviting you to attend a required training session, which is the first step in the process of your volunteer service.
Details regarding this training are below.

Date and Time:
Tuesday, February 13th
3:00 pm

Location:
Central Library
[redacted]

All potential volunteers are required to read and sign the Code of Conduct form, if you have not done so already.

Please confirm if you are able to attend this training by responding to this email or calling Volunteer Resources at the number below. Alternately, if you would prefer to be invited to the next training which will be held on Tuesday, February 27th, then indicate this in your message.

We look forward to meeting with you.

Attachment: Code of Conduct

Sophia Allwood | Education & Outreach Associate, Volunteer Resources
Brooklyn Public Library

Brooklyn Public Library: Homework Helper Site Visit Inbox ×

Allwood, Sophia [redacted]
to me

Hello Cary,

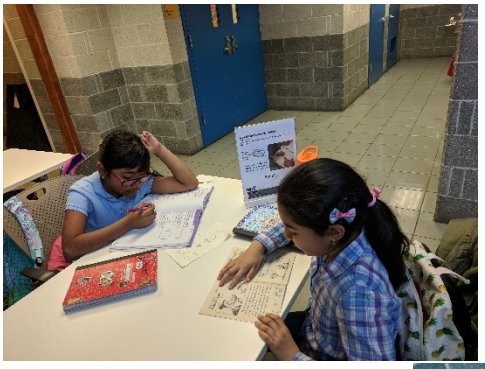
It was pleasure getting to know you at training and hearing about the new school, wishing you much success with this endeavor.

I am pleased to inform you that your background check has cleared and so we can arrange the site visit to Sunset Park Library.

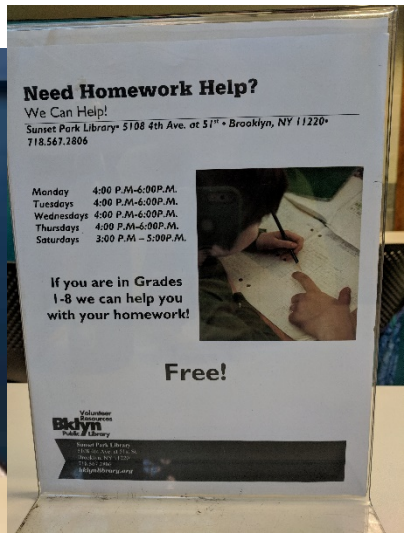
Please let me know your availability.

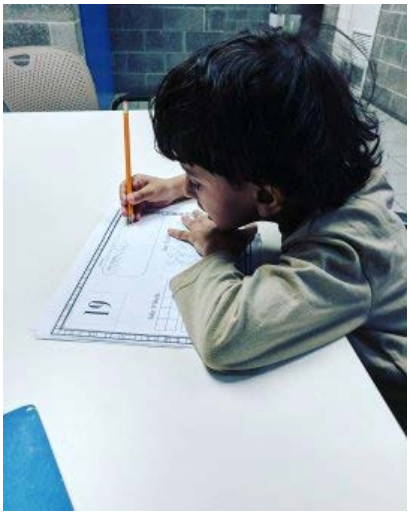
Thanks,
Sophia

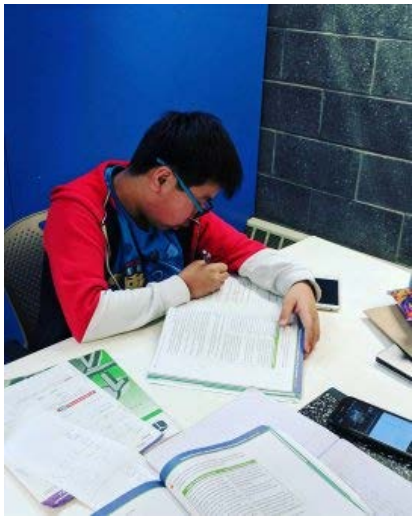
Sophia Allwood | Education & Outreach Associate, Volunteer Resources
Brooklyn Public Library
[redacted]



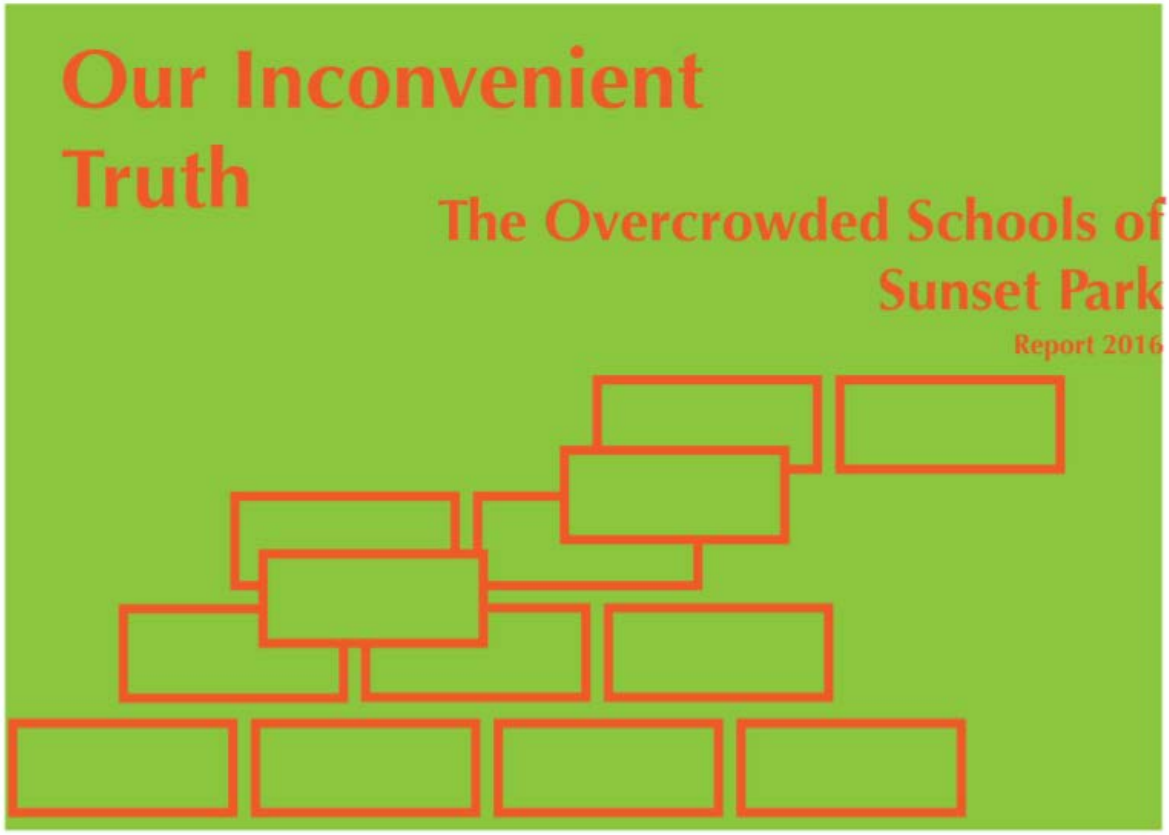

Brooklyn RISE


Need Homework Help?
We Can Help!
Sunset Park Library• 5108 4th Ave. at 51st • Brooklyn, NY 11220•
718.567.2806
Monday 4:00 P.M-6:00P.M.
Tuesdays 4:00 P.M-6:00P.M.
Wednesdays 4:00 P.M-6:00P.M.
Thursdays 4:00 P.M-6:00P.M.
Saturdays 3:00 P.M – 5:00P.M.
If you are in Grades 1-8 we can help you with your homework!
Free!
Bklyn Public Library





Item 23: Community Input from Advocacy Groups



voces CIUDADANAS

Make Space for Quality Schools in Sunset Park

Friends of Sunset Park

Executive Summary

Sunset Park is among the most overcrowded neighborhoods in the City. 8 out of its 10 elementary schools are overcrowded. On average, overcrowded schools in Sunset Park are at 143% capacity. The School Construction Authority (SCA) has failed to create the seats to address the need in Sunset Park, despite the availability of funds.

3,500
new seats for Sunset Park

This report addresses two critical questions: What is the impact of school overcrowding on Sunset Park children and parents? And, what do Sunset Park parents and residents think about potential solutions to the issue?

Start
Construction now

To answer these questions, we did workshops, in-depth interviews and a community-wide survey. Parents told us that due to school overcrowding in Sunset Park:

- A large proportion of children are in classes that exceed NY State standards;
- A large proportion of children are not receiving individualized attention from teachers;
- Children with special needs are not receiving adequate attention or services;
- Children are being sent to schools outside the neighborhood;
- Afterschool and enrichment programs are being cut or reduced.

More
funds for Sunset Park schools

Regarding potential solutions, Sunset Park parents and neighbors:

- Are very supportive of the use of eminent domain to build new schools;
- Expressed safety and environmental concerns if a school were to be built west of 3rd Avenue.

To address overcrowding in Sunset Park, this report recommends that:

- SCA must create at least 3,500 new seats by 2021 to cover existing need, where the need exists;
- SCA must not delay the creation of new seats any further;
- The DOE must commit additional funding to overcrowded schools for afterschool programs and special education services in an effort to ameliorate the damaging effects of overcrowding;
- Elected officials, the City and SCA should consider the use of eminent domain as an alternative to siting new schools;
- SCA must take into consideration the needs and concerns of Sunset Park parents in decisions regarding where to build new schools.

voces
CIUDADANAS

Community Vision for Sunset Park Schools

Executive Summary

After two and a half years of unwavering organizing, the Sunset Park community will see the construction of five new school buildings. Given the disparities in District 15, it is critical that the new schools are built with substantive community input so that the new schools truly address the educational needs of Sunset Park children and are well-grounded in the community. Over the past 10 months, members of Make Space, a grassroots parent led campaign and a project of Voces Ciudadanas, have reached out to over 400 residents, parents and children in our working class immigrant community to survey the priorities and recommendations for the new schools. The Sunset Park community demands the following:

Facilities that offer rich learning experiences to children and are assets to the entire community

Community members identified the need for maximizing investment in schools to bring new resources to children and the community at large. Our community demands that the new school buildings include:

- Rooftop gardens in each of the new schools that are used as learning gardens;
- At least one indoor pool in one of the new schools that is open to the public;
- Well-equipped and resourced dance, art and music rooms in all new schools;
- Ample recess areas and creative playgrounds to give children the opportunity for physical activity;
- Bright colorful spaces that include art that celebrates our community;

Culturally competent, multilingual school leadership that involves parents in decision-making

Parents recognized the importance of school leadership for shaping the experience of teachers, families and children in a school. Our community demands that in hiring school leadership, the DOE ensures that:

- Leaders are multilingual and culturally competent;
- Leaders have a proved track record of involving parents in decision-making and foster multiple forms of parent participation and will keep this commitment;
- School personnel at all levels must be culturally competent and schools must hire multilingual staff

Dual language schools that emphasize hands-on learning and arts integration such as the Reggio-Emilia model

Community members value raising bilingual children; they want to foster their home language while their children develop a robust command of English. Parents the idea of integrating of the arts and hands-on learning to all subjects as a positive development for all types of learners. Our community demands:

- The creation of dual language schools, piloting a trilingual program (Mandarin, Spanish & English);
- The adoption of hands-on interdisciplinary programming that encourages critical thinking and integrates the arts across all subjects such as the Reggio-Emilia model.

Zoning that alleviates overcrowding in Sunset Park schools and maintains its existing diversity

Lastly community members value the existing diversity of families in Sunset Park. Our community demands:

- That the new schools continue reflecting the existing diversity of the neighborhood;
- That rezoning contributes to alleviate the most overcrowded schools in the neighborhood.

We call on the Department of Education, District level leadership and the School Construction Authority to heed these powerful recommendations that highlight community needs and priorities. This report demonstrates that Sunset Park families are engaged, have

Item 24: Family and Community Input Trends and Implementation

To date, we've spoken with and collected input from over 200 families with grade-eligible children and over 100 additional community members in our target zip codes that have expressed interest in Brooklyn RISE. Included below are notes taken from conversations with families and community members that are representative of the most common input we received and the ways in which that input has been incorporated into our proposal.

Family and Community Input and Implementation			
Date	**Community Member**	**Input**	**Implementation of Input**
10/14/17	Maggie Lin, Sunset Park Resident and mother to a 5 and 6 year old	**Schools need to focus on reading and writing.** Ms. Lin has two students currently in Sunset Park elementary schools and she is concerned that they are not getting the skills they need in reading and writing. She worries that if they fall behind now they will continue to struggle throughout their schooling. She believes schools should do a better job focusing on reading and writing and making sure that all students have the skills they need.	Our school model prioritizes literacy through extended literacy blocks every day. We also provide multiple opportunities throughout our proposed school day for small group instruction in reading and writing. We will use a number of literacy assessments to ensure that we are tracking the academic progress of all of our students to make sure that no student is falling behind where they need to be in reading and writing.
10/21/17	Pamela Stern, Sunset Park Resident and mother to a 4 and two 2 year olds	**Schools should offer better enrichment classes like sports, music, and art.** Ms. Stern is worried that schools are forgetting about the importance of enrichment classes because they are so focused on test scores. She believes that all students should have good access to arts and physical education in schools.	We have a staffing model that is planning for physical education and integrated arts program as we grow. We believe that it is extremely important for our students to get access to a strong arts and physical education program alongside our rigorous core content curriculum. We are collaborating with the Brooklyn Arts Council and other local organizations to develop an integrated arts program that will incorporate art and music.
10/25/17	Leslie Gonzaga, Sunset Park Resident and parent of a 7 and 5 year old	**Schools need to communicate with families and provide more resources.** Ms. Gonzaga has two children attending Sunset Park schools and she wishes there was better communication between school and home. She also feels	We are committed to family partnerships and daily, weekly, and monthly communication with families. We want to make sure families are always updated with the progress of their children and that families know our doors are always open to them. We will also

		like the school could do a better job providing families with resources to help support students at home.	provide families with resources and workshops that will help them to better support their child's academic development at home.
11/18/17	Anthony Martinez, Sunset Park Resident and parent to a 3 and 5 year old	**Schools need to better support students who come from non-English speaking homes.** Mr. Martinez has a child who attends a Sunset Park elementary school and he doesn't feel the school is supportive enough of his son's English needs. They don't mostly speak English at home and he worries that without additional supports at school, his son's English language won't develop as well as his peers.	Our school is being designed from the very beginning with English Language Learners in mind. We know the importance of supporting our ELL students given our anticipated student population will be majority ELL. We will be training all of our staff in SIOP and SEI instructional models that are the most research-based inclusion models of teaching ELLs in elementary classrooms. We also plan to support families with resources and guidance on best ways to support language development at home.
12/16/17	Sebastian Spitz, Brooklyn resident and representative from Class Size Matters	**Schools need to have smaller class sizes.** Mr. Spitz came and spoke at CEC15 meeting addressing the severe overcrowding in Sunset Park schools and the need for smaller schools and class sizes across the district and specifically in Sunset Park.	We have designed a school model and budget that supports smaller class sizes. We will have 26 students in each class with two teachers in each class for a 13:1 student-teacher ratio. We believe that our model will provide students with the attention and targeted supports they need to be successful.
1/25/18	Alex Lee, Sunset Park Resident and parent to a 1 and 3 year old	**Sunset Park needs more small school options.** Mr. Lee has been looking at the elementary school options in the community and he has been surprised to see how large they are. Most elementary schools have over 1000 students in attendance, which he thinks seems large for an elementary school. He thinks there should be more small school options in the community for families who would prefer it.	Our proposed school will only be 312 at full capacity. Each grade will have 52 students with 26 students in each class. We intentionally have kept our school model small because we know that the majority of the schools in the community are large and families may prefer to send their child to a small school option if they had the choice to.
2/11/18	Victoria Quiroz Becerra, Sunset Park Parent and	**Sunset Park schools need to be culturally responsive and school staff should mirror the**	We recognize the critical importance of having a school staff that is reflective of the

	Director of Voces Ciudadanas, a community advocacy and activism group	**cultural identities of the community.** Ms. Becerra has been working with Voces Ciudadanas to advocate for more schools in the community and strongly believes that all new schools should be culturally responsive and staffing should reflect the cultural identities of the community, particularly at the leadership level.	cultural identities of the community. Although our proposed Head of School does not share the cultural identity of the students and families of Sunset Park, she does share a commitment in ensuring that staff hiring is done keeping cultural identities in mind. Additionally, we have planned for professional development for all of our staff in culturally responsive instruction and we are committed to cultivating a culturally responsive and relevant learning environment for our students.
2/11/18	Javier Salamanca, Sunset Park Father and community resident and activist	**Sunset Park needs more school options that are responsive to the needs and wants of the community.** Mr. Salamanca runs the community advocacy group, Make Space for Quality Schools in Sunset Park. We have heard him speak at a number of community events and he continues to advocate for more high-quality elementary school options for students and families in Sunset Park. He strongly believes that all new schools that come to the community must be reflective of what community members want to see in new schools.	We are proposing to found in Sunset Park in part because of the dire need for more elementary school seats in the community. We believe that families should have more school choices in the community because currently the zoned elementary schools are the only options and many of them are extremely overcrowded. We are also committed to community engagement and ensuring that our school model is reflective of what the community is looking for in new schools. We have conducted extensive community outreach to date and we will continue to do so to and through school opening so that the community continues to be involved in the process all along the way.
3/7/18	John Kwok, Lifetime Sunset Park resident and educator	**Schools need to provide a rigorous education with STEM coursework.** Mr. Kwok highlighted the importance of schools preparing students for success on the SHSAT. He attended Stuyvesant and he said that he wouldn't have been able to with only the support of his school because he wasn't being prepared, so	We are fundamentally committed to creating a school that provides rigorous, college-preparatory academics for students. We will backwards plans using all required assessments for middle school, high school, and college admissions so that we are sure that our curricular program and instruction keep the high-bar necessary for students to have

		his family had to provide a lot of support at home to give him access to the top tiered school.	options, opportunities, and access to schools of their choice. Additionally, our curricular program and daily schedule involves daily science so that we can provide our students with a strong STEM foundation.
4/16/18	Vicky Rivera, Sunset Park Resident and Parent of a 4 and 6 year old	**Schools need to provide more opportunities for students to play and work together.** Ms. Rivera has one student in a Sunset Park elementary school and she worries that her children don't get enough opportunities in school to work with other students or to play. She believes that academics need to be balanced out with opportunities for students to interact with one another.	We have an extended school day and within our daily schedule we have protected time for recess and cooperative play, which are both times in the day for students to interact and play with one another. Additionally, we are training all school staff in how to use cooperative learning strategies during lessons throughout the instructional day. We know that it is essential for ELL students to have multiple opportunities throughout the day to work in collaborative groups and we will provide these opportunities across content areas.
6/2/18	Anand Singh, Sunset Park Parent of a 4 year old son with Autism	**Schools need to support students with special needs in inclusive learning environments.** Mr. Singh was very concerned with the quality of school options available to him and his family, particularly given his son's special needs. He wants a school that is inclusive and doesn't separate his son from his peers but is also highly supportive and gives him the care and attention he needs to be successful academically. He mentioned the importance of food service contractors that could provide foods that meet the dietary restrictions of students.	Our staffing model allows for a two-teacher model across all classrooms, which ensures special needs students are not separated from their peers but still given all of the targeted supports they need. We also highlighted that students with more significant needs would be provided with additional supports through paraprofessionals or contracted services as needed. We decided to do more research into common dietary restrictions of children and when we contract a food service provider we are going to make sure to ask a lot of questions regarding services for students with specific needs.

Item 25: Evidence of Outreach to CSD15 Schools

Lindsay Danon – Managing Director of PAVE Schools

On Oct 9, 2017, at 9:51 AM, Cary Finnegan [redacted] wrote:

Lindsay,

I really enjoyed having the opportunity to connect with Hank Mannix through a mutual friend a couple of weeks ago and he speaks very highly of you and is looking forward to working with you on the board of Explore.

Through the Building Excellent Schools Fellowship, I am working towards designing and building a K-5 charter elementary school for the students and families of Sunset Park, Brooklyn. Given your work at PAVE and the work that you are moving towards on the board of Explore, I would so appreciate having the opportunity to meet with you to gather any insights or advice you might have around the work of starting and operating a high-quality school in Brooklyn communities that have limited school options.

Do you have any availability the week of 10/16? My schedule is pretty open at this point and I am happy to meet at a day/time/location that works best for you.

Thank you in advance for taking the time to connect. I really look forward to learning from you as I begin this important and weighty work of creating an excellent school for the students and families of Sunset Park, Brooklyn.

All the best,
Cary

Cary Finnegan | Fellow | Building Excellent Schools [redacted] | www.buildingexcellentschools.org

LD

Mon 10/9/2017 12:02 PM

Lindsay Danon [redacted]

Re: Connecting re: Building Excellent Schools in Sunset Park

To Cary Finnegan

Great. Thanks. 714-726-1333

On Oct 9, 2017, at 12:00 PM, Cary Finnegan [redacted] wrote:

Congratulations on the upcoming addition to your family!

I really appreciate your willingness to connect. Wednesday at 10:00am works well for me and I am happy to make it a phone call if that works best for you. Let me know the best number to reach you and I will get in touch then.

All the best,
Cary

From: Lindsay Da[redacted]
Sent: Monday, Oc[redacted]
To: Cary Finnegan[redacted]
Subject: Re: Connecting re: Building Excellent Schools in Sunset Park

Hi Cary,

I'm happy to connect with you. Just a heads up, I'm due to deliver in the next week or two so think we may need to make it a call. I am available Wednesday morning. Does that work for you? How 10:00?

Lindsay

LD

Tue 7/31/2018 1:53 PM

Lindsay Danon [redacted]

Re: Brooklyn RISE | Ready to RISE

To Cary Finnegan

If there are problems with how this message is displayed, click here to view it in a web browser.
Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

Unsubscribe + Get more a

Cary,

This sounds excellent. Thank you for keeping me looped in. Let me know if there is anything I can do to help out.

Best,

Lindsay

Lindsay Danon | NYC Managing Director | PAVE Schools

[redacted]

PAVE SCHOOLS

Megan Poliner – Literacy Director at the Beacon School of Excellence (PS 172)

Cary Finnegan [redacted] Wed, Feb 21, 12:52 PM
to Megan

Good afternoon Megan,

I hope this email finds you well!

Thank you for your willingness to connect. As Max mentioned, I am working to design and found a new elementary school option for the students and families of Sunset Park. I used to work as a staff developer at P.S. 24 in Sunset Park and have really loved getting the opportunity to get to know the community better. Our school, Brooklyn RISE, plans to open in August 2019 with kindergarten and first grade and then we will add a grade each year until we reach full K-5 capacity. We are still looking for the right facility but will likely locate in a private facility that is as central as possible in Sunset Park to make it accessible to families.

One thing that is extremely important to our founding team is that Brooklyn RISE be a reflection of the needs and wants of the community. Max mentioned that you are a former Uncommon teacher and currently work as a literacy coach at a school in Sunset Park. I imagine you have a really unique perspective and numerous insights to offer based on your experiences as an educator and I would love the opportunity to connect.

Do you have time this week or next for a 15-20 minute phone call?

Thank you in advance for anytime you have to connect and I look forward to hopefully talking more soon! I am also attaching our Letter of Support and school one-pager here for your reference.

All the best,
Cary

Megan Poliner [redacted] Mon, Feb 26, 12:50 PM
to me

Hi Cary - great talking to you. One more thing re hiring....it's probably obvious, but you do need someone on staff who is fluent in the language you are serving.... and in Sunset Park, that can be tricky as depending on where you are, that might be more than one. I suppose you can hedge and have a Spanish speaking staff, and but Chinese is pretty important if that's going to be a large portion of your families. Maybe not a head teacher, but someone- even office staff.

I've reached out to Jill and I'll connect you when she gets back to me!

Cary Finnegan [redacted] Feb 27, 2018, 1:17 PM
to Megan

Hi Megan,

I really enjoyed speaking with you yesterday as well! I appreciate you sending along this extra piece of advice. I have been thinking a lot about this and I am going to make a concerted effort during hiring to identify staff members that are fluent in either Chinese or Spanish. I currently only have budgeted for one Office Coordinator but I have been toying with the idea of having two so that one can be a fluent Spanish speaker and the other can be a fluent Chinese speaker. I definitely think having teachers that culturally identify with our students is really important, so this will be something I push myself on.

Thank you for reaching out to Jill. I am looking forward to continuing to be in touch!

All the best,
Cary

Maria Diaz – Literacy Coach at PS 24

Nice Seeing You Today Inbox x

Maria [redacted] Apr 16
to me

It was sooooo nice seeing you today! Keep in touch. I'm here for you.
I will try to put you in touch with Dr. Petit, the superintendent for Promise Academy Charter Schools.

-Maria
[redacted]

Sent from my iPhone

Cary Finnegan [redacted] Apr 24
to Maria

Hi Maria!

So so sorry for my delayed response! Last week got crazy for me but I am finally catching up with my inbox. I really loved getting to see you last week! I miss working with you and the rest of the PS 24 team and as I mentioned I am really happy to help in anyway I can. PS 24 is so lucky to have you in the Literacy Coach role and I am sure you have been doing a wonderful job supporting teachers and students. I would so appreciate anyone that you would feel comfortable connecting me with. So much of what I am doing now is just trying to learn from others who have been doing great work in the education sector in Sunset Park and the city as a whole.

Thanks again for reaching out and I hope that I get the chance to see you again sometime soon!

All the best,
Cary

Question Inbox x

Cary Finnegan [redacted] May 8
to Maria

Hi Maria,

Hope all is well!

I know moving toward the end of the school year can be a crazy time, but hopefully things are going relatively smoothly :)

Our school is looking to add additional board members to our Founding Team. We are specifically looking for individuals who live and/or work in Sunset Park. It is essential for our school to be a truly reflective of the needs and wants of the community that we have individuals on our board that really understand the Sunset Park community.

You were of course my first thought because you would make an amazing board member. Unfortunately, current DOE employees can't serve on school boards because it can be perceived as a conflict of interest.

However, even though I can't ask you to serve on the board I thought you might know of people in your personal and/or professional networks who would be interested in serving on the board of a new elementary school for Sunset Park.

Benefits of being on the Founding Board include getting to help build the school from scratch with the community in mind and getting to hold the school accountable for providing a high-quality elementary school option for students and families.

Do you know anyone that might be interested in joining our team?

Let me know and as always let me know if there is anything I can do to be supportive or helpful to you, especially as you are in this busy time of year! I also am looking forward to attending the Diversity Workshop #3 this Saturday and will hopefully see you there.

All the best,
Cary

Maria [redacted] May 9
to me

Hi Cary,
I feel so humbled by your comment. Do you want an outspoken person that knows the community? more laid back that knows the community? Hispanic? White? Asian?
Do they have to speak English?

I won't be there this Saturday 😆. It's my commencement ceremony in Albany.

Also, if you can, please recommend any coaching books you think might be helpful to read over the summer. I'm reading The Art of Coaching and have read parts of Student Centered Coaching.

-Maria

Sent from my iPhone

Cary Finnegan <[redacted]> May 10
to Maria

Hi Maria,

Anyone outspoken/active in the community would be great! Hispanic or Asian is great because we want the board to be a reflection of the community, but really anyone who speaks Spanish or Chinese is ideal because it is so helpful when communicating with families. Sad to miss you on Saturday but congratulations on your commencement!

In terms of book recommendations for coaching I really like the two you are reading now! I also like Paul Bambrick-Santoyo's books "Leverage Leadership" and "Get Better Faster". I haven't read any of Jim Knight's books myself, but they are on my list because he has written a lot about instructional coaching. I also recommend "Crucial Conversations" as a good, shorter book that has advice/strategies around having difficult, direct conversations with adults. It was also helpful in my relationship with my husband haha :)

Hopefully see you sometime soon, and definitely let me know if you think of someone that might be interested in joining our Board!

All the best,
Cary

Christina Tettonis – Principal at Hellenic Classical Charter School

Connecting Inbox x

Cary Finnegan [redacted] Feb 19

to ctettonis

Good afternoon Principal Tettonis,

I hope this email finds you well!

I am currently working to design and found Brooklyn RISE, a K-5 charter elementary school for the students and families of Sunset Park, Brooklyn.

As you know, there are very few charter schools in CSD 15 and so I have been trying to reach out and connect with the charter schools in the district to see if they would be willing to connect. I have heard great things about Hellenic Classical - in fact, a parent of your school stopped me in the street when she saw me passing out information about Brooklyn RISE and told me that I should definitely get in touch with you because we need more schools in the community like yours!

Would you be willing to schedule 10-15 minutes to talk on the phone?

Thank you in advance for anytime you can give to connect, I am sure you are very busy and I know that this week is school vacation but I hope we can find a time to talk in the near future.

All the best,
Cary

[redacted] Mar 22

to me, joy.petrakos

Hi Cary,
I received an approval for you to hold your hearing here. Please just confirm the date and time. We will also need to meet so I can show you the space. Please plan to have someone from your team cover the lobby for security.

Let me know when we can talk.

Enjoy the day!

Best,
Christina

Christina Tettonis
Principal
Hellenic Classical Charter School
[redacted]

Cary Finnegan [redacted] Mar 22

to Christina, joy.petrakos

Hi Christina,

Great news! The hearing will be held on Monday, April 9th. Sign-in will begin at 5:30 and the actual hearing will begin at 6pm. Likely over by 7pm but could go until 8pm at the latest. We will plan to have someone from the team cover the lobby for security throughout the event.

I am free to meet almost any day/time next week, so let me know what works best for you! I am looking forward to meeting you in person and visiting Hellenic Classical Charter. Again, I am extremely appreciative of your support in helping us to find a space for our public hearing.

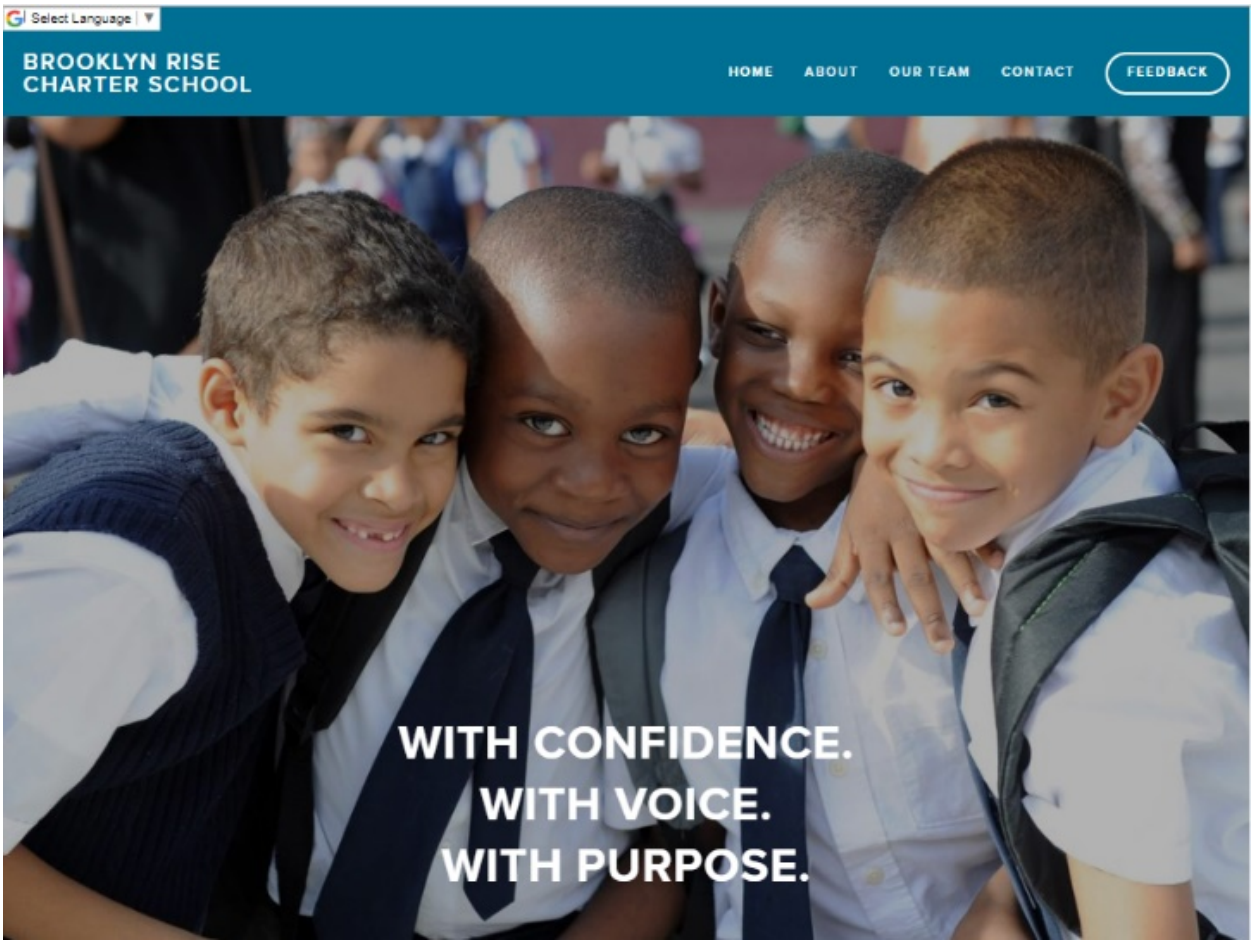
All the best,
Cary

Item 26: Outreach to Elected Officials	
Elected Official	**Outreach Description**
Council Member Carlos Menchaca	We have reached out to Council Member Menchaca's office a number of times and have had a phone call with his community engagement specialist. We had the chance to share information with his office and answer questions about our school model. We have also attended many of the same events as CM Menchaca and have seen the ways in which he is an avid advocate for the Sunset Park community. We will continue to stay in communication with his office as we work to open a new elementary school in Sunset Park.
Council Member Brad Lander	We have attended a number of events that CM Lander has hosted or attended. We reached out to his office and had a conversation with the person in his office who handles education policy, Vicki Sells, and were able to share information about our school model as well as receive helpful feedback on our school model and information about the district in which we are proposing. We have continued to stay in contact as his office advocates for many of the same education initiatives that we are proposing in our school such as responsive classroom/whole child model schools, increasing access to high-quality schools for all families, and ensuring that students are attending schools that are culturally responsive.
Assemblyman Felix Ortiz	We reached out to his office a number of times. We have shared information about our school model and have met with a representative of his office at a number of Community Board meetings.
State Senator Jesse Hamilton	We reached out to his office and had the opportunity to have a phone call with a representative from his office. We discussed the possibility of getting a letter of support from his office but we never received an official letter. We do plan to continue to be in communication with his office as we go through the process.
Representative Nydia Velazquez	We reached out to her office for a meeting or call but never had a response. We attended an event that she hosted in Sunset Park that provided a lot of extremely helpful information about immigrant rights and ways in which community organizations, including schools, can work together to protect the rights of immigrant families in the community. We have also heard a representative from her office provide updates on her work in the community at Community Board 7 meetings.
Brooklyn Borough President Eric Adams	We met with former Deputy Borough President, Diana Reyna, and Jeff Lowell, Deputy Policy Director from the Brooklyn Borough President's Office. We were able to share information about our school and get feedback on our school model as well as helpful information about education initiatives going on in the district. We were offered a letter of support but after multiple follow-ups never received the letter. However, we plan to continue to communicate with the Brooklyn Borough President's office as they have been very helpful in the initial stages of the process.

Item 27: List of Events Attended that Support ELL Population	
PERSON(S)/EVENT	**TOPICS DISCUSSED**
Mixteca Organization, Inc. hosted an Immigrant Resource Fair	Immigrants in the community came to the fair to talk to Mixteca representatives about how to find adult education programming; they received free health exams and support with enrolling in health insurance. There were financial advisor tables where families could discuss financial steps to protect family finances. There were tables for DACA Renewals and legal support, and general immigration consultations.
Jocelyn Goodwin, Director of ESL Department, Match Community Day Charter School	Ms. Goodwin provided information and resources that MATCH uses to support their ELL students. She emphasized the importance of using the Sheltered Instruction Observation Protocol ("SIOP") for lesson planning and coaching cycles. We discussed the home language surveys that need to be completed during home visits and ensuring that families feel comfortable and welcome in the school through providing translations whenever needed. We discussed that research and practice no longer support pulling ESL or ELL students out of the classroom – they should be spending as much time as possible in class with their peers. She also recommended looking to WIDA for more resources and professional development even though New York is not a WIDA state.
English Learning Training	Professional Development training hosted by Allison Oduaran, Director of English Language Learning at UP Education Network. We were provided with best practices and resources that are most supportive to ELL students within an SEI and SIOP aligned classroom. She emphasized the importance of not over scaffolding for ELL students, which leads to lowering the rigor and consequently puts ELL students at a disadvantage to their non-ELL peers. We focused on ways that we can ensure ELL students can access the same content as their peers using strategies that support language development across content areas.
Shenzhan Liao, Director of Education at the China Institute	Ms. Liao shared some of the work she does as the Education Director at The China Institute. They provide classes and workshops as well as partner with schools, particularly schools that have bilingual and foreign language programs. We discussed the importance of having schools that are culturally responsive and celebrate the cultures of students and families. We talked about ways in which The China Institute can partner with and support schools, such as visits to The China Institute and programs that can be brought into schools.
Dr. Laura Ascenzi-Morena, Assistant Professor & Bilingual Program Head, Childhood, Bilingual & Special Education Department, Brooklyn College	Dr. Laura Ascenzi-Moreno talked with us about the importance of providing high-quality education to bilingual students. We discussed ways in which we can encourage a positive bilingual identity for students. She said that a dual language model is the most complex but best option for students. In lieu of being able to do a dual language model, she suggested doing a two-teacher classroom model wherein one teacher in every classroom has an

	English as a New Language ("ENL") credential or certificate. Having a strong team-teaching model in all classrooms can support the time and attention that students need to receive. She named some strong bilingual educators and school programs that we will contact.
Christopher Mule, Folk Arts Director at the Brooklyn Arts Council	We discussed ways to develop an arts curriculum for K-5 students that integrates history, folk art traditions, and cultural elements that reflect the diverse cultural representation in Sunset Park. We talked about how performing arts curricula are very supportive to student learning, especially students who are designated as ELLs. We will continue to collaborate to create a performing arts program that is culturally responsive and celebrates the diverse backgrounds of Brooklyn RISE as well as the culturally rich history of Sunset Park.
Community Vision for Sunset Park Schools – Hosted by Voces Ciudadanas and Make Space for Quality Schools in Sunset Park	We attended a meeting that was hosted by two Sunset Park community advocacy groups, Voces Ciudadanas and Make Space for Quality Schools in Sunset Park, for the release of their report on the Community Vision for Sunset Park Schools. They compiled feedback and input from over 100 Sunset Park families to develop a report with recommendations for the ways in which new schools can best support the community needs. Some of the factors the report identified were (1) Facilities that offer rich learning experiences to children and are assets to the entire community, (2) Culturally competent, multilingual school leadership that involves parents in decision-making, (3) Dual language schools that emphasize hands-on learning and arts integration such as the Reggio-Emilia model, and (4) Zoning that alleviates overcrowding in Sunset Park schools and maintains its existing diversity.
Forum on Immigration – Hosted by Congresswoman Nydia Velazquez	Panel forum involving many top city officials involved in supporting immigrant populations in New York City. They provided a lot of important information and access to resources for immigrant families in the Sunset Park community. Our biggest takeaways were connected to ways in which schools can support. This included (1) ICE agents are not allowed to stop individuals at or around schools and school leadership should be vigilant in ensuring this doesn't happen, (2) Children 5-21 have the right to attend public school regardless of their status or status of their family and it is vital that school leadership communicates this clearly to families, and (3) Schools are not allowed to inquire about a family's immigration status under any circumstances.

Item 28: School Website



Website: www.brooklynrise.org
Page views to date: 1,598
Unique Visitors to date: 595
Page visits to date: 746

Attachment 2c: Evidence of Community Support

Letters of Support for Brooklyn RISE				
Item #	**Name**	**Title**	**Organization**	**Page #**
1	Max Koltuv	Regional Superintendent and former BES Fellow	Achievement First	2
2	Alexandra Post	Brooklyn Resident, Former Early Childhood Educator in Brooklyn	Brooklyn Resident	3
3	Christopher Mule	Folk Arts Director	Brooklyn Arts Council	4
4	Penny Marzulli	Founder and Deputy Executive Director	Brooklyn Prospect Charter School	6
5	Hamna Mela	Director of Partner Engagement	Education Pioneers	7
6	Cynthia Rivera-Wesiblum	Chief Executive Officer	Edwin Gould Foundation	8
7	Kimberly Ellison	Community Engagement Specialist	Fidelis Care	9
8	Richard Souto	Executive Director	Learning through the Extended Arts Program (LEAP)	10
9	Danny Steffel	Director of Alumni Affairs	Teach For America New York	11
10	Jocelyn Goodwin	Director of English Language Learners	MATCH Community Day Charter School	12
11	Nate Snow	Executive Director	Teach For America Connecticut	13
12	Joelle Formato	Head of School	Persistence Preparatory Academy Charter School	14
13	Stephanie Keenoy	Principal and Elementary Superintendent	Achievement First	15
14	Sue Walsh	Chief Academic Officer	Building Excellent Schools	16
15	Jen Rugani	Principal	Leadership Prep Canarsie, Uncommon Schools	17
16	Maureen Coughlin	Director	Division of Charter School Facilities	18

Achievement First

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Sunset Park, Brooklyn.

As a Regional Superintendent at Achievement First, I oversee our 16 elementary schools and know first-hand how terrible it is for families to suffer from a lack of good options for their children. I have engaged with Brooklyn RISE's Lead Founder, Cary Finnegan, and I believe strongly she will create a great school for students who would otherwise lack strong options.

As an organization that operates 16 schools in Brooklyn, I recognize the critical need for more high-quality educational options especially in communities like Sunset Park where the schools are severely overcrowded. We also know there is a significant need for schools that serve and support English Language Learners (ELLs) to a high degree of excellence. The Brooklyn RISE Founding Team has clearly communicated their commitment to designing and founding an excellent school option for Sunset Park, Brooklyn with a particular focus on supporting ELL students in the community.

Proposed Head of School Cary Finnegan is a Fellow with Building Excellent Schools, a highly selective program that has supported the development of high-performing charter schools for fifteen years. I, too, was a BES Fellow, and founded Leadership Prep in Brooklyn in 2006. I know firsthand the quality of leadership development and training that BES fellows experience, and I have full confidence that the leaders who emerge from this program go on to found excellent schools. I believe she will take Brooklyn RISE to great heights.

On behalf of Achievement First, please accept my full support for Brooklyn RISE Charter School. Please reach out with any questions or concerns at [redacted]

Sincerely,

Max Koltuv
Regional Superintendent
Achievement First

EDUCATION = FREEDOM

www.achievementfirst.org

496 Blake Street
New Haven, CT 06515
203 773 3223

335 Adams Street, Suite 700
Brooklyn, NY 11201
718 623 2660

370 Hartford Avenue
Providence, RI 02909
401 347 1106 ext. 30610

Alexandra Post
60 Water St.
Brooklyn NY

2/20/18

To Whom It May Concern,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Brooklyn.

My name is Alexandra and I am a former educator and current resident of Brooklyn NY. I was a preschool teacher in Williamsburg and have a masters degree in Curriculum & Teaching and a masters degree in Technology, Innovation and Education. The current educational landscape is changing and it is time for Sunset Park to see a change with Brooklyn Rise. I am also a huge advocate for providing children with equitable opportunities for success and that starts with education. We need to provide students with a safe place for high-quality education. Currently in the Sunset Park area the schools are overcrowded and students are not able to receive the resources they deserve, and honestly, need.

I recognize the critical need for high-quality educational options, particularly at the elementary level for students across the city.

The mission of Brooklyn RISE is to build the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college. I strongly believe that Brooklyn RISE will be an excellent option for students and families because Brooklyn RISE proposes to address the need for more high quality elementary school seats by offering a school that emphasizes college-preparatory academics and creating a supportive, loving, and joyful school community. The school is committed to providing all students with an outstanding foundation of the academic and life skills necessary for long-term success.

I also support the leadership of proposed Head of School, Cary Finnegan. Her commitment to creating and sustaining a high quality, college-preparatory school for the students of Brooklyn is clear. She shared with me her vision for the school, and I was impressed by her passion and her experience in urban education. We look forward to working with and supporting the school in the future as we strive to ensure that all students receive the high-quality education they so deserve.

I am happy to extend my support and recommendation for Brooklyn RISE Charter School. Brooklyn is in need of more school options for families that offer high academic standards and high levels of student support to ensure that students are able to realize their full potential and a life filled with opportunity. It is my hope that Brooklyn RISE will be granted a charter and open to students and families in the fall of 2019.

Sincerely,
Alexandra

Brooklyn Arts Council | 50 YEARS

February 12, 2018

NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

To Whom It May Concern,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Brooklyn.

My name is Christopher Mulé and I am the Folk Arts Director at the Brooklyn Arts Council (BAC). Brooklyn Arts Council (BAC) sustains the cultural sector of the borough, by creating access to free and low-cost experiences that impacts a wide range of diverse constituencies: artists, arts organizations, youth, seniors and families. Celebrating 50 years of service, the Brooklyn Arts Council gives grants, presents free and affordable arts events, trains artists and arts professionals, teaches students, incubates new projects and promotes artists and cultural groups across our borough. The folk arts program is committed to efforts within particular neighborhoods and work closely with the whole community, not only individual artists, to assert their important cultural presence through public programs and festivals. Programs and initiatives are outcomes of our deeply embedded relationship and part of a long term conversations and relationships. In terms of getting access to preserving traditional arts, Cary Finnegan's work and sensitivity towards diverse languages, is essential to Brooklyn's growth. Particularly in the Sunset Park neighborhood.

I strongly believe that Brooklyn RISE will be an excellent option for students and families because Brooklyn RISE proposes to address the need for more high quality elementary school seats for the Sunset Park community by offering a school that emphasizes college-preparatory academics and creating a supportive, joyful, and culturally responsive school community.

The mission of Brooklyn RISE is to build the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college. The school is committed to providing all students with an outstanding foundation of the academic and life

20 Jay Street, Suite 616 Brooklyn, NY 11201 | TEL 718.625.0080 | brooklynartscouncil.org

skills necessary for long-term success. The Brooklyn RISE motto is "With Confidence. With Voice. With Purpose." We also believe that developing the voice, confidence, and purpose that students feel within themselves is critically important.

I also support the leadership of proposed Head of School, Cary Finnegan. Her commitment to creating and sustaining a high quality, college-preparatory school for the students of Brooklyn is clear. I am impressed by her passion for providing a new elementary school option for the families of Sunset Park because of the need and the demand in the community. She knows that her school will serve a high ELL population and she is looking to develop an arts program that will acknowledge and celebrate the diverse cultural backgrounds and traditions of her student population. We look forward to working with and supporting the school in the future.

I am happy to extend my support and recommendation for Brooklyn RISE Charter School. It is my hope that Brooklyn RISE will be granted a charter and open to students and families in the fall of 2019.

Sincerely,

Christopher Mulé
Folk Arts Director
Brooklyn Arts Council (BAC)

BROOKLYN PROSPECT
CHARTER SCHOOL

March 1, 2018

Mr. David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Sunset Park, Brooklyn.

As Deputy Executive Director of Brooklyn Prospect Charter School, I share oversight of our four school campuses and network office. As you know, we believe in providing students with excellent teachers, a world class academic program, and a college preparatory community that will put all of our students on a path for lifelong success. The mission of Brooklyn RISE to build the knowledge, habits, and mindsets for academic success ensuring all kindergarten through fifth grade students are on the path to college aligns with our own, and we believe all students should have access to mission-driven schools with strong visions for student success.

As a leader in an organization that operates schools in Brooklyn, I recognize the critical need for more high-quality educational options in our Brooklyn community, especially in communities like Sunset Park where the schools are severely overcrowded. We also know there is a significant need for schools that serve and support English Language Learners (ELLs) to a high degree of excellence. The Brooklyn RISE Founding Team has clearly communicated their commitment to designing and founding an excellent school option for Sunset Park, Brooklyn with a particular focus on supporting ELL students in the community. We believe that all public schools, traditional district and charter, could really benefit from having a school that models best practices for supporting high levels of ELL achievement.

On behalf of Brooklyn Prospect Charter School, please accept my full support for Brooklyn RISE Charter School. Reach out with any questions or concerns at [redacted]

Sincerely,

Penelope B. Marzulli
Deputy Executive Director
Brooklyn Prospect Charter School

355 Bridge Street | Brooklyn, NY 11201 | 718.643.1086 brooklynprospect.org info@brooklynprospect.org

WE ARE EDUCATION PIONEERS

To Whom It May Concern,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Brooklyn.

As the Director of Partner Engagement for Education Pioneers in New York, New Jersey and Philadelphia, I regularly work with charter school and district leaders to identify their school's and community's needs. Having worked in education for almost eight years, I am aware of the challenges faced by schools in serving their most vulnerable students, and believe that Brooklyn RISE Charter School's team is well-equipped to combat those challenges.

I recognize the critical need for high-quality educational options, particularly at the elementary level for students across the city. The Brooklyn RISE Founding Team has dedicated an incredible amount of time to partnering with the community in a way that ensures that their school will meet the needs of the community.

The mission of Brooklyn RISE is to build the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college. I strongly believe that Brooklyn RISE will be an excellent option for students and families because Brooklyn RISE proposes to address the need for more high quality elementary school seats by offering a school that emphasizes college-preparatory academics and creating a supportive, loving, and joyful school community. The school is committed to providing all students with an outstanding foundation of the academic and life skills necessary for long-term success.

I also support the leadership of proposed Head of School, Cary Finnegan. Her commitment to creating and sustaining a high quality, college-preparatory school for the students of Brooklyn is clear. She shared with me her vision for the school, and I was impressed by her passion and her experience in urban education. We look forward to working with and supporting the school in the future as we strive to ensure that all students receive the high-quality education they so deserve.

I am happy to extend my support and recommendation for Brooklyn RISE Charter School. Brooklyn is in need of more school options for families that offer high academic standards and high levels of student support to ensure that students are able to realize their full potential and a life filled with opportunity. It is my hope that Brooklyn RISE will be granted a charter and open to students and families in the fall of 2019.

Sincerely,

Hamna Mela
Director, Partner Engagement (Greater NY)
Education Pioneers
[redacted]

EdwinGould Foundation

David Frank
Executive Director
NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Sunset Park, Brooklyn.

As President and CEO of the Edwin Gould Foundation, I lead the Foundation in identifying and providing funding/support for innovations that advance educational equity. The Foundation targets its support to organizations that propel under-served students to and through college.

While the Foundation's has committed to continuous improvement and innovation since its founding in 1923, our central tents have remained the same: helping young people from low-income families improve their lives and a long-term, deeply collaborative approach to grant making. The commitment of Brooklyn RISE to serving under-resourced populations of students, its college preparatory mission, and the vision, dedication, and expertise of Lead Founder Cary Finnegan, gives us the utmost confidence that this school will increase access to high-quality educational opportunities for the most high-need students in our city.

I have had the opportunity to watch Brooklyn RISE grow in concept over the past year. Cary Finnegan has spent an incredible amount of time engaging key stakeholders, developing a thoughtful school design, and putting together a Founding Team of individuals fully aligned with the mission and vision of the school. As a result of her wise strategies and engagement, she is truly creating an excellent school for the students and families of Sunset Park, Brooklyn.

I recommend without reservation, that Brooklyn RISE Charter School be granted a charter to open in the fall of 2019. I believe deeply that the Cary Finnegan will lead with wisdom, excellence and integrity.

If you have any questions or concerns, please do not hesitate to contact me at [redacted]

FIDELIS CARE®

NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

To Whom It May Concern,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Brooklyn.

My name is Kimberly Ellison and I am a Community Relations Specialist with Fidelis Care. Fidelis Care is a faith-based, mission-driven health plan that provides quality affordable health insurance coverage for children and adults of all ages. They are committed to grassroots outreach, and as a Community Relations Specialist I spend time in the Sunset Park community to provide health care information and resources to local residents. I recognize the critical need for high-quality educational options, particularly at the elementary level for students across Brooklyn. I myself am a parent and chose Hellenic Classical Charter for my family because of the high-quality education that it provides to students. Having the opportunity to choose a school that best fit the needs of my family is something I believe every family should have access to.

