

**BROOKLYN LABORATORY CHARTER HIGH SCHOOL
CHARTER APPLICATION**

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

A. MISSION STATEMENT AND OBJECTIVES

Mission Statement: Brooklyn Laboratory Charter High School (BLCHS) prepares students—including students with disabilities, English language learners, and over-age, under-credited students—with the academic, applied science, and leadership skills necessary to excel in college and professional life as they grow as ethical leaders.

BLCHS is dedicated to serving Brooklyn’s highest need students regardless of academic level, English language proficiency, or disability with the goal of admission to, and success in selective four year colleges. BLCHS employs a personalized, mastery-based, Common Core Learning Standard (CCLS)-aligned approach designed to dramatically improve academic success. We will foster intellectual curiosity and competence by:

- Privileging research- and evidence-based writing and close reading of foundational works of literature, poetry, philosophy, history, economics, mathematics, and science;
- Developing mathematical understanding, computational thinking, and the ability to apply these skills to solve problems in everyday life, society, and the workplace;
- Ensuring that every graduate is prepared for, and admitted to, a selective four-year college;
- Putting every graduate on a pathway to postsecondary and career success;
- Inspiring our scholars to take responsibility for, and find joy in, their own education;
- Facilitating entrepreneurial learning and cultivating dispositions for lifelong learning; and
- Fostering leadership, a commitment to social justice, and compassion.

Based on our studies of high performing high schools (e.g.: Amistad, North Star, MATCH, YES Prep) and research-based principles, we know more time, high-dosage tutoring, high expectations, human capital effectiveness, and data-driven instruction help students achieve success.¹ BLCHS advances the objectives of New York State (NYS) Charter School Law § 2850:

1. BLCHS’s primary goal is to *improve student learning and achievement* so that each student can read, write, analyze, and apply mathematical thinking. Our relentless focus on rigor and an Advanced Placement (AP) rich curriculum will place each scholar on a path to success in college and careers of their choosing.
2. By locating in Community School District (CSD) 13 and serving high need students, we will *expand learning opportunities* and eliminate the achievement gap for those at risk of academic failure, including low-income students, English language learners (ELLs), and students with disabilities.
3. BLCHS will model *innovative teaching and learning methodologies* by combining rigorous curriculum with high-dosage tutoring, and personalized learning that integrates digital content to remediate, accelerate, reinforce, and provide real-time diagnostics of learning.
4. BLCHS’s will provide *new professional growth opportunities* for teachers by training them to analyze and use assessment data to enhance personalized, next generation learning and CCLS mastery.

¹ Fryer, R.G. (2012). Learning from the successes and failures of charter schools. The Hamilton Project.

5. BLCHS will *offer families and students expanded choices* within the public school system by providing a non-selective option at which students will surpass the average scores of public schools in CSD 13, NYC, and NYS on administered assessments.
6. BLCHS will embody *performance-based accountability* and demonstrate *measurable student achievement results*. These results will be attained through our innovative academic model and focus on data-driven, mastery-based instruction.

B. KEY DESIGN ELEMENTS

BLCHS's academic model will ensure that all of our students graduate having mastered NYS standards and equipped with the knowledge and skills they need to graduate from selective four-year colleges or universities. BLCHS's approach builds on Brooklyn Laboratory Charter School (LAB), which was co-founded and is led by BLCHS's Executive Director (ED). RAND's analysis of LAB's NWEA MAP results found a reading effect size nearly half a standard deviation better than a comparison group of high performing charters. More than 90% of LAB's bottom quartile students had a relative growth rate greater than one standard deviation—which is 10 times the effect size RAND considers policy relevant. Beyond academics, we understand that students must also become passionate about learning and discovery, and master habits of success, creative know how, and wayfinding. BLCHS's key design elements include:

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. BLCHS 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.² 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.³ Research highlights the importance of working on tasks with sustained concentration.⁴ 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. BLCHS students take AP and college-level courses along with key formative assessments.

2. Entrepreneurial learning: The exponential rate of digital innovation is reordering the contours of knowledge and work. BLCHS 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

² Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Appendix A: Research Supporting Key Elements of the Standards. http://www.corestandards.org/assets/Appendix_A.pdf

³ Plant, E.A. et al. (2005). "Why Study Time Does Not Predict Grade Point Average across College Students: Implications of Deliberate Practice for Academic Performance," *Contemporary Educational Psychology* 30, 96-116.

⁴Ericsson, A. (2006). *The Cambridge Handbook of Expertise and Expert Performance*. Cambridge: Cambridge University Press; Rosen, C. (2008) "The Myth of Multitasking," *New Atlantis*, Spring 2008.

that in this era, “good questions are more important than answers.”⁵ Working with industry partners and entrepreneurs, BLCHS cultivates 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.

3. Warm/demanding culture of high expectations: We reject the idea that circumstances limit student potential. BLCHS 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.

4. Accelerated learning powered by innovative human capital: BLCHS 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, BLCHS will contract with InnovateEDU for a group of educators to provide small group tutoring to BLCHS 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 Corporation⁶ study of 23 schools (including LAB), this kind of personalized learning approach⁷ 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.”⁸

5. Extended and personalized learning: We will have a longer school day (8:30am-5:15pm) and school year calendar (students attend classes at least 185 days each year plus support on breaks and weekends). BLCHS will also use the web-based learning system, Cortex to extend personalized learning time in and out of school.⁹ 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.

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 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 and BLCHS. 12th graders will be able

⁵ Brown, J. S. (2012). Learning in and for the 21st Century. *CJ Koh Professorial Lecture Series No. 4*. Lecture conducted from National Institute of Education Singapore, Singapore (<http://www.johnseelybrown.com/CJKoh.pdf>).

⁶ RAND Corporation, November 2014.

⁷<http://collegeready.gatesfoundation.org/wp-content/uploads/2015/06/Early-Progress-on-Personalized-Learning-Full-Report.pdf>.

⁸Bloom, H.S., Thompson, S.L., & Unterman, R. (2010) Transforming the High School Experience: How New York City’s New Small Schools Are Boosting Student Achievement and Graduation Rates. MDRC: New York. Retrieved from: http://www.mdrc.org/sites/default/files/full_589.pdf

⁹ WWC Quick Review of the Report “Evaluation of Experience Corps: Student Reading Outcomes”. (2010); Bernstein, L., et al. (2009). Impact evaluation of the U.S. Department of Education’s Student Mentoring Program (NCEE 2009-4047); Structuring out-of-school time to improve academic achievement. NCEE 2009-012, U.S. Department of Education; Morrow-Howell, N., et al. (2009). Evaluation of Experience Corps: Student reading outcomes. St. Louis: Washington University; Clark, D. B., et al. (2013). Digital games for learning. SRI; Bakia, M., et al. (2013). Supporting K-12 students in online learning. SRI; Honey, M. A., & Hilton, M., (Eds.). (2010). Learning science through computer games and simulations. National Research Council. Washington, DC; Federation of American Scientists.

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.

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.

8. Next generation assessment and data-driven instruction: Next generation assessments will help BLCHS 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.¹⁰ BLCHS invests in recruiting, training, retaining, and supporting effective teachers. BLCHS 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.¹¹ BLCHS 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.

BLCHS will be open to all students on the basis of available space, with a preference given to residents of CSD 13. BLCHS recognizes that learning experiences should meet students where they are, engage them deeply in inquiry and mastery, and tailor challenges in a dynamic, personal manner. The CCLS require deeper learning and expect more personalization. The CCLS, and the transition to digital assessments and curriculum, create conditions for making innovative, high-quality learning. BLCHS aims to design and iterate on a secondary school model that gives teachers the ability to deliver high-quality personalized learning models at scale.

C. ENROLLMENT, RECRUITMENT, AND RETENTION

Enrollment

BLCHS will make an extensive, demonstrated good faith effort to recruit, enroll, and retain a percentage of students with disabilities, ELLs, and students who are eligible applicants for the free and reduced priced lunch (FRPL) program that meets or exceeds the percentage of these populations in CSD 13 public high schools. LAB will implement extensive recruitment strategies and school services to attract and retain our target students. Enrollment will be conducted in accordance with *Attachment 1. Admissions Policy and Procedures*. Prior to Year 3 (Y3) of a charter’s existence, a statutory student enrollment constraint of 249 students applies. This influences BLCHS enrollment in Y1 and Y2.

Projected Enrollment over the Charter Term

Grades	Ages	2017-18	2018-19	2019-20	2020-21	2021-22
9th	14-15	117	132	230	230	230

¹⁰ Hanushek, E. A. (2010). The economic value of higher teacher quality. *Economics of Education Review*. p. 3.

¹¹Using student achievement data to support instructional decision making. NCEE 2009-4067, What Works Clearinghouse.

10th	15-16	0	117	132	230	230
11th	16-17	0	0	111	126	219
12th	17-18	0	0	0	106	120
Totals		117	249	473	692	799

In Y1 (2017-18), BLCHS will enroll 117 grade 9 scholars through a public lottery. In Y2, we anticipate promoting and backfilling 117 into grade 10, and admitting 132 in grade 9. Each year thereafter, we will enroll a cohort of 230 until we reach full capacity in 2022-23. Our student to teacher ratio throughout the charter term is approximately 19:1. Demonstrated demand as outlined below and the significant percentage of BLCS students who plan to apply support this enrollment table – which reflects our unique concentration model of college prep. Based on data and experience, BLCHS anticipates a ~4.5% attrition from each grade cohort. We will backfill cohorts in grades 9 and 10 through October up to full enrollment. To ensure scholars are prepared to exceed our graduation standards, we will not backfill grades 11 and 12.

Feedback from families and community stakeholders as outlined in *I.E. Public Outreach* indicates strong support for a non-selective, college preparatory high school focused on serving high need students in CSD 13. Statistical evidence supports this: As of May 2013, 50,000 NYC families were on charter school waitlists, including over 15,000 applicants in Brooklyn.¹² The charter school serving downtown Brooklyn and Fort Greene had a 6.6% admission rate, the fifth lowest rate in the city, indicating high demand from families.¹³

Recruitment

The founding team has significant experience in recruiting a diverse population of students as demonstrated by the success at LAB where high demand for available seats results in significant waitlists every year. The current student population at LAB includes about 70% FRPL eligible, 30% students with disabilities, and a high number of students who are court involved, homeless/transient or otherwise high need. BLCHS will continue to conduct public outreach and student recruitment activities to reach our goals of serving the highest need students in CSD 13 and of recruiting students of diverse racial, ethnic, and linguistic groups. Our ongoing recruitment and outreach will include visiting local middle schools, after-school programs, and youth centers; organizing open houses and information sessions at feeder middle schools, the Boys and Girls Club, the Brooklyn Public Library, the YMCA, new immigrant centers, and other local non-profits; canvassing door-to-door; reaching out to counselors, social workers, parents, and special education coordinators at public schools within CSDs 13, 14, and 16; posting flyers in supermarkets, churches, community centers, health centers, school guidance counselors’ offices, and housing complexes; and promoting the school via social media. We also expect a large number of LAB scholars to apply to BLCHS and will continually refine our strategy.

Accessibility and a Commitment to Serving All Scholars

BLCHS recruits students who are often least well-served by traditional schools, and we expect a significant number of our students to enter 9th grade with skill gaps. Our outreach strategy emphasizes how BLCHS’s high-dosage tutoring program and experiential learning and

¹² New York City Charter Center. (2012). New York City charter schools: 2012-2013 Enrollment lottery trends.
¹³ Otterman, S. (2010). City room: The choosiest of the charters. New York Times.

internship program are designed to serve ELLs, students with special needs, and low-income students. BLCHS will recruit into the pre-lottery pool an equal or greater percentage of FRPL eligible students as the sending district.¹⁴ BLCHS is intent on recruiting an equal or higher proportion of ELLs and students with disabilities than CSD 13. We will weight the lottery for students with disabilities, ELLs, and economic disadvantage. To recruit ELLs and students with disabilities, BLCHS will conduct outreach to special education and ELL coordinators in CSD 13; recruit families with ELL students or students with disabilities on charter waitlists; assign extra staff time to recruit special education and ELL students; recruit students from local houses of worship for non/limited-English speaking families including working with community agencies such as Catholic migration services; reach out through special education advocates and communities, ELL advocates, therapists, immigrant centers, and other social service providers; and emphasize that we work with all students regardless of their previous academic achievement. BLCHS will provide translation services for materials and in-person meetings. We will ensure that BLCHS's programs and facilities are accessible to the public. When recruiting or admitting students, we will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, English language proficiency, or prior academic achievement.

Admissions Process

Parents must turn in an application by April 1, 2017. We will enter those families into the lottery for the 2017-18 school year. The public lottery will be held in early April 2017 (See Attachment 1. *Admissions Policies and Procedures*).

Retention

BLCHS is focused on preventing students from dropping out and maximizing the number of students who successfully complete all school requirements. From our staffing model to our classroom routines to our consistently high standards, BLCHS will ensure that all students succeed, regardless of academic level, special needs, or English language proficiency. BLCHS's academic plan involves high-dosage tutoring, which has proven effective for low-income students.¹⁵ BLCHS's focus on frequent assessment and continual, data-driven improvement will ensure that teachers, tutors, and administrators are providing the best possible curriculum and learning environment. Together, these design elements ensure all students receive the support they need to succeed. Key retention activities include:

- ***Opportunities for students to excel in the classroom and be college ready:*** We offer students a multitude of activities that allow our students unique access to learning and acceleration including AP classes, dual credit college classes, college visits and a dedicated team focused on college counseling and readiness (*See II.A. Curriculum and Instruction*).
- ***Opportunities for students to be successful outside of the classroom:*** Students in 11th and 12th grades will be expected to participate in experiential internships at local companies and organizations. BLCHS will create elective courses in computer science, design and fine art, music, physical education, public speaking, graphic design, and video game design. Being

¹⁴ NYSED Charter School Office. Proposed charter school enrollment targets as required by the NYS Charter Schools Act. Retrieved from <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

¹⁵ Fryer, R.G. (2012). Learning from the successes and failures of charter schools. *The Hamilton Project*. Brookings.

part of a successful team helps many students establish support networks and peer groups. This can motivate students to participate in programs and take pride in achievement.

- **Tracking academic and character development progress:** BLCHS will track each student's progress through a developmentally appropriate merit/demerit system, allowing teachers to make daily comments highlighting a student's progress on character development and behavior. Interim assessments will also identify which students are struggling and how. This allows staff to create more effective interventions so students do not fall behind in either academic or behavioral development. Merited behavior will qualify students for benefits and rewards, such as participation in supplemental school trips and academic awards.

To maximize retention and learn from attrition, BLCHS's leadership will ask the following questions for each student who does not re-enroll: i) Was the student academically successful? ii) Did parents buy in to the BLCHS model? iii) Did the student buy in to BLCHS's culture? iv) Did the student have a bond with a staff member? v) Was the student successful in an activity outside of the classroom? BLCHS will then refine strategies to increase retention.

D. COMMUNITY TO BE SERVED

BLCHS intends to open a high school in downtown Brooklyn, in New York City Community School District 13, which includes downtown Brooklyn, Bedford-Stuyvesant, Clinton Hill, Fort Greene, and Prospect Heights. Our decision to open a high school here is driven by the need for high quality, non-selective, secondary education options; proximity to the Brooklyn Tech Triangle; and our personal commitment to the neighborhood. We chose this location to take advantage of the Brooklyn Tech Triangle's rapidly expanding technology industry, which includes 12 universities, 57,000 college students, and innovative programs such as NYU's Media and Games Network and the Center for Urban Science and Progress.¹⁶ BLCHS's goal is to provide students—particularly those at risk of academic failure—a way to take advantage of the technological opportunities in their own community. BLCHS's commitment to carrying out this goal in CSD 13 is reflected our founding staff and Board, which consist of community leaders, industry professionals, parents, and educators from CSD 13.

Student Demographics and Academic Achievement in CSD 13

In today's knowledge economy, graduating from high school is more important than ever. Those without high school diplomas are more likely to earn lower wages, risk unemployment, and wind up in prison than those who graduate.¹⁷ Yet, students from historically disadvantaged groups have just a 50% chance of graduating, and students in urban schools lag 15-18% behind their peers nationwide.¹⁸ Even those who graduate are often not ready to succeed in college and beyond. Despite rising 4th grade literacy scores, 8th grade scores are frozen and 12th grade scores are in decline;¹⁹ 25% of high school students read "below basic" level, while 40% of

¹⁶ Economic Impacts Of The Tech And Creative Sectors. (2012). Presentation. <http://brooklyntechtriangle.com/assets/Brooklyn-Tech-Triangle-Economic-Impact.pdf>.

¹⁷ Orfield, G., Losen, D., Wald, J., & Swanson, C., (2004). *Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis*, Cambridge, MA: The Civil Rights Project at Harvard. Contributors: Advocates for Children of New York, The Civil Society Institute.

¹⁸ Swanson, C.B. (2004). *Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001*. The Urban Institute Education Policy Center.

¹⁹ Snyder, T.D. & Dillow, S.A. (2011). *Digest of Education Statistics 2010 (NCES 2011-015)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC;

graduates lack the literacy skills employers seek.²⁰ This secondary literacy gap is especially severe among high need students, including students of color and low-income students.²¹ Unless we re-imagine high school, graduation rates and college-readiness will lag.

BLCHS aims to recruit a student body into its admissions lottery that reflects CSD 13, one of the most ethnically and socioeconomically diverse districts in the city.²² As of the 2015-16 school year, of the 22,000 K-12 students enrolled in CSD 13 schools, 47.8% are Black, 18.9% are Asian, 16.2% are Hispanic, 13.8% are White, and 3.2% identify with other races. ELLs and students with disabilities comprise 4.2% and 12.9% respectively of the CSD 13 population. 66.7% of students in CSD 13 qualify for FRPL,²³ indicating that a significant proportion of the student population is economically disadvantaged and therefore could lack educational opportunity. BLCHS will provide quality, non-selective academics, support, and enrichments to which students may not otherwise have access.

Performance of Local Schools

CSD 13 high schools are not meeting student need. Only 26% and 28% of all middle school students achieved proficiency on their mathematics and ELA state exams respectively, indicating that incoming high school students will be behind their NYS and national counterparts.²⁴ Only three public high schools in CSD 13 have a graduation rate of 90% or above, and each has rigorous screening and/or entrance exams, making them inaccessible to most. Non-selective CSD 13 high schools do not achieve the same outcomes: 33% of high school students in CSD 13 did not graduate within four years, and among students who did graduate, only about 27% were college ready.²⁵ In 2013-14, the CSD 13 graduation rate for Latino and Black students was 64% and 68% respectively, and for students with disabilities it was only 36% (below the statewide average).²⁶ 56% of CSD 13 schools have chronic absenteeism.²⁷ Only about a quarter of ELLs exiting high school attain English proficiency as determined by the New York State English as a Second Language Achievement Test, and CSD 13 ELLs are consistently outperformed by peers in all Regents competency test content areas.²⁸ CSD 13 has also consistently failed to meet the needs of its students with disabilities. Of high school students

Snipes, J., and Horwitz, A. (2008). *Advancing adolescent literacy in urban schools*. Washington, D.C.: Council of the Great City Schools; Biancarosa, C., & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education; Chall, J. S., and Jacobs, V.A. (2003). *Poor children's fourth-grade slump*. *American Educator* 27, (1) (Spring 2003): 14-5; Chall, J.S., Jacobs, V.A. and Baldwin, L.E. (1990). *The reading crisis: Why poor children fall behind*. Cambridge, MA.: Harvard University Press.

²⁰ National Assessment of Educational Progress. (2002). *2002 Year-at-a-Glance*. Retrieved from: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003451>

²¹ ACT (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. Iowa City, IA: ACT, Retrieved from: http://www.act.org/research/policymakers/pdf/reading_report.pdf; Snyder, T.D., and Dillow, S.A. (2011). *Digest of Education Statistics 2010* (NCES 2011-015). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC

²² Keefe, John. *Diversity in NYC* [map]. 2010. Scale not given. "WNYC: Micropolis, Diversity in NYC". <http://project.wnyc.org/nyc-diversity/>.

²³ NYCDOE. (2016). NYC data: Demographic snapshots. <http://schools.nyc.gov/Accountability/data/default.htm>

²⁴ Data brief: NYC charter school performance on the 2012-13 state exams for math and english. New York City Charter School Center data brief. New York, NY: New York City Charter School Center. 2013.

²⁵ NYC Department of Education. (2015). *School Survey 2013-14 Reports and Quality Snapshots*.

²⁶ University of the State of New York. (2013). *The New York State Accountability Report 2011-12: NYC GEOG DIST #13 – Brooklyn*, 19. Retrieved from: <http://data.nysed.gov/profile.php?instid=800000045563>

²⁷ NYC Department of Education. (2015). *School Survey 2013-14 Reports and Quality Snapshots*.

