



Entry 1 School Information

Created: 07/17/2017 • Last updated: 07/31/2017

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2017**) or you may not be assigned the correct tasks.

a. SCHOOL NAME AND BEDS# BROOKLYN LABORATORY CS (REGENTS)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER Regents-Authorized Charter School

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

c. DISTRICT / CSD OF LOCATION NYC CSD 13

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	240 Jay Street Brooklyn, NY 11201	[REDACTED]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Eric Tucker
Title	Executive Director
Emergency Phone Number (###-###-####)	[REDACTED]

e. SCHOOL WEB ADDRESS (URL) <http://www.brooklynlaboratoryschool.org>

f. DATE OF INITIAL CHARTER 12/2013

g. DATE FIRST OPENED FOR INSTRUCTION 08/2014

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

MISSION STATEMENT

Brooklyn Laboratory Charter School (LAB) prepares students with the academic foundation, digital literacy, and leadership skills necessary to excel in college and professional life as they grow as ethical leaders.

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

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

Variable 1	1. Rigorous, college-prep curriculum that develops habits of success: Our math, English, science, and social studies programs are aligned to CCLS and back mapped from the skills, knowledge, and habits necessary to succeed on Advanced Placement exams (APs), in college, and beyond. We will help students learn independently, think critically, and communicate proficiently. We also set clear expectations for high-quality work and foster metacognition. We will build knowledge through content-rich nonfiction; reading, writing, and speaking grounded in evidence; and regular practice with complex text and academic language. Engagement with foundational texts and global conversations allows students to learn academic vocabulary, gain command of evidence, conduct text analysis across disciplines, and study problems grounded in real-world contexts. We will also emphasize independent, college-level assignments. Research highlights the importance of working on tasks with sustained concentration. Studies also show increased achievement and motivation when students can self-correct their work in response to feedback and when they work on larger projects that are important to them. Our students take AP and college-level courses along with key formative assessments.
Variable 2	2. Entrepreneurial learning: The exponential rate of digital innovation is reordering the contours of knowledge and work. We must prepare students to succeed in jobs and industries we can hardly imagine. Harvard’s David Weinberg argues that we are moving from a world of facts from books to a world of ubiquitous free information. John Seely Brown argues that in this era, “good questions are more important than answers.” Working with industry partners and

	entrepreneurs, we cultivate entrepreneurial learners, providing scholars with opportunities to explore new challenges and learn from others. We offer experiences that foster inquiry-driven learning and instill in students a sense of curiosity in the face of challenge.
Variable 3	3. Warm/demanding culture of high expectations: We reject the idea that circumstances limit student potential. We will uphold uncompromising standards for attendance, coursework, and participation. We will train faculty and leaders to create a joyful and engaging learning environment that celebrates effort and achievement. Staff will have training in fostering joyous yet structured learning that respects and nurtures students.
Variable 4	4. Accelerated learning powered by innovative human capital: Our school is designed to support and motivate students with a range of learning needs and levels of mastery. We will remediate and accelerate learning to ensure that students who are behind reach grade level, and students who are ahead receive additional challenges. The LAB Fellowship program allows for a wealth of personalized instruction time. Through this selective public service fellowship, we will contract with InnovateEDU for a group of educators to provide small group tutoring to our students during time set aside for intervention and acceleration. With this approach, students will receive both grade level content delivered through direct instruction and differentiated content delivered by Fellows in small groups. According to a RAND Corporation study of 23 schools (including LAB), this kind of personalized learning approach helps students make “significantly greater gains in math and reading over the last two years than a virtual control group made up of similar students at comparable schools.” MDRC proved the efficacy of high schools that emphasize “academic rigor, personalization, and community partnerships.”
Variable 5	5. Extended and personalized learning: We will have a longer school day (8:30am-5:15pm) and school year calendar . We will also use the web-based learning system, Cortex to extend personalized learning time in and out of school. Cortex allows students to access learning opportunities anywhere and generates Personal Learning Plans to meet the wide range of student skills and ensure that every student achieves breakthroughs in learning.
Variable 6	6. Harnessing the assets of our community: We value partnerships with our families and will communicate with families regularly (in person, digitally, on paper, and via phone) on academic and behavioral progress. We provide opportunities for families to engage, including regular family nights, conferences, and a parent leadership council. We also conduct family input sessions to solicit feedback on school

	<p>policies. The key to strong parent engagement is relationships built through trust and ongoing communication. Local business and institutions of higher learning also present opportunities for collaboration. 12th graders will be able to intern with local companies (e.g. Amplify, MakerBot), organizations (e.g. Made in NY Media Center, MAGNET Center), and colleges (e.g. NYU, Pratt, Carnegie Mellon, City Tech). BLCHS will partner with a college to enable 11th and 12th graders to enroll in credit-bearing courses to ease their academic and financial transition into college.</p>
Variable 7	<p>7. A focus on argumentation across the curriculum: Argumentation ensures rigor by asking students to support their thinking with evidence, to subject their thinking to counter-argument, to rise to the challenge of refuting opposing views, and to evaluate competing claims. Argument centered instruction builds cohesion across disciplines, connecting all content areas by asking students to employ argumentation to demonstrate comprehension.</p>
Variable 8	<p>8. Next generation assessment and data-driven instruction: Next generation assessments will help us meet the needs of diverse learners, including ELLs, students with IEPs, and students behind grade level. Research shows instruction is a school's most cost-effective investment. We invest in recruiting, training, retaining, and supporting effective teachers. Faculty will have a relentless improvement ethic and employ varied, real-time diagnostic data to inform practice and academic outcomes. Teachers will use Cortex playlists and diagnostics to bolster lessons and enhance interventions, using time set aside for data review. Faculty are provided regular time for data review to improve instruction. We will use digital tools to deliver challenges that continuously progress and tailor learning to fit student needs. As students complete playlist activities, embedded assessments will track progress and give real-time feedback to motivate students and give them a sense of ownership.</p>
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2017 428

j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	6, 7, 8
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k1. DOES THE SCHOOL

No

**CONTRACT WITH A CHARTER OR
EDUCATIONAL MANAGEMENT
ORGANIZATION?****I1. FACILITIES**

Does the school maintain or operate multiple sites?

	Yes, 2 sites
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I2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	240 Jay Street Brooklyn, NY 11201		CSD 13	6,7,8	Yes	Rent/Lease
Site 2	25 Chapel Street 8th and 10th Floor Brooklyn, NY 11201		CSD 13	6,7,8,9	Yes	Rent/Lease
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Taalib Brown			
Operational Leader	Alejandro Montoya			
Compliance Contact	Eric Tucker			
Complaint Contact	Courtney Granger			

I3. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ira Griffith			
Operational Leader	Alejandro Montoya			
Compliance Contact	Eric Tucker			
Complaint Contact	Courtney Granger			

m1. Is the school or are the school sites co-located? No

n1. Were there any revisions to the school’s charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions). Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Grade Level Configuration	The Board of Trustees of Brooklyn Laboratory Charter School (BLCS) requested a material revision to the school's charter that would enable to the school to expand to serve grades Nine to Twelve, thereby becoming a Six - Twelve school. The Trustees of BLCS and Brooklyn Laboratory Charter High School (BLCHS) together sought the approval of the board of Regents to merge BLCHS into BLCSI. The surviving education corporation after the merger, was renamed Brooklyn Laboratory Charter Schools and granted the authority to operate BLCS and BLCHS after the merger.	12/04/2016	03/13/2017
2				
3				
4				
5				