I strongly believe that Brooklyn RISE will be an excellent option for students and families because Brooklyn RISE proposes to address the need for more high quality elementary school seats for the Sunset Park community by offering a school that emphasizes college-preparatory academics and creating a supportive, loving, and joyful school community. The mission of Brooklyn RISE is to build the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college. The school is committed to providing all students with an outstanding foundation of the academic and life skills necessary for long-term success.

I also support the leadership of proposed Head of School, Cary Finnegan. Her commitment to creating and sustaining a high quality school for the students of Brooklyn is clear. We met on the 5th Avenue in Sunset Park when she was tabling for Brooklyn RISE, and she shared with me her vision for the school. I was impressed by her passion for providing a new elementary school option for the families of Sunset Park because of the need and the demand in the community. We look forward to working with and supporting the school in the future.

It is my hope that Brooklyn RISE will be granted a charter and open to students and families in the fall of 2019. If you have any additional questions please contact me at [redacted] r at [redacted]

Sincerely,

Kimberley Ellison

March 1, 2018

NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

To Whom It May Concern,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Brooklyn.

My name is Richard Souto and I am the Executive Director of Learning through an Expanded Arts Program (LEAP). LEAP provides arts-integrated educational programs and cultural experiences to inspire students in schools underserved in the arts. We believe that through artistic inquiry and expression, young people become creative thinkers, confident communicators, and collaborative community members prepared for life-long success.

LEAP works with a number of schools in the Sunset Park community and within the greater Community School District 15 and we recognize the critical need for high-quality educational options for students across Brooklyn. I strongly believe that Brooklyn RISE will be an excellent option for students and families because Brooklyn RISE proposes to address the need for more high quality elementary school seats for the Sunset Park community by offering a school that emphasizes college-preparatory academics and creating a supportive, loving, and joyful school community.

The mission of Brooklyn RISE is to build the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college. The school is committed to providing all students with an outstanding foundation of the academic and life skills necessary for long-term success. Additionally, their motto of "With Confidence. With Voice. With Purpose." aligns with the mission of our organization as we also believe that developing the voice, confidence, and purpose that students feel within themselves is critically important.

I also support the leadership of proposed Head of School, Cary Finnegan. Her commitment to creating and sustaining a high quality, college-preparatory school for the students of Brooklyn is clear. She met with members of LEAP at the Mayoral Town Hall in Sunset Park and we were impressed by her passion for providing a new elementary school option for the families of Sunset Park because of the need and the demand in the community. She knows that her school will serve a high ELL population and she is looking to partner with Arts organizations like LEAP to provide a culturally responsive arts-integrated educational program for her future students. We look forward to working with and supporting the school in the future as we strive to ensure that all students receive the high-quality education they so deserve.

I am happy to extend my support and recommendation for Brooklyn RISE Charter School. It is my hope that Brooklyn RISE will be granted a charter and open to students and families in the fall of 2019.

Sincerely,

Rich Souto
Executive Director

Learning through an Expanded Arts Program
535 Eighth Avenue, Suite 1100, New York, NY 10018
tel 212.769.4160 / fax 212.724.4479 / www.leapnyc.org

TEACHFORAMERICA

Wednesday, February 14, 2018

NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

To Whom It May Concern,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Brooklyn.

My name is Danny Steffel, and I am the Director of Alumni Affairs at Teach For America – New York (TFA-NY). Our mission is to ensure that one day all children in New York City have the opportunity to attend great neighborhood schools that support, inspire and challenge them to be the leaders our city needs. I recognize the critical need for high-quality educational options, particularly at the elementary level for students across the city. The Brooklyn RISE Founding Team has dedicated an incredible amount of time to partnering with the community in a way that ensures the proposed school design is reflective of the needs and wants of the community.

The mission of Brooklyn RISE is to build the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college. I strongly believe that Brooklyn RISE will be an excellent option for students and families because Brooklyn RISE proposes to address the need for more high quality elementary school seats for the Sunset Park community by offering a school that emphasizes college-preparatory academics and creating a supportive, loving, and joyful school community. The school is committed to providing all students with an outstanding foundation of the academic and life skills necessary for long-term success.

At TFA-NY, we deeply believe in the potential of our alumni to help move our mission forward, and we wholeheartedly support the leadership of proposed Head of School, Cary Finnegan. Cary has devoted the entirety of her professional career to ensuring students within her reach attain an excellent education, and her commitment to creating and sustaining a high quality, college-preparatory school for the students of Brooklyn is clear. She shared with me her vision for the school, and I was impressed by her passion and her experience in urban education. We look forward to working with and supporting the school in the future as we strive to ensure that all students receive the high-quality education they so deserve.

I am happy to extend my support and recommendation for Brooklyn RISE Charter School. Brooklyn is in need of more school options for families that offer high academic standards and high levels of student support to ensure that students are able to realize their full potential and a life filled with opportunity. It is my hope that Brooklyn RISE will be granted a charter and open to students and families in the fall of 2019.

Sincerely,
Danny Steffel

match Charter Public School

Sunday, March 4, 2018

NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

To Whom It May Concern,

Greetings! My name is Jocelyn Goodwin and I am the Director of The ESL Department for Match Community Day Charter Public School in Boston, Massachusetts. In my role, I lead the development of Match's Elementary ESL program. In addition, I coach and manage the ESL Teachers on my team and also do push-in ESL support for Grades 4 & 5. At MCD, our mission is to prepare Boston children, especially English Language Learners and those who would be the first in their families to attend college, to succeed in college and beyond. The Match vision is that all scholars, regardless of their families' socioeconomic status, education history, and home language, can attend and graduate from college. We further believe that for children from low-income families, college success is the most likely way to escape intergenerational poverty. Our commitment is to provide the support-via outstanding teaching, individualized daily tutoring, a long school day, relentless and ongoing outreach to parents, and quality standards-based curriculum-to ensure that every student attains this goal. Lastly, we have a specific way that we want our community to feel, entitled our "Essence Statement". MCD is an inclusive community which embraces the cultural diversity of our families and the various learning needs of our scholars in a safe, joyful, and rigorous environment. At MCD, we aspire for our families, scholars, and staff to feel empowered, appreciated, supported, and challenged. Our school is a very special place.

I am writing this letter in support for Ms. Cary Finnegan who is a passionate and forward-thinking educational leader. I am extremely proud of her commitment to the profession and I am excited about her opportunity to support her community. I worked with Ms.Finnegan when she taught at our school in Boston. She is hungry, humble, and smart. She cares deeply about this work and is very passionate about creating quality educational spaces for kids. Ms.Finnegan deeply shares my commitment to serving a large population of English Learners and she is committed to building a school community that supports this group and helps them to thrive. I am confident that Ms.Finnegan will work tirelessly to help each and every student grow and succeed.

The mission of Brooklyn RISE is to build the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college. I strongly believe that Brooklyn RISE will be an excellent option for students and families because Brooklyn RISE proposes to address the need for more high quality elementary school seats for the Sunset Park community by offering a school that emphasizes college-preparatory academics and creating a supportive, loving, and joyful school community. The school is committed to providing all students with an outstanding foundation of the academic and life skills necessary for long-term success.

I am happy to extend my support and recommendation for Brooklyn RISE Charter School. It is my great hope and desire that the school should be granted a charter and open in the fall of 2019. If you have any questions or concerns, please contact me directly at [redacted] or [redacted]

Sincerely,
Jocelyn L. Goodwin
EL Director at Match Community Day Charter Public School

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

February 26, 2018

NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

To Whom It May Concern:

My name is Nate Snow, and I serve as the Executive Director of Teach For America's Connecticut region. I write in support of Cary Finnegan, who is poised to be the founder of the proposed Brooklyn RISE K-5 Charter School in Sunset Park. I have known Cary since she began her career in public education almost ten years ago as a 6th grade teacher in the Hartford (Connecticut) Public Schools.

Since her first days as a leader in her classroom, Cary has consistently demonstrated the habits required to lead student growth and learning. As a teacher and now across her career, Cary has built relationships with students and families to listen and learn from them about their vision for education. With that, she's shaped her classrooms to bring to life that vision by setting ambitious goals, setting clear priorities and reflecting daily to improve her practice. The results her students have achieved speak to the academic rigor and the supportive culture she's worked relentlessly to create.

Now, Cary wants to make what was true for her classroom possible for an entire school community. Cary has dedicated herself to growing the skills and habits that are required to lead strong schools that demonstrably expand opportunity for students. In a way, of course, these skills are not dissimilar from the skills that made her successful as a teacher. Building relationships, listening and co-creating vision. Setting goals and creating strong plans. And, taking action every day to fuel learning and growth. Additionally, though, Cary has begun to form the foundational skills needed to assemble and manage a team that shares her vision and is equally commitment to achieving growth with students.

We know that schools have immense power to shape the present and future lives of their students. As much as any school is an institutional pillar, it is also a team. That team is responsible for the safety and well-being of kids and is also given the charge to teach the skills and build the knowledge students will need to achieve their dreams and their full potential. Cary and Brooklyn RISE are positioned to be of great service to families and to the entire neighborhood. I strongly support her. Please contact me at [redacted]f I can be of additional help to this process.

Sincerely,

Nate Snow
Executive Director

AN AMERICORPS PROGRAM

[redacted] • www.teachforamerica.org

PERSISTENCE
PREPARATORY ACADEMY
833 MICHIGAN AVENUE
BUFFALO, NY 14203

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Sunset Park, Brooklyn. The mission of Brooklyn RISE is to build the knowledge, habits, and mindsets for academic success ensuring all kindergarten through fifth grade students are on the path to college. Aligned with this college-preparatory mission, the school will provide its students with an outstanding foundation of the academic and life skills necessary to lead a self-determined life filled with access to great opportunities.

I am a 2016-2017 Building Excellent Schools Fellow, and the Founder and Head of School of Persistence Preparatory Academy Charter School, a new K-8 charter school in Buffalo, NY. We are currently in our Founding Year, and are set to welcome a Founding Class of 108 Kindergarten and first grade scholars in a few weeks. Prior to founding Persistence Prep, I was a school counselor and administrator at a charter high school in Buffalo, and a middle school Math teacher at a turnaround middle school in Prince George's County, Maryland.

Brooklyn RISE Lead Founder and proposed Head of School, Cary Finnegan, is in the process of completing a 6-week Leadership Residency under my supervision at Persistence Preparatory Charter School. Cary has been with us since late July, and will remain working with our team through August 31, 2018. In her time with us, Cary has had a front row seat to the intricacies of school start-up, ranging from operations to facilities to curriculum development to teacher coaching to family orientations to the first days of school. From the moment she arrived, Cary has taken full advantage of the opportunity to learn, and has positioned herself as a true asset on our team. Cary is willing to jump in wherever she is needed, and has actively advocated for increased responsibilities to further her own learning. Cary has worked alongside me to coach our teachers, and has led our staff through Professional Development sessions on Morning Meetings, the FOSS Science curriculum, and the Lucy Calkins Writer's Workshop. She has quickly built strong relationships with our staff members, and is viewed as an asset and resource by all team members.

As a former Fellow with BES, I have the utmost confidence that Cary is receiving the most rigorous and comprehensive training that will equip her with the skills and knowledge to found and lead a high-performing charter school that ensures all of its students achieve strong academic results. Due to her training through the BES Fellowship and Cary's passion for and commitment to the mission of Brooklyn RISE Charter School, I have no doubt that Cary will found and lead a truly excellent school for the students it serves, and have a lasting and positive impact on the community. We look forward to continuing to work with and support both Cary and Brooklyn RISE in the future as we strive to ensure all students receive the high-quality education they so deserve.

Again, I would like to extend my support and recommendation for Brooklyn RISE Charter School. Brooklyn is in need of more schools that bring both high academic standards as well as high levels of support to ensure students are able to unlock their full potential. It is my great hope and desire that the school should be granted a charter and open in fall of 2019.

If you have any questions or concerns, please do not hesitate to contact me at [redacted] by email at [redacted]

Sincerely,

Joelle Formato
Head of School
Persistence Preparatory Charter School

Achievement First

David Frank
Executive Director
NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Sunset Park, Brooklyn.

My name is Stephanie Keenoy, and I am the former principal at Achievement First Endeavor Elementary School. AF Endeavor is the highest performing elementary school in the Achievement First network, and has consistently performed at or above the highest performing districts in New York State. I am a current Regional Superintendent for Achievement First schools and coach a portfolio of elementary school principals in Brooklyn, NY.

The mission of Brooklyn RISE is to build the knowledge, habits, and mindsets for academic success ensuring all kindergarten through fifth grade students are on the path to college. Aligned with this college-preparatory mission, the school is committed to providing its students with an outstanding foundation of the academic and life skills necessary to lead a self-determined life filled with access to great opportunities.

I also would like to whole-heartedly extend my support for and belief in Lead Founder and proposed Head of School, Cary Finnegan. As a former founding Principal I understand the dedication, clarity of vision, and commitment to results that starting a strong school requires. Having supervised Cary during her time at AF Endeavor I can attest that she has these qualities. Her commitment to creating and sustaining a high quality, college-preparatory school for the students of Brooklyn is clear. I look forward to working with and supporting the school in the future as we all work together to ensure students have access to the high-quality education they deserve.

Again, I would like to extend my support and recommendation for Brooklyn RISE Charter School and the leadership capabilities of Cary Finnegan. Brooklyn is in need of more schools that bring both high academic standards as well as high levels of support to ensure students are able to unlock their full potential. It is my great hope that the school should be granted a charter and open in fall of 2019.

If you have any questions or concerns, please do not hesitate to email me at [redacted]

Sincerely,

Stephanie Keenoy

Stephanie Keenoy
Founding Principal
Achievement First Endeavor Elementary School

BUILDING EXCELLENT SCHOOLS

August 13, 2018

To NYSED Charter School Office:

We are proud to support the application for Brooklyn RISE and the outstanding leadership of Cary Finnegan as Lead Founder and proposed Head of School.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the Building Excellent Schools Fellowship, prepares outstanding candidates for urban charter school leadership. Cary is a gifted, well-trained, and visionary school leader who brings instructional and teacher coaching experience, charter school training, and leadership residencies with high achieving school leaders. Cary brings a network of national and regional support, including that of high achieving BES elementary schools Equitas Academy in Los Angeles, CA, Vista College Prep in Phoenix, AZ, and Purpose Prep in Nashville, TN.

Cary has developed a high-capacity, mission-driven Founding Board prepared to govern the school effectively. As an educator of several years in high need communities, and with her commitment to the families of Sunset Park, Brooklyn, Cary has led the work of nurturing strong community ties on behalf of the proposed school. She has listened closely to the hopes and dreams that families have for their children, and she intends to be a true partner with them on behalf of ensuring a quality K-5 school aligned to these ambitious dreams. Cary's commitment to the community's dreams for its children is captured in the school's name – Brooklyn RISE. She believes deeply in the capacity of all children to rise in school and in life, and she believes in the community of Sunset Park and its people.

Cary holds the bar high for herself and the school's founding Board of Trustees and does not waver in her commitment to excellence in all that she does. She is always professional and her work is of the highest quality. Her ability to manage multiple priorities and engage a variety of stakeholders as well as to plan in detail an academic program that builds academic skill and character strength further evidences that she will be an effective school leader, responsive to the community's needs and resolute in providing a high-quality K-5 education inspired by the school's mission, devoted to the success of its students, and held fast by its ambitious goals.

We are honored to work with Cary, and have total confidence that her school leadership and the well-researched and practice-proven components of the public charter school design for Brooklyn RISE will lead to strong student achievement for children.

Respectfully,

Sue Walsh
Building Excellent Schools
Chief Academic Officer

Uncommon Schools | LEADERSHIP PREP CANARSIE

David Frank
Executive Director
NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in strong support of Brooklyn RISE Charter School, a proposed K-5, college preparatory charter school for the students and families of Sunset Park, Brooklyn. The mission of Brooklyn RISE is to build the knowledge, habits, and mindsets for academic success ensuring all kindergarten through fifth grade students are on the path to college. Aligned with this college-preparatory mission, the school will provide its students with an outstanding foundation of the academic and life skills necessary to lead a self-determined life filled with access to great opportunities.

I am currently in my second year as the Principal of Leadership Prep Canarsie, a K-4 charter school in Canarsie, Brooklyn. Prior to becoming the Principal, I taught first, second, and third grade, and have worked in the educational field for the past ten years.

Brooklyn RISE Lead Founder and proposed Head of School, Cary Finnegan, completed a five-week Leadership Residency under my supervision at Leadership Prep Canarsie in January 2018. Cary contributed significantly to our school community throughout her time with us. She approaches the work of elementary education with intelligence, thoughtfulness, and humility. During her residency, Cary worked hard to deepen her understanding of the operations and instruction at Leadership Prep Canarsie, and I have the utmost confidence in her ability to build and lead an excellent school.

Brooklyn RISE will adopt many aspects of Leadership Prep Canarsie's instructional model that have contributed to our academic success, including a two-teacher model, emphasis on data-driven, small group instruction, and extensive professional development and coaching for all teachers. Cary's passion for leading and sustaining a high-quality school for the students and families of Brooklyn is clear. We look forward to continuing to work with and support both Cary and Brooklyn RISE in the future as we work to ensure all students in Brooklyn have access to the high-quality education they deserve.

Again, I would like to extend my support and recommendation for Brooklyn RISE Charter School. Brooklyn is in need of more schools that bring both high academic standards as well as high levels of support to ensure students are able to unlock their full potential. It is my great hope and desire that the school should be granted a charter and open in fall of 2019.

If you have any questions or concerns, please do not hesitate to contact me at [redacted]

Sincerely,

Jen Rugani
Principal
Leadership Prep Canarsie Elementary

Charter School Facilities
A Division of IGUA Group, Inc.

23 Meadow Street | Brooklyn, New York 11206
www.charterschoolfacilities.com

August 13, 2018

Mr. David Frank
Executive Director
New York State Education Department
Office of Charter Schools
89 Washington Avenue
Albany, New York 12234

Dear Mr. Frank:

The applicant for Brooklyn RISE Charter School is requesting to locate in Sunset Park District # 15. In the event the NYC Department of Education is unable to provide school space we have identified a facility. It is an existing building with a certificate of occupancy for a school. The building is in the center of the Sunset Park neighborhood. The owner has the capacity to provide additional contiguous space as the school grows to full capacity; thus, allowing the school to remain permanently.

The lease schedule that our firm negotiates is on a graduated scale; payments increase as student enrollment increases. The leasing structure allows the schools to stay within the recommended budget parameters as they grow to capacity.

Our real estate brokerage has successfully placed New York City charter schools in private and non-profit facilities over the past many years. A network of developers joined our force to provide the property and financial resources to custom-build or refurbish properties for school use. To date, we have successfully located more than sixty charter schools in incubator or permanent facilities.

Our team has more than 80 years of combined experience in New York City real estate. Currently, we are working with new charter applicants on facility strategy. There is never a fee to a charter school for our services; brokerage payment is received from the property owner.

Our current and past charter school clients can serve as a reference to our professionalism and success. It is our privilege to serve the educators of our City's children. Please contact us if you have any questions.

Sincerely,

Maureen Coughlin, Ph.D.
Director, Division of Charter School Facilities

Attachment 3: Course Descriptions	
INSTRUCTIONAL COMPONENT	**DESCRIPTION**
Morning Meeting and Closing Circle (K-5)	Daily Morning Meeting (to open the day) and Closing Circle (to close the day) is a time for classrooms to build community and strengthen habits of discussion. These 15-minute blocks, twice per day, make up our daily Oral Language block that supports student language development and will allow students to have respectful, meaningful discussions with their peers. The structure of Morning Meeting and Closing Circle are based on The Responsive Classroom model and resources.
Calendar Math (K-2)	Calendar Math, which students will engage in for 10 minutes each morning, allows students to focus on pattern practice, skip counting, and money concepts. We will use Everyday Counts Calendar Math, which provides lessons and activities to practice with critical math concepts and build fluency skills related to place value, time, money, geometry, estimation, patterns graphing, statistics, and algebra. Calendar Math improves students' oral fluency, mental math skills, and is an opportunity for cooperative, whole-class discussion-based learning. As students progress through grades, skills emphasized will become more complex, including addition, subtraction, and multiplication facts as well as fractions and algebraic patterns.
Read Aloud and Vocabulary Development (K-2)	Reading aloud to children has been referred to as the single most important activity for building the knowledge required for success in reading. Read Aloud and Vocabulary Development are led by a lead teacher in each room for a 30-minute structured block of time. Each day, the teacher leads students through a preview of the new vocabulary words they will hear in that day's story. The actual Read Aloud allows students to hear expert, expressive reading and fluency, while practicing their listening skills and generating questions and predictions based on the text.
Whole Class Novel with Word Study and Vocabulary Development (3-5)	Beginning in 3rd grade, Read Aloud time is replaced by a whole-class novel that incorporates word study and vocabulary development. During the whole-class novel, each student reads along with the teacher in their individual copies of the whole-class text. The structure of the whole-class novel is seminar-style, where the teacher models a teaching point and pose guiding questions that guide student textual analysis and discourse. To build background knowledge and vocabulary, students engage with informational texts or poems that relate to the whole class novel prior to beginning the shared text. This block of time builds fluency and comprehension skills, while students are also engaging with rigorous vocabulary and discussing themes in

	the novel. Teachers will preview unfamiliar vocabulary for students and introduce the teaching point and guiding questions before reading begins. The block ends with students engaging in high-level discourse about what was read as it relates to the teaching point of the class. Potential whole-class novels include: 3rd grade: *Because of Winn Dixie, Charlie and the Chocolate Factory, Bunnicula, Frindle, The Year of the Book, Luz Sees the Light, Call me Maria, How Tia Lola Came to Stay* 4th Grade: *Bud, Not Buddy, Where the Mountain Meets the Moon, Return to Sender, Naji and the Mystery of the Dig, One Crazy Summer, I, Juan Pereja, The Dreamer* 5th Grade: *Esperanza Rising, Wonder, The House on Mango Street, American Born Chinese, Walk Two Moons, Island of the Blue Dolphins The Thing About Luck, Return to Sender*
Literacy Rotations (K-5) **<u>K-2</u>** Station 1: Guided Reading Station 2: Phonics Station 3: Lexia Core 5 (computer station) **<u>3-5</u>** Station 1: Guided Reading/Reading Comprehension Station 2: Phonics Station 3: Independent Reading	**Guided Reading:** Guided Reading is an opportunity for teachers to work with small groups of students to develop specific grade-level skills and habits. Groups are homogenous based on skills and habits and created using data from the STEP assessment. Teachers use Guided Reading to both model and coach students are they read from a common text that is above the students' reading lvel. Guided Reading typically begins with a teacher modeling a discrete skill during the mini-lesson, and then giving students opportunities to practice with a book that is one to two levels about the students' reading level. **Phonics (K-1)**: Our phonics instruction is driven by the Reading Mastery program, a research-proven phonics program used by many high-performing urban charter schools. Phonological and phonemic awareness is a basic component of teaching students to read. Using Reading Mastery, we explicitly teach students phonemic awareness through visual, auditory, and tactile cues. Students learn to identify letters, then phonemes associated with letters, and finally use phonics to read and write. Teachers introduce texts during phonics to give students opportunities to practice phonics skills in an authentic context. Students are dynamically grouped during their phonics study, based upon their guided reading groups. As students progress through the Reading Mastery program in grades 3-5 there is an increased focus on application of phonics skills using longer texts, as well as a shift towards vocabulary development and reading comprehension. **Independent Reading (3-5):** During independent reading time, students develop their fluency, comprehension and passion for reading through independent reading of books that are at their reading level and they have selected from the classroom library. Students are supported in choosing books at their STEP level to ensure

	an appropriate level of challenge. Students keep track of independent reading through the Accelerated Reading program which tracks books read, words read, and comprehension of text. **Lexia Core 5 (K-2):** Lexia Core 5 is an adaptive literacy program that students will use on the computer. It is proven to be highly effective with developing readers, especially ELL students. The program provides differentiated, personalized learning, and targets kill gaps as they emerge. It also provides teachers with data and student-specific resources they can use for individual or small-group instruction.
Cognitively Guided Instruction (CGI) (K-5)	We have a Cognitively Guided Instruction (CGI) block for 30 minutes a day that will be focused on providing students with ample opportunities to engage in solving word problems through an inquiry-based instructional approach. CGI helps students develop a conceptual understanding of numbers and number relationships. When students engage in CGI they are encouraged to use math manipulatives, make their thinking visible, explain their thought process, and understand that there is more than one way to solve a problem.[1] In *Academic Language in Diverse Classrooms*, Gottlieb and Ernst-Slavit cite the most up-to-date research on the types of mathematical instruction that has the most positive impact on students, specifically students identified as English Language Learners (ELLs).[2] • Supports ELLs' participation in mathematical discussions as they learn English • Draw on multiple resources available in classrooms (objects, drawings, graphs, and gestures) as well as home languages and experiences outside of school • Focus on students' mathematical reasoning, not accuracy in using language • Focus on mathematical practices not "language" as vocabulary, single words, grammar, or a list of definitions This research supports that CGI is an instructional approach that yields significant results for students and helps teachers better understand the process of teaching and learning at a conceptual rather than simply an algorithmic, procedural, or rote level of understanding. CGI story problem work will begin with addition and subtraction in Kindergarten and will progress in sophistication and complexity in first and second grades, until students are beginning to solve more complex CGI story problems involving multiplication and division in third through fifth grades.

[1] The CGI Approach is used by many high-performing urban charter schools including Uncommon Schools (4 NYC elementary schools scored in the top 5% of schools statewide in math in 2017), Neighborhood Charter School of Harlem (72% of NCSH 3rd-5th graders were proficient in math in 2017 compared to 21% in District and 42% in NYC), and Brooklyn Prospect Charter School (Outperformed the district and state on the 2017 math assessments). Additionally, three high-performing BES schools that use CGI are Nashville Classical (Scored in the 94th percentile in 2016 on the TerraNova math assessment), Purpose Prep (In 2016, K and 1 scored in the 98th and 97th percentile in math on the TerraNova assessment), and Vista College Prep (82% proficiency in last year's state assessment).

[2] Gottlieb, Margo H., and Gisela Ernst-Slavit. Academic Language in Diverse Classrooms: Mathematics, Grades K-2: Promoting Content and Language Earning. Corwin, 2013.

Math Workshop (K-5)	**Lower Academy (K-2):** Our mathematics curriculum will be based on the EngageNY Modules, which is fully aligned with the New York Next Generation Learning Standards and comes with resources to support educators in scaffolding instruction for ELL students. The Modules include all of the major skills and understandings that are critical for Kindergarten students to build a strong foundation for future success with mathematics. Topics for Kindergarten include numbers to 10, 2D and 3D shapes, weight and capacity, number pairs, addition and subtraction to 10, and counting to 100. In first grade, students will work with sums and differences, place value, ordering and comparing, shape identification, measurements, composition and decomposition of numbers. By second grade, students will continue to build on their understanding of place value, comparison of numbers, word problems, and they begin to build the foundation for multiplication and division. We will ensure that across grade levels students are being supported in their development of common mathematical practice as outlined by the Standards for Mathematical Practice.[3] We are committed to developing mathematicians that are flexible problem solvers, critical thinkers, and able to clearly and confidentially model and explain their thinking to others. **Upper Academy (3-5):** We will continue to use the EngageNY mathematics module as the foundation for our Upper Academy curriculum and students will continue to engage in daily, more complex CGI story problems. The third grade math scope and sequence includes multiplication and division, area and perimeter, data collection and display, and the foundation of fractions. In fourth grade, students begin learning multi-digit multiplication and division, fraction comparisons and ordering. By fifth grade, students will engage with operations with fractions, solving for volume and area, and begin solving more complex, multi-step problems. Math workshop will always be structured to provide students with ample opportunities for independent practice and support the use of Mathematical Practices.
Writer's Workshop (K-5)	Students begin in Kindergarten by practicing their letters and penmanship. They then begin the writing process by representing their stories using pictures, before moving to complete sentences. Kindergarten students progress into writing more complex stories, with a beginning, middle, and end. Students in first grade slowly progress from using pictures to express ideas and begin to write longer narrative and persuasive stories. Students in second grade continue to build on this complexity, progressing to write expository, narrative and persuasive essays. Students build upon their writing skills from K-5, and dive into writing more sophisticated narrative, persuasive, expository and descriptive essays starting in third grade. In line with our emphasis on literacy, we see it as imperative that all

[3] http://www.corestandards.org/Math/Practice/.

	students write every day. Writing Workshop will give students the opportunity to engage with mentor texts that will model what expert writing looks like. They will then move through the steps of the writing process with the guidance and support of their teacher until they publish a final writing piece at the end of the unit of study. In the Upper Academy, Students will continue to build on their writing from K-2 and write published pieces by moving through the writing process. Units of study will be based on genres of writing and instruction will be based on the writer's workshop model. Students in the Upper Academy will begin publishing their writing on computers using GoogleDocs, which will also allow for increased peer editing opportunities.
Science (K-5)	Our science program is a hands-on, experiment-based learning experience for students. In alignment with the Next Generation Science Standards adopted by NY State, our science instruction will be driven by implementation of the Full Option Science System (FOSS) curriculum. Kindergarten students explore topics such as energy, Earth's systems, and engineering design. First grade students explore heredity, the progression from molecules to organisms, and further build upon their knowledge of engineering design. Second grade students explore matter, the various components of ecosystems, and biological evolution. Our Science program promotes critical thinking and problem-solving skills and build students' curiosity about the world around them. The use of informational texts within our science instruction further develops our students' ability to comprehend and draw meaning from complex texts. Third grade students continue to explore the topics of forces, ecosystems, heredity and biological evolution, deepening their understanding from previous years of study. Fourth grade students study energy conversions and learn how to analyze and interpret data from maps to determine the patterns of Earth's features. Fifth grade students continue to deepen their understanding of cause and effect relationships and build skills in developing arguments and using evidence from experimentation in support of their positions. Throughout the entire trajectory of our science program, students become proficient at collecting, evaluating and communicating information to a variety of audiences, a critical skill that goes beyond just science class.
Integrated Arts (K-5)	Our Integrated Arts class exposes students to a wide variety of visual and performing art forms including drawing, painting, sculpting, dance, musical theater, and song. The class also supports the social-emotional development of our students by providing opportunities for collaboration, self-reflection, and goal-setting (i.e. working towards a performance). In addition to student participation in the arts, the course features video analysis, field trips to arts performances and museums across New York City, and study of art history over time. Our Integrated Arts program follows an internally

	created curriculum map and scope and sequence that outline areas of focus for each grade aligned to NYSLS. We are partnering with a local organization to create a K-5 performing arts curriculum that is based on the rich cultural backgrounds of our students and our greater community.[4] Our Performing Arts curriculum will explicitly reinforce our school motto, "With voice. With Confidence. With Purpose." Our students will become more comfortable and confident in their self-expression, develop public speaking and presentation skills, while celebrating their own cultures and the cultures of others.
Character & Fitness (K-5)	Physical Education class is aligned to the New York State Learning Standards for physical education and the curriculum map, scope and sequences, unit guides, lesson plans, and assessments are created internally. Fitness class at Brooklyn RISE is also going to be a time for explicit character education. Character is deeply intertwined with fitness and athletics, and is an ideal time to reinforce our RISE values of Resilience, Integrity, Scholarship, and Enthusiasm. Students will practice what these core values look like in practice when participating in cooperative games and competition, and teachers will consistently narrate these values and students' demonstration of them. We will use an internally created scope and sequence that will align specific games and athletics with a featured character value.
Cooperative Play (K-5)	At the end of each day, students are given 20 minutes of cooperative play. This time typically consists of blocks work or centers/games that reinforce academic skills and provide meaningful opportunities for students to engage with their peers, furthering their language development, and building important social skills and habits. A blocks program will be used for students in kindergarten and first grade, and is focused on developing a range of important academic and social-emotional skills. Research has shown that collaborative play with blocks develops problem-solving, imagination, self-expression, mathematical understanding, creativity, communication, and fine motor skills. We design our Blocks curriculum to align with Science and Social Studies NYSLS, giving students opportunities to engage with block play activities relevant to what they are learning in other content areas. Teachers closely observe student behavior during Blocks with specific attention to social-emotional skill building.

[4] The Sunset Park community has a high proportion of Hispanic, Chinese, and Arabic students. The community also has a history of European immigrants settling in the community, which includes the Italian and Finnish communities. We are working with the Brooklyn Arts Council's Folk Arts Director Christopher Mule to develop a curriculum that we can use with students at our school.

Curricular Resources	
Content Area	**Curricular Resources**
English Language Arts (ELA)	NYNGLS/Engage NY (Across ELA) Schoolwide Writer's Workshop (Writing) Achievement First and MATCH online curricular resources (Reading) STEP (Guided Reading) Reading Mastery[5] (Phonics) Whole Class Novels (starting in 3rd grade) Lexia Core 5[6] (Blended, individualized learning) Accelerated Reader[7] (Independent reading – starting in 2nd grade)
Math	Cognitively Guided Instruction[8] NYNGLS/Engage NY Achievement First and Uncommon curricular resources ST Math[9] Everyday Counts Calendar Math
Science	Full Option Science System (FOSS)[10] NYNGLS/Engage NY
Social Studies	NYS K-12 Social Studies Standards/Engage NY
Enrichment: Integrated Arts and Character & Fitness	K-5 internally created curriculum using support from the Brooklyn Arts Council and LEAP[11] NYSLS Art NYSLS Physical Education K-5 Internally created character building curriculum
Social-Emotional Development	Second STEP SEL Program[12] Social Thinking[13]
Intervention	ELLs: Ballard and Tighe[14] (English language development curriculum) SPED: Orton-Gillingham[15] (multi-sensory literacy program) Math – Pearson Investigations Math Intensive Intervention Program

[5] Reading Mastery program can be accessed at https://www.mheducation.com/prek-12/program/MKTSP-UQM08M02.html.
[6] https://www.lexialearning.com/products/core5
[7] https://www.renaissance.com/resources/product-brochures/accelerated-reader-360/
[8] Carpenter, Thomas, et.al. *Children's Mathematics: Cognitively Guided Instruction*. Portsmouth, NH, National Council of Mathematics, Inc.
[9] https://www.stmath.com/
[10] FOSS is research-based science curriculum that provides meaningful science education for elementary school students and prepares them for success in the 21st century. It provides hands-on activities and readings in science. http://www.fossweb.com.
[11] LEAP is a Brooklyn-based organization that develops art programs for schools serving ELL students.
[12] Second STEP is a research-based Social Emotional Learning Program used by Achievement First and MATCH Schools.
[13] Social Thinking is a social-emotional development program used at Neighborhood Charter School of Harlem, a high-performing urban charter school with a 15% autistic student population.
[14] https://ballard-tighe.com/instructional/newcomers/
[15] Orton-Gillingham is an intervention program used with SPED students at Uncommon Schools

Attachment 3a: Student and Teacher "Day in the Life"

Day in the Life of Kindergarten Student. It is 7:15am; Martin holds his mother's hand as he walks confidently and joyfully to school with his backpack on both shoulders. Inside is his book baggie with three books he brought home because he reads for at least 20 minutes each night independently or with a family member. He has his Life Work folder containing last night's completed reading, writing, and math work. Martin is greeted by Ms. Finnegan who has a big smile. "Good morning, Martin! Are you ready to RISE and shine?" Martin shakes her hand and looks her in the eyes, which he has learned is a way to show care and respect to others; he replies with a smile, "Ready to RISE and shine, Ms. Finnegan!" "Great, Martin, I can't wait to see all of the ways that you will grow your brain today." Martin walks to his classroom and one of his teachers, Ms. King, is standing at the doorway smiling. "Good morning, Martin!" and as Martin shakes her hand and looks her in the eyes he replies, "Good morning, Ms. King!" Martin continues into the classroom and finds his cubby neatly labeled with his name. He hangs up his backpack on his cubby hooks and unzips his backpack to take out his book baggy and Life Work folder before zipping his backpack closed. Martin puts his folder in the labeled bin on the reading table, where Ms. Rivera is sitting and checking all the work that is being handed into her. Martin walks to his table, the blue team, he takes a seat as his space with his neatly placed nametag. There is a breakfast baggie on top of his Breakfast of Champions folder. He looks up at the timer projected; it says 12:00 minutes and is counting down by seconds. Martin knows that means he has 12 minutes before 7:40am to eat his breakfast, talk quietly with his table mates, and get started on Breakfast of Champions work. When the timer goes off at 7:40am he knows the class will go silent with soft classical music so students have 10 silent minutes to finish breakfast, work on their Breakfast of Champions, and clean up before they begin Morning Meeting at 7:50am. Ms. King moves to the front of the room and stands still, scanning the room with her eyes. "Good morning, Columbia!" she says with a bright, joyful voice and a smile. "Good morning, Ms. King!" Martin and his class replies matching her bright smiling face. She puts up one finger and Martin stands up from his desk, two fingers and Martin quietly pushes in his chair, three fingers he turns to face the community meeting area. "Green, go. Blue, go. Orange, go. Purple, go." At 7:50am, once the class is sitting silently, crisscross, with hands in their laps, they begin Morning Meeting. Ms. King reads the morning message that has their sight words written in a different color than the rest of the message. Martin's class has been focused on their core value of Resilience; her message asks them to think about the ways in which they plan to show resilience today. Students turn and talk with their rug partner after they have had time to think and Martin sits knee-to-knee, elbow-to-elbow with Julissa. Martin shares that he wants to show Resilience during writing because he has been focused on writing all his letters neatly. They turn back and discuss their core value as a class and practice using the Habits of Discussion that Ms. King has been teaching them. At 8:10am, Ms. King leads Martin and the class in Calendar Math, which is one of his favorite times of the day because they get to talk about the days of the week and practice math skills. At 8:20am, Calendar Math is over and Martin knows by looking at the clearly posted classroom schedule that Read Aloud comes next. Today, Ms. King is reading *I Like Myself* by Karen Beaumont, a book about celebrating differences about ourselves and others; she tells the class that good readers ask and answer questions about the books they read and they are going to practice doing that today. Throughout the story, Ms. King pauses and has Martin and his

classmates turn and talk to one another about what is happening in the story and share connections they are making to the text. Ms. King calls on Martin to share his connection with the class; he says, “The little girl in the story likes a lot of things about herself and I like a lot of things about myself.” Ms. King prompts Martin, “Tell me more.” Martin takes a moment to think and his classmates show support by wiggling their fingers at him, a sign of love and support; he adds on to his answer, “Well, in the story the little girl likes her big teeth and I really like my big ears because they help me listen and learn.” Ms. King gives him a thumbs-up and says, “Martin made a great connection to our story and he made sure to answer in complete sentences. Everybody say, ‘Way to go, Martin!’” and the class responds with a cheerful “Way to go, Martin!” At 8:50am, the class transitions from the rug to the first of three 30-minute literacy rotations. Martin’s group works independently on class computers using Lexia Reading Core 5, a computer adaptive software program that helps him to strengthen his literacy skills by reinforcing phonics, phonemic awareness, decoding, sight words, and other components of early literacy. At 9:20am, the class transitions to the second literacy rotation. For the next 30 minutes, Ms. Rivera uses the Reading Mastery curriculum to build students’ phonics, phonemic awareness, blending and decoding skills. Watching Ms. Rivera point to a letter, the group repeats the sound the letter makes. At 10:00am, the class transitions to the third literacy rotation. Martin’s group heads to Ms. King at the guided reading table. Today they are continuing to identify the setting of a story. During reading, Martin has been working on making sure he uses his tracking finger to track the words in the text while they read it together. Martin knows that the setting of a story is where and when a story takes place and he enjoys the opportunity to practice figuring out the setting of their guided reading book using clues from the text to help him. After literacy rotations, it is time for lunch. Students eat lunch in the classroom and it is a time to go to the bathroom and talk in “restaurant level” voices. After lunch, bathroom, and a 20-minute recess break, Martin lines up with his class and gets back to the rest of the day’s learning. At 11:20am, Columbia Lions have their daily Science block. Martin is excited about starting their new science investigation. They are learning about seeds and flowers and today they are going to plant their bean seeds in soil and learn about what they need to do to help the seeds grow. During science, Martin works collaboratively with his lab group and they all wear lab coats like real scientists. At 12:10pm, it is time for the daily CGI and Math block. Before math begins, the class gets to do their math cheer. Today’s CGI block starts with a story word problem. The class talks through the problem together on the carpet before scholars are sent to their seats to work through the problem on their own. Martin uses his counting cubes to help him work through the problem. He records the strategy he uses in number sentences and visual modeling on his paper. Ms. Rivera and Ms. King circulate during worktime, checking in with Martin to make sure he is on the right track. Ms. King brings the class back together and they review the answer and strategies scholars used. Columbia’s CGI block is followed by math workshop. Today’s lesson is on pattern recognition and determining missing pieces of patterns. After math, it is time for enrichment. Today, Martin has Physical Education with Mr. Banks. Martin loves this class because he learns how to be a good teammate and gets to play games and do fun activities with his friends. When Martin gets back to class, he and his classmates head to the carpet for Writing. Ms. Rivera leads the class in writer’s workshop. They are doing a Mo Willem’s author’s study and have been reading Mo Willem’s books like writers to study the tools and strategies that he uses in his writing. Today, they are generating ideas for the stories they will write in the style of Mo Willem’s. After writing, it is time for

Cooperative Play. Martin is going to the puzzle station. It is fun because they use a timer like Ms. King does during the day and they can see how quickly they can put the puzzle together. Once they finish, they break up the puzzle and put it together again to see if they can beat their time. Once Cooperative Play is over, groups clean up and put away the materials. The day finishes with Closing Circle where students reflect on how they showed the RISE values of Resilience, Integrity, Scholarship, and Enthusiasm. They give shout-outs to each other; Martin packs up his backpack and waits for dismissal. **Day in the Life of a Kindergarten Teacher.** It is 6:45am as Ms. King walks from the subway to Brooklyn RISE. As she walks through the front door she is greeted by the Head of School and her fellow teachers as she walks to her classroom. Ms. King always leaves her classroom set up and ready to go the day before, so she comes in and drops off her things by her u-table and makes sure that everything is organized and ready for the day. Her co-teacher walks in and gives her a big smile and a warm greeting. He does a quick check to make sure all of the "toolboxes" on the tables have sharpened pencils and any other materials students need. Ms. King makes sure her computer is linked to the projector and the document camera is ready. At 7:05am, all teachers circle up. The Head of School, Ms. Finnegan, greets staff and runs through announcements. She mentions that her classroom walkthroughs and observations have revealed an improvement in the consistent use of the "what to do" cycle. She has been impressed with the "do it agains" that teachers have been using when three or more students have not followed direction the first time. One thing that she wants improved upon is the language teachers are using for narration. She reminds the staff of the importance of economy of language and using a quick-fire pace to ensure that you are narrating three to five students after each direction. After modeling for the staff, Ms. Finnegan instructs teachers to practice with their shoulder partner, and provide feedback to one another. As the group comes back together, Ms. Finnegan asks if anyone has staff shout-outs. Ms. Kin shouts out Mr. Lincoln for his increased use of turn and talk during the Read Aloud block. At 7:14am, the staff disperses to their morning posts before students arrive. During morning arrival, Ms. King is stationed at the doorway of her classroom. She has one foot inside the classroom and one foot outside, allowing her to monitor students walking down the hallway to ensure that they are walking on the designated lines, with their hands by their sides, silently to the classroom door. She can help Mr. Lincoln monitor the classroom as students are entering, dropping off their Life Work folders to Mr. Lincoln at the u-table, getting breakfast, and eating at their desks while working on Breakfast of Champions. Upon each student's arrival, Ms. King warmly greets her students and then sends them into the classroom to begin their morning routine. Mr. Lincoln is at the u-table checking Life Work completion and inputting data into the Dean's List information system. After breakfast, students transition to the rug for Morning Meeting. Students sit in a circle facing one another; there is a morning message on the easel prepared the night before. She made sure to highlight the sight words they have been practicing in a different color than the rest of the message and an opportunity to practice something they have been working on in reading. At 8:10am, Ms. King transitions from morning meeting to calendar math. Students sing the days of the week song and they discuss what day it was yesterday, what day it is today, and what day it will be tomorrow. At 8:20am it is time for read aloud. Mr. Lincoln is the lead teacher for read aloud, so he joins the class on the rug and has them switch into sitting in their assigned rug spots. Ms. King supports during the read aloud by narrating students showing great learning habits and listening in when students are doing turn and talks. At 8:50am students transition to their tables to get

into literacy rotations. Ms. King starts with the Mangoes at the Guided Reading table, her middle group of readers. Today they are making inferences when reading a story. Ms. King works with each of the three reading groups for 30 minutes each, stopping after the second rotation for a 10-minute snack and bathroom break. At the end of rotations it is time for recess. Students get 20 minutes of play time before lunch begins at 10:50am. After lunch, students have their daily science block at 11:20am. Ms. King is the lead science teacher. The focus question for science today is, "What in our world is made of paper and what properties make paper useful?" Students observe and compare the properties of 10 kinds of paper and go on a hunt for matching samples in the classroom. They will compare how well the papers fold and which has the best surface for writing. They test papers for absorption, then soak samples overnight. Ms. King is passionate about environmental science and is looking forward to tomorrow's science lesson when students will learn how to recycle paper by making new paper from old and crafting papier-mâché bowls. At 12:10pm, Mr. Lincoln leads the class in their Cognitively Guided Instruction (CGI) math block. He brings the students on the carpet for today's story problem. They have been working on laying the foundation for subtraction word problems. After talking through the problem as a group, Mr. Lincoln sends students to their desks to work through the problem with manipulatives. He circulates the room, crouching down and asking students to explain their thinking and work. Ms. King is also supporting by circulating and noting the different strategies that students are using. Mr. Lincoln and Ms. King praise the students for showing resilience and working through the problem using their math tools. During Math Workshop, Mr. Lincoln continues to lead teach the class through math instruction and Ms. King leaves for her prep. Today, she has a debrief and coaching session with Ms. Finnegan from an observation she had done late last week during literacy rotations. Ms. Finnegan compliments Ms. King on her progress toward consistently using a clear "what to do" cycle when giving directions in class. They then discuss a new goal for her – more purposeful scanning during guided reading instruction. Ms. Finnegan immediately moves Ms. King into practicing the skill and provides her with targeted feedback on what she needs to work on. She leaves the meeting with clear next steps. Ms. King heads to the teacher work room to grade student work and prep for tomorrow's lessons as her class is at their Performing Arts enrichment. When the class returns, Ms. King teaches writing workshop. Today they are in the generating ideas stage of the writing process. She explains that one way writers generate ideas for their writing is by thinking of their favorite people, places, and things. She references a read aloud they read during immersion, *Saturdays and Teacakes* by Lester Laminack, which shows that the author came up with the story idea by thinking of a favorite person, his grandmother. The class is going to practice generating story ideas by coming up with lists of their favorite people, that they could write stories about. Students then get cooperative play time. Ms. King pulls two students to her u-table who have been struggling with letter-sound recognition. She creates a game that they can play together to get extra practice. At the end of cooperative play, students gather back on the rug. They share with their partners the favorite part of their day; Ms. King selects a few students to share. Ms. King gives a few targeted shout-outs to students who have been working hard and exemplifying Resilience. Ms. King and Mr. Lincoln get the class packed up and students are picked up the classroom door for bus or afterschool. Mr. Lincoln is on bus duty, so he brings all the students out to the bus and makes sure they get settled safely on the bus. Ms. King stays in the classroom for family pick-up . She looks forward to these daily touchpoints with families. After dismissal , she uses her planning period to prepare for the next day.

Attachment 3b: Optional Curricular Materials

Item 1: Building a Culture of Error

EXAMPLE PHRASES FOR BUILDING A CULTURE OF ERROR	
Expect Error	• I'm really glad that you made that mistake. It's going to help me to help you." • "Wrong answers are really helpful because we learn from the mistakes we make." • "Which of these options do you think is my *favorite* wrong answer?" • (After students point out a teacher's mistake) "Oooooh, you all just caught the best mistake I ever made! This is great!" • "I suspect there's going to be some disagreement here." • After scanning the room to check which answers students picked, say excitedly, *"We have a lot of disagreement on this one!"*
Withhold the Answer	• "For the four options to this question, I don't want to begin by asking which one you think is right because I want to focus on the explanations that we have." • "I see several students picked answer choice X and that several others picked answer choice Y. How can I defend my answer whether I picked X or Y?" • "I heard some snaps and I heard some stomps. College discussion. Be ready to defend your answer."
Praise Risk-Taking	• "I love the fact that this is a hard question and that I see so many brave hands in the air. Thank you for taking a risk." • "People have debated this question for centuries. Who even knows if there's a right answer. What's important is that you're really grappling with it." • "This is a tough question. If you're struggling with it, that's a good sign. Now, who will be bold and start us off?" • "John has been brave enough to offer to share his work so that we can revise it because he made a mistake that a lot of made. Give him two claps for being brave and helping us learn. One, two!"

Item 2: Key Teacher Taxonomies

Key Instructional Techniques	
TAXONOMY	**CRITERIA FOR SUCCESS**
100%	• Teacher makes meeting expectations visible by giving observable directions. • Teacher uses radar to scan for students meeting expectations. • Teacher uses least invasive intervention to correct students not meeting expectations. • Teacher remains emotionally constant when addressing class or individual student • If consequence is necessary, teacher gives consequence without emotion, and immediately acknowledges when the student is back on track.
Strong Voice	• Teacher squares up and stands still when giving directions to signal importance. • Teacher only speaks when all student voices are silent and self-interrupts when necessary. • Teacher addresses class in formal register. • Teacher demonstrates economy of language by using as few words as possible to communicate directions.

	• Teacher exhibits quiet power by speaking slowly and quietly when seeking control of class.
What to Do	• Teacher provides specific, concrete, sequential and observable directions. • Teacher uses consistent language each time he/she expects the same behavior. • Teacher integrates a nonverbal gesture when giving the direction.
Positive Narration	• Teacher acknowledges 2-3 students meeting expectations within 30 seconds of giving clear directions (see What to Do). • Teacher removes emotion from narration (not "I like" but instead "I see").
Do It Again	• Teacher gives quick, on the spot feedback to improve student behavior, answer, etc. then has them repeat the action. • Teacher reinforces culture of high expectations by consistently having students repeat a routine, answer, etc. until it is perfected.
Cold Call	• Teacher routinely calls upon students who do not have their hands raised. • Teacher has set culture where all students think of answers to all questions. • Teacher utilizes wait time and after asking a question and allows for all students to develop an answer.
No Opt Out	• Teacher never accepts an answer of "I don't know" from a student. • Teacher utilizes other students in the class to help a struggling student. • Teacher consistently closes the loop by returning to the struggling student to ensure he/she now has the correct answer.
Precise Praise	• Teacher praises specific student actions, not student traits. • Teacher praises behavior or work that exceeds expectations. • Teacher provides praise for both behavioral and academic reasons.
Culture of Error	• Teacher normalizes mistakes by modeling them for students and giving students the opportunity to identify and correct teacher mistakes. • Teacher celebrates mistakes as an opportunity for the entire class to learn. • Teacher creates a "brush it off" and move forward attitude towards errors so that students can learn from mistakes and continue working.

Item 3: Habits of Discussion Scope and Sequence

HABITS OF DISCUSSION SCOPE & SEQUENCE[1]		
LEARNING TO LISTEN AND SHARE (K-1)		
Habit of Discussion	**Student Actions**	**Teacher Actions**
Listen and Talk in Turn	- Track the speaker - Hands down when someone is speaking - Do not interrupt	- Model hands down - Eye contact with nonverbals - Prompt students to give peers a chance to think/talk
Speak Audibly	- Students speak audibly	- "Loud and Proud" - "College Voice" - "With Confidence"

[1] Anchor charts of habits of discussion sentence stems will be posted in the classroom and will be built on when teachers notice students are using new sentence stems (ex. "I noticed Victor said X. This is a great way to respectfully disagree. Let's add it to our toolbox of habits of discussion."). This allows us to organically incorporate new learning and authentically recognize when students are applying new learning.