²⁸ University of the State of New York. (2015). *The New York State Report Card 2013-14: New York City Geographic District #13*.

with disabilities in CSD 13, only 4%²⁹ receive a Regents Diploma with Advanced Designation and only 17% attended or are attending a four year college or university.³⁰

While certain public high schools in CSD 13 offer some of the best educational experiences in NYC, these highly selective seats are often inaccessible to students who struggle academically. The same is true for the handful of private schools in the district, which are prohibitively expensive. There are five private schools in CSD 13 serving grades 9-12, or some portion thereof, in CSD 13. All but St. Joseph High School charge yearly tuition fees of \$37,300 to \$53,700. While these schools boast competitive academics and high college matriculation rates, they do not serve our target students due to the high tuition costs, limited financial aid, and relatively small size, these private schools do not serve our target students. Several well performing public elementary and middle schools (including affiliates of Success Academy and Uncommon Schools) reside in CSD 13. Urban Dove is a CSD 13 transfer charter school. Uncommon Collegiate Charter High School and Achievement First University Prep are located several miles away and serve within network scholars. BLCHS, in contrast, is focused serving high need students in a non-selective manner. Our tutoring program, emphasis on personalized learning, and internship programs make BLCHS a unique and accessible option for families.

Enhancing the Educational Options in CSD 13

CSD 13 students will benefit from an additional high-quality, non-selective high school option. BLCHS intends to employ a diverse and highly experienced teaching and administrative staff, offering an additional high-quality, non-selective option to families. As detailed in *I.E. Public Outreach*, BLCHS will continue to hold information sessions, distribute flyers, solicit community input, and maintain an active social media presence.

In July 2015, we distributed a survey to over 1,700 local parents, educators, and community organizations to assess area need for quality public high school seats and to solicit input on BLCHS's model. Parents overwhelmingly (98%) expressed a need for additional quality high school seats in downtown Brooklyn, particularly with a focus on college preparation and STEM. Strong demand exists for high school models that meet the needs of students with disabilities and ELLs. 96% of parents and 100% of educators report a need for schools to provide additional instructional support for students with disabilities. 94% of parents state it is "very important" or "important" for high school students to gain real-world experience, and 94% also state that it is important for students to receive extra instructional time through small group tutoring. All parent respondents indicate that it is "very important" or "important" that *all* high school students master grade-level learning and graduate from high school ready to succeed in college. The demand for high quality options for students with special needs emerged as a priority early in our planning process and has shaped every aspect of our school design.

E. PUBLIC OUTREACH

BLCHS has engaged with local stakeholders, including representatives of local universities, companies, religious institutions, families, elected officials, school leaders, and members of community organizations. Through this process, we have gained a deeper understanding of

²⁹ University of the State of New York. (2013). The New York State Accountability Report 2011-12: NYC GEOG DIST #13 – Brooklyn, 19. Retrieved from: <http://data.nysed.gov/profile.php?instid=800000045563>

³⁰ University of the State of New York. (2015). The New York State Report Card 2013-14: New York City Geographic District #13.

interest in our model and need for new high school seats in CSD 13. From January 2015 to date, BLCHS has conducted over 20 public information sessions in downtown Brooklyn and has additional sessions scheduled for the upcoming months (see the list online: <http://bit.ly/1ZVZnVL>). We also held a public hearing in downtown Brooklyn in October 2015, observed by a representative from NYCDOE, during which families provided feedback on the proposed BLCHS model. BLCHS received feedback on the sense of community at Brooklyn LAB, on the emphasis on entrepreneurial learning, and on our focus on deep learning. At these public sessions, BLCHS team members met with families, students, educators, and community leaders in CSD 13 to solicit feedback regarding the proposed school and discussed the school's vision, curriculum, and design. Parents have provided feedback on critical aspects of BLCHS's model, including discipline, curriculum, student recruitment, tutoring, school day length, meals and snacks, arts and sports, family involvement, student voice and youth development, and extracurricular activities and internships. Feedback is captured website: <http://bit.ly/221HJ2w>.

We have also collaborated with LAB to provide information about BLCHS at their annual Family Picnic in July, to set up a high school design booth at their Fall Festival family night in October 2015, and to host a High School Design Family Night in January 2016 with their families and faculty. At these events, we engage in facilitated discussions about what families and youth in the community look for in a high school and how we can design BLCHS to meet these needs. We also hosted a High School Design "Dolphin Tank" Session in January 2016 during which middle schoolers presented their ideas for what they would like to see in a high school to panelists (this was covered by an article published by DNAinfo).³¹

Our outreach to community partners—including Brooklyn Public Library, the HIVE's 56+ community institutions, NYU-Poly, YMCA, Center for Community Alternatives, and local churches—has helped form enrichment partnerships and will help BLCHS with recruitment.

We provide access to information about BLCHS through an interactive website that features a scholar interest form, mailing list sign up (to date, we have received over 350 signups), and videos about the school model and design process. We use social media channels (Twitter and Facebook) to reach an even broader audience and to seek feedback from community members about BLCHS. Our website and public outreach advertise our "digital comment box," through which community members send questions and feedback.

As detailed in *Attachment 2. Public Outreach Information*, BLCHS and members of the applicant group have recently received media coverage on involving youth in the high school design process by [DNAinfo](#) and [Hechinger Report](#); on working with students with disabilities by the [National Center for Learning Disabilities](#), [Understood.org](#), and the [New Learning Times](#); and on personalization, mastery-based learning, and youth development by the [Michael & Susan Dell Foundation](#) and [NewSchools Venture Fund](#).

We have done outreach at Ingersoll, Whitman, Farragut, Gowanus, Wyckoff, Lafayette, and Bushwick public housing. In an effort to raise awareness about BLCHS and invite families and community members to our meetings and info sessions, we are working with community canvassers to conduct literature drops in the neighborhood, with a focus on Farragut, Whitman, and Ingersoll NYCHA buildings, as well as nearby subway stops, community centers, and other gathering places. These community canvassers have dropped approximately 12,000 pieces of

literature at NYCHA residential buildings and at community festivals and events in CSD 13. Additionally, in the fall of 2015, a canvassing team from BrownMillerGroup conducted 47 five-hour canvass shifts. This team also dropped flyers at 81 addresses in the area (See *Attachment 2b* and *Table 2* for more details on canvassing and flyer distribution locations. BLCHS followed up phone and email to each person who indicated interest.

In fall 2015, we conducted two postcard mailings with Vanguard Direct (one of 11,210 postcards and one of 22,000 postcards) and in March 2016, we mailed another 12,000 postcards. BLCHS has made concerted efforts to gain the support of community members, educators, and parents of students attending local schools. We have received multiple letters of support speaking to the strength of the school's entrepreneurial learning model, the reliability and drive of its proposers, and the specific desire for a high-quality technology-focused high school in downtown Brooklyn. See *Attachment 2b. Evidence of Public Review Process* for sample letters. BLCHS's mission aligns with local desire to serve students with the greatest need, and the school is intent on using community suggestions to further engage with local charities and youth organizations to provide further services. Finally, a letter of support provided by Community Board 2 (CB2) and ratified with a 39-1-2 vote can be referenced in *Attachment 2b. Evidence of Public Review Process*. Multiple letters from parents of CSD 13 middle school students also express the desire for more quality high school choices, noting that BLCHS is a high school where they would be excited to send their children. Parents have demonstrated extensive support of BLCHS in enabling students of all academic backgrounds to engage in STEM, college-prep learning.

BLCHS has conducted, and will continue to conduct, public outreach and student recruitment to ensure we reach and serve the highest need CSD 13 students. We will continue informational outreach at the sites indicated in *Attachment 2B*. BLCHS will continue to reach out to a broad swath of prospective student families in Brooklyn using extensive, multilingual advertising and a range of media including radio, print media, leaflets, the school's website, social media, and direct mail. We also plan to participate in NYCDOE High School Fairs, including the city-wide a district fairs in September and October 2016.

F. PROGRAMMATIC AND FISCAL IMPACT

Programmatic Impact: BLCHS intends to have a positive programmatic impact on public and nonpublic schools in CSD 13 by sharing curricular and professional development resources. We will partner and share best practices with NYCDOE schools that are a part of networks such as Digital Ready, CS4ALL, and the Mastery Collaborative. Of the 23 schools serving high school grades in CSD 13, five are private schools, three are charter schools and the remaining 15 are NYCDOE public schools. Two charter schools in CSD 13 (Brooklyn East Collegiate and Unity Prep) plan to serve high school grades within the next three years. We do not anticipate that BLCHS will noticeably impact the projected enrollment of private schools, as their tuitions will likely be significant economic hurdles for our target students.³² A recent study conducted by the NYC Charter School Center indicates that Brooklyn charter schools have substantial waitlists, with approximately three students applying for every one available seat, indicating that BLCHS will

³² NYC Department of Education. (2015). School Survey 2013-14 Reports and Quality Snapshots.

not have a significant impact on charter school enrollment.³³ Of the remaining 15 public high schools, seven operate with specific populations in mind (e.g. international students, single gender, or transfer students). BLCHS's goal is to provide equal access to a quality secondary education to all CSD 13 community. Because we will be pulling from a broader population of students than these seven schools, the anticipated programmatic impact on these schools will be negligible. Of the remaining eight NYCDOE schools, five have rigorous entrance exams or high GPA requirements, which would deter the over-age, under-credited population that we seek to serve, and therefore we do not expect to significantly impact future enrollment of these schools. Finally, of the remaining three schools, one has a highly specialized curriculum focused on the performing arts and requires auditions, and two others offer city-wide admissions, which would mean they automatically have a much larger pool from which to pull students. At full growth, BLCHS will serve less than 7% of CSD 13 students, and remain the only school of its type in the district, offering a learning environment including small group tutoring for students with a focus on STEM-related activities such as robotics, engineering, and computer programming.

Fiscal Impact: BLCHS will have a negligible fiscal impact on nearby public and nonpublic schools. In Y1, BLCHS will enroll 117 students and will receive a projected \$1,670,409 from per pupil funding. We anticipate receiving \$379,245 in additional state special education revenue in Y1. This represents less than .01% of the NYC Chancellor's \$21.8 billion operating budget in 2015 (the total budget less pension and debt service costs).³⁴ In Y5, BLCHS intends to enroll 799 students in grades 9-12 and will receive a projected \$11,635,837 in per pupil and a projected \$2,509,051 in special education revenue, which remains less than .03% of the NYC Chancellor's budget. BLCHS will have a minimal fiscal impact on other schools in CSD 13 and citywide.

II: EDUCATIONAL PLAN

A. CURRICULUM AND INSTRUCTION

BLCHS strives to ensure that all of our scholars—particularly students with disabilities, ELLs, under-credited students, and students at risk of academic failure—graduate from high school with the skills, knowledge, and habits they need to succeed in a selective four-year college and beyond. Developing these skills and habits requires an engaging learning environment that sets students up for success. BLCHS's academic program is designed to help students develop investment in their coursework by creating coherent performance-based units that provide authentic opportunities for application and exhibition. These units will encompass the skills and knowledge that scholars need in order to perform well on assessments indicating academic readiness for college (e.g.: Regents, SAT, ACT, and AP exams). Day-to-day instruction will be based on rigorous curriculum aligned with the Common Core Learning Standards (CCLS) with educator support to recuperate academic gaps, accelerate mastery of core content, and cultivate academic habits critical for post-secondary success.

The Process for Curriculum Development and Review

³³ New York City Charter Schools: 2014-15 Enrollment Lottery Estimates. New York, NY: NYC Charter School Center. 2014.

³⁴ NYC Department of Education. (2015). DOE Overview. <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

The Curriculum Team (CT) aims to develop innovative “home grown” curricular maps aligned to rigorous performance assessments, units, and lessons for core subjects by identifying, evaluating, and curating research-based and validated resources. Prior to launch, the CT will consist of design staff, including the Executive Director, School Design Leader, Mastery Learning Specialist, Data Scientist, and School Director, along with consultants who specialize in the curricular mapping and instructional delivery of curricula aligned to CCLS. In summer 2017, our founding team—including science, social studies, math, ELA, special education, and specialty teachers—will join the CT. In considering resources, the CT will address two questions:

1. *What content-/grade-appropriate thematic connections can the resources make across the disciplines to support coherence and synthesis of ideas?*
2. *What performance-based assessments or exhibitions will students work toward, in order to demonstrate mastery of essential skills and content in a high-stakes context?*

These questions are fundamental because achieving coherence by straddling disciplines and promoting mastery of college ready skills are the foundation for college-level work.³⁵ These two questions will orient the CT toward curricular resources that educate through complex, real-world resources, allowing for learning across disciplines.³⁶ Furthermore, the CT will continue to ask the above threshold questions (coherence and demonstration of mastery) in our ongoing evaluation and monitoring of curricula. Our review of curricula will also look to data on student achievement, teacher insights, and students’ views of engagement and challenge.

The BLCHS Curriculum

BLCHS’s curriculum is based on an accelerated introduction to the NYLS, including the CCLS. Our annual calendar, daily schedule, and academic program promote engagement and success in students’ core courses, which are complemented by enrichment opportunities, and multiple layers of support to ensure all students do their best, regardless of their status (ELL or special education) or academic level. The curriculum is geared toward college and career readiness, ensuring that all scholars graduate with a Regents Diploma. Some may also earn an AP Capstone Diploma or an AP Seminar & Research Certificate.³⁷ These credentials validate BLCHS’s rigor and signal to colleges that our graduates are prepared to be successful on campus.

Curriculum for Core Courses

Our students receive a shared core college prep curriculum and then concentrate in Humanities or the Applied Sciences. The Humanities Concentration engages students in cross-curricular conversations exploring the complexities of academic and real-world topics. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Humanities aims to equip students to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The

³⁵ Plant, E.A. et al. (2005). “Why Study Time Does Not Predict Grade Point Average across College Students: Implications of Deliberate Practice for Academic Performance,” *Contemporary Educational Psychology* 30, 96-116.

³⁶ Ericsson, A. (2006). *The Cambridge Handbook of Expertise and Expert Performance*. Cambridge: Cambridge University Press.

³⁷ If you earn 3 or higher in AP Seminar and AP Research and on four additional AP Exams, you will receive the AP Capstone Diploma™. If you earn 3 or higher in AP Seminar and AP Research, you will receive the AP Seminar and Research Certificate™.

Applied Sciences Concentration provides a four course sequence that includes Computer Science, Software Engineering, and Robotics. The concentration culminates in AP Comp Science A or AP Comp Science Principles. Pathways below describe minimums for all students with information about places students might go deeper, depending on their concentration.

1. English Language Arts (ELA): At BLCHS, English focuses both on reading, analyzing and writing about imaginative literatures (e.g. fiction, poetry, drama), rhetorical analysis of nonfiction texts, and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. Students will take English I in grade 9 and English II in grade 10, courses focusing on literary and rhetorical analysis. In grade 11, all students will take AP English Language and Composition. In grade 12, students who demonstrate interest and readiness will take AP English Literature and Composition. All others will either take English IV or an off-site approved college course in ELA. Humanities students will take a separate composition track beginning with a pre-AP Seminar aligned composition course followed by an actual AP Seminar aligned composition course in grade 10. In grades 11 and 12, students with a Humanities concentration will take Electives courses aligned to AP Seminar and laying the groundwork for AP Research.

2. Mathematics: BLCHS will follow an integrated sequence for math. This approach breaks down the traditional, siloed approach to math; instead, students will learn algebra, geometry, and statistics every year. The effectiveness of an integrated approach to math has been studied by the Comparing Options in Secondary Mathematics: Investigating Curriculum Project, funded by the National Science Foundation. Grouws et.al. demonstrated that an integrated curriculum raised urban student achievement when compared with students in a traditional course.³⁸ BLCHS will leverage CCLS aligned resources, generating lesson plans from the Math Visions Project and EngageNY. The core 9-12 curriculum will consist of Math I, II, and III and at least one additional year-long math course, generally Pre-Calculus or AP Statistics/Calculus for students ready for advanced math. Those with greater interest in the social sciences will take AP Statistics. BLCHS will assess 9th graders for readiness to take Math I. Students who do not demonstrate readiness will be placed in remedial math utilizing LAB's Personalized Math program and Math 180. If students complete Algebra I and score over an 85% on the Algebra Regents in middle school, they may be placed in Honors Math I. Students arriving at grade level may accelerate by demonstrating readiness for advanced work in Math I or II and matriculating into Honors Math II or III. Students in Honors Math III will concurrently take a semester-long Pre-Calculus course to prepare them for AP Calculus or AP Statistics in grade 12. Students may test out of this course with a score of 61 on the CLEP Pre-Calculus exam.³⁹ All students who demonstrate readiness will be counseled to take AP Calculus AB. BLCHS will also offer math elective options (e.g., Statistics or Discrete Math) for students who have completed Math III.

³⁸ Grouws, D. A., Tarr, J. E., Chávez, Ó., Sears, R., Soria, V. M., & Taylan, R. D. (2013). Curriculum and implementation effects on high school students' mathematics learning from curricula representing subject-specific and integrated content organizations. *Journal for Research in Mathematics Education*, 44(2), 416–463.; Tarr, J. E., Grouws, D. A., Chávez, Ó., & Soria, V. M. (2013). The Effects of Content Organization and Curriculum Implementation on Students' Mathematics Learning in Second-Year High School Courses. *Journal for Research in Mathematics Education*, 44(4), 683–729.; Chávez, Ó., Tarr, J. E., Grouws, D. A., & Soria, V. M. (2013). Third-year high school mathematics curriculum: effects of content organization and curriculum implementation. *International Journal of Science and Mathematics Education*, 13(1), 97–120.

³⁹ College Board. (n.d.). ACE Credit Recommendations. Retrieved from <https://clep.collegeboard.org/develop/ace-credit>.

3. Science: Science at BLCHS includes a focus on deeper understanding and application of content and integrating science, engineering, and technology. In science, students learn to establish lines of evidence and use them to develop and refine testable explanations and predictions. Through exposure to disciplinary practices in biology, chemistry/environmental science, physics, and the applied sciences -- students learn to use representations and models to communicate about and solve scientific problems; plan and implement data collection in relation to a particular scientific question; perform data analysis and evaluation; and connect and relate knowledge across various scales, concepts, and representations. Significant time is devoted to hands-on laboratory and project-based investigations culminating in lab reports that require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting. All students take Physics in grade 9 and Biology/AP Biology in grade 11. Applied Science concentrators pursue Chemistry in grade 10 and AP Biology in grade 11 and AP Physics/AP Chemistry in grade 12 with additional electives in applied sciences. Humanities students take Environmental Science in grade 10 and use the space in their schedule in grade 12 for offsite and/or AP aligned work.

4. Social Studies: The history curriculum at BLCHS focuses on the development of the historical thinking skills the College Board defines as readiness for college-level work: Analysis of Historical Sources & Evidence, Making Historical Connections, Chronological Reasoning, and Creating & Supporting a Historical Argument through the exploration and interpretation of a rich array of primary sources and secondary texts. In grade 9, students will take World History I, followed by either World History II or AP World History in grade 10. In grade 11, students will take AP US History, unless US History is more appropriate. In grade 12, all students will take a Government and Economics courses with Humanities concentrators learning this content within the framework of AP Research -- which allows students to explore a topic, problem, or issue of individual interest, and to conduct a year-long investigation of a research question.

Curriculum for Non-Core Classes

1. Language Other Than English (LOTE): Competence in more than one language is an essential part of communication. It provides students with the ability to express thoughts and ideas in new ways and with access to another language and culture. BLCHS will offer a LOTE that is spoken by less than 10% of our students so that they start at the same place. All students will take at least one year of, with an option for additional coursework. We will use College Board resources, including course and exam descriptions and syllabus guides.

2. Physical Education (PE): PE promotes lifelong healthy habits; research also shows a strong correlation between fitness and academic achievement.⁴⁰ BLCHS will use Physical Best, a comprehensive, health-focused fitness education program. Physical Best shows students why activity is important and meets NYLS for Physical Education and Health.

3. Arts: BLCHS will offer arts electives, based on the NYLS for the Arts. We will encourage creative investigation, emphasize art as an ongoing process, and develop technical skills. The Blueprint for Teaching and Learning in the Arts: PreK-12 from the NYCDOE provides a

⁴⁰NYCDOE (2009), Childhood Obesity is a Serious Concern in New York City, <http://www.nyc.gov/html/doh/downloads/pdf/survey/survey-2009fitnessgram.pdf>

standards-based, rigorous approach to teaching the arts that includes scope and sequence for dance, theater, music, visual arts, and moving image, and bibliographies of resources.