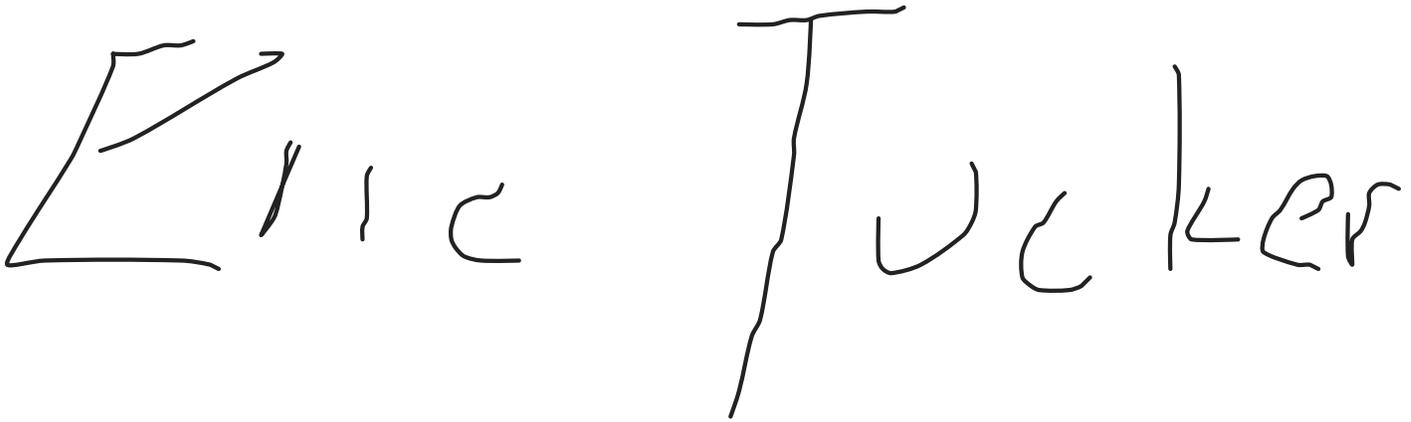
o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.

Eric Tucker

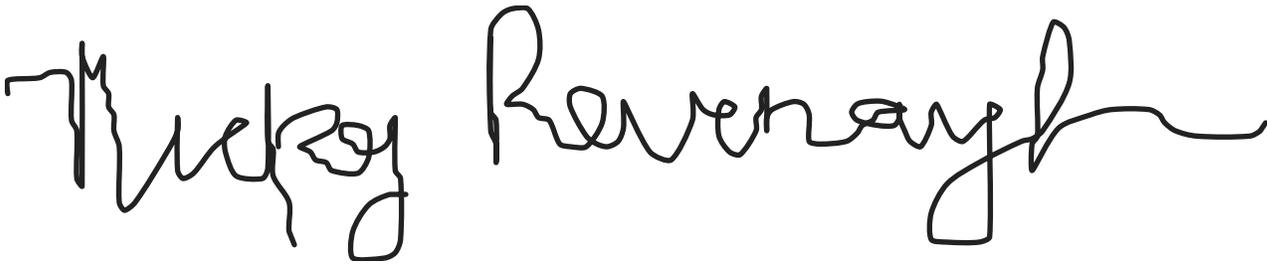
p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any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

Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "Eric Tucker". The letters are written in a cursive, slightly slanted style. The "E" is large and blocky, while the "T" is tall and thin.

Signature, President of the Board of Trustees

A handwritten signature in black ink that reads "Margo Koveray". The signature is highly stylized and cursive, with the first letter "M" being particularly large and decorative.

Date

2017/07/31

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/26/2017

1. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/profile.php?instid=800000082484>

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

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



Entry 3 Progress Toward Goals

Last updated: 07/31/2017

PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2017. If the goals are based on student performance data that the school will not have access to before August 1, 2017 (e.g., the NYS Assessment results), please state this in the last column. The information can be updated when available. Please complete and submit no later than November 1, 2017.

1. ACADEMIC STUDENT PERFORMANCE GOALS

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Comparative Proficiency Comparison of the performance of all schools in NYS with the same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities and English language learners. Performance is based on schools' aggregate proficiency compared to the NYS average on 3-8 ELA and mathematics assessments and/or high school cohort ELA and mathematics outcomes.	Based on NYS data that is not yet available		
	Aggregate			

Academic Goal 2	Standards-Based Trend Toward Proficiency- % of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of all students in the school compared to each student's previous year's test scores.	Based on NYS data that is not yet available		
Academic Goal 3	Subgroup Standards-Based Trend Toward Proficiency % of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of students in the school who are economically disadvantaged, students with disabilities, and English language learners, compared to each student's previous year's test scores	Based on NYS data that is not yet available		
Academic Goal 4	Aggregate School Level Proficiency The aggregate proficiency on 6-8 ELA assessments, and an analysis of how the school	Based on NYS data that is not yet available		

	compares to district, city, and state proficiency levels			
Academic Goal 5	Aggregate School Level Proficiency The aggregate proficiency on 3-8 math assessments, and an analysis of how the school compares to state proficiency levels	Based on NYS data that is not yet available		
Academic Goal 6	Subgroup School Level Proficiency % of students who score proficiently on 3-8 state assessments by subgroup at the school level compared to the subgroup. Includes students who are economically disadvantaged, students with disabilities and English language learners.	Based on NYS data that is not yet available		
Academic Goal 7	Subgroup School Level Proficiency % of students who score proficiently on 3-8 state assessments by subgroup at the school level compared to the subgroup. Includes students who are economically disadvantaged, students with disabilities and English language learners.	Based on NYS data that is not yet available		
	Subgroup School Level Proficiency % of students who score proficiently on			

Academic Goal 8	3-8 state assessments by subgroup at the school level compared to the subgroup. Includes students who are economically disadvantaged, students with disabilities and English language learners.	Based on NYS data that is not yet available		
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2. Do have more academic goals to add? Yes

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	6th Grade Level Proficiency % of students who score proficiently on 7 state assessments for all students by grade level.	Based on NYS data that is not yet available		
Academic Goal 10	7th Grade Level Proficiency % of students who score proficiently on 7 state assessments for all students by grade level.	Based on NYS data that is not yet available		
Academic Goal 11	8th Grade Level Proficiency % of students who score proficiently on 7 state assessments for all students by grade level.	Living Environment Regents Pass Rate Algebra 1 Regents Pass Rate	Met	
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2016-17 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	<p>Mission and Key Design Elements The school is faithful to its mission and has implemented the key design elements outlined in its charter.</p>		Met	
Org Goal 2	<p>Organizational Capacity The school has established 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.</p>		Met	
	<p>Culture, Climate, and Family Engagement The school has systems in place to support students' social and emotional health and to</p>			

Org Goal 3	<p>provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress, social-emotional growth, and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.</p>		Met	
Org Goal 4	<p>Enrollment Demand The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter</p>	Total enrollment and the count of the waitlist	Met	
Org Goal 5	<p>Enrollment Targets 1a. Eligible for Free and Reduced Price Lunch (FRPL) Enrollment Target (Economically Disadvantaged) 1b. English Language Learner (ELL) Enrollment Target 1c. Students with Disabilities (SWD) Enrollment Target</p>		Met	

5. Do you have more

Yes

organizational goals to add?