		- "With Voice" - "With Purpose"
Speak in Complete Sentences	- Restate question in response - No incomplete sentences	- Reminders for full sentence - Provide sentence starters - Nonverbal: fingers pursed together and then spread apart (like pulling invisible gum apart)
Interact Peer-to-Peer	- Look at every group member when giving answer, not just teacher	- Nonverbal prompts: fingers pointing to eyes and then to rest of group - "Tell the class" - "Tell him/her"
LEARNING TO BUILD (1-3)		
Habit of Discussion	**Student Actions**	**Teacher Actions**
Elaborate on Your Answer	- Students prompt students to elaborate on their answers ("Tell me more")	- Teacher prompts students to give more developed answer. - "Tell me more." - Teacher gestures for student to keep going
Build off Another Student's Answer	- Responses authentically build off what previous students have said - Comments are not made in isolation	- "Build off that." - "Tell me more about what _____ said." - "Can you tell me more about what _____ is thinking?" - Nonverbal: two fists building on each other
Evaluate the Responses of Others	- Thumbs up/side/down - "I agree with what you said because…" - "I somewhat agree with what you said but…" - "I disagree with what you said because…"	- Teach the stems of agree/disagree/somewhat disagree - "Do you agree…" - "Why do you think that?" - "What do you think? Do you agree?"
Peer Praise	- Praise each other for work or thinking	- "What did you like about John's answer?" - "Could someone offer some praise for that answer?"
Hint, Don't Tell (cue peers to help them in their response)	- Give a hint to another student to find answer without telling them - Prompt peer with connection to another text or learning experience	- "I want you to help your neighbor" - "Instead of telling the answer you could have given a hint like this…" - "Remember what we did during the read aloud this morning? How can you use that here?"
No Hands (have a discussion with hands being called on)	- Understand wait time, and know when to prompt peer in conversation.	- Teacher uses nonverbals only - Back away from group and encourage students to continue discussion without your input

	- Understand stepping up and stepping back in whole group discussion	
Lead (facilitate the conversation from start to finish)	- Stay focused on core question - Identify when sharing is straying from core questions and redirect as necessary	- No teacher action (just signs of watchful oversight) - Nonverbal signs of re-directing if discussion gets off task - "What is our core question? Are you answering that question?"
Come Prepared in Writing (use written response to aid discussion)	- Use written responses done during independent reading to guide discussion	- "As you were writing, I noticed that many of your wrote _____. What were you thinking?"

SAMPLE HABITS OF DISCUSSION PROMPTS
What in the text made you think that?
Why do you think that?
Can you clarify what you mean by that?
Tell me more.
Why is that important?

Item 4: Guided Reading Template

Guided Reading Lesson Plan Template

Teacher: Date: Day of the Week: Group:		
Working to Achieve STEP/F & P Level:	Text Title:	Text Pages:
9, 10, 11	*The Magic Finger*	7-15

Chapter X	
STEP Bottom Lines (Highlight all that apply)	
STEP 9: Reading stamina – holding characters and subplots together over time STEP 10: Overall meaning, connecting different parts/chapters to build overall understanding STEP 11: Subtlety and flexibility, attention to figurative language, genre, text structure, and self-monitoring of comprehension	
Pre-Reading Introduction (2 minutes) Provide scholars with context that will enable them to solve any problems that the story presents.	
Vocabulary/difficult words to preview: ● Cross – very angry	**Lesson Focus**: ● Today we are starting a new book called *The Magic Finger* by Roald Dahl. This story is about a little girl about your age that has something that she calls a "magic finger."

	● Just from the description I have given you and from looking at the front page do you think this book is fiction or non-fiction? (*Fiction)*
	● Let's go even deeper. Do you think this book is realistic fiction or unrealistic fiction? Why do you think that? (*Unrealistic fiction because I see on the front cover that there are people with wings flying in the air.*)
	● This book is a silly story about a very serious subject, hunting. Has anyone ever gone hunting before? Well hunting is when people go out and use guns to shoot animals. Many people eat the animals that they kill but others do not. We are going to read in this story about how the little girl feels about hunting and what that makes her do.
	● While you are reading these first few pages you have a couple very important jobs to do.
	  ● 1. Notice who the narrator is. Also think about HOW the person is narrating the story.
	  ● 2. While you are reading think about the things that the narrator says and tells us and use that to think about what kind of person the narrator is.
	  ● 3. Figure out what the problem in the story is!
	● You are reading to page 15. In your books it says "stop" where you are supposed to stop for the day!

When scholars are done: When you are finished, begin working on your post reading packets.	
Post-Reading Discussion (15 minutes) ● Conduct a comprehension discussion to summarize what was read and discuss student questions. ● Ask factual, critical thinking, and inference questions ● Prompt students to discuss and to support answers with information from the text	
Summary: *Tell me about the story; pretend I've never read the story and you're going to tell me about it.* This story is told by an 8 year old girl who has a "magic finger." She explains that she lives next to a family called the Greggs. The Greggs have two children, both of them boys. Their names are Philip and William. The Gregg family likes to hunt and the girl does not like this at all. She noticed that they were coming home from hunting one day and it made her so angry that before she was able to stop herself she pointed her magic finger at them. She goes on to explain that she has done this before, once to her teacher. **Student Questions and Concerns**: *What were you confused about or wondering about in this part of the book?*	
If they don't get, they won't get: ● What is the important inference or concept that students need to understand? ● Did they mention this in the retell?	
If they don't get that the narrator uses her magic finger when she gets mad they wont get why she doesn't have control over it.	

Factual and Concepts of Comprehension Questions:	**Notes on student comprehension:**
● Who is the narrator in this story? (*The narrator is an 8-year-old girl who has a "magic finger." She lives next door to the Gregg family.* ● How does the magic finger work? (*When the girl gets angry, she points it at people, a flash of electricity comes out and the person changes.)* ● What happened when the girl used the magic finger on her teacher (*She got angry because the teacher said she was stupid, she turned the teacher into a cat with whiskers and a tail.)* ● Who is the main character so far? (*The main character is the narrator.)* **Inference Questions & Think Aloud:** ● What did you notice about the way the girl narrated the story? (*I noticed that it was like she was having a conversation while she is narrating, especially in the beginning when she is interrupted and says 'what?')* ● How would you describe the narrator? What kind of person is she? What did you notice about the things she says that lead you to that conclusion? (*She is a very passionate and caring person, very determined to stand up for what she thinks is right based on how she feels about hunting.*) ● Why doesn't the girl want to put the magic finger on the Gregg family? (*They are her friends, she is afraid she might hurt them*.) ● Why does the girl eventually put the magic finger on the Greggs? What does that tell you about her and how she feels? (*She puts it on them because she is so angry about being ignored that she cannot help it or control it, she feels so upset about them hunting that she cannot stop herself.)* **Thinking Questions & Think Aloud:** ● Make a prediction. The girl just turned her magic finger loose on the Gregg family. What is going to happen to them? (*Student preference)* ● What is the problem in this text? How do you predict that the problem is going to be solved? (*The problem is that the girl put the magic finger on the Greggs.)*	● What strategies are students using to make meaning of the text? ● What were the main misunderstandings?

Item 4: Cognitively Guided Instruction - Mathematics

CGI: Problem-Solving Situations		
Joining Problems		
Join: Result Unknown (JRU)	**Join: Change Unknown (JCU)**	**Join: Start Unknown (JSU)**
♦ Grandmother had 5 strawberries. Grandfather gave her 8 more strawberries. How many strawberries does Grandmother have now? 5 + 8 = □	♥ Grandmother had 5 strawberries. Grandfather gave her some more. Then Grandmother had 13 strawberries. How many strawberries did Grandfather give Grandmother? 5 + □ = 13	♠ Grandmother had some strawberries, Grandfather gave her 8 more. Then she had 13 strawberries. How many strawberries did Grandmother have before Grandfather gave her any? □ + 8 = 13
Separating Problems		
Separate: Result Unknown (SRU)	**Separate: Change Unknown (SCU)**	**Separate: Start Unknown (SSU)**
♦ Grandfather had 13 strawberries. He gave 5 strawberries to Grandmother. How many strawberries does Grandfather have left? 13 - 5 = □	♥,Grandfather had 13 strawberries. He gave some to Grandmother. Now he has 5 strawberries left. How many strawberries did Grandfather give Grandmother? 13 - □ = 5	♠ Grandfather had some strawberries. He gave 5 to Grandmother. Now he has 8 strawberries left. How many strawberries did Grandfather have before he gave any to Grandmother □ - 5 = 8
Part-Part-Whole Problems		
Part-Part-Whole: Whole Unknown (PPW:WU)	**Part-Part-Whole: Part Unknown (PPW:PU)**	
♦ Grandmother has 5 big strawberries and 8 small strawberries. How many strawberries does Grandmother have altogether? 5 + 8 = □	♥,Grandmother has 13 strawberries. Five are big and the rest are small. How many small strawberries does Grandmother have? 13 - 5 = □ or 5 + □ = 13	
Compare Problems		
Comp. Difference Unknown	**Comp. Quantity Unknown**	**Comp. Referent Unknown**
♦♥,Grandfather has 8 strawberries. Grandmother has 5 strawberries. How many more berries does Grandfather have than Grandmother? 8 - 5 = □ or 5 + □ = 8	♠ Grandmother has 5 strawberries. Grandfather has 3 more strawberries than Grandmother. How many strawberries does Grandfather have? 5 + 3 = □	♠ Grandfather has 8 strawberries. He has 3 more strawberries than Grandmother. How many strawberries does Grandmother have? 8- 3 = □ or □ + 3 = 8
Multiplication & Division Problems		
Multiplication	**Measurement Division**	**Partitive Division**
♦ Grandmother has 4 piles of strawberries. There are 3 strawberries in each pile. How many strawberries does Grandmother have? 4 x 3 = □	♦ Grandmother had 12 strawberries. She gave them to some children. She gave each child 3 strawberries. How many children were given strawberries? 12 ÷3 = □	♦♥,Grandfather has 12 strawberries. He wants to give them to 3 children. If he gives the same number of strawberries to each child, how many strawberries will each child get? 12 ÷ 3 = □

CGI: Problem Type Sequence in the Kindergarten Classroom

September	**JRU (1-10)**					
October		**SRU (1-10)**				
November	**JRU, PPW (1-20)**					
December	Sums of 10	Sums of 10				
January	Doubles	Doubles	**M** (groups of 10)			
February	Sums of 10	Sums of 10	Groups of 10	**DM** (Groups of 10)		
March	Doubles	Doubles	Groups of 10 Facts	Groups of 10	**C** (10,18)	
April	(10-20)	(10-20)	Groups of 10 facts	Groups of 10	(20, 23)	**PPW-PU JCU** (sums of 10)
May						

Item 5: Morning Message Example

Dear NYU,

Are you ready for a marvelous Monday? I am **so** excited for today because we are continuing to work **on** our first letter sounds **in** reading. Let's practice some together now!

Write the missing letter for the words below:

___pple

___alloon

___an

___ook

___et

___all

Great job! Now you are ready to have a great day ☺

Love,

Ms. King

Item 6: ELA Lesson Plan Template with SIOP Features (to support ELLs)

Date:	**Grade/Subject:**
Unit Goal:	
Standard(s):	
Content Objective(s):	
Language Objective(s):	
Assessment:	
Key Points:	
Key Vocabulary	**Materials**

SIOP FEATURES

Preparation	**Scaffolding**	**Group Options**
☐Adaptation of content	☐Modeling	☐ Whole class
☐Links to background	☐Guided practice	☐ Small groups
☐Links to past learning	☐Independent practice	☐Partners
☐Strategies incorporated	☐Comprehensible input	☐Independent
Integration of Processes	**Application**	**Assessment**
☐Reading	☐Hands-on	☐Individual
☐Writing	☐Meaningful	☐ Group
☐Speaking	☐Linked to objectives	☐Written
☐Listening	☐Promotes engagement	☐Oral

HOOK and OPENING

- Engage scholars and capture their interest.
- Introduce objective using charts, poems, hand movements, images, or props.
- Provide an explanation of objective.
- Connect to material from a prior lesson.

MODELING (I DO)

- Keep in mind the objective as you complete the lesson-what do you want all scholars to be able to do at the end of the lesson?
- Model the objective, completing a think aloud as you do so.

CHECK FOR UNDERSTANDING

- Complete a check for understanding of the objective.
- Ask scholars, “What did you notice that I did during the think aloud?”

GUIDED PRACTICE (WE DO)

- Keep in mind the objective as you complete the lesson-what do you want ALL scholars to be able to do at the end of lesson?
- Integrate interactive ways for scholars to practice the objective.
- Think about the common misunderstandings with the skill and provide opportunities for mistakes and corrections.
- Complete a check for understanding of the objective.

INDEPENDENT PRACTICE (YOU DO)
● Provide opportunities for the scholars to practice the same activity that was put through modeling and guided practice. ● Monitor student work, moving first to students who struggle.
CLOSING
● Review what we learned (revisit objective), and share out.

Item 7: SIOP/SEI Guide for Instructional Planning to support ELLs

Making Content Comprehensible for English Language Learners—SIOP Model SHELTERED INSTRUCTION— for Academic Achievement

Key Components – Teaching language and content effectively:

1. **Preparation:**
   - Clearly define content objectives
     - ✓ Write on the board
     - ✓ State orally
   - Clearly define language objectives
     - ✓ Write on the board
     - ✓ State orally
   - Choose content concepts for age appropriateness and "fit" with educational background of students
   - Use supplementary materials to make lessons clear and meaningful
   - Adapt content to all levels of student proficiency—use graphic organizers, study guides, taped texts, jigsaw reading…
   - Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities—surveys, letter writing, making models, plays, games…

2. **Building Background:**
   - Explicitly link concepts to students' background experience
   - Make clear links between students' past learning and new concepts
   - Emphasize key vocabulary

3. **Comprehensible Input:**
   - Speak appropriately to accommodate students' proficiency level
   - Clearly explain academic tasks
   - Use a variety of techniques to make content concepts clear--modeling, hands-on materials, visuals, demos, gestures, film clips…

4. **Strategies:**
   - Provide ample opportunities for students to use strategies--GIST, SQP2R, Reciprocal Teaching, mnemonics, 12 minute research paper, 2 column notes, repeated readings, …
   - Consistently use scaffolding techniques throughout lesson --think-alouds, paraphrasing, partnering…
   - Employ a variety of question types—use Question Cube, Thinking Cube, Bloom's Taxonomy…

5. **Interaction:**
   - Provide frequent opportunities for interaction and discussion—Supplies much needed "oral rehearsal"
   - Group students to support language and content objectives—use at least 2 different structures during a lesson--pairs, triads, teams, varied by language proficiency or interest
   - Consistently afford sufficient wait time—let other students write down answers while waiting for one student to respond
   - Give ample opportunities for clarification for concepts in L_1—use bilingual paraprofessionals, native language materials, notes by students…

6. **Practice/Application:**
   - Supply lots of hands-on materials
   - Provide activities for students to apply content/language knowledge— discussing and doing make abstract concepts concrete; allow students to work in partners before working alone
   - Integrate all language skills into each lesson--listening, speaking, reading, writing

7. **Lesson Delivery:**
   - Clearly support content objectives—objectives apparent throughout lesson; no "bird-walks"
   - Clearly support language objectives—students given ample opportunities to "show off" their language capabilities in speaking, reading, writing
   - Engage students 90-100% of the lesson—less "teacher talk", no "down-time", students are actively working in whole groups, small groups, individually…
   - Appropriately pace the lesson to students' ability level

8. **Review/Assessment:**
   - Provide comprehensive review of key vocabulary—teach, review, assess, teach…; use word study books, Content Word Wall, …
   - Supply comprehensive review of key content concepts—review content directly related to objectives throughout lesson; use graphic organizers as review
   - Regularly give feedback to students on their output--clarify, discuss, correct responses
   - Conduct assessment of student comprehension and learning—use a variety of quick reviews: thumbs up-down, numbered wheels, small dry erase boards; include student self-assessment…

Source taken from: "Making Content Comprehensible for English Language Learners", Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, Michigan 2002

Attachment 3c: Exit Standards

5th Grade Exit Standards
English Language Arts
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Mathematics
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. 5.NBT.3 Read, write, and compare decimals

to thousandths. 5.NBT.4 Use place value understanding to round decimals to any place. 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.) 5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. 5.NF.3 Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 5.NF.5 Interpret multiplication as scaling. 5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
Science
5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances the total amount of matter is conserved. 5-PS1-3. Make observations and measurements to identify materials based on their properties. 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances. 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. 5-ESS1-1. Support an argument that differences in the apparent brightness of the Sun compared to other stars is due to their relative distances from Earth. 5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. 5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment.

Attachment 4: Student Discipline Policy

We believe students learn best in calm, safe, and structured classroom environments, and we base our discipline system on the Responsive Classroom approach to discipline.[1] Our primary goals of discipline are to: (a) Establish a calm, orderly, and safe environment for learning; (b) Help children develop self-control and self-discipline; (c) Teach children to be responsible, contributing members in their communities; and (d) Promote respectful, kind, and healthy teacher-student and student-student interactions. Our approach to discipline is based on giving students clear expectations for behavior and actively teaching and supporting students in meeting and exceeding them. When children violate a community norm, teachers use respectful strategies to stop the misbehavior and restore positive behavior as quickly as possible so that children can continue to learn, and the teacher can continue to teach. Our K-5 Responsive Classroom model will emphasize the development of a strong community at the school level and agency at the individual student level. Our staff will build authentic relationships with each of our students, key for our students feeling cared for and respected. Our students will know that every teacher cares about them and has their best interests at heart. When students do not abide by clearly defined expectations, they will receive a consequence and a follow-up conversation. Consequences allow students to reflect on behavior, learn to self-regulate, and take accountability for their actions. Teachers and staff will receive extensive training and support around our behavior management systems. The Dean of Culture(s) will provide continued PD throughout the year based on observed areas of challenge across the school, within small groups of teachers, and for specific individuals that need more support in classroom management. **Classroom Management System**. We have a progressive behavior management system based on the Assertive Discipline[2] system put forth by Lee Canter such that teachers follow a specific progression: they (1) give clear, concise directions, (2) immediately scan and positively narrate students, (3) give out non-verbal, emotionally constant reminders, and (4) issue calm, concise, logical consequences when students are not meeting expectations. In alignment with Positive Framing technique outlined in *Teach Like a Champion*, teachers will be trained to communicate reminders, corrections, and consequences in a way that assumes the best. Teachers receive comprehensive PD and opportunities to practice our management system during Summer Orientation. Feedback on behavior will be communicated to families daily through our Lifework folders. We will also send home weekly behavior reports aligned with our RISE values. Student behavior will be analyzed daily by teachers, the Dean(s) of Culture and Head of School. Data on student behavior will be used to identify PD needs. Students who demonstrate consistent behavior struggles will be individually observed and provided with additional supports with accordance to our Response to Intervention (RtI) system. **Calm Down Corner**. All classrooms will have a Calm Down Corner space, a quiet area of the classroom equipped with soothing materials to help a student de-escalate when upset. These sacred classroom spaces provide an area where students can go to briefly get away from the frustrating task or overstimulating activity. The Calm Down Corner keeps students in the classroom and promotes self-calming strategies. It is a positive place that rewards students for keeping their emotions in control and using strategies to calm themselves so that they can return to learning as soon as possible. **Classroom Community Apologies**. Aligned

[1] https://www.responsiveclassroom.org/sites/default/files/RISintro_0.pdf.
[2] Canter, Lee. *"Assertive Discipline"* Bloomington, IN: Solution Tree Press, 2010.

with our belief in responsive classrooms and restorative justice, we explicitly teach students behavioral expectations and we support all students in meeting and exceeding those expectations. To support these beliefs, we use community apologies so that students garner classroom community support and restore themselves to their communities. Community apologies take place whenever a student action has had a severe negative impact on the classroom community (e.g. vandalism, fighting, disrespect, etc.). In addition to serving as a logical and appropriate consequence given the behavioral infraction, the student will write and present a community apology, with the support of the Dean of Culture, and within a supportive and caring context. The apology will take place during Morning Meeting or Closing Circle and will culminate with the student being warmly welcomed back to the classroom community by classmates. **Individual Supports (Tier 2 & 3)**. On a weekly basis, the Leadership Team will examine behavioral data and identify trends. These trends will influence schoolwide PD sessions, targeted behavior management supports for specific teachers, and/or the development of additional supports for specific students. If a student continues to demonstrate behavioral challenges, s/he will progress up the RtI pyramid and begin to receive targeted Tier 2 and Tier 3 support. For students who need additional supports, teachers will collaborate with the Student Supports Team to develop a plan of action. Together, the team will determine targeted supports to help the student be more successful in the classroom. We will use the FAIR Behavior Intervention Plan system outlined in *The Behavior Code*[3] and based on developing a Functional Hypothesis that thoughtfully proposes a *why* for student behavior, determining Accommodations that will support the student's behavioral needs, using specific Interaction Strategies that allow the FAIR plan to be successful, and identifying proactive Response Strategies that can be used if student behaviors escalate. **Disciplinary Action**. If a student does not respond to Tier 2 and 3 interventions, further disciplinary action will be taken. If a teacher has used all possible, reasonable strategies and there has not been a change in behavior, the student will be removed from class, meet with the Head of School (Dean of Culture after Y1), and next steps will be decided. The school will emphasize logical consequences centered on students learning from mistakes and moving forward. For more egregious offenses (e.g. harassment, threats, fighting, etc.) or a lack of response to targeted supports, a student may be assigned to In Class Reflection or Out of School suspension. Families will be notified via a phone call on the day of the infraction or the day the final decision is made by the Head of School. Students will have a conference with the Head of School (Dean of Culture after Y1) to discuss the incident and provide rationale for the consequence. Aligned with our belief in restorative justice and responsive classroom practices, the behavior conference will include time for reflection on how student actions impacted the school community, and what the scholar can do differently in the future. If a student is assigned to In Class Reflection, s/he will receive regular class instruction, but will be placed into the alternate classroom of that grade so they are separated from their classroom community until they have done the necessary reflection and created an action plan to restore themselves to their own classroom community. Students who receive an Out of School suspension will receive all their make-up work, and will receive alternative instruction from a teacher on our Student Supports team. Students will receive on hour of alternative instruction per each day of suspension. At this level of infraction, a conference with the family will also take

[3] Minahan, Jessica. *"The Behavior Code"* Cambridge, MA: Harvard Education Press, 2016.

place. If a student has shown no change in behavior due to Tier 2 and Tier 3 interventions, as implemented through our RtI system, the family conference will be used as a time to discuss a possible referral for Special Education testing. *(All info below is adapted from NYC Charter School Center Guide on Student Discipline Policies.[4])* **Short-Term Suspension**. A short-term suspension is a suspension equal to or fewer than 10 school days. When a short-term suspension is given, we will provide the student and parent with oral and/or written notice with an explanation of the behaviors that led to the consequence. Parents have a right to an informal hearing during which a school staff member explains the reason for the suspension. The student can use this opportunity to deny the charge, at which time, the school staff member must share evidence for the school's decision regarding the behavior. We intend for all informal hearings to occur prior to the suspension, unless the student poses a threat to students or to the learning environment. If this is the case, the student is granted an opportunity for the informal conference as soon as possible. The Executive Director must attend all informal hearings. **Checklist for Short-Term Suspension.** The school will provide written and/or oral notification of short-term suspension including: Number of days**;** Behavior that led to the suspension; Informal hearing with Head of School and student/parent; both have opportunity to share their version of the incident and provide proof or explanation. **Long-Term Suspension/Expulsion**. A long-term suspension is a suspension longer than 10 school days. We will provide the student and parents with written notice, including the behaviors that led to the consequence. The written notice will include information about the suspension including instructions regarding how to schedule a hearing, if the student or parent chooses to do so, including their right to secure counsel, confront, and cross examine witnesses, and call his or her own witnesses to verify his/her version of the incident. A record of the hearing will be maintained, and the hearing officer's decision is appealable to the Board of Trustees and then to the authorizer, pursuant to Education Law Section 2855(4). **Checklist for Long-Term Suspension.** Written notification of long-term suspension including: Number of days; Behavior that led to the suspension; Information on how the student/parent can appeal; Formal hearing with the Head of School and student/parent; student is allowed counsel and the opportunity to confront and cross examine witnesses to verify his/her version of the incident; Hearing Officer is an impartial figure, selected by the Head of School; If available, the Board Chair; if the Board Chair is not available, the Vice Board Chair; Hearing records must be documented and saved by the school. **Expulsion.** Behavioral infractions that can lead to expulsion include: Possessing a dangerous or illegal weapon or anything intended to be used as a weapon including, but not limited to, a knife or gun; Possessing a controlled substance including, but not limited to, illegal drugs or alcohol; Repeated suspensions; Assault (i.e. threatening assault, hitting, kicking, punching, slapping, pushing) against fellow students or members of the school community; Theft or destruction (attempted or actual) of personal or school property, including arson. **Long-term Suspension and Expulsion Procedures and Appeal Process.** In the case of long-term suspension or expulsion, we will follow a set of procedures that comply with all applicable laws: The student is immediately removed from class/school as needed; The student is informed of the charges against him/her as well as the evidence of those charges; Where applicable, the student has the opportunity to explain his/her version of events; The Head of School immediately notifies a guardian of the child in person or on the phone and

[4] *Student Discipline Policies for New York City Charter Schools*. New York City Charter School Center, www.nyccharterschools.org/sites/default/files/resources/Discipline%20Guide%20Final_training.pdf.

sends written confirmation by personal delivery or express mail within 24 hours of the decision, and sets a date for a formal hearing and notifies guardians in writing of the date, time, and place of the hearing, as well as: a) charges against the student; b) summary of the supporting evidence; c) their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses. The Head of School will preside at the hearing and decide the student's status and issues a written decision, sent to the student's guardians, the Board of Trustees, and put in the student's permanent file. If the Head of School finds that long-term suspension or expulsion is indicated, the guardians may appeal this decision to the Board of Trustees within 10 days of the decision to suspend or expel; such appeal is heard at the discretion of the Chair; in such cases the guardians are again notified in writing of the of the date, time, and place of the hearing, as well as: charges against the student: summary of supporting evidence; their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses. **Alternative Instruction.** We will provide alternative instruction in accordance with NY's compulsory education law when students are removed from school. All suspended students are eligible for alternative instruction for one-hour per day for K-6 students. To arrange instruction, the school will reach out to the parent with proposed dates, times, and locations; the parent is required to follow-up to confirm. **Free Gun Act.** We adhere to the Gun-Free Schools Act, requiring a student determined to have brought a firearm to school, or possessed a firearm at school, to be suspended for no less than one year. The school and/or Board of Trustees may modify such suspension requirement on a case-by-case basis. **Check List for Gun-Free Schools Act.** If a student brings a firearm (firearm is defined in 18 U.S.C. § 921(a)) to school, the student will receive a suspension for at least one full calendar year if it is determined. Students receive a due process hearing. **Students with Disabilities.** We will provide "methods and strategies for serving students with disabilities in compliance with all federal laws and regulations relating thereto."[5] We expect all students, including those with disabilities, to follow our school culture expectations and code of conduct, with the understanding that violations will cause the school to respond with relevant discipline procedures. We will adhere to all federal policies and regulations regarding students with disabilities as noted in Education Law §2854(1)(b) and IDEA, and will discipline students with behavior plans in accordance with those plans. **Suspension Policies for Students with Disabilities.** If the student is being suspended for less than or equal to 10 consecutive or cumulative days, the student is subject to the same due process requirements as short-term suspension (see above). If, however, a student with a disability is receiving a suspension for longer than 10 cumulative days throughout the school year, Brooklyn RISE Charter School must make a determination as to whether a pattern of removal exists constituting a change of placement. If we determine that there is a pattern of removal, a Manifestation Determination Review is required. As the Local Education Agency (LEA) for special education students in charter schools, NYC DOE must send a representative from the Committee of Special Education (CSE) to get involved and review the situation. **Policies Against Harassment, Bullying, and Discrimination.** We will create a safe space for all students and will abide by the NY Dignity for All Students Act (DASA). This includes cyberbullying. To create and maintain a safe and supportive school community, we will: Engage the local Youth Officers at Precinct 48 to host anti-bullying sessions; Support students who show respect to one another; Explicitly share with

[5] Education Law §2851(2)(s).

students during Student Orientation our definitions and examples of harassment, bullying, and discrimination and express the seriousness of these behaviors and our policies for responding to these behaviors; Explicitly share with families during Family Orientation our definitions and examples of harassment, bullying, and discrimination and express the seriousness of these behaviors and our policies for responding to these behaviors; Create an anonymous way for students to report harassment, bullying, and discrimination. **Definition of Harassment, Bullying, and Discrimination.** "'Harassment' and 'Bullying'" are the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts of discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions."[6] **Response to Harassment, Bullying, and Discrimination.** If harassment, bullying, or discrimination are reported to any teacher, we will respond accordingly: All relevant info will be passed to the School Culture Manager who will investigate and inform all students and their parents that they are part of a case regarding harassment, bullying, and/or discrimination; Once the investigation is complete, the Manager will assign a consequence to the student(s) accused of the harassment, bullying, and/or discrimination; The consequence will depend on the behavior and is at the discretion of the Manager and Head of School; If the consequence is to exceed a 5-day suspension, the Head of School must be informed and give consent; If the consequence is to exceed a 10-day suspension, the Head of School must be informed, give consent, and share with the Board of Trustees; The accused student(s) may not return to school until they have had a parent conference with the Manager and written and presented a formal apology to the student they wronged; The incident will be documented and, if requested, shared with the local Police Precinct. **Student/Parent Harassment, Bullying, and/or Discrimination Report.** We encourage any student or parent to report harassment, bullying, and/or discrimination their child is facing at school using these guidelines: (1) Report the incident to the School Culture Manager. (a) Include details of incident (name of students, location, time, behaviors). (2) The Manager will document info and save it in school files. (3) The Manager will investigate and be in contact with the reporting parent within 5 school days with next steps. **Harassment, Bullying, and/or Discrimination Retaliation Policy.** We will not tolerate retaliation in response to a student who has filed a harassment, bullying and/or discrimination report. "Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposition discrimination is strictly prohibited."[7] Retaliation will lead to additional consequence determined by the School Culture Manager and Head of School.

[6] *Dignity for All Students Act Policy*. www.mamkschools.org/uploaded/District_Files/0000-0999/0116_DASA_policy.pdf. Accessed 5 Feb. 2018.
[7] *Policy on Harassment, Bullying, Discrimination, and Hate Crimes*. www.eastlongmeadowma.gov/DocumentCenter/View/1185. Accessed 5 Feb 2018.

Attachment 4a: Sample Weekly Student Schedule

MONDAY-THURSDAY SCHEDULE, LOWER ACADEMY (K-2)							
NYU (K)		**CUNY Hunter (K)**		**Columbia (1)**		**SUNY Binghamton (1)**	
7:00-7:15	Teacher Planning/Prep Time	7:00-7:15	Teacher Planning/Prep Time	7:00-7:15	Teacher Planning/Prep Time	7:00-7:15	Teacher Planning/Prep Time
7:15-7:50	Arrival	7:15-7:50	Arrival	7:15-7:50	Arrival	7:15-7:50	Arrival
7:15-7:50	Breakfast/Breakfast of Champions	7:15-7:50	Breakfast/Breakfast of Champions	7:15-7:50	Breakfast/Breakfast of Champions	7:15-7:50	Breakfast/Breakfast of Champions
7:50-8:10	Morning Meeting	7:50-8:10	Morning Meeting	7:50-8:10	Morning Meeting	7:50-8:10	Morning Meeting
8:10-8:20	Calendar Math	8:10-8:20	Calendar Math	8:10-8:20	Calendar Math	8:10-8:20	Calendar Math
8:20-8:50	Read Aloud	8:20-8:50	Read Aloud	8:20-8:50	Read Aloud	8:20-8:50	Read Aloud
8:50-9:20	Literacy Rotation 1	8:50-9:20	Literacy Rotation 1	8:50-9:20	Literacy Rotation 1	8:50-9:20	Literacy Rotation 1
9:20-9:50	Literacy Rotation 2	9:20-9:50	Literacy Rotation 2	9:20-9:50	Literacy Rotation 2	9:20-9:50	Literacy Rotation 2
9:50-10:00	AM Snack/Bathroom	9:50-10:00	AM Snack/Bathroom	9:50-10:00	AM Snack/Bathroom	9:50-10:00	AM Snack/Bathroom
10:00-10:30	Literacy Rotation 3	10:00-10:30	Literacy Rotation 3	10:00-10:30	Literacy Rotation 3	10:00-10:30	Literacy Rotation 3
10:30-10:50	Recess	10:30-10:50	Recess	10:30-11:20	Science	10:30-11:20	Science
10:50-11:20	Lunch	10:50-11:20	Lunch	11:20-11:50	Lunch	11:20-11:50	Lunch
11:20-12:10	Science	11:20-12:10	Science	11:50-12:10	Recess	11:50-12:10	Recess
12:10-12:40	CGI	12:10-12:40	CGI	12:10-12:40	CGI	12:10-12:40	CGI
12:40-1:40	Math Workshop	12:40-1:40	Math Workshop	12:40-1:40	Math Workshop	12:40-1:40	Math Workshop
1:40-2:30	Enrichment	1:40-2:30	Writer's Workshop	1:40-2:30	Enrichment	1:40-2:30	Writer's Workshop
2:30-3:20	Writer's Workshop	2:30-3:20	Enrichment	2:30-3:20	Writer's Workshop	2:30-3:20	Enrichment
3:20-3:40	Cooperative Play	3:20-3:40	Cooperative Play	3:20-3:40	Cooperative Play	3:20-3:40	Cooperative Play
3:40-3:50	Closing Circle	3:40-3:50	Closing Circle	3:40-3:50	Closing Circle	3:40-3:50	Closing Circle
3:50-4:00	Pack Up/Dismissal	3:50-4:00	Pack Up/Dismissal	3:50-4:00	Pack Up/Dismissal	3:50-4:00	Pack Up/Dismissal
4:00-5:00	Teacher Planning/Prep Time	4:00-5:00	Teacher Planning/Prep Time	4:00-5:00	Teacher Planning/Prep Time	4:00-5:00	Teacher Planning/Prep Time

FRIDAY ABBREVIATED SCHEDULE K-2	
ALL COHORTS	
7:15-7:50	Arrival
7:15-7:50	Breakfast/ Breakfast of Champions
7:50-8:30	RISE Rally
8:30-9:00	Read Aloud
9:00-9:30	Literacy Rotation 1
9:30-10:00	Literacy Rotation 2
10:00-10:10	Snack/Bathroom
10:10-10:40	Literacy Rotation 3
10:40-11:20	Writer's Workshop
11:20-11:50	Lunch
11:50-12:40	Calendar Math/CGI
12:40-1:40	Math Workshop
1:40-1:55	Closing Circle
1:55-2:00	Pack-Up/Dismissal
2:00-2:30	Teacher Planning/Prep
2:30-4:30	Whole Staff PD

TOTAL NUMBER OF INSTRUCTIONAL MINUTES IN LOWER ACADEMY (K-2)			
SUBJECT	**DAILY MINUTES (M-TH)**	**DAILY MINUTES (FRI)**	**WEEKLY MINUTES (M-F)**
Literacy	200	175	975
Mathematics	115	90	550
Science/ Social Studies	50	0	200
Total Instructional Minutes	365	265	1725

MONDAY-THURSDAY SCHEDULE, UPPER ACADEMY (3-5)					
Brooklyn College (3)		**Colby College (4)**		**Yale (5)**	
7:00-7:15	Teacher Planning/Prep Time	7:00-7:15	Teacher Planning/Prep Time	7:00-7:15	Teacher Planning/Prep Time
7:15-7:50	Arrival	7:15-7:50	Arrival	7:15-7:50	Arrival
7:15-7:50	Breakfast/Breakfast of Champions	7:15-7:50	Breakfast/Breakfast of Champions	7:15-7:50	Breakfast/Breakfast of Champions
7:50-8:10	Morning Meeting	7:50-8:10	Morning Meeting	7:50-8:10	Morning Meeting
8:10-8:40	Vocabulary/Word Study	8:10-8:40	Vocabulary/Word Study	8:10-8:30	Vocabulary/Word Study
8:30-9:30	Reading Comprehension/Guided Reading	8:20-8:50	Reading Comprehension/Guided Reading	8:20-8:50	Reading Comprehension/Guided Reading
9:30-10:00	Independent Reading and Accelerated Reader	9:30-10:00	Independent Reading and Accelerated Reader	9:30-10:00	Independent Reading and Accelerated Reader
10:00-10:10	Snack/Bathroom Break	10:00-10:10	Snack/Bathroom Break	10:00-10:10	Snack/Bathroom Break
10:10 - 11:00	Enrichment (PE/Performing Arts/Art)	10:10 -11:00	Science/Informational Text	10:10 - 11:00	Enrichment (PE/Performing Arts/Art)
11:00-11:50	Science/Informational Text	11:00-11:50	Enrichment (PE/Performing Arts/Art)	11:00-11:50	Science/Informational Text
11:50-12:20	Lunch	11:50-12:20	Lunch	11:50-12:20	Lunch

12:20-12:40	Recess	12:20-12:40	Recess	12:20-12:40	Recess
12:40-1:20	CGI	12:40-1:20	CGI	12:40-1:20	CGI
1:20-2:20	Math Workshop	1:20-2:20	Math Workshop	1:20-2:20	Math Workshop
2:20-3:10	Writer's Workshop/Grammar	2:20-3:10	Writer's Workshop/Grammar	2:20-3:10	Writer's Workshop/Grammar
3:10-3:30	Cooperative Play	3:10-3:30	Cooperative Play	3:10-3:30	Cooperative Play
3:30-3:50	Closing Circle	3:30-3:50	Closing Circle	3:30-3:50	Closing Circle
3:50-4:00	Pack Up/Dismissal	3:50-4:00	Pack Up/Dismissal	3:50-4:00	Pack Up/Dismissal
4:00-5:00	Teacher Planning/Prep Time	4:00-5:00	Teacher Planning/Prep Time	4:00-5:00	Teacher Planning/Prep Time

FRIDAY ABBREVIATED SCHEDULE 3-5	
ALL COHORTS	
7:15-7:50	Arrival
7:15-7:50	Breakfast/Breakfast of Champions
7:50-8:30	RISE Rally
8:30-9:00	Close Reading
9:00-10:00	Reading Comprehension/Guided Reading
10:00-10:10	Snack/Bathroom
10:10-10:40	Weekly Assessment
10:40-11:30	Writer's Workshop
11:30-12:00	Lunch
12:00-12:40	CGI
12:40-1:40	Math Workshop
1:40-1:55	Closing Circle
1:55-2:00	Pack-Up/Dismissal
2:00-2:30	Teacher Planning/Prep
2:30-4:30	Whole Staff Professional Development

Figure 6.09: TOTAL NUMBER OF INSTRUCTIONAL MINUTES IN UPPER ACADEMY (3-5)			
SUBJECT	**DAILY MINUTES (M-TH)**	**DAILY MINUTES (FRI)**	**WEEKLY MINUTES (M-F)**
Literacy	215	130	990
Mathematics	100	100	500
Science/Informational Text	50	0	200
Total Instructional Minutes	365	230	1690

Attachment 4b: Sample Weekly Teacher Schedule

SAMPLE TEACHER SCHEDULE LOWER ACADEMY (K-2)			
TIME	**BLOCK**	**ROLE/DUTY**	**CATEGORY**
7:00	Teachers Arrive	All teachers arrive at school by 7:00am	DUTY
7:05-7:15	Teacher Arrival and Morning Staff Huddle	Announcements and practice drills	DUTY
7:15-7:50	Assist with Arrival	Check Life Work and/or monitor breakfast	DUTY
7:50-8:10	Morning Meeting	Lead a whole class Morning Meeting and discussion in the classroom community meeting area	TEACH
8:10-8:20	Calendar Math	Lead class in Daily Calendar Math routines	TEACH
8:20-8:50	Read Aloud	Monitor and narrate student behavior; prepare classroom and materials	TEACH
8:50-9:20	Literacy Rotation 1	Facilitate Guided Reading or Phonics	TEACH
9:20-9:50	Literacy Rotation 2	Facilitate Guided Reading or Phonics	TEACH
9:50-10:00	AM Snack/Bathroom	Monitor and narrate student behavior	DUTY
10:00-10:30	Literacy Rotation 2	Facilitate Guided Reading or Phonics	TEACH
10:30-10:50	Recess	Recess duty 2 days/week off 2 days/week	PLANNING
10:50-11:20	Lunch	Lunch duty 2 days/week off 3 days/week	DUTY
11:20-12:10	Science	Lead teach	PLANNING
12:10-12:40	CGI	Facilitate daily CGI problem of day and discussion	TEACH
12:40-1:40	Math Workshop	Lead teach	TEACH
1:40-2:30	Enrichment	Teacher planning time	PLANNING
2:30-3:20	Writer's Workshop	Teacher planning time (coaching meeting once/week)	PLANNING
3:20-3:40	Cooperative Play	Prepare folders to go home; monitor students in group activities	TEACH
3:40-3:50	Closing Circle	Lead or support Closing Circle and whole class discussion	TEACH
3:50-4:00	Pack Up/Dismissal	Monitor daily dismissal post	DUTY
4:00-5:00	Teacher Planning/Prep Time	One grade level meeting/week, one content meeting/week; 2 days of teacher work/prep time	PLANNING

BREAKDOWN OF DAILY TEACHING SCHEDULE	
Teaching minutes	270
Duty minutes	100
Planning minutes	230
Total work minutes	**600**

SAMPLE UPPER ACADEMY (3-5) TEACHERS SCHEDULE			
TIME	**BLOCK**	**ROLE/DUTY**	**CATEGORY**
7:00-7:05	Teacher Arrival	All teachers must arrive by 7:00am	DUTY
7:05-7:15	Morning Staff Huddle	Listen to announcements and participate in practice drills	DUTY
7:15-7:50	Arrival and Breakfast	Threshold at classroom door and monitor student behavior in classroom during breakfast (teacher in residence grades Life Work)	DUTY
7:50-8:10	Morning Meeting	Lead the class in morning meeting in the community meeting area	TEACH
8:10-8:40	Vocabulary/Word Study	Lead teach the class in vocabulary instruction	TEACH
8:40-9:40	Reading Comprehension/Guided Reading	Lead teach the class in reading comprehension and/or pull small groups for guided reading (push in support from Teacher in Residence)	TEACH
9:40-10:10	Independent Reading and Accelerated Reader	Conference with students individually about their independent reading books	TEACH
10:10-10:20	Snack/Bathroom Break	Distribute snack and dismiss students for bathroom breaks	DUTY
10:20-11:10	Enrichment	Teacher planning time (coaching meeting once per week)	PLAN
11:10-12:00	Science	Lead teach science	TEACH
12:00-12:30	Lunch	Teacher planning time	PLAN
12:30-12:50	Recess	Teacher planning time	PLAN
12:50-1:20	CGI	Facilitate daily CGI problem and discussion	TEACH
1:20-2:20	Math Workshop	Lead teach	TEACH
2:20-3:10	Writer's Workshop	Lead teach and conference with individual students	TEACH
3:10-3:30	Cooperative Play	Prepare nightly Life Work folders and lead students in small group activity	TEACH
3:30-3:50	Closing Circle	Bring students onto the rug and conduct closing circle	TEACH
3:50-4:00	Pack up/Dismissal	Monitor daily post assignment	DUTY
4:00-5:00	Teacher Planning Time	Participate in one grade level and one content meeting each week; 2 days of teacher discretionary work time	PLAN

BREAKDOWN OF DAILY TEACHING SCHEDULE	
Teaching minutes	370
Duty minutes	70
Planning minutes	160
Total work minutes	**600**

Attachment 4c: Proposed First Year Calendar

2019-2020 Academic Calendar

July 2019

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional Days: 0
PD Days: 3

August 2019

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 5
PD Days: 17

September 2019

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Instructional Days: 20
PD Days: 0

October 2019

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Instructional Days: 22
PD Days: 1

November 2019

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Instructional Days: 17
PD Days: 1

December 2019

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days: 14
PD Days: 1

January 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days: 19
PD Days: 1

February 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Instructional Days: 14
PD Days: 1

March 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days: 21
PD Days: 1

April 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Instructional Days: 15
PD Days: 1

May 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 20
PD Days: 0

June 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Instructional Days: 19
PD Days: 3

Total Instructional Days: 186
Total PD Days: 30

Key:

- Home Visits
- Vacation/Holiday
- Professional Development
- STEP Assessment Window Begins
- Data Day
- Student Orientation
- First and Last Day for Students
- Family Orientation Days
- Math Interim Assessments
- NWEA-MAP Assessment
- Family Night
- Family Conferencecs
- End of Trimester

Important Dates:

Home Visits with new Families	May-July
Staff Summer PD	July 29- August 23
Family Orientation August	August 17 & 18
Student Orientation	August 26 & 27
First Full Day for Students	August 26
Labor Day	September 2
NWEA Fall Assessment (Reading&Math)	September 5 & 6
Back to School to Night	September 18
STEP Window #2	Sept 30 - Oct 11
Math IA #1	October 9
Data Day #1 - NO SCHOOL	October 14
Family Literacy Night	October 23
Family Pot Luck	November 19
Thanksgiving Break	November 20-22
Full Day Professional Development	November 25
STEP Window #3	Nov 26 - Dec 5
Math IA #2	December 4
End of Trimester #1	December 5
Data Day #2 - NO SCHOOL	December 6
Family Conferences	December 12-13
Family Winter Performance	December 20
Winter Break	Dec 23 - Jan 2
Full Day Professional Development	January 3
NWEA Winter Assessment (Reading&Math)	January 16 & 17
MLK Day	January 20
Family Numeracy Night	January 22
STEP Window #4	Jan 27 - Feb 6
Math IA #3	February 5
Data Day #3 - NO SCHOOL	February 7
Family Science Night	February 12
February Recess	February 17-21
STEP Window #5	March 16-26
Family Game Night	March 18
Math IA #4	March 25
End of Trimester #2	March 26
Data Day #4 - NO SCHOOL	March 27
Family Conferences	April 2-3
Spring Recess	April 10-17
Full Day Professional Development	April 20
Family Picnic	April 25
Family Block Party	April 16
Memorial Day	May 25
STEP Window #6	May 26-June 4
Math IA #5	May 3
Data Day #5 - NO SCHOOL	June 5
NWEA Spring Assessment (Reading&Math)	June 11 & 12
End of Trimester #3	June 12
Family Conferences	June 18 & 19
Last Day of School for Students	June 26
All Staff End of Year Professional Dev.	June 29 & 30

Table 1: Applicant Group Additions and Deletions

Last updated: 08/11/2018

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI? No

Changes to Applicant Group Information

	Name/Phone/ Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

(No response)

Attachment 5b: By-laws

Please see below the proposed By-laws for Brooklyn RISE Academy Charter School.

ARTICLE I

Name, Location, Mission, and Objectives

Section 1: The name of the organization is Brooklyn RISE Charter School (hereinafter "The Corporation").

Section 2: The purpose for which the Corporation is organized is to establish and operate a Charter 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 of 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 seven (7) Trustees and no more than fifteen (15) Trustees. All Trustees shall have identical rights and responsibilities. The Head of School will be an advisory, non-voting member of the Board (*ex-officio*).

Section 2: Board members 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 3: 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.

Section 4: 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. 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.

Section 8: 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 higher 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 Conduct, 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 disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at 388 Bridge St., 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 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.

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 Open Meetings Law and Article 7 of the Public Officers Law 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 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 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.
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 the school 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 may be composed of Trustees or community members, or both. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating committee, known as the Governance Committee. 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. 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, 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.

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 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 three (3) 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 Corporate Grants

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

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 constructed 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 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

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, an education Corporation 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.

_____, Secretary Date: _____

Attachment 5c: Code of Ethics

Brooklyn RISE Charter School Code of Ethics

The Board of Trustees (the "Board") and senior staff of Brooklyn RISE Charter School ("Brooklyn RISE") must: conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Brooklyn RISE; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the Brooklyn RISE Board has adopted the following procedures to govern Brooklyn RISE decision-making processes. Moreover, Board members, experts, advisors, and Brooklyn RISE staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial decisions whenever a grievance of conflict of interest is lodged against them.
- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officer, and employees will exercise the highest degree of care not to disclose confidential information, including but not limited to: o Student records
    - Financial information
    - Personnel records
    - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
    - Theft or inappropriate removal or possession of property
    - Falsification of documents
    - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
    - Use of tobacco or tobacco products on school grounds
    - Insubordination or other disrespectful conduct
    - Violation of safety or health rules

Conflict of Interest Procedures and Definitions

1. Board members shall disclose to the Board their interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the

provision of services. The disclosure of an Interest may be made orally or in writing. A Board member has an Interest if the Board member or, to the Board member's knowledge, the Board member's family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner or senior position with, any entity or person with which Brooklyn RISE is considering a transaction. Unless the Board requests their presences, Board members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board members vote on transactions in which they have a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board members to disclose close friendships with (a) any person with whom Brooklyn RISE is considering a transaction and (b) any person who has a significant position in an entity with which Brooklyn RISE is considering a transaction.

2. Brooklyn RISE staff (including, but not limited to, the Head of School or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Head of School if there is any real or presumed conflict of interest. Unless it is determined that there is not a conflict of interest, the staff member shall recuse herself or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board member who has knowledge that he/she has an Interest in a transaction being considered by Brooklyn RISE below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Brooklyn RISE is considering a transaction, and (b) any person who has a significant position in an entity with which Brooklyn RISE is considering a transaction.

3. No Board member or staff member shall accept or solicit payments for expense(s) associated with Brooklyn RISE-related travel, meals, or other professional activity from actual or potential suppliers of Brooklyn RISE. No Board member or staff member shall receive or solicit a gratuitous payment or article of monetary values worth $75 or more from actual or potential suppliers of services or good for Brooklyn RISE, except (a) gifts presented to Brooklyn RISE where the recipient is representing Brooklyn RISE and thereafter presents the gift to Brooklyn RISE, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Brooklyn RISE duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Brooklyn RISE, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Brooklyn RISE.

4. Additional Conflict of Interest Provisions for all Trustees, Officers, and Employees

    a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal

Law §§ 800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers, and employees shall comply with such laws.

b. No trustee, officer or employee shall:

   i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

   ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;

   iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

c. Trustees, officers, and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.

d. Any officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of a set forth in the officially record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment or association with the school.

Attachment 8a: Hiring and Personnel Policies and Procedures

Hiring Practices. ***Employment Checks.*** To ensure that all staff members at Brooklyn RISE Charter School ("Brooklyn RISE") are of the highest quality, we will conduct extensive checks of employment references, educational verification, and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment. ***Equal Opportunity Employment.*** Brooklyn RISE is an Equal Employment Opportunity (EEO) employer, and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by law. In compliance with Title IX of the Education Amendments of 1972, 20 USC §1641 and 34 CFR § 106.9, all employment decisions at Brooklyn RISE are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant. ***Employment Classifications.*** All employees of Brooklyn RISE will be classified as either full-time or part-time, and either exempt or non-exempt. We may also hire consultants and/or temporary employees.

- Full-Time Employees: Full time employees are those who are scheduled to work the full-academic year and who work no fewer than 40 hours per week. All full-time employees are eligible to participate in the school's benefits program.
- Part-Time Employees: Part time employees are those who work fewer than 30 hours per week. Part-time employees are not eligible to participate in the school's benefits program.
- Exempt: Brooklyn RISE will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay.
- Non-exempt: Brooklyn RISE will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as non- exempt are eligible to receive overtime pay.
- Consultant: Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status, and are not eligible for benefits.
- Temporary Employee: Temporary employees are those employees whose employment with the School is for a limited period, generally not exceeding two academic quarters, or five months, whichever is greater. Temporary employees are not entitled to participate in the School's benefits program.

Employment at Will. An employee's relationship with Brooklyn RISE is an employment "at will." Employees of the School are considered "at will," and therefore either the employee or the School may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy, the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board of Trustees to oversee school policies and operations. However, no person other than the Head of School has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing. ***Criminal Background Checks****.* As a condition of employment, Brooklyn RISE requires all applicants be fingerprinted and pass a criminal background check. Any volunteer or consultant working in the school will be subjects to the same criminal and fingerprint background check, including parent volunteers who spend a significant amount of time in the

building around scholars. In compliance with the New York State Charter School Act and federal and state laws and regulations, no employee will be exempt from criminal background checks or fingerprinting.