4. Advisory: Advisory teachers will learn to conduct weekly socio-emotional check-ins and Advisory data analysis sessions so that the group can coalesce around peer support and movement toward articulated individual and collective goals. Teachers use Cortex to support strong case-conferences that move toward increased scholar metacognition and ability to independently assess, monitor, and action-plan through goal setting and coaching.

5. Foundations of Leadership: BLCHS will offer a four-year college and career prep sequence called Foundations of Leadership based on a synthesis of research-based programs (e.g.: EPIC, 6 to 16). Scholars will develop personal missions and college aspirations. They will learn about the factors that impact their college acceptance and affordability options (e.g.: GPA) and how to impact them. In 11th grade, this course will rotate with SAT prep.

Essential Components of Instructional Practice

1. High-Dosage Academic Tutoring

BLCHS relies on high-dosage tutoring and small group intervention from the LAB Fellows, an elite group of full-time tutors completing a year of service at BLCHS, focused on the following:

- Diagnosing gaps by analyzing student work and asking students to explain themselves;
- Pushing the heavy lifting (including work organization) on students; and
- Providing practice and skill building (e.g. essay revision, text analysis, data analysis)

Fellows are trained to analyze student achievement data and are included in the data meetings. Tutorials leverage LAB's curriculum library.

In grade 9, students have two flexible sessions of individualized, intensive tutoring and/or acceleration daily. In later grades, flexible blocks for additional support and/or acceleration are baked into a BLCHS scholar's academic day. Fellows deliver tutoring in a small group setting, to address areas of struggle and develop strong relationships. Multiple meta-analyses spanning three decades have documented improved academic outcomes from tutoring.⁴¹ A review found that tutors promoted student gains of 0.25-0.33 standard deviations above national benchmarks.⁴² The US Department of Education published a research brief that finds that "when tutors work closely with teachers and are provided with intensive, ongoing training, they can make a difference."⁴³ Harvard's Roland Fryer has found tutoring to be a key characteristic of highly effective charter schools in NYC.

2. Structured, Consistent Whole Group Instruction

All BLCHS classrooms will be structured learning environments with consistent routines and expectations of both teachers and students. Consistency ensures that students know what is expected of them and that valuable learning time is not wasted. Through professional development (PD), BLCHS will help teachers learn to employ lesson styles that fit the objectives of their course/unit. Below are several of the lesson styles BLCHS will use:

⁴¹ Elbaum, Batya, Sharon Vaughn, Marie T. Hughes, and Sally W. Moody. 2000. How effective are one-on-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology*, 92(4), 605-619. 3.; Ritter, G. W., Barnett, J. H., Denny, G. S. & Albin, G. R. (2009). The effectiveness of volunteer tutoring programs for elementary and middle school students: A meta-analysis. *Review of Educational Research*, 79(1), 3-38.

⁴² Abt Associates Inc. (2001). AmeriCorps tutoring outcomes study. Corporation for National and Community Service.

⁴³ U.S. Department of Education. "Evidence that Tutoring Works."

Lesson Type...most frequently used in....	Reading	Writing	Math	Science	History
Seminars: engage students in interpretation and analysis of texts, historical events and periods, and unit-level questions and are typically preceded by content lessons and reading/annotation lessons.	X	X	X	X	X
Laboratory Investigation: aim to develop reasoning, writing, and analytical problem solving; at the end, students produce a written product.				X	
Workshop: appropriate when students need sustained independent work time to complete substantive projects or papers with the support of an instructor with more targeted aims than in a traditional class, as students are asked to practice a discrete skill either as part of the workshop or through an individual conference.		X			
Guided Discovery: switches the focus of learning from a passive role (teacher delivering content, students listening) to an active role (teachers leading students to discovery); the teacher guides the students through an activity or active questioning that connects the students' prior learning to the new material and ultimately makes the discovery for themselves.		X	X	X	
College-Style Lecture: primary purpose is to deliver content while preparing students for a common medium in college. Three circumstances merit a lecture: i) When the material is more complicated than students can reasonably understand from reading text alone, particularly with regard to conceptual thinking; ii) When there is particularly powerful and resonant media that students need to see; iii) When efficiency of content delivery is paramount because there is simply too much information in general, significant information not in the text but on the benchmark, or information not succinctly delivered in the text.	X			X	X
Close Reading: aids students in developing robust comprehension and interpretation of a whole-class text, strengthening transferable reading skills in context, and explicitly furthering their development of an accurate, expressive, internal reading voice. The first, text-specific objective focuses on ensuring comprehension of important points in a text such as core (and possibly subtle) plot or character developments or core arguments and claims. The second objective focuses on mastery of a transferable, inferential reading skills relevant to (the segment of) the whole-class text being read that day.	X			X	X

3. Co-Teaching

BLCHS employs co-teaching within the context of whole group instruction. Co-teaching includes: i) One teacher, one support for collaborative co-teaching situations; ii) Parallel teaching as part of collaborative co-teaching; iii) Station teaching; and iv) Team teaching in a

collaborative co-teaching environment. When and how depends on the content being taught and the needs of students including any legal or mandated services.

4. Personalized and Self-Driven Learning

BLCHS delivers targeted, purposeful blended instruction via Cortex, a web-based learning management system and formative assessment engine. Cortex interconnects instructional tools, digital content, student goal setting, student feedback, formative assessments, and administration applications. Using Cortex, BLCHS students have access to units and learning progressions at anytime and anywhere. A US Department of Education meta-analysis found “on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction. The difference between student outcomes for online and face-to-face classes...was larger in those studies contrasting conditions that blended elements of online and face-to-face instruction with conditions taught entirely face-to-face.”⁴⁴

B. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

BLCHS is committed to ensuring that *all* of our students make transformative academic gains and are prepared for success in college. Because many CSD 13 schools are persistently low-performing, we expect many of our students to enter behind. We provide referral-based services for select students and schoolwide programs that are available for all.

Identifying Struggling Students

To calibrate support needed for struggling students, BLCHS will give baseline assessments for reading and math (e.g., MAP, ACT Aspire). Research supports the use of high-quality diagnostic tools to plan interventions.⁴⁵ We will also use prior-year achievement data to determine the broad needs of students and to identify who needs extra, tiered support.

BLCHS Multi-Tiered System of Support Tiers

The BLCHS Response-to-Intervention (RtI) framework designs programs for students in the bottom quartile of academic performance and behavior. RtI monitors how students respond to the programs and provides differentiated approaches to build skills and behaviors. We try multiple avenues before referring a student for evaluation or extra support from the Committee for Special Education (CSE). We emphasize literacy and math growth in the RtI process, using assessments to diagnose and respond to gaps. During weekly PD and data days, faculty will examine data to identify students who need more support. Data will be analyzed using a number of data analysis and intervention techniques, such as the Data Wise method⁴⁶, a research tested approach. Data analysis occurs at multiple levels, including whole school, content team, and specialist team. Data Days focus on MAP, ACT Aspire, mock assessments, and mid-terms, and parsing interventions efficacy. Data Days also provide a lens to plan socio-emotional intervention. Students start in Tier 1 and receive intensified support as needed:

⁴⁴ Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. US Department of Education. Retrieved from <http://eric.ed.gov/?id=ED505824>.

⁴⁵ McCormick, Meghan P., et al. "Context Matters for Social-Emotional Learning: Examining Variation in Program Impact by Dimensions of School Climate." *American journal of community psychology* (2015): 1-19.

⁴⁶Harvard GSE, Data and Improvement Science Framework. <http://hepg.org/hep-home/books/data-wise,-revised-and-expanded-edition>

Tier 1: High-quality instruction with differentiated approaches (we anticipate this will work for 75-80% of students); universal, preventative, and proactive programs for all students (e.g. high-dosage tutoring). In literacy, Tier 1 interventions occur primarily within the context of daily lessons, there are also opportunities for “just in time” support from Fellows.

Tier 2: Targeted, supplemental instruction for a limited period of time (4-6 weeks), with progress monitoring to capture response (received by 15-20% of students). Targeted instructional approaches are the responsibility of the student support services team and instructional team, combining in-class support and small group out of class support from Fellows. We use assessments and behavior indicators (e.g. lack of organization, behavioral problems, low academic motivation) to determine eligibility. Tier 2 includes a Check-In Check-Out (CICO) behavior-management system aligned to our Positive Behavioral Interventions and Supports framework (PBIS). CICO increases structure and accountability by providing daily feedback and adult support to increase self-awareness and management.

Tier 3: Individualized, high-intensity, assessment-based support outside the classroom with a skilled specialist (5-10% of students will need this). The classroom teacher, special educator, or other specialist regularly reassess Tier 2 and 3. After six weeks, the student will be referred to the Student Study Team (SST) or content teams for review of interventions and responses, and a discussion of next steps (e.g. referral to the CSE or outside evaluation).

Rtl Management

The Student Services Coordinator (who is a SPED teacher) and Dean of Students will co-manage the Rtl process. Intervention teams (e.g. SST, Special Education teams, grade level teams, etc.) will examine data and responses to programs and develop plans that will be carried out by teachers and Fellows (Tiers 1 and 2) and specialists (Tiers 2 and 3). In SST meetings, faculty and staff collaborate to analyze Rtl priorities and identify students who need additional support.⁴⁷ All students will receive at least two small group sessions with a Fellow or specialist each day.

Students with Disabilities

The most effective way to serve a broad range of students is by using an inclusive model.⁴⁸ Universal design helps students with disabilities and their non-disabled peers. BLCHS’s materials and activities will be accessible for individuals with wide differences in their abilities to see, hear, speak, move, read, write, organize, engage, and understand. To the maximum extent appropriate, BLCHS will educate students with disabilities in the least restrictive environment. Students and their families will be involved in the decisions regarding their IEPs. SST involves direct collaboration between the Student Services Coordinator and the Dean of Students to ensure students with disabilities make progress toward the goals. BLCHS will help students, families, and staff navigate special education processes by providing access to Goalbook and Cortex. Goalbook is a goal setting platform, where IEP goals are designed and monitored by learning specialists. The SST uses Goalbook to create and capture checkpoints paired with instructional materials. This data is integrated with Cortex to facilitate personalized learning for students with IEPs to work on playlists tailored to individual goals and to monitor progress.

⁴⁷ Parcel, T. L., & Pennell, J. (2012). Child & Family Teams Building Social Capital for At-Risk Students: A Research Note. *J. Soc. & Soc. Welfare*, 39

⁴⁸ Israel, M., Ribuffo, C., & Smith, S. (2014). Universal Design for Learning: Recommendations for teacher preparation and professional development (Document No. IC-7). <http://cedar.education.ufl.edu/tools/innovation-configurations/>

Identifying Students with Disabilities

Once we obtain enrolled students' records, we will work with the CSE to transition students with disabilities and to align services to IEPs. This will include a meeting with the CSE and the student's parent/guardian to discuss how services will be delivered consistent with the IEP. We will refer students without an IEP who demonstrate lagging skills to the SST and the BLCHS RtI process before we send them to CSE. All referrals will state the reasons for the referral, describe attempts to remediate the student's performance, and describe the nature and extent of guardian involvement. A copy of the referral and procedural safeguards notices described in 34 CFR §300.504 will be sent to the student's guardian. The regional CSE will be responsible for initial evaluations related to referrals generated by BLCHS (including psycho-educational testing, relative service assessment, and socio-emotional baselines), reevaluations, and decertification determination. Our special-education service provision will require close collaboration with the CSE to ensure that all students' IEP needs are met within our program.

Special Education Support Service Provision and Staffing

BLCHS will hire experienced, NYS-certified Special Education Teachers, one of whom will also serve as Student Services Coordinator. We aim to hire educators who are certified in a content area as well as in special education. An administrator certified in special education will work with the Student Services Coordinator and the CSE and serve as the Section 504 Officer. If a student with severe disabilities is admitted, BLCHS will make sure the student can work with certified aides and teachers. When a student arrives at BLCHS with either an IEP or 504 plan, the Student Services Coordinator will ensure that IEP specified services are available. We will give teachers the relevant IEP sections, and they will work with a special education teacher to ensure compliance. The Student Services Coordinator will provide training to support IEP and 504 implementation. BLCHS has budgeted for a full-time social worker and will contract through the CSE for a qualified outside service provider to provide on-site special education services that cannot be managed in-house (e.g. occupational therapy, physical therapy, speech therapy). All special education services will be provided by appropriately trained, certified, and licensed providers. BLCHS anticipates offering a comprehensive range of special education services that are directly aligned to our instructional model of inclusion, including Integrated Co-Teaching (ICT) in core content classes where appropriate. Special education services will include Special Education Teacher Support Services (SETSS) and innovative charter programming services including art and dance therapy. Our instructional model draws on a collaborative framework between special education and general education teachers with a weekly common planning meeting designed to ensure IEP requirements are met and instruction is aligned to student needs and teacher assets. Coaching on special education strategies will be guided by the student services coordinator and implemented by the team serving each student.

Assessment and Reporting of Special Education Information

A special education teacher will monitor each student with an IEP or 504 plan to ensure IEP compliance. The advisory teacher will regularly check in with classroom teachers to ensure each student making progress. BLCHS will review students' IEPs annually. The Student Services Coordinator will contact the CSE to re-evaluate students and revise IEPs as needed. We will

work closely with the CSE to ensure that BLCHS staff are present at annual review meetings and that three-year re-evaluations are completed on time. BLCHS students with IEPs will take the same city, state, and internal assessments as their non-disabled peers, unless the students are exempted by their IEP. Students with IEPs or 504s will receive accommodations as identified in their IEPs or 504 plans, and parents/guardians will receive reports on their students' progress at least as often as non-disabled students.⁴⁹ Parents/guardians will receive three IEP progress reports each year, in addition to report cards and personal contact from teachers. As required by 34 CFR 300.750, BLCHS will provide an annual report including the number of students with IEPs and 504 plans, the specific nature of each student's disability, and each placement and educational setting. BLCHS will submit additional reports required by federal, state, and local authorities. We will comply with 8 NYCRR 119.3 requirements.

Special Education Program Evaluation

On an ongoing basis, we will evaluate our special education programming using schoolwide and individual student data. We will assess our programmatic interventions based on annual goals that cover areas such as student progress toward IEP goals, service implementation, disaggregated student academic growth on internal and state assessments, socio-emotional progress, and on-track progress toward graduation benchmarks. We will evaluate the special education program to ensure that it complies with federal, state, and internal requirements around implementation of IEP services, CSE feedback on school-based special education responsibilities, and the effectiveness of PD of the BLCHS faculty.

English Language Learners

BLCHS will work with identified ELLs in an inclusive Structured English Immersion (SEI) program that provides extra support without segregating ELLs from their English-speaking peers. SEI students have "consistently scored higher than those enrolled in traditional bilingual programs" in large-scale studies in California, Arizona, and Massachusetts⁵⁰ and have demonstrated success at high-performing NYC schools. SEI language instruction uses a variety of strategies to make lessons more comprehensible, and it helps students prepare for more rigorous courses aligned to AP curriculum.⁵¹ For two years after students exit the program, we will monitor their progress and continue to provide language and other supports, including co-teaching, speech language therapy, and assessment modifications.

Identifying ELLs

We will give all families a home language identification survey upon enrollment. Students from non-English-speaking homes will receive an interview from BLCHS staff or a qualified contractor, conducted both in English and the student's native language in compliance with the NYSITELL. If the process determines that the student speaks no English, he/she is classified as an ELL. For students with limited English proficiency, we will use a language assessment to

⁴⁹ NYC Special Education Standard Operating Procedures (2009). <http://schools.nyc.gov/NR/rdonlyres/B658DB42-561D-4A93-9707-1645FD3AE961/0/SOPM.pdf>

⁵⁰ Arizona Department of Education (2004). "The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large-Scale Comparison" http://www.public.asu.edu/~macswan/ade/ade_document.pdf.

⁵¹ Kanno, Yasuko, and Sara EN Kangas. "'I'm Not Going to Be, Like, for the AP'" English Language Learners' Limited Access to Advanced College-Preparatory Courses in High School." *American Educational Research Journal* (2014): 0002831214544716.

determine proficiency level. We will provide parents/guardians of students identified as ELLs with written notice, in both the home language and in English, of the student's level of English proficiency, method of ELL instruction used, how it will help the student to learn English, exit requirements of the program, and the parents'/guardians' right to decline enrollment. We will also assess these students in reading and math in their native languages to identify their academic level, separate from their ELL status. This process ensures that BLCHS does not inappropriately place ELL students in special education or remedial classes. Students who qualify for ELL and special education will receive the full benefit of both programs.

ELL Support Service Provision and Staffing

Our SEI program will comply with all applicable laws and legal precedents 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). We will include ELLs in every aspect of our educational program and value them equally as community members. To ensure that ELLs master English expeditiously, we will provide trained staff, specialized curricular materials, extra time, tutoring, and in-class services for students in need of extra support. All teachers and fellows will receive PD in communicating with ELLs, understanding cultural heritage, and applying appropriate instructional methodology. We will give them tools to help remedy specific English language deficiencies as well as the ability to identify students in need of additional support. We also anticipate having a TESOL-certified teacher available to help communicate with students and their families, in addition to providing written notices in parents'/guardians' native languages whenever possible. ELLs will receive accommodations as required by law. BLCHS will share with teachers and leaders a list of all students who receive testing accommodations, including ELLs (current and those who scored proficient within the past two years) and students with IEPs. For classroom assessments, teachers will receive PD on ELL support and ensure an adequate plan for accommodations for students (including but not limited to extended time on tests).

Evaluation of the ELL Program

ELLs will take the NYS English as a Second Language Achievement Test (NYSESLAT) annually to determine their level of English proficiency and whether they should exit the SEI program. We will evaluate how long it takes the average student to transfer out of ELL status, how fast they progress through evaluations, and how well they do academically while in the SEI program. We will use these indicators to evaluate and adjust our SEI program every year.

C. ACHIEVEMENT GOALS

Student Population and Sending District Performance

BLCHS anticipates recruiting into the lottery 70% students eligible for FRPL (See *I.C. Enrollment, Recruitment and Retention*).⁵² Of the CSD 13 population, ELLs and students with disabilities comprise 4% and 14% respectively,⁵³ and BLCHS is intent on recruiting an equal or higher proportion of ELLs and students with disabilities. The graduation rate in CSD 13 high schools is

⁵² NYSED Charter School Office. Proposed charter school enrollment targets as required by the NYS Charter Schools Act. Retrieved from <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

⁵³ University of the State of New York. (July 2015). The New York State Report Card 2013-14: New York City Geographic District #13

78% (including for selective high schools). 80% of 8th graders in CSD 13 were non proficient on the ELA state exams, and 93% were non proficient in Math.⁵⁴

Accountability Plan

BLCHS plans instruction and assessment around academic standards, focusing on what students should be able to do by the end of a lesson or unit, and what dispositions they should be able to demonstrate. We prepare all students to earn a Regents Diploma. BLCHS will measure academic progress using: NWEA MAP exams for Reading and Mathematics; ACT Aspire; NYS Regents Exams; PSAT and SAT; and Advanced Placement (AP) Exams. BLCHS's assessment systems will ensure that standardized, third-party assessments are frequent (at least 4x per year), relevant to instruction, and standards-based. This data will be used to inform instruction, student intervention groupings, and Saturday Academy rosters. Rather than relying on any one measure in isolation, our assessment system uses four types of measures in concert:

1. ***Absolute criterion-referenced assessment:*** Absolute, or standards-based, measures are based on predetermined content knowledge and skills. Proficiency on these exams is an indicator of a student's ability to pass the NYS exams and succeed in college. Examples include AP exams and PARCC Performance Based and End of Year exams.
2. ***Value-added and norm-referenced assessment:*** Value-added scores measure individual student and cohort progress over time, accounting for demographic factors influencing performance. We will measure value-add on nationally normed tests (e.g. NWEA MAP, ACT Aspire interim exams, PSAT/SAT), which help ensure students reach tiered, college-ready targets. Percentile rank will demonstrate student progress compared to a national sample.
3. ***Comparative assessment:*** BLCHS compares performance to CSD 13, the city, and the state.
4. ***Internally developed/internally validated measures:*** BLCHS will design and administer CCLS-aligned interim assessments, working backward from the point of college preparation, so that by the time they reach grade 12, students can begin to take college courses and be on track for a Regents Diploma and perhaps an AP Capstone Diploma.

Each of these measures helps us determine student standards mastery, areas for extra support, progress of cohorts over time, and effectiveness of educators. Our goals include:

- ***ESEA Accountability Designation.*** Maintain good standing designation.
- ***Similar Schools Comparison.*** Comparison of the performance of NYS schools with the same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities and English language learners. We will score at least 1 standard deviation above the mean of cohort ELA and mathematics outcomes.