2016-17 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 6	Retention Targets 2a. Eligible for Free and Reduced Price Lunch (FRPL) Retention Target (Economically Disadvantaged) 2b. English Language Learner (ELL) Retention Target 2c. Students with Disabilities (SWD) Retention Target		Met	
Org Goal 7	Legal Compliance The school has complied with applicable laws, regulations, and the provisions of its charter. 1. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; NYSED Charter School Performance		Met	

	<p>Framework Page 14 of 15 financial management and oversight; governance and reporting; and health and safety requirements. 2. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements. 3. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>			
Org Goal 8	<p>Board Oversight and Governance 1. The board recruits and selects board members with skills and expertise that meet the needs of the school. 2. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. 3. The board demonstrates active oversight of the charter school</p>		Met	

	<p>management, fiscal operations and progress towards meeting academic and other school goals. 4. The board regularly updates school policies. 5. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers. 6. The board demonstrates full awareness of its legal obligations to the school and stakeholders.</p>			
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2016-17 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Financial Condition	Current Ratio & Unrestricted Days Cash	Met	
Financial Goal 2	Enrollment Variance	The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.	Not Met	IEP service load of enrollees lead to Board resolution to deliberately under enroll - actual enrollment reflected this plan. 2017-18 enrollment will be back to full.
Financial Goal 3	Financial Management	The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices. Budget variance is net positive.	Met	
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Last updated: 07/28/2017

Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

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

Line 1: Total Expenditures	8696933
Line 2: Year End FTE student enrollment	428
Line 3: Divide Line 1 by Line 2	20336

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016-17 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

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

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

Line 1: Relevant Personnel Services Cost (Row)	471954
Line 2: Management and General Cost (Column)	644435
Line 3: Sum of Line 1 and Line 2	1116389
Line 5: Divide Line 3 by the Year End FTE student enrollment	2610

Thank you.

New York State Education Department

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

2017-18 Budget & Cash Flow Template

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

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

Brooklyn Laboratory Charter School -

PROJECTED BUDGET FOR 2017-2018 -

July 1, 2017 to June 30, 2018 -

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	16,223,876	2,990,141	-	-	-	19,214,017
Total Expenses	10,348,033	6,316,184	-	-	2,301,378	18,965,595
Net Income	5,875,843	(3,326,043)	-	-	(2,301,378)	248,422
Actual Student Enrollment	700	205				-
Total Paid Student Enrollment	-	-				-

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$14,327.00

Special Education < 20%

\$0.00

Special Education 20%- 59%

\$10,390.00

Special Education >60%

\$19,049.00

School District 5 (Enter Name)

10,028,900	-	-	-	-	10,028,900
-	-	-	-	-	-
-	685,740	-	-	-	685,740
-	2,076,341	-	-	-	2,076,341
-	-	-	-	-	-
10,028,900	2,762,081				12,790,981

Special Education Revenue

-	-	-	-	-	-
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Grants

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

Stimulus

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

Other

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

Other State Revenue

3,008,670	-	-	-	-	3,008,670
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TOTAL REVENUE FROM STATE SOURCES

13,037,570	2,762,081				15,799,651
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REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

	228,060	-	-	-	228,060
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Title I

223,430		-	-	-	223,430
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Title Funding - Other

13,500		-	-	-	13,500
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School Food Service (Free Lunch)

284,756		-	-	-	284,756
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Grants

Charter School Program (CSP) Planning & Implementation

200,000		-	-	-	200,000
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Other

-		-	-	-	-
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Other Federal Revenue

-		-	-	-	-
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TOTAL REVENUE FROM FEDERAL SOURCES

721,686	228,060				949,746
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LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

2,328,300		-	-	-	2,328,300
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Erate Reimbursement

79,534		-	-	-	79,534
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Interest Income, Earnings on Investments,

1,150		-	-	-	1,150
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NYC-DYCD (Department of Youth and Community Developmt.)

		-	-	-	-
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Food Service (Income from meals)

		-	-	-	-
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Text Book

55,636		-	-	-	55,636
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Other Local Revenue

		-	-	-	-
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TOTAL REVENUE FROM LOCAL and OTHER SOURCES

2,464,620					2,464,620
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TOTAL REVENUE

16,223,876	2,990,141				19,214,017
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

9.00

				823,923	823,923
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Instructional Management

					-
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Deans, Directors & Coordinators

22.00

653,404	274,008			126,465	1,053,877
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CFO / Director of Finance

					-
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Brooklyn Laboratory Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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Net Income	5,875,843	(3,326,043)	-	-	(2,301,378)	248,422
Actual Student Enrollment	700	205				-
Total Paid Student Enrollment	-	-				-

PROGRAM SERVICES

SUPPORT SERVICES

		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Operation / Business Manager	21.00	786,699	329,906			152,264	1,268,870
Administrative Staff		-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	52	1,440,103	603,914			1,102,653	3,146,670
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	28.00	1,550,054	633,121			-	2,183,175
Teachers - SPED	30.00		1,998,750			-	1,998,750
Substitute Teachers						-	-
Teaching Assistants						-	-
Specialty Teachers	3.00	123,881	50,599			-	174,480
Aides						-	-
Therapists & Counselors	5.00	354,290	144,710			-	499,000
Other	10.00	107,831	44,044	-	-	-	151,875
TOTAL INSTRUCTIONAL	76	2,136,056	2,871,224				5,007,280
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	2.00	104,843	43,966	-	-	20,292	169,101
Other	3.00	46,579	19,533	-	-	9,015	75,128
TOTAL NON-INSTRUCTIONAL	5	151,422	63,500			29,307	244,229
SUBTOTAL PERSONNEL SERVICE COSTS	133	3,727,581	3,538,637			1,131,960	8,398,179
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		398,326	167,040			77,095	642,461
Fringe / Employee Benefits		549,845	230,580			106,422	886,846
Retirement / Pension		104,138	43,671			20,156	167,964
TOTAL PAYROLL TAXES AND BENEFITS		1,052,308	441,290			203,673	1,697,271
TOTAL PERSONNEL SERVICE COSTS		4,779,889	3,979,928			1,335,633	10,095,450
CONTRACTED SERVICES							
Accounting / Audit						25,000	25,000
Legal							-
Management Company Fee							-
Nurse Services							-
Food Service / School Lunch							-
Payroll Services		4,650	1,950			900	7,500
Special Ed Services							-
Titlement Services (i.e. Title I)							-
Other Purchased / Professional / Consulting		1,435,204	601,860			277,781	2,314,845
TOTAL CONTRACTED SERVICES		1,439,854	603,810			303,681	2,347,345
SCHOOL OPERATIONS							
Board Expenses						979	979
Classroom / Teaching Supplies & Materials		49,700	20,300				70,000

Brooklyn Laboratory Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	16,223,876	2,990,141	-	-	-	19,214,017
Total Expenses	10,348,033	6,316,184	-	-	2,301,378	18,965,595
Net Income	5,875,843	(3,326,043)	-	-	(2,301,378)	248,422
Actual Student Enrollment	700	205				-
Total Paid Student Enrollment	-	-				-

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Special Ed Supplies & Materials						-
Textbooks / Workbooks	57,155	23,345				80,500
Supplies & Materials other	56,259	32,592			10,889	99,740
Equipment / Furniture	78,430	32,890			15,180	126,500
Telephone	46,500	19,500			9,000	75,000
Technology						-
Student Testing & Assessment	42,245	17,255				59,500
Field Trips	74,550	30,450				105,000
Transportation (student)	17,750	7,250				25,000
Student Services - other	193,617	79,083				272,700
Office Expense						-
Staff Development	242,530	101,706			46,941	391,178
Staff Recruitment	31,127	13,053			6,025	50,205
Student Recruitment / Marketing	31,950	13,050				45,000
School Meals / Lunch	245,717	100,363				346,080
Travel (Staff)	42,866	17,976			8,297	69,138
Fundraising						-
Other	200,034	83,885			38,716	322,636
TOTAL SCHOOL OPERATIONS	1,410,430	592,699			136,027	2,139,156

FACILITY OPERATION & MAINTENANCE

Insurance	34,381	14,418			6,654	55,454
Janitorial	21,700	9,100			4,200	35,000
Building and Land Rent / Lease	1,229,306	515,515			237,930	1,982,751
Repairs & Maintenance	7,440	3,120			1,440	12,000
Equipment / Furniture	1,038,500	435,500			201,000	1,675,000
Security						-
Utilities	45,532	19,094			8,813	73,439
TOTAL FACILITY OPERATION & MAINTENANCE	2,376,859	996,747			460,037	3,833,644