Schedules and Compensation ***Work Day.*** All Brooklyn RISE employees are expected to work as many hours each day as needed to contribute fully to the fulfillment of the school's mission. Unless otherwise agreed upon with the Head of School, all staff must arrive at school at least fifteen (15) minutes prior to the start of Arrival, to ensure participation in our Morning Staff Huddle. Staff has sixty (60) minutes after student dismissal for planning time and meetings. If there is an event scheduled during the evening or the weekend, in which case staff may need to stay later. ***Pay Schedule.*** Employees will be paid semi-monthly, with paychecks issued on the 15th and last day of each month. All requisite contributions to benefits will be split evenly between these two paychecks. There are twenty-four (24) pay periods every year. ***Holidays and Vacation Time.*** With the exception of personal days, which are described in more detail below, and school holidays, teachers do not receive vacation time. Teachers engage in extensive summer development prior to the start of the school year (in 2018, the start date for summer professional development is July 30). Administrators and staff work year-round and will receive two weeks of paid vacation during the summer. In general, Brooklyn RISE observes all New York City Public Schools paid holidays during the year, however these dates are subject to approval by the Board of Trustees through approval of the Brooklyn RISE Annual Calendar. ***School Closings.*** Brooklyn RISE follows the same school-closing policy as the New York City School District. Therefore, if NYCDOE makes an announcement regarding the delay of opening, closing, or early dismissal of scholars, Brooklyn RISE will adhere to those same decisions. Instructional time that is lost as a result may be made up by adding an equal number of days to what was scheduled to the end of the school year. This decision will be made by the Head of School. ***Performance Review and Evaluation****.* We believe that to constantly improve as a school, staff members of Brooklyn RISE must continuously reflect upon and work to progress their craft. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development. Performance reviews may take place any number of times during the year, and may be in the form of a scheduled meeting or more informal talks during the school day. Performance reviews may be utilized as tools to improve employee performance regarding management expectations. Performance evaluations will take place in a formal setting, and will be scheduled in advance. Evaluation will be based on the Charlotte Danielson Framework for teaching. Teachers will be evaluated on the Danielson Framework at least twice per year, once mid-year (typically in January) and once end-of-year (typically in May). Performance evaluations may be used to determine professional development opportunities, contract renewals, contract terminations, or resolution of other contractually related terms and/or conditions. Performance evaluations will always be delivered in written form and be prepared by the immediate supervisor of the employee. When appropriate, the Head of School will also be involved in the preparation of performance evaluations. Employees will have five (5) business days to reply to a written evaluation. A meeting with the supervisor and the Head of School shall be scheduled within the next five (5) business days. Either party may request the presence of other individuals at this meeting to provide relevant information directly related to any contractual terms and/or conditions at hand. Once this meeting takes place, a written response shall be prepared by the Head of School within five (5) business days and shall be immediately delivered to the employee

and the direct supervisor of the employee. If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period, the Board Chair of the Brooklyn RISE Charter School Board of Trustees schedules a meeting of the full Board, or sub-committee of the Board, to hear this case. The Board of Trustees, through the Board Chair, shall hear this case within a reasonable period. Either party may request the presence of other individuals at this meeting to provide relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten (10) days to deliberate this case. All decisions of the Board of Trustees shall be final.

Benefits. We want all employees of Brooklyn RISE to be happy and healthy. To that end we offer a competitive, comprehensive benefits package. ***Health Insurance.*** We will provide our staff with a competitive health benefits package. We reserve the right to amend or terminate this program or to increase employer premium contributions. ***Dental Insurance.*** The Head of School may select a dental insurance plan that the School may offer. ***Life Insurance.*** The Head of School may select a life insurance policy that the School may offer. ***Disability Insurance.*** Brooklyn RISE carries short-term disability insurance. Such insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file the appropriate reports and forms with the Head of School. The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies. ***Retirement and 403B.*** Upon determination by the Board of Trustees, Brooklyn RISE will develop a matching program for a 403B. The goal of the program is to encourage staff to consider a well-designed financial plan that will provide financial security and ensures that personal financial goals are met. Eligible employee contributions to a 403B will be matched up to 3% per year. The Manager of Operations in year one and the Director of Operations moving forward, will authorize the matching from school funds and is responsible for the administration, interpretation and approval for this program. Employees are eligible for the program if they are an active full-time or part-time employee, and if they agree to participate in the program. There will also be ongoing support from our selected back-office provider. ***Domestic Partner Policy.*** Brooklyn RISE offers domestic partner health coverage along with individual and family plans. The cost of this plan is the same as the family plan. ***Workers' Compensation Policy.*** All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries. ***Unemployment Compensation.*** Brooklyn RISE contributes to the Unemployment Compensation Plan administers by the State of New York. ***Continued Education Assistance.*** Because we expect that every staff member will work to constantly improve their own professional capacity, employees are encouraged to seek professional development opportunities outside of those offered internally. We have reserved funding to send members of the Leadership team and other members of the teaching staff to conferences and professional development opportunities.[1] We believe in the continued growth of our staff, and want to support these efforts in whatever way possible.

Time Away from Work. Every individual employee has been hired to positively contribute to Brooklyn RISE. We operate a small school, with a small staff, which makes attendance of every staff member every day that much more important. That being said, we recognize that there are times throughout the year when employees must miss work. ***Sick/Personal Days.*** Every full-time

[1] We set aside $500 per staff member. Refer to Attachment 9 for our complete budget.

employee is entitled to six (6) paid sick/personal days per school year. If an employee is not able to report to work because of a sickness, or sickness to someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will contact the Head of School with as much advance notice as possible, and by 6:00am on the day of the absence, allowing enough time for the Head of School to find a substitute teacher or temporary help. Sick/personal days will not roll over from year to year. ***Jury Duty.*** All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Head of School immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 work days) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty. ***Bereavement Policy.*** Full-time employees are entitled to take up to three (3) consecutive days off, with pay, to attend to a family death. Employees may be granted additional time without pay or may use unused sick/personal days for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent, or grandchild. ***Military Leave.*** The Unified Services Employment and Re-Employment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary. ***Family Care, Maternity, and Adoption Leaves of Absence.*** Brooklyn RISE complies with the federal Family and Medical Leave Act (FMLA). Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to an unpaid leave of absence for family care, maternity, or adoption. An employee may apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence also may be used to care for a newborn or newly adopted child as maternity leave, paternity leave, and adoption leave. Family care leaves of absence may be authorized for up to ten (10) weeks. An employee may apply for a maternity leave of absence due to pregnancy or childbirth. A maternity leave of absence may consist of two types of leave: (1) a disability leave of absence, (for the employee's period of actual disability), and (2) a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to ten (10) weeks. If the employee is disabled due to pregnancy for longer than ten (10) weeks, the employee may continue to qualify for disability leave. The family care portion of a maternity leave must be concluded within the twelve (12) month period following the date of the child's birth. An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may be authorized for up to ten (10) weeks. The adoption leave of absence must be concluded within twelve (12) months following the date of the adoption or placement. ***Returns from Leave.*** If an employee returns to work at or before the scheduled expiration of a leave of absence and within ten (10) weeks, he or she is entitled to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve (12) month period, then the employee's job will be held for a total of ninety (90) days. The ninety (90) day period will include all leave time used in connections with all family care leave taken during the previous twelve (12) months, not just the leave time used in connection with the

current leave. If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned.

Staff Conduct with Scholars. No staff member, or other adult, should be alone with any student, regardless of age, or gender, behind a closed door or in any other isolated situation. When a situation arises that calls for a staff member to be alone with a student, it is the staff member's responsibility to move to an open location or seat him/herself and the student where they are completely visible to passersby. No staff member may employ any current scholars in their home or business in a paid or unpaid capacity. Overnight stays by scholars in staff homes is strictly prohibited. Staff may not have scholars visit their home unless they have written permission from the Head of School. Faculty and staff members are not allowed to transport scholars in their personal vehicles without written authorization from parent/guardian, proof of insurance, and approval from the Head of School. Scholars are expected to arrange for their own transportation, unless provided for by the school campus via an authorized transportation vendor or rental car agency. In circumstances where a student is in physical danger, staff should consult the Head of School, Board Chair, or the police prior to transporting a student in a personal vehicle. Staff should not be on-line friends (or the equivalent) with scholars at the school on social networking sites, including but not limited to, Facebook until the scholars have graduated from high school. Staff should also have profiles that are kept private from current scholars to the greatest extent possible. Staff should treat all scholars equally without regard to race, religion, color, gender, national origin, sexual orientation, or disability. Staff should not engage in any inappropriate or sustained, physical contact with scholars. Staff members are expected to file an incident report each time an incident occurs. Incidents include, but are not limited to: injuries to scholars, any incident involving the police, and inappropriate behavior by parents or guardians. Violation of these policies regarding conduct with scholars could result in dismissal.

Workplace Safety and Environment. ***Email and Internet.*** The School's email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees who use these systems for personal communication are subject to the terms of this policy. The School reserves the right to review all email messages and Internet transaction, and users of the School's systems have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download, or print pornographic or sexually explicit materials, derogatory, racial, or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including termination. ***Telephone Policy.*** All teachers have their own telephone at the school and their own voicemail account. These phones are intended for school business only. Staff must return all phone calls within two business days of receiving them. Classroom phones or cell phones should never be answered during class time and ringers should be off. Outgoing phone calls should not be placed during class unless they are emergencies or requests to the office for immediate assistance. ***Drug and Alcohol Policy****.* Brooklyn RISE prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any School activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge. ***Use of Tobacco.*** Employees may not use any tobacco products on school grounds, anywhere off of school grounds that is visible from school grounds,

or anywhere that it could be reasonably expected to encounter scholars during the school day. Any violations of this policy may result in disciplinary action. ***Dress Code.*** Teachers are expected to maintain the highest degree of professionalism throughout the workday. Business attire is expected for all employees every day. Teachers should follow the student dress code requirements of skirt length being to the knee to maintain professionalism. ***Moral and Ethical Expectations.*** Every employee must carry themselves as a role model for scholars at all time. All employees of Brooklyn RISE are expected to behave in a consistently moral and ethical manner. ***Personal Property****.* Teachers may bring their own property to school for use in their classroom or desk. The school is not responsible for any property lost or stolen during or outside of school hours. ***Equipment and Facility Responsibilities.*** Staff will be responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks and teacher guides, laptops, and any other equipment that may be assigned to them or their classroom as well as the room's general appearance and upkeep. Staff should not leave their rooms unattended when scholars are present except in an emergency. Storage closets should never be left open. Staff should not allow scholars near staff desks or computers. Staff may be charged for anything damaged or missing because of their negligence in security matters. During non-working hours, all facilities will be equipped with a security system and alarm. Police are automatically called when the alarm trips. The number of staff members who have access codes for the security system is limited. Staff needing to enter the building during non-school hours should coordinate their arrival/departure with a staff member who can set and disarm the security access code if that person causes false alarms. ***Record Retention.*** All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Head of School or Director of Operations. ***Outside Employment.*** Helping scholars achieve their full academic potential, and working to help the school realize its mission will take a significant investment of time from every staff member. To that end, employment outside of the School is strongly discouraged. Any outside employment that an employee does decide to pursue must not conflict in any way with staff responsibility within the School. Employees may not conduct outside work or use school property, equipment or facilities in connection with outside work while on school time. ***Family Educational Rights and Privacy Act****.* The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars over eighteen (18) years of age certain rights with respect to the student's education records. The Model Notification of Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation. ***Change of Personal Data.*** It is the responsibility of the employee to notify the Director of Operations or the Head of School of any change(s) in personal data that may have an impact on future employment verification. ***Dispute Resolution.*** It is the policy of Brooklyn RISE to treat employees in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the School. Therefore, the School has established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as possible. A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will

not be subject to discrimination or retaliation or be panelized in any way for their use of these procedures. Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Head of School where both employees are present. The resolution of the Head of School shall be considered final. The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and Brooklyn RISE.

1) If an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor to resolve the issue.
2) If a resolution has not been reached through the discussion, the employee should present the written material to the Head of School within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.
3) The Head of School will respond to both parties within two (2) business days of receiving the complaint.
4) If the complaint cannot be resolved by the Head of School, or if the complaint involves the Head of School, the employee may present the complaint to the Board of Trustees. The Board of Trustees will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Board of Trustees are final.
5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
6) At their own expense, employees may seek outside guidance to articulate a complaint as clearly as possible.

Harassment Policy. Brooklyn RISE expressly prohibits any form of unlawful harassment based on race, color, religion, sex, national origin, age, disability, military status, or any other status protected by federal, state, or local law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes. Sexual harassment is considered to be:

1) Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
- Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
- Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment,

2) Offensive comments, jokes, innuendoes, and other sexually oriented statements.
3) Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.

The Head of School and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers. Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, should report the incident to their supervisor or to the Head of School. Complaints will be

investigated promptly, and will be kept confidential to the extent possible. If Brooklyn RISE determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary action may be taken against the offending employee, up to and including termination of employment. Brooklyn RISE prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Non-Discrimination Statement. Brooklyn RISE admits scholars of any race, color, gender, religion, disability, and national origin. Brooklyn RISE does not discriminate on the basis of race, color, gender, religion, disability, and national origin in administration of its policies and programs. ***Non-Discrimination Policy.*** Brooklyn RISE works relentlessly to empower scholars of all racial and ethnic backgrounds to achieve their full potential. The adult community of the School will model the best practices and professional behavior of a diverse team. Any grievance regarding discrimination shall be handled through the Head of School and in consultation with the Board of Trustees when appropriate. The complainant should contact the EEOC officer, who shall provide information and assistance on filing and pursuing the complaint. Specifically, no persons within Brooklyn RISE shall intentionally commit any of the following acts for reasons prohibited by this policy:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer, termination, lay-off, reduction in workforce, or any other terms of conditions of employment.
- Make any comments, display, or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service or other program benefits based on the individual's legally protected classification.
- A Brooklyn RISE employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to another member of the management team.

It is the policy of Brooklyn RISE Charter School, its scholars, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, and/or ability to pay. ***Immigration Law Compliance.*** Brooklyn RISE does not hire anyone that is not a citizen of the United States, or is not a non-citizen that is authorized to work in the United States under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States. ***Accommodations of Individuals with Disabilities.*** Qualified individuals with a disability may make a request for reasonable accommodation to the Head of School. On receipt of an accommodation request, the Head of School will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that Brooklyn RISE might make to help overcome those limitations. Brooklyn RISE may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitation. ***Workplace Searches.*** To safeguard the safety and property of our employees, scholars, and Brooklyn RISE, the School reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regards to items brought onto the school premises. It is considered part of each employee's job at Brooklyn RISE to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including

discharge. ***Corrective Action.*** Brooklyn RISE expects the highest quality performance from all employees. An employee's failure to meet these expectations may result in disciplinary action up to and including dismissal. All forms of substandard performance, work of unacceptable quality or quantity, excessive absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, any other form of improper conduct, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including discharge. Most performance problems will be addressed using progressive discipline, which may include an oral warning, a written warning, a probation period, and then discharge. In cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped or immediate discharge may be warranted.

Conflict of Interest. It is Brooklyn RISE policy that employees and others acting on Brooklyn RISE's behalf must be free from conflicts of interest that could adversely influence their judgement or objectivity in conducting Brooklyn RISE activities and assignments. Board members and all employees are obligated to always act in the best interest of the organization. ***Gifts.*** All employees must act with integrity and good judgement and recognize that accepting personal gifts from vendors/suppliers may cause legitimate concerns about favoritism or could create situations where a conflict may exist between private interests and employment responsibilities. When deciding on the appropriateness of receiving a business gift, employees should consider how the gift compares in value to the usual gift-giving practices of other vendors, the sum of gifts from that entity over time, the suitability of the gift given one's position at Brooklyn RISE, the impact of the gift on building positive business relations, and how the gift might look to an outsider. Employees should make sure any business gift is nominal in cost, quantity, and frequency, is within the bounds of good taste, and that the first can withstand public scrutiny without damaging Brooklyn RISE's reputation. Acceptance of modest entertainment such as a meal or refreshments in connection with the donor stewardship process or with attendance at professional meetings and events sponsored by industrial, technical, professional, or educational associations is not considered a gift. With an understanding of this perspective on gift acceptance, employees may use their own judgement on accepting gifts with a value of $50 or less. The acceptance of any gifts above $50 must be approved by the Head of School. This policy applies to all employees. Employees should not offer a gift to any visiting elected official that exceeds $50 in total value. Employees are also prohibited from using school funds to purchase tickets for political fund raisers, contribute to political campaigns or political action committees, or fund a political message. Brooklyn RISE has no party affiliation and is an apolitical organization.

Purchasing and Contracts. Brooklyn RISE employees should not make purchasing decisions or negotiate contracts and/or subcontracts where there may be a conflict of interest or an appearance of a conflict of interest. More specifically, employees should refrain from these activities with any organization in which:

- Board members, employees, or person related by blood, marriage, members of the same household, including domestic partners or persons with whom employees have a personal relationship, have a significant financial interest, and/or
- Board members, employees, or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employee have a personal relationship, have current or pending employment, consulting, management, fiduciary or similar affiliation.

Board members or employees who stand to gain, either personally or indirectly from any transaction as described in this policy, or similar transaction, should identify their circumstances to their supervisor or Board Chair so that alternate arrangements can be made for the management of the transaction. ***Nepotism and Personal Relationships*** *in the Workplace.* Brooklyn RISE permits employment within the Brooklyn RISE community of individuals of the same family/household or those who have a romantic relationship. However, a manager employing a family/household member or someone with whom s/he is in a romantic relationship is normally prohibited (e.g. a principal of a campus is not allowed to hire a relative or someone with whom s/he is in a romantic relationship to work at his/her campus). Additionally, to avoid a conflict of interest or an appearance of conflict of interest, no employee may initiate, participate, or have any input into decisions involving hiring, promotion, salary, performance appraisals, work assignments, or other working conditions for those with whom s/he is related by blood or marriage, those who are members of his/her same household (including domestic partners), and/or persons with whom that employee has a romantic relationship. Any employee who is assigned to supervise a family/household member or someone with whom s/he is in a romantic relationship, must discuss the matter on a confidential basis with the Head of School to assess the implications for the workplace and to make arrangements to ensure that employment-related decisions are made in an appropriate and unbiased setting. If it is decided that the supervisorial relationship will continue, Brooklyn RISE may take steps to ensure that additional layers of approval are received for employment-related decision including, but not limited: hiring, promotion, transfer or termination. Individuals who have questions or are uncertain as to the application of this policy should speak in confidence to the Head of School.

Non-Solicitation and Non-Distribution Policy. Because distractions on the job lead to unsafe working conditions, poor work performance, and inefficiency, Brooklyn RISE has established the following rules:

- During periods of an employee's workday when s/he is engaged in or required to be performing work tasks, the employee may not engage in solicitation of other employees or distribution of literature for any purpose unrelated to Brooklyn RISE business.
- During periods in another employee's workday when he/she is engaged in or required to be performing his/her work tasks, an employee may not solicit the other employee or distribute literature to the other employee for any purpose unrelated to Brooklyn RISE business.
- Distribution of literature of any kind unrelated to Brooklyn RISE business may not be made in public areas of the school, classrooms or other working areas at any time.
- Persons not employed by Brooklyn RISE are not permitted to solicit or distribute literature on school premises at any time.

New York State Education Department

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

Budget and Cash Flow Templates for the 2018 New Charter Applications

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

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

New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

	Brooklyn RISE
Contact Name:	Cary Finnegan
Contact Email:	[redacted]
Contact Phone:	
District of Location	
	Examples
Pre-Opening Period	July 1, 2018 through June 30, 2019
Operational Year ONE	July 1, 2019 through June 30, 2020

Brooklyn RISE
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 through June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue		**435,000**
Total Expenses		**281,324**
Net Income		**153,676**
Actual Student Enrollment		**-**
Total Paid Student Enrollment		**-**
		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
District of Location	-	
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
		-
Special Education Revenue		
Grants		
Stimulus		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		
Title I		
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		100,000
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		100,000
LOCAL and OTHER REVENUE		
Contributions and Donations, Fundraising		335,000
Erate Reimbursement		-
Interest Income, Earnings on Investments,		-
NYC-DYCD (Department of Youth and Community Developmt.)		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		335,000
TOTAL REVENUE		**435,000**

portion of CSP $550K base allocation

$325K Walton Family Foundation Grant; $10K Board Donations

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		***List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)***
Executive Management	0.83	91,667	Head of School, September 2018 - June 2019 (10 months); salary will be covered by BES Fellowship stipend July 2018 - August 2018; back pay will be scheduled for January 2019
Instructional Management	-	-	

Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	35,000	Director of Operations, January-June 2019 (6 months)
Administrative Staff	0.25	10,000	Office Coordinator, April-June 2019 (3 months)
TOTAL ADMINISTRATIVE STAFF	1.58	136,667	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.58	136,667	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		11,849	6.2% SSI, 1.45% Medicare, 4.1% of first $8,500 for SUI
Fringe / Employee Benefits		12,450	$7K +5% year over year increase average per FTE for health benefits; 1% WC Insurance
Retirement / Pension		4,100	3% contribution towards 403b or 401k
TOTAL PAYROLL TAXES AND BENEFITS		28,399	
TOTAL PERSONNEL SERVICE COSTS	1.58	165,066	
CONTRACTED SERVICES			
Accounting / Audit		2,500	to contract with audit firm for required initial statement of controls review
Legal		10,000	for various startup legal needs (work agreements, handbooks)
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		500	initial payroll setup fee and processing
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		52,158	$10K BES; $26K back-office financial support starting January 2019; $25K curriculum consulting; $3k retirement
TOTAL CONTRACTED SERVICES		65,158	
SCHOOL OPERATIONS			
Board Expenses		5,000	$5K initial training and supplies
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		-	
Telephone		-	
Technology		3,000	$1K per new staff member; includes peripheral costs
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		800	$100/month for various materials
Staff Development		-	
Staff Recruitment		16,000	$1K per new staff member; includes Pre-Opening and Year 1 staff members
Student Recruitment / Marketing		23,800	$200/per new student; recurring recruitment; $3K initial website buildout, ongoing maintenance, and hosting
School Meals / Lunch		-	

Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	48,600	
FACILITY OPERATION & MAINTENANCE		
Insurance	2,500	policy for during startup period for basic D&O and general liability
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	2,500	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**281,324**	
NET INCOME	**153,676**	

ENROLLMENT - *School Districts Are Linked To Above Entries*	
District of Location	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Brooklyn RISE
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
July 1, 2018 through June 30, 2019

* This section sho

Total Revenue	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-

	January	**February**	**March**	**April**	**May**	**June**	**TOTAL**	**July**	**August**	**September**
REVENUE										
REVENUES FROM STATE SOURCES										
Per Pupil Revenue										
District of Location	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
Grants										
Stimulus	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING										
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-
Grants										
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE										
Contributions and Donations, Fundraising	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-

EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	0.83	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	-	-	-	-	-	-	-	-	-
Administrative Staff	0.25	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.58	-	-	-	-	-	-	-	-	-	-

INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.58	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	1.58	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES											
Accounting / Audit		-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS											
Board Expenses		-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE											

Insurance	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES										
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-	-	-	-

PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

July 1, 2018 through June 30, 2019

ould be left blank unless and/or until the charter agreement is duly modified to include a planning year

-	375,000	-	-	25,000	-	-	25,000	10,000	435,000
-	28,282	12,282	75,685	30,399	30,399	35,425	34,425	34,425	281,324
-	346,718	(12,282)	(75,685)	(5,399)	(30,399)	(35,425)	(9,425)	(24,425)	153,676
-	-	-	-	-	-	-	-	-	-
-	-	346,718	334,435	258,750	253,351	222,952	187,526	178,101	-
-	346,718	334,435	258,750	253,351	222,952	187,526	178,101	153,676	153,676

October	November	December	January	February	March	April	May	June	TOTAL
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	50,000	-	-	25,000	-	-	25,000	-	100,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	50,000	-	-	25,000	-	-	25,000	-	100,000
-	325,000	-	-	-	-	-	-	10,000	335,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	325,000	-	-	-	-	-	-	10,000	335,000
-	**375,000**	**-**	**-**	**25,000**	**-**	**-**	**25,000**	**10,000**	**435,000**
-	-	-	45,833.33	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	91,667
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	5,833	5,833	5,833	5,833	5,833	5,833	35,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	3,333.33	3,333	3,333	10,000
-	-	-	51,667	15,000	15,000	18,333	18,333	18,333	136,667

-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	51,667	15,000	15,000	18,333	18,333	18,333	136,667
-	-	-	4,479.50	1,300.50	1,300.50	1,589.50	1,589.50	1,589.50	11,849
-	-	-	4,706.71	1,366.46	1,366.46	1,670.12	1,670.12	1,670.12	12,450
-	-	-	1,550.00	450.00	450.00	550.00	550.00	550.00	4,100
-	-	-	10,736	3,117	3,117	3,810	3,810	3,810	28,399
-	-	-	62,403	18,117	18,117	22,143	22,143	22,143	165,066
-	2,500	-	-	-	-	-	-	-	2,500
-	10,000	-	-	-	-	-	-	-	10,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	63	63	63	63	63	63	63	63	500
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	6,520	6,520	6,520	6,520	6,520	6,520	6,520	6,520	52,158
-	19,082	6,582	6,582	6,582	6,582	6,582	6,582	6,582	65,158
-	625	625	625	625	625	625	625	625	5,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	1,000	-	1,000	-	-	1,000	-	-	3,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	100	100	100	100	100	100	100	100	800
-	-	-	-	-	-	-	-	-	-
-	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	16,000
-	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	23,800
-									-
-									-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	6,700	5,700	6,700	5,700	5,700	6,700	5,700	5,700	48,600

-	2,500	-	-	-	-	-	-	-	2,500
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	2,500	-	-	-	-	-	-	-	2,500
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	28,282	12,282	75,685	30,399	30,399	35,425	34,425	34,425	281,324
-	346,718	(12,282)	(75,685)	(5,399)	(30,399)	(35,425)	(9,425)	(24,425)	153,676
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	346,718	(12,282)	(75,685)	(5,399)	(30,399)	(35,425)	(9,425)	(24,425)	153,676
-	-	346,718	334,435	258,750	253,351	222,952	187,526	178,101	-
-	346,718	334,435	258,750	253,351	222,952	187,526	178,101	153,676	153,676

Brooklyn RISE
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

July 1, 2019 through June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue	**2,714,149**	**74,102**	**-**	**-**	**-**	**2,788,251**
Total Expenses	**1,953,452**	**11,780**	**-**	**-**	**446,053**	**2,411,285**
Net Income	**760,697**	**62,322**	**-**	**-**	**(446,053)**	**376,966**
Actual Student Enrollment	**104**	**-**				**104**
Total Paid Student Enrollment	**-**	**-**				**-**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
NYC	15,307	1,591,928		-	-	-	1,591,928
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		1,591,928	-	-	-	-	1,591,928
Special Education Revenue		-	72,212	-	-	-	72,212
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		416,000	-	-	-	-	416,000
TOTAL REVENUE FROM STATE SOURCES		2,007,928	72,212	-	-	-	2,080,140
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	1,890	-	-	-	1,890
Title I		41,600	-	-	-	-	41,600
Title Funding - Other		3,328	-	-	-	-	3,328
School Food Service (Free Lunch)		95,627	-	-	-	-	95,627
Grants							
Charter School Program (CSP) Planning & Implementation		300,000	-	-	-	-	300,000
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		440,555	1,890	-	-	-	442,445
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		10,000	-	-	-	-	10,000
Erate Reimbursement		15,600	-	-	-	-	15,600
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		231,800	-	-	-	-	231,800
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		8,266	-	-	-	-	8,266
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		265,666	-	-	-	-	265,666
TOTAL REVENUE		**2,714,149**	**74,102**	**-**	**-**	**-**	**2,788,251**

EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	-	-	-	-	113,300	113,300
Instructional Management	-	-	-	-	-	-	-

Deans, Directors & Coordinators	2.50	183,340	-	-	-	-	183,340
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	72,100	72,100
Administrative Staff	1.00	41,200	-	-	-	-	41,200
TOTAL ADMINISTRATIVE STAFF	5.50	224,540	-	-	-	185,400	409,940
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	247,200	-	-	-	-	247,200
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	1.00	41,200	-	-	-	-	41,200
Specialty Teachers	4.50	288,915	-	-	-	-	288,915
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	9.50	577,315	-	-	-	-	577,315
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	59,740	-	-	-	-	59,740
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	59,740	-	-	-	-	59,740
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	861,595	-	-	-	185,400	1,046,995
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		74,635.16	-	-	-	16,060.17	90,695
Fringe / Employee Benefits		105,391.55	-	-	-	22,678.40	128,070
Retirement / Pension		25,848	-	-	-	5,562	31,410
TOTAL PAYROLL TAXES AND BENEFITS		205,875	-	-	-	44,301	250,175
TOTAL PERSONNEL SERVICE COSTS	16.00	1,067,470	-	-	-	229,701	1,297,170
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	20,000	20,000
Legal		-	-	-	-	10,000	10,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	110,261	110,261
Payroll Services		-	-	-	-	1,891	1,891
Special Ed Services		-	9,700	-	-	-	9,700
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		133,140	-	-	-	-	133,140
TOTAL CONTRACTED SERVICES		133,140	9,700	-	-	142,152	284,992
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	1,800	1,800
Classroom / Teaching Supplies & Materials		20,800	-	-	-	-	20,800
Special Ed Supplies & Materials		-	2,080	-	-	-	2,080
Textbooks / Workbooks		20,800	-	-	-	-	20,800
Supplies & Materials other		13,466	-	-	-	-	13,466
Equipment / Furniture		37,900	-	-	-	-	37,900
Telephone		8,400	-	-	-	-	8,400
Technology		42,617	-	-	-	-	42,617
Student Testing & Assessment		7,500	-	-	-	-	7,500
Field Trips		2,600	-	-	-	-	2,600
Transportation (student)		-	-	-	-	-	-
Student Services - other		9,360	-	-	-	-	9,360
Office Expense		-	-	-	-	40,400	40,400
Staff Development		8,000	-	-	-	-	8,000
Staff Recruitment		-	-	-	-	7,000	7,000
Student Recruitment / Marketing		25,800	-	-	-	-	25,800
School Meals / Lunch		-	-	-	-	-	-

Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	197,243	2,080	-	-	49,200	248,523
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	25,000	25,000
Janitorial	36,400	-	-	-	-	36,400
Building and Land Rent / Lease	416,000	-	-	-	-	416,000
Repairs & Maintenance	31,200	-	-	-	-	31,200
Equipment / Furniture	-	-	-	-	-	-
Security	10,400	-	-	-	-	10,400
Utilities	41,600	-	-	-	-	41,600
TOTAL FACILITY OPERATION & MAINTENANCE	535,600	-	-	-	25,000	560,600
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	20,000	-	-	-	-	20,000
TOTAL EXPENSES	**1,953,452**	**11,780**	**-**	**-**	**446,053**	**2,411,285**
NET INCOME	**760,697**	**62,322**	**-**	**-**	**(446,053)**	**376,966**

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**	**SPECIAL EDUCATION**		
NYC	104			104
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	**104**	**-**	**-**	**104**
REVENUE PER PUPIL	**26,098**	**-**	**-**	**26,810**
EXPENSES PER PUPIL	**18,783**	**-**	**-**	**23,185**

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

based on FY 2019 rate

est. 3 sped at 20-60% @ $10,390 and 2 sped at greater than 60% @$19,049 each

student facility subsidy, lesser of 30% of per pupil funding or actual lease expense

$900 per SPED count in greater than 20% categorization
$500 per FRL count
Title II Part A of $40 per FRL count
Calculated as product of expected enrollment, FRL %, participation level %, and # of

$550K total base allocation; $100K budgeted during pre-operations

$10K give/get for board members
$150 per new student

$185K base entitlement+ $450 per inaugural enrollment

$79.48 per student in NYSTL, NYSLIB, NYSSL in kind allocations through FAMIS

List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)

1 FTE Head of School @ 110K

1 FTE Student Supports Manager @ $70K, 1 FTE Education Manager @ $72K, .5

1 FTE Operations Manager @ $70K
1 FTE Office Coordinator @ $40K

4 FTE General Education Teachers @ $60K

1 FTE Teacher-In-Residence @ $40K
4 FTE Learning Specialist Teachers @ $63K, .5 FTE Enrichment Teacher @ $57K

1 FTE Nurse @ $58K

6.2% SSI, 1.45% Medicare, 4.1% of first $8,500 for SUI
$7K +5% year over year increase average per FTE for health benefits; 1% WC
3% contribution towards 403b or 401k

Annual required audit cost
Ongoing legal needs

Product of average cost for breakfast, lunch, snack (estimated at $6.00) and likely # of
estimated payroll services including $500 in reporting fees and a per employee per
$500 per sped student supplemental wraparound services otherwise not provided by

back office services grow to ~$150K by 4th year and plateaus,$24K tech services,

$150/month for supplies
$200/student
$200/SPED student
$200/student
$130/student; includes in kind NYSTL, NYSLIB, NYSSL spending through FAMIS
$100/student for desks; $5K per classroom additional as school grows, replacement
$700/month for phone, internet, cell phones
student computers($300 per student); teacher computers ($1,000 per staff) as school
$7.5K various assessment kits/licenses; F&P, MAP
$25/student

$90/student for base uniform set
Includes monthly spend of $2,000 for supplies, $500 for copier lease (2 copiers for a
$500 per staff member; will continue to work with BES on PD
$1K per new staff member for staff recruitment; funds for job postings, attending job
$200 for each new student acquired plus collateral, website, other marketing materials

anticipated to increase as school scales and flatten once at scale
$3/square foot; 100 square feet per student; additional $50/student for custodial
$40/square foot; 100 square feet per student
$3/square foot; 100 square feet per student

$1/square foot; 100 square feet per student
$4/square foot; 100 square feet per student

dissolution escrow

Brooklyn RISE
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2019 to June 30, 2020

Total Revenue		**346,690**	**100,000**	**346,690**	**25,601**	**359,205**	**115,625**	**357,315**	**25,601**	**365,581**	**342,425**
Total Expenses		**276,109**	**194,892**	**186,348**	**186,348**	**186,348**	**186,348**	**195,815**	**191,815**	**191,815**	**191,815**
Net Income		**70,581**	**(94,892)**	**160,342**	**(160,747)**	**172,857**	**(70,723)**	**161,500**	**(166,214)**	**173,766**	**150,610**
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		**153,676**	**224,257**	**129,365**	**289,706**	**128,959**	**301,816**	**231,093**	**392,593**	**226,379**	**400,145**
Net Income		**224,257**	**129,365**	**289,706**	**128,959**	**301,816**	**231,093**	**392,593**	**226,379**	**400,145**	**550,756**
		July	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**
REVENUE		*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Colum Assumptions'.**									
REVENUES FROM STATE SOURCES											
Per Pupil Revenue	**CY** Per Pupil Rate										
District of Location	15,307	265,321	-	265,321	-	265,321	-	265,321	-	265,321	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		265,321	-	265,321	-	265,321	-	265,321	-	265,321	-
Special Education Revenue		12,035.32	-	12,035	-	12,035	-	12,035	-	12,035	-
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		69,333	-	69,333	-	69,333	-	69,333	-	69,333	-
TOTAL REVENUE FROM STATE SOURCES		346,690	-	346,690	-	346,690	-	346,690	-	346,690	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	-	-	1,890	-	-	-	-	-
Title I		-	-	-	13,867	-	-	-	13,867	-	-
Title Funding - Other		-	-	-	1,109	-	-	-	1,109	-	-
School Food Service (Free Lunch)		-	-	-	10,625.23	10,625	10,625	10,625	10,625	10,625	10,625
Grants											
Charter School Program (CSP) Planning & Implementation		-	100,000	-	-	-	100,000	-	-	-	100,000
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	100,000	-	25,601	12,515	110,625	10,625	25,601	10,625	110,625
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	-	-	5,000	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	231,800
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	8,266	-
OTHER		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	5,000	-	-	8,266	231,800
TOTAL REVENUE		**346,690**	**100,000**	**346,690**	**25,601**	**359,205**	**115,625**	**357,315**	**25,601**	**365,581**	**342,425**
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	-	9,441.67	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442
Instructional Management	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	15,278.33	15,278	15,278	15,278	15,278	15,278	15,278	15,278	15,278	15,278
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	6,008.33	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008
Administrative Staff	-	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433
TOTAL ADMINISTRATIVE STAFF	-	34,162	34,162	34,162	34,162	34,162	34,162	34,162	34,162	34,162	34,162
INSTRUCTIONAL PERSONNEL COSTS											

Teachers - Regular	-	20,600	20,600	20,600	20,600	20,600	20,600	20,600	20,600	20,600	20,600	20,600
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433
Specialty Teachers	-	24,076	24,076	24,076	24,076	24,076	24,076	24,076	24,076	24,076	24,076	24,076
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	4,978.33	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978	4,978
SUBTOTAL PERSONNEL SERVICE COSTS	-	87,250	87,250	87,250	87,250	87,250	87,250	87,250	87,250	87,250	87,250	87,250
PAYROLL TAXES AND BENEFITS												
Payroll Taxes		7,557.94	7,558	7,558	7,558	7,558	7,558	7,558	7,558	7,558	7,558	7,558
Fringe / Employee Benefits		10,672.50	10,672	10,672	10,672	10,672	10,672	10,672	10,672	10,672	10,672	10,672
Retirement / Pension		2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617	2,617
TOTAL PAYROLL TAXES AND BENEFITS		20,848	20,848	20,848	20,848	20,848	20,848	20,848	20,848	20,848	20,848	20,848
TOTAL PERSONNEL SERVICE COSTS	-	108,098	108,098	108,098	108,098	108,098	108,098	108,098	108,098	108,098	108,098	108,098
CONTRACTED SERVICES												
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-
Legal		10,000	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	11,026.08	11,026.08	11,026.08	11,026.08	11,026.08	11,026.08	11,026.08	11,026.08	11,026.08
Payroll Services		157.60	158	158	158	158	158	158	158	158	158	158
Special Ed Services		-	-	970.00	970.00	970.00	970.00	970.00	970.00	970.00	970.00	970.00
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		11,095.02	11,095	11,095	11,095	11,095	11,095	11,095	11,095	11,095	11,095	11,095
TOTAL CONTRACTED SERVICES		21,253	11,253	23,249	23,249	23,249	23,249	23,249	23,249	23,249	23,249	23,249
SCHOOL OPERATIONS												
Board Expenses		150	150	150	150	150	150	150	150	150	150	150
Classroom / Teaching Supplies & Materials		1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733
Special Ed Supplies & Materials		173	173	173	173	173	173	173	173	173	173	173
Textbooks / Workbooks		-	20,800	-	-	-	-	-	-	-	-	-
Supplies & Materials other		1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122	1,122
Equipment / Furniture		37,900	-	-	-	-	-	-	-	-	-	-
Telephone		700	700	700	700	700	700	700	700	700	700	700
Technology		42,617	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		7,500	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	260	260	260	260	260	260	260	260	260
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-
Student Services - other		780	780	780	780	780	780	780	780	780	780	780
Office Expense		3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367
Staff Development		4,000	-	-	-	-	-	4,000	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	1,166.67	1,167	1,167	1,167	1,167
Student Recruitment / Marketing		-	-	-	-	-	-	4,300.00	4,300	4,300	4,300	4,300
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		100,042	28,825	8,285	8,285	8,285	8,285	17,752	13,752	13,752	13,752	13,752
FACILITY OPERATION & MAINTENANCE												
Insurance		2,083.33	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083

Janitorial	3,033.33	3,033	3,033	3,033	3,033	3,033	3,033	3,033	3,033	3,033
Building and Land Rent / Lease	34,666.67	34,667	34,667	34,667	34,667	34,667	34,667	34,667	34,667	34,667
Repairs & Maintenance	2,600.00	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	866.67	867	867	867	867	867	867	867	867	867
Utilities	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467
TOTAL FACILITY OPERATION & MAINTENANCE	46,717	46,717	46,717	46,717	46,717	46,717	46,717	46,717	46,717	46,717
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**276,109**	**194,892**	**186,348**	**186,348**	**186,348**	**186,348**	**195,815**	**191,815**	**191,815**	**191,815**
NET INCOME	**70,581**	**(94,892)**	**160,342**	**(160,747)**	**172,857**	**(70,723)**	**161,500**	**(166,214)**	**173,766**	**150,610**
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES										
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME	**70,581**	**(94,892)**	**160,342**	**(160,747)**	**172,857**	**(70,723)**	**161,500**	**(166,214)**	**173,766**	**150,610**
Beginning Cash Balance	153,676	224,257	129,365	289,706	128,959	301,816	231,093	392,593	226,379	400,145
ENDING CASH BALANCE	**224,257**	**129,365**	**289,706**	**128,959**	**301,816**	**231,093**	**392,593**	**226,379**	**400,145**	**550,756**

357,315	**46,201**	**2,788,251**
191,815	**231,815**	**2,411,285**
165,500	**(185,614)**	**376,966**
-	**-**	**-**
550,756	**716,256**	**153,676**
716,256	**530,642**	**530,642**

May	June	TOTAL

n N) on tab '4.) Year Budget &

265,321	-	1,591,928
-	-	-
-	-	-
-	-	-
-	-	-
265,321	-	1,591,928
12,035	-	72,212
-	-	-
-	-	-
69,333	-	416,000
346,690	-	2,080,140
-	-	1,890
-	13,867	41,600
-	1,109	3,328
10,625	10,625	95,627
-	-	300,000
-	-	-
-	-	-
10,625	25,601	442,445
-	5,000	10,000
-	15,600	15,600
-	-	-
-	-	231,800
-	-	-
-	-	8,266
-	-	-
-	20,600	265,666
357,315	**46,201**	**2,788,251**

9,442	9,442	113,300
-	-	-
15,278	15,278	183,340
-	-	-
6,008	6,008	72,100
3,433	3,433	41,200
34,162	34,162	409,940

20,600	20,600	247,200
-	-	-
-	-	-
3,433	3,433	41,200
24,076	24,076	288,915
-	-	-
-	-	-
-	-	-
48,110	48,110	577,315
4,978	4,978	59,740
-	-	-
-	-	-
-	-	-
-	-	-
4,978	4,978	59,740
87,250	87,250	1,046,995
7,558	7,558	90,695
10,672	10,672	128,070
2,617	2,617	31,410
20,848	20,848	250,175
108,098	108,098	1,297,170
-	20,000	20,000
-	-	10,000
-	-	-
-	-	-
11,026.08	11,026.08	110,261
158	158	1,891
970.00	970.00	9,700
-	-	-
11,095	11,095	133,140
23,249	43,249	284,992
150	150	1,800
1,733	1,733	20,800
173	173	2,080
-	-	20,800
1,122	1,122	13,466
-	-	37,900
700	700	8,400
-	-	42,617
-	-	7,500
260	260	2,600
-	-	-
780	780	9,360
3,367	3,367	40,400
-	-	8,000
1,167	1,167	7,000
4,300	4,300	25,800
-	-	-
-	-	-
-	-	-
-	-	-
13,752	13,752	248,523
2,083	2,083	25,000

3,033	3,033	36,400
34,667	34,667	416,000
2,600	2,600	31,200
-	-	-
867	867	10,400
3,467	3,467	41,600
46,717	46,717	560,600
-	-	-
-	20,000	20,000
191,815	**231,815**	2,411,285
165,500	**(185,614)**	**376,966**
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	**-**	**-**
165,500	**(185,614)**	**376,966**
550,756	716,256	153,676
716,256	**530,642**	**530,642**

Brooklyn RISE
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue		2,788,251	3,522,058	4,503,659	5,641,055	6,785,078
Total Expenses		2,411,285	3,328,542	4,194,157	5,077,178	6,342,969
Net Income (Before Cash Flow Adjustments)		376,966	193,516	309,502	563,877	442,110
Actual Student Enrollment		104	-	-	-	-
Total Paid Student Enrollment		-	-	-	-	-
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2019	**2020**	**2021**	**2022**	**2023**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
NYC	15,307	1,591,928	2,387,892	3,183,856	3,979,820	4,775,784
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		1,591,928	2,387,892	3,183,856	3,979,820	4,775,784
Special Education Revenue		72,212	107,885	144,424	180,097	215,770
Grants						
Stimulus		-	-	-	-	-
Other		-	-	-	-	-
Other		416,000	633,360	857,147	1,087,506	1,324,582
TOTAL REVENUE FROM STATE SOURCES		2,080,140	3,129,137	4,185,427	5,247,422	6,316,136
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		1,890	1,890	2,790	3,780	4,680
Title I		41,600	62,400	83,200	104,000	124,800
Title Funding - Other		3,328	4,992	6,656	8,320	9,984
School Food Service (Free Lunch)		95,627	143,441	191,254	239,068	286,881
Grants						
Charter School Program (CSP) Planning & Implementation		300,000	150,000	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		442,445	362,723	283,900	355,168	426,345
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		10,000	10,000	10,000	10,000	10,000
Erate Reimbursement		15,600	7,800	7,800	7,800	7,800
Interest Income, Earnings on Investments,		-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		231,800	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		8,266	12,399	16,532	20,665	24,798
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		265,666	30,199	34,332	38,465	42,598
TOTAL REVENUE		**2,788,251**	**3,522,058**	**4,503,659**	**5,641,055**	**6,785,078**

EXPENSES

	No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	1	113,300	116,699	120,200	123,806	127,520
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	2.50	183,340	227,033	312,520	402,932	657,308
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	72,100	116,699	120,200	123,806	173,891
Administrative Staff	1.00	41,200	42,436	43,709	45,020	92,742
TOTAL ADMINISTRATIVE STAFF	5.50	409,940	502,867	596,629	695,564	1,051,462
INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Teachers - Regular	4	247,200	381,924	524,509	675,305	834,677
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	1.00	41,200	84,872	131,127	225,102	278,226
Specialty Teachers	4.50	288,915	461,491	537,622	553,750	570,363
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	63,760
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	9.50	577,315	928,288	1,193,258	1,454,157	1,747,026
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Nurse	1.00	59,740	61,532	63,378	65,280	67,238
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	59,740	61,532	63,378	65,280	67,238
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	1,046,995	1,492,686	1,853,265	2,215,001	2,865,726
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		90,695	124,646	153,275	182,691	237,002
Fringe / Employee Benefits		128,069.95	192,429.36	245,427.15	302,931.96	403,884.03
Retirement / Pension		31,410	44,781	55,598	66,450	85,972
TOTAL PAYROLL TAXES AND BENEFITS		250,175	361,855	454,300	552,073	726,857
TOTAL PERSONNEL SERVICE COSTS	16.00	1,297,170	1,854,542	2,307,565	2,767,074	3,592,583
CONTRACTED SERVICES						
Accounting / Audit		20,000	20,000	20,000	20,000	20,000
Legal		10,000	10,000	10,000	10,000	10,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		110,261	165,391	220,522	275,652	330,782
Payroll Services		1,891	2,069	2,197	2,324	2,553
Special Ed Services		9,700	12,485	15,350	18,299	21,333
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		133,140	155,387	171,030	185,315	186,684
TOTAL CONTRACTED SERVICES		284,992	365,332	439,098	511,590	571,353
SCHOOL OPERATIONS						
Board Expenses		1,800	1,827	1,854	1,882	1,910
Classroom / Teaching Supplies & Materials		20,800	31,668	42,857	54,375	66,229
Special Ed Supplies & Materials		2,080	3,167	4,286	5,438	6,623
Textbooks / Workbooks		20,800	31,668	42,857	54,375	66,229
Supplies & Materials other		13,466	20,316	27,246	34,259	41,355
Equipment / Furniture		37,900	20,278	17,857	17,938	15,000
Telephone		8,400	8,526	8,654	8,784	8,915
Technology		42,617	22,939	21,223	21,541	51,110
Student Testing & Assessment		7,500	7,612	7,727	7,843	7,960
Field Trips		2,600	3,958	5,357	6,797	8,279
Transportation (student)		-	-	-	-	-
Student Services - other		9,360	14,251	19,286	24,469	29,803
Office Expense		40,400	46,284	58,517	64,832	71,324

Staff Development	8,000	11,672	14,423	17,254	22,289
Staff Recruitment	7,000	5,000	5,000	9,000	6,300
Student Recruitment / Marketing	25,800	15,631	15,865	16,103	16,345
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Other	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	248,523	244,798	293,010	344,889	419,671
FACILITY OPERATION & MAINTENANCE					
Insurance	25,000	28,420	30,907	33,462	33,964
Janitorial	36,400	55,419	75,000	95,157	115,901
Building and Land Rent / Lease	416,000	633,360	857,147	1,087,506	1,324,582
Repairs & Maintenance	31,200	47,502	64,286	81,563	99,344
Equipment / Furniture	-	-	-	-	-
Security	10,400	15,834	21,429	27,188	33,115
Utilities	41,600	63,336	85,715	108,751	132,458
TOTAL FACILITY OPERATION & MAINTENANCE	560,600	843,871	1,134,484	1,433,625	1,739,363
DEPRECIATION & AMORTIZATION	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	20,000	20,000	20,000	20,000	20,000
TOTAL EXPENSES	**2,411,285**	**3,328,542**	**4,194,157**	**5,077,178**	**6,342,969**
NET INCOME	**376,966**	**193,516**	**309,502**	**563,877**	**442,110**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC	104	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	**104**	-	-	-	-
REVENUE PER PUPIL	**26,810**	-	-	-	-
EXPENSES PER PUPIL	**23,185**	-	-	-	-
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	**376,966**	**193,516**	**309,502**	**563,877**	**442,110**
Beginning Cash Balance	153,676	530,642	724,158	1,033,660	1,597,536
ENDING CASH BALANCE	**530,642**	**724,158**	**1,033,660**	**1,597,536**	**2,039,646**

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

based on FY 2019 rate

10% SPED Population; of that 10%, 50% in the less than 20% classification, 30% in the

student facility subsidy, lesser of 30% of per pupil funding or actual lease expense

$900 per SPED count in greater than 20% categorization
$500 per FRL count
Title II Part A of $40 per FRL count
Calculated as product of expected enrollment, FRL %, participation level %, and # of

$550K total base allocation; $100K budgeted during pre-operations

$10K give/get for board members
$150 per new student

$185K base entitlement+ $450 per inaugural enrollment

$79.48 per student in NYSTL, NYSLIB, NYSSL in kind allocations through FAMIS

List exact titles included in the position category, if different from description,

and staff FTE"s (Full time eqiuilivalent)
State number of postions for years 2 thru 5 in assumptions if differ from year
1 FTE Head of School
1 FTE Student Supports Manager, 1 FTE Education Manager, .5 FTE Culture Fellow;
1 FTE Operations Manager; add 1 FTE Operations Fellow in in year 2
1 FTE Office Coordinator; add 1 FTE Office Coordinator in year 5
4 FTE General Education Teachers; add 2 FTE General Ed Teachers each year for
1 FTE Teacher-In-Residence; add 1 FTE Teacher-In-Residence in year 2; 1 FTE
4 FTE Learning Specialist Teachers, .5 FTE Enrichment Teacher; add 2 FTE Learning
Add 1 FTE Guidance Counselor in year 5
1 FTE Nurse
6.2% SSI, 1.45% Medicare, 4.1% of first $8,500 for SUI
$7K + 5% year over year increase average per FTE for health benefits; 1% WC
3% contribution towards 403b or 401k
Annual required audit cost
Ongoing legal needs
Product of average cost for breakfast, lunch, snack (estimated at $6.00) and likely # of
estimated payroll services including $500 in reporting fees and a per employee per pay
$500 per sped student supplemental wraparound services otherwise not provided by
back office services grow to ~$150K by 4th year and plateaus,$24K tech services, $4K -
$150/month for supplies
$200/student
$200/SPED student
$200/student
$130/student; includes in kind NYSTL, NYSLIB, NYSSL spending through FAMIS
$100/student for desks; $5K per classroom additional as school grows, replacement
$700/month for phone, internet, cell phones
student computers($300 per student); teacher computers ($1,000 per staff) as school
$7.5K various assessment kits/licenses; F&P, MAP
$25/student
$90/student for base uniform set
Includes monthly spend of $2,000 for supplies, $500 for copier lease (2 copiers for a

$500 per staff member; will continue to work with BES on PD
$1K per new staff member for staff recruitment; funds for job postings, attending job
$200 for each new student acquired plus collateral, website, other marketing materials

anticipated to increase as school scales and flatten once at scale
$3/square foot; 100 square feet per student; additional $50/student for custodial supplies
$40/square foot; 100 square feet per student
$3/square foot; 100 square feet per student

$1/square foot; 100 square feet per student
$4/square foot; 100 square feet per student