Regents Testing Outcomes

- **Aggregate Annual Regents Outcomes.** Annual Regents testing outcomes meets or exceeds the State Average for every tested subject.
- **Subgroup Annual Regents Outcomes.** Annual Regents testing outcomes meets or exceeds the State Average for every tested subject by subgroup.
- **Aggregate Total Cohort Regents Testing Outcomes.** Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History meet or exceed the State Average.

⁵⁴University of the State of New York. (July 2015). The New York State Report Card 2014-15: New York City Geographic District #13.

- Subgroup Total Cohorts Regents Testing Outcomes. Cohort Regents outcomes meet or exceed the NYS Average for ELA, math, science, Global History, and US History by subgroup.

Graduation Outcomes

- Aggregate Cohort Graduation Rate. 4-year and 5-year graduation rate meets or exceeds 80% for all students.
- Subgroup Cohort Graduation Rate. 4-year and 5-year graduation rate for economically disadvantaged students, students with disabilities, and ELLs meets or exceeds 80%.
- Aggregate On-Track to Graduate. The percentage of students in a cohort that have passed 3 of 5 Regents exams required for graduation by their 3rd year meets or exceeds 75%.
- Subgroup On-Track to Graduate. The percentage of cohort by subgroup that has passed 3 of 5 Regents exams required for graduation by their 3rd year meets or exceeds 75%.
- Aggregate Student Persistence. The percentage of students in a 4-year and 5-year cohort that remain enrolled in the school until they graduate meets or exceeds 85%.
- Subgroup Student Persistence. The percentage of students identified as economically disadvantaged, students with disabilities, and English language learners in a 4-year and 5-year cohort that remain enrolled until they graduate meets or exceeds 85%.

D. ASSESSMENT SYSTEM

Each year, BLCHS will review assessment data, develop a plan to minimize unnecessary assessment, increase the use of quality assessment practices, and refine how we use data. Our system integrates multiple metrics to inform instruction, including feedback, curricular refinement, observation, and instructional delivery. The Board and leadership will use measurable objectives and frequent interim assessments aligned to clear standards and performance targets. Using frequent assessments allows us to tailor lessons and high-dosage tutoring to meet student needs. BLCHS will employ the following formative assessments:

- **Exit Tickets** will be used at the end of class to refine lesson plans, student groupings, and tutoring.
- **Homework and quizzes** will be used to evaluate mastery of skills and content and help teachers determine which students need more support. Teachers will also use assessment data to identify areas of struggle. Assessments provide routine feedback on progress.
- **Formative and interim assessments** based on standards will be used regularly to measure instructional efficacy and student growth, inform curriculum, and assess individual tutoring or RtI needs potentially leading to adjustments in student intervention groupings. Different courses may use PARCC Performance Based Assessments and practice tests.

We will use summative assessments (selected based on whether the tests reflect strong content and are rigorous)⁵⁵ to measure student growth and college readiness and evaluate curriculum and instructional practices:

- **Performance tasks and student artifacts:** Courses will involve rubric-graded artifacts or tasks (e.g. mathematical proofs, lab reports, essays, performances, portfolio reviews).
- **Comprehensive summative assessment:** Courses will end either in criterion-referenced, standards-based assessments designed to cover all material taught during that year (e.g.

⁵⁵ Doorey, N. & Polikoff, M. (2016). Evaluating the content and quality of next generation assessments.

PARCC end of year, AP, and/or Regents exams) or locally developed exams. BLCHS will compare assessment results to state test scores and use the data to revise curriculum.

- **Regents:** BLCHS students will take NYS Regents Exams to fulfill graduation requirements.
- **College Readiness Tracking:** We will administer exams designed to track students' preparedness for college-level work, including administration of the NWEA MAP exam three times per year.⁵⁶ In grades 9 and 10, students will also take ACT Aspire interim and summative exams, which predict success on the ACT. We use this data to evaluate rigor and pacing. Students will take the PSAT in grades 10 and 11 and the SAT in grade 11.⁵⁷
- **College Level Examinations:** Courses at BLCHS will engage students in college-level work. Courses designated AP will prepare students to sit for the relevant AP exam.
- **Special Populations:** BLCHS will also administer the NYSESLAT for eligible ELL students. Designated students will take the NYS Alternate Assessment.

BLCHS will use this data to create student profiles that help target support to students. The School Director will provide referrals for data-based intervention and will work with teachers to align classroom instruction. When a student is not on track, we will hold a parent-teacher conference to discuss potential support. Achievement data informs attendance at Summer Academy and promotion. Assessments inform work with ELLs and students with IEPs.

Teacher Practice

BLCHS teachers will develop and implement quality lesson plans aligned with standards and modified based on student achievement data. Teachers will meet weekly with other teachers in grade and department configurations to analyze student data and work samples, and they will give quizzes aligned with the skills from the week and enter results into Cortex. Also on a weekly basis, the School Director, the Dean of the LAB Fellows, and the Student Services Coordinator will share an analysis of strengths and areas to improve, often with remediation recommendations. The entire instruction team will review interim assessment data on quarterly Data Days. We will create plans to identify: i) skills/concepts to be retaught to classes, small groups, and individual students with tutoring support; ii) students in need of intense remediation; iii) adjustments to existing student groupings; iv) weaknesses in curriculum to revise for future years; and v) support for teachers to strengthen areas of instructional weakness. We will revisit these plans frequently to ensure students are making progress and devote significant planning and PD time throughout the year to analysis of student data.

We will use Cortex—a system accessible to teachers, parents, and students—to manage student information and performance. For educators, this software will save time by providing real-time information on student behavior, RtI, IEP progress, and homework completion. Cortex also records family contact and informs decisions affecting academic achievement.

Family Communication

⁵⁶ Martin, L. B. (2014). Identifying the relationship between the Map and WJ-III Reading Tests to make instructional decisions within a RTI framework. *Dissertations*. Paper 61.
<http://digitalcommons.wku.edu/diss/61>

⁵⁷ Richardson, C. C., Gonzalez, A., Leal, L., Castillo, M. Z., & Carman, C. A. (2014). PSAT Component Scores as a Predictor of Success on AP Exam Performance for Diverse Students. *Education and Urban Society*, 0013124514533796.

We will share achievement data with parents and students online and through a weekly report sent home with students and signed by a parent/guardian. The report will include absolute and comparative data on homework completion, recent grades, and information on future assignments. Advisors, teachers and Fellows will call home regularly to talk with parents about positive and negative academic and behavioral developments. At the middle and end of each semester, students will receive a report for each class. All parents will be required to attend a parent-teacher conference after the first end-of-semester report card.

Reporting

We will compare BLCHS progress to CSD 13, demographically similar schools, charter schools, the city, and the state. The School Director and teachers will use state test data to analyze areas of strength and weakness and set annual priorities. The Board will use the data to monitor progress toward accountability goals and evaluate the ED. Families will use the data to support the academic and character growth of their children, and to continue to examine the efficacy of the school. The ED will oversee the assessment system and report on progress toward academic goals to the Board's Academic Committee each year, as well as to the larger community through family newsletters and the Annual School Report Card. We will also use a range of measures to keep the board and the broader community informed of school and student progress. These measures will include:

1. **Management dashboard:** At each Board meeting, the ED will report on performance indicators at the school, grade, and cohort level. Indicators include behavior data, interim assessments, state testing, and progress against promotion standards.
2. **Accountability plan:** Every quarter, we report on progress toward achievement goals.
3. **Annual report:** BLCHS will produce all reports required by the country, state, and city.

E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

Our high promotional and graduation standards stem from our commitment to prepare all students for college and professional success. For example, we will apply graduation standards that are more rigorous than state requirements to make our students more competitive in the college-admissions process. We will ensure that all students—including those with diverse learning needs such as ELLs and special education students—meet our high expectations by deploying multiple programmatic and instructional resources.

Graduation Requirements

To receive a BLCHS diploma, all scholars (except where IEP explicitly states otherwise) must meet the following requirements:

- Earn 27 course credits in required courses;
- Complete Approved Summer Program (or Summer Academy if credit recovery is required);
- Pass Regents examinations in the five content areas (or the state-approved equivalent);
- Gain admission to a four-year college/university; and
- Enroll in AP English Language and Composition, and either AP Statistics or AP Calculus.

Required Classes and Credits

All BLCHS scholars must complete the minimum 27 required course credits as outlined below. All courses listed below will be given a letter grade and will carry GPA and credit weight.

Subject	Req. Credit	Gr.	Required Courses for ALL BLCHS Scholars	Applied Science-specific Requirements	Humanities-specific Requirements
Reading	4	9	Literary & Rhetorical Analysis I	n/a	n/a
		10	Literary & Rhetorical Analysis II	n/a	n/a
		11	AP Lang & Comp/Lang & Comp	n/a	n/a
		12	AP Lit & Comp/Lit Course/Approved Dual-Enrollment	n/a	n/a
Composition	4 Hum conc.	9-12	n/a		9 th : Pre-AP Seminar 10 th : AP Seminar 11 th & 12 th : Seminar Elective
			n/a		
Math	4	9	Integrated Math I (unless accelerated)	n/a	n/a
		10	Integrated Math II	n/a	n/a
		11	Integrated Math III w/Pre-Calc	n/a	n/a
		12	AP Statistics/AP Calculus	AP Calculus	n/a
Science	3 for all; 4 STEM conc.	9	Physics	n/a	
		10	Concentration-specific	Chemistry	AP Environ Sci/ Environ Sci
		11	AP Biology/Living Env	AP Biology	n/a
		12	n/a	AP Physics/AP Chem	n/a
History	4	9	Global History I	n/a	

		10	AP Global History/Global History	n/a	AP Global Hist
		11	AP US History/US History	n/a	AP US Hist
		12	Gov't & Econ	n/a	AP Research: Gov't & Econ
FoL	3	9	Foundations of Leadership 1 (.5)	n/a	n/a
		10	Foundations of Leadership 2 (.5)	n/a	n/a
		11	Foundations of Leadership 3 & SAT Prep (1)	n/a	n/a
		12	Foundations of Leadership 4 & Transitions to College (1)	n/a	n/a
STEM Electives	4	9-12	n/a	9 th : Comp Sci 10 th : Software Engineering 11 th : Robotics 12 th : AP Comp Science	n/a
Electives	5	11/12	Health	n/a	n/a
			Arts	n/a	n/a
		11/12	LOTE	n/a	n/a
		9-12	Phys Ed	n/a	n/a

Summer Programs

Scholars who do not need Summer Academy to recover credits will complete three approved summer programs (after grades 9, 10 and 11) that are matched with the scholar's interest and readiness in the categories of Pre-College, Internships, or Enrichment. These programs foster college persistence, push scholars to explore career paths, and make scholars more competitive in the college application process.

NY State Exams

To graduate, scholars must pass five Regents exams, at least one Regents exam (score of 65+) in each content area (ELA, history, science, and math), and one additional exam in any of the four content areas. Scholars may substitute one Regents exam with a passing score on an Approved

Alternative Exam⁵⁸ in that subject. It is best practice to have finalized Regents scores so scholars who have not achieved these scores should retake the test as many times as needed by June of the scholar’s senior year.

Promotional Criteria

To be promoted, a scholar cannot fail more than two courses at the end of the school year (including previously failed courses that are not made up), and they must recover one failed course during Summer Academy. We will consider students to be at risk of non-promotion if they have two or more cumulative failing grades in core courses (literature, history, science, or math) after Summer Academy. Scholars who fail any required elective course (health, art, LOTE, and PE) or Foundations of Leadership must make up the credits. However, they may be promoted to the next grade if the school leader approves and there is a clear path for students to recover the credits prior to graduation.

Exceptions will be made to allow seniors to start the year with two courses left to recover if the scholar is considered over age/under credit. Thus, seniors can recover one class during senior credit recovery in June and one class during summer school in July.

Failing a Regents exam should not be the sole determining factor in grade promotion, but if a scholar fails two Regents exams, BLCHS has discretion to retain a scholar if additional factors warrant it, such as if the scholar also failed the courses aligned with the failed exam. Following the August Regents exams, the 11th grade, if a scholar has not passed at least three Regents exams—at least one from the more aligned column and at least two from the less aligned column—the scholar must repeat 11th grade.

Core Credit Recovery

We will work closely with scholars and families to prevent course failure, retention, and late graduation. The Graduation Tracker, accessible in Cortex, will help scholars and families track progress toward graduation and promotion standards (e.g. credit accumulation and required exams passed to date). We will have 20 days of Saturday Academy available for all scholars, and mandate attendance for any scholar in danger of failing a core class. Students who do not meet promotion requirements have the opportunity to attend Summer School and be promoted in August if promotion standards are met at that time. Scholars who fail with less than 70% in any core course required for graduation must make up that credit at Summer School. Scholars who will need to repeat an entire grade are not required to attend Summer School. However, they cannot be enrolled in a Summer Program, a privilege reserved for scholars who did pass the grade. Scholars enrolled in Summer School must receive at least a 70% in the course during the summer to obtain credit. The maximum Summer grade that can be earned is 80%.

Grade	Credit	Example	Attendance
Highest Grade earned = 80%	1	Scholar turns in exceptional work and meets all requirements	Attends every day

⁵⁸ <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

Lowest grade earned = 70%	1	Scholar turns in mediocre work and meets most requirements	Absent <15% of total hours
N/A	0	Scholar turns in poor work and receives a grade less than 70% in the class	Absent >15% of total hours

F. SCHOOL SCHEDULE AND CALENDAR

Our schedule maximizes opportunities for scholars to master rigorous content and skills, including learning to work collaboratively on long assignments that require critical thinking and self-management. Schedule and calendar tables are in *Attachments 3a. Sample Weekly Student Schedule, 3b. Sample Weekly Teacher Schedule, and 3c. First Year Calendar.*

Our calendar is built around three core principles:

1. Extend the school day and year. Designed to provide time for rigorous instruction, our extended school time is based on the practices of high-performing urban schools. Students will attend school 8:30 a.m. to 5:15 p.m. Monday, Tuesday, Thursday, and Friday, and 8:30 a.m. to 1:25 p.m. on Wednesdays. This provides 31% more hours of instruction than is required by Education Law § 2851(2)(n) and 8 NYCRR § 175.5. The extended school day and year gives us the flexibility to plan the day holistically to best challenge and engage students. For example, we include enrichments that work in concert with academic courses impacting a scholar’s overall sense of school pride and investment. More time ensures that students with fewer resources can access supplemental programming without imposing expenses on the family.

2. Extend core requirements and provide opportunities for specialization. Our college-preparatory curriculum is built around the NYLS. Our extended day means we have time to cover core academics and personalize instruction. All students are required to take four years of Reading, Math, History and a set of additional courses in line with the area of their specialization -- Humanities or Applied Science (e.g. four years of science for STEM-focused scholars, or four years of writing seminar for humanities-focused scholars). All scholars also take a college-prep course called Foundations of Leadership. Scholars who need more support or want to accelerate have additional flex periods built into their schedule. We also offer a diverse range of academic, extracurricular electives, and internships, which has been shown to improve test scores,⁵⁹ self-confidence, and positive social behaviors.⁶⁰

3. Optimize time on target. “Time on target” refers to time students spend mastering skills, competencies, and content. Each student has enough flexibility built into their schedule in grade 9 that there is time for two flexible sessions that can be used in whatever way data indicates would be most useful for that scholar (e.g.: personalized tutoring). We will also give teachers time for data analysis and PD, so that they can use assessments to inform instruction and curate learning experiences for each student. We will make time to review final exam data to adjust and optimize the curriculum dynamically, so that any gaps will be filled immediately. Advisory teachers and mentors will support student learning through design-based projects,

⁵⁹Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., and Martin-Glenn, M. L. (2006). Out-of-School-time programs: A Meta-Analysis of effects for At-Risk students. *Review of Educational Research, 76*(2):275-313.

⁶⁰Durlak, J. A., & R. P. Weissberg. (2007). The Impact of After-School Programs That Promote Personal and Social Skills. *Collaborative for Academic, Social, and Emotional Learning.*

where students will be guided through a process that integrates their understanding of concepts across curricula to ensure mastery.

Structure of Student Schedules

On Monday, Tuesday, Thursday, and Friday, students will attend school from 8:30am to 5:15 pm. Their day will start with a protocol-based Advisory/breakfast period where students can check-in with their advisor and support one another in keeping the goals they have set for themselves and for their advisory. Students will attend seven academic courses, two small group / intervention / elective sessions, and a social lunch. Though it is a rigorous schedule, students at BLCHS are able to see the connections between what they are doing in class and what they want to do after high school. Because teachers are thoughtful about what work is done at home via Cortex vs. what happens at school, classes are interactive places where collaboration and problem solving are used to meet the requirements of authentic assessments. In addition to advisor support, LAB Fellows are available for small group support if students encounter a problem or if they need a refresh on course material. Students know that if they work hard, they can use their flex time for electives and choice-based opportunities. Though 9th grade is mostly an opportunity to gain foundational skills and habits, scholars know that in later grades they will be able to use their flex time for study groups, small group sessions, expert-led electives, and even off-site college courses and internship opportunities.

Structure of Teacher Schedules

Teachers report to school by 7:15 a.m. to participate in “morning huddle” to build a sense of community and make important announcements. They will then attend a rotating schedule of meetings such as grade-level team huddles, where teacher teams might plan special events such as an awards ceremony, protocol-based department meetings, content/special education co-planning time for ICT periods, or special parent meetings. Because Wednesdays are more intense days for teachers, they will have prep time. Teachers will then report to their advisories of about 15 students, where they serve as the primary liaison between the scholar, the school, and the home. During Advisory, scholars will hear announcements, check-in with their advisory, and have a chance to speak with advisors about progress toward their goals.

Most teachers will have four instructional classes at a time. Depending on the content area and the teacher’s qualifications, he/she may cycle between teaching regular, honors, AP, or special education classes. Each teacher will be allocated two periods of prep time, which will include data analysis and planning and at least one coaching session per week. The prep and data analysis periods will allow the instructor to diagnose and plan instruction to respond to issues arising for particular students or whole cohort. Each instructor will also be assigned a rotating detention duty to ensure a daily consequence for students and a rotating dismissal post to ensure that students have a safe and consistent transition out of the school.

Wednesdays will begin with a school Community Circle gathering led initially by the school leader and then gradually handed over to other community members, including students. Due to the shortened schedule, teachers will have four core periods, followed by prep time and dismissal. At 1:30pm, all staff will meet for PD to strengthen the culture and practice skills that relate to school priorities or areas of development.

School Year Calendar

Teachers and Fellows begin the first week of August. Students must attend a week of Preparation Academy, starting at the end of August (8:30am-1:25pm daily). They will acclimate to the BLCHS culture of entrepreneurial learning, as well as our systems, routines, and academic and behavioral expectations. The school year will follow a semester schedule, with classes running the first week of September through the last week of June. Students who have not mastered a course's content must attend Summer Academy in July and August.

Grouping Students

Each grade-level cohort will be grouped into cohorts of 25-29 students. We will try to keep scholars in different permutations throughout the day with mixed-ability structures based on students' prior achievement, and special education or ELL status, while preserving requirements for ICT co-taught classrooms. Our class size allows BLCHS to replicate the high-dosage tutoring of the MATCH model without philanthropic subsidy.

G. SCHOOL CULTURE AND CLIMATE

High school is our last opportunity to prepare scholars for college and beyond. While high-performing charters have been able to achieve unprecedented academic results, most students struggle when they must navigate less structured and more diverse environments, and these students are graduating college at rates between 20-40%. We need high schools that mimic conditions students will face on campus and in the workplace and that help students learn to adapt. At BLCHS, students will develop ethical character and positive leadership skills through instruction in courses like Foundations of Leadership, and through practice in BLCHS's values and routines. BLCHS will explain policies and expectations during orientations, in the *Student and Family Handbook*, and the *Staff Handbook*, and our Dean of Students will ensure all members of the BLCHS community adhere to our expectations. Our core values are articulated in the BLCHS CREED (Courage, Responsibility and Integrity, Entrepreneurial Learning, Excellence and Determination). These values focus all members of the school community on excellence-orientation, growth mindset, humility, community/team first, and integrity.

Four Pillars of BLCHS School Culture

Each pillar functions with continuous cycles of feedback, goal-setting, reflection, and iteration:

1. Clarity, consistency and transparency: For scholars to reach their potential, the school environment must be safe and orderly. Such a school culture maximizes opportunities for learning, risk-taking, and collaboration, setting students up for post-secondary success. A clear system of merits and demerits aligned to the school's core values will create common language around how the core values look in action. A predictable system will feel fair and allow students to make informed choices about how their actions impact outcomes. Per the Dignity for All Students Act (DASA), BLCHS must provide students a positive, inclusive environment free from discrimination and harassment, and we will provide DASA training.