DEPRECIATION & AMORTIZATION

	341,000	143,000			66,000	550,000
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DISSOLUTION ESCROW & RESERVES / CONTINGENCY

						-
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TOTAL EXPENSES

	10,348,033	6,316,184			2,301,378	18,965,595
--	-------------------	------------------	--	--	------------------	-------------------

NET INCOME

	5,875,843	(3,326,043)	-	-	(2,301,378)	248,422
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ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	700		700
Special Education < 20%		30	30
Special Education 20%- 59%		66	66
Special Education >60%		109	109
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	700	205	905

REVENUE PER PUPIL

	23,177	14,586	-
--	--------	--------	---

Brooklyn Laboratory Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	16,223,876	2,990,141	-	-	-	19,214,017
Total Expenses	10,348,033	6,316,184	-	-	2,301,378	18,965,595
Net Income	5,875,843	(3,326,043)	-	-	(2,301,378)	248,422
Actual Student Enrollment	700	205				-
Total Paid Student Enrollment	-	-				-

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES PER PUPIL	14,783	30,811	-			

Brooklyn Laboratory Charter Schools: Board of Trustees Financial Disclosure Forms- 7.27.17

Please see following 17 pages for Financial Disclosure Forms for the following board members:

Martha Revenaugh

Corey Scholes

Andrew Epstein

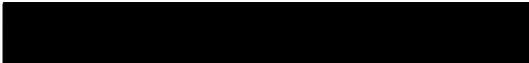
Adrien Siegfried

Walter Loughlin

Gary Wood

Nadine Augusta

Olatokumbo Shobowale

Please contact  for any further inquiry, thanks.

FORM TYPE:

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

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

Trustee Name:

Martha J (Mickey) Revenaugh

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

Brooklyn Laboratory Charter Schools

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

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

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

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

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

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

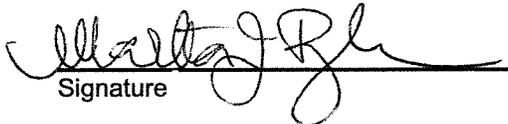
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
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None

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

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

 _____
 Signature Date

7/5/17

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

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



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

Trustee Name:

Corey Scholes

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

BROOKLYN LAB CHARTER SCHOOLS

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

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

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

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

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

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

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

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

Trustee Name:

Andrew Epstein

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

Brooklyn LAB Charter Schools

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

*President (Chair)
Treasurer*

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

Yes No

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

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

Yes No

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

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

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

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

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

Andrew Goff
7/5/17
 Signature Date

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

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



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

Trustee Name:
Adrien Siegfried

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

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

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

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

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

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

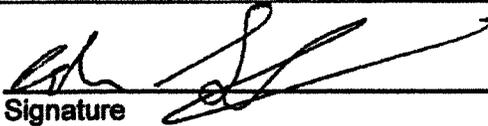
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the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

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

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

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

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


7/7/2017
 Signature Date

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

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



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

Trustee Name:

WALTER P. LOUHLIN

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

BROOKLYN LABORATORY Charter Schools

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

BOARD OF DIRECTORS

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

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

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

Yes No

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

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

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

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

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

Walter P. Hyatt _____ July 5, 2012
 Signature Date

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

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

Trustee Name:

GARY WOOD

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

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

Board of Directors

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

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

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

Yes No

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

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

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

Trustee Name: Nadine Augusta

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

Brooklyn Lab Charter Schools

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

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

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

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

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

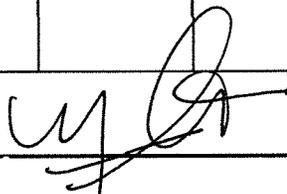
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Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

None			
------	--	--	--

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

Signature  Date 7/5/17

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

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



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

Trustee Name:

Olatokumbo Shobowale

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

Brooklyn Laboratory Charter Schools

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

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

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

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

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

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

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

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

Signature

[Handwritten Signature]

Date

7/7/17

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

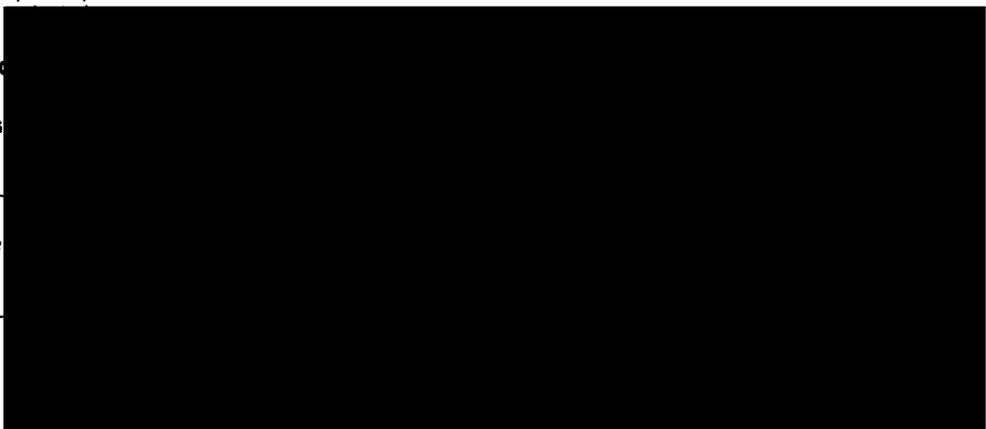
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:





Entry 9 BOT Table

Created: 07/26/2017 • Last updated: 07/31/2017

(tab across or use scroll bar at bottom of table)

1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Martha Revenagh	[REDACTED]	Chair/ Board President	Executive, Academic (MS,HS), Development and Nominating	Yes	Governance, Oversight, Compliance, Academics	Second Term, July 2017-July 2018	10
2	Corey Scholes	[REDACTED]	Vice Chair/ Vice President	Executive and Academic (MS,	Yes	School Talent Systems, Human Capital, Culture, Family Engagement, Academic System	Second Term, July 2017-July	5 or less

				HS)		ms, School Financ e, Board Govern ance, Develo pment, Parent	2018	
3	Andre w Epstei n		Treasu rer	Execut ive and Financ e	Yes	Charte r Financ e, Compli ance, Faciliti es, Govern ance, Parent	Third Term, July 2017- July 2019	9
4	Adrien Siegfri ed		Secret ary	Execut ive and Financ e	Yes	Faciliti es, Teachi ng and Learni ng, Comm unity Affairs, Compli ance	Third Term, July 2017- July 2019	8
5	Walter Loughli n		Trustee/Mem ber	Execut ive, Financ e and Faciliti es	Yes	Law, Govern ance, Risk Manag ement, Manag ement, Parent	Secon d Term, July 2017- July 2019	6
6	Gary Wood		Trustee/Mem ber	Financ e	Yes	Operat ions, Govern ance, Faciliti es, Organi zation	Third Term, July 2017- July 2018	5 or less

						al Sound ness		
7	Nadine Augusta		Trustee/Member	Executive, Finance, Development and Nominating	Yes	Finance, Community Relations, Human Resources, Parent	Second Term, July 2017- July 2019	7
8	Tokumbo Shobowale		Trustee/Member	Executive, Facilities, Development and Nominating	Yes	Finance, Governance, Strategic, Student Achievement, Parent	First Term, July 2017- July 2018	
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

2. Total Number of Members on June 30, 2016 8

3. Total Number of Members 1
Joining the Board 2016-17 School Year

4. Total Number of Members 1
Departing the Board during the 2016-17 School Year

5. Number of Voting Members 8
2016-17, as set by the by-laws, resolution or minutes

6. Number of Board Meetings 11
Conducted in the 2016-17 School Year

7. Number of Board Meetings 12
Scheduled for the [2017-18](#) School Year

Thank you.