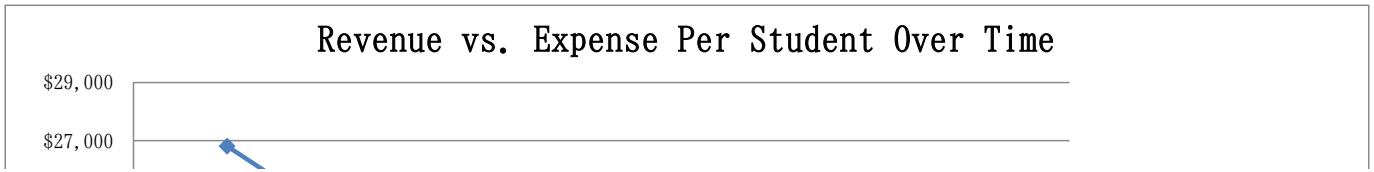
dissolution escrow

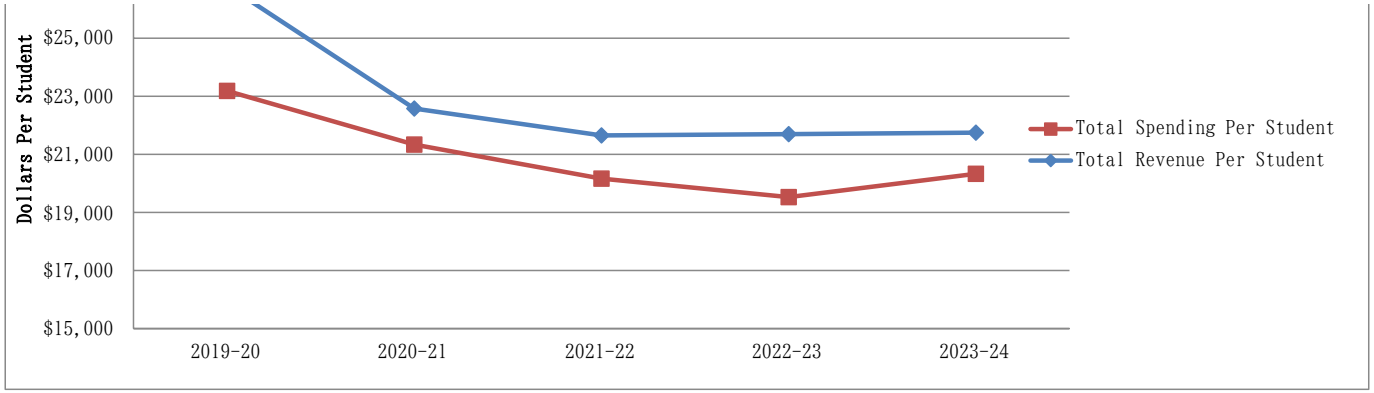
Brooklyn RISE Charter School
Proposed Charter School Budget
As of 7/11/2018

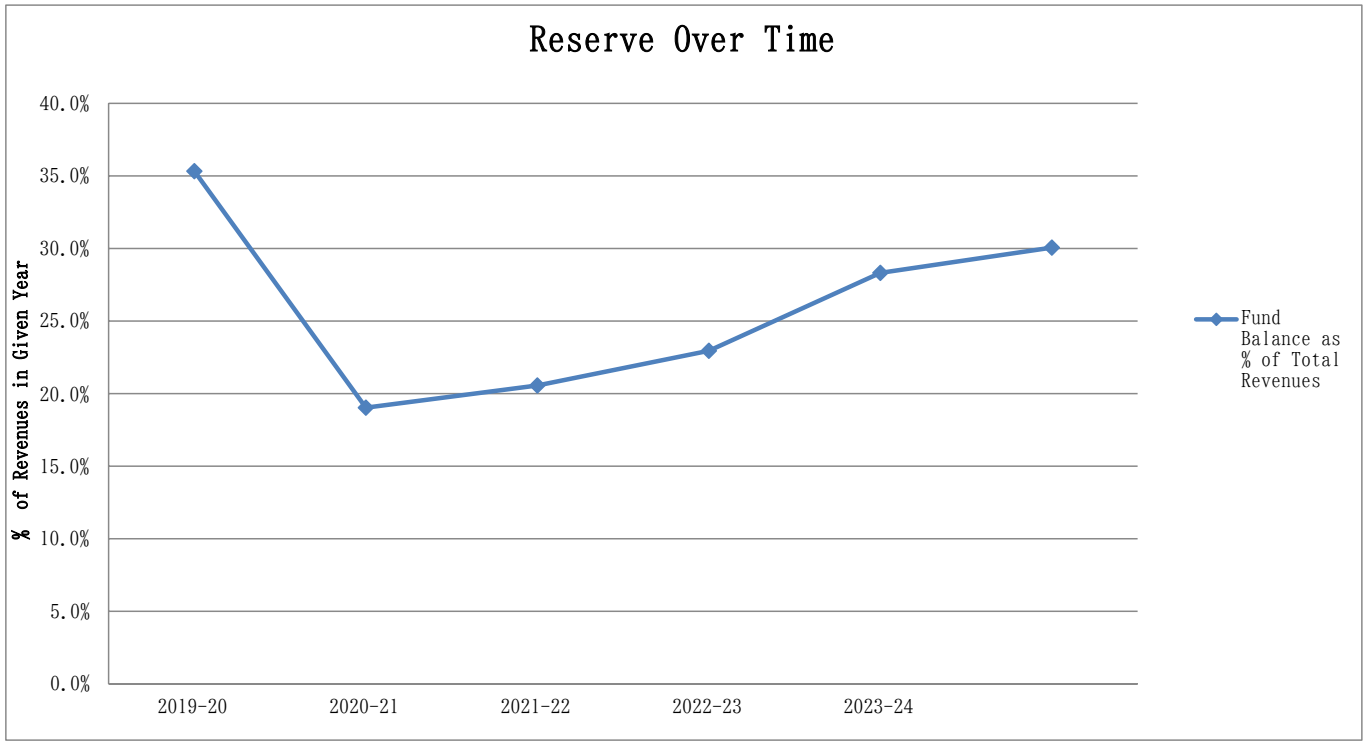
	Start-Up Year	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
	Preliminary Forecast	Preliminary Forecast	Preliminary Forecast	Preliminary Forecast	Preliminary Forecast	Preliminary Forecast
SUMMARY						
Revenue						
State Revenues	-	2,088,406	3,141,536	4,201,959	5,268,087	6,340,933
Federal Revenues	100,000	442,445	362,723	283,900	355,168	426,345
Local & Other Revenues	335,000	257,400	17,800	17,800	17,800	17,800
Total Revenue	**435,000**	**2,788,251**	**3,522,058**	**4,503,659**	**5,641,055**	**6,785,078**
Expenses						
Administrative Staff	136,667	409,940	502,867	596,629	695,564	1,051,462
Instructional Personnel	-	577,315	928,288	1,193,258	1,454,157	1,747,026
Non-Instructional Personnel	-	59,740	61,532	63,378	65,280	67,238
Payroll Taxes & Benefits	28,399	250,175	361,855	454,300	552,073	726,857
Contracted Services	65,158	284,992	365,332	439,098	511,590	571,353
School Operations	48,600	248,523	244,798	293,010	344,889	419,671
Facility Operations & Maintenance	2,500	560,600	843,871	1,134,484	1,433,625	1,739,363
Depreciation & Amortization	-	-	-	-	-	-
Dissolution Escrow	-	20,000	20,000	20,000	20,000	20,000
Total Expenses	**281,324**	**2,411,285**	**3,328,542**	**4,194,157**	**5,077,178**	**6,342,969**
Operating Income (EBIDA)	**153,676**	**376,966**	**193,516**	**309,502**	**563,877**	**442,110**
Beginning Fund Balance	-	153,676	530,642	724,158	1,033,660	1,597,536
Ending Fund Balance	**153,676**	**530,642**	**724,158**	**1,033,660**	**1,597,536**	**2,039,646**

items likely to need t

Operating Income as % of Total Revenue	35.3%	13.5%	5.5%	6.9%	10.0%	6.5%
Fund Balance as % of Total Revenues	35.3%	19.0%	20.6%	23.0%	28.3%	30.1%
Total Revenue Per Student	$0	$26,810	$22,577	$21,652	$21,696	$21,747
Total Spending Per Student	$0	$23,185	$21,337	$20,164	$19,528	$20,330




Dollars Per Student
$25,000
$23,000
$21,000
$19,000
$17,000
$15,000
2019-20
2020-21
2021-22
2022-23
2023-24
Total Spending Per Student
Total Revenue Per Student


Reserve Over Time
% of Revenues in Given Year
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
2019-20
2020-21
2021-22
2022-23
2023-24
Fund Balance as % of Total Revenues

to be capitalized and depreciated, but this will just improve operating income

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Staffing	48.58%	43.42%	44.85%	44.19%	43.63%	45.18%
Benefits	10.09%	10.38%	10.87%	10.83%	10.87%	11.46%
Contracted Services	23.16%	11.82%	10.98%	10.47%	10.08%	9.01%
School Operations	17.28%	10.31%	7.35%	6.99%	6.79%	6.62%
Facility Operations & Maintenance	0.89%	23.25%	25.35%	27.05%	28.24%	27.42%
Depreciation & Amortization	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dissolution Escrow	0.00%	0.83%	0.60%	0.48%	0.39%	0.32%

435,000	2,788,251	3,522,058	4,503,659	5,641,055	6,785,078
281,324	2,411,285	3,328,542	4,194,157	5,077,178	6,342,969
153,676	376,966	193,516	309,502	563,877	442,110
-	153,676	530,642	724,158	1,033,660	1,597,536
153,676	530,642	724,158	1,033,660	1,597,536	2,039,646
35.3%	13.5%	5.5%	6.9%	10.0%	6.5%

35.3%	19.0%	20.6%	23.0%	28.3%	30.1%
$0	$26,810	$22,577	$21,652	$21,696	$21,747
$0	$23,185	$21,337	$20,164	$19,528	$20,330
	########	########	########	########	########
	53.80%	55.72%	55.02%	54.50%	56.64%
	22.13%	18.33%	17.46%	16.87%	15.62%
	$5,129.95	$3,911.09	$3,519.75	$3,294.15	$3,176.36

Brooklyn RISE Charter School
Revenue & Student Assumptions
As of 7/11/2018

	Start-Up Yea	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Key Assumptions						
Kindergarten		52	52	52	52	52
1st Grade		52	52	52	52	52
2nd Grade		0	52	52	52	52
3rd Grade		0	0	52	52	52
4th Grade		0	0	0	52	52
5th Grade		0	0	0	0	52
6th Grade		0	0	0	0	0
7th Grade		0	0	0	0	0
8th Grade		0	0	0	0	0
Enrollment		104	156	208	260	312
Hedge		100.0%	100.0%	100.0%	100.0%	100.0%
Effective Enrollment		104	156	208	260	312
Total Days of Operation		216	216	216	216	216
Professional Development Days		30	30	30	30	30
School Days		186	186	186	186	186
Attendance Rate		95%	95%	95%	95%	95%
SPED %		10.0%	10.0%	10.0%	10.0%	10.0%
SPED Count		10	16	21	26	31
Less than 20% Classification		50%	50%	50%	50%	50%
20-59% Classification		30%	30%	30%	30%	30%
Greater than 60% Classification		20%	20%	20%	20%	20%
Less than 20% Classification		5	8	10	13	16
20-59% Classification		3	5	6	8	9
Greater than 60% Classification		2	3	4	5	6
ELL%		60.0%	60.0%	60.0%	60.0%	60.0%
ELL Count		62	94	125	156	187
Paid %		20%	20%	20%	20%	20%
Reduced %		5%	5%	5%	5%	5%
Free %		75%	75%	75%	75%	75%
Breakfast Participation		100%	100%	100%	100%	100%
Lunch Participation		100%	100%	100%	100%	100%
Snack Participation		100%	100%	100%	100%	100%
Annual Revenue Increase		0.0%	0.0%	0.0%	0.0%	0.0%
Effective Revenue Increase		100.0%	100.0%	100.0%	100.0%	100.0%

State Revenues

	Rate						
NYCDOE Per Pupil Gen Ed	$15,307		1,591,928	2,387,892	3,183,856	3,979,820	4,775,784
Facility Rental Assistance	$4,592		416,000	633,360	857,147	1,087,506	1,324,582
NYCDOE Per Pupil SpED 20-59%	$10,390		32,209	48,833	64,418	81,042	97,666
NYCDOE Per Pupil SpEd Greater than	$19,049		40,003	59,052	80,006	99,055	118,104
NYSTL	$58.25		6,058	9,087	12,116	15,145	18,174
NYSSL	$14.98		1,558	2,337	3,116	3,895	4,674
NYSLIB	$6.25		650	975	1,300	1,625	1,950
CSP Grant		100,000	300,000	150,000	-	-	-
Title I	$500		41,600	62,400	83,200	104,000	124,800
Title II	$40		3,328	4,992	6,656	8,320	9,984
IDEA	$900		1,890	1,890	2,790	3,780	4,680
NSLP - Breakfast - Paid	$0.29		1,122	1,683	2,244	2,805	3,366
NSLP - Breakfast - Reduced	$1.74		1,683	2,524	3,366	4,207	5,049
NSLP - Breakfast - Free	$2.04		29,596	44,394	59,193	73,991	88,789
NSLP - Lunch - Paid	$0.32		1,238	1,857	2,476	3,095	3,714
NSLP - Lunch - Reduced	$2.78		2,689	4,033	5,378	6,722	8,066
NSLP - Lunch - Free	$3.18		46,135	69,203	92,271	115,339	138,406
NSLP - Snack - Paid	$0.07		271	406	542	677	812
NSLP - Snack - Reduced	$0.43		416	624	832	1,040	1,248
NSLP - Snack - Free	$0.86		12,477	18,715	24,954	31,192	37,431
Fundraising		-	-	-	-	-	-
Donations		-	-	-	-	-	-
Board Donations		10,000	10,000	10,000	10,000	10,000	10,000
Grants		-	-	-	-	-	-
Walton Grant		325,000	-	-	-	-	-
E-Rate Reimbursement	$150		15,600	7,800	7,800	7,800	7,800
DYCD		-	231,800	-	-	-	-

Notes
Calculated using average of schools in community/district; specific data source?
Calculated using average of schools in community/district; specific data source?
Total 80% to be conservative; Calculated using average of schools in community/district; specific data source?

rate should actually be north of $15K for FY 2019, but the application requires use of the FY 2018 rate
lesser of 30% of per pupil funding or actual lease expense

In-Kind allocations for textbook spending through FAMIS system of NYCDOE
In-Kind allocations for software spending through FAMIS system of NYCDOE
In-Kind allocations for library spending through FAMIS system of NYCDOE

eligible for base allocation of $550K; could go as high as $800K

In Years 2 through 5, pays on prior year counts
product of enrollment, FRL %, participation level %, and # of days
product of enrollment, FRL %, participation level %, and # of days
product of enrollment, FRL %, participation level %, and # of days
product of enrollment, FRL %, participation level %, and # of days
product of enrollment, FRL %, participation level %, and # of days
product of enrollment, FRL %, participation level %, and # of days
product of enrollment, FRL %, participation level %, and # of days
product of enrollment, FRL %, participation level %, and # of days
product of enrollment, FRL %, participation level %, and # of days

$150/per new student; program change to fund infrastructure and internet services
one time allocation; $185K base plus $450 per student in Year 1

Brooklyn RISE Charter School
Payroll Assumptions
As of 7/11/2018

		Start-Up Year	Year 1	Year 2	Year 3	Year 4	Year 5
		2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Annual Increase			3.0%	3.0%	3.0%	3.0%	3.0%
Effective Payroll Increase		100.0%	103.0%	106.1%	109.3%	112.6%	115.9%
Head of School	x	0.83	1	1	1	1	1
Student Supports Manager	x	0	1	1	1	1	1
Education Manager	x	0	1	1	1	1	2
Culture Fellow	x	0	0.5	1	1	1	1
Director of Development		0	0	0	0	0	1
Operations Manager	x	0.5	1	1	1	1	1
Office Coordinator	x	0.25	1	1	1	1	2
Talent Manager		0	0	0	0	0	1
Student Support Coordinator		0	0	0	1	2	2
Operations Fellow		0	0	1	1	1	2
General Education Teachers	x	0	4	6	8	10	12
Learning Specialist Teachers	x	0	4	6	6	6	6
Teacher-In-Residence	x	0	1	2	3	5	6
Enrichment Teacher	x	0	0.5	1	1	1	1
Physical Education		0	0	0	1	1	1
Teaching Fellows		0	0	0	0	0	0
Nurse	x	0	1	1	1	1	1
Guidance Counselor		0	0	0	0	0	1
Total # of Staff		1.58	16	23	28	33	42
Change in Staff Count		1.58	14	7	5	5	9
			30.4166667				

	Salary						
Head of School	$110,000	91,667	113,300	116,699	120,200	123,806	127,520
Student Supports Manager	$70,000	-	72,100	74,263	76,491	78,786	81,149
Education Manager	$72,000	-	74,160	76,385	78,676	81,037	166,935
Culture Fellow	$72,000	-	37,080	76,385	78,676	81,037	83,468
Director of Development	$72,000	-	-	-	-	-	83,468
Operations Manager	$70,000	35,000	72,100	74,263	76,491	78,786	81,149
Office Coordinator	$40,000	10,000	41,200	42,436	43,709	45,020	92,742
Talent Manager	$65,000	-	-	-	-	-	75,353
Student Support Coordinator	$72,000	-	-	-	78,676	162,073	166,935
Operations Fellow	$40,000	-	-	42,436	43,709	45,020	92,742
General Education Teachers	$60,000	-	247,200	381,924	524,509	675,305	834,677
Learning Specialist Teachers	$63,000	-	259,560	401,020	413,051	425,442	438,206

Teacher-In-Residence	$40,000	-	41,200	84,872	131,127	225,102	278,226
Enrichment Teacher	$57,000	-	29,355	60,471	62,285	64,154	66,079
Physical Education	$57,000	-	-	-	62,285	64,154	66,079
Teaching Fellows	$45,000	-	-	-	-	-	-
Nurse	$58,000	-	59,740	61,532	63,378	65,280	67,238
Guidance Counselor	$55,000	-	-	-	-	-	63,760
Total Salaries		136,667	1,046,995	1,492,686	1,853,265	2,215,001	2,865,726
# of Departments			0	0	0	0	0
# of Grade Levels			2	3	4	5	6
Substitutes	$0	-	-	-	-	-	-
Department Chair Stipends	$0		-	-	-	-	-
Grade Level Leader Stipends	$0		-	-	-	-	-
Saturday and Summer Academy	$0	-	-	-	-	-	-
ESL Coordinator Stipend	$0	-	-	-	-	-	-
SPED Coordinator Stipend	$0		-	-	-	-	-
Bonuses	0%	-	-	-	-	-	-
Total Compensation		136,667	1,046,995	1,492,686	1,853,265	2,215,001	2,865,726
Medical	$7,000	11,083	117,600	177,503	226,895	280,782	375,227
Annual Increase		0%	5%	5%	5%	5%	5%
Effective Increase		100.00%	105.00%	110.25%	115.76%	121.55%	127.63%
SSI	6.20%	8,473	64,914	92,547	114,902	137,330	177,675
Medicare	1.45%	1,982	15,181	21,644	26,872	32,118	41,553
Retirement	3%	4,100	31,410	44,781	55,598	66,450	85,972
Unemployment	4.10%	1,394	10,600	10,455	11,501	13,243	17,774
Workers Compensation	1.00%	1,367	10,470	14,927	18,533	22,150	28,657
		45.83	348.50				
Payroll Taxes		10,455	80,095	114,191	141,775	169,448	219,228
Fringe / Employee Benefits		13,844	138,670	202,884	256,928	316,175	421,658
Retirement / Pension		4,100	31,410	44,781	55,598	66,450	85,972
Total		28,399	250,175	361,855	454,300	552,073	726,857
			577315.375	109179.75	286340	972835.125	
			0.59343599	0.11222842	0.29433559	1	
			6,290.55	1,189.64	3,120.02		

			Start-Up Y	Year 1	Year 2	Year 3	Year 4	Year 5
			2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Exec Mgmt	Head of School	Exec	0.91667	1	1	1	1	1
Instr Mgmt	Manager of Student Support	DDC	0	1	1	1	1	1
Deans/Dir/Coor	DCI	DDC	0	0	0	1	1	2
	Dean of Culture	DDC	0	0.5	1	1	1	1
	Director of Development	DDC	0	0	0	0	0	1
	Operations Manager	Ops	0.75	1	1	1	1	1
	Office Manager	Adm	0.25	1	1	1	1	2
	Talent Manager	DDC	0	0	0	0	0	1
	Student Support Coordinator	DDC	0	0	0	1	2	2
	Operations Fellow	Ops	0	0	1	1	1	2
	General Education Teachers	Teachers Reg	0	4	6	8	10	12
	Learning Specialist Teachers	Spec Teachers	0	4	6	6	6	6
	Teacher-In-Residence	Teach Assistant	0	1	2	3	5	6
	Enrichment/Performing Arts	Teachers Reg	0	0.5	1	1	1	1
	Physical Education	Teachers Reg	0	0	0	1	1	1
	Teaching Fellows	n/a	0	0	0	0	0	0
	Nurse	Nurse	0	1	1	1	1	1
	Guidance Counselor	T&C	0	0	0	0	0	1
			1.91667	15	22	28	33	42

54,590

		577315	109180	286340	972835
		0.59343568	0.11223	0.29434	1
Medical	117,600	69788.0	13198	34614	117600
SSI	64,914	38522.1	7285	19106	64914
Medicare	12276.57	7285.4	1378	3613	12277
Retirement	25399.8	15073.1	2851	7476	25400
Unemployment	8393.041667	4980.7	942	2470	8393
Workers Compensation	8466.6	5024.4	950	2492	8467

	617.5726397	617.573	617.573	1059.7	1059.7	1059.7	1059.7
	525.91	525.91	525.91	902.41	902.41	902.41	902.41
	0.0561	0.0561	0.0561	0.0963	0.0963	0.0963	0.0963
Payroll Taxes	701.2476818	701.248	701.248	1203.28	1203.28	1203.28	1203.28
Fringe / Employee Benefits	91.66636364	91.6664	91.6664	157.291	157.291	157.291	157.291
Retirement / Pension	274.9990909	274.999	274.999	471.874	471.874	471.874	471.874

1228.13	1228.13	1228.13	1228.13	11004	
1045.84	1045.84	1045.84	1045.84	9370.71	
0.1116	0.1116	0.1116	0.1116	1.0000	Total
1394.53	1394.53	1394.53	1394.53	12495	
182.291	182.291	182.291	182.291	1633.33	
546.874	546.874	546.874	546.874	4899.99	
				19028.3	28,399
					9,371

Brooklyn RISE Charter School
Expense Assumptions
As of 7/11/2018

		Start-Up Year	Year 1	Year 2	Year 3	Year 4	Year 5
		2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Enrollment		0	104	156	208	260	312
Hedge		0%	100%	100%	100%	100%	100%
Effective Enrollment		0	104	156	208	260	312
School Days		0	186	186	186	186	186
Attendance Rate		0%	95%	95%	95%	95%	95%
SPED %		0%	10%	10%	10%	10%	10%
Paid %		0%	20%	20%	20%	20%	20%
Reduced %		0%	5%	5%	5%	5%	5%
Free %		0%	75%	75%	75%	75%	75%
Square Footage Requirement	100	0	10,400	15,600	20,800	26,000	31,200
Buses Required		0	0	0	0	0	0
Annual Expense Increase		0.0%	0.0%	1.5%	1.5%	1.5%	1.5%
Effective Expense Increase		100.0%	100.0%	101.5%	103.0%	104.6%	106.1%
Contracted Services							
Audit	$20,000	2,500	20,000	20,000	20,000	20,000	20,000
Legal Services	$10,000	10,000	10,000	10,000	10,000	10,000	10,000
Health Services/Nurse Services	$0	-	-	-	-	-	-
Food Service	$6.00	-	110,261	165,391	220,522	275,652	330,782
Payroll	Varies	500	1,891	2,069	2,197	2,324	2,553
Special Education Services	$500	-	5,200	7,917	10,714	13,594	16,557
Special Education Collaborative	$4,500	-	4,500	4,568	4,636	4,706	4,776
SIS System	$10	-	11,040	1,583	2,143	2,719	3,311
Technology Support	$2,000	-	24,000	24,360	24,725	25,096	25,473
Back-Office Support & Financial Consulting	Varies	14,000	79,659	111,743	136,662	150,000	150,000
E-Rate Consulting	$4,000	-	4,000	4,000	4,000	4,000	4,000
Fingerprinting/Background Checks	$100	158	1,442	700	500	500	900
Curriculum Consulting	$25,000	25,000	-	-	-	-	-
BES	$10,000	10,000	10,000	10,000	-	-	-
Retirement Admin Fees	$3,000	3,000	3,000	3,000	3,000	3,000	3,000
Custom	$0	-	-	-	-	-	-
Custom	$0	-	-	-	-	-	-
Custom	$0	-	-	-	-	-	-

Custom	$0	-	-	-	-	-	
		65,158	284,992	365,332	439,098	511,590	571,353
			133,140	155,387	171,030	185,315	186,684
School Operations							
Board Expenses	$150	5,000	1,800	1,827	1,854	1,882	1,910
Classroom/Teaching Supplies & Materials	$200		20,800	31,668	42,857	54,375	66,229
Special Education Materials	$200	-	2,080	3,167	4,286	5,438	6,623
Textbooks/Workbooks	$200		20,800	31,668	42,857	54,375	66,229
FAMIS Expenses	Varies		8,266	12,399	16,532	20,665	24,798
Other Materials	$50		5,200	7,917	10,714	13,594	16,557
Student Desks	$100	-	10,400	5,278	5,357	5,438	2,500
Classroom Furniture	$5,000	-	22,500	12,500	10,000	10,000	10,000
Office Furniture	Varies	-	5,000	2,500	2,500	2,500	2,500
Internet	$300	-	3,600	3,654	3,709	3,764	3,821
Telephone	$300	-	3,600	3,654	3,709	3,764	3,821
Cell Phone	$100	-	1,200	1,218	1,236	1,255	1,274
Staff Computers	$1,000	3,000	11,417	7,105	5,151	5,228	9,552
Classroom Technology	$300	-	31,200	15,834	16,072	16,313	41,557
Other Assessments & Evaluation	$7,500	-	7,500	7,612	7,727	7,843	7,960
Field Trips	$25	-	2,600	3,958	5,357	6,797	8,279
Uniforms	$90		9,360	14,251	19,286	24,469	29,803
Copier Lease	$500	-	6,000	6,090	12,363	12,548	12,736
Copier Supplies	$100	-	10,400	15,834	21,429	27,188	33,115
Office Supplies	$2,000	800	24,000	24,360	24,725	25,096	25,473
Professional Development (including travel)	$500	-	8,000	11,672	14,423	17,254	22,289
Staff Recruitment	$1,000	16,000	7,000	5,000	5,000	9,000	6,300
Student Recruitment	$200	20,800	20,800	10,556	10,714	10,875	11,038
School Website	$5,000	3,000	5,000	5,075	5,151	5,228	5,307
Custom	$0	-	-	-	-	-	-
Custom	$0	-	-	-	-	-	-
Custom	$0	-	-	-	-	-	-
Custom	$0	-	-	-	-	-	-
Custom	$0	-	-	-	-	-	-
Custom	$0	-	-	-	-	-	-
Custom	$0	-	-	-	-	-	-
Custom	$0	-	-	-	-	-	
		48,600	248,523	244,798	293,010	344,889	419,671
Facility Operations & Maintenance							
Insurance	$25,000	2,500	25,000	28,420	30,907	33,462	33,964
Janitorial Services	$3	-	31,200	47,502	64,286	81,563	99,344
Custodial Supplies	$50	-	5,200	7,917	10,714	13,594	16,557
Building and Land Rent/Lease	$40		416,000	633,360	857,147	1,087,506	1,324,582
Repairs & Maintenance	$3		31,200	47,502	64,286	81,563	99,344
Security	$1	-	10,400	15,834	21,429	27,188	33,115
Utilities	$4	-	41,600	63,336	85,715	108,751	132,458
Custom	$0	-	-	-	-	-	-

Custom	$0	-	-	-	-	-	-
Custom	$0	-	-	-	-	-	-
		2,500	560,600	843,871	1,134,484	1,433,625	1,739,363
Dissolution Escrow	$100,000	-	20,000	20,000	20,000	20,000	20,000

Notes
To account for inflation/increased costs over time
1,060.20
audit & 990 support; need a CSP agreed upon procedures the 1st year if you receive CSP
NYC charters spend more heavily than other charter schools for legal expenses
per student
product of average cost for breakfast, lunch, snack and likely # of students each day and # of school days
Paychex as Processor; $500 in reporting fees; $53 for 11 employees per pay period (24); extra $1 per employee per pay period (24)
per SPED student; services beyond what's received through NYCDOE
with NYCCSC
usually a larger one time fee for first year; per student licensing fee in future years
outsourced tech vendor
% assessed on Per Pupil GenEd, & Title funding; 4.5% on first 150 students; 2.25% on next 100; 1.35% on next 200; flatten by year 4; 2% admin fee on CSP
per new staff member
tbd
follow on support
add more expenses
add more expenses
add more expenses

add more expenses

$5K initial training; $150/month for supplies
per student
per SPED student
budgeted per student, even though will really be an expense for grade level growth; extra creates room for replacement
Tied to FAMIS Allocations; assumed to be a wash
per student
per new student; replacement expense in last year
$5K per gen ed classroom and enrichment/performing arts
initial office; replacement contingency

per new staff member; includes peripheral equipment costs
per student; replacement expense in last year

per student
per student (base uniform set)
eventually 2 copiers
per student
per month
per staff member
per new staff member; Year 5 is based on 15% attrition of total staff #
per new student acquired
initial buildout; then ongoing maintenance and hosting
add more expenses
add more expenses
add more expenses
add more expenses
add more expenses
add more expenses
add more expenses
add more expenses

includes D&O, Liability
based on square footage of 100 feet per student
per student
based on square footage of 100 feet per student
based on square footage of 100 feet per student to cover initial move in buildout
based on square footage of 100 feet per student
based on square footage of 100 feet per student
add more expenses

add more expenses
add more expenses

authorizer requires a $100K escrow set aside for dissolution costs

J&K Chart

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Total Revenue	435,000	2,788,251	3,522,058	4,503,659	5,641,055	6,785,078
Total Expenses	281,324	2,411,285	3,328,542	4,194,157	5,077,178	6,342,969
Operating Income	153,676	376,966	193,516	309,502	563,877	442,110
Beginning Fund Balance	-	153,676	530,642	724,158	1,033,660	1,597,536
Ending Fund Balance	153,676	530,642	724,158	1,033,660	1,597,536	2,039,646
Operating Income as % of Total Revenues	35.33%	13.52%	5.49%	6.87%	10.00%	6.52%
Fund Balance as % of Total Revenues	35.33%	19.03%	20.56%	22.95%	28.32%	30.06%
Total Revenue Per	N/A	$26,810	$22,577	$21,652	$21,696	$21,747
Total Spending Per	N/A	$23,185	$21,337	$20,164	$19,528	$20,330

Projected Fiscal Impact upon District of Location							
Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate[1]	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds)[2]	Total Projected Funding from District	Total District General Fund Budget[3]	Projected Impact on District Budget
2019-20	104	$15,307	########	$773,206	$2,365,134	###########	0.0097%
2020-21	156	$15,307	########	$821,036	$3,208,928	###########	0.0132%
2021-22	208	$15,307	########	########	$4,291,815	###########	0.0177%
2022-23	260	$15,307	########	########	$5,380,407	###########	0.0221%
2023-24	312	$15,307	########	########	$6,475,717	###########	0.0266%

[1]NYC Charter Schools Operations Guide, http://www.nyccharterschools.org/sites/default/files/resources/Opertions-Resource-Guide.pdf

[2]Includes Per Pupil SPED, Facility Subsidy, NYSTL, NYSLIB, NYSSL, Title 1, Title II, DYCD

[3]NYCDOE Financial Status Report - FY2018 Approved Budget as of 11/20/2017; http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/fsr/December/pdf/Dec_2017_fs

sr/12coverprint.pdf; Rouded down for conservatism

Attachment 10: Evidence of Financial Support

August 13, 2018

David Frank
Executive Director
NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

Re: Commitment of Start-Up Funds to Brooklyn RISE Charter School

Dear Mr. Frank:

We are pleased to inform you that the Building Excellent Schools Post Authorization Fund, infused through funding provided by The Walton Family Foundation to Building Excellent Schools, Inc., will make available $325,000 of start-up funds to Brooklyn RISE Charter School for the start-up year (fiscal year 2018-2019) upon charter authorization.

These funds will be characterized as a $325,000 grant.

The grant is given in support of the start-up needs of Brooklyn RISE Charter School and will be contingent upon authorization of Brooklyn RISE.

Sincerely,

Aasimah Navlakhi

CEO

Building Excellent Schools

Attachment 11: Pre-Opening Plan

Student Recruitment and Admission		
Marketing		
Design/translate/post info packet/flyer/website for the community	HOS	Nov 18 – Mar 19
Identify and work with CBOs to help generate interest	HOS	Nov 18 – Mar 19
Initiate recruiting/marketing campaign via ads in store/news	HOS	Nov 18 – Mar 19
Secure invitations to transition fairs at Pre-K's and Head Starts	HOS	Nov 18 – Dec 18
Enrollment Form		
Design, translate, and make student enrollment form	HOS	Nov 18
Make enrollment form available/post on website	HOS	Nov 18
Register with NYC Charter School common application	HOS	Nov 18 – Dec 18
Information Sessions		
Secure locations for information sessions	HOS	Nov 18 – Dec 18
Mobilize volunteers for community canvassing	HOS	Nov 18 – Mar 19
Host information sessions	HOS	Nov 18 – Mar 19
Admissions Lottery and Enrollment		
Collect enrollment forms through final enrollment day: April 1	HOS	Nov 18 – Apr 19
Secure lottery location	HOS	Mar 19
Post lottery date on website and on flyers in the community	HOS	Mar 19
Practice lottery protocol	HOS	Mar 19
Conduct admission lottery	HOS	Apr 19
Notify families of status	HOS	Apr 19
Establish waitlist (or repeat lottery)	HOS	Apr 19
Send NYC DOE Enrollment Report	HOS	May 19 – Aug 19
Confirm acceptances and conduct home visits	HOS	May 19 – Aug 19
Request and receive student records	HOS	May 19 – Aug 19
Create documents/compile welcome packet/orientation info	HOS	Mar 19 – Apr 19
Facilities		
Send letter to NYC DOE requesting co-location space	HOS	Jan 18
Receive approval or denial for NYC DOE co-location space	HOS	Feb 18 – Jun 18
If co-location space unavailable, review private space options	HOS	Feb 18 – Nov 18
Get third party real estate expert to view and evaluate site	HOS	Feb 18 – Nov 18
Negotiate, Review, Approve, and Sign Lease	Both	Jan 19
Secure Certificate of Occupancy from landlord	HOS	Jun 19
Renovations to be completed by landlord	HOS	Feb 19 – Jun 19
Obtain property insurance required by lease	HOS	Jan 19
Pass final inspection and receive occupancy certificate	HOS	Jun 19
Procurement		
Purchase supplies and materials for program	HOS	Apr 19
Secure janitorial services	HOS	Apr 19
Governance		
Board Expansion and Transition to Board of Trustees		
Recruit and nominate board members	Board	Nov 18
Develop and ratify by-laws	Board	Nov 18
Create Code of Ethics for board members. Adopt as policy.	Board	Nov 18
Develop Governance Strategy		
Define role of Board members	Board	Nov 18
Define relationship of Board and Head of School	Board	Nov 18
Define communication methods and decision-making processes	Board	Nov 18

Arrange Board liability	Board	Nov 18
Draft policies	Board	Nov 18
Plan to move from Founding Board to Governing Authority	Board	Nov 18
Develop and file articles of incorporation	HOS	Nov 18
Apply for tax-exemption, 501c3	HOS	Nov 18
Develop Board calendar	Board	Nov 18
Board Structure		
Finalize by-laws	Board	Nov 18
Create job descriptions for Board and for each committee chair and each committee. Adopt as policy.	Board	Nov 18
Create and adopt policy defining relationship between school leader and board	Board	Nov 18
Create board member handbook. Adopt as policy.	Board	Nov 18
Send Trustee information to DOE for each trustee – trustee financial disclosures, trustee information form, and resume	HOS	Nov 18
Board Meetings		
Pick set day and time to consistently hold meetings. Print schedule. Follow postings for New York Open Meeting Law.	Board	Nov 18
Develop consistent format for board meeting packets distributed 2 weeks prior	Both	Nov 18
Create mechanism to track attendance at all board and committee meetings	Board	Nov 18
Develop list critical tasks to happen at each board meeting	Board	Nov 18
Create mechanism (binder) to keep track of all official policies	Both	Nov 18
Create comprehensive list of policies to be created before school opening	Both	Nov 18
School Leader		
Create job description for Head of School	Board	Nov 18
Determine performance benchmarks and process for evaluating Head of School	Board	Nov 18
Hire Head of School	Board	Nov 18
Board Development		
Create board development plan to include orientation of new members	Board	Nov 18
Host Board Retreat	Board	Nov 18
Fund Development/Fundraising		
Develop strategy: goals and plan	Board	Nov 18
Identify potential individual donors	Board	Nov 18 – Mar 19
Establish 501c3	Board	Nov 18 – Mar 19
Secure Public/Private Grant Money		
Write need statement	Board	Nov 18 – Mar 19
Write and disseminate proposals to national and local governmental sources	Board	Nov 18 – Mar 19
Write and disseminate proposals to national and local foundations	Board	Nov 18 – Mar 19
Secure Donations from Individuals		
Identify, cultivate, and solicit potential donors	Board	Nov 18 – Mar 19
Develop Board cultivation guidelines and strategies	Board	Nov 18 – Mar 19
Plan and host series of events for securing donations	Board	Nov 18 – Mar 19
Administrative		
Data Management		
Create filing system	HOS	Mar 19 – Apr 19
Develop database for student reporting and attendance	HOS	Mar 19 – Apr 19

Develop dashboard system: attendance, discipline, academics, and assessments	HOS	Mar 19 – Apr 19
Family Outreach		
Write, translate, and mail family letter for Family Orientation	HOS	Apr 19
Schedule Home Visits	HOS	Apr 19 – Jun 19
Complete Home Visits	HOS	May 19 -Jul 19
Call all families for Family Orientation	HOS	Apr 19
Prepare pre-opening Family Orientation materials	HOS	Jun 19
Host pre-opening Family Orientation	HOS	Jul 19
Instructional Program		
Curriculum Development		
Identify preliminary curriculum models for core subjects	HOS	Nov 18
Site visits and analyses of "best practice" school models	HOS	Nov 18
Hire curriculum consultant	HOS	Nov 18 – Jan 19
Create and finalize curriculum plans and timelines	HOS	Nov 18 – Apr 19
Create IAs aligned with state standards and curriculum frameworks	HOS	Nov 18 – Apr 19
Create scope and sequence and vertical alignment documents	HOS	Nov 18 – Apr 19
Create organizational system for unit plans and lesson plans	HOS	Nov 18 – Jan 19
Develop curriculum	HOS	Nov 18 – Apr 19
Procurement		
Purchase materials and standardized testing materials	HOS	May 19 – Jul 19
Contract with NWEA MAP, STEP, and other assessment providers	HOS	Nov 19 – Apr 19
Assessment		
Finalize assessment strategy and timeline	HOS	Nov 18 – Apr 19
Create dashboard for data analysis	HOS	Nov 18 – Apr 19
Develop class configuration – classroom model	HOS	Nov 18
Conduct NYSITELL testing	HOS	May 19 – Jul 19
Special Education		
Reach out to form relationship with the CSE	HOS	Nov 18
Identify and secure specific texts and materials	HOS	Nov 18 – Apr 19
Consult with the district administrator in charge of SPED services	HOS	Nov 18
Identify population of students with disabilities	HOS	May 19
Acquire student records	HOS	May 19 – Jul 19
Collaborate with CSE on IEP review schedule	HOS	May 19 – Aug 19
Define service requirement for all SPED students	HOS	May 19 – Aug 19
Create training session for teachers on SPED modifications and accommodations	HOS	Jul 19 – Aug 19
School Culture and Climate		
Finalize daily schedule, discipline policy, and school calendar	HOS	Nov 18
Establish school-wide systems, procedures, and routines	HOS	Nov 18
Create school-family communication templates	HOS	Nov 18
Create classroom/hallway resources and materials	HOS	Nov 18
Fiscal Management		
Codify the fiscal controls and financial policies that the school will employ to track daily operational finances	HOS	Nov 18
Contract with back-office provider (EdTec)	HOS	Nov 18
Identify who signs and writes checks and finalize signature policies	Both	Nov 18
Develop financial reporting templates (budget vs. actual) policy	Both	Nov 18
Design process forms (purchase orders, expense forms) and policy	HOS	Nov 18
Appoint Treasurer	Board	Nov 18
Develop segregation of funds policy (public/private)	Both	Nov 18

Establish payroll	HOS	Nov 18
Develop schedule of Board financial reviews Board	HOS	Nov 18
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	HOS	Nov 18
Set up bank accounts	HOS	Nov 18
Define investment/savings strategy	HOS	Nov 18
Finalize cash flow plan	HOS	Nov 18
Personnel		
Finalize org chart and job descriptions	Both	Nov 18
Design interview process based on models of high-performing organizations	HOS	Nov 18 – Jan 19
Advertise jobs through partner organizations and website	HOS	Nov 18 – Jul 19
Coordinate benefit enrollment	HOS	Nov 18 – Jul 19
Recruit and hire staff and teachers	HOS	Nov 18 – Jul 19
Negotiate and sign agreements for contracted services	HOS	Nov 18 – Jun 19
Finalize policies and procedures for evaluation of staff	HOS	Apr 19 – May 19
Develop professional development plans	HOS	Apr 19 – May 19
Perform background checks on employees	HOS	Apr 19 – Jun 19
Fill out forms to enroll teachers in payroll and benefits	HOS	Jul 19 – Aug 19
Plan and hold staff onboarding and orientation prior to Summer PD	HOS	Jun 19 – Aug 19
Have new staff fill out Employee Information forms	HOS	Jul 19 – Aug 19
Staff Handbook		
Draft, edit, and translate handbook content	HOS	Nov 18
Secure legal review of handbook	HOS	Nov 18
Board approval of handbook	Board	Nov 18
Print and distribute final copies to staff members	HOS	Jul 19 – Aug 19
Transportation		
Determine transportation needs	HOS	May 19
Submit transportation request form to NYC Office of Pupil Transportation	HOS	Apr 19
Develop transportation routes, schedules, and emergency contacts	HOS	May 19 – Jul 19
Food Services		
Issue RFP for outside food vendor	HOS	Mar 19
Define requirement (# of students/any religious or individual needs) and identify free/reduced lunch students	HOS	May 19
Determine food service arrangement	HOS	May 19
Select vendor and draft and sign contract	HOS	May 19 – Jul 19
Develop food service plan	HOS	May 19 – Jul 19
Complete FRL forms	HOS	May 19 – Jul 19
Health and Safety		
Identify doctor/nurse resources and first aid resources	HOS	Jan 19 – Feb 19
Develop policy for non-compliance by families	HOS	Jan 19 – Feb 19
Acquire medical forms	HOS	Jan 19 – Apr 19
Undergo fire and building inspection	HOS	Jun 19
Contact Board of Health	HOS	Jun 19
Develop fire drill policy, schedule, route, and School Safety Plan	HOS	Jun 19
CPR and AED training	HOS	Jul 19
Purchase and install AED	HOS	Jul 19
Community Partnerships		
Identify community partnership opportunities	HOS	Ongoing
Devise performance measures for each partnership	HOS	Ongoing
Families and Community		
Draft, edit, and translate content of Family Handbook	HOS	Nov 18 – Jan 19

Secure legal review of handbook	HOS	Apr 19
Board approval of handbook	Board	Apr 19
Print and distribute final copies to families at Family Orientation	HOS	Jun 19 – Jul 19
Communication		
Work with graphic designer to update website for approved school	HOS	Nov 18
Set up nonprofit mailing status with Post Office	HOS	Nov 18
Filing system for student academic, disciplinary, and health records	HOS	Mar 19
Define procedure for visitors entering the building	HOS	Apr 19
Develop forms necessary to track and monitor visitors	HOS	Apr 19
Select provider for internet access	HOS	Apr 19
Set up intranet	HOS	Apr 19
Define how staff will communicate	HOS	Jun 19
Set up phone systems and answering services	HOS	Jun 19
Set up school email	HOS	Nov 18
Purchasing		
Create a comprehensive purchasing list through December	HOS	Apr 19
Purchase classroom and office equipment and furniture	HOS	May 19 – Jul 19
Lease postage meter	HOS	Nov 18
Purchase cleaning products and restroom supplies	HOS	Jun 19
Purchase science class materials and PE equipment	HOS	Jun 19
Purchase classroom library materials	HOS	Mar 19 – Jun 19
Purchase classroom & office supplies & medical supplies/furniture	HOS	Jun 19
Purchase signage for building interior	HOS	May 19
Set up asset tracking system	HOS	Jun 18
Contract Personnel		
Hire janitorial services, line up electrician, plumber, and handyman	HOS	May 19 – Jun 19
Line up related service providers	HOS	May 19 – Jun 19
Contract with nursing service	HOS	May 19 – Jun 19
Technology		
Issue RFP for technology	HOS	Nov 18
Finalize plans for purchasing technology	HOS	Jan 19
Computers for students and teachers	HOS	May 19
Uniform		
Contract student uniforms	HOS	Mar 19 – Apr 19
Create uniform sizing sheet	HOS	Dec 18
Create Dress Code one-pager for Family Handbook	HOS	Feb 19 – Mar 19
Approve budget allocation for uniforms	Board	Nov 18 – Dec 18
Disseminate school uniforms during home visits	HOS	Jul 19

Attachment 12: Dissolution Plan

In the case of dissolution of Brooklyn RISE Charter School, the Board of Trustees will delegate responsibility of managing the dissolution process to the Head of School and Director of Operations. In accordance with NYSED requirements, we have budgeted $20,000 to be set-aside each year of the charter term to be maintained in escrow, specifically for any dissolution of charter. These funds will be set aside in perpetuity, and only issued in the event of the dissolution process will be handled in accordance with Education Law §2851(2)(t), 219, and 220, and the Closing Procedures specified by the State Education Department. The procedures outlined by the New York State Education Department Closing Procedures Guide and Checklist follow:

DISSOLUTION PLAN	
Completion Date	**Action Item**
Within 24 hours of SED vote to close school	(1) Establish Transition Team to ensure smooth transition of students and staff and to close down school's business. (2) Transition Team will include: SED staff member, Board Chair, Head of School, Director of Operations, one teacher, and one parent from family advisory council. (3) Board Chair will solicit assistance of external partners to fulfill all responsibilities associated with dissolution. (4) SED staff member and Board Chair will distribute press release that includes: (a) history of school (b) SED closure policies (c) reason(s) for school closure (d) outline of support for students, parents, and staff (e) contact info for SED and school media liaison.
Within 48 hours of SED vote to close the school	(1) Assign Transition Team action item responsibilities and set calendar for meetings and dates of completion for each closure action item. Transition Team will develop Student Transition Plan that focuses on enrolling students in new, appropriate school, and will include clear deadlines for key activities and will not be considered complete until every student engaging in transitional services has been enrolled in new school. (2) School Closure Coordinator will be established so that families have access to direct line of support that can provide guidance through transition. (3) SED staff member and Board chair will distribute initial closure notification letter to faculty, staff, and parents that outlines closure decision, timeline for transition, and help line and online information to address inquiries pertaining to records, enrollment, lottery procedures, names and locations of other charter schools. (4) If school has planned to operate Summer Program, school must provide SED with evidence that appropriate parties have been officially notified, and that complete and proper financial management of school is completed in a timely manner.
Within 72 hours of SED vote to close the school	(1) SED staff member and Board chair will send a closure letter to state and local agencies, including the school district will include: (a) Notification materials distributed to parents and faculty/staff (b) SED decision materials, resolution to close school (c) Copy of any termination agreement(s) (if applicable), (d) copy local public school districts (2)

	Create talking points for parents, faculty, community, and press. Focus on communicating plans for orderly transition of students and staff. Once completed, distribute to Transition Team. (3) Secure student records by ensuring all records are organized, up to date, and maintained in a secure location. (4) Secure financial records by ensuring all records are organized, up to date, and maintained in a secure location. A copy of all financial records should be given to SED prior to closure. Those records include, but are not limited to: (a) original bank statements for no less than one year, (b) vendor invoices and statements, (c) records of payments to vendors, (d) Payroll documentation
Within 1 week of SED vote to close the school	(1) Transition Team will create a parent contact list and faculty contact list, and provide copies of both to SED. The Transition Team will also convene a parent closure meeting as well as a faculty/staff meeting.
Ongoing activities after SED closure vote until end of classes as designated in SED resolution	(1) Continue Instruction: The Head of School will ensure instruction continues at the school. (2) Board Communication: Board Chair will provide advance copies of all meeting agendas, minutes, financials, and all other documents outlined in the SED Closing Procedures guide. (3) Establish Use of Reserve Funds. (4) Maintain Location and Communication: Throughout closing procedures, the school must remain in its current facility and maintain operational telephone service. (5) Maintain insurance. (6) Report of Financial Condition: The school will submit a current balance sheet, current income statement, grant reports, and month-to-month cash flow documents to SED.
Within 10 days of SED vote to close the school	(1) Board Chair will send parent/guardian closure transition letter that provides detailed guidance regarding transition plan, including but not limited to: (a) date of last day of instruction, (b) notification of mandatory enrollment under New York State law, (c) contact and enrollment information of other schools, and (4) information on obtaining student records pursuant to the New York State Freedom of Information Law.
Within 3 weeks of SED vote to close the school	(1) The Director of Operations will formulate a list of creditors, debtors and any amounts accrued and unpaid with respect to such creditor or debtor. (2) The Director of Operations will formulate a list of all contractors with contracts in effect and notify them of the school closure and cessation of operations.
Within 30 days of SED vote to close the school	(1) Board shall engage, by vote of the Board, an independent auditor to conduct final close-out audit of school. Board Chair will take necessary steps to maintain 501(c)(3) status with the IRS. (2) The Board shall engage, by a vote of the board, an independent auditor to conduct a final close-out audit of the school. The Board Chair will take the necessary steps to maintain 501(c)(3) status with the IRS. (3) The Director of Operations will also perform a Uniform Commercial Code (UCC) search to determine if there are any perfected security interests and to what assets security interests are attached. This activity will be provided to SED.

Within 45 days of SED vote to close the school	(1) Board Chair and Director of Operations will establish employee termination date and notify all employees, benefit providers, payroll processor, and vendors of pending termination. Activities will be provided to SED. (2) Director of Operations will create fixed asset list segregating NY State and federal dollars, note source codes for funds and price for each purchase, and establish fair market value for all fixed assets. These materials will be provided to SED. (3) Director of Operations will develop plan for disposition of all assets, property, and inventory, including assets purchased with federal funds. (4) Board is required to petition supreme court in judicial district where principal office of corporation is located, directing disposition of all property belonging to the school Petition will be sent to SED and NY State Attorney General at least 10 days prior to submission. Director of Operations and SED staff member will ensure that school prioritizes payment strategy considering NY State and local requirements and will provide SED with a copy of all materials associated with this action.
One week after the last day of instruction	(1) Head of School will ensure final report cards and student records are up to date and sent home to parents/guardians, and provided to SED. (2) Head of School will transfer all testing materials in accordance with NY State regulations regarding disposition of NY State Assessment materials. (3) Director of Operations will file Federal form 269 or 269a if the school was receiving funds directly from the U.S. Department of Education.
Within 30 days of the last day of instruction	(1) Director of Operations will review, prepare, and make available itemized financial documents. (2) Head of School will generate list of all payroll reports including taxes and retirement or adjustments on employee contracts, and employment verification reports, and provide these to each employee, as well as to SED. (3) The Head of School and Transition Team will, in accordance with New York State statute, transfer all student records, including special education records, to the students' new school, new school district, and New York City Department of Education. (4) The Board Chair and Head of School will ensure that written documentation of the transfer of records accompanies the transfer of all student materials. These materials will be provided to SED.
Within 45 days of the last day of instruction	(1) The Head of School will ensure that Federal Expenditure Reports and Annual Performance reports are completed and provided to SED.
Within 60 days of the last day of instruction	(1) The Director of Operations will ensure the final distribution of assets. The Board Chair will document the disposition and transfer of corporate records.
Within 120 days of the last day of instruction	(1) The Board Chair and Director of Operations will submit a final closeout audit, which documents disposition of all liabilities. A copy will be provided to SED.