2. Harnessing the power of our community through student and family investment and ownership: We will start our school small in order to work with families and students to embrace and promote our norms and values. During the planning year, school leadership will talk with every family about what they want out of the school, and when we roll out the school

culture system, students and families will see their input in the design. We will also hold annual structured opportunities for input on school policies and procedures. Day to day, there will be intentional and systematic ways for students and families to be the faces and voice of our school policies so that our norms and beliefs are protected by a group of stakeholders.

3. High expectations through no-nonsense nurturing and authentic relationships:

Striking the right balance between warm and demanding is challenging, but essential. During teacher onboarding, BLCHS will ensure that all teachers develop mindsets and strategies that allow them to nurture students while setting high expectations, and supporting students to keep trying to reach higher than they thought they could. Advisory will help build strong relationships between the home and the school, and help students understand performance, set goals, and check on progress. While scholars will know that at least one adult is responsible for supporting their success, the students will also understand that no one will lower the bar.

4. Deliberate release to scaffold independence and success in college and beyond:

BLCHS will provide opportunities for students to practice the *predictable* skills they will need for success in the world beyond as well as to develop *adaptive* skills they will need to navigate emerging challenges. We will also provide intentionality and carefully managed opportunities for supported failure. Allowing space for students to fail safely in school will help them develop the self-management skills they will need for post-secondary success. Scholars will be in constant dialogue with advisors, peers, and mentors about their aspirations, actions, and implications. By the time they graduate, our hope is that they have internalized this process and have sharpened their tools for self-direction and management.

System, Structures, and Rituals to Support School Culture Goals

1. BLCHS's core values are at the center of culture systems and rituals: Our merit/demerit system will be based on our values and incentives/rewards and demerits/consequences will be awarded based on whether students live these values. This will allow us to have explicit community discussions about what these values look like in action and why they matter, and it will provide common language for feedback. Our advisory structure will ensure our core values are woven into daily life. Advisory houses will be named after core values and school awards and reparation events will be structured around these values, creating reflection and growth opportunities. Advisory will focus on social-emotional health and community development with core values discussions, which will be increasingly student led. Advisory may be repurposed for "teachable moments" where stakeholders to join to "preach" core values.

2. Orientation to school culture as a critical rite of passage for new scholars and families: In Year 1, school leaders will make home visits to every incoming student. This initial conversation builds trust and ensures families understand their role in building the school. During these visits, leaders will listen to understand student and family desires, as well as concerns and past challenges, to inform the culture system. Each year, there will be a ritualized introduction to the school where incoming students and families join a celebratory event with food and a warm welcome to the school community by school staff, students, and families. From the first day, we make sure scholars arrive are immersed in BLCHS's norms and rhythms. In addition to a standard orientation, scholars will quickly jump into a mini exhibition cycle with their advisory teams to present an exhibition and receive professional, authentic feedback. Exceeding expectations for first week of high school fosters pride in self, advisory, and school.

3. Prioritize ongoing culture-building that is at once aspirational and inclusive: BLCHS has four quadrants that build strong culture and provide a framework for school rituals to ensure every category is met so that all types of students are reached and feel part of the school community as they are *and* that provides a structure for specific goals and aspirations: Earned & Expected, Earned & Unexpected, Unearned & Expected, Unearned & Unexpected.

4. In addition to general school culture systems and ritual-building for all scholars, we will have Tier 3 interventions for scholars with special needs and/or IEPs: When scholars persistently struggle with infractions that affect their ability to be successful and meet their goals, the school will assemble a “vision team” of the adults inside and outside of school who ensure the scholar will be successful. This [web](#) of support will serve approximately 10% of our school’s most struggling scholars in developing, checking in, and revising plans.

Code of Conduct at BLCHS

The BLCHS disciplinary policy follows the Chancellor’s Regulations, and uses the following guiding principles to train personnel and to enforce our policies.

1. No person has the right to take away another person's learning or create an unsafe space.
2. Consequences will follow common sense logic. For instance, cutting class gets you more school time (Saturday Academy), not less (suspension). Infractions are to be expected and planned for; they are opportunities for learning. The offender needs to understand that people make mistakes and their job is to own it, fix it, and learn from it. Incidents can be used improve culture by clarifying norms and values.
3. When training staff and devising consequences, we will prioritize learning time.

Types of Infractions

We define a disciplinary infraction as a violation of the BLCHS Code of Conduct that occurs while a student is: at school or on school grounds, participating in a school-sponsored activity, coming to or from school or a school-sponsored activity, or engaging online or in person with another member of the school community. We believe it is important to distinguish between actions that harm only the scholar committing the infraction and actions that affect the larger community. Both need to be addressed, but they will trigger different types of responses.

Discipline Procedures Applicable to Students with Disabilities

BLCHS will comply with 300.519-300.529 of the Code of Federal Regulations and the following procedures. In the event that these procedures are inconsistent with federal law or regulations, such federal law and regulations shall govern. Students with disabilities will receive procedural protections in addition to those applicable to all students. A student not specifically identified as having a disability but whose previous school(s) (or BLCHS, prior to the behavior that is the subject of disciplinary action) has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. BLCHS maintains records of all suspensions and expulsions of students including student name, a description of the behavior, disciplinary action taken, and a record of the number of days a student was suspended or removed for disciplinary reasons. If a student’s IEP includes a Behavior Intervention Plan (BIP), the student will be disciplined in accordance with the BIP. If a student identified as having a disability is suspended during the course of the

school year for a total of eight days, the student will be referred to the CSE for reconsideration of the student's BIP and/or for educational placement. If the student does not have a BIP, we will conduct a functional behavior assessment and develop a BIP. Such a student shall not be suspended for more than 10 days during the school year without the convening of a meeting of the Leadership Team and a special education teacher prior to the 11th day of suspension. Such suspensions may be a manifestation of the student's disability or a change in placement.

Community Ownership of Culture at BLCHS

We fundamentally believe that we can build a stronger school culture when parents and scholars feel deep engagement with and ownership of school policies.

- ***The Community Restorative Justice Committee (CRJC)***: This committee is called in when a member of the school commits an infraction that affects the community. CRJC will comprise parents, teachers, and students and will be trained to implement a fair and consistent process. Students will be trained as peer advocates to work with those accused. They will develop and present statements at these proceedings that show their ability to reflect on what has happened and to own it, fix it, and learn from it. The CRJC make a recommendation within a range of consequences, within the Chancellor's Discipline Code.
- ***Annual Plenary***: We will require that school policies and protocols are followed as written. But, we will hold a BLCHS Plenary each February. During this process, scholars and families will have an opportunity to request a reexamination of school policies. After a Board meeting and approval process, the amendment (if any) to the school policy will be made, and the school leadership will make changes to handbooks, policies, systems, and trainings.

III: ORGANIZATIONAL AND FISCAL PLAN

A. APPLICANT GROUP CAPACITY

BLCHS's applicant group consists of a diverse group of professionals with expertise in school startup and operations, teaching, instructional design and leadership, technology, public-private partnerships, finance, compliance, real estate, law, family engagement, and community organizing. The applicant group came together when Dr. Eric Tucker approached educators and families about founding a high school to serve CSD 13 in the Brooklyn Tech Triangle. Planning has been led by the applicant group. The founding Board members have contributed in smaller groups, phone discussions, research and document reviews, community meetings, and other outreach activities. The primary authors of this document are Eric Tucker, Erin Mote, and Kate Cochran with editorial and analytic support from staff at InnovateEDU and friends of the school.

- **Dr. Eric Tucker** is Executive Director at Brooklyn LAB, and is proposed Executive Director of BLCHS. He was director at the Federal Reserve Bank of New York. As managing director of Catalyst Strategy, Eric led school design and implementation work for clients including Harlem Prep, Ascend Learning, Democracy Prep, Excel Academy, and Building Excellent Schools. As CAO and Executive Director of the National Association for Urban Debate Leagues, Eric grew a national network serving 450 urban schools. He taught at high schools in Providence and Chicago and worked for Providence's Superintendent. Eric has a D.Phil. from Oxford and edited the *Sage Handbook of Measurement*.

- **Erin Mote** is the Executive Director of InnovateEDU, a Brooklyn-based nonprofit with a mission to eliminate the achievement gap by accelerating innovation in next generation learning models and tools that serve, inform, and enhance teaching and learning. A recognized technology expert, Erin served as advisor to the Clinton Foundation, Wal-Mart, Chevron, and the U.S. Chamber of Commerce. She created and served as the chief of party for the USAID Global Broadband and Innovations Alliance, managing a \$25 million annual budget and staff of 20. Erin has worked on a range of technology projects and programs with US government agencies, including the US Department of State, the FCC, and the White House.
- **Matthew Brunell** recently served as Chief Operating Officer at Building Excellent Schools, ensuring optimal performance of the organization's efforts in programs, talent and recruitment, operations, development, communications, programs, and human resources. He previously worked as Head of School at an independent, results-driven school serving inner-city youth, as an education law attorney, and as a teacher through Teach For America. Matthew holds a JD from Boston College Law School and a B.A. from Boston College.
- **Jaime White** has worked as a school leader coach and academic systems guru for world-class schools, including Achievement First, and as a leadership coach through the Achievement Network. She served as Senior Director of Curriculum and Instruction at Democracy Prep Public Schools and was the Founding English Teacher/Literacy Coach at Roxbury Preparatory – one of the highest-performing schools in the nation. She completed doctoral studies in Educational, Instructional, and Curriculum Supervision from Columbia University Teachers College, as well as a MEd in Curriculum and Instruction at the UPenn.
- **Jonathan McIntosh** is Middle School Director at Brooklyn LAB. He served as an instructional leader, a Director of Debate, and a Director of Special Education Support Services at KIPP. He also served as an Ambassador Fellow for the US Department of Education. He is an Urban Leadership doctoral candidate at Johns Hopkins.
- **Shaka Phillips** is Dean of Students at Brooklyn LAB. She consulted with Heritage Leadership Collegiate and Freebrook Academy. She served as Dean of Students at Brooklyn Ascend, where she oversaw and designed the charter's cultural, disciplinary, and social programs. She served as a Special Education Coordinator and Learning Specialist at KIPP. She served a Special Educator at the Citywide Special Education Center for Children with Emotional Disturbance in DC. She has a BA from Spelman and an MA in Special Education from George Washington.
- **Michael Kelley** currently serves as Social Studies Teacher, ACT Team Coordinator, and Grade Level Chair at Democracy Prep High School. He has taught US History, Government, World History, Sociology, and English at Largo High School in Maryland. He also taught at Crossland Evening High School. He has coaches Mock Trial, Soccer, and College Summit.
- **James Sayer** is a teacher at Brooklyn LAB. He served as a Teach For America corps member at Achievement First Brownsville Charter School, teaching history and creating data driven lesson plans to promote student achievement. With TFA, he also provided coaching to incoming corps members, providing daily lesson and observational feedback. James has an MA in Teaching from Relay Graduate School of Education, a BA from the University of Virginia, and graduated from Regis High School.
- **Kate Cochran** serves as InnovateEDU's Chief of Staff. She played an integral role in the design and launch process of Brooklyn LAB, as well as engagements with Carnegie and Charter

School Growth Fund. Kate supported work with Sesame Workshop on the Common Core and the design of innovative learning models and tools. Kate has a BA from NYU.

- **Venecia Valles-Cox** serves as Operations Manager at Brooklyn LAB. She was a Buyer and Sourcing Agent at Mount Sinai, where she worked to finalize contracts, procure items, and manage finances. Before that Mount Sinai, she worked at the Henry Jackson Foundation and at Jackson Architectural Studios. Venecia also served in the United States Marine Corps. *Attachment 8b Resume of Proposed School Leader and Attachment 5a. New Applicant and School Trustee Background Information* include CVs for this applicant group. *Table 1. Applicant Group Information* contains details on the proposed role of each applicant group member at the proposed high school. *III.B. Board of Trustees and Government* includes information regarding the proposed members of the Board of Trustees.

B. BOARD OF TRUSTEES AND GOVERNANCE

Trustee Name	Voting Y / N	Position on the Board (e.g., officer or constituent representative)	Length of initial term
Sanda Balaban	Y	Voting member	1 year
Jeff Wetzler	Y	Voting member	2 years
Lindsay Malanga	Y	Voting member	2 years
Kevin Heffel	Y	Chair	2 years
Michael Preston	Y	Voting member	1 year
Tokumbo Shobowale	Y	Voting member	2 years
Nadine Augusta	Y	Voting member	1 year
Rosalyn Curato	Y	Voting member	1 year
Martin Elling	Y	Voting member	2 years

Consistent with the bylaws, the Board shall elect a chair, vice chair, secretary, and treasurer at a special meeting called upon receipt of the charter. The Board includes:

- **Nadine Augusta** serves as head of diversity and inclusion in social responsibility for the Depository Trust Clearing Corporation. She is responsible for leading strategies for the company, including setting the global agenda, establishing the infrastructure, and managing strategic relationships. Nadine previously served as SVP for global diversity and inclusion for Bank of America. She held positions in global technology and operations, as part of the Bank of America/Merrill Lynch Merger Integration Team. Nadine brings 20+ years of experience in financial services, augmented by completion of the Ascent Executive Leadership Program at Dartmouth’s Tuck School of Business.
- **Sanda Balaban** is Executive Director of the Governor's Committee on Scholastic Achievement. She consulted for Global Cities, the New Teacher Center, and 2Revolutions as well as directed strategic learning initiatives for Facing History and Ourselves. She worked for NYCDOE as a founding Network Leader for the Bridges for Learning Network of high schools, as Chief of Staff for the Empowerment Schools Initiative, and as Special Assistant to the East Bronx Regional Superintendent. Sanda worked at the Goldman Sachs and Ford Foundations and has degrees from Harvard Graduate School of Education and Swarthmore.
- **Rosalyn Curato** is Director of Finance at Allovue, where she works with educators to optimize education spending, supports effective internal management of education

finances, and partners with administrators and districts to streamline charts of accounts. Rosalyn previously worked at Afton Partners providing financial consulting to secure sustainable support of innovative schools. Rosalyn spent six years at Citigroup, is a graduate of NYU's Stern School of Business, and attended high school in CSD 13.

- **Martin Elling** is a director at McKinsey, a leader of the North American Pharmaceuticals & Medical Products Practice, and a leader of the global Consumer & Shopper Insights group. He has experience working with companies in pharmaceuticals and medical products to meet strategic challenges. He has developed path-breaking business models and creative product and company positioning that have helped to improve clients' performance. Prior to joining McKinsey in 1993, Martin worked at the German Privatization Agency in Berlin, assisting in the privatization of companies in eastern Germany. Martin holds a BA from the University of Chicago, an MA from Yale, and a JD from Harvard Law School.
- **Kevin Heffel** is the Chief Academic Officer of RePublic Schools and previously served as Senior Managing Director of Instructional Management at Success Academies, where he drew on his background as an attorney and a high school history teacher. He managed the quality of instruction at each of its schools by overseeing the development of school leadership and curriculum. Kevin also served as an attorney at Wilmer Cutler Pickering Hale and Dorr and holds a JD from Boston College School of Law.
- **Lindsay Malanga** is Superintendent of Democracy Prep Public Schools. She previously served Democracy Prep as Assistant Superintendent of Elementary Schools and Principal at Harlem Prep, a nationally renowned turnaround school. She also served as a School Director at Bronx Charter School for Children. She held positions at the Say Yes to Education program at Teachers College, the School Leadership Summit, Harlem Village Academies Charter School, and HEAD START. She has a Masters in School Leadership from Harvard.
- **Dr. Michael Preston** is Executive Director of the NYC Foundation for Computer Science Education. Previously, he served as the Senior Director of Digital Learning and director of Digital Ready at NYCDOE's Office of Postsecondary Readiness. He held positions at the Columbia Center for New Media Teaching and Learning and New Visions for Public Schools. He holds a PhD from Columbia and a BA from Harvard.
- **Tokumbo Shobowale** currently serves as Chief Operating Officer of The New School. He previously served as Chief Business Operations Officer, Chief of Staff to the deputy mayor for economic development, and as Chief Operating Officer of the NYC Economic Development Corporation. In these roles, Tokumbo facilitated the city's economic diversification and, in particular, the applied sciences initiative, which attracted Cornell-Technion to NYC and facilitated NYU-Poly's creation of the Center for Urban Science and Progress. He has worked at McKinsey & Co. and at Dalberg. He holds an MBA from MIT's Sloan School of Management, an MA from Columbia's School of International and Public Affairs, and an AB from Stanford.
- **Dr. Jeff Wetzler** is a Managing Partner at Transcend Education. He previously served as Executive Vice President of Strategy, Innovation and Organizational Development at Teach For America. He also served as EVP of Teacher Preparation, Support, and Development and as Chief Learning Officer. Jeff worked at Monitor Group, an international consulting firm, where he developed and led client engagements on a range of strategic, organizational, and

leadership issues. Jeff is a founding Board member of Uncommon Schools and serves on the Boards of the New Classrooms Innovation Partners and the National Academy of Advanced Teacher Education. He has a doctorate from Columbia Teachers College and a bachelor's in psychology from Brown.

Additional information on Board member qualifications and background, including CVs, can be found in *Table 1: Applicant Group Information* and *Attachment 5a. New Applicant and School Trustee Background Information*.

Board Role

Pursuant to Section 2853(b-1) of the New York State Charter Schools Act, the Board seeks authorization to form an education corporation to operate BLCHS. The Board is entrusted with the charter agreement by the Board of Regents and will have overall legal, financial, and fiduciary responsibility to hold the school accountable to the terms of its charter. The Board's responsibilities will include, but will not be limited to:

- Approving the school's annual budget and strategic goals, and ensuring that the school operates in a fiscally sound manner, including adequate internal financial controls;
- Hiring, overseeing, and evaluating the Executive Director (ED);
- Establishing and maintaining all policies governing the operation of the school;
- Ensuring that the school is accountable for the academic success of its students; adheres to its mission, as well as state and federal guidelines; and uses achievement and performance data to help improve the quality of decision-making;
- Ensuring that the school operates at all times in compliance with its Code of Ethics;
- Facilitating long-term, strategic planning;
- Holding ultimate accountability for the school in its relationship with the Board of Regents;
- Participating, as appropriate, in the grievance process;
- Providing support with public outreach and other services; and
- Determining the schedule of Board meetings.

The ED reports to the Board and oversees the day-to-day operations of the school. Annually at the end of the year, the Board will conduct a comprehensive written review of the ED to evaluate his/her performance in fulfilling the school's mission and performance goals established by the Board. At this time, the Board will make decisions related to employment, compensation, and growth priorities. Throughout the year, the Board will monitor adherence to the school's values, the established performance goals, and its charter.

The Board will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner in compliance with the NYS Charter Schools Act of 1998, Article 56 of the NYS Education Law, Open Meeting Law, and all other applicable state and federal laws and regulations (See *Attachment 5b. By-Laws*).

The Board will have no fewer than five and no more than 17 members at any time. The Board will hold meetings monthly that adhere to the Open Meeting law and will have an annual retreat. Board meetings will be conducted in accordance with Robert's Rules of Order and the school's bylaws. Parents and staff are welcome to attend Board meetings, which will provide opportunities for public comment. The Board will proactively evaluate Board composition and

screen candidates relative to stated capacity and diversity goals. Qualifications to serve on BLCHS's Board include: 1) belief in the mission and design of the school; 2) the expectation that all students, regardless of special needs or English language proficiency, can and will achieve academic excellence; 3) demonstrated understanding of Board duties and relevant experience and expertise; 4) ability to attend Board and committee meetings and volunteer for Board work; and 5) capacity to examine performance data, financial documents, and management reports and make informed decisions in the best interest of the school.

General Responsibilities of BLCHS Board Officers

- **The Chair** of the Board has general supervision, direction, and control of the affairs of the school, subject to Board control, and such other powers as the Board may prescribe. When present, the Chair will preside at Board meetings.
- **The Vice-Chair** acts in the place of the Chair if the Chair is absent or unable to fulfill his or her duties. When acting as Chair, the Vice-Chair will have all the Chair's powers and be subject to the same restrictions.
- **The Treasurer** acts as custodian of school funds and will provide the appropriate segregation of duties to create strict internal fiscal control policies. The Treasurer will inform the Board of the school's ongoing fiscal condition, including commissioning, and receives the annual audit report.
- **The Secretary** will be responsible for keeping the minutes, ensuring public notice of meetings, maintaining records of Board membership and decisions, interpreting the bylaws in the case of a dispute, and any other duties the Board may prescribe.

Board Committees

The Board will have four permanent committees: Executive, Audit, Academic, and Board Development and Nominating. The Board Chair may create ad hoc committees to handle targeted issues such as facilities. Committee chairs will be appointed by the Board Chair, except in the case of the Executive and Audit Committees. At appropriate intervals, the chairs of permanent and standing committees will provide reports of committee activity to the Board.