Entry 10 - Board Meeting Minutes

Last updated: 07/26/2017

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

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2016 June 2017.

A. Provide a URL link to the Monthly Board Meeting Minutes which are posted on the School's web page.

https://drive.google.com/drive/u/3/folders/0B3Z_gLhryD6HYkstcG1PX1MzRGM?usp=sharing

OR

B. Upload All Monthly Board Meeting Minutes

Combine into one .PDF file

(No response)



Entry 11 Enrollment and Retention of Special Populations

Created: 07/30/2017 • Last updated: 07/31/2017

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	<p>LAB has undertaken and will continue to conduct public outreach and student recruitment activities to reach our goal of serving the highest need students in CSD 13 and of recruiting students of diverse abilities, racial, ethnic, and linguistic groups. To recruit students and ensure enrollment, LAB publicizes to a broad swath of prospective student families in Brooklyn using extensive, multilingual advertising and a range of media including local news media, national news media, Twitter, FB, Instagram, the school's web site, and direct mail. In addition, LAB conducts door-to-door outreach and engage community organizations as partners to inform parents of this new educational choice. LAB undertook the measures below, among others, to recruit student applicants:</p> <ul style="list-style-type: none"> • Visit, with permission, local elementary schools, after-school programs, and youth centers; • Reach out to guidance counselors, social workers, parents, PTAs, and special education coordinators at public schools in CSD 13; • Work with the NYCDOE and a third-party mail house to send applications to all eligible students in CSD 13; 	<p>LAB is focused on maximizing the number of students who complete all school requirements and on preventing students from dropping out. LAB is designed to serve and retain students at risk of academic failure. Our staffing model, classroom routines, and consistently high standards, all work to ensure that students succeed, regardless of academic level, special needs, or ELL classification. LAB will maintain a negative student attrition rate of less than 10%. Negative student attrition is defined as students leaving to attend non-selective New York City schools.</p> <p>LAB's academic plan involves high-dosage tutoring, which is proven effective for low-income students. Tutors will ensure all scholars receive adequate attention and support. 360Lab volunteers and mentors will provide the social and emotional support necessary for our scholars to matriculate at selective colleges and universities. LAB's focus on frequent assessment and continual data-driven improvements ensures that teachers, tutors, and administrators are providing the best possible curriculum and learning environment for our scholars, so that each of them will succeed.</p> <p>To maximize retention and learn from</p>

- Organize open houses and information sessions at local organizations that provide after school services using vouchers such as the YMCA, health centers, and new immigrant centers to inform the community and families of prospective students about the school;
- Attend school enrollment fairs

attrition, LAB’s leadership will ask the following questions for each student who does not reenroll: (a) Was the student academically successful? (b) Did parents buy-in to the LAB model? (c) Did the student buy-in to LAB’s culture? (d) Did the student have a bond with a staff member? (e) Was the student successful in an activity outside of the classroom? Based on this analysis, LAB will refine strategies to increase retention.

English
Language
Learners

To accomplish this, LAB attempts to recruit ELL students, such that they each constitute 20% of lottery applicants, far more than the enrollment targets established by the Board of Regents for CSD 13. To recruit ELLs,:

- Provides translation services for all promotional materials and in-person interaction;
- Calls special education and ELL coordinators at all district schools in CSD 13;
- Reach out to families of ELLs and students with disabilities currently on charter waitlists;
- Provides information about LAB at local places of worship serving non- or limited-English speaking families;
- Reach out through special education advocates, ELL advocates, therapists, immigrant centers, and other social service providers;
- Advertise our lottery in non-English in local newspapers and social media
- Emphasize that LAB works with all students regardless of their academic level and that our high-dosage tutoring program is designed to effectively accelerate learning for ELLs, students with special needs, and high need students.

LAB is focused on maximizing the number of students who complete all school requirements and on preventing students from dropping out. LAB is designed to serve and retain students at risk of academic failure. Our staffing model, classroom routines, and consistently high standards, all work to ensure that students succeed, regardless of academic level, special needs, or ELL classification. LAB will maintain a negative student attrition rate of less than 10%. Negative student attrition is defined as students leaving to attend non-selective New York City schools.

LAB’s academic plan involves high-dosage tutoring, which is proven effective for low-income students. Tutors will ensure all scholars receive adequate attention and support. 360Lab volunteers and mentors will provide the social and emotional support necessary for our scholars to matriculate at selective colleges and universities. LAB’s focus on frequent assessment and continual data-driven improvements ensures that teachers, tutors, and administrators are providing the best possible curriculum and learning environment for our scholars, so that each of them will succeed.

To maximize retention and learn from attrition, LAB’s leadership will ask the following questions for each student who does not reenroll: (a) Was the student academically successful? (b) Did parents buy-in to the LAB model? (c) Did the student buy-in to LAB’s culture? (d) Did the student have a bond with a staff member? (e) Was the student successful in an activity outside of the classroom? Based on this analysis, LAB will refine strategies to increase retention.

Students with Disabilities

LAB has undertaken and will continue to conduct public outreach and student recruitment activities to reach our goal of serving the highest need students in CSD 13 and of recruiting students of diverse abilities, racial, ethnic, and linguistic groups. To recruit students and ensure enrollment, LAB publicize to a broad swath of prospective student families in Brooklyn. In addition, LAB conducts door-to-door outreach and engage community organizations as partners to inform parents of this new educational choice. LAB undertook the measures below, among others, to recruit student applicants:

- Visit, with permission, local elementary schools, after-school programs, and youth centers;
 - Reach out to guidance counselors, social workers, parents, PTAs, and special education coordinators at public schools in CSD 13;
 - Work with the NYCDOE and a third-party mail house to send applications to all eligible students in CSD 13 with a targeted mailer for students with disabilities;
- Targeted social media campaign for students with disabilities
Profiles in NCLD and Understood.org
- Organize open houses and information sessions at local organizations that provide after school services using vouchers such as the YMCA, health centers, to inform the community and families of prospective students about the school;
 - Attend school enrollment fairs;

LAB is focused on maximizing the number of students who complete all school requirements and on preventing students from dropping out. LAB is designed to serve and retain students at risk of academic failure. Our staffing model, classroom routines, and consistently high standards, all work to ensure that students succeed, regardless of academic level, special needs, or ELL classification. LAB will maintain a negative student attrition rate of less than 10%. Negative student attrition is defined as students leaving to attend non-selective New York City schools.

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Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
	LAB is focused on maximizing the number of students who complete all school requirements and on preventing students from dropping out. LAB is designed to serve and retain students at risk of academic	

Economically Disadvantaged

failure. Our staffing model, classroom routines, and consistently high standards, all work to ensure that students succeed, regardless of academic level, special needs, or ELL classification. LAB will maintain a negative student attrition rate of less than 10%. Negative student attrition is defined as students leaving to attend non-selective New York City schools.

LAB's academic plan involves high-dosage tutoring, which is proven effective for low-income students. Tutors will ensure all scholars receive adequate attention and support. 360Lab volunteers and mentors will provide the social and emotional support necessary for our scholars to matriculate at selective colleges and universities. LAB's focus on frequent assessment and continual data-driven improvements ensures that teachers, tutors, and administrators are providing the best possible curriculum and learning environment for our scholars, so that each of them will succeed.

To maximize retention and learn from attrition, LAB's leadership will ask the following questions for each student who does not reenroll: (a) Was the student academically successful? (b) Did parents buy-in to the LAB model? (c) Did the student buy-in to LAB's culture? (d) Did the student have a bond with a staff member? (e) Was the student successful in an activity outside of the classroom? Based on this analysis, LAB will refine strategies to increase retention.

For next year, our retention plans are to continue the recruitment policies and practices implemented previously. We will also, include Family Night Events, Ice Cream Socials and Parent Workshops as a means of getting parents to buy into Lab School culture. These events have been well received by our current families and have kept them engaged in the Lab community.