2018 PHASE I: Letter of Intent

Created: 07/05/2018 • Last updated: 07/06/2018

Basic Contact and Application Information

New Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether a New Operator Applicant Group (which does not operate a Regents-authorized charter school or does not operate any schools currently) or an Existing Education Corporation (which operates one or more Regents-authorized charter schools) is submitting this Round 1 Letter of Intent.

New Operator Applicant Group (operating no charter schools at all or in New York or not operating Regents-authorized charter schools)

Proposed Charter School Name

(Please write out the full name of the proposed new charter school, and include the words "charter" and "school" in the naming).

Proposed School Name	Brooklyn RISE Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial 5 year Term	K-5
Max Number of Students During Initial 5 year Term	312

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Danyela Egorov	[redacted]	
Public/Media Contact Person	Cary Finnegan		

List of Key Design Elements

List the key design elements which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. Approved schools will be accountable for implementation of the key design elements included in their charter.

1	Rigorous academics, high-quality instruction, and extended learning time.
2	Inclusive learning environments with two-teachers in every classroom, daily small group instruction, and robust SPED and ELL supports.
3	High-quality training, support, and on-going professional development for teachers.
4	Decision-making at all levels driven by data.
5	Focus on community with a commitment to character education, social-emotional learning, and meaningful partnerships with families.
6	Culturally responsive teaching and school environment.
7	Daily inquiry-based science.

If available, please provide the URL to the website established for the proposed school or existing education corporation.	www.brooklynrise.org

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	(No response)
Partner Organization 1	(No response)
Partner Organization 2	(No response)

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date 2018/07/05

Thank you for completing this form.

LETTER OF INTENT TO APPLY

With this Letter of Intent, we formally acknowledge our intent to apply for a Charter to the New York State Education Department ("NYSED") for Brooklyn RISE Charter School ("Brooklyn RISE"). This letter is organized as requested by the NYSED 2018 Request for Proposals

I. Applicant Group Information

a. Applicant Group: Please see **Table 1** (attached) and **Attachment 5a.**

b. Public Contact: Cary Finnegan[redacted]

c. Application History: We submitted a Letter of Intent to SUNY on January 31, 2018 and a Full Application on March 6, 2018. We formally withdrew our application on April 13, 2018.

II. Proposed Charter School Information

a. Proposed school name: Brooklyn RISE Charter School ("Brooklyn RISE")

b. Proposed school mission statement: Brooklyn RISE Charter School builds the knowledge, habits, and mindsets for academic success, ensuring all kindergarten through fifth grade students are on the path to college.

c. Proposed school location: Community School District (CSD) 15, specifically zip codes 11232 and 11220. Brooklyn RISE will apply for co-location space in a Department of Education facility, though we are not expecting to be offered space because of school overcrowding in the district. If we are not offered co-location space, we will lease private space on the open market. We are currently working with brokers and developers in the Sunset Park area with the help of one former and one current Founding Team member, both of whom work at Civic Builders. Civic Builders has a proven track record of identifying space for charter schools while ensuring that the facility secured is compliant with all federal requirements, including ADA, and meets all requirements for the NYCDOE codes and state sanitary specifications. Brooklyn RISE will be a slow growth model school beginning with 104 students in Grades K and 1 and adding 52 students each year in K until we reach 312 students in grades K-5 at full capacity in 2023. Estimating 100 square feet per student, we plan to identify a space with 10,000-15,000 square feet for our initial facility. When we grow to full capacity, we will need approximately 30,000-35,000 square feet of space. We are currently in conversation with various real estate brokers, facilities consultants, architects, and construction firms throughout the New York City area. One potential facility lead is a 10,000 square-foot office lease space owned by Asian Americans for Equality that anticipates the need for new tenants in their space in the 2019-2020 year and have expressed willingness to discuss the possibility of leasing to Brooklyn RISE for an initial incubation space. We have toured an available facility on 63rd and 12th Avenue on the border of Sunset Park and Dyker Heights that is being leased by a Real Estate Developer with expressed interest in leasing to an organization that contributes to the community such as a school, health center, or affordable housing units. There is another facility on 42nd and 8th Avenue that we have toured and are in conversation with the building owner around possible purchase and lease options. The Brooklyn RISE team remains committed to locating in or easily accessible to Sunset Park where the elementary schools are severely overcrowded

and underperforming, so that we can meet the need of the community to have a small, college preparatory elementary school choice for the students and families of Sunset Park.

d. **Target population/community served:** Our primary target population includes students in grades kindergarten through fifth grade who reside in the Sunset Park section of Brooklyn, NY, specifically within CSD15, zip codes 11232 and 11220. Brooklyn RISE has identified the Sunset Park neighborhood of Brooklyn as a neighborhood of high need. We are specifically targeting 39th to 65th Street between 2nd and 9th Avenue, because this area 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%-98% across these schools, an average of 17% of enrolled elementary students in neighborhood schools are identified as receiving special education services, and 40-60% of students are identified as English Language Learners (ELLs). The elementary schools in this area are on average 133% full, meaning schools are overcrowded and there is a need for more local elementary seats. The schools on average had proficiency rates on the 2016-2017 third through eighth grade state assessments of 28% in ELA and 39% in Math. These economic, capacity, and performance factors and the current lack of choice comprehensively demonstrate that there is a strong need for a high-quality, college preparatory K-5 elementary school option for the students and families in this area of Sunset Park, Brooklyn.

e. **Planned grades and enrollment:** During our first year of operation, we will enroll 104 students: 52 kindergarteners and 52 first graders. Using a slow growth model, in all subsequent years we will add one grade per year until we are at full capacity of 312 students, education students in grades kindergarten through fifth grade.

Brooklyn RISE Charter School Enrollment - 2019-20 through 2023-24

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**AGE RANGE**
Kindergarten	Elementary School	52	52	52	52	52	4-6
1st Grade	Elementary School	52	52	52	52	52	5-7
2nd Grade	Elementary School		52	52	52	52	6-8
3rd Grade	Elementary School			52	52	52	7-9
4th grade	Elementary School				52	52	8-10
5th Grade	Elementary School					52	9-11
Ungraded							
TOTAL		104	156	208	260	312	

f. **Proposed management and/or partner organization(s):** Though not an institutional partner for the purposes of this charter application, Brooklyn RISE is work with the training and support of Building Excellent Schools (BES), a national non-profit that specializes in charter school design, management, governance, and leadership. If granted a charter, we will continue working with BES for a minimum of three years.

g. **Replication:** Through the BES Fellowship, Lead Applicant Cary Finnegan has visited over 40 high performing charter schools around the country. These visits have impacted the school design of Brooklyn RISE. Ms. Finnegan has formally taught and/or coached at Democracy Prep, MATCH, and Achievement First, which also has informed the school design of Brooklyn RISE.

h. **School Overview:** The work at Brooklyn RISE begins with the steadfast conviction that all children should have access to and can succeed in a rigorous college preparatory school environment regardless of economic status, zip code, race, family education level, or home language. Brooklyn RISE builds the knowledge, habits, and mindsets for academic success, ensuring all Kindergarten through fifth grade students are on the path to college. To fulfill the promise of our ambitious mission, the following six core beliefs drive our work:

1.) **College Begins in Kindergarten.** We firmly believe that college preparation begins on the first day of Kindergarten and that it is our responsibility to provide all students with the knowledge, habits, and mindsets needed to be on the path to college beginning on day one.

2.) **Transformational Teachers are Paramount.** We believe that excellent teaching is the key to student achievement. The most effective teachers help students learn two to three additional months' worth of math and reading each year. To guarantee an excellent teacher in every classroom, Brooklyn RISE will invest the time and resources needed to recruit, develop, and retain the strongest teachers for our students.

3.) **Data Drives Decisions.** All of our work will be grounded in data. Our systems, procedures, and routines will be measured by how effectively they allow our students to learn. Teachers will know all students by their academic needs, so that they fully grasp what students have, and have not yet, mastered. Lessons will be both strategically planned to target student needs and adjusted in the moment as teachers collect data throughout instruction.

4.) **Structure, Joy, and Character Create Community.** At Brooklyn RISE, instructional time is sacred, and we know that students learn best in predictable, welcoming, and values-based environments. We are wholly committed to cultivating a structured and joyful school culture by consistently holding staff and students to the highest expectations.

5.) **Mindsets Matter.** The development of key mindsets is essential to staying on the path to, and persistence through, college. The entire school community will embody academic mindsets that lead to long-term academic, personal, and professional success. Our intentional mindset development will be designed to instill a strong sense of self-efficacy in our students, such that they will have the confidence in themselves and the tools and strategies they need to achieve at high levels.

6.) **Families are Our Partners.** We firmly believe that families are key partners in ensuring the academic and character growth of our students. To truly partner with families, there will be ongoing, consistent communication, so that we work together to place all students firmly on the path to college.

III. Enrollment and Retention Strategies

a. **Strategies to Attract and Recruit Students:** We have chosen Sunset Park, Brooklyn as our primary proposed location and we intend to enroll a student body that reflects the current student demographics within the community. We anticipate approximately 90% of students will be from low-income families (measured by free-or-reduced lunch status), 15-20% of students will be students with Individual Education Plans (IEPs), and anywhere from 40-60% of students will be identified as English Language Learners (ELLs). In all of our community outreach, we have emphasized that we are an open-enrollment school and will serve all students. We have tabled and held information sessions on 12 different occasions in areas of Sunset Park where our target population resides. We have met with families at a variety of community-based organizations, local parks and libraries, day cares and pre-k centers, and community centers. By being a presence in the community and answering direct questions from families, we have been able to share our mission and vision, engage their input, and begin to recruit potential families. All enrollment policies and processes will full comply with all federal and state requirements, providing full access to all students regardless of gender, race, ethnicity, home language, disability, and any other protected status. **Recruitment of Targeted Community:** In accordance with our mission statement, we are committed to serving all students who enroll. To recruit students, we will continue to distribute flyers and host information sessions throughout the community at various locations including, but not limited to: Sunset Park Library, McKinley Park Library, Industry City, NYCHA Housing Community Centers, Mixteca, Sunset Park Center for Family Life, and all of the day care and pre-K centers across the community. **Recruitment of Students with Disabilities:** To intentionally recruit students with disabilities, we will ensure that all flyers list the supports we offer as well as our unwavering commitment to serving and supporting all learners in our school. We will share information with local elementary schools and non-profits that support students with disabilities such as the Brooklyn-based team of New York Cares and Advocates for Children of New York as well as the Sunset Park-based Challenge Early Intervention Center, which serves at-risk students ages 3-4. We will also provide flyers to local medical centers and clinics, such as NYU Langone, that serve our student population so that they can share our information with families looking for school options best suited to the needs of their children. **Recruitment of English Language Learners:** To recruit ELLs, Brooklyn RISE has fostered relationships with local district schools serving high populations of ELL students and community-based organizations that work with ELL students and families such as Mixteca, Brooklyn Chinese-American Association, the Chinese Planning Council, and the Center for Family Life. These organizations already serve families whose home language is not English, and we have hosted information session and tabling sessions at a number of these locations to recruit students and families. Additionally, we always provide all flyers in English, Spanish, and Chinese, so that all families, regardless of home language, can access information about our school. **Recruitment of Economically Disadvantaged Students:** If authorized, we will host more recruitment events at family shelters, NYCHA housing developments, local community-based organizations, pre-k and daycare centers. We will continue to build relationships with local non-profits and advocacy organizations in our target communities and keep them

updated with the development of Brooklyn RISE as well as ways in which we have implemented community feedback into our school design.

b. **Strategies to Retain Students:** At Brooklyn RISE, it is our goal to retain 100% of our students each year. We plan to do this by investing families in the mission of our school, ensuring that students and families feel and truly are valued members of our school community. To honor this commitment, we have specific strategies to support all Brooklyn RISE students and families. **Retention of Targeted Population:** Family communication and partnerships are core to the mission and vision of Brooklyn RISE. To retain students from the community, we will engage families and community members through school events: Family Nights (monthly), Family Conferences (3x annually), Coffee Chats (monthly), and additional events throughout the year driven by family demand. In hosting these events, we will cultivate a strong community for families and students. Families will also receive weekly reports that inform them of their students' academic and behavioral performance from the week and any other important updates. **Retention of Students with Disabilities:** We will develop strong relationships with the families of students with Individual Education Plans (IEPs) through weekly progress reports that will be communicated through our Student Supports Team (SST). The SST will also closely oversee our Response to Intervention (RtI) system to ensure that our students with special needs are set up for success within the classroom environment, receiving appropriate accommodations, curricular and instructional supports, and necessary modifications. There will be at least one Special Education Certified teacher supporting each grade level of students with disabilities offering both push-in and pull out services throughout the school day. Our Student Supports Team will also run professional development sessions (at least one each trimester) to train and equip teachers with best practices and appropriate interventions to support our students with disabilities. We will also commit to families that our school will contract out for high-quality support services staff as required by a student's IEP to ensure their academic and social-emotional success. **Retention of English Language Learners:** Our school is committed to an immersion approach for our English Language Learners (ELLs) using Sheltered English Instruction (SEI) and Sheltered Instruction Observation Protocols (SIOP), which are proven to support ELL students in a general education setting. Additionally, our student to teacher ratio of 13:1 ensures that students are getting ample small-group instructional minutes throughout the day, which hugely benefits students learning English. We also know that ELL students need to engage in speaking and listening opportunities for 60% of their school day, and so we have intentionally designed our academic program to include ample opportunity for student discourse, including partner and small-group discussions. We have intentionally worked to build relationships with community organizations that serve families whose home language is not English, such as Mixteca, Chinese-American Planning Council, Brooklyn Chinese-American Association, and Voces Ciudadanas and hope to partner with them in the future to provide additional programming for students and families. **Retention of Economically Disadvantaged Students:** In order to retain economically disadvantaged students, we will reduce the financial burden placed on families by providing most supplies, one complete uniform set annually, and metro cards for transportation free of charge. Additionally, our extended day and extended year are supportive of economically disadvantaged families because together they reduce the amount

of time that families need to figure out and finance childcare. Our two-teacher model also ensures that economically disadvantaged students receive the individualized supports and attention necessary for academic and social-emotional success. We also intend to continue to build relationships and potentially partner with local organizations that support economically disadvantaged families in the community such as the Center for Family Life.

IV. Public Outreach

At Brooklyn RISE, we believe that community support and input are essential to providing the high-quality education our students deserve. We know that both family and community engagement are critically important to the academic success of our students. The approach that we have taken, and will continue to pursue, is a direct reflection of these strongly held beliefs and our commitment to engaging key stakeholders every step of the way. We intend to build a school that both reflects the strength of the community and addresses current needs and challenges. We have a strong "learner orientation" as an organization and therefore have spent considerable time at the beginning of this process meeting with community leaders and organizations, participating in a variety of events, and volunteering with community-based organizations, allowing us to get to know, learn from, and understand the needs of the community better.

a. A full list of our public outreach is available in **Table 2: Public Outreach Information.**

b. **Initial Assessment of Parent Interest/Demand:** Our extensive community outreach, as detailed in **Table 2 and Attachment 2a**, has revealed a clear demand within the community for Brooklyn RISE Charter School. We have collected feedback from 100+ families of students who reside in our targeted community, we have 200+ supporters on Facebook and Instagram including a number of Sunset Park residents and community-based organizations, 1000+ visits to our school's website, secured 300+ signatures, and have distributed 500+ flyers. We have met and collected input from 50+ community organizations and leaders, built relationships with many organizations we intend to partner with in the future to support our students and families, and at this time have secured 15 letters of support for our school. We have provided families with 20+ opportunities to provide in-person input on our school model and design through tabling and information sessions located centrally in the community. We have attended the majority of Community Board 7 and Community Education Council 15 meetings, and have presented at a CEC15 meeting with 50+ community members in attendance who were also given the opportunity to ask questions and provide input on our school. Adjustments to our proposal made in response to community input are outlined in **Table 2.**

V. Proposed Board Chair Signature and Date

Board Chair Name: **Danyela Egorov**

Board Chair Signature: Danyela M

Date: **7/6/2018**

Table 1: Applicant Group Information

Created: 07/05/2018 • Last updated: 07/06/2018

Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Danyela Egorov [redacted]	Managing Partner, Our Kids Consulting LLC	Education, School Start-up, Education Advocacy, Charter School Authorization; Worked on and reviewed the bylaws, code of ethics, and governance policies for the application, and supported community engagement efforts.	Trustee	Chair
2	Cary Finnegan [redacted]	Fellow, Building Excellent Schools	Education, Education Management, Curriculum Development, Professional Development; Led proposal writing and community outreach for the application.	Head of School	
			Education, Operations, Recruitment, Community and Civic Engagement, Non-profit		

3	[redacted]	Civic Engagement Manager, The Wing	Development; Worked on our community and family engagement plan, provided feedback on curriculum and instruction sections of application, and supported community engagement efforts.	Trustee	Secretary
4	Ben Herbst [redacted]	Director, Public Sector Finance, Goldman Sachs	Finance, Education, Public Sector Finance, Infrastructure Banking; Reviewed and provided input on proposed budget, financial policies and procedures, and supported community engagement efforts.	Trustee	Treasurer
5	Leslie Hernandez [redacted]	Marketing Manager, Scholastic Inc.	Marketing, Community and Family Engagement; Worked on website, marketing, and our community and family engagement plan, and supported community engagement efforts.	Trustee	
	Tim Lee [redacted]	Finance	Finance, Real Estate; Reviewed proposed budget		

6	[redacted]	Associate, Civic Builders	and facilities plans, supported community engagement efforts.	Trustee	
7	[redacted]	Associate General Counsel, J.P. Morgan	Law; Reviewed and worked on the bylaws, code of ethics, and governance policies for the application, and supported community engagement efforts.	Trustee	Vice Chair
8	Victor Nolasco [redacted]	Athletic Director, Diocese of Brooklyn	Education, Community Engagement, Advocacy; Worked on our community and family engagement plan, reviewed the special needs population sections of our application, and supported community engagement efforts.	Trustee	
9	Erick Roa [redacted]	Partnerships Manager and Business Development, Empatico	Education, Recruitment, Talent Development, Partnership and Business Development; Worked on teacher recruitment and retention strategies and education programming for the application, and supported	Trustee	

			community engagement efforts.		
10	Elizabeth Skeen [redacted]	Associate, Freshfields	Law; Reviewed and worked on the bylaws, code of ethics, and governance policies for the application, and supported community engagement efforts.	Trustee	
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Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

Our applicant group has previously applied to the SUNY Charter Institute in Spring 2018. We submitted a Letter of Intent to SUNY on January 31, 2018 and a Full Application on March 6, 2018. We formally withdrew our application on April 13, 2018. We received feedback from SUNY on our initial applicant and have revised our current proposal accordingly. Modifications to our application were made with regard to our proposed organizational structure and academic program.

Table 2: Public Outreach Information

Public Outreach Information						
Date(s) of Outreach	**Target Stakeholder Group**	**Description of the Outreach**	**Location of Outreach**	**Input Obtained**	**Action Taken on Input**	**Number of Attendees**
9/9/17	Community-Based Organizations ; Community Members	Attended a back-to-school fair hosted by the Child Development Support Corp and was able to meet a number of after school, child care, and special services providers.	Child Development Support Corp, 352 Classon Ave, #358, Brooklyn, NY 11238	We learned of a number of after school, child care, and special services providers who work with schools in Brooklyn.	We have connected with a number of the providers we met at this event and plan to continue to build relationships and future partnerships.	50 (est.) attendees, 20 providers with tables, handed out 10 business cards.
9/9/17	Community-Based Organizations ; Community Members	Attended Event at the Sunset Park Recreation Center that was hosted by a number of local health centers and clinics and focused on providing families and community members with information about healthy living.	Sunset Park Recreation Center, 7th Ave at 43rd St., Brooklyn, NY 11232	We met with a number of representatives from local health centers and clinics that serve the Sunset Park community. Received information about school partnership programs and ways that we can help provide information about services available to families in the community.	We have created a list of various local providers and maintained communication with providers that have school partnership programs. We also plan to have pamphlets/brochures in our welcome area for families so that we can connect them with local resources they may need.	100 (est.) attendees, 15 providers with tables, handed out 10 business cards and 50 flyers distributed

9/10/17	Education Leader	Call with Tony Klemmer, President of NAATE Program & Center for Better Schools	Phone Call – NAATE	We debriefed a visit I made to NAATE the month prior to see the kind of professional development they provide for teachers. Mr. Klemmer explained that their theory of action is modeled after Havard Business School's case study method of learning. He emphasized the importance of providing high-quality, differentiated PD for teachers, especially when trying to retain your most effective teachers.	We plan to explore a future partnership with NAATE so that we can send teachers for additional high-quality professional development outside of what we provide internally.	1 education expert
9/12/17	Education Leaders	Met with James Merriman (CEO), Christina Brown (COO), and Erik Joerss (Dir. Of Govt Affairs) at the New York City Charter School Center	NYCCSC, 111 Broadway, Suite 604, New York, NY 10006	Met with James Merriman & Christina Brown along with BES staff and all NYC BES Fellows; discussed charter landscape, political landscape, SUNY application process, and Sunset Park as a proposed school location etc. We discussed that Hellenic Classical Charter School is probably the closest charter school to the Sunset Park area and that one charter application went in last year but was withdrawn.	We reached out to Hellenic Classical Charter School and scheduled a visit so that we could see the school and meet with the school leader to learn more about their founding process. We began the facilities search process early because we learned that Sunset Park would be a difficult place to find facility space. We are planning to weight our lottery in favor of students whose home	3 education leaders; charter experts; shared Brooklyn RISE one-pager and information about our proposed school and location

				They mentioned the importance of being flexible on space given the challenges in Sunset Park. They suggested considering a weighted lottery in favor of low-income students and students that do not have English as a home language, as well as keeping seats open for mid-year arrivals.	language is not English. This will ensure that our school continues to serve the students that it is originally being designed to serve.	
9/12/17, 9/28/17, 1/16/18, 2/6/18, 3/8/18, 3/20/18, 4/23/18, 5/20/18,	Community Education Council 15 Business and/or Calendar Meetings	Meeting Attendance	131 Livingston St., Brooklyn, NY 11201 and various school locations in CSD15	Attended CEC15 meetings and collected information and feedback from council members and CSD15 Superintendent Anita Skop. Meetings have emphasized the need for more elementary seats in Sunset Park because of the overcrowding. There are also some negative feelings about charter schools, especially large charter networks and fears of charter schools pulling resources and attention from the traditional public schools.	We have continued to foster our relationship with CEC15 and used meetings to learn more about the efforts taking place within CSD15 to alleviate school overcrowding, increase school diversity, equity, and inclusion, and school assessment and achievement. We have worked to emphasize our school as a way to help alleviate overcrowding in Sunset Park elementary schools and our commitment to diversity, equity, and inclusion. We also have communicated the ways	10 (est.) council members.

					in which we will use assessments and data collection to improve instructional practice and increase student achievement and mastery.	
9/13/17	Education Leader	Call with Sara Shulman, Director of Development for Packer Collegiate	Phone Call – Packer Collegiate	We talked about Ms. Shulman's experience working at Packer Collegiate as the Director of Development. She discussed their commitment to increasing and maintaining diversity at the school by doing targeted outreach to at-risk populations in the community. She spoke to the importance of development at the school because it is their fundraising efforts that allows them to supplement tuition and provide scholarships for students that can't afford to pay full tuition. She described a number of their community outreach efforts and ways that their development efforts have increased	We planned a school visit to Packer Collegiate so that we could see an example of what a private school serving students in Brooklyn looks like. We also drafted a development plan so that we could begin to action plan around fundraising efforts we will make in the future to raise awareness about our school and supplement our budget. We developed a budget that doesn't depend on philanthropy or development but we still plan to apply for grants and fundraise to continually strengthen the fiscal foundation of our school on behalf of our students.	1 education expert

				awareness about their school.		
9/16/17	Charter School Founder	Met with Joelle Formato, Lead Founder and Head of School, Persistence Prep Charter School	Buffalo, NY	Ms. Formato shared her experiences as a Lead Founder for her school in Buffalo. She shared best practices as well as pitfalls to avoid during the process. She specifically highlighted the importance of community outreach and developing relationships with community members and particularly parents of potential future students.	We redesigned our community outreach action plan based on some of her feedback and made sure to add a column on our petition/sign-in sheet to include age of children so that we can get a better idea of which parents we speak to have children that could be future Brooklyn RISE students.	1 education leader
9/17/17	Community Event; Community Members	Attended the annual Street Festival that goes from 44th street to 59th St on 5th Avenue in the Sunset Park area of Brooklyn	Sunset Park BID, 5116A 5th Ave, 2nd Fl., Brooklyn, NY 11220	Handed out flyers about Brooklyn RISE.	N/A	100 Flyers distributed to community members and local businesses
9/19/17	NYC students and families; educators	Attended the roundtable at the Schomburg Center that had high school students from across the city moderating a conversation of a	Schomburg Center for Research in Black Culture, 515 Malcom X Blvd, New York, NY 10037	Families and students want more options for schools, and do not want to be limited to the traditional schools in their district. There is a strong desire/demand for school integration	Brooklyn RISE seeks to open in CSD15 to provide families in Sunset Park with a high-quality elementary school option. Currently there are no tuition-free	60+ attendees including community members, educators, families, and students

		number of city politicians; shared information about Brooklyn RISE with families and students		across racial and socioeconomic lines.	schools of choice in our targeted community.	
9/22/17	Charter School Board Chair	Met with Hank Mannix, Managing Director, KELSO and Board Chair of Explore Charter Schools	655 Parkside Ave, Brooklyn, NY 11226	Mr. Mannix described his experience working on the board and now serving as the current Board Chair for Explore Charter Schools. He provided advice for strong governance and the importance of having a very well-balanced and experienced board.	Mr. Mannix connected us with some people in his network who he thought would make strong board members and we followed-up with those individuals. We have built a strong founding board for our school and provided ample training and support for the team to ensure that they are well aware of, and able to execute upon, their responsibilities as a board.	1 charter school board chair
9/22/17	Operations and Facilities Expert	Call with Anyeli Matos, Senior Director, Operations and Facilities with the NYCDOE	Phone Call – NYCDOE	Ms. Matos described her experiences working as the Director of Operations for Democracy Prep and the importance of having a strong operations and facilities team. She mentioned the challenges of space in Sunset Park and suggested some people	We drafted a preliminary hiring process for our Operations positions that includes criteria of what to look for in potential candidates. We reached out to the operations and facilities connections she provided.	1 operations and facilities expert

				to get in touch with that have strong operations and facilities backgrounds.		
9/27/17	NYC Educators	Attended the TFA Back to School Bash to network with young education professionals and spread the word about Brooklyn RISE	TFA NYC Young Alumni Council, Dream Downtown, 355 W 16th St, 10011	Many of the young alumni who were no longer school-based mentioned that they wanted to find more ways to stay involved with schools and education in NYC.	We have added the connections we made at the event to our monthly newsletter so that we can keep everyone we met involved with the work we are doing to found Brooklyn RISE.	20 (est.) educators, TFA alumni; 10 business cards passed out
10/9/17	Education Leader	Call with Lindsay Danon, NYC Managing Director of Schools for PAVE Academy Charter Schools	Phone Call – PAVE Academy	Ms. Danon has experience as a Director of a charter school in CSD15 and experience as a Founding Principal for KIPP Infinity. We discussed our founding plans and she suggested I think about increasing my projected class number from 22 students because she was concerned it would not be fiscally sound to have such low enrollment. She praised SUNY as a charter authorizer and said they are rigorous in the right ways. She mentioned the challenge of competing with CSD15 schools because it is the highest	We increased our class size from 22 to 26 to ensure a stronger fiscal foundation for our school. We have closely analyzed CSD15 academic performance data and reached out to some of the highest performing schools in our proposed district (i.e. Beacon School of Excellence) to discuss best practices and potential future collaborative opportunities. We have already begun an initial search for potential operations candidates and developed strong criteria for and hiring	1 education leader

				performing district in Brooklyn but that it is good to be measured against the high bar because that is what we are looking to reach. We discussed the importance of finance, logistics, operations, and facilities, as well as finding a high-quality person for an operations role.	processes for an ideal operations candidate.	
10/14/17	Community Event; Community Members	Attended annual street fair on Van Brunt Street in Red Hook (next door neighborhood to Sunset Park within CSD15)	South Brooklyn Industrial Development Corps, 241 41st St, Brooklyn, NY 11232	Handed out flyers	N/A	100+ Flyers distributed
10/15/17, 10/29/17	Faith-based Community Organization	Attended the weekly Sunday church service at St. Andrew's church; spoke with congregants about Brooklyn RISE during the post-service coffee hour	St. Andrews Episcopal Church, 4917 4th Ave, Brooklyn, NY 11220	Families we spoke to emphasized the need for more elementary schools in the community.	We have continued to communicate that Brooklyn RISE will add 312 elementary school seats to the community and be the first tuition-free choice school in the neighborhood.	10 (est.) families and community members
10/15/17	Community Event; Community Members	Attended the parade and street festival being sponsored by	5th Avenue Parade, Sunset Park, Brooklyn, 11220	Handed out flyers	N/A	100+ Flyers distributed

		many of the locally owned Hispanic businesses				
10/16/17	Community Member	Met with Roxana Benvides, Branch Manager of the Sunset Park Library	Sunset Park Library, 4201 4th Ave, Brooklyn, NY 11232	We discussed volunteer opportunities at the library and the process for reserving rooms for information sessions and scheduling tabling sessions. She highlighted events the library does that gets families with young children in attendance.	Our proposed Head of School became a certified Afterschool Homework Helper and volunteers weekly on Wednesdays to help students with homework. We have hosted a number of tabling events at the library. We always schedule tabling around events that we know families with 3 or 4 year old children will be in attendance.	1 community member, library manager
10/17/17	Community Nonprofit Leader; CSD15 Parent	Met with Gaelen Hadlett, Founder and CEO, Sunset Spark	Innovation Lab, 274 36th St, Brooklyn, NY 11232	Mr. Hadlett has experience working in and partnering with the Sunset Park elementary schools and provided insights around the variability of quality amongst the schools. He emphasized the importance of working with immigrant families and having a school that prioritizes family engagement, infuses cultural elements, and recognizes and honors	We have focused our facilities search in areas central to Sunset Park and when we are pushed further out in our search we remain committed to locations that would be easily accessible by transit for students and families. We also are working to build potential partnerships with Sunset Spark and other local afterschool programs that can	1 nonprofit leader and CSD15 parent

				the strengths of families in the community. He emphasized the importance of finding a location for the school that is as central as possible because there is a perception in the community that the new schools are not being placed accessibly to the families in the most need. He also gave a list of other organizations to reach out to that have school partnerships in the community.	further enrich the student experience. We have developed many culturally responsive elements into our school design and have continually engaged families from the community throughout the design process.	
10/17/17	Education Leader	Call with Cristina Froeb, Superintendent of Explore Charter Schools	Phone Call – Explore Charter Schools	Ms. Froeb emphasized three keys to school success: (1) being crystal clear in your vision and expectations and communicating them effectively, (2) teacher development must be prioritized and there should be clear structures in place to ensure all staff are being supported and developed, and (3) make careful curricular selections to ensure that you are using curriculum with proven track	We have continued to develop and refine the vision of our school and have communicated it to a variety of stakeholders. We have begun to draft our teacher development plan and are learning from other school leaders. We have selected our curricular choices very carefully based on effective, research based practices for our students.	1 education leader

				records of impact on student achievement.		
10/18/17, 12/4/17, 12/20/17, 1/17/18, 2/21/18, 4/18/18, 5/16/18, 6/20/18	Community Board #7 Monthly Meetings	Attended the monthly Community Board #7 meeting and briefly introduced the plans for the school to the board	Brooklyn CB7, 1401 4th Avenue, Brooklyn, NY, 11232	Attended CB7 meetings and listened to chair members and community board members discuss and vote on issues important to the community. The question of charter schools came up at one meeting and the education committee chair mentioned that they do need more schools in Sunset Park but that the board prefers to support traditional public schools. There are a lot of fears and questions around land use, transportation, homeless shelters, and gentrification.	We have continued to attend all monthly CB7 meetings so that we can listen and learn from community members in Sunset Park. We will be presenting at the next CB7 Education Committee meeting so that we can present our school plan and illicit direct feedback from community members.	50 (est.) community members
10/18/17	Community Leader	Met with Cesar Zuniga, former chair of CB7 Education Committee and current Chair of CB7	Brooklyn CB7, 1401 4th Avenue, Brooklyn, NY, 11232	We discussed our plans to bring Brooklyn RISE to the Sunset Park community. He confirmed the need for more elementary school seats, but made it clear that he preferred to support traditional	We have continued to foster relationships with Community Board 7 and other community organizations across Sunset Park. We have incorporated feedback that we have received from community	1 community leader

				public schools. He emphasized the importance of any new school coming into the community really being designed with and for the community.	members into our school design and will continue to do so.	
10/19/17	Community-Based Organizations serving ELL families and students; Community Members	Attended a two-hour volunteer orientation with Mixteca; shared information about Brooklyn RISE	Mixteca, 245 23rd St #2, Brooklyn, NY 11215	We learned about the history of Mixteca in the community and the work that they continue to do in Sunset Park.	We have volunteered at a number of Mixteca hosted events in Sunset Park and will continue to hopefully partner with Mixteca in the future as a way to support students and families at our school.	10 (est.) community members
10/20/17	Education Leader	Call with Jocelyn Goodwin, Director of English Learners and ESL Teacher with Match Community Day Charter Schools	Phone Call – Match Community Day Charter School	Ms. Goodwin provided information and resources that MATCH uses to support their ELL students. She emphasized the importance of using the Sheltered Instruction Observation Protocol (SIOP) for lesson planning and coaching cycles. We discussed the home language surveys that need to be completed during home visits and ensuring that families feel comfortable and welcome in the school through providing translations whenever	We have incorporated home visits into our academic calendar and plan to administer all home language surveys during those visits. We have adopted the SIOP into our school design and plan to use an inclusion model such that students are remaining within their classrooms for the majority of instruction and only being pulled out when absolutely necessary for additional supports. We have used WIDA as a resource while developing an	1 education leader

				needed. We discussed that research and practice no longer supports pulling ESL or ELL students out of the classroom – they should be spending as much time as possible in class with their peers. She also recommended looking to WIDA for more resources and professional development even though NY is not technically a WIDA state.	academic program designed with ELL students in mind.	
10/21/17	Community Event; Community Members	Set up a small table with information about Brooklyn RISE; spoke with families who attended the Halloween-themed event	Brooklyn Monster Mash, Studio 10, 566 Nostrand Ave, 11216	Handed out flyers and collected signatures.	N/A	50+ Flyers distributed, 40+ families signed up for more information about the school
10/22/17	Faith-Based Community Organization	Attended the weekly Sunday church service at the Sunset Park Community Church; spoke with congregants about Brooklyn RISE during the post-service coffee hour	Sunset Park Community Church, 5324 4th Ave, Brooklyn, NY 11220	Families we spoke to emphasized the need for more elementary schools in the community.	We have continued to communicate that Brooklyn RISE will add 312 elementary school seats to the community and be the first tuition-free choice school in the neighborhood.	20 (est.) community members

10/24/17	NYC Non-Profit; Charter School Real Estate	Meet and greet with Civic Builders. Learned about the work that Civic Builders does with charter school partners; shared school plans and proposed locations with the Civic Builders team	Civic Builders, 304 Hudson St, New York, NY 10013	We learned about the work that Civic Builders does with charter school partners; shared school plans and proposed locations with the Civic Builders team. We were given advice about the facilities search, specifically in Sunset Park.	We developed a facilities search plan with a variety of contingency plans based on square footage of space and location. We are prepared for the possibility of incubation in a smaller space for school start-up with an eventual plan to find a "forever home" for our school once we are more established.	8 Civic Builders employees
10/24/17	School Construction Expert	Met with Jeremy Shannon, Director, Sustainable Design, NYC School Construction Authority	School Construction Authority, 3030 Thomson Ave, Queens, NY 11101	Mr. Shannon is a former Brooklyn resident and works for the SCA specializing in their green school building initiatives. He explained the separation of the SCA from the DOE and that the SCA typically builds 15-25 new schools each year. Mr. Shannon is interested in increasing low-energy, sustainable schools as well as finding ways to integrate sustainable education and climate change awareness into school	We have continued to stay in communication with the SCA as they are working to build 3-4 new traditional public school options in Sunset Park. Even with the additional schools, there is still a need for more than 1,000 additional elementary school seats in the community. We have a number of sustainability measures that we are going to keep in mind once we secure a facility for our school.	1 school construction expert

				curricula. He believes that the best school buildings will be ones that can teach students about these issues and set an example of sustainability. He provided advice around things to look for and think about during the facilities search and development process.		
10/27/17	Education Leader	Call with Morty Ballen, CEO and Founder, Explore Charter Schools	Phone Call – Explore Schools	Mr. Ballen described his experience founding Explore Charter Schools including lessons learned, suggested best practices, and pitfalls to avoid. He specifically highlighted the importance of having a strong board and the importance of not expanding too quickly without perfecting your school model. Additionally, he suggested we create systems and routines that can be implemented at scale as we grow.	We built an extremely strong board with a diversity of experiences, strong mission alignment, and an unwavering commitment to our work of founding a high-quality elementary school for the students and families of Sunset Park. We have begun to draft systems and routines for school start-up and we keep scaling in mind to ensure that we don't have to completely change systems and routines as we grow.	1 education leader
10/28/17	Community Event; Community Members	Kids Halloween Parade; Talked to families during the Halloween Parade	Sunset Park Recreation Center, 7th Ave at 43rd St.,	Handed out flyers	N/A	100+ Flyers distributed

		and passed out information about the school	Brooklyn, NY 11232			
10/30/17	City Council Education Committee Meeting	Attended meeting that discussed ways to prevent bullying and increase programs that support diversity and restorative justice practices in schools	City Council, 250 Broadway, New York, NY 10007	This meeting was focused on the DOE's response to bullying, harassment, and discrimination. There were concerns given the stabbing that occurred at one of the traditional public high schools in the Bronx. Carmen Farina gave testimony responding to the event and describing initiatives that were being implemented by the DOE such as Single Shepard, Respect for all, OUT for Safe Schools, Implicit Bias Trainings, and Family Support Centers. The City Council members discussed the importance of Responsive Classroom techniques and giving students and staff the time to build relationships and community. There is research that shows students are far less likely to bully or harass	We have adopted Responsive Classroom practices into our school design and have built a daily school schedule that includes classroom community time every morning and every afternoon. We also have included implicit bias and culturally responsive training into our professional development scope and sequence for staff. Our proposed head of school has become Crisis Prevention Intervention certified to help ensure that our school is safe for all students.	50+ community members from across NYC

				other students when they get to know them. There is a need to create safe, inclusive school environments for all students.		
10/30/17	Education Leader	Met with Jennifer Kim, Director of Operations, nXu Education	581 Vanderbilt Ave, Brooklyn, NY 11238	Ms. Kim worked for Uncommon for many years and shared her experiences in the charter sector. She highlighted the importance of learning from other school leaders and asking as many questions as possible. She suggested a number of other people to connect with regarding our work in Sunset Park.	We have made a concerted effort to learn from other school leaders in the charter and traditional public school sectors, particularly those leading schools with a similar demographic. We followed-up with the connections she provided and continue to network on behalf of our future students and families.	1 education leader
10/31/17	Charter School Real Estate Expert	Met with Alex Weis, Founder of Matter Real Estate and former Operations and Facilities Director with Uncommon	61 Bergen St, Brooklyn, NY 11201	Mr. Weis worked on facilities for Uncommon for many years and was now branching off onto his own to help charter schools find facility space. He wanted to work with us to help during the facilities search and eventual acquisition. His role would be as consultant through the process.	With the help of Mr. Weis, we developed a space plan that estimated the amount of square footage we needed in a building for Y1, Y2, etc. We viewed a number of buildings and Mr. Weis has continued to be on the lookout for potential space options for us in the Sunset Park community.	1 charter school facilities expert

10/31/17	Community Event; Community Members	Sidewalk Sales Along 5th Avenue. Spoke with sidewalk vendors during the Sidewalk Sales event.	Sunset Park BID, 5116A 5th Ave, 2nd Fl., Brooklyn, NY 11220	Handed out flyers	N/A	50+ Flyers distributed
11/1/17	School Finance Expert	Met with Lindsay Herbst, Senior Director of Finance at Uncommon Schools	24 W 23rd St, New York, NY 10010	Ms. Matovich met with us to discuss the importance of setting a strong, sound financial foundation for a start-up charter school. We talked about the positives of developing a financial model that does not rely on philanthropy and that having a financial model based on public funding results in stronger, longer-term sustainability. She mentioned a few operational systems that are helpful when considering technology, such as Workday and Mindshift. We discussed the importance of facilities and the financial benefits of co-location. She shared some information about grants that are good for start-up charter schools.	We developed a financial model for our school that does not rely on philanthropy or private donations. We are proposing a conservative budget so that we ensure a strong financial foundation for our school. We have reached out to Workday and Mindshift to learn more about the technology support they could offer to our school. We have collected a list of possible grants that we could apply to in the future.	1 education finance expert

11/1/17	Education Development Expert	Met with Dave Bircher, Director of External Relations, New Classrooms	102 Hicks St, Brooklyn, NY 11201	Mr. Bircher shared his experience working on development for charter schools, most recently with Ascend Charter Schools. He emphasized the importance of not having a financial model that relies on external development, but that there should be set yearly goals for fundraising and development. He shared a number of grants that he believed would be beneficial for a start-up school to apply for.	We began to draft preliminary development/fundraising goals for Y0-Y5. We have collected a list of potential grant opportunities that we should consider applying for should we get chartered.	1 education development expert
11/2/17	Community Nonprofit Organization that works with ELLs	Met with Shenzhan Liao, Director of Education, School of Chinese Studies at the China Institute	China Institute, 100 Washington St, New York, NY 10006	Ms. Liao shared some of the work she does as the Education Director at The China Institute. They provide classes and workshops as well as partner with schools, particularly schools that have bilingual and foreign language programs. We discussed the importance of having schools that are culturally responsive and	We have incorporated a variety of culturally responsive elements into our school design to ensure that the cultural identities of our students are acknowledged, learned about, and celebrated. We have continued to stay in touch with The China Institute so that we can explore	1 nonprofit leader

				celebrate the cultures of students and families. We talked about ways in which The China Institute can partner with and support schools such as visits to The China Institute and programs that can be brought into schools.	potential partnerships in the future.	
11/2/17	Community Event; Community Members	Dia de Los Muertos Happy Hour and Dance Party Benefit – fundraising event for Mixteca.	Mixteca, 245 23rd St #2, Brooklyn, NY 11215	N/A	Shared information about Brooklyn RISE with attendees and made more connections with community members. We continued to cultivate our relationship with Mixteca.	20+ community members and volunteers
11/4/17	Community Volunteering; Community Members	Sunset Park street tree care; took care of plots of trees and spoke with other volunteers about Brooklyn RISE.	Various locations on 4th and 5th avenue between 36th and 40th street in Sunset Park	N/A	Shared information about Brooklyn RISE with the volunteers and worked to help clean up and take care of the street trees in the Sunset Park community.	8 community volunteers
11/4/17	Educator	Met with Karlyn Adler, Lead Kindergarten Teacher at the Columbia Elementary School	1000 S 8th Ave, New York, NY 10019	Ms. Adler has worked as a Kindergarten for a number of years at the Columbia University Elementary School. Her school serves primarily high-income students as it is a tuition-based private school. We	We plan to visit the ES so that we can begin to explore different curricular opportunities for early elementary students. Ms. Adler made a number of connections after our	1 early childhood educator

				discussed the possibility of a visit to the school to explore the curriculum used with Kindergarten and 1st graders specifically.	meeting that we followed-up on.	
11/5/17	Canvassing Volunteering, Community Members	NYCHA Canvassing; Passed out information to Sunset Park community members about supporting the Medicare For All: New York Health Act	Mixteca, 245 23rd St #2, Brooklyn, NY 11215	N/A	Volunteered in the community. Had the opportunity to meet more community members and work alongside community volunteers. Access to health care is essential for families	10 community volunteers; met with 40+ community members
11/16/17	Community Nonprofit Organization; Immigrant Advocacy Organization; Organization that works with ELLS.	Call with Thomas Yu, Chief Development Officer of Asian Americans for Equality	Phone call – Asian Americans for Equality	We discussed the work that Mr. Yu does with Asian Americans for Equality (AAFE) and the work that AAFE does across the city. He mentioned ways in which AAFE partners with schools and works to be an advocate for Asian American communities across NYC, including in Sunset Park. He liked the idea of providing another high-quality elementary school in Sunset Park and mentioned that they have some office spaces	We have continued to stay in touch with Mr. Yu and strengthen our relationship with AAFE. We have communicated about the possible space options that AAFE would be willing to lease for the 2019 school year and have attended a number of events hosted by the AAFE.	1 nonprofit leader

				within our target area that range from 10,000 – 20,000 square feet that they would be potentially willing to lease to our school when the time comes.		
11/17/17	Education Leader; Brooklyn Charter School Parent	Call with John Pettaway, Associate Dean of Students, Achievement First, parent of former student	Phone Call	Mr. Pettaway is the father of a former student and works at Achievement First Charter School. He and his wife have a son with special needs and though they feel the school model at their charter school is supportive, there are some ways that they believe all schools, including charter schools, can be more supportive of the needs of students. He believes there needs to be more racial and socioeconomic integration within schools so that each child's school experience better mirrors what they will experience out in the "real world" and he believes that students with special needs should not be isolated from their peers.	As an open enrollment school, we aim to create a much more diverse and integrated school environment for our students. Many schools currently in Sunset Park are divided along cultural backgrounds because the neighborhood zoned schools pull from students from the same ethnic enclaves. Our school will recruit across all cultural communities in Sunset Park such that our school population will better mirror the demographic breakdown of Sunset Park as a whole. Our two-teacher model in every classroom allows us to implement an inclusive learning environment for all students, regardless of	1 education leader and charter school parent

					need, so that students are never feeling isolated from their peers but are still getting the additional supports they need to be successful.	
11/19/17	Sunday Church Services	Attended the weekly Sunday church service at Trinity Lutheran Church; spoke with congregants about Brooklyn RISE during the post-service coffee hour	Trinity Lutheran Church, 411 46th St, Brooklyn, NY 11220	Families we spoke to emphasized the need for more elementary schools in the community.	We have continued to communicate that Brooklyn RISE will add 312 elementary school seats to the community and be the first tuition-free choice school in the neighborhood.	20 (est.) community members
11/19/17	Political Event; Elected Officials; Community Members	NY Senate District 17 for Progress. Progressive advocacy group that covers parts of Sunset Park; discussed political candidates and legislative agendas for or against which the group wanted to advocate	NYSD 17 for Progress, 2214 Avenue L, Brooklyn, NY 11210	District 17 has a lot of political progressive citizens and in general this group is not supportive of charter schools coming into the community. Advocacy for increased funding for education at the state level and solutions for alleviating overcrowding within the district were discussed.	We have continued to highlight that our independent charter school seeks to be of and for the community of Sunset Park and that families should have more choices for where to send their children to school, especially within a district where so many schools are overcrowded, underperforming, and buildings are being overutilized.	20 (est.) community members

11/20/17	Community Event; Community Members	Community Forum with District Attorney Eric Gonzalez - A community organizing meeting to inform and inspire action among Brooklyn community members	Get Organized BK, CBE Sanctuary, 247 Garfield Place, Brooklyn, NY 11215	N/A	This event was a good opportunity to meet community members and discuss our plans to found Brooklyn RISE in August 2019.	40 (est.) community members
11/21/17	Political Event; Elected Officials; Community Members	Meet & Greet: State Senator Brian Kavanagh, met with community members and discussed Brooklyn RISE	Carroll Gardens Library, 396 Clinton St, Brooklyn, NY 11231	N/A	This event was a good opportunity to meet community members and discuss our plans to found Brooklyn RISE in August 2019.	40 (est.) community members
11/21/17	Education Journalist; CSD15 Parent	Call with Alexander Russo, Founder and Journalist at The Grade	Phone Call – The Grade	We discussed Mr. Russo's work as a founder of an education publication, The Grade, and some of the issues that he sees at the forefront of the schools in Brooklyn. As someone who lives in CSD15 and knows many parents with students in the school system, he knows the importance of school choice for families with limited neighborhood options. He believes middle and high income families	We are going to be the only tuition-free choice school in our targeted area of Sunset Park. Currently, families can only send their students to their zoned neighborhood elementary school regardless of the quality of school or if that school is overcrowded or overutilized. We are committed to providing an additional high-quality school to choice	1 education journalist

				exercise school choice in a variety of ways, and low income families should also have options.	to the students and families of Sunset Park.	
11/22/17	Professor; Educator	Call with Dr. Laura Ascenzi-Moreno, Assistant Professor & Bilingual Program Head – Childhood, Bilingual, & Special Education Department, Brooklyn College	Phone Call – Brooklyn College	Dr. Laura Ascenzi-Moreno talked with us about the importance of providing high-quality education to bilingual students. We discussed ways in which we can encourage a positive bilingual identity for students. She said that a dual language model is the most complex but best option for students. In lieu of being able to do a dual language model, she suggested doing a two-teacher classroom model wherein one teacher in every classroom has an English as a New Language (ENL) credential or certificate. Having a strong team teaching model in all classrooms can support the time and attention that students need to receive. She provided some names of bilingual educators and school programs that would be good to reach	We are implementing a two-teacher model such that each class will have two teachers, one general education certified and the other holding a specialized certification in ENL or SPED. We will ensure that students are receiving ample small-group instructional minutes throughout the day. We are committed to ensuring that all of our students develop positive bilingual identities so that they feel confident in celebrating their cultural identities and their English language development.	1 education professor

				out to and learn from strong models that already exist.		
11/27/17	Education Leader	Met with John Duncan, Founding Head of School, Brooklyn Campus of The Winchendon School	352 Classon Ave, Brooklyn, NY 11238	We took a tour of his new school facility and discussed his decisions around school design and construction. He suggested a number of architects that work specifically in the school building space and that there are a lot of new innovate approaches to school space design that can support student learning.	We reached out to a number of architects and told them that we are looking to design a school with ELL students in mind, and some of the educational practices that that will entail. We expressed an interest in having a school space that would be fully supportive of ELL learners and will continue to be thoughtful about school space design in the future.	1 education expert
11/27/17	School Construction Expert	Call with Christian Guerrero, Partner with Sprout	Phone Call - Sprout	Mr. Guerrero discussed his path to working at Sprout and getting into the school construction space. He highlighted their commitment to creating green spaces and schools that are built with the environment in mind.	We believe having a school space that can also educate our students on what it means to be "green" and protect the environment, is a great learning opportunity and something we hope to explore more in the future.	1 school construction expert
11/28/17	Education Leader	Met with Jumaane Saunders, Founding Principal, Brooklyn	80 Willoughby St, Brooklyn, NY 11201	After Ms. Sells suggested reaching out to Brooklyn Prospect Charter School, we reached out to the	We plan to use many of the same best practices shared by Brooklyn Prospect including daily	1 education expert

		Prospect Charter School		principal of the elementary school, Mr. Saunders. We talked about the academic program and philosophy of the school. He shared the curricular choices the school has made and their investments in professional development. They are a Responsive Classroom school and he suggested using their professional development services to get the whole school trained. Emphasis on logical consequences and responsive discipline practices. They do an extended two-hour literature block every day and they have an extremely integrated and diverse school. They have private space on the upper floors of a Catholic School building and one of their board members specializing in facilities and was able to help them secure the space.	extended literacy blocks, Responsive Classroom practices, and intensive professional development for teachers to ensure that all school staff are trained, coached, and supported throughout the school year.	