The Executive Committee, chaired by the Board Chair, will facilitate effective decision-making by the Board. Composed of Board officers, this committee is responsible for planning Board meeting agendas and communicating with other Board members.

The Audit Committee, chaired by the Treasurer, coordinates the Board's financial oversight responsibilities. Additional responsibilities include oversight of the school's auditing, facilities, and financial management.

The Academic Committee works to ensure that the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution, and supports the ED in the maintenance, promotion, and improvement of the academic standards set forth in the charter. The primary responsibilities of this committee include advising the Board on the school's core activities of teaching and learning; recommending to the Board the adoption of academic policies consistent with the vision, mission, and plan; adopting procedures to benefit Board-approved academic policies;

advising the Board on the academic program; and working with the ED to monitor and advance the quality of academic activities.

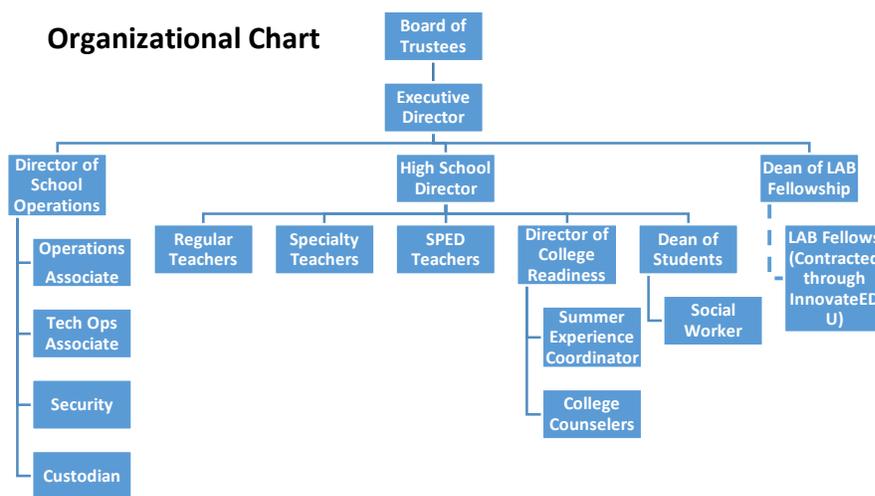
The Board Development and Nominating Committee exists to prospect, contact, recruit, orient, support, and evaluate Board members. The Board needs to continually recruit, select and develop new members. This Committee This committee ensures that the Board reflects the community BLCHS serves.

The Board’s Relationship to the Authorizer

The Board will enter into a performance contract with the Authorizer. Understanding the importance of the NYS Charter Performance Framework for renewal, the Board will privilege the Framework throughout the term.⁶¹ The Board understands that the Board of Regents authorizes our initial charter and any charter renewal, and that The Authorizer will conduct ongoing monitoring of the school including site visits and audits. The Board and executive staff understand that they must respond to all NYCDOE and NYSED requests in a timely manner, and that we are required to maintain all records as outlined in the monitoring plan for inspection by the Regents and/or their agents.⁶²

C. MANAGEMENT AND STAFFING

Identifying, recruiting, developing, and retaining faculty and staff is critical to ensuring the success of our scholars. We will recruit and train an experienced, effective roster of teachers and a school leadership team that includes an Executive Director, High School Director, Director of School Operations, Dean of Students, and Dean of the LAB Fellowship. Figure 3 outlines the management structure and reporting responsibilities for BLCHS’s personnel. See the staffing plan below for hires and years.



The Executive Director (ED) is hired by the Board to lead the school. He/she will work with the Board and staff to ensure the effectiveness of internal management systems, so that everyone understands his/her role and moves the school and mission forward. The ED oversees BLCHS’s

operations, including compliance management, data analysis and data-driven instruction, financial management, governance, legal matters, personnel and certification, transportation, food services, health and safety, systems thinking, and technology management. He/she will

⁶¹ New York State Education Department. (2010). Charter School Performance Framework.

⁶² New York State Education Department. (2011). Monitoring plan for New York State Charter Schools authorized by the Board of Regents.

oversee administrative and operational functions of the school. He/she reports to the Board and supervises leadership team. This position is shared with Brooklyn Laboratory Charter School.

The High School Director serves as instructional leader, supervising academic programs, evaluating lesson plans, and observing classes on a regular basis to ensure alignment with the NYLS through coaching and teacher professional development. He/she will ultimately be accountable for student achievement results at BLCHS. He/she will hold primary responsibility for the ongoing development, implementation, and assessment of the school in collaboration with the ED and the Director of School Operations.

The Director of School Operations (DSO) reports to the ED and is responsible for non-academic operations, including the business operations, finances, and compliance with its charter and all laws and regulations. He/she is responsible for the school's budget, accounting, and financial reporting; enrollment and student records; human resources, payroll, and credential management; meals programs and receipts; the physical facility; health services; information technology; procurement; security and school safety programs; regulatory compliance; and supervising the non-academic staff at the school.

The Dean of Students will report to the High School Director and lead the school's core behavior and character education programs. He/she will supervise the consistent, fair administration and tracking of student conduct and discipline, as well as coach teachers on classroom behavior management techniques. He/she will assist the leadership team in the design and execution of a culture of entrepreneurial learning. He/she will serve as the main contact with families of students to facilitate parent education and involvement.

The Director of College Readiness (DCR) will report to the High School Director and serve as the lead for the foundations program and ensuring all students have the academic and social and emotional skills to be on a pathway to college readiness.

The Dean of the LAB Fellowship will report to the ED and manage the high-dosage tutoring program. He/she will be supported by a second Dean of LAB Fellowship in Year 3 (Y3). He/she will ensure the proper training and development of the LAB Fellows. He/she will supervise the on Boarding process of Fellows, and assess their progress via small group observations, ongoing coaching and student interviews. He/she will serve as the primary liaison to InnovateEDU.

Summer Experience Coordinator will report to the DCR and manage internships, partnerships and experiential learning for scholars to ensure experiences generate learning.

Teachers at BLCHS are highly effective instructors, dedicated to BLCHS's mission and experts at classroom management and instructional rigor. Teachers use data consistently and efficiently to differentiate instruction. Teachers will remain in constant contact with students and their families, to identify under-achieving students and develop proactive plans to ensure success. Whenever possible, BLCHS seeks to hire teachers certified in special education and/or teaching English to speakers of other languages, as well as the subject they teach. See *Attachment 8a Hiring and Personnel Policies and Procedures*.

The Special Education Teacher (including Student Services Coordinator) will design, develop, and coordinate the Special Education program at BLCHS, ensuring that the school remains in full compliance with special education laws. Special education teachers will ensure the success of students who are at risk for academic underperformance because of academic,

emotional, or physical challenges. They monitor 504 and IEP compliance. The Special Education Teacher/Student Services Coordinator will have a degree in special education or a related field, and the appropriate state certification and other relevant credentialing. They work in and out of the classroom (push-in, pull-out) with students the instructional staff have identified as having additional needs, including, but not limited to, those classified as ELLs. See *II.G Special Student Populations and Related Services*.

Specialty Teachers will lead BLCHS's programs in physical education, health, art, music, and other elective courses. Specialty teachers will have expertise in the subject they teach.

Social Workers will support BLCHS student's academic learning by implementing strategies that promote their social and psychological well-being, including mandated and non-mandated counseling. He/she will also work with the Dean of Students to build cohesive developmental behavior intervention programs. They will provide information and counseling to help students, parents, and school staff work together to solve problems by communicating and providing referrals to other resources.

College Counselors will report to the DCR and provide a comprehensive competency-based counseling program focused on the learning, personal/social, and career/vocational needs of all students. They consult with students, parents, and school staff to assist students with academic/career planning. They will meet individually with all students within his/her cohorts to assist students with scholarship, college entrance, and financial aid applications.

Operations Associates will report to the DSO and work closely with him/her to support all non-academic operations at the school, ensuring compliance with the school's charter and all laws and regulations. He/she will manage all aspects of the free- and reduced-priced lunch program (FRPL), administrative systems, and routines of the school.

Technology Operations Associates will report to the DSO and work alongside the Operations and Leadership Teams to support all non-academic operations pertaining to technology at the school, ensuring compliance with its charter and all laws and regulations.

LAB Fellows make up an elite group of new educators who provide extensive small group and 1:1 tutoring. Recruitment will include efforts to build a pool of strong bilingual candidates to provide support to students and connect effectively with families. Fellows are employees of BLCHS service provider InnovateEDU and make a yearly stipend in addition to being eligible for federal student loan forgiveness. This model allows Fellows to maximize a tax free student loan benefit available only through the InnovateEDU Fellowship while minimizing expense for BLCHS. BLCHS anticipates entering into a fee-for-service contract with InnovateEDU, which will be reviewed annually by the Board. Fellowship responsibilities and assumptions are described in depth in *II.C Curriculum and Instruction*.

Attachment 8a Hiring and Personnel Policies and Procedures provides extensive detail regarding how BLCHS recruits, selects, and retains effective teachers. It also details BLCHS's competency frameworks and screening criteria that together describe what we consider to be appropriate experience, training, and skills for faculty and leadership. BLCHS seeks to hire certified instructional personnel who have extensive experience in urban classrooms. *III.K. Budget and Cash Flow* and *Attachment 9 Budget and Cash Flow Template* describe compensation packages, raises, and staffing needs aligned with the budget.

As discussed in *II.D. Assessment System*, *III.D. Evaluation*, *III.E. Professional Development*, and *II.C Curriculum and Instruction*, BLCHS will use formative, interim, and

summative assessment data to drive key decisions about evaluation, retention, and support of leaders and faculty. The competencies and screening criteria described in *Attachment 8a Hiring and Personnel Policies and Procedures* reflect this commitment and speak to the central role of assessment data in evaluating staff.

Staffing Plan

BLCHS's staffing reflects our anticipated enrollment and growth:

	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
Executive Director	1	1	1	1	1
High School Director	1	1	2	2	2
Dean of Students	1	1	2	2	3
Director of School Operations	1	1	1	1	1
Director of College Readiness	0	0	1	1	1
Dean of the LAB Fellowship	1	1	2	2	2
Operations Associate	1	1	2	3	4
Tech Operations Associate	1	1	1	1	1
Teacher - Regular	5	7	14	26	30
Teacher - SPED	4	4	7	15	17
Specialty Teachers	1	3	4	7	8
Social Worker	1	1	2	3	3
College Counselor	1	1	2	2	3
Summer Experience Coordinator	0	1	1	1	1
Custodian	0	1	2	3	3
Security Guard	0	1	2	3	3
Total	19	26	46	73	83

Recruitment Process and Retention

See *Attachment 8b Resume for Proposed School Leader* for the background experience of the current candidates for ED. We follow a four-step process designed to maximize leader effectiveness. First, we define a Leadership Competency Framework, outlined in *Attachment 8A Hiring Personnel Policies and Procedures*. This Framework represents the skills, knowledge, and orientations that a school leadership team needs in order to effectively lead a charter school. Second, BLCHS will build a candidate pool through a national search. We have developed an effective recruiting function resulting in a strong leadership team and faculty. We will continue to employ this function for BLCHS. BLCHS will widely post open positions on our website as well as with Teach For America, the National Alliance of Public Charter Schools, NYC Charter School Center, Idealist.org, Chalkbeat, EdSurge, and Indeed. Third, once the charter is received, we will be highly selective and rigorous, requiring candidates to demonstrate skills and dispositions to evaluate alignment with their stated beliefs and accomplishments. Fourth, BLCHS will provide comprehensive training and development, giving school leaders authentic opportunities to

lead, make mistakes, and grow. Leaders will be evaluated based on metrics of student performance, parent and student satisfaction, and teacher retention.

As part of the design process, we will explore the relevance of teacher roles and various retention approaches to our high school. Teachers and staff will be evaluated based on their effectiveness in promoting student learning and/or their fulfillment of professional responsibilities and expectations. *III. D. Evaluation* provides an overview of these criteria as well as a detailed plan for data-driven evaluation of teaching and instructional staff. *II. A. Achievement Goals* outlines the absolute comparative and growth measures against which every teacher will be evaluated.

In order to retain highly effective teachers, LAB has performance based bonuses, a generous annual professional development allowance, a 5% contribution of base salary to a retirement vehicle with full vesting within five years, and an extremely competitive benefit package. In addition, LAB is extremely attentive to ongoing and continued professional development for educators, including a robust coaching model that ensures even experienced teachers have a pathways to professional growth.

Rationale for Staffing Structure

The staffing plan for BLCHS is designed to ensure that students receive the level of excellent instruction, in every classroom every day, required to get them to and persist through college. Throughout the school's growth, the overall teacher-student ratio remains at about 1 teacher for every 19 students, ensuring that every teacher is able to effectively differentiate instruction and focus on the personal and academic achievement of each student. LAB Fellows are integral to the BLCHS model and serve to first meet students where they are instructionally, including remediating key skills (in grades 9 and 10) and then to provide supplemental lessons targeted at college level coursework (in grades 11 and 12). The academic leadership team is structured to ensure that teachers have the support they need to provide excellent instruction and interventions. Working closely with the Dean of Students and the rest of the leadership team, the Social Worker works to understand and resolve the complex personal issues affecting our population of traditionally underserved students, so that we can best develop personalized plans. In addition, our college preparatory curriculum would be incomplete without dedicated college counselors, who will be introduced in Y1, so that our students begin developing their college roadmap in their sophomore year. In Y3 of operation, a second Dean of Students and High School Director will be added to ensure that instructional leadership responsibilities can be effectively distributed. The school operations team is designed to take all non-academic tasks off the plates of the High School Director and Deans, so that they can dedicate their full time and energy to supporting an excellent academic program.

C.1 CHARTER MANAGEMENT ORGANIZATION – N/A

We do not intend to contract with a charter management organization.

C.2 PARTNER ORGANIZATION -- N/A

C.3 STRATEGIC BUSINESS GROWTH PLAN -- N/A

D. EVALUATION

BLCHS will undertake annual programmatic audits in accordance with Education Law § 2851(2)(f). Information gathered for and provided in this process will inform classroom instruction and school-wide decision-making. The school will submit an annual report to the New York Board of Regents and the BLCHS Board of Trustees, in accordance with Education Law § 2857(2). This will include the state-mandated *School Report Card*. The annual report will further include a discussion of the progress made toward the school's achievement goals. In addition to audits required by law, BLCHS will engage a firm to conduct a whole school review prior to the end of each school year to assess efficacy. The review will consist of classroom observations, school walkthroughs, and staff and student surveys, evaluated using a rubric. The goal will be to provide an accurate and unbiased account of school culture, achievement, and efficacy. The results of the review will be compiled into a single Review Report, containing the full results of the review and a summary highlighting strengths and potential areas of improvement. This report will be disseminated to ensure that leadership and Board remain accountable for results at the school. BLCHS will undergo an annual review of the curriculum to assess student progress toward academic goals across the curriculum and within specific domains. The review will include teacher ratings of satisfaction with rigor and CCLS alignment.

BLCHS is committed to continuous improvement, which requires frequent self-review. From the Board, to the leadership, to the teachers, tutors, and students, a belief that we can always do better—is at BLCHS's core. *II.C Achievement Goals* describes the framework used to assess BLCHS's leaders, faculty, and Board. We will also undergo rigorous self-evaluation yearly to highlight areas for improvement. The following data will be collected and analyzed:

- Assessments will give us a picture of whether our students are on track for college success.
- Attendance and retention will provide insight into buy-in from students.
- Student demographic data will show whether the school is open to all students.
- Student and family surveys will indicate satisfaction with BLCHS.
- Staff surveys will indicate whether staff have the resources and support needed to succeed.
- School culture indicators will show whether students feel safe, included, and cared for.
- Fiscal indicators will provide evidence of the operational team's capacity to manage cash flow throughout the year and the Board's success at anticipating budgetary priorities.

The ED will compile these data, along with recommendations, at the Board's summer retreat. Based on trends that emerge from the strategic review, the Board will have the opportunity to provide feedback and adopt changes.

Evaluation of the Executive Director: The ED will be evaluated annually, based on the overall performance of the school, codified in a rubric developed by the Board. The Board will take into account staff, family, and student survey results, fiscal indicators, student achievement data, and indicators of school culture. The evaluation process will be led by the Board Chair and presented to the full Board for discussion.

Evaluation of the leadership team: The ED will evaluate the leadership team and will make recommendations about compensation, promotion, and termination. Each administrative staff member will be evaluated on the basis of the responsibilities in his or her job description

as well as overall contribution to the development of a viable school institution and a strong culture. Leadership will be evaluated against the Leadership Competency Framework outlined in *Attachment 8a. Hiring and Personnel Policies and Procedures*.

Evaluation of teachers and tutors: BLCHS employs a Teacher and Leader Effectiveness system to support the development and retention of effective teachers and school leaders. Our system seeks to measure performance, recognize outstanding work, and provide opportunities for continual professional growth. The School Director(s) will formally evaluate teachers twice per year on the basis of frequent informal observations, formal extended observations, responses to feedback, classroom management, student achievement data, and a teacher self-evaluation. Teachers' evaluation results will be used to create personalized coaching and PD plans that support their growth. Teachers with severe performance shortfalls at the time of the first performance evaluation will be placed on probation and will develop an improvement plan with the School Director(s) that outlines specific objectives, strategies, and deadlines for improvement. The formal evaluation, will be used to inform decisions about compensation, assignments, and retention. The comprehensive annual evaluation system for the performance of instructional staff is based on multiple measures of effectiveness, including student achievement measures. Teachers will be evaluated across two domains:

1. ***Effectiveness in promoting student learning:*** A teacher's level of effectiveness will be based on: i) a series of classroom observations; ii) annual student academic growth and absolute achievement; and iii) student evaluations using student perception.
2. ***Fulfillment of professional responsibilities and expectations:*** A teacher's fulfillment of his/her responsibilities and expectations will be based on: i) the quality of the teacher's preparation and contributions to the school's planning processes and ii) the quality of the fulfillment of his/her administrative responsibilities.

Based on these evaluations, the School Director will rate teachers as highly effective, effective, developing, or ineffective. These ratings will determine whether a teacher's contract is renewed. Teachers receiving an ineffective rating will not be eligible for renewal.

LAB Fellows will participate in similar performance evaluations twice per year, conducted by the Dean of the LAB Fellowship. The evaluations will take into account tutorial observations, professionalism, response to feedback, relationships with the teachers, and contribution to a strong school culture.

Family and student satisfaction: To assess whether BLCHS is meeting the expectations of the families we serve, we will annually administer an in-depth survey to every parent in the school. Parents will be asked to rate their satisfaction with the school, their child's teachers and tutors, and the level of communication and to make suggestions or express concerns. The data from the parent survey will be presented to staff and the Board and will be used in all aspects of the school's continual improvement process. BLCHS will publicize survey results via BLCHS's parent newsletter, Annual Report, and website.

Evaluation of the Board: The Board will undergo an annual self-evaluation to assess its effectiveness at overseeing the school's operation and providing strategic guidance to the ED. This process may be conducted with the assistance of an outside facilitator and will assess the Board's ability to meet its annual and multi-year goals. Each August, the Board will establish its annual goals and mid-year benchmarks and revise its multi-year goals. This process, and the goals produced, will directly support and align with the school's annual and multi-year goals

created by school leadership and approved by the Board. Each month, the Board will assess its progress toward achieving these goals via the Governance Dashboard. Board members will also establish individual goals in August based on their respective roles and the school's annual and long-term goals. Members will then review their progress in meeting their goals in December and June and will meet with the Board Chair for discussions about progress toward goals. The following priorities guide the Board's overall goal-setting and self-evaluation:

1. Organizational strength: We will demonstrate proficiency in managing financial resources:

1. Each year, the school will comply with all applicable federal and state laws, rules, and regulations, and the provisions of its bylaws, provisional charter, and charter agreement.
2. External, annual audit reports will demonstrate that BLCHS exceeds accounting standards.
3. Each year, the school will have in place and maintain effective systems, policies, procedures, and other controls to ensure legal and charter requirements are met.
4. Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents, makes recommendations as needed, and is in proportion to the legal expertise on the Board, if any.
5. Each year, if needed, the school will take corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor or SED.
6. Each year, the school will operate its core academic program on less funding per pupil than the average per-pupil funding of NYCDOE.
7. Budgets for each year will demonstrate effective allocation of resources to ensure effective delivery of the school's mission as measured by annual budgets approved by the Board.

2. Administrative strength: We will demonstrate proficiency in managing school staff.

1. Each year, the school will keep negative staff attrition to 25% or less. Negative attrition is leaving to take a substantially similar position within NYCDOE.
2. Each year, the school will hire/renew and oversee a qualified Executive Director.
3. Each year, BLCHS will maintain daily staff and student attendance of 95% or better.
4. Each year, the school will receive an overall average score of 7.5 or above from teachers on the NYC Learning Environment Survey.