LAB's mission is to educate all students to mastery of CCLS skills and to graduate with the essential knowledge, skills, and character to succeed in college. Each student must become a literate and fluent reader, writer, and speaker of English as quickly as possible. As such, LAB works with identified ELL students in an inclusive Structured English Immersion (SEI) program that provides them with extra supports needed to rapidly achieve proficiency in English without segregating ELLs from their English-speaking peers. SEI students have "consistently scored higher than those enrolled in traditional bilingual programs" in

English Language Learners

large-scale studies in California, Arizona, and Massachusetts. SEI has demonstrated success at NYC high-performing schools such as Democracy Prep, KIPP Infinity, and Bronx Prep.

ELL students receive language support services in the general education classroom, where classroom and literacy specialist teachers work together to provide instruction geared to each student's proficiency. We use SEI language instruction and sheltered content instruction, which includes a variety of strategies for making the content of lessons more comprehensible to ELLs. These approaches help students at the beginning and early intermediate levels of English proficiency catch up to peers, and can benefit students at all proficiency levels.

The progress of students who have exited the ELL program are monitored for two years, and students continue to receive language and other supports. Daily 1:1 and small-group tutoring time is used for additional English language assistance for ELLs. All students have equal access to all programs and services, including instructional services; support services; enrichment programs, including 360Lab; and all after school programs.

For next year, our retention plans are to continue the recruitment policies and practices implemented previously. We will also, include Family Night Events, Ice Cream Socials and Parent Workshops as a means of getting parents to buy into Lab School culture. These events have been well received by our current families and have kept them engaged in the Lab community.

LAB implements an inclusive, heterogeneous educational model to maximize all students' academic potential to achieve mastery of the CCLS and prepare students for college. LAB believes that a universally designed curriculum is the most efficient and effective way to provide access for a broad range of diverse student disabilities and needs. It is proven to help students with disabilities and their non-disabled peers achieve greater academic success. LAB's universally designed materials and activities are accessible for individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand, organize, engage, and remember. LAB fosters a structured, disciplined, and predictable school culture, minimizing chaotic environments, which are especially detrimental to those students with disabilities including autism spectrum

Our SEI program complies with all applicable laws and legal precedents specifically related to ELLs, including but not limited to Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and Castaneda v. Pickard (1981). ELLs are included in every aspect of the LAB educational program and valued as community members. ELLs are never provided with curriculum materials of a lower standard, or denied access to curricular or co-curricular activities because of their lack of English proficiency.

disorders, ADD/ADHD, and Down syndrome. The creation of uniform behavioral expectations across the entire school means that students know what to expect and what is expected of them at all times.

Students with Disabilities

Our approach and design replicate high-performing urban schools serving similar populations of students with disabilities, language proficiency barriers, and special circumstances that put them at risk for academic failure. We aim to minimize the impact of a student's disability while maximizing his/her access to support services and the general college-preparatory curriculum.

Students in need of special education at LAB receive a Free Appropriate Public Education (FAPE) and are offered appropriate evaluations and assessments. To the maximum extent allowed by each student's circumstances, IEP, and all applicable federal laws—including the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and section 504 of the Rehabilitation Act of 1973—LAB educate students with disabilities in the least restrictive environment (LRE) with their non-disabled peers. Students with disabilities and their families are involved in the development of and decisions regarding their IEPs. LAB is committed to providing full access to appropriate procedures and mechanisms for students and their parents or guardians to resolve any disputes or disagreements related to the provision of FAPE or LRE by either LAB or NYCDOE.

In order to ensure that ELL students master English as quickly as possible, we provide trained staff, specialized curricular materials, extra time, tutoring, and in-class services for students in need of supplementary support. All teachers at LAB receive PD in communicating with ELL students, understanding cultural heritage, and applying instructional methodology appropriate for ELLs. They are provided with tools to help detect and remedy specific English language deficiencies as well as the ability to identify students in need of additional support.

For next year, our retention plans are to continue the recruitment policies and practices implemented previously. We will also, include Family Night Events, Ice Cream Socials and Parent Workshops as a means of getting parents to buy into Lab School culture. These events have been well received by our current families and have kept them engaged in the Lab community.



Entry 12 Classroom Teacher and Administrator Attrition

Last updated: 07/30/2017

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	20	8	7	16	36

Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	3	1	1	6	9

Thank you



Entry 13 Uncertified Teachers

Last updated: 07/30/2017

**FTE Count of All Teachers 36
(Certified and Uncertified) as of
June 30, 2017**

**FTE Count of All Certified 26
Teachers as of June 30, 2017**

Instructions for Reporting Percent of Uncertified Teachers

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

FTE count of uncertified teachers on June 30, 2017, and each uncertified teacher should be counted only once.

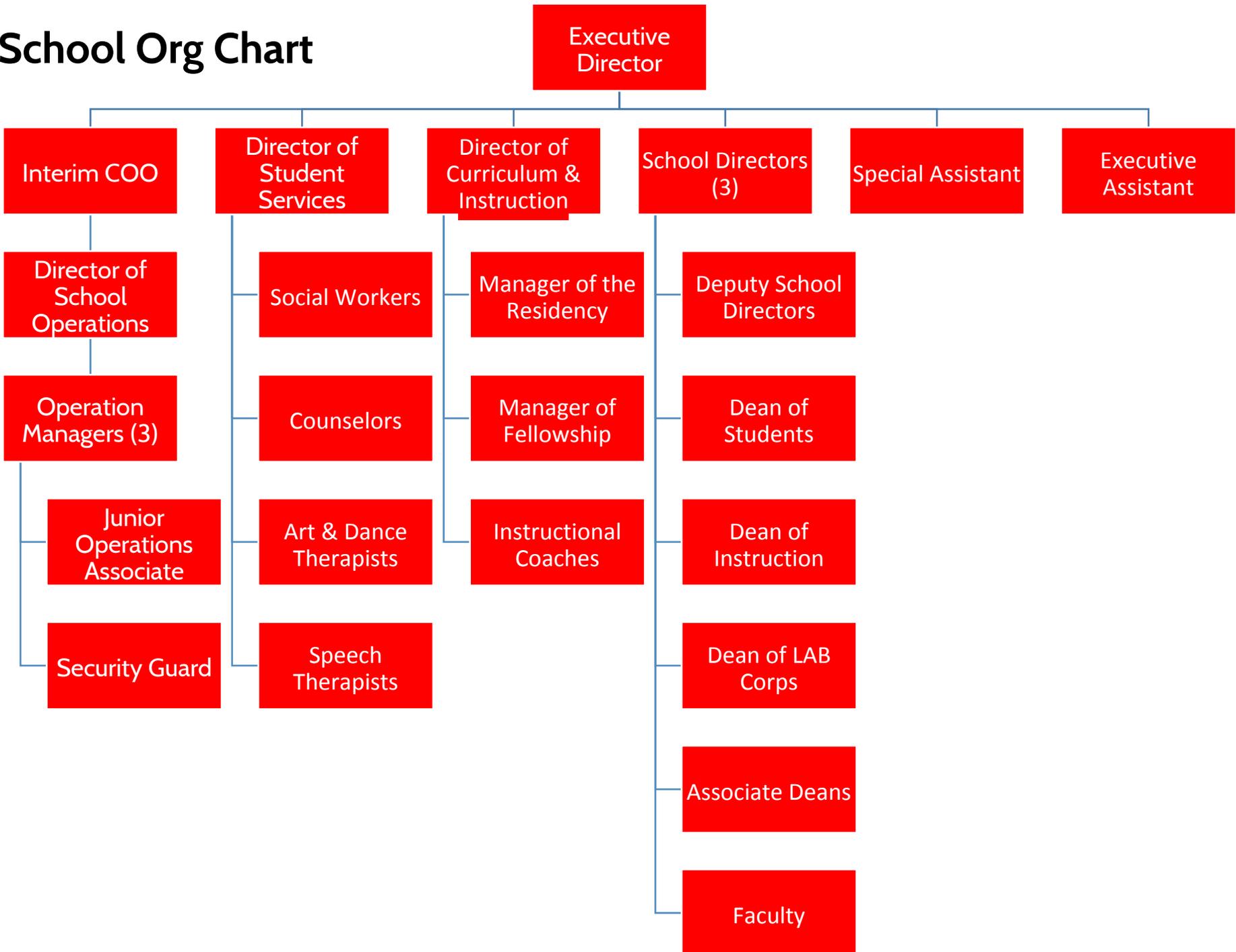
1. Total FTE count of uncertified teachers (6-30-17)	10
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	7
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	2
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	1

Thank you.