11/28/17	Educator's Event	Communication, Classroom Design & Routines for a Strong Inclusive Classroom	Community Roots Charter School, 51 St Edwards St, Brooklyn, NY 11205	We learned more during this event about how classroom design, teacher communication, systems and routines that can create a classroom environment that supports students having a sense of belonging and hard work.	We believe in creating classrooms and communication systems and routines that help to build a sense of community in the classroom and cultivate strong self-efficacy in our students. We believe in inclusive school environments as demonstrated by our plan to have two-teachers in every classroom to support student learning needs and our commitment to Responsive Classroom practices that build community and character.	20 (est.) educators
11/29/17	Political Official	Met with Diana Reyna, Deputy Brooklyn Borough President	Borough President's Office, 209 Joralemon St, Brooklyn, NY 11201	Ms. Reyna was born and raised in Brooklyn and she is a dedicated advocate and public official for communities across Brooklyn. She expressed her frustration with the public-school offerings for families and spoke to the inconsistency across schools such that some schools are very strong and others are extremely poor. She emphasized	We have looked closely at the SHSAT to better understand the demands of the exam and to backwards plan ways in which we can ensure our students are acquiring the foundational academic schools necessary for success on assessments like the SHSAT and others. We have continued to have communication with the	1 elected office representative

				the importance of backwards planning from the Specialized High School Admissions Test (SHSAT), so that all students have the skills and knowledge they need to be successful on the exam and get access to the most competitive high schools in the city.	Borough President's Office to learn more specific schools in the district that they believe are strong models to learn from and replicate.	
11/29/17	Elected Official's Office; Community Member	Call with Victoria Sells, Education Policy Director for Councilmen Brad Lander's Office	Phone Call, Councilmen Brad Lander's Office	Ms. Sells handles education policy issues for Councilmen Lander's office and she took time to speak with me about education issues in the district. She spoke about how overcrowding is an issue throughout the district and there are plans for new public-school space. She said that the overcrowding in schools could pose a challenge for charter schools that are looking for co-located space, which she believes explains why there are so few charter schools in the district. She said constituents do not like co-location but would likely support quality charter schools that find	We have made it clear in all of our communication with families and the community that we do not have plans to co-locate and have already begun a search for potential private facilities. We reached out to Javier Salamanca from Make Space for Quality Schools in Sunset Park and attended an event he hosted to share community feedback on schools. We also reached out to leadership at Brooklyn Prospect Charter School to learn more about their lessons learned from school founding	1 elected office representative

				their own space. She suggested speaking with Javier Salamanca who runs the advocacy group, Make Space for Quality Schools in Sunset Park. She suggested we look at Brooklyn Prospect Charter School because it is the type of charter school Brad Lander supports and with which community members are happy. The community wants schools that work to educate the whole child.	and best practices that they had to share.	
11/30/17	Community-Based Organization	Met with David Herskovits, Artistic Director for Target Margin Theater	Target Margin Theater, 232 52nd St, Brooklyn, NY 11220	We connected with Mr. Herskovits at a Community Board 7 meeting and then scheduled a time to meet at his new theater space in Sunset Park. We discussed his experiences with community engagement and his desire to have the theater be a hub within the Sunset Park community. We also discussed the possibility of partnering in the future as we hope to provide integrated arts	We plan to offer an integrated arts program to our students as well as afterschool arts program opportunities. We have continued to remain in touch with Mr. Herskovits and Target Margin Theater and are hopeful for a partnership in the future.	1 community-based organization

				programming at our school as well as afterschool program opportunities for students.		
11/30/17	Community Event; Community Members	Transportation Alternatives (Brooklyn Activist Committee), November Meeting and Community Board Join Up!	YWCA Brooklyn, 30 3rd Avenue, Brooklyn, NY 11217	Provided information about community boards and ways to get more involved to advocate for responsible transportation infrastructure; transportation is a really important issue to Sunset Park community	We know that transportation is an important issue in Sunset Park and we will be extremely thoughtful when considering facility options, bussing, and public transit availability so that our school is safe and accessible for all.	1 community-based organization
11/30/17	Community Event; Community Members	Tree Lighting Ceremony; A local event in the Sunset Park community where the tree in Sunset Park was lit up for the first time signaling the beginning of the holiday season; there were many local vendors and families in attendance	Sunset Park BID, 5116A 5th Ave, 2nd Fl., Brooklyn, NY 11220	Handed out flyers	N/A	50+ Flyers distributed
11/30/17, 12/19/17, 1/27/18, 2/13/18, 2/25/18,	Tabling; CSD 15 students and families	Tabling; distributed fliers and community input surveys; spoke with families	Sunset Park Library, 4201 4th Ave, Brooklyn, NY 11232	Received feedback on school overcrowding, small school options for students, special	We will provide an additional, small-school, open enrollment elementary school option. We will adding	60+ community input surveys collected

		about Brooklyn RISE		education and ELL services in schools.	312 elementary seats to the community at full scale. We offer a two-teacher model in every classroom and a commitment to small group instruction that supports ELL students and students with special needs.	from CSD15 families and community members, 100+ Flyers distributed, 100+ families signed up for monthly newsletter
12/6/17	Community-Based Organization; Community Leader	Call with Jason Yoon, Executive Director of Atlas:DIY	Phone Call – Atlas: DIY	Mr. Yoon discussed his work as ED of Atlas:DIY, a well-known community nonprofit in Sunset Park. Their theory of action is around youth driving the work forward and becoming advocates in and for their community. He said he supports another high-quality school coming to Sunset Park but cannot specifically support charter schools because they are not popularly supported within the community. He mentioned ways that we could partner in the future.	We have attended a number of events hosted by Atlas:DIY and we plan to instill a sense of self-efficacy and agency in our students that will lead them to also become advocates for themselves and their community. We hope to partner with Atlas:DIY in the future as they offer a variety of programs, specifically geared towards families in the community.	1 nonprofit leader
12/11/17	Education Leader	Met with Brett Gallini, Executive Director of	Neighborhood Charter School of Harlem, 132 W 124th St,	Mr. Gallini took time to speak with members of our Founding Team to provide advice for school	We are planning to provide intensive second language acquisition training for	1 education expert

		Neighborhood Charter Schools	New York, NY 10027	start-up and creating a school environment with strong academics and a supportive culture for students and families. He recommended getting second language acquisition training for all teachers and providing time in the day for students to play and talk. He said their discipline system was based on teachers being strict, but never mean. He spoke to the extremely high academic expectations they have for all students. He makes sure to treat all staff well, but to also be clear that the work must get done. He provided recommendations for consultants and professional development services they use for ANET and CGI.	all staff that will be provided during our three-week summer professional development and throughout the year. We are including community meeting every morning and afternoon, recess, and cooperative play daily to help ensure that students have ample opportunities for play and talk. We have explored the potential of using ANET and CGI consultants for staff professional development, training, and support.	
12/13/17	Sunday Church Services	Attended the weekly Sunday church service at St. Michael's; spoke about Brooklyn RISE with	St. Michael's Roman Catholic Church, 352 42nd St, Brooklyn, NY 11232	Families we spoke to emphasized the need for more elementary schools in the community.	We have continued to communicate that Brooklyn RISE will add 312 elementary school seats to the community and be the first tuition-	20 (est.) community members

		congregants during the post-service coffee hour			free choice school in the neighborhood.	
12/14/17	Afterschool Program; Educators; Programs that support ELLs	Met with Michael Perreca, Director of Learning through an Expanded Arts Program (LEAP)	Met at the Mayoral Town Hall	Mr. Perreca described the afterschool programs offered through LEAP. He highlighted that they have programs that are specifically geared toward ELL students.	We plan to off afterschool programming opportunities for students and we plan to stay connected with LEAP and potentially partner with them in the future. We are seeking programs that are designed with ELL students in mind so that any and all programs we offer are most supportive to our population of students.	1 afterschool program director
12/14/17	Mayoral Town Hall; Community Members; Elected Officials	A town hall with Mayor Bill de Blasio for residents and community members of District 38	MS 88, 544 7th Ave, Brooklyn, NY 11215	Mayor de Blasio discussed his vision for schools across District 38 and specifically highlighted the importance of early childhood initiatives, dual language programs, and increasing access to the city's top middle and high schools.	We believe college begins in kindergarten and plan to prepare our students from the very beginning of kindergarten with the skills, knowledge, and mindsets necessary for academic success. We are not offering dual language but we are committed to building a school that acknowledges and celebrates the cultures and home languages of	100+ community members

					our students while remaining focused on English language development in school. We are committed to preparing all of our students to be competitive applicants in the middle school enrollment and high school admissions process so that they remain firmly on the path to college.	
12/15/17	Community Arts Council	Call with Christopher Mule, Folk Arts Director, Brooklyn Arts Council (BAC)	Phone Call – Brooklyn Arts Council	We discussed ways to develop an arts curriculum for K-5 students that integrates history, folk art traditions, and cultural elements that reflect the diverse cultural representation in Sunset Park. We talked about how performing arts curricula are very supportive to student learning, especially students who are designated as English Language Learners. We will continue to collaborate to create a performing arts program that is culturally responsive and	We are working with Mr. Mule and the Brooklyn Arts Council to develop a K-12 integrated arts program that will incorporate cultural elements representative of the cultural groups currently in Sunset Park and others that have been present overtime in the community.	1 community arts expert

				celebrates the diverse backgrounds of Brooklyn RISE as well as the culturally rich history of Sunset Park.		
12/16/17	Faith-Based Community Organization; Community Event	Attended the Annual Children's Christmas Party community event for families where there was a play performed by La Casita Comunal de Sunset Park	Trinity Lutheran Church, 411 46th St, Brooklyn, NY 11220	N/A	Attended the event and talked to many community members about our plans to bring Brooklyn RISE to the Sunset Park community.	50+ families and community members
12/17/17	Education Finance Expert	Call with Andrew Elliot, Client Manager with edtec, Inc.	Phone Call – edtec, Inc.	We spoke with Mr. Elliot about the services that edtec offers to schools and we agreed to meet to discuss further.	We plan to use a strong back office provider, like edtec, so that our school has the support it needs to be fiscally responsible and successful. We have met with Mr. Elliot and edtec and they have supported our work in building out an initial budget.	1 Education Finance Expert
12/17/17	Community Members; Educators	Met with Victor Nolasco and Guadalupe Hernandez, educators and Sunset Park residents	4024 8th Ave, Brooklyn, NY 11232	Met with Sunset Park community residents Mr. Nolasco and Ms. Hernandez, who both also work in the education space, to discuss what the community has	We invited Mr. Nolasco to join our Founding Board to ensure that we have direct community voice represented on our team. We have continued to hear from Ms. Hernandez and	2 community members

				expressed in terms of increased educational opportunities. Ms. Hernandez grew up in Sunset Park and attended Sunset Park schools and expressed that the kind of education you would get was very variable school to school and teacher to teacher. They both talked about how there is a need for more school options that are easily accessible to Sunset Park families.	other longtime Sunset Park residents that there is a need for more high-quality school options in Sunset Park.	
12/18/17	ELL Specialist; Community Educator	Call with Pen-Pen Chen, President and CEO, Penguistics Solutions and Bilingual Speech and Language Pathologist for the NYCDOE	Phone Call – Penguistics Solutions	Ms. Chen explained the translation work that she does as well as her work for the DOE working with students as a bilingual speech and language pathologist for the DOE. She does a lot of work in Sunset Park schools and she was excited about a new elementary school coming into the area. She emphasized the importance of creating culturally responsive learning environments for students and finding	Brooklyn RISE is committed to ensuring instruction and our school environment are culturally responsive. We have specific ways that we plan to acknowledge, learn about, and celebrate the cultural identities of our students and families. Family partnerships are also a focus of our school and we plan to ensure that families are integrated into our school community through frequent	1 ELL specialist

				meaningful ways to engage families. Ms. Chen also believes students need more individualized supports in schools.	communication in preferred languages and at least monthly family events. Our school model also ensure students receive individualized supports because we have smaller class sizes and two teachers in each classroom, which allows us to provide ample small group instruction and targeted supports that meet student need.	
12/19/17	Elected Official's Office	Met with Jeff Lowell, Deputy Policy Director for the Brooklyn Borough President	209 Joralemon St, Brooklyn, NY 11201	We discussed our plans to bring Brooklyn RISE to the students and families of Sunset Park. He confirmed the need for more elementary school seats in the district but also highlighted some of the challenges in D15, including anti-charter sentiment and facilities space. He was encouraging of all the community outreach efforts we had engaged in so far and believes that is really the key to starting a successful school – having strong community buy-in and support for the school.	Mr. Lowell agreed that the Brooklyn Borough President's office would provide a letter of support. We have continued to build relationships in D15 and address community concerns around charter schools coming into the district. We have also been extremely proactive in our facilities search and we have enlisted a number of facilities and real estate experts to support our efforts. We have continued our robust community engagement efforts so	1 policy director

					that we can build relationships with families in the community and gain support for our school.	
1/2/18	Education Leader	Call with Max Koltuv, Former BES Fellow, Lead Founder of Leadership Prep Schools and Current Regional Superintendent for Achievement First	Phone Call – Achievement First	Mr. Koltuv shared his experiences with founding a school through the BES fellowship and the work he does now with Achievement First. He emphasized the importance of having a clear vision for your school and being able to communicate that clearly to staff from day one. He also mentioned that there are no strong examples of elementary schools serving ELL students to a high degree of excellence and he was excited that our school could end up being a model for others in how ELL students are served for success.	We have continued to refine and clarify our vision for Brooklyn RISE and have communicated our mission and vision with a variety of stakeholders. We have also begun planning for staff orientation and development so that we are prepared to communicate our school vision to staff. We remain committed to designing a school model with ELL students in mind so that we can prove what's possible when the language development of students is a complete focus and the targeted supports are provided and necessary for ELL student success.	1 education expert
1/2/18	Community Member	Call with John Grochalski, Branch Manager at the McKinley Park Public Library	McKinley Park Library, 6802 Fort Hamilton Pkwy, Brooklyn, NY 11219	We discussed volunteer opportunities at the library and the process for reserving rooms for information sessions and scheduling tabling	We have hosted a number of tabling events and information sessions at the library. We always schedule tabling around events	1 community member and library manager

				sessions. He highlighted events the library does that gets families with young children in attendance.	that we know families with 3 or 4 year old children will be in attendance.	
1/2/18-2/2/18	Education Leader	Worked with Jennifer Rugani, Principal, Leadership Prep Canarsie (Uncommon Schools)	Leadership Prep Canarsie ES, 1001 East 100th Street, Brooklyn, NY 11236	We worked together for the month of January and learned a lot about practices of effective schools. We particularly paid attention to the operational effectiveness of the school as well as the early elementary curricula and teaching practices used across classrooms.	We plan to model many of our operational systems/practices off of Uncommon operations because they allow the school to operate safely, smoothly, and effectively for students, families, and school staff.	1 education leader
1/14/18	Community Event; Community Members	Second Term Inauguration of Council Member Carlos Menchaca; An inauguration event held at Sunset Park High School for Council Member Carlos Menchaca	Sunset Park High School, 153 35th St, Brooklyn, NY 11232	We attended the inauguration event and had the opportunity to hear Mr. Menchaca's plans for District 38 and his vision for strengthening the community. He mentioned the importance of bringing more high-quality schools to the community so that schools would be less overcrowded and better positions to support students.	We have focused on founding Brooklyn RISE in Sunset Park so that we can meet a real need for more elementary school seats in the community and provide the first choice, college preparatory, small school option for students and families.	100+ community members

1/16/18	Community Education Council 15 Meeting	Annual District Planning meeting with CEC 15 where NYCDOE came in to share a status update on building utilization and plans for new school spaces in the coming years	CEC15 and the District Planning Office of the NYCDOE, PS130 Parkside, 70 Ocean Pkwy, Brooklyn, NY 11218	The school overcrowding and building overutilization data was shared for the district and plans to bring new school buildings and better utilize the current schools in the district. Families in attendance shared concern about the data and wanted to make sure numbers were accurate and the plans to solve the overcrowding challenges were realistic.	Brooklyn RISE will add 312 elementary school seats to the district, which will help to alleviate some of the overcrowding challenges. We are not planning to co-locate so that we do not exacerbate the building overutilization problem in the local schools. We are committed to finding private facility options that can house our school.	
1/18/18	Political Office; Community Member	Met with Ling Ye Kneller, Director of Community Affairs, Office of Council Member Carlos Menchaca	CB7 Meeting, 1401 4th Avenue, Brooklyn, NY, 11232	We shared the mission, vision, and school model for Brooklyn RISE. We addressed some of the questions and concerns around charter schools.	We have continued to stay in touch with the Office of Council Member Carlos Menchaca and have attended a number of school events where he or a representative of his office have been present.	1 elected official representative
1/20/18, 2/3/18, 2/24/18, 6/1/18	Tabling; CSD 15 students and families	Tabling; distributed fliers and community input surveys; spoke with families about Brooklyn RISE	McKinley Park Library, 6802 Fort Hamilton Pkwy, Brooklyn, NY 11219	Received feedback on school overcrowding, small school options for students, special education and ELL services in schools.	We will provide an additional, small-school, open enrollment elementary school option. We will adding 312 elementary seats to the community at full scale. We offer a two-teacher model in every classroom and a	50+ community input surveys collected from CSD15 families and community members, 100+ Flyers

					commitment to small group instruction that supports ELL students and students with special needs.	distributed, 100+ families signed up for monthly newsletter
2/2/18	Community Event; Community Members	International Capital, Debt and Puerto Rico Reconstruction - A panelist event to educate the community about Puerto Rico Reconstruction, Celebrate Black History	Trinity Lutheran Church, 411 46th St, Brooklyn, NY 11220	Attended a community event at a local church around current events in Puerto Rico.	Talked with a number of community members after the event about Brooklyn RISE.	100 (est.) community members
2/6/18	Community Event; Community Members	District 15 Capital Plan Presentation - The School Construction Authority (SCA) will present on the new schools coming to District 15	CEC15 Meeting, Sunset Park Avenues ES, 4222 4th Ave, Brooklyn, NY 11232	Th SCA shared plans for new schools in the district. There was continued concern from CEC members that the new schools will only provide a fraction of the total seats still needed to solve overcrowding in the district. They want more information about long term planning to solve overcrowding and building overutilization.	We are using the locations of the new school to adjust our facility search so that we are continuing to focus on areas in the community where overcrowding is most severe and we can help meet the need for more elementary school seats.	30 (est.) community members
2/10/18	Community Event; Community Based	Presentation of the report "Community Vision	Sunset Park Library, 4201 4th Ave,	We received a copy and learned about a report that Make Space for Quality Schools in Sunset	We have begun our facilities search and are committed to finding a school space that will	15 (est.) community members

	Organization; Community Members	of Sunset Park Schools"	Brooklyn, NY 11232	Park and Voces Cuididanas put together after extensive community outreach. There were a series of recommendations: 1) Facilities that offer rich learning experiences to children and are assets to the entire community, 2) Culturally competent, multilingual school leadership that involves parents in decision making 3)Dual language schools that emphasize hands-on learning and arts integration such as the Reggio-Emilia model, 4) Zoning that alleviates overcrowding in Sunset Park schools and maintains its existing diversity,	accommodate all aspects of our academic program and provide resources and supports to students and families. We are investing a lot of professional development and training to ensure all school staff are culturally competent and we have plans to ensure that our school staff is extremely diverse, multi-lingual, and reflect the cultural backgrounds of our students and families. We are not proposing a dual language school, but we are committed to hands-on, inquiry based learning and have plans to offer an integrated arts program to our students. We support efforts for zoning changes and have learned about the zoning process as we have been looking at possible school facilities.	

2/11/18	Community Event; Community Members; Elected Officials	Immigration Forum – Panel discussion on immigration rights; met with service providers and discussed Brooklyn RISE with attendees	Sunset Park Avenues ES, 4222 4th Ave, Brooklyn, NY 11232	We attended a forum on immigration and learned about ways that community members can protect themselves legally. We learned that ICE is not allowed on school premises and schools can play an important role in providing resources and supports to families with varying immigration/documentation statuses.	We plan to be extremely supportive of families and we emphasize that our school is open to all students regardless of documentation status. We are committed to providing resources and supports to our students and families so that they know their rights and can protect themselves from ICE and other unjust movements against them. We plan to instill a sense of confidence in our students so that they feel like they can be advocates for themselves, their families, and their community.	
2/13/18	Tabling; CSD 15 students and families	Tabling; distributed fliers and community input surveys; spoke with families about Brooklyn RISE	Various locations along 5th Avenue	Received feedback on school overcrowding, small school options for students, special education and ELL services in schools.	We will provide an additional, small-school, open enrollment elementary school option. We will adding 312 elementary seats to the community at full scale. We offer a two-teacher model in every classroom and a commitment to small group instruction that supports ELL students	50+ Flyers distributed

					and students with special needs.	
2/13/18	Community Event; Community Members	D15 Diversity Plan Workshop - A DOE-led community planning process as part of the Equity and Excellence for All initiative aimed at increasing diversity in D15 middle schools	Public Workshop #1, Sunset Park High School, 153 35th St, Brooklyn, NY 11220	We learned about the concerns surrounding diversity and integration in the district and the planned efforts to use a Diversity Working Group and feedback collected from the community to improve diversity across the district, particularly at the middle school level.	We talked with a number of community members in attendance about Brooklyn RISE and our proposed school model. We emphasized that because our school will be open enrollment, we have the unique opportunity to have a very diverse and integrated population of students at our school.	100 (est) community members
2/17/18	Community Event; Community Members	10th Lunar New Year Parade/Celebration in Sunset Park	Various locations along 8th Ave and the Sunset Park Rec Center, 7th Ave at 43rd St., Brooklyn, NY 11232	Handed out flyers	N/A	100+ Flyers distributed
3/1/18	Community Board #7 – Youth Committee Meeting	Attended meeting with presentations by the Center for Family Life and the Citizens Committee for Children.	Brooklyn CB7, 1401 4th Avenue, Brooklyn, NY, 11232	Data on students, families, and overall community demographics were shared at the meeting. There was a presentation on youth employment programs available in the summer, but many families expressed concern that there were	We have reached out to the Center for Family Life and the Citizens Committee for Children to share information about Brooklyn RISE and discussed possibilities for partnership in the future.	50 (est.) community members

				not enough opportunities for the youth in the community during the summer.		
3/5/18	Community Event; Cultural Celebration	Cinco de Mayo community parade	Various locations along 5th avenue	Handed out flyers	N/A	100+ Flyers distributed
3/5/18, 6/2/18	Tabling; CSD 15 students and families	Tabling; distributed fliers and community input surveys; spoke with families about Brooklyn RISE	Sunset Park Recreation Center, 7th Ave at 43rd St., Brooklyn, NY 11232	Received feedback on school overcrowding, small school options for students, special education and ELL services in schools.	We will provide an additional, small-school, open enrollment elementary school option. We will adding 312 elementary seats to the community at full scale. We offer a two-teacher model in every classroom and a commitment to small group instruction that supports ELL students and students with special needs.	50+ Flyers distributed
3/13/18	Community Event; Community Members	D15 Diversity Plan - Workshop #2	Sunset Park High School, 153 35th St, Brooklyn, NY 11220	We attended the second workshop on the D15 Diversity Plan. Data was shared on school population demographics and the ways in which some middle schools are disproportionately skewed towards specific demographics of students. Minority students are also most	We are committed to providing an excellent elementary school education that will position all of our students to be extremely competitive in middle school enrollment. As an open enrollment school we will intentionally recruit across the community	50 (est.) CSD15 community members

				impacted by school travel and are most likely to have to travel farther to get to their middle school.	so that our school is diverse and integrated.	
3/14/18, 3/28/18, 4/18/18, 5/16/18, 5/23/18, 5/30/18, 6/6/18, 6/13/18	Community Volunteering; Community Members, Students	Proposed Head of School Cary Finnegan became a certified Afterschool Homework Helper and volunteered on Wednesdays at the Sunset Park Library	Sunset Park Library, 4201 4th Ave, Brooklyn, NY 11232	Weekly our Head of School works with students in the community and helps with their homework and school assignments. Many of the students coming in for homework help are behind grade level in reading and math.	We shared information with families about our school. We are also committing to all of our families that students are on grade level by the end of 3rd grade, which is extremely important so that students do not have to play catch up later on.	40+ students helped and met with 10 (est.) families; shared information about Brooklyn RISE
4/16/18	Community Event; Community Members	Welcoming Reception for NYC Schools Chancellor Richard Carranza	Sunset Park High School, 153 35th St, Brooklyn, NY 11220	Mr. Carranza shared his vision for Sunset Park schools and the DOE in general. He emphasized the diversity of Sunset Park as a strength and the need for more schools and early childhood prek options in the community.	We shared information with community members at the event about Brooklyn RISE. We have continued to emphasize that our school will be diverse and add additional school seats to the Sunset Park community.	50+ community members
4/17/18	Community Education Council 15 Meeting	Attended and Presented Brooklyn RISE	PS 94, 5010 6th Ave, Brooklyn, NY 11220	We were invited to present Brooklyn RISE and there were approximately 50 community members in attendance. We shared our proposed school design and then took questions and concerns from the attendees.	We shared the governance structure of our school and the various ways that we are held accountable by our board, our authorizer, students and families, and the greater community. We committed that all	50+ community members

				There was concern about school accountability, teacher certification, and charter schools not being community schools.	teachers at our school will be certified or on track to certification, with very few exceptions for specialized teachers. We also shared our commitment to community outreach, having community members on our board, and our long term plan to build more relationships and partnerships with the community.	
5/12/18	Community Volunteering; Community Event; Community Members	Mixteca Health and Wellness Event; volunteered to provide childcare for the event	Brooklyn Army Terminal, 140 58th St, Brooklyn, NY 11220	We helped run the childcare center during the event. There were vendors that had set up tables during the event to share health care services and providers in the community.	We spoke with a number of families in attendance about Brooklyn RISE and spoke with vendors about ways that we could share resources and supports with students and families.	50+ community members and families
5/12/18	Community Event; Community Members	D15 Diversity Plan Workshop #3 - A DOE-led community planning process as part of the Equity and Excellence for All initiative aimed at increasing	Miccio Community Center, 110 W 9th St, Brooklyn, NY 11231	The D15 Diversity Plan Working Group presented their suggestions to CSD15 for increasing diversity in schools. Meaningful integration will be achieved not just by balancing out student populations but by creating inclusive school	There were a number of recommendations around increasing cultural competency in schools and we are extremely committed to ensuring the cultural competency of our staff and creating a school environment that is extremely culturally	100+ community members

		diversity in D15 middle schools		environments that acknowledge and celebrate differences among students. It is essential that school staff be trained in creating culturally responsive and reflective classrooms across the school.	responsive. We will hire a very diverse staff that is reflective of the cultural backgrounds of our students and families and our integrated arts program is going to be based on units of study around the cultural backgrounds of students.	
5/18/18	Community Education Council Meeting	Diversity, Equity, & Inclusion Meeting	Magnet School of Math and Science, and Design,	The event was mostly a public comment period that allowed members of the public to share their experiences, challenges and successes with diversity, equity, and inclusion in schools within D15. There were some success stories but also many challenges that were surfaced about school integration and lack thereof as well as teachers and curricula lacking the cultural competencies necessary to supports students in the classroom.	We are committed to diversity, equity, and inclusion at our school. Our two-teacher model ensures that we have an extremely inclusive classroom environment where students are not being isolated but instead supported and given the individualized supports they need. We are going to have a diverse staff and student body and ensure high levels of cultural competency.	50+ CSD15 parents, families, and educators
5/26/18	Community Volunteering; Community Members	Sunset Park Clean-Up hosted by St. Michael's Church and the NYC Parks Department	Sunset Park Recreation Center, 7th Ave at 43rd St.,	Volunteered for 4 hours to help clean up Sunset Park – we collected trash, weeded, and painted.	We spoke with families about Brooklyn RISE and received a lot of support and encouragement for our	30+ community volunteers

			Brooklyn, NY 11232		efforts to bring a new elementary school to the community.	
5/30/18	Community Event; Sunset Park Parents; Community Members	Sunset Park PTA Night	Industry City, 274 36th St, Brooklyn, NY 11232	We attended Industry City's Sunset Park PTA night and learned about their efforts to collaborate with the community and provide more jobs and services to community members.	We plan to find ways to partner with Industry City in the future but also want to focus on supporting and partnering with local, longtime businesses in the community.	20+ Sunset Park Parents
5/31/18	Community Event; Community Members	Build the Block Community Meeting	Marien-Heim Community Center, 4520 4th Ave, Brooklyn, NY 11220	We attended this community meeting where local citizens were given the opportunity to voice concerns about safety in the precinct. The police officers wrote down community concerns and addressed many of them in the moment. There were a lot of concerns around drug usage in the community including the park. Homeless shelters were also discussed as they relate to safety.	We plan to continue to build a relationship with Precinct 72 and potentially partner with the NYPD in the community in the future for events	30+ community members; exchanged contact information with the police officers leading the meeting.
6/13/18	Community Event; Community Members, Elected Officials	Sunset Park Town Hall with Chancellor Carranza	PS 24, 427 38th St, Brooklyn, NY 11232	Mr. Carranza discussed his plans for CSD15, specifically bringing more schools to the community and to increase diversity and integration across all	We continue to highlight our vision for a very diverse, integrated school population of students by intentionally recruiting across the	60+ community members

				schools. He highlighted his recent recommendation to remove the SHSAT as the sole deciding factor for specialized high school admissions, which is being met with support in CSD15 but also with ardent dissent from the Asian American community in Sunset Park.	entire community of Sunset Park. We have reached out to some of the Asian American community groups to learn more about their concerns with changes to the middle school enrollment and high school admissions processes.	
6/19/18	Community Board #7 and CEC15 – Education Committee Meeting	Attended a presentation by the School Construction Authority on new school buildings in District 15	PS 516, 4222 4th Ave, Brooklyn, NY 11232	We learned about the new DOE schools currently being constructed in D15 to alleviate overcrowding. Projects are all on track with one school that will be ready to open with just Kindergarten in Fall 2018.	Even with the new DOE school seats being added to D15 over the next 3-5 years, there is still a 1000+ seat gap that exists between number of elementary students in the district and number of school seats. Based on waitlist estimates from local Daycares and Pre-Ks this gap is likely to persist and Brooklyn RISE aims to be an additional school option in Sunset Park where overcrowding and building overutilization is at its most extreme.	30+ community members

Attachment 2a: Initial Samples of Public Outreach

1. **The group has informed the community about the proposed charter school, including the intended location, the target student population, the grades to be served, and a description of the educational program(s) to be offered.**

   On multiple occasions, flyers were distributed in English, Spanish, and Chinese at local businesses, churches, libraries, daycare and pre-K centers, and nonprofit organizations advertising Brooklyn RISE and the various information sessions we were hosting. Below is a list of all dates and flyer distribution locations and community information flyers.

Attached: Community Outreach Flyers and Distribution Locations:

Brooklyn RISE Informational Flyer Distribution	
Date	**Locations Distributed**
10/23/17	• Sunset Park Library - Tabling • Businesses on 5th Avenue between 36th and 53rd Street • McKinley Park Library - Tabling
10/29/17	• St. Andrews Episcopal Church
10/15/17	• Latin Pride Parade – various locations along 5th Avenue
10/30/17	• Daycares and Pre-Ks in Sunset Park • Businesses on 8th Avenue between 36th and 53rd Street • Sunset Park Recreation Center - Tabling
10/31/17	• Sidewalk Sales Along 5th Avenue
11/19/17	• Trinity Lutheran Church
12/2/17	• Brooklyn Craft Fair – Industry City
12/3/17	• St. Michael's Roman Catholic Church
12/4/17	• Community Board 7 – Education Meeting
12/14/17	• Mayoral Town Hall
12/20/17	• Community Board 7 Meeting and Holiday Party
1/16/18	• 36th Street Subway Station • Community Education Council Meeting
1/25/18	• McKinley Park Library – Information Session
1/27/18	• Sunset Park Library - Tabling
2/13/18	• Sunset Park Library - Tabling • 46th Street and 5th Avenue - Tabling
2/17/18	• 10th Lunar New Year Celebration – various locations along 8th Avenue and within Sunset Park
2/22/18	• McKinley Park Library – Tabling
2/25/18	• Sunset Park Library – Tabling
3/3/18	• Industry City, Rock & Roll Playhouse –Tabling

	• 5th Avenue (various locations) - Tabling • McKinley Park Library – Tabling
3/5/18	• Sunset Park Recreation Center – Tabling • Key Food, 4320 5th Avenue – Tabling
6/1/18	• McKinley Park Library – Tabling
6/2/18	• Sunset Park Recreation Center – Tabling

Community Informational Flyer Example: English, Spanish, Chinese

Information Session Advertisement English:

Brooklyn RISE Charter School

A proposed K-5 school
for the students of Brooklyn

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

Brooklyn RISE is a tuition-free public charter school open to all students.
We plan to open in Fall 2019 with Kindergarten and 1st Grade in Sunset Park, Brooklyn.

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

College Prep Academics

Longer School Day & School Year

Focus on Reading, Writing & Speaking

Character Education

Culturally Responsive

Partnerships With Families

Small Group Instruction

Science Everyday

Information Session

Thursday, January 25 @ 12:00pm
McKinley Park Library
6802 Fort Hamilton Pkwy (at 68th St)
Brooklyn, NY 11219

Sign up for our newsletter
Complete our survey
Stay in touch

www.brooklynrise.org

Cary Finnegan, Lead Founder
718-619-0188
cary.finnegan@brooklynrise.org

Information Session Advertisement Spanish:

Brooklyn RISE Charter School

Propuesta para una escuela K-5 para los estudiantes de Brooklyn.

Con **confianza.** Con **voz.** Con **propósito.**

Brooklyn RISE es una escuela de carta libre, pública, abierta a todos los estudiantes. Se abrirá en otoño 2019 con kindergarten y 1er grado en Sunset Park, Brooklyn.

Nuestra Visión:

Brooklyn RISE Charter School desarolla los conocimientos, los hábitos y la actitud mental que llevan al éxito académico y abren el camino a la universidad a todos los estudiantes, desde kindergarten a quinto grado.

Académicos de la Universidad

Más Tiempo en La Escuela

Centrarse en Lectura, Escritura, y Habla

Educación del Carácter

Celebra las Culturas

Alianzas con Las Familias

Instrucción en Grupos Pequeños

Ciencia Cotidiana

Sesión de Información

Jueves, 25 de Enero @ 12:00pm
McKinley Park Library
6802 Fort Hamilton Pkwy (at 68th St)
Brooklyn, NY 11219

Suscríbase a nuestras noticias
Complete nuestra encuesta
Estar en contacto

www.brooklynrise.org

Cary Finnegan, Fundadora Líder
718-619-0188
cary.finnegan@brooklynrise.org

Information Session Flyer Chinese:

Brooklyn RISE Charter School

建□的K-5学校
□布□克林的学生

与□音。 有信心。 有目的。

布□克林□起是一个免□的公立特□学校向所有学生开放。
我□□划在2019年秋季在布□克林日落公□开□幼儿□和一年□。

我□的任□:

布□克林□起特□学校建立
知□, □□和学□成就的心□,
确保所有幼儿□到五年□的学生
正在上大学的路上。

大学□□学院

有更多的□□在学校

□注于□□, 写作和口□

品格教育

□祝文化

与家庭的□伴关系

小□教学

科学每天

信息会□

1月25日 @ 12:00pm
McKinley Park Library
6802 Fort Hamilton Pkwy (at 68th St)
Brooklyn, NY 11219

□□我□的新□
完成我□的□□
保持□□

www.brooklynrise.org

Cary Finnegan, □始人
718-619-0188
cary.finnegan@brooklynrise.org

2. **Stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school.**

   To date we have distributed our community input survey to 300+ families in CSD15 and our target zip codes through our online awareness raising campaign, which includes social media (Facebook and Instagram), our school website (www.brooklynrise.org), and our monthly newsletter.

Attached: Survey and Online Awareness Efforts

Online Survey

Brooklyn RISE Charter School Community Input Survey

Brooklyn RISE Charter School is a new proposed K-5 school for the students and families of Sunset Park, Brooklyn. Pending approval from the State of New York, Brooklyn RISE will open in August 2019. Cary Finnegan, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

Full Name: *

Short answer text

What neighborhood or zip code do you live in? *

Short answer text

What is your role in the community? You can choose more than one.

- [ ] Parent / Guardian of School Aged Children
- [ ] Student (K-12 or Higher Education)
- [ ] Educator (Teacher, Administrator, or Other School Employee)
- [ ] Employer
- [ ] Resident
- [ ] Other...

Are you satisfied with the educational options for children in your community? Why or why not?

Long answer text

What are the major challenges standing in the way of student success in neighborhood schools?

Long answer text

As a member of the community, do you think Sunset Park needs additional school options?

- ○ Yes
- ○ No
- ○ Unsure

About Brooklyn RISE - A Proposed Charter School for Sunset Park, Brooklyn

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

Our Vision: The work at Brooklyn RISE begins with the steadfast conviction that all children should have access to and can succeed in a rigorous college preparatory school environment regardless of economic status, zip code, race, family education level, or home language.

We Believe:
- College begins in kindergarten
- Transformational teachers are paramount
- Data drives decisions
- Structure, joy, and character create community
- Mindsets matter
- Families are our partners

RISE Values:
Resilience
Integrity
Scholarship
Enthusiasm

RISE Motto:
With confidence.
With voice.
With purpose.

What do you think Brooklyn RISE needs to do to best serve the needs of the Sunset Park community?

Long answer text

I am a resident of Sunset Park, Brooklyn, and I support Brooklyn RISE Charter School.

- ○ Yes, I support Brooklyn RISE
- ○ No, I do not support Brooklyn RISE
- ○ I am not a resident of Sunset Park, Brooklyn, and I support Brooklyn RISE
- ○ I am not a resident of Sunset Park, Brooklyn, and I do not support Brooklyn RISE

Who else should the school's founders contact to learn more about the needs of the community?

Long answer text

Are you interested in having a follow-up conversation with the school's founders? If so, please provide your contact information below and we will reach out to you promptly.

Long answer text

Are you interested in joining the school's mailing list? If yes, please provide your e-mail address below.

Short answer text

Survey can be found at:
https://docs.google.com/forms/d/1QFDTKLjwtlZUUU09v2PIWRNUR_8Y49xye9hEaWuHi2k/edit

Survey link was shared:

- On school website (www.brooklynrise.org)
- In monthly newsletter
- On Facebook page

Sample Monthly Newsletter: 545 Subscribers to date

View this email in your browser

Brooklyn RISE
Charter School

BROOKLYN RISE NEWSLETTER - ISSUE 3 - APRIL 2018

Visit our Website

OUR MISSION

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

Dear Friends and Supporters of **Brooklyn RISE Charter School**,

"Every child deserves a champion - an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be."
- Rita F. Pierson

At **Brooklyn RISE**, our champions are our **teachers**. We believe **Transformational Teachers are Paramount** because high-quality **teachers** are perhaps the single most essential lever for student achievement.

ALL children deserve a high-quality education, and we know that begins with having a mission-aligned, caring, and high capacity **teacher** who sets high expectations and guides every child toward success. Therefore, **Brooklyn RISE** is committed to recruiting, training, supporting, and retaining highly skilled educators who drive student growth and learning in every classroom, every day.

Transformational Teachers refuse to accept anything less than excellence for, and from, their students. These teachers work countless hours planning engaging lessons, developing individual supports, providing detailed feedback, and expanding the world of possibility for every student in their classrooms.

Our **Brooklyn RISE** Founding Team has been hard at work pushing our mission forward to ensure we can deliver our promise of having a **Transformational Teacher** in front of each and every one of our future students. Read on for some exciting updates on our progress, and to learn how you can lend your time and talents to support our efforts. Specifically, we are looking for supporters to attend our **Public Hearing** being held this upcoming Monday in Brooklyn, more details below in our "It Takes a Village" section.

And to our future **Brooklyn RISE teachers**, we deeply appreciate you already.

Together we **RISE**,

Cary Finnegan

Lead Founder, Brooklyn RISE Charter School
718.619.0188
cfinnegan@buildingexcellentschools.org

OUR MODEL

At **Brooklyn RISE**, we believe **Transformational Teachers are Paramount**.

In recognition of this belief, our teachers receive:

- 3 weeks of professional development before the school year begins.
- At least 90 minutes of weekly observation and coaching.
- 2 hours of whole-school professional development every Friday.
- 5 Data Days throughout the year for data analysis and action planning.
- Approximately 300 hours of professional development annually.

OUR TEAM

Grace Han, Founding Board Member

Grace Han is Civic Engagement Manager at The Wing, a network of co-working and community spaces for women. In her role, she manages the company's scholarship program and philanthropic partnerships. Ms. Han's career in education began in 2011 when she taught second grade as a Teach For America corps member in Colorado. After completing her TFA commitment, Ms. Han was the lead second grade teacher on the team that founded UP Academy Dorchester, an in-district charter school in Boston, MA that had the highest one-year growth of any school in Massachusetts' history.

From this experience in particular, Ms. Han brings valuable expertise in community outreach and school launch. She also has expertise in school operations, student enrollment, state reporting, teacher recruitment, grant writing, and non-profit finance. Ms. Han holds a BA in International Relations with a concentration in East Asian Studies and Chinese from Bucknell University in Lewisburg, Pennsylvania.

Favorite Quote:
"The greatness of community is most accurately measured by the compassionate actions of its members."
- Coretta Scott King

OUR PROGRESS

- The **Brooklyn RISE Founding Board** submitted our full charter petition to SUNY in early March.
- We attended over two-dozen community events and and collected signatures from families and community members in support of **Brooklyn RISE**.
- Cary Finnegan, Lead Founder and proposed Head of School for **Brooklyn RISE**, continued her training with Building Excellent Schools in Boston during March and April.

IT TAKES A VILLAGE

In order to ensure our students receive the excellence they deserve, **Brooklyn RISE** needs your help. There are a variety of ways you can offer your personal talents, valuable time, and professional expertise to support our efforts.

JOIN US AT OUR PUBLIC HEARING. Part of our charter application includes hosting a Public Hearing within the District that we are proposing our school. Join us this upcoming Monday, April 9th at 6:00pm at Hellenic Classical Charter School, 646 5th Ave, Brooklyn, for the opportunity to provide a statement in support of our school.

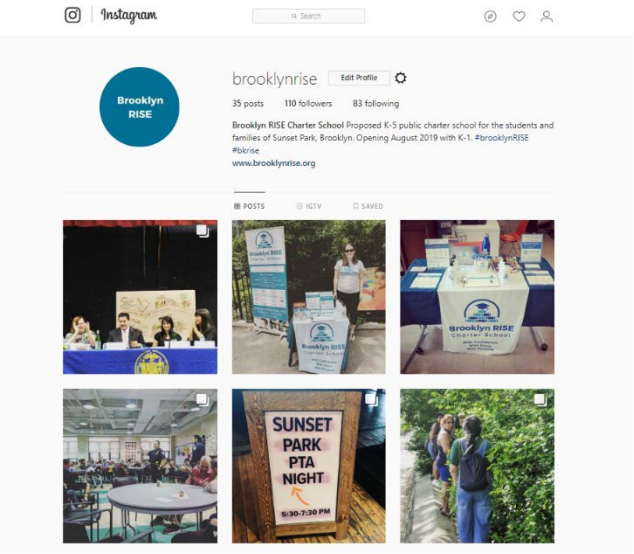
HELP US SPREAD THE WORD. Our team is eager to continue connecting with families and community members, both to learn from their experiences as well as share our vision for **Brooklyn RISE**. If you are part of a community group, know of any upcoming events, or want to volunteer with us, please send us an email. You can also help us spread the word by forwarding this email to your family, friends, and colleagues.

HELP US BUILD THE BROOKLYN RISE TEAM. We firmly believe that the biggest influence on student achievement is the teacher at the front of the room. **Brooklyn RISE**. is committed to building a team of passionate, mission-driven educators who will hold our students to a standard of excellence. While most of our positions will not begin until the spring/summer of 2019, we are already on the lookout for exceptional talent. If you know of any exemplary educators who would be a strong fit for our school, please send us an email and let us know.

Facebook Page:

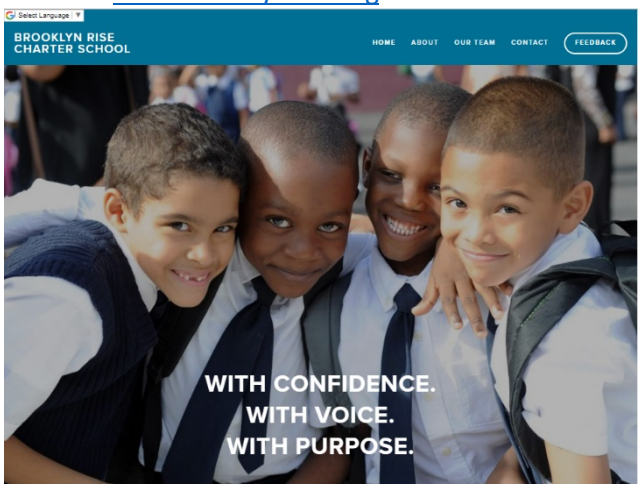
Page followers at time of Letter of Intent Submission: 155
Full Facebook page can be found here: https://www.facebook.com/brooklynRISE/

Instagram: @brooklynrise



Followers: 110
Posts to Date: 35
Link to profile: https://www.instagram.com/brooklynrise/

Website: www.brooklynrise.org



Page views to date: 1,449
Unique Visitors to date: 514
Page visits to date: 656

3. **At least one public meeting with stakeholders in the community in the school district in which the proposed charter schools is to be located. Reasonable public notice should be provided to community stakeholders.**

We were invited to present our school to an April Community Education Council 15 meeting. There were 50+ community members in attendance. We presented in 5 minutes and spent the remaining 10 minutes answering questions and eliciting feedback from participants.

Attached: Community Education Council 15 - Meeting Agenda for Tuesday, April 17, 2018

COMMUNITY EDUCATION COUNCIL DISTRICT 15
131 Livingston Street, Room 301, Brooklyn, New York 11201
CEC15@schools.nyc.gov | tel. 718-935-4267 | facebook.com/CECD15 | CECD15.org

Community Education Council 15
Calendar Meeting - Overcrowding and Class Size
PS 94, 5010 6th Avenue, Auditorium
Tues, April 17, 2018 - 6:30 p.m.

AGENDA

1. Call to Order and Roll Call (5 min)
2. Welcome - Pres. Camille Casaretti (5 min)
3. Approval of Minutes from March 20 and March 27 (10 min)
4. District 15 Superintendent Report - Anita Skop (15)
5. Class Size Matters Presentation with Q&A (25 min)
6. Make Space for Quality Schools with Q&A (25 min)
7. Brooklyn Rise Charter School Presentation - Cary Finnegan (15 min)
8. Council Questions and Answers (10 min)
9. Public Comments (10 min)
10. Adjournment

Upcoming Meetings
April 23, 6:30 pm **CEC Business Meeting,** 131 Livingston Street
May 10, 5:30 pm **D15 Science Fair with CEC15 Business Meeting directly following,**
PS 130, 713 Caton Avenue

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Grace Han

Proposed Charter School Name: Brooklyn RISE Charter School

E-Mail Address [redacted]

Home Telephon [redacted]

Home Address: [redacted]

Business Telep [redacted]

Business Addr [redacted]

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I first became aware of the opportunity to join the board of Brooklyn RISE Charter School through a mutual friend who was helping Cary Finnegan in her pursuit to compose a diverse group that would make up the board of the proposed charter school. At the time, given my experience in education, I was looking for a way to get involved in a community effort to offer better educational opportunities to the students of New York City.

   Before I made the official commitment to join the board, Cary and I met and talked several times to discuss the vision for Brooklyn RISE as well as our educational philosophies to ensure that we were aligned. I knew through these initial interactions that Cary was committed to this school, that she believed in the potential of the Sunset Park community and its children, and that mission alignment between her and each of the board members was incredibly important.

   In addition to having confidence and excitement in Cary as the proposed Head of School for Brooklyn RISE, I was also very familiar with Building Excellent Schools, as it is based in Boston, MA where I taught and worked in charter schools for a number of years. I was aware of BES's track record of supporting the launch of many high performing charter schools.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I am currently the Civic Engagement Manager at The Wing, a network of co-working and community spaces for women. My career in education began in 2011 when I taught second grade as a Teach For America corps member in Colorado Springs, Colorado. After completing my TFA commitment, I was the lead second grade teacher on a team that founded UP Academy Dorchester, an in-district charter school in Boston, MA that had the highest one-year growth of any school in Massachusetts history. From this experience in particular, I will bring valuable expertise in community outreach and school launch. I also have expertise in school operations, student enrollment, state reporting, teacher recruitment, grant writing, and non-profit finance. I holds a BA in International Relations with a concentration in East Asian Studies and Mandarin from Bucknell University in Lewisburg, Pennsylvania.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   As a founding board member, my expertise is in lower elementary school curriculum development, charter school operation, teacher recruitment, and non-profit management including fundraising and grant writing. I will play an active role in the academic and school culture components of the charter application. Post-authorization, I also will play a primary role in our family outreach and student recruitment efforts. If necessary, I will use my experience in overseeing our inaugural student enrollment lottery in the event that we receive more applications than we have seats. As a member of the board, I will not be involved in the day-to-day of the school's operation, and instead will support the school leader and with the board establish policy, oversee the school's success, and establish a long-term vision for the school, all while holding the school accountable for the results outlined in the charter application.

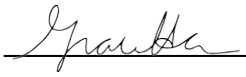
7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   As the daughter of a Chinese immigrant, I have a passion for serving the families of the Sunset Park Community, many of whom are Asian immigrants or sons and daughters of Asian immigrants. My ability to connect with families from a common linguistic and cultural background is a valuable asset in our efforts to create an inclusive and culturally responsive school community.

Grace Han

_____

Printed Name



_____

Signature

June 18, 2018

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    I will serve as the Board Secretary and will serve on the Academic Committee. My primary areas of expertise are academic and operational.

    _____

    _____

12. Please explain why you wish to serve on the board.

    As I mentioned, I am the daughter of a Chinese immigrant. Growing up, my family did not have much in terms of financial means, but education was always a top priority, I attended public school in a middle to upper class neighborhood with sufficient resources, skilled teachers, and ample opportunities. However, it was truly a matter of luck that I ended up in this particular zip code with this particular set of circumstances. It is not the case for the majority of students growing up in low-income neighborhood to have access to opportunities the way that I did. I believe that excellent public education that adequately prepares students for life after school should be universally guaranteed. I believed that Brooklyn RISE gets us one step closer to making that vision a reality, and I am honored and lucky to be a part of it.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    ☒ I / we do not know any such persons. ☐ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    ☒ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    ☒ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ Yes.
    ☒ Not applicable because the School will not contract with a management company or charter management organization.
    ☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

One of the many things the board will do is put into place a policy around conflicts of interest and self-dealing. The purpose of this policy will be to clearly define conflicts of interest and outline a clear process for addressing conflict of interest situations. When a potential conflict of interest arises, the respective board member will be expected to disclose the conflict to the board chair. If a board member believes that another board member has a conflict of interest, her or she is expected to notify the board chair so that appropriate action can be taken. We will never tolerate any individual on the board acting in a way that benefits him or herself or any friend or familiar member. That person would be removed from the board by board vote in accordance with our bylaws.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Brooklyn RISE Charter School's mission is rooted in the belief that college begins in kindergarten. Starting in kindergarten, Brooklyn RISE will help students build the knowledge, habits, and mindsets for academic success to ensure that ALL students are on the path to college. This conviction that ALL students can achieve is an expectation that is unwavering, despite the many challenges and hurdles that our students face including economic status, zip code, race, family education level, or home language. We believe we can make this vision a reality with hiring transformational teachers, using data to drive our decision-making, creating a structured and joyful environment for students, and by treating families as our partners in all that we do.

24. Please explain your understanding of the educational program of the charter school.

Brooklyn RISE's educational program is a college preparatory program with an extended school day to accommodate for extra literacy time, dedicated time to develop our students' character and leadership skills, and time for science instruction every day. At Brooklyn RISE, we understand that students have diverse needs and we accommodate for that through small group instruction. We strongly believe that small group instruction is paramount to students receiving the support they need to be successful and to be appropriately challenged to push them to new heights. Having a two-teacher per classroom model allows the flexibility for teaching in small groups. Finally, given the population of the Sunset Park community, we acknowledge, celebrate, and emphasize the importance of the diverse cultures of our students, their families, and the broader community. Brooklyn RISE will always incorporate learning and recognition of our students' cultural backgrounds into our daily learning.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Characteristics of a successful charter school include: (1) a deep dedication to our students, their families, and the surrounding community, (2) strong and trusting partnerships with students' families, (3) continuous investment in staff, and (4) strong fiscal responsibility and legal compliance.

It is important for schools to be well-integrated into the community and vice versa. A deep dedication to the community is necessary to build the trusting relationships that are necessary to result in positive outcomes for students.

Our dedication to the Sunset Park community will help us to build strong and trusting partnerships with families. Brooklyn RISE will creative a welcoming and inclusive environment for families to participate and be invested in their children's educational experience.

Teachers and non-instructional staff deserve ample opportunities to improve their craft to better serve students and families. Brooklyn RISE will offer these opportunities over the summer and throughout the school year.