3. Public viability, support, and satisfaction: BLCHS will demonstrate proficiency in satisfying families, teachers, and community supporters.

1. Each year, the school will receive an overall average score of 7.5 or above from parents on the NYC Learning Environment Survey in the areas of Academic Expectations, Communication, Engagement, Safety, and Respect
2. Each year, BLCHS will maintain a waitlist equal to at least 25% of current enrollment.
3. 85% of students who complete the year at BLCHS will re-enroll for the following year.
4. Each year, BLCHS will maintain a negative student attrition rate of less than 10%. Negative student attrition is leaving to attend non-selective New York City schools.

For information on evaluation of the PD program, see *Section III.E. Professional Development*. For more information on evaluation of operational effectiveness and fiscal soundness, see *Section III.J. Financial Management*.

E. PROFESSIONAL DEVELOPMENT

Professional Development (PD) at BLCHS is designed to advance two goals: 1) to establish a culture where students have the skills and discipline to be ready to learn, and 2) to ensure that the school fosters academic excellence and rigor and that students achieve at the highest levels. Developing excellence and effectiveness in BLCHS faculty will be the top priority of the Executive Director and School Directors. The School Directors will serve as the primary in-house professional developers for programs, supported by the leadership team, experienced teachers, and outside experts. BLCHS's PD will be delivered throughout the year and will include 19 summer days, 39 early release half days, and outside programs and courses chosen by individual teachers with the support of the School Directors. All teachers will have daily planning and collaboration periods as well as an annual professional development stipend.

PD Structures at BLCHS

Summer PD

The 19 days during the summer will develop the foundation for a strong school culture and the delivery of rigorous instruction in a way that meets the needs of complex learners. The PD will focus on four primary areas:

1. Developing a Strong Adult Culture: A school without strong adult culture is not set up to function effectively and meet the goals it sets for scholars. To maximize time and keep the focus on students, every member of the staff must have a common mission and vision, develop mindsets ("the BLCHS way") essential to getting the work done, and employ norms for feedback and teamwork. Through sharing stories of why people came to BLCHS, participating in authentic team building, getting to know the stories of BLCHS scholars, families, and the CSD 13 community, unpacking the BLCHS mission, developing and practicing living norms and delivering feedback—the staff will develop the habits and tools that will create a thriving culture where students can thrive.

2. Developing Common Procedures for Common Practices: There are a core set of common procedures and expectations (entry to class, family grade update calls, advisory protocols) that BLCHS will develop to set a clear vision elucidated by rubrics and video for coaching. This is allows a unified focus on excellence, preserves critical teacher time (not on figuring out the best way, but in learning to implement one that has been curated), and students will know what to expect, saving valuable instructional time. There are a core set of taxonomy moves based on Doug Lemov's *Teach Like a Champion* that will be prioritized and explicitly taught in PD so teachers have a common way of handling predictable needs in the classroom (e.g.: 100%, Right is Right, Everybody Writes). Summer PD will build the skill of teachers through *practice*. Teachers will watch high-quality examples of each of these moves, articulate the criteria for success for each of them, and then will have drill (single skill isolated) and scrimmage (several skills practiced at once) opportunities to try these out. Teachers will be rated on their execution of these skills according to the rubrics and school leaders will work with teachers until they are able to demonstrate proficiency of the ones most core to a strong start of the year.

3. Curriculum Development for Unit One: Teachers need to start the year with strong lesson plans and strong coordination with the Fellows and teachers with whom they will work. Teachers need to know what bar they are teaching toward, so PD sessions will help teachers understand the college-ready bar in their subject area as defined by the CCLS, the College Board, and research from organizations like Conley’s EPIC that backmap from college requirements and expectations. Teachers will start the year with a clear sense of the bar of rigor they should expect and equipped with tools to help scholars meet that bar. Summer PD enables teachers to first look at exemplary work in their subject and unpack the elements that make it college-ready. Teachers will learn to use key rubrics in their subject areas (where possible from the College Board) to give salient and actionable feedback to scholars on their work. Teachers will also learn how to unpack a unit plan and then build and/or refine daily lesson resources; at the end of the first week of PD, lesson plans for the first mini-unit will be submitted for review and feedback.

4. Leveraging Tools to Serve All Scholars: Teachers must be prepared to address the needs of diverse and complex learners at BLCHS, including students at risk of academic failure, students with disabilities, and ELLs. PD prepares teachers to be strategic, deliberate, and purposeful at supporting all scholars. Teachers will learn to ensure complex learners achieve at high levels through specialized instruction tailored to their unique needs, supports that build on their strengths and mitigate their challenges, and an environment that is engaging and sparks their desire to learn. Teachers will gain understanding of the supports and interventions necessary to succeed in a personalized learning system through the use of a multi-tiered system of supports.

PD During the School Year

A key feature of BLCHS is that everyone—students, teachers, leaders—are relentlessly focused on growing and getting better. We all understand that the work we are doing is both hard and critical and so we are aggressive about constantly learning in service of our collective mission. To that end, we have developed structures to support teachers to grow quickly.

First Week Huddles: School year PD begins during the summer in the afternoons following Preparation Academy (summer school for students in the last week of August). Once students leave at 1:25pm, teachers will reflect on successes and challenges of the day and plan improvements for the next day.

Coaching Meetings: These weekly meetings between a teacher and his/her coach are usually protocol-focused and will cycle, depending on the time of year or identified area of need. The topics will generally be:

1. **Looking at Student Work/other Data Analysis:** One of a coach’s key jobs is to help keep a teacher’s focus on what students are *demonstrating* they know and are able to do and identifying key gaps and misconceptions that are keeping them from meeting the bar. These meetings will conclude with an instructional action step designed to close the identified gap of highest leverage for the class.
2. **Intellectual Prep/Co-Planning:** This meeting type ensures that the teacher has had a chance to preview upcoming material, articulate the nuance and/or key

understandings/predictable misconceptions. Depending on the teacher's level of intellectual prep pre-work, this session might include lesson planning or tweaking.

3. **Observation, Feedback & Practice:** While a leader might send email feedback to a teacher at any time, more formal meetings after a classroom visit would be practice-based around a high-leverage move that would help advance student achievement goals (e.g. 100%).
4. **Real Time Coaching (RTC):** School leaders might help a teacher improve rapidly by giving "real time" feedback, especially in an area of focus. RTC aims to set the teacher up with the tools to employ the technique before the coach leaves.

Weekly Faculty-Wide PD

During the school year, BLCHS teachers will have weekly half-day Wednesday PD sessions designed to ensure a relentless focus on a rigorous academic culture with tight discipline systems, common language, and consistent expectations. Wednesday PD will include inquiry groups that allow teachers to collaborate around action research projects; grade level sessions where teachers focus on developmentally-appropriate content to meet the needs of students in their grade. Time will also be reserved during the day for teachers to collaborate as grade level teams, departments and Fellows, as well as serve on school committees and perform peer teacher observations. The School Directors will choose BLCHS faculty or faculty members from other high-performing schools to present effective practices in PD sessions. From time to time, expert consultants will be brought in to support the entire staff, and BLCHS staff members will regularly lead PD sessions on topics in their expertise. PD days will include at least two days observing other exemplary schools, teachers, and curricula. See *Attachment 3b Sample Weekly Teacher Schedule* and *Attachment 3c First Year Calendar* for the proposed calendar.

Outside PD opportunities

While frequent faculty-wide PD is an important element of building the BLCHS school culture, BLCHS also wants to ensure that individual teachers are given the opportunity to pursue outside. Each faculty member will receive funds each year to use towards approved Individual PD Plans. BLCHS has budgeted \$1,315 per staff member per year for conferences, certifications, and other PD in addition to a \$500 travel stipend per staff member per year. Outside PD may also include courses, retreats, conferences, visits to schools, or other opportunities deemed valuable and necessary by the faculty member in conjunction with the School Directors.

Evaluation of the PD Program

Like BLCHS's academic program, the PD program will be evaluated routinely and improved based on assessment data. Staff will be surveyed at the end of Summer PD and at the end of each semester to evaluate which sessions were useful, which were not, and topics or skills staff would like to learn about in future sessions. Student assessment data will also be used to identify areas in which students are struggling in order to target future PD sessions to address teacher needs in improving lesson plans, classroom management, or other elements.

Teacher Retention and Establishing a Professional Climate

BLCHS strives to recruit and retain staff dedicated to student achievement and improving the way curriculum mastered by students. Integral to our goal of preparing all students to succeed

in college and careers is creating a professional climate in which staff are able to grow and hone their instructional skills and become among the best in their fields. BLCHS employs a Teacher and Leader Effectiveness system to support the development and retention of the most effective teachers and school leaders. Our system seeks to measure performance, recognize outstanding work, and provide focused opportunities for continual professional growth. We focus on critical inputs to strong instruction and on student outcomes, including an annual survey that asks students to assess faculty.⁶³

Organizational Capacity Building and Sharing Resources and Best Practices

To complement Wednesday PD sessions (where teachers share resources and best practices) BLCHS will provide access to software platforms such as Cortex and Better Lesson enabling BLCHS staff to be a part of a larger community of practice and sharing.

F. FACILITIES

Pursuant to Section 2853(3)(e)⁶⁴ of the Education Law, BLCHS will submit a Written Request for Co-Location in a Public School Building in downtown Brooklyn in CSD 13 to the NYCDOE upon receipt of a charter. BLCHS chose to locate in downtown Brooklyn to take advantage of the Brooklyn Tech Triangle's rapidly expanding tech industry. This will allow for rich partnerships, which we will enhance our STEM classes and internship programs. Despite our desire to co-locate in downtown Brooklyn, we anticipate our request will be denied due to the lack of available public space. If this occurs, BLCHS has a contingency plan (detailed below) to secure a private facility. Our financial model assumes private facilities in downtown Brooklyn, with rental assistance amounting to 20% of the per-pupil aid (outlined in Attachment 9. *Budget and Cash Flow Template* to locate and renovate in private, rented facilities).

We have estimated required square footage (see chart below) that accommodates administrative, instructional and common space. BLCHS's curricular and staffing model prioritizes open study space outside of classrooms and administrative areas to be used for activities such as tutoring, use of computer and other digital tools, and a variety of enrichment tools and programs provided by our community partners, including HIVE members.

Based on extensive research and discussions with professionals, we have determined that the price for an appropriately zoned, health and safety-compliant building in downtown Brooklyn will range from \$28 to \$38 per square foot (sq. ft.). We have identified three spaces that fit our space and occupancy requirements. Our top two sites would require no zoning or certificate of occupancy changes. To ensure ADA and occupancy compliance, we will budget \$720,000 in Y1 for renovations. Our building will average approximately 102 sq. ft. per student in Y1, 108 sq. ft. in Y2, 88 sq. ft. in Y3, 82 sq.ft. in Y4, and 71 sq. ft. in Y5 all well within state facility guidance. BLCHS will not rent residential facilities.

We have estimated at the highest end of the range (\$38 per sq. Ft.). We assume a 1% elevator annually for a 10-year lease. Once the charter application is approved, BLCHS will immediately begin negotiations to sign a lease, determine whether renovations are necessary, and obtain permits to secure occupancy by July 1, 2017 (see *III.L. Pre-Opening Plan* and *Attachment 9 Budget and Cash Flow Template*). Our founding team has extensive experience

⁶³<http://www.metproject.org/resources.php>

⁶⁴N.Y. EDN. LAW § 2853: NY Code - Section 2853: Charter school organization; oversight; facilities. See N.Y. Educ. L. § 2853(3)(e). Retrieved from: <http://codes.lp.findlaw.com/nycode/EDN/II/56/2853#sthash.mCh5OEHs.dpuf>

identifying and renovating G-zoned facilities in downtown Brooklyn. Our founding Board will also establish a real estate subcommittee comprising members with decades of experience with commercial real estate development, architectural services, real estate law and finance, project management, and general contracting.

To renovate the space, we have budgeted \$60 per sq. ft. in Y1 and \$90 per sq. ft. in Y2-Y4. We anticipate that in Y1, the base rent amount will include some tenant-improvement dollars and therefore have discounted our renovation per sq. ft. costs. We will conduct renovations as we occupy the space, assuming 12,000 sq. ft. in Y1 and an additional 15,000 sq. ft. in Y2-Y4. To finance this renovation, we anticipate being able to secure a low-interest loan from an established grant-making organization (see *III.K Budget and Cash Flow*). Planning conservatively, we have budgeted for a \$1.8 million loan, amortized over three years at 8% interest, which is well above the current commercial construction loan rate.

None of the facilities that we have located in downtown Brooklyn have adequate space for physical education. We have budgeted for an arrangement with the Boys and Girls Club at the Navy Yard to access their facilities during hours when they are not being used.

	Year 1	Year 2	Year 3	Year 4	Year 5
Students	117	249	474	692	799
Number of General Classrooms	6	10	16	24	27
Average Classroom Size	20	25	30	28	29
Classroom Space (including open space, hallways, & restrooms) (sq. ft.)	1,258	1,258	1,258	1,258	1,258
Science Lab Space (sq. ft.)	1,258	2,516	5,032	7,548	7,548
Student Services Space (sq. ft.)	800	800	2,000	2,000	2,000
Total Classroom & Specialty Space (sq. ft.)	9,606	15,896	27,160	39,740	43,514
Food Service Space/Multipurpose (sq. ft.)	1,000	3,500	3,500	3,500	3,500
Open Study Space (sq. ft.)		4,000	4,000	4,000	3,000
Gym (sq. ft.)			3,000	3,000	3,000
Administrative Space (sq. ft.)	1,200	3,500	4,000	5,000	5,000
Total Square Feet	~12,000	~27,000	~42,000	~57,000	~57,000
Rent Expectation (sq. ft.)	\$38	\$38.38	\$38.76	\$39.15	\$39.54
Rent Per Pupil	~\$3,897	~\$4,161	~\$3,435	~\$3,225	~\$2,820

G. INSURANCE

BLCHS will maintain insurance coverage in adequate amounts whenever operations warrant such insurance. Coverage will be maintained at levels recommended by the Treasurer and approved by the Board but at no less than the amount stipulated below. Coverage will be reviewed by the Board on a biannual basis prior to premium payment. In the fall of 2016, BLCHS will release an RFP to secure insurance coverage. Based on the nature of BLCHS's operations, consultation and an estimate obtained from Austin & Co. (See *Attachment 9 Budget and Cash Flow Template*) and similar charter schools' experience, we determined that the following coverage is warranted in Y1-Y3:

Coverage	Limits	Includes
Commercial General Liability	\$1,000,000 per occurrence, \$3,000,000 in the aggregate	Business Personal Property, Bodily Injury, Sexual Misconduct
Student Accident Liability	\$50,000 and catastrophic up to \$1,000,000	
Educator Legal Liability	\$1,000,000 per occurrence and \$1,000,000 in the aggregate	Directors and Officers Liability and Employment Practices Liability
Excess Liability Umbrella	\$10,000,000	On top of Employer's, General, Auto, Sexual Misconduct, Educators Legal
Commercial Crime	\$250,000 per occurrence	Employee Dishonesty, Theft, Computer Fraud
Workers' Comp.	Statutory	
Directors and Officers	\$1,000,000 per occurrence dedicated limit	

BLCHS insurance coverage will be obtained in the amounts indicated and will be reviewed on a biannual basis. The named insured will be the Brooklyn Laboratory Charter High School. BLCHS's landlord and any sub landlord will be named as additional insured. Other parties, such as contractors or vendors will be required to either obtain bonding and insurance compliant with state law or may be named as additional insured as needed. BLCHS will arrange with a broker during the pre-operational year to obtain multiple quotes for the above coverage and select the most reasonable. BLCHS will obtain Directors and Officers coverage, at an expense of \$5000, upon the charter's formation and during the pre-opening period. BLCHS retains reserves sufficient funds to obtain additional insurance if necessary.

H. HEALTH, FOOD, AND TRANSPORTATION

Health Programs

BLCHS will comply with all health services requirements applicable to public schools, including Education Law §§901-914 and §136.2(d)(2) of the Commissioner's Regulations. BLCHS will provide on-site health services similar to those available to children in other public schools. BLCHS will work with the borough health department, NYCDOE, and other appropriate authorities to provide these services. In Y1 Y2, BLCHS will contract with an outside nursing service to supervise the administration of medication, treat students who are ill or injured, maintain student health records, train staff in first aid, CPR, and automated external defibrillator (AED) use, and keep all records and correspondence related to these duties. In accordance with §2853(4)(a) and §912 of the Education Law, this contracted nursing services is funded in the budget—and will supplement those health services that the district is obliged to provide the charter school.⁶⁵ On-site health services *for all students* will include:

- Physical examinations as deemed necessary by NYCDOE and/or BLCHS;
- Annual vision screening testing including distance acuity, color perception, and near vision;
- Annual hearing testing and as deemed necessary by NYCDOE and/or BLCHS;
- Annual scoliosis screening test for all students 8-16 years of age;
- Maintenance of cumulative health records;

⁶⁵ Health text adapted from The New York Charter School Resource Center, 2005 Guidebook

- Emergency care of ill or injured students;
- Compliance with and enforcement of mandatory immunization requirements; and
- Access to AED equipment to ensure timely and appropriate use during emergencies.

BLCHS will ensure that at least one staff member trained in the use of AEDs and CPR is present in the building whenever students are present. At least one third of BLCHS staff members will be certified in first aid. The use of an AED will be reported to the regional EMS office. AEDs will be maintained and checked on a regular basis to ensure proper function.

Immunization Requirements: NYS law requires that each student entering kindergarten or a new school district in grades 1-12 has a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunization requirements and supporting documents shall be completed for all new students. State immunization requirements for grades 8-12 include 3 doses of Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTP, DTaP, Tdap); 3 doses of Polio vaccine (IPV/OPV); 2 doses of Measles, Mumps, Rubella vaccine (MMR); Hepatitis B: 3 doses or 2 doses of adult hepatitis B vaccine for children who received the doses at least 4 months apart between the ages of 11 through 15 years of age; and 1 dose of Varicella.⁶⁶ Before a student can attend BLCHS, guardians must present documentation that their student has received all required doses of vaccines or that he/she has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Guardians may waive immunization in accordance with Public Health Law, and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parents/guardians hold genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization.⁶⁷

Maintenance and Storage of Health Records: BLCHS will store all health records for enrolled students in compliance with FERPA and HIPA regulations, in a locked filing cabinet. Cumulative student health records will be held privately until the student is 27 years old. Immunization records will be held for 10 years after the immunizations were administered.

Students Who Require Daily Medication: Students will be administered prescribed medication in accordance with the stipulations of a required doctor's note. All medications will be secured in the nurse's office and will be administered by the nurse or other appropriately licensed professional, unless the student has medical permission to self-medicate (e.g. an inhaler).

Food Services

BLCHS will provide students with healthy, fresh food on a daily basis. BLCHS shall make breakfast, lunch, and snack available to students, in compliance with the US Dept. of Agriculture (USDA) guidelines. BLCHS will apply to become a School Food Authority.

⁶⁶<https://www.health.ny.gov/publications/2370.pdf>

⁶⁷ See §2164 (8) and (9) of the Public Health Law

Participation in Subsidized Meal Programs: BLCHS will participate in USDA’s Federal Free and Reduced Priced breakfast, lunch, and snack (FRPL) programs. We will adhere to all applicable requirements including, but not limited to, meal pricing, determination of eligibility, nutritional value, and reporting. All food service subsidy revenues received from the federal and state meal programs shall be used exclusively for the purpose of providing meals to eligible students and for no prohibited purpose. BLCHS will make school meals available to students who are not eligible to participate in FRPL reimbursements on a cost-reimbursable basis. Students who bring food from home will be encouraged to bring healthy meals and snacks.

Contracting Food Services: BLCHS intends to contract with a vendor for the provision of food services. The school may explore arrangements with private companies providing food services to existing schools, such as Revolution Foods. BLCHS will release an RFP to solicit proposals from various candidate organizations for food services, conduct a fair and extensive evaluation based on criteria listed below, and select the candidate that best represents the values BLCHS wishes to exemplify in providing complete healthy and nutritious meals to students. The vendor’s bid should be sufficient to provide healthy and appetizing meals at affordable prices for low-income students without sacrificing quality or nutritional content. The vendor will comply with all aspects of the US Healthy Hunger-Free Kids Act of 2010 for the coming year. Failure to comply with the USDOA’s new regulations is grounds for automatic termination of the contract. The vendor will also provide meals to BLCHS students following the Food Based Menu Planning Option that complies with the nutrition standards established by the USDA. BLCHS will be responsible for claiming reimbursement from the NYSED Child Nutrition Program.