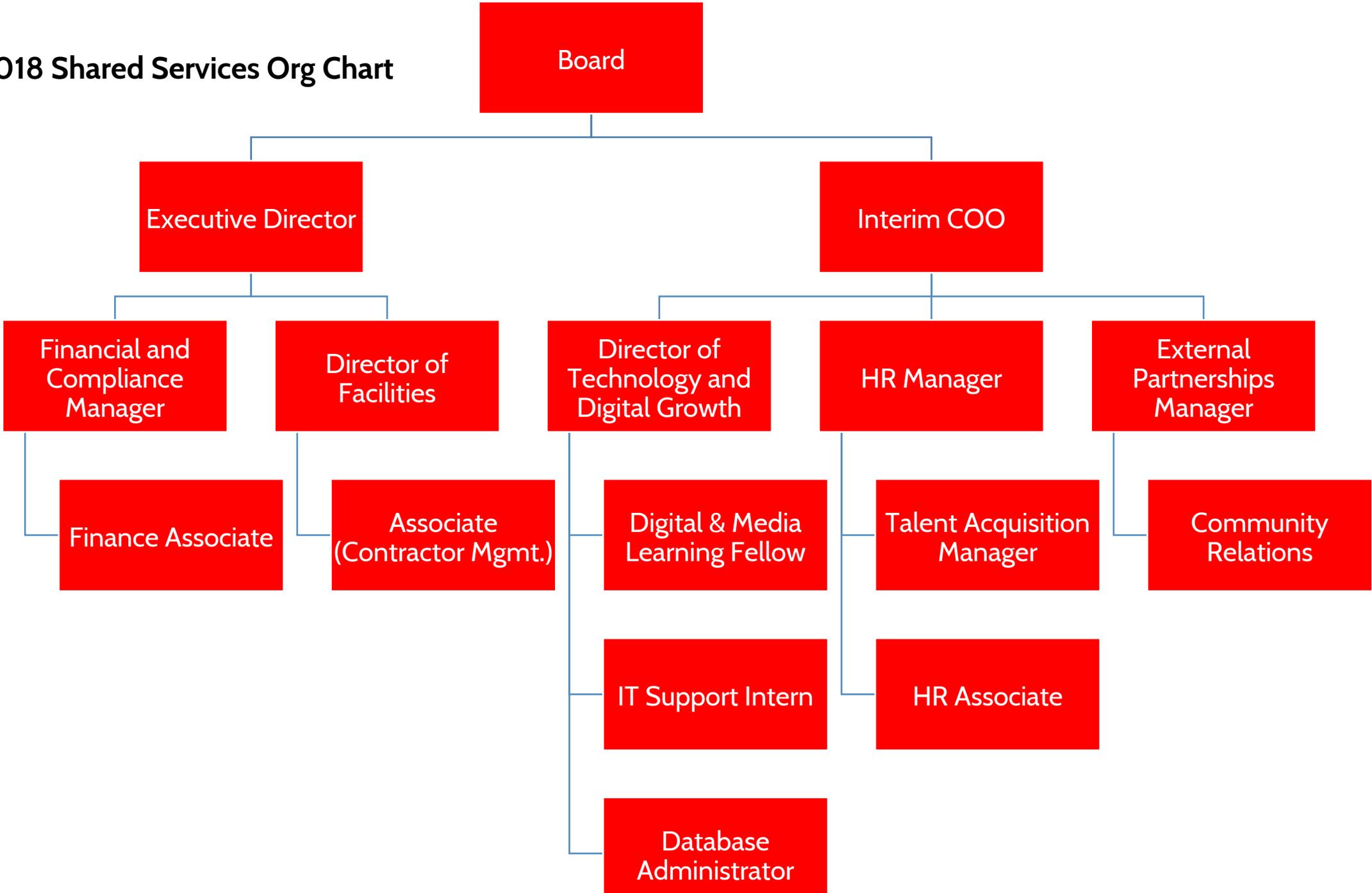
Brooklyn Laboratory Charter Schools

Organizational Charts (Shared Services and School)

2017-2018 School Org Chart



2017-2018 Shared Services Org Chart





BROOKLYN LAB
CHARTER SCHOOL

2017-2018 Middle School Calendar

July 2017						
S	M	T	W	T	F	S
						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					

August 2017						
S	M	T	W	T	F	S
		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		

28-31: Preparation Academy (new scholars only; half days)*

September 2017						
S	M	T	W	T	F	S
					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

1: Preparation Academy
5-6: Move-In Days & PD (Teachers Only)
7: First Day of School (3:45 Dismissal)
12: After School Begins

October 2017						
S	M	T	W	T	F	S
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				

9: Indigenous People's Day (no school)
20: Progress Reports Sent Home
30: Staff Data Day (no school)

November 2017						
S	M	T	W	T	F	S
			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		

20-24: Thanksgiving Break (no school)

December 2017						
S	M	T	W	T	F	S
					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						

1: Report Cards Go Home
6-7: Parent Teacher Conferences (half days)*
4: Winter Term Begins
25-29: Winter Break (no school)

January 2018						
S	M	T	W	T	F	S
	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			

1: Winter Break (no school)
2: Staff Data Day (no school)
15: MLK Day (no school)

February 2018						
S	M	T	W	T	F	S
				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			

16: Progress Reports Go Home
19-23: February Break (no school)
26: Staff Data Day (no school)

March 2018						
S	M	T	W	T	F	S
				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

16: Report Cards Go Home
19: Spring Term Begins
21-22: Parent Teacher Conferences (half days)*
30: Good Friday (no school)

April 2018						
S	M	T	W	T	F	S
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					

11-12: NY State ELA Exams (2:00 PM Dismissal)
2: Staff Sustainability Day

May 2018						
S	M	T	W	T	F	S
		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		

1-2: NY State Math Exams (1:15 PM Dismissal)
11: Progress Reports Go Home
14-18: LAB Spring Break
28: Memorial Day (no school)

June 2018						
S	M	T	W	T	F	S
					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

13-15: Regents Exams (8th Grade half days)*
*June 13 remains a 1:15 PM dismissal for all grades
11-12: Parent Teacher Conferences (half days)*
21: All School Trips
22: Regents Grading Day (8th grade no school)
26: Last Day & Report Cards
27: Advancement Ceremony (8th grade)

KEY			
Preparation Academy	Early Dismissal (1:15 PM)		
Progress Reports	Early Dismissal (3:45 PM)		
First & Last Days	Exams & Testing		
End of School Events	No School		

*All Half Days have 1:15 PM Dismissal



2017-2018 BLCS 9th Grade Calendar

July 2017						
S	M	T	W	T	F	S
						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					

August 2017						
S	M	T	W	T	F	S
		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		

28-31: Preparation Academy (half days)*

September 2017						
S	M	T	W	T	F	S
					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

1: Preparation Academy
5-6: Move-In Days (Teachers Only)
7: First Day of School (3:45 Dismissal)