Finally, the Board of Brooklyn RISE will regularly review the school's academic and financial dashboards to ensure that we are meeting the promises and commitments made in our charter, that the school is achieving its academic goals, that the school is operating with fiscal responsibility, and that the school is complying with all legal requirements and regulations.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Grace Han (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

June 25, 2018

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Diana Marmur

Proposed Charter School Name: Brooklyn RISE Charter School

E-Mail Addre [redacted]

Home Teleph [redacted]

Home Addre [redacted]

Business Tel [redacted]

Business Ad [redacted]

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   X Copy of Diploma, Transcript or Supporting Documentation Attached

   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I learned of this opportunity while at Sullivan & Cromwell, a law firm in New York City. The head of pro bono at my firm sent an email soliciting interest in joining a foundation board and I reached out to Cary Finnegan immediately. I was already involved in a number of pro bono projects at my law firm but was looking for professional opportunities in the field of education specifically.

   I had a call with Cary shortly thereafter, followed by an in-person meeting. Because I was not currently working in the field of education, I had a lot of questions for Cary about the pedagogical underpinnings of her mission and vision for Brooklyn RISE. She recommended a number of articles and a few books. After reading these materials, I felt even more confident in what Brooklyn RISE intends to bring to Sunset Park - a school where children are afforded a safe and structured environment that will help them develop confidence, a sense of self, and an enthusiasm for learning.

   The long-term vision for this school is particularly compelling. The baseline assumption for every child – regardless of where they are from, how much money their parents make, and what language they speak at home – is that by the time they finish school, they should have the tools necessary to succeed in college (regardless of what path they ultimately choose). My early conversations with Cary quickly revealed that she spent a lot of time crafting a coherent vision for a school that would do just that. We discussed the various ways Brooklyn RISE would accomplish this mission, from parental engagement and extended school days, to recruiting and retaining fantastic teachers, to a focus on building literacy and numeracy skills. What finally sealed the deal was Cary's commitment to building a school to which she would happily send her own child. Her enthusiasm and dedication is contagious, and when bolstered by a compelling pedagogical vision, I confidently joined the team.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I have been practicing law for over seven years, during which time I have learned to think critically, ask tough questions, and focus on the details while keeping the big picture in mind. I will bring these skills to my role as a foundation board member, a crucial time for a new school, where a lot of difficult decisions need to be made and made in line with prevailing rules and regulations. Relatedly, my role as a lawyer has also required me to navigate different legal regimes, as each new case presents new legal challenges. Thus, I have eagerly delved into the relevant governance rules applicable to charter schools. I have mediation experience while in law school, and that has carried into how I work in large teams today, seeking consensus and resolving conflicts while respecting the diversity of opinions at the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   As the Vice Chair, I will work closely with the Chair on all matters related to governance for Brooklyn RISE. This will entail reviewing our charter application as well as ongoing oversight and monitoring of the school's performance, finances, teacher and student recruitment, policy enactment and enforcement. In the Chair's absence, I will also preside at meetings and serve as ex officio member of standing committees.

   Together with the other board members, I will work to anticipate problems, by closely tracking the school's metrics to ensure that we are constantly working toward fulfilling the educational targets for our students. I also intend to assist with community engagement, recruiting, electing and on-boarding new members, as well as ensure that we are operating under Open Meeting Law and other applicable regulations.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   While my professional background is not in education, I have always cared deeply about this issue. When I first emigrated to the United States, I went to an underperforming public school in a low-income area of Brooklyn. My family then moved to a better school district in New Jersey and I was shocked to realize that I was drastically behind my peers. I learned first-hand the injustice that begins for many children at an early age, where their address determines their educational outcomes. I got involved with Teach For America while in college, helping to recruit the future teachers who would work to change this system from within and from the outside. I deeply believe that families should have free public school options, which is what Brooklyn RISE intends to offer.

Diana Marmur

Printed Name

Signature

6/28/2018

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   X I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   X This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    X This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Vice-Chair and Governance Committee

12. Please explain why you wish to serve on the board.

    I am excited and energized by the idea of serving on the founding board for an organization about whose mission I care so deeply. I believe that every child should have the opportunity to get a fantastic education. As the only public elementary school charter school in the proposed community, Brooklyn RISE would be filling a very important gap in Sunset Park and offering families whose children are attending underperforming schools a meaningful alternative. I have been seeking out fulfilling professional opportunities and am thrilled to put my critical thinking and organizational skills to use in such an impactful way.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ This does not apply to me. X Yes. (Include description here):

I am on the Associate Advisory Board for Legal Services NYC, the largest provider of free civil legal services to low-income New Yorkers. My responsibilities include planning pro bono projects, taking on my own pro bono work, furthering firm relationships, fundraising, and committing to support the organization through a personal financial contribution.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    ☐ I / we do not know any such persons. X Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

    The first time I met the other proposed board members was at Brooklyn RISE founding board meetings.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    X I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    X No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    X Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ Yes.
    X Not applicable because the School will not contract with a management company

or charter management organization.
☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
X Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Self-dealing is in violation of the Conflict of Interest Policy and our ethical duties as board members. I would bring this to the attention of the Chair immediately and if the allegations against the board member are confirmed to be accurate, that board member will be removed from the board immediately.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Brooklyn RISE is committed to building the knowledge, habits, and mindsets to ensure that all students are on the path to college. A number of key elements further this mission. First, Brooklyn RISE will have an extended school day and school year, with students ultimately having 27 extra days of learning each year. Second, there will be a rigorous academic curriculum, using high-quality and proven teaching methods as well as a focus on literacy, which is key as many of Brooklyn RISE students will also be English Language

Learners. To have a great school, you need to be able to recruit and retain great teachers. A third feature of Brooklyn RISE will be to identify engaging, skilled, compassionate, and mission-aligned teachers. We will retain teachers by offering ongoing support and feedback, as well as providing 30 professional development days each year. Fourth, the progress of Brooklyn RISE students will be tracked with data, which will then inform lesson plans and help identify students who many need additional assistance. This will ensure that Brooklyn RISE is on track to fulfill its commitment to students and their families, identifying problem areas early. Fifth, Brooklyn RISE will offer students a structured and joyful community, by establishing school norms and traditions, so students know what to expect and what's expected of them, as well as having community celebrations that will help students develop a pride in themselves and their school. Sixth, Brooklyn RISE will work to build character, leadership skills and resilience in students through teaching positive discussion habits and creating opportunities for cooperative exchanges. Lastly, Brooklyn RISE sees families as key partners in the academic and personal success of our students. To that end, Brooklyn RISE will have ongoing and consistent communication with families, including through home visits and family nights.

24. Please explain your understanding of the educational program of the charter school.

Brooklyn RISE will provide extra literacy and extra numeracy. The results will be monitored through a number of metrics. For example, for English, the goal is that our third graders will have graduated from the STEP program (Step 12) or grow by three STEPs each year. We will also have a rigorous Science program beginning in Kindergarten, something that is often neglected until much later grades.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school needs to have a rigorous academic program, with driven and dynamic teachers supported by dedicated and knowledgeable administrators and board members. The Board will work to ensure that, first and foremost, the school is operating in a fiscally responsible manner. Ensuring initial and ongoing enrollment will be key. For initial enrollment, the Board will be involved in community engagement to build support for Brooklyn RISE. Ongoing enrollment will be a function of educational outcomes and family satisfaction. To that end, the Board is tasked with ongoing monitoring of the school's progress. If students are not meeting targets, the Board will help identify the problem areas and discuss solutions with the school leader.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Diana Marmur, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

6/28/18

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Victor Nolasco

Proposed Charter School Name: Brooklyn RISE Charter School

E-Mail Address [redacted]

Home Telephon [redacted]

Home Address: [redacted]

Business Telep [redacted]

Business Addr [redacted]

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

✓ Résumé Attached

✓ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I leaned of the opportunity to join the applicant group to open Brooklyn RISE Charter School in Sunset Park, Brooklyn after speaking with Cary Finnegan, the lead founder, as we crossed paths when she was attending a community gardening event and I was soccer coaching a group of children. She knew that I was a school teacher at a local Sunset Park school and a long-time resident of the neighborhood. We spoke about several different topics all having to do with the community, from local parks to leaders in the neighborhood and so on. When we spoke on the topic of education I expressed my desire for a school with a strong quality initiative that can build upon the character of our surrounding area and the need for new schools. This is when I learned of the project to open Brooklyn Rise.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am passionate about education, health, and community service. These are the areas where I mostly bring my experience and skillset. I bring 5 years of experience teaching in both public and private school settings. I have also taught in a classroom setting, teaching second graders and other elementary school students. Also, I teach physical education and provide adaptive physical education work with a small group of students with disabilities. Besides teaching, I coach soccer and have for more than 10 years now. I initiated as a volunteer at a local Boys and Girls Club. Shortly after coaching a recreational team, I now lead the coaching for an academy travel team. Prior to finding my passion, I have experience in other settings. I have worked as a legal translator, insurance broker, and private tutor.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My role as a Brooklyn RISE board member is to ensure that the school is preparing itself completely in order to provide a high quality education for the young children of Sunset Park Brooklyn. This preparation involves oversight of ensuring the financial, academic, and organizational wellness of Brooklyn RISE charter school. Specifically, in my role I bring experience as a teacher and a community resident. With this comes my role on the community and family engagement team where I seek input from the community and communicate with families to make sure that the school is the vision of the entire board in alignment with the needs of the community.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Victor R. Nolasco

Printed Name

Signature

6/24/18

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Board member – Community and Family Engagement Team

12. Please explain why you wish to serve on the board.

    I wish to serve on the board because my family and I are from Sunset Park, where Brooklyn Rise is planned to open. Also, I've seen and experienced first-hand the lack of quality education in the nearby schools and educational institutions. It is important for me to be a part of the positive difference this school can make. I think schools in Sunset Park with solid leadership that have the best needs of the community in mind are not present at the moment. With Brooklyn RISE charter school, and Cary Finnegan as the founding leader, I see a vision of a school that can open and really serve the needs and wants of the students and families in Sunset Park.
    Many students in Sunset Park, who I can relate to myself, being of Hispanic origin and growing up speaking Spanish at home, lack many of the role models and committed teachers to make a positive change, academically and behaviorally. As a youth, I was rebellious and did not value education, which is largely why I have so much motivation towards improving the well-being of the youth in Sunset Park. Seeing a school like

Brooklyn RISE succeed is personal to me because I am one of a couple of friends who continued education at the college level when not many saw the value in this. Brooklyn RISE builds the knowledge and character for college and beyond.

I plan to apply my experiences in education and my ability to network with local leaders and families to add value to the opening process and assist in the decision making procedure to ensure the board stays true to its mission to provide the school that Sunset Park needs. As a teacher today, I can see how Brooklyn RISE has valuable elements to offer its students and as a board member I want to be a part of the positive impact.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    ☒ I / we do not know any such persons. ☐ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    ☒ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    ☒ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ Yes.
    ☒ Not applicable because the School will not contract with a management company or charter management organization.
    ☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

If I found out one or more members of this charter school board were involved in working for their own benefit as mentioned, I would take several measures. These measures include confronting the person, informing the board chair that an investigation may need to be made. Additionally, I will make it clear that this type of action that goes against our role and responsibility as board members and the actions will not be tolerated. Moreover, the member may need to be removed for their actions and the type of conflict of interest that they may be causing if upon investigation it is found that they are indeed working for their own benefit or the benefit of their friends and family.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

I understand that the mission of Brooklyn RISE Charter School is to build the knowledge, habits, and mindsets for academic success to set students from Kindergarten through 5th grade on a path where they will be prepared to succeed in college. I understand that this means regardless of student background, ambitious goals will be set toward high

academic skills but also in character skills to form society's future leaders. Students will gain values true to the name of Brooklyn RISE, such as resilience, integrity, scholarship, and enthusiasm. Students will celebrate diversity through acknowledging their greater community, in other words, the cultural identities of others. And lastly, Brooklyn RISE plans to establish and build upon strong relationships with families of students to have constant communication.

24. Please explain your understanding of the educational program of the charter school.

The educational program of Brooklyn RISE charter school will have several distinct elements that will ensure a successful accomplishment of its mission. Brooklyn RISE will have a longer school day and school year compared to local public schools in Sunset Park. Brooklyn RISE will have a focus on small group work. Brooklyn RISE will also have high literacy and numeracy standards for students with targeted growth goals. Brooklyn RISE will have daily science for all students. Brooklyn RISE will make sure that English language learners are gaining the tools, strategies, habits, and knowledge needed to have better understandings and positive outcomes on assessments that will be used to inform instructional practice. Brooklyn RISE will have an intensive professional development design where teachers will receive frequent training and continuous evaluations in order to receive all the appropriate support to produce high productivity and teaching effectiveness. Brooklyn RISE will also integrate arts programming.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe the characteristics of a successful charter school are:

- A school that can clearly address educational needs and wants of a community based on thoroughgoing research.
- A school that has a diverse board that can work effectively with one another to accomplish objectives.
- A school that is legal and ethical in its responsibility to students regardless of the student's background, thinking of all students, like students with special disabilities
- A school that has a board that will ensure successful oversight in order to meet academic, financial, and organizational goals.
- A school that has a board that understands their role and that will not act in any type of conflict of interest like interacting directly with families.
- A school with a clearly outlined policy to be fully prepared for all situations
- A school where data can guide instruction and decisions for student academic and behavioral growth.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **Victor R. Nolasco** (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

6/24/18

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the requir criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Danyela Souza Egorov

Proposed Charter School Name: Brooklyn RISE Charter School

E-Mail Addre [redacted]

Home Teleph [redacted]

Home Addres [redacted]

Business Tel [redacted]

Business Ad [redacted]

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☑ Résumé Attached

   ☑ Copy of Diploma, Transcript or Supporting Documentation Attached

   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

Cary and I worked together at New Leaders 6 years ago and I was impressed with her professionalism and work ethic. I learned about Cary's plan to open a school when we reconnected at the end of 2017. From our first meeting it was clear that she was passionate about the Sunset Park community and that she wanted to make sure families there have access to a college-preparatory school. We discussed how important it was for children to have access to a high-performing elementary school in NYC so they can have a fair chance at the admission process for middle and high schools. I was excited to join the board and to make this vision become a reality.

3. r Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☑ I affirm.

4. r Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☑ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

For the past 8 years I have worked in education reform and I have supported the opening of 12 public schools both charter and district. I have worked at Boston Public Schools, New Leaders, California Charter School Association, and Families for Excellent Schools supporting principals and CMOs in different areas such as advocacy, budget, leadership development, and strategic planning. I have also extensive experience with charter boards and have seen the importance of having a high-functioning board to support the executive team of the school.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I believe that the area that I have the most experience to add to the board is strategic planning. Given my experience with charter schools and boards, I can help the board make crucial decisions that will have a lasting impact on the school. I work part-time so I have flexibility on my schedule to be an active board member. Finally, I have two sons (a five-year-old and a one-year-old) and I understand how important it is for parents to have a choice when it comes to the education of their children.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.
   I don't believe there is any other information pertinent to the review of my background

Danyela Souza Egorov
Printed Name

Danyela Souza Egorov
Signature

6/25/2018
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☑ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☑ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☑ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Board Chair

12. Please explain why you wish to serve on the board.

    I am passionate about improving our public schools and supporting educators. I want to be part of the board because I believe the Sunset Park community would greatly benefit from a high-quality elementary school and because I know my skills and experiences working with charter schools will be useful to make our vision for the school a reality.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☑ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☑ I / we do not know any such persons. ☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☑ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☑ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☑ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☑ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☑ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☑ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would demand a thorough investigation to ensure that we have all the facts about this situation. If the self-dealing is confirmed I would demand that the board member is removed from the board in accordance with our bylaws.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☑ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Our mission is to ensure that all our students have the content and soft skills necessary to be on the path to college. We believe that teachers can make a lasting impact on students and we will create an environment where teachers feel supported to create rigorous and joyful classrooms. Our team is also very committed to working together with families to make them our partners in the success of their children.

24. Please explain your understanding of the educational program of the charter school.

Our program is designed based on several high-performing charter schools that have a track record of serving similar student populations. Our school will have a longer school year and school day. Our culture will be focused on creating spaces for student voices and encouraging dialogue with families. Data will guide our academic program and we will constantly evaluate if our students are on the path X to college.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe successful charter schools take advantage of their flexibilities to create educational programs that can meet the needs of their student populations. The best charters that I have seen have passionate and skillful educators that work relentlessly to serve their students and partner with their families.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, DANYELA SOUZA EGOROV (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Danyela M

Signature

6/25/2018

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees — anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Erick Roa

Proposed Charter School Name: Brooklyn RISE Charter School

E-Mail Add [redacted]

Home Tele [redacted]

Home Addr [redacted]

Business T [redacted]

Business A [redacted]

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I learned of this opportunity after Cary Finnegan reached out to me via Linkedin. I was able to speak with Cary to learn more about the collective vision of the school and learn more about what skills the Board was looking to add as it was forming. After a couple of conversations with Cary, I was convinced that this was something I wanted to be a part of.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I have 10 years of experience in education in multiple positions. I was a classroom teacher for six years in Brooklyn, NY. During my tenure as a teacher, my students consistently performed well above district and state averages on standardized exams. I also built strong relationships with the community and other external stakeholders. After teaching, I served as an instructional coach and program leader at an education nonprofit working with 11 NYC public schools. During my tenure, I helped build systems for instructional coaching and frameworks to help develop first year and very experienced teachers. I also helped craft diversity, equity, and inclusion practices that ensure that our recruitment and teacher development processes were equitable to all teachers. I also have experience as a talent advising consultant working with education organizations (large and small districts and nonprofits) throughout the United States helping organizations build all human resources and talent development practices from hiring through promotion and retirement.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   As a founding board member, I will utilize my skills and expertise as a teacher, an instructional coach, and human resources professional to chair the Academic Committee and support in building equitable hiring and development practices. I will be responsible for consistent monitoring of academic goals outlined in the charter with the Academic Committee and the proposed school leader and reporting to the larger board on a consistent basis.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   I was born and raised in East New York, Brooklyn, and I feel very strongly that students in Brooklyn and all over the country deserve the best possible education. I feel strongly that Brooklyn RISE will be a valuable addition to Sunset Park, Brooklyn and will only benefit the students and families we work with.

Erick Roa
Printed Name

Signature

7/3/2018
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    I will chair the Academic Committee.

12. Please explain why you wish to serve on the board.

    I believe it is a true privilege to serve on the board of Brooklyn RISE. The vision for the school and what it stands to do in the community is something deeply important to me. I have spent my entire professional career in education and believe that more schools like Brooklyn RISE need to be available to students and communities in New York City.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☒ Not applicable because the School will not contract with a management company

or charter management organization.
☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I will make the board chair aware of the suspicious activity and encourage the involved parties to report the conflict. The other board members and myself will handle this situation in line with our Conflict of Interest policy. If it was found a board member(s) were working for the benefit of themselves, family, or friends, they will be removed from the board.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy - Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Brooklyn RISE has the mission of becoming a high performing school. The key tenets of its philosophy are:

- College begins in kindergarten: we believe in holding high academic expectations for all students at Brooklyn RISE and hold the belief that it is

never too early to start talking about college with our students.

- Transformational teachers are paramount: strong teachers are instrumental for the success of our students. We plan to hire and develop the best possible teachers for our students and believe in ensuring teachers have what they need to continue to grow and be successful.
- Data drives decisions: we have big academic goals for our students and will consistently use to data to ensure we are on track to make the impact we intend to.
- Structure, joy, and character create community: we intend to found a school that both cares deeply about its students and holds high academic goals for them. We want to create a community where our students enjoy coming to school and feel successful and cared for.
- Mindsets matter: we intend to build a community where students and teachers expect and take on challenges and overcome them.
- Families are our partners: we cannot build a successful school without building strong relationships with our external stakeholders and family members. They play an active role at Brooklyn RISE.

24. Please explain your understanding of the educational program of the charter school.

College preparatory academics
Extended school day and school year
An emphasis on writing, reading, and speaking
Character education
Culturally responsive academics and community
Partnerships with families
Small group instruction
Science every day

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe a successful charter school is one that encompasses strong leadership committed to the success and growth of the students, a strong academic curriculum that encourages independent thinking, active parent involvement and community connection, and a safe and caring environment. The school must also ensure it is legally compliant and fiscally responsible.

The board will ensure legal and fiscal responsibilities are met but most importantly provide accountability and support for the leadership team to achieve all of the school's academic goals. It is important that the board is solutions-oriented when challenges are identified. It is also imperative that the board keeps the mission and goals in mind with every decision big or small.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Erick Roa, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

7/3/2018

Date

[redacted]

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

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Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Elizabeth Skeen

Proposed Charter School Name: Brooklyn RISE Charter School

E-Mail Addr [redacted]

Home Telep [redacted]

Home Addr [redacted]

Business T [redacted]

Business A [redacted]

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I met Ms. Finnegan in 2010 when she was completing her Master's in Education at Columbia Teacher's College. Since I have known her, I have been consistently impressed with her commitment to high-quality public education. Ms. Finnegan reached out to me in mid-2017 and asked me if I would either be interested in joining the Board of Brooklyn RISE (the "Board") or knew other qualified individuals who might be interested in Board service. Over a series of conversations, after hearing her vision for the school, I told Ms. Finnegan that I would be thrilled to potentially join the Board. We continued the conversation, which included a school visit to Bronx Classical Charter School and an interview with the Building Excellent Schools team, after which I formally joined the Board.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.
   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I have been an attorney at Freshfields Bruckhaus Deringer LLP, a 2000+ lawyer international law firm, since 2013. While at Freshfields, I have worked predominantly on white collar criminal matters, civil litigation, and international arbitration. Although my experience is diverse, much of my focus has been on defending large multinational companies that are under investigation by government regulators (such as the Department of Justice, Securities and Exchange Commission, and the Commodities and Futures Trading Commission, among other national, U.S. state and global regulators). This includes representing a Swiss financial institution under investigation by the DOJ and other regulators concerning its tax compliance and representing a pharmaceutical company under investigation by the DOJ and the SEC for violations of the Foreign Corrupt Practices Act. Besides large corporations, my clients have also included a sovereign country and the former CEO for UBS Wealth Management.

   In addition, I have also maintained an extensive pro bono practice. Among my pro bono matters have been two New York state criminal appeals, a clemency petition under President Obama's clemency initiative, a police brutality action against New York City in the Eastern District of New York, a housing matter defending tenants accused of owing rental arrears of nearly $100,000 in Kings County Supreme Court, a contentious employment law matter with extensive proceedings in Eastern District of New York, including in Bankruptcy Court, civilian representation of a woman in the U.S. Army who had been sexually assaulted, and a Special Immigrant Visa for an Afghani translator for the U.S. Army. For the employment law representation, I was one of the 2016 recipients of Legal Aid's Pro Bono Publico award. I am also a volunteer at the Rikers Debate Project, a volunteer-led organization, in which I teach debate classes at Rikers Island and coordinate efforts to help assist former Rikers debaters with their parole proceedings.

   Prior to joining Freshfields, and after graduating from Columbia Law School, I taught U.S. constitutional law at Tsinghua University in Beijing, China. Prior to attending law school, I received an MSc in Anthropology from the London School of Economics, taught English at a Thai University, and studied Chinese in Beijing, China.

   All of these experiences, I believe, inform the skillset that I bring to the board. I am an experienced advocate with deep knowledge of regulatory issues, including compliance and risk management. I speak conversational Chinese and understand most conversational Spanish, both of which are first languages for many Sunset Park students, and I have communicated with Sunset Park residents in Chinese while tabling for Brooklyn RISE. I am comfortable with public speaking, having had many opportunities to do it – on behalf of clients at Freshfields, with debaters at Rikers and as a teacher in China and Thailand. As part of my work on the Rikers Debate Project, I have done lobbying in Albany for enhanced prisoner and parolee

voter rights and have knowledge of the New York state government legislative process. I look forward to bringing these skills to the Board and using them to contribute to Brooklyn Rise's success.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   On the board, I can and have provided an important legal perspective, particularly with respect to compliance and risk management. As for connection with the community, I live in relative proximity to Sunset Park and am very familiar with the area. I have been thrilled to table for Brooklyn RISE in Sunset Park, converse with individuals who live in the neighborhood, and also to attend community board meetings in the neighborhood.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   I grew up in New York City, where I attended my mother's public school in East Harlem, which was the best school in that district. After asking my mother to get a new job, i.e. one where she was not principal of my school, I transferred to P.S. 6 on the Upper East Side at the time when Carmen Fariña was principal. I am a product of New York City's public schools, proud of the education that I received in them, and looking forward to the opportunity to support Brooklyn RISE in its mission, development and education of the students of Sunset Park.

Elizabeth Skeen

Printed Name

Signature

July 5, 2018

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Member

12. Please explain why you wish to serve on the board.

    Because I am inspired by the vision for Brooklyn RISE and the opportunity to bring another good public school opportunity to Sunset Park.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.

☒ Not applicable because the School does not/will not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Self-dealing is unacceptable. I would report it immediately to the Chair of the Board and have the Board commence an investigation, and if self-dealing was shown to have happened, the person would need to leave the board.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Brooklyn RISE is grounded in six core beliefs. We believe that (1) college begins in Kindergarten, (2) transformational teachers are paramount, (3) data drives decisions, (4) structure, joy, and character create community, (5) mindsets matter, and (6) families are our partners.

24. Please explain your understanding of the educational program of the charter school.

Brooklyn RISE will have two teachers in each classroom, and its curriculum includes a strong focus on literacy as a way to begin preparing for college from the outset

of students' education. Brooklyn RISE will use a mix of purchased and internally created curriculum to provide the strongest possible instruction to its students. Curriculum will be improved or replaced based on analyzing data from a variety of assessments (including STEP assessments).

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

One of the most important issues is finding a good school leader, which we have done here. Cary has been an educator for her entire career. She demonstrated effectiveness as an elementary classroom teacher in low-income, urban school systems, she consulted with an education non-profit to develop school leader evaluation systems, she has extensive experience with program directing and providing professional development with a wide variety of education professionals. She has been a fantastic leader on the board, and I am very encouraged to see her as a school leader.

A successful charter school has a strong vision, a strong curriculum, and a strong leader. We have all of those characteristics with Brooklyn RISE.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Elizabeth Skeen (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

July 5, 2018

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Ben Herbst

Proposed Charter School Name: Brooklyn RISE Charter School

E-Mail Addres [redacted]

Home Telepho [redacted]

Home Addres [redacted]

Business Tele [redacted]

Business Add [redacted]

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☑ Résumé Attached ***YES***

☑ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

☐ Please indicate how you became aware of the opportunity to join the applicant group.

I was contacted by Cary Finnegan to discuss my background in New York education and experience teaching in a charter school (Explore Charter School, Brooklyn, 2008-2011). In our first conversation we spent a significant amount of time discussing Cary's vision for the school in the context of the specific need in Sunset Park, Brooklyn.

While Cary and I both attended Colby College at the same time and pursued teaching opportunities after graduation, we had not been in touch, and this conversation was illuminating in that we shared the same values and priorities, and that Cary was able to bring to my attention the need for more options for the families of Sunset Park.

Our conversation ranged from academic and cultural, to financial and operational, and i was immediately impressed by both the depth of her vision and the alignment of our priorities and value system. While I had continued to be passionate about the charter movement and urban education reform since leaving the classroom and was eager to find an opportunity to get involved, I was naturally wary of any new school and had a fairly exhaustive list of due diligence questions and topics. I left my conversation with Cary knowing that I wanted to be a part of what she had started.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☑ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☑ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am proud of the unique path that has led me to Brooklyn RISE, and know that the skill set that I have built along the way brings an important perspective to our work. My background includes spending three years as a New York City classroom teacher at Explore Charter School, where I also served as a coach, club leader, chaperone, mentor, and faculty representative to the governing board, as well as spending the last 7 years at J.P. Morgan and now Goldman Sachs focusing on public finance.

This career path has provided me with a very unique and practical perspective on charter schools. Observing the workings of a school community through multiple lens allowed me to understand varying viewpoints of different stakeholders, and to build relationships with those stakeholders in order to effectuate progress towards our shared goals.

After moving to the finance industry, I found this skill set invaluable as I built relationships among my colleagues and clients, all the while building a set of "hard skills" related to the financial operations of not-for-profit and municipal entities. These skills and overall awareness are an important part of what I bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

During the process of this application I have collaborated with our proposed school leader and lead founder, Cary Finnegan, and other members of the founding board on articulating our vision and plan for Brooklyn RISE. This process has been a combination of leveraging existing charter resources and best practices while imbuing our shared experience and values to make Brooklyn RISE the best school that we know it can be.

My particular focus has been on financial planning given my role as proposed treasurer, drawing on my experience as a member of the finance committee of Explore Charter School, my current professional experience in financial markets (including covering the charter school sector of the municipal bond market), as well as my network of contacts with experience in charter finance, including board members and financial management staff members from multiple charter organizations.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Since leaving the classroom in 2011 I have continued to stay current in the charter world through my personal and professional network, given my interest and belief in this

movement. My conversations have ranged from the academic day-to-day of the classroom with teachers, the logistics and mechanics of operations with operators, and the long-term and strategic vision with board members and bond investors. I believe this awareness is a key strength that I bring to the Brooklyn RISE board.

Benjamin B. Hensor

Printed Name

Signature

7/3/18

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

☑ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☑ This does not apply to me. ☐ Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

☑ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Treasurer**

12. Please explain why you wish to serve on the board.

Given my background in urban education and current position at Goldman Sachs serving municipal and not-for-profit clients, I have long considered board service. I know that my unique skillset and perspective is valuable to a charter, and for me it was a matter of finding the right opportunity. When I spoke with Cary I was convinced that Brooklyn RISE was the right school, given our shared values and vision, and the tremendous need for more options for the students and families of Sunset Park.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

In 2009-2011 I served as a member of the Board of Trustees of Explore Charter School, as described in my response to Item 1.

☐ This does not apply to me. ☑ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☑ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

My wife knows Erick Roa, a prospective board member as they both attended a leadership seminar at American Express in the fall of 2016.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☐ I / we do not know any such persons. ☑ Yes.
If yes, please indicate the precise nature of your relationship here:

Cary Finnegan, our proposed school leader and lead founder, and I attended Colby College at the same time. During the course of her preparations for this applications she met with my wife, who at the time was Senior Director of Financial Management for Uncommon Schools.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☑ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☑ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect

ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☑ Not applicable because the School will not contract with a management company or charter management organization.
☐ I/ we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☑ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☑ None ☐ Yes

None that I am aware of.

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Our board has had open and honest discussions about any potential conflicts of interest or self dealing at the board level. If I were to become aware of any inappropriate behavior I would feel comfortable in my obligation to raise this activity to the board chair for further investigation.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☑ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Brooklyn RISE believes that all students deserve a quality and education, and that all students should be on a path to college. Our application focuses on K-5 as we believe that building the habits, mindsets and skills of a scholar at this age is instrumental in establishing a foundation for future success.

On a personal note, this approach resonates with my experience teaching elementary school. My personal belief is that too many students develop a negative association with school for too many "fixable" reasons. I am very proud of the accomplishments of all of my students, but those that altered their trajectory entirely will always stand out in my mind. This transformation was due to the tremendous effort and willingness of the student, faculty and family, and it is this type of energy for change that I see in Brooklyn Rise. Some of my proudest moments in teaching were not in the classroom, but in the audience at 8th grade graduation some five years later, celebrating with their families as they crossed the stage.

24. Please explain your understanding of the educational program of the charter school.

Brooklyn RISE seeks to provide an academically driven and community based school environment for students and families in Sunset Park, Brooklyn. Our school will approach this underserved community with instruction that is cognizant of the dual language circumstances of many of our families, through targeted curriculum and pedagogical practice, more instruction hours and days, and an emphasis on building community in the classroom.

One of the key benefits of a charter school is the ability to make certain instructional, scheduling and resource allocation choices. We believe that our choices in these areas will lead our students to better educational outcomes, as well as enable our faculty to resourceful and adaptive should our students need additional support.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

In my experience the principle key elements that make for a successful charter school are 1) engagement with family & community, 2) academic rigor, and 3) culture of success. While there are many different factors that lead to success, these themes are foundational.

A charter school is a community school. We must not lose sight of the fact that this community is entrusting us with their most precious resources and asking for our help in educating them. It is imperative that the school culture is a reflection of our families, and incorporates their value system and norms, while setting a high bar for participation and

communication.

A charter school must be rigorous. This founding board firmly believes that our approach to the academic program -- targeted instruction & curriculum, longer days & academic year, and an empowered & dedicated faculty -- will yield results for our students and families. We also believe that it is not only the preparation outlined in this proposal, but our dedication to continuous improvement and willingness to evolve our model in the face of challenges that will ultimate enable us to succeed.

A charter school must be successful. Our culture will clearly articulate to students and families that we believe in their ability to succeed and will celebrate those successes along the way. When challenged we will gather as a community to determine the best way to meet those challenges and lead our students down the correct path.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, BENJAMIN B HERST (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

7/3/18

Date

From Colby College to Cary Finnegan cfinnegan@buildingexcellentschools.org on 07/03/2018 01:55 PM TRAN000014742079

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Leslie Hernandez

Proposed Charter School Name: Brooklyn RISE Charter School

E-Mail Ad [redacted]

Home Tel [redacted]

Home Add [redacted]

Business [redacted]

Business [redacted]

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

When Cary Finnegan reached out to me via LinkedIn in September, I was thrilled to learn more about the opportunity to serve on the founding board of trustees for the proposed K-5 elementary school. It has been one of my career goals to serve a school on a role where I can couple my passion for both marketing and education. When I met Cary in person, I was impressed by her expertise, background, and vision for Brooklyn RISE Charter School. The resources that Building Excellence Schools provides to ensure that the proposed head of school and board of trustees are successful and fully prepared to build high-achieving college preparatory charter schools also impressed me.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have held marketing strategy roles for core and supplemental literacy programs for over ten years. As a marketing manager at Scholastic, I have driven brand strategy and product management for summer learning and family and community engagement programs. I was recently recognized for providing exceptional sales force support and became the inaugural recipient of Scholastic's National Advisory Council Service Award. Prior to Scholastic, I've held a marketing role at the Success for All Foundation in Baltimore, where I managed the customization of the foundation's customer relationship management (CRM) system and oversaw the product development launch of its social-emotional learning curriculum. I'm currently pursuing my MS in Integrated Marketing at New York University's School of Professional Studies. I hold a BS in Marketing from the University of Maryland's Robert H. Smith School of Business.

My passion for education advocacy extends into the community. I've held several roles in my hometown of Baltimore including serving as a Parent Teacher Student Association VP of Membership and spearheading a career advancement regional conference for undergraduate women.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I'm excited to bring my marketing skills to this role and help Brooklyn RISE with recruitment, enrollment, and community outreach. I will be committed to support the community outreach by tabling and securing relationships with community organizations such as libraries and day care centers. I will ensure that our initial recruitment communication channels such as flyers and websites indicate the vision and mission of Brooklyn rise and best represent the students and families we will serve.

When I lived in Baltimore, I became the advocate for my younger brother's education. He has similar background to students in the Sunset Park community. Unfortunately my parents lost trust in the education system. I become their voice and support. I've experienced addressing various barriers to learning and witnessed what strong effective family-school partnerships should look like. I look forward to bringing that prospective and experience to Brooklyn RISE charter school to support Sunset Park families in their hopes for high-quality education for their children.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I am a strong proponent for promoting awareness and encouraging underrepresented individuals to unlock their full potential in college and their careers. During my professional career, I have held various leadership positions, ascending from treasurer to president in my sorority Lambda Theta Alpha Latin Sorority, Inc. Our mission is to empower underrepresented women through scholarly excellence and cultural and political activism. My involvement is committed to supporting the advancement of minority women in the workforce and in higher education. I co-chaired a career advancement regional conference for 40 undergraduate women, presented three educational workshops, and coordinated two regional award ceremonies. This is just one example of many that showcases my passion and sense of urgency to create paths for students in underrepresented communities.

As a first-generation Latina college graduate, I have overcome many barriers that have shaped me to become successful in navigating the college application process, obtaining a full-tuition scholarship, and graduating with honors. My preK-12 public education has played a major role in my success in college. I feel extremely grateful to have had high-quality primary and secondary education in Baltimore despite the adversity the community faces. By serving as a Board of Trustee of Brooklyn RISE, I hope to bring that same opportunity to Sunset Park students who deserve to have the best education possible despite their backgrounds.

Leslie Hernandez

Printed Name

Leslie Hernandez

Signature

1/3/18

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Member, Development Committee

12. Please explain why you wish to serve on the board.

There is a strong need in the Sunset park community for high quality schools. Schools in that area are overpopulated with families expressing a need for charter schools. I firmly believe in equity and access for all students. Regardless of their demographic background, all students have not only the right but potential to be successful in college and their careers. When I attended the University of Maryland, I became a reading mentor. I was amazed that with access to books and individualized intervention, my mentees increased their reading levels significantly. This experience became my launching pad to impact more students. As a first generation Latina graduate, it was a struggle adjusting to the rigorous courses and the college atmosphere. Since I graduated, I have dedicated myself to ensure that students in underserved communities have access to resources to excel in college and their careers. Serving on the board aligns with my passions and desire to continue to advocate for equity in education.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would confront the board chair and all board members to address this issue. I am fully committed to ensure that my fellow board members are adhering to our school's code of ethics and that the students and families we serve are not impacted for conflict of interest.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Brooklyn RISE Charter School's mission is to ensure that all of our kindergarten through fifth grade students are on the path to college by building the knowledge, habits, and mindsets for academic success. The school will obtain this mission through college preparation beginning at kindergarten, transformational teachers, data driven decisions, cultivating a joyful school culture, encouraging a growth mindset, and establishing effective family-school partnerships.

24. Please explain your understanding of the educational program of the charter school.

To ensure that our students are prepared for college success, Brooklyn RISE Charter School will have a high-quality educational program that will consist of key elements. The school will consist of an extended day and school year where students will attend school for eight hours, providing 27 days of extra instructional learning. Our school will prepare our students to become proficient in reading and writing by third grade by offering balanced literacy instruction that will consist of whole-group read-aloud, small group, and independent reading time. A two-teacher model, with at least one teacher specialized in working with ELL students, will meet the needs of our diverse population. Our teachers will also be prepared to provide high-quality instruction through extensive summer and ongoing professional development. Lastly, our school will establish a trusted partnership with families through home visits, frequent communication with families, linked-to-learning family nights, and family orientations.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A dedicated school leadership who truly is committed to live out the mission and vision of its school is key to a successful charter school. This extends from the board of trustees to the school staff. All of our board members know the impact of high-quality education and are extremely dedicated to provide students in the Sunset Park community access to a rigorous college preparatory school environment. Our lead founder and proposed head of school Cary Finnegan has passionately made an investment to provide quality educational opportunities to students and their families in Brooklyn. Additionally, we will strive to recruit and retain talented, relentless educators who will have the tenets of hustle, humility, and hard work as well as authentic voices and teaching methods for academic achievement.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Leslie Hernandez (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Leslie Hernandez

Signature

7/3/18

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Timothy Lee

Proposed Charter School Name: Brooklyn RISE Charter School

E-Mail Addr [redacted]

Home Telep [redacted]

Home Addre [redacted]

Business Te [redacted]

Business Ad [redacted]

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I became aware of the opportunity when my colleague connected me to Cary Finnegan, Building Excellent Schools Fellow and the proposed Head of School for Brooklyn RISE. In discussing the school design with Ms. Finnegan, I was impressed by the grassroots approach she is taking to building the school. I believe that her approach, focused on partnership with parents and other members of the community, will result in an inclusive school closely attuned to the needs of students in Sunset Park. The proposed program's emphasis on early preparation for college and support for ELL students resonated with me and I am excited to support Ms. Finnegan as her vision becomes a reality.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I am a finance and real estate professional exclusively focused on the charter school space. As the lead underwriter for the Facilities Investment Fund at Civic Builders, I analyze the financial and academic performance of charter schools seeking financing for facilities acquisitions, renovations, and construction projects. A partnership with the Walton Family Foundation, the Facilities Investment Fund is dedicated to providing affordable financing solutions to high performing public charter schools in underserved communities. As such, my focus is not only on financial underwriting but also academic performance and enrollment due diligence to ensure maximum impact per investment. In my role at Civic, I also support the financing of Civic's turnkey development product for public charters. In doing so, I have developed a unique understanding of the financing and real estate challenges faced by charter schools as well as the various solutions available in the marketplace and the benefits of each. I will bring this expertise to the Brooklyn RISE board as it seeks to form its own facilities strategy.

   I have past experience as an investment banker at a real estate advisory firm, where I helped corporate clients develop real estate strategies and advised on transactions such as mergers, acquisitions, and capital raising. I previously worked as a private lender at a $12 billion loan fund, where I closed over $120 million of loans to middle market companies not qualified for bank financing. I have worked on transactions involving not only education real estate, but also affordable housing and distressed or difficult-to-finance assets in key industries such as healthcare. I have developed deep finance experience as an underwriter and transaction principal, as well as an advisor.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   As a founding board member, my areas of expertise are finance and real estate. In addition to providing active input and guidance to the budgeting process and the formation of a financial strategy, I will advise the school on its facility-related needs. As a charter school real estate sector professional, I am committed to the mission of Brooklyn RISE and ensuring that it provides the highest quality education to the students of Sunset Park.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   Although I have found my place in the education space relatively recently, I am passionate about applying my finance and real estate knowledge in a way that is impactful to students in underserved communities. I believe that education is a fundamental human right and firmly support the mission taken up by charter schools

such as Brooklyn RISE to improve access to quality education and reduce inequality in our nation's educational system.

Timothy Lee
Printed Name

Timothy Lee
Signature

7/6/18
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Member

12. Please explain why you wish to serve on the board.

    As a professional working in the charter school facilities space, I am eager to pursue this opportunity to be directly involved with a charter school like Brooklyn RISE. My firm works exclusively with charter schools serving primarily low-income students, and this mission is incredibly important to me. I cherish the opportunity to make a difference in the lives of these students and would consider the pursuit of this impact to be one of the highest goals of my career. My family instilled in me from an early age the importance of education and a sense of commitment to others, specifically those in need. The opportunity to join this board represents a chance for me to provide input into the school's program and to be accountable for its outcomes in a way not captured by my work providing facilities and real estate solutions to charter schools. I am honored to be asked to be a part of this founding board not only in New York City, but my home borough of Brooklyn.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    ☒ I / we do not know any such persons. ☐ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    ☒ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    ☒ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ Yes.
    ☒ Not applicable because the School will not contract with a management company or charter management organization.
    ☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Before even having the potential for such a situation to arise, I will, along with the other members of the board, ensure that the board has a clear conflict of interest policy covering this type of behavior. Ideally this policy will outline procedures for remedying any breaches of the rules in a way that is minimally disruptive to the board and the operations of the school. If I believe a member of the board is in violation of this policy or is otherwise working for their own / their friends' or family's benefit, I would approach the board chair to voice my concerns and discuss the proper course of action, which may include requiring the member in question to step down if their behavior is truly self-dealing.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Brooklyn RISE is to bring high-quality education to the underserved community of Sunset Park guided by the belief that all children should have access to and the ability to succeed in college. Brooklyn RISE will provide a solid K-5 foundation to ensure that every student is prepared for college, regardless of race or

socioeconomic status. The school's philosophy is that college preparation begins in Kindergarten. Its approach focuses on the ability of structure and character to create community, of student mindsets to influences outcomes, and of family partnership to form the foundation of a successful school.

24. Please explain your understanding of the educational program of the charter school.

The programming at Brooklyn RISE will be focused on mastery in all subject areas through rigorous curricula. Beginning with literacy development, the program is focused on ensuring that all students are reading at or above grade level by the third grade. Brooklyn RISE will set similar goals for math and science, with benchmarks established based on an absolute and comparative metrics, with additional tracking of growth. The school will provide targeted small-group instruction, made possible through an extended school day and year. The program will also emphases character and leadership skills.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe that key characteristics of a successful charter include the following:

Strong community engagement and partnership: A successful charter school is attuned to the unmet needs of the community and designs its program accordingly. The school should ensure that it will be embraced by the community through thorough outreach and engagement, accepting the input of families and community leaders during the design phase. The board will participate in outreach efforts to the community to raise awareness of the proposed school and help build a partnership with families. Once the school has launched, frequent communication between teachers and families is key. The board will work to ensure that teachers remain attentive to families and actively report on the progress of students.

Rigorous, well-designed academic curriculum taught by motivated and capable staff: Successful charters must take a results-oriented and data-driven approach to instruction that remains focused on the individual student. Charters should be informed by academic data relative to predetermined goals to identify which parts of the curriculum need more attention and to adapt accordingly. The school should be keenly focused on hiring strong teachers to execute on its program design and support students. The board will be accountable for academic outcomes in addition to reviewing the charter's performance on a holistic level.

Sound financial and facilities strategy: Although I believe that a charter school should not be run like a business, a successful charter should have competencies in disciplines of business management, including finance and real estate. A school must budget carefully to ensure that its operations are sustainable and to satisfy the requirements of its charter. Diligent financial oversight not only limits risk for a charter school, but can also create opportunities, such as in the area of facilities. A charter school's facility is a highly important part of the equation, and many charters face real estate challenges. A solid financial management and facilities

strategy is of the utmost importance to charter school success. The board will provide expertise in these areas.

Strong leadership, governance, and administration: A capable, passionate school leader backed by a strong administrative team and supported by a board that knows its role well. A high-functioning leadership structure is essential to a school's success. A strong administrative staff should be in charge of running the school and managing operations, while the board governs and provides proper oversight of the organization. A charter runs best when each cohort's roles are clearly defined and both groups are comprised of individuals that understand this and are prepared to execute on their duties.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Timothy Lee (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Timothy Lee

Signature

7/6/18

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Cary Finnegan

Proposed Charter School Name: Brooklyn RISE Charter School

E-Mail Addr [redacted]

Home Telep [redacted]

Home Addr [redacted]

Business T [redacted]

Business A [redacted]

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I joined the Building Excellent Schools (BES) Fellowship in August 2017 and have been working with the support of the BES team to design Brooklyn RISE Charter School. I first learned of BES when I was hired as a 3rd grade teacher at Democracy Prep Harlem Prep Elementary School (DPHPE). In preparation for the position I learned the history of the school and that the Democracy Prep charter network was founded by Seth Andrews through the BES Fellowship, and that DPHPE was the first charter-to-charter turnaround school in NYC. Working at DPHPE was my first experience working in the charter sector, and I found some significant differences from my experience working in a traditional public school. Everything we did at DPHPE was mission-driven and our school leaders kept our team grounded in the mission at all times, we received an unbelievable amount of coaching, training, and support to improve our instructional practice with students, and we analyzed data obsessively to ensure that we were adjusting instruction based on student need. I had never worked in a school environment where everyone in the building was so strongly committed to the same, singular goal – student achievement. When the time was right in my professional career and when I saw a need within a community, I sought out the Fellowship as an opportunity for intensive school leadership training that would prepare me to work towards providing a high-quality, college preparatory, mission-centric school option for students and families. For the last 11 months, I have fully immersed myself in the Fellowship training process as well as the Sunset Park community so that I could design a school that truly reflects the wants and needs of the community in which we propose to found. I truly believe that all of my professional experiences have led me to where I am today and have prepared me to be the Lead Founder and Proposed Head of School for Brooklyn RISE. Our entire Founding Team is built around the mission of our school and a shared clarity of vision for the access

to excellent educational opportunities that we are committed to providing our future students and families.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   My strongly held conviction that all students should have access to and can succeed in a rigorous college preparatory school environment regardless of economic status, zip code, race, family education level, or home language developed first during my time as a Teach For America corps member with Hartford Public Schools. It was during these first two years of teaching that I saw the incredible student growth that was possible with instruction that was responsive to student need and by building a classroom community where all students felt valued, motivated, and invested in academic success and personal growth. In one year of instruction, students in my classroom averaged 2 years of growth in reading and 1.8 years of growth in math mastery. I credit this in large part to cultivating a classroom culture where learning was the top priority and holding myself and my students to high expectations at all times.

   After my time working in Hartford Public Schools, I decided to get my Masters in Education Policy from Teachers College, Columbia University, so that I could better understand the greater context of the educational system in our country and the ways in which individuals can effect positive change for students to ensure all children have access to excellent educational opportunities from the very beginning. Studying the policy, politics, and systems of education helped me to better understand that in the end what makes the greatest difference for students is access to excellent schools, led by strong school leaders, and highly effective teachers in every classroom. This led me to join the team at Democracy Prep as a 3rd grade teacher, and my time there exemplified the powerful impact that a mission-driven school can have on students. Working at Democracy Prep afforded me the opportunity to learn more about the Founder, Seth Andrew, and his experience founding the school through the Building Excellent Schools Fellowship. It sounded like an incredible opportunity, but I knew I still had more to learn before I seriously looked into the Fellowship.

   I had the chance to work at MATCH Charter Schools in Boston, MA in an elementary school that had a student population of over 80% English Language Learners (ELLs). I saw the impact of a school designed with this particular student group in mind, and the result was incredible growth and achievement for students across the language development spectrum. Back in New York I went to work for Achievement First, another mission-driven, highly effective charter network in Brooklyn. I learned so much about the importance of constantly seeking to improve instructional practice and refining the curricula that you use with students.

   Living in Washington, DC I worked at Georgetown University's Center for Social Justice running two programs that involved training Georgetown students in elementary literacy instruction and working with students in Wards 7 and 8. This experience really solidified for me my passion around teacher training and coaching and the power of high-quality professional development. When we moved back to New York, I took a position as a Literacy Consultant with a portfolio of schools within the city and across the country in training teachers on Readers and Writers Workshop

curricula. One of the schools I worked with was PS 24 in Sunset Park, Brooklyn. It was my time there that introduced me to the amazing community of Sunset Park and the dire need for more elementary schools in the community. As the community was demanding more elementary school seats for students and I saw the need for more high-quality school options for English Language Learner students, I immediately thought of applying for the Building Excellent Schools Fellowship so that I could work to bring an excellent school option to the students and families of Sunset Park.

Currently, as a member of the BES Fellowship, I have had the opportunity to further develop my leadership skills through the study of high-performing schools across the country. I have received regular coaching from experienced education leaders and through the Fellowship have broadened my skillset in curriculum development, teacher training, assessment, operational systems, instructional pedagogy, as well as organizational and fiscal management. As part of the Fellowship, I completed a one month-long school leadership residency with Leadership Prep Canarsie, where I learned firsthand what goes into leading a highly successful school day in and day out. I will complete a second six-week school leadership residency this summer with Persistence Preparatory Charter School in Buffalo, which will give me the unique opportunity to be part of the leadership team during school start-up as they plan to open their doors to their first classes of Kindergarten and First Grade this August. I strongly believe that my varied professional experiences coupled with the BES Fellowship training and support has prepared me well to found and lead Brooklyn RISE Charter School for the students and families of Sunset Park, Brooklyn.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   As the Lead Founder, I have worked with the BES team to develop the design of Brooklyn RISE Charter School and have led the writing of the charter proposal. Our school design is based on the best practices of high-performing charter schools serving similar populations, as well as input collected from community members and families in Sunset Park. The applicant group has also provided important input on our proposal, including on our organizational structures, financial plan, and academic program. The applicant group has met regularly to discuss the design and work on proposal writing, which has gone through several drafts to ensure that our proposal fully reflects the wants and need of the community in which we are proposing to found Brooklyn RISE.

   With the support of members of the applicant group, I have developed and implemented our community outreach action plan to ensure that we have collected ample input from the community. I have organized the community engagement events that each member of our applicant group has participated in, including tabling, information sessions, meetings with community leaders, community-based organizations, elected officials, and families within the community. We have provided a number of different ways for community members and families to provide input on our proposal, and we have been thoughtful about best ways to incorporate the input

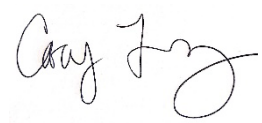
that we have collected throughout the process.

As the Proposed Head of School, I am committed to providing the Board with all academic, organizational, and financial dashboards regularly so that they may fully assess our school's progress against the goals stated in our charter and the commitments we make to students and families. Using my varied professional experiences, as well as the training and support from Building Excellent Schools, I will remain wholly dedicated to providing effective leadership for our school, that will ensure strong academic outcomes for all of our students.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

   On behalf of the applicant group, we are humbled by the opportunity to submit this proposal for Brooklyn RISE Charter School. I am confident that the diverse backgrounds, professional experience, and unwavering commitment of the applicant group will ensure that our proposed school fulfills its promise of providing a high-quality elementary school option to the students and families of Sunset Park, Brooklyn.

Cary Finnegan
Printed Name



Signature

6/16/18
Date