October 2017						
S	M	T	W	T	F	S
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				

9: Indigenous People's Day (no school)
20: Progress Reports Sent Home
30: Staff Data Day (no school)

November 2017						
S	M	T	W	T	F	S
			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		

20-24: Thanksgiving Break (no school)

December 2017						
S	M	T	W	T	F	S
					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						

1: Report Cards Go Home
4: Winter Term Begins
6-7: Parent Teacher Conferences (half days)*

January 2018						
S	M	T	W	T	F	S
	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			

1: Winter Break (no school)
2: Staff Data Day (no school)
15: MLK Day (no school)
22-25: January Regents
26: Progress Reports Go Home

February 2018						
S	M	T	W	T	F	S
				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			

1: Parent Teacher Conferences (half day)*
19-23: February Break (no school)

March 2018						
S	M	T	W	T	F	S
				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

16: Report Cards Go Home
19: Spring Term Begins
21-22: Parent Teacher Conferences (half days)*
30: Good Friday (no school)

April 2018						
S	M	T	W	T	F	S
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					

2: Staff Sustainability Day
27: Progress Reports Go Home
30: Staff Data Day (no school)

May 2018						
S	M	T	W	T	F	S
		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		

7-11: BLCS Grade 9 Spring Break (no school)
16-17: Parent Teacher Conferences (half days)*
28: Memorial Day (no school)

June 2018						
S	M	T	W	T	F	S
					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

12-15: Regents Exams
21: All School Trips
22: Regents Grading Day (no school)
26: Last Day & Report Cards

KEY			
	Preparation Academy		Exams & Testing
	Progress Reports		Early Dismissal (1:15 PM)
	First & Last Days		No School
	End of School Events	*All Half Days have 1:15 PM Dismissal	



2017-2018 Calendar (Instructional Staff)

July 2017						
S	M	T	W	T	F	S
						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					

August 2017						
S	M	T	W	T	F	S
		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		

1: Fellows' First Day
7: All Staff Returns
8-9/1: Summer Staff PD
28-31: Preparation Academy (new scholars only)

September 2017						
S	M	T	W	T	F	S
					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

1: Preparation Academy
4: Labor Day
5-6: Move-In Days & PD
7: First Day of School
12: After School Begins

October 2017						
S	M	T	W	T	F	S
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				

9: Indigenous People's Day (no school)
20: Progress Reports Sent Home
30: Data Day

November 2017						
S	M	T	W	T	F	S
			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		

20-24: Thanksgiving Break (no school)

December 2017						
S	M	T	W	T	F	S
					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						

1: Report Cards Go Home
4: Winter Term Begins
6-7: Parent Teacher Conferences
25-29: Winter Recess (no school)

January 2018						
S	M	T	W	T	F	S
	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			

1: Winter Break (no school)
2: Data Day
15: MLK Day (no school)

February 2018						
S	M	T	W	T	F	S
				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			

16: Progress Reports Go Home
19-23: February Break (no school)
26: Data Day

March 2018						
S	M	T	W	T	F	S
					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						

16: Report Cards Go Home
19: Spring Term Begins
21-21: Parent Teacher Conferences
30: Good Friday (no school)

April 2018						
S	M	T	W	T	F	S
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					

2: Staff Sustainability Day
11-12: NY State ELA Exams

May 2018						
S	M	T	W	T	F	S
		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		

1-2: NY State Math Exams
11: Progress Reports Go Home
14-18: LAB Spring Break (no school)
28: Memorial Day (no school)

June 2018						
S	M	T	W	T	F	S
					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

11-12: Parent Teacher Conferences
13-15: Regents Exams (8th Grade)
21: All School Trips
22: Regents Grading Day (8th Grade - No Scholars)
26: Last Day & Report Cards
27: Advancement Ceremony (8th grade)
29: Last Day for Instructional Staff

KEY			
	Preparation Academy		Exams & Testing
	Key Parent Dates		Professional Development
	First & Last Days		No School
	End of School Events		



2017-2018 Calendar (Instructional Staff Grade 9)

July 2017						
S	M	T	W	T	F	S
						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					

August 2017						
S	M	T	W	T	F	S
		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		

1: Fellows' First Day
7: All Staff Returns
8-9/1: Summer Staff PD
28-31: Preparation Academy (new scholars only)

September 2017						
S	M	T	W	T	F	S
					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

1: Preparation Academy
4: Labor Day
5-6: Move-In Days & PD
7: First Day of School

October 2017						
S	M	T	W	T	F	S
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				

9: Indigenous People's Day (no school)
20: Progress Reports Sent Home
30: Data Day

November 2017						
S	M	T	W	T	F	S
			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		

20-24: Thanksgiving Break (no school)

December 2017						
S	M	T	W	T	F	S
					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						

1: Report Cards Go Home
4: Winter Term Begins
6-7: Parent Teacher Conferences
25-29: Winter Recess (no school)

January 2018						
S	M	T	W	T	F	S
	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			

1: Winter Break (no school)
2: Staff Data Day
15: MLK Day (no school)
22-25: January Regents
26: Progress Reports Go Home

February 2018						
S	M	T	W	T	F	S
				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			

19-23: February Break (no school)

March 2018						
S	M	T	W	T	F	S
					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						

16: Report Cards Go Home
19: Spring Term Begins
22-23: Parent Teacher Conferences
30: Good Friday (no school)

April 2018						
S	M	T	W	T	F	S
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					

27: Progress Reports Go Home
30: Data Day

May 2018						
S	M	T	W	T	F	S
		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		

7-11: BLCHS Spring Break (no school)
16-17: Parent Teacher Conferences (half day)*
28: Memorial Day (no school)

June 2018						
S	M	T	W	T	F	S
					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

12-15: Regents Exams
21: All School Trips
22: Regents Grading Day (no scholars)
26: Last Day & Report Cards
29: Last Day for Instructional Staff

KEY			
	Preparation Academy		Exams & Testing
	Key Parent Dates		Professional Development
	First & Last Days		No School
	End of School Events		



2017-2018 Calendar (Administrative Staff)

July 2017						
S	M	T	W	T	F	S
						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					

4: Independence Day

August 2017						
S	M	T	W	T	F	S
		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		

1: Fellows' First Day
7: All Staff Returns
8-25: Summer Staff PD
28-31: Preparation Academy (new scholars only)

September 2017						
S	M	T	W	T	F	S
					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

1: Preparation Academy
4: Labor Day
7: First Day of School
12: After School Begins

October 2017						
S	M	T	W	T	F	S
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				

9: Indigenous People's Day

November 2017						
S	M	T	W	T	F	S
			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		

23-24: Thanksgiving Break

December 2017						
S	M	T	W	T	F	S
					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						

25: Christmas Day

January 2018						
S	M	T	W	T	F	S
	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			

1: New Year's Day
2: Instructional Staff Data Day (no scholars)
3: Winter Term Begins
15: MLK Day

February 2018						
S	M	T	W	T	F	S
				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			

19: President's Day
26: Instructional Staff Data Day (no scholars)

March 2018						
S	M	T	W	T	F	S
					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						

20: Spring Term Begins
26: Jay St Closed- Remote work day

April 2018						
S	M	T	W	T	F	S
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					

2: No Teachers or Scholars
11-12: NY State ELA Exams (Grades 6-8)

May 2018						
S	M	T	W	T	F	S
		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		

1-2: NY State Math Exams (Grades 6-8)
28: Memorial Day

June 2018						
S	M	T	W	T	F	S
					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

12-15: Regents Exams (Grades 8-9)
21: All School Trips
26: Last Day & Report Cards
27: Advancement Ceremony (8th grade)
29: Last Day for Instructional Staff

KEY			
	Preparation Academy		Exams & Testing
	Progress Reports		Parent Teacher Conferences
	First & Last Days		Days Off
	End of School Events		