Transportation

BLCHS students shall receive transportation services for which they are eligible under §2853(4)(b) and §3635 of the Education Law. We will work with NYCDOE to ensure eligible students are provided with MetroCards in compliance with the laws and regulations applicable to New York City public schools.⁶⁸ BLCHS does not intend to provide additional transportation for those students ineligible for transportation services, with the exception of transportation for required field trips for which we have budgeted \$50 per student per annum (3% inflation assumed). We anticipate that many students attending BLCHS will reside nearby and will either walk to school or use standard MTA transportation. Guardians of students ineligible for subsidized transportation will be responsible for making provisions for any additional transportation they desire for their children. Because BLCHS will be in session on days when NYCDOE schools are not, BLCHS shall either seek arrangements with the NYCDOE and MTA to provide transportation for eligible students on those days pursuant to §2853(4)(b) of the Education Law, or make other necessary transportation arrangements. For the 5 days above the NYCDOE enrollment days, BLCHS has budgeted for its total student population to obtain MetroCards at standard weekly rates. Transportation for special education students will be provided as detailed in a student’s IEP or 504 plan, and in compliance with Education Law, §3635. In accordance with standard regulations, BLCHS will document the manner in which students will be transported to and from the school. Parents enrolling their children in BLCHS

⁶⁸ Transportation text informed by The New York Charter School Resource Center, 2005 Guidebook.

will be asked to notify the school district annually of any need for transportation to the school for the following school year, upon registration. BLCHS will comply with the transportation items by all necessary deadlines outlined by state law and NYCDOE guidelines.

I. FAMILY AND COMMUNITY INVOLVEMENT

BLCHS's mission of preparing students for success in college and beyond requires dedication and determination on the parts of both students and their families. Making sure families are familiar with BLCHS's mission, values, and expectations is important to ensuring that students get the academic, social, and emotional support they need to succeed.

Family Involvement

BLCHS understands that our success as a school depends on the support of our families, and we look forward to forming a positive partnership with each family. BLCHS will make good faith efforts toward achieving realistic partnerships between community leaders, parents, teachers, and administrators. BLCHS staff will meet with parents throughout the school year: in information sessions before the admission lottery, in group orientation sessions and one-on-one meetings before the school year begins; in monthly family events throughout the school year to celebrate student work and achievement; and in formal parent-teacher conferences three times per year. Teachers and leadership will be dedicated to meeting with each parent and will continue our relationships as students progress. BLCHS will also have a social worker and guidance counselor on staff from Year 1 in part to support family communication.

Across grades, we will conduct family input sessions for parents to share their opinions of school policies. Although these formal parent sessions are critical, the key to strong parent relationships is ongoing communication. All staff members will return parent calls and emails within one school day, and staff members will contact parents with every behavior concern that merits a community violation or a detention as well as every time a student earns a positive shout-out during Grade Meetings. Cortex also enables BLCHS families to access information from teachers about their student's behavior, academic achievement, and upcoming assignments, assessments, field trips, and events.

Including families and the community in discussions about school design and planning will continue to be a vital part of BLCHS's approach. See *I.E. Public Outreach* for an outline of efforts conducted to date and continued planned efforts. As school policies are created and implemented, feedback from families and community leaders will be recorded and considered at aforementioned formal and informal events connecting parents, teachers, and school and community leaders. Online, phone, and paper-based surveys will be administered to parents with report cards at the end of each trimester to assess their familiarity and satisfaction with school policies. Survey results submitted online or with signed report cards will help gauge the necessity and direction of future change. BLCHS will translate printed materials and work to hire bilingual staff to ensure effective communication with all students and their families.

BLCHS administrative staff will also support an active Parent Leadership Council by providing space to meet, access to communication tools, and information that parents need to organize their activities. A member of the leadership team, will make every effort to attend Parent Leadership Council meetings and events, and will have an open door policy for its officers in order to hear their concerns. The Parent Leadership Council will facilitate interaction

between families through social events, meetings, and family link-ups (i.e., matching families with compatible needs for transportation, emergency pick-ups, etc.); and facilitate communication between parents and school leadership. Parents can attend and offer input during the open comment period of each Board meeting. A representative of the Parent Leadership Council may attend Board meetings to offer updates on pertinent developments.

Community Involvement

BLCHS is establishing formal collaborations with multiple community institutions, universities, businesses, and organizations to enrich the educational and community experiences of our students. These include Brooklyn Public Library, members of the HIVE network, NYU Poly, and Carnegie Mellon University Entertainment Technology Center. As BLCHS develops, we hope to establish partnerships with other organizations in the Brooklyn Tech Triangle, CSD 13, and New York City. These early efforts are outlined in *I.E. Public Outreach*. These relationships will deepen as we demonstrate success. BLCHS scholars will do enrichment work with entrepreneurs, engineers, computer scientists, and others in the community. Working side by side with professionals in STEAM fields, students will engage with the community in ways they could not in a traditional classroom environment. As part of our mission, BLCHS students will also have the opportunity to participate in community service and enrichment opportunities throughout the year and in Y2 a Summer Experience coordinator will be brought on to manage these partnerships and relationships.

J. FINANCIAL MANAGEMENT

The BLCHS Financial Policies and Procedures (FPP) Manual codifies the internal control structures established to advance the school's mission and objectives. Upon receiving the charter, the Board will approve the draft FPP Manual, which outlines the policies and procedures that affect BLCHS's ability to process, record, summarize, and report financial information. These policies and procedures are designed to ensure fiscal responsibility and appropriate management of funds, and to reduce the potential for unauthorized use of assets or misstatement of account balances. Procedural best practices include i) closing books on time every month; ii) posting transactions to a general ledger; iii) conducting internal spot audits; iv) issuing monthly budget reports with budget-to-actual reconciliations; v) taking an inventory of assets, including technology and equipment; and vi) hiring an external auditor.

Our Board will be responsible for approving fiscal policies and providing academic, fiscal, and regulatory oversight. The ED will be responsible for the school's financial management under the Board and will prepare the annual budget. The Director of School Operations (DSO) will oversee the day-to-day financial function, with support from Charter School Business Management budgeted for \$25,000 (with a 3% increase per year). The Board will evaluate the budget prior to approval. The DSO and ED will regularly review actual expenses against forecasts and will report to the Board monthly. The Board will commission an audit 90 days from the fiscal year close.

Tracking enrollment and eligibility: The DSO and Operations Associate (OA) will track student enrollment and attendance, Title (I, II, III) eligibility, and special education and ELL enrollment as they relate to state and federal entitlements and other grants. The OA will track eligibility for students who participate in transportation subsidy and FRPL programs throughout

the school year, as well as parent payments and responsibility for those students not eligible for FRPL. He/she will also ensure that student data is secure and protected with FERPA-compliant policies and procedures. The DSO will submit compliance reports.

Annual financial reporting and independent financial audit: Prior to opening, the Board will contract with an audit firm to review the agreed-upon procedures document. Once opened, the DSO, ED, and financial consultants will be responsible for closing the fiscal year on June 30 and for ensuring that timely and accurate financial statements are prepared within 90 days of closing. The Board will hire an independent auditor to ensure that the school's financial records adhere to Generally Accepted Accounting Practices and to conduct an annual financial audit (which will be reviewed by the Board, including its Audit Committee). The audit will cover all required NYSED financial reports, including a statement of financial position, cash flows, activities, and a schedule of functional expenses, as well as an audit of CSP funds. The audit report will contain any significant findings or material weakness in our financial processes.

Procurement: The DSO will oversee BLCHS's procurement practices. He/she must approve all purchases up to \$250. He/she and the ED must approve all expenditures exceeding \$250. Purchases of \$2,000 or more will require a comparison of at least three vendors according to price, quality, dependability, and delivery time, followed by the ED's approval. Purchases exceeding \$20,000 will require a competitive bidding process or sole-source justification, along with approval by the Board Audit Committee, in consultation with the full Board if necessary. Expenditures over \$2,500 that are not contemplated in the most recent Board-approved budget will also require prior Board approval.

Payroll: The DSO will maintain a personnel file for each BLCHS employee. These files will include current salary, benefits, and withholding tax information, including INS I-9 and IRS W4 forms and will be secured with access limited to DSO and individuals under his/her supervision. BLCHS will contract with a payroll servicer (such as ADP) to provide payroll processing and we have budgeted 0.5% of total payroll costs for this (See *Attachment 9 Budget and Cash Flow Template*). Personnel will be paid twice a month by check or direct deposit. Any contracting services will be processed as accounts payable, with IRS Form 1099 issued annually to independent contractors. The DSO or individuals under his/her supervision will record payroll expenditures to BLCHS's accounting system.

Cash management and investment: When the year-end cash balance exceeds \$1 million, the ED, with Board approval, will identify a portion of the excess funds and will use such vehicles as an interest-bearing savings accounts to invest those funds. Formal approvals and transfer will follow guidelines described in the school's FPP Manual and must be approved by the Board. If needed, the ED may, with the approval of the Board, establish credit lines and borrowing limits in correlation with the school's FPP based on annual audits, financial statements, and cash-flow projections. Borrowed funds will be repaid with appropriate, measurable, and identifiable revenues, in accordance with financial statements. The ED will alert the Board if credit lines or borrowing limits are not adequate to meet school needs. No amendment may be made to the borrowing policy and credit limits without Board approval.

K. BUDGET AND CASH FLOW

BLCHS seeks to operate a high-quality academic program that is sustained solely on public revenue sources in Y3. Our budget uses conservative revenue and expense assumptions, based

on the operating experience of more than 15 NYC charter schools that have positive cash flow and year-end surpluses. We understand the cost structure of our school design, especially our two largest costs, staffing and benefits (at both the classroom and administrative levels) and non-personnel costs (including those associated with leasing and improving private facilities). We know which supplemental revenues we can expect from categorical and competitive grants.

We recognize risk sources, particularly unanticipated fluctuations in revenue and expenses. BLCHS has performance sensitivity analysis, determining which factors present the greatest risk and identifying indicators for when we may need to re-evaluate spending. These include NYS per-pupil allocation; enrollment-level risk, position of the charter sector, facilities risk, executive and teaching talent scarcity, and the health of debt markets. We will evaluate our financial health against academic, financial, and human capital benchmarks. BLCHS has two strategies to address failures to meet those benchmarks: 1) *Recalibrate budgets and services*: We will proactively manage our financial position and the implications of program components, making the adjustments to maintain self-sufficiency and manage quality. 2) *Minimize costs and secure philanthropy*: We have capacity to secure private funds to support BLCHS on the path to sustainability, particularly during the first three years.

Core assumptions. BLCHS anticipates financial stability in our operating budget using our per-pupil allocation, start-up grants, rental assistance, and federal entitlement grants. Our budget assumes student attrition and conservative revenues, yet allows us to balance our budget and focus resources in the classroom. The table below details assumptions.

Assumption	Figure	Motivation
Cost of living in salaries	2.50%	The CPI has averaged at least 35 basis points less than 3% annually for each of the last 12 years.
Benefits	2%	Based on historical trends
Program Spilt	75/25	Accounts for SPED students
Per Pupil	1% in alt. yrs	Minimizes risk in the event of a funding freeze
Real estate costs	\$38/sq. ft.	Current real estate costs \$28-\$38. Reflects 1% elevator.
Op. Exp. Infl.	3%	CPI has been safely below 3% for the past decade
Depreciation	8 yrs & 2 yrs	Depreciation follows IRS standards for 8 years for furniture and 2 years for technology

Revenue Drivers

Our budget includes only one philanthropic grant: \$3 million from the Carnegie Corporation of New York (CCNY) to InnovateEDU to support the planning, design, and launch of BLCHS. The budget assumes a low-fee grant disbursed from InnovateEDU to BLCHS for actual expenses related to personnel, student recruitment, technology, and professional services. Many curriculum team resources and system consultants, including a mastery learning specialist, data scientist, and director of technology, will be provided through a services contract between BLCHS and InnovateEDU, with a heavy subsidy from the CCNY grant. The assumptions in the budget are appropriately conservative throughout. Key drivers include:

- **Enrollment Assumptions:** We assume 230 students per grade level, or 890 in grades 9-12 at full enrollment. In a fully enrolled NY high school, this would amount to significant additional state and federal revenue, with only modest increases in expenses.
- **Revenue from Special Populations:** While we plan to recruit a higher percentage of students with disabilities, our revenue projections account for only 19% of that population receiving additional special education dollars through per-pupil funding. We also assume no federal revenue for ELLs and a limited amount of Title funds based on a 70% population of students eligible for free and reduced price lunch (FRPL). Our projections for posting timelines of federal IDEA monies reflect a one-year delay.
- **Exclusion of Philanthropic Investments for School Operations:** This financial model assumes no philanthropic income at the school level for operations or academic programming beyond Y3, even though we believe there will be significant philanthropic interest. For the Y1 budget, BLCHS has allocated the facilities lease cost from balance sheet unrestricted reserves. Although BLCHS will continue to apply for federal charter-specific funding that may benefit us, and these streams will likely increase over the next several years, no revenue assumption is included for competitive public grants.
- **Growth for State Aid:** We assume funding based on \$14,277 per student, which is consistent with 2016-2017 state funding levels and assumes 1% growth per year in alternate years, resulting in \$1,670,409 in revenue in Y1 and \$11,635,837 by Y5. We anticipate receiving \$379,245 in additional state special education revenue in Y1, and \$2,509,251 by Y5. BLCHS also expects to receive annual state funding of \$58.25 per student for textbooks, \$14.98 for computers, and \$6.25 for library aid in Y1-Y5. We have not increased the budget for textbooks, computers, and library aid, given flat levels of allocation since 2012. We also anticipate that NYCDOE will provide \$51,000 and \$475 per high school student in start-up funds in Y1. We also anticipate receiving revenue from E-Rate at an 90% reimbursement rate for connectivity costs and 70% for telephone costs.

Expense Drivers

Our budget prioritizes curriculum supplies, technology, and materials—and we anticipate a 3% growth in expenses annually. Our model ensures that each scholar has a digitally enabled learning device, and our technology budget of \$269,506 for Y1 demonstrates this commitment.

BLCHS will hire a talented, qualified administrative staff with significant management experience in Y1. The NYS labor market is competitive, and to incentivize retention, we have budgeted for an excellent benefits package, including a 5% contribution to 401(3)b, 80% cost-share of insurance, and 2.5% performance-based raises per annum. Our ability to share staff with Brooklyn Laboratory Charter School also gives BLCHS additional management capacity. Additional personnel are added in Y2-Y5 and reflected in III.C. *Management and Staffing*.

Our largest cost driver year over year is facilities and renovations. We will mitigate the risk to the balance sheet by taking out a short-term loan for renovations. We have priced similarly constructed models and believe our renovation costs estimate are sufficient. We also believe rent costs are budgeted at the high end of the fair market value.

Philanthropic and Private Financing

In the first three years of operation, both Charter School Program funding and start-up funds from NYC will subsidize the cost of launch, alongside selected resources from CCNY's grant to InnovateEDU (described above). BLCHS will also take out a \$1.8 million loan in Y2-Y4 to finance renovation and construction costs. We have budgeted an 8% interest rate for a two-year loan, with payback starting in Y4. While this is a conservative assumption and we believe that we will secure better financial terms from a philanthropic loan, we have budgeted at above the current market loan rate. BLCS has secured previous loans from this funder for renovations and had a 2.5% interest rate per annum. Every year for the first three years, BLCHS will place \$25,000 in an escrow account. BLCHS is dedicated to maintaining a healthy cash reserve and flow, both to meet unexpected enrollment challenges or other potential budget issues.

Reduction in Expenses if Necessary

The expenses built into the financial model are conservative, which presents opportunities for savings that would not adversely affect the academic program. Examples include:

- **Instructional Staff.** The financial model budgets generously for instructional staff, both in the number of students per staff member and in average salaries. If appropriate, BLCHS can reduce the number of specialists and SPED teachers. Similarly, BLCHS could reduce the number of LAB Fellows. If the budget tightens further due to market forces for the education and charter sectors in New York, the downward market pressure on wages will likely affect BLCHS competitors equally.
- **Non-Instructional Staff.** While this expense line is conservative, resulting in lean staffing of non-instructional operations, there is room to cut further including a reduction in staff and salary lines, replacing some or all of these roles with part-time employees or consultants.
- **Instructional Materials and Other Expenses.** Certain nonessential expenses could be cut, including costs for field trips, extracurricular opportunities, and certain summer school activities. Beyond these, resources could be saved on library books, textbooks, generous PD allowances, and classroom supplies by better extending the useful life of existing books and supplies and by conducting staff development in-house.
- **Launch Costs.** The overall conservative costs estimates provide some buffer, but BLCHS staff is prepared to seek philanthropic funding and cost-minimization strategies for these potential unforeseen expenses. Furthermore, because BLCHS and InnovateEDU, with support from the Carnegie Corporation, will begin with a healthy balance sheet, there is room to maneuver for unforeseen events (e.g. a significant increase in facilities expenses).

L. PRE-OPENING PLAN

We have created a comprehensive school opening plan that breaks out over 3,000 action items by deadline and responsible party. Key areas of the plan include finance (Board reporting, state and federal reporting, budgeting, chart of accounts, banking, policies and procedures, payroll, accounts payable and vendors, inventory); human resources (personnel policies, benefits, salaries and retention, file and paperwork, compliance); facilities (security, maintenance, custodial, renovation, inspection, reporting); school operations (forms submission, vendors, email, family communications, uniforms, climate, materials/set-up, procurement, information systems, technology plan and procurement); student lottery and enrollment (marketing and promotion, open houses, mailings and school visits, canvass, internal systems, family

orientation, lottery prep.); external affairs (website, branding and promotional materials, social media and internet marketing, engagement of elected and community groups, ribbon cutting); staff recruitment and on Boarding (marketing/promotion, information sessions, applicant review, hiring systems, staff orientation); governance (Board procedures, insurance, required documentation); culture, curriculum, and assessment (curriculum development, library, lesson plans, assessment, student discipline, academic day logistics, progress reports and report cards, PD); SPED and ELL (services and procedures, identification, curriculum development); and federal (CSP, Title 1, IDEA, E-Rate) and contracted services (food, student health, fire and emergency preparedness, transportation). We have secured funding from the Carnegie Corporation of New York in the amount of \$3 million to support the design, launch, and first two years of BLCHS operation. We anticipate receiving federal CSP grant dollars in March 2017 to accomplish these tasks. In the event that CSP grant dollars are received later sufficient cash reserves exist in preopening.

Below, we summarize key actions, dates by which we plan to complete each action, and individuals or offices responsible for completion of each task. All positions will start in January 2017. Salaries, taxes and benefits are budgeted accordingly. See *Attachment 9. Budget and Cash Flow Template*. The abbreviations include Executive Director (ED), Director of School Operations (DSO), and School Director (SD).

Date	Category	Action	Duty
Ongoing	Governance	Establish Board, adopt school policies; obtain insurance for Board	Board
120 days of charter date	Governance	Create an Initial Statement describing the status of the management and financial controls	Board / ED
45 days after commencement of engagement	Governance	Within 60 days after the school has received and disbursed more than \$50,000; CPA provides Independent Accountants' Report to Board	Board / ED
Nov 2017; Feb, May, Aug 2018	Finances	Develop unaudited statement of activities and financial statements	ED
11/2016	Enrollment	Finalize enrollment policies; Finalize lottery process; Set lottery date	ED
7/2016	Finances	Finalize fiscal policies and procedures; Obtain Board approval; Set up banking services	ED
7/2016	Finances	Update pre-opening and Y1 budgets and cash flow projections	ED
7/2016	Governance	Obtain insurance for Board	ED
7/2016	Governance	Ratify bylaws and Code of Ethics	ED
7/2016	Governance	Elect Board officers; Finalize Board calendar; conduct first Board meeting	ED
7/2016	Governance	Obtain tax exempt, 501(c)(3) status	ED
1/2017	Governance	Engage an independent CPA to perform the annual audit and Independent Accountants' Report	ED

7/2016	Policies	Finalize FOIL Policy	ED
7/2016-5/2017	Staffing	Recruit and select staff candidates; make offers	ED
2/2017	Facility	Finalize lease for school facility; hire contractor	ED
2/2017	Governance	Name permanent ED, DSO, SD, Dean of Students, Dean of LAB Fellows, and other key roles	ED
2/2017	Policies	Finalize Student Disciplinary Code	DSO
2/2017	Policies	Finalize FERPA Policy and complaint policies	DSO
2/2017	Policy	Finalize Student and Family Handbook	ED
2/2017	Schedule	Finalize school calendar	ED
4/2017	Enrollment	Hold lottery; Establish list of selected students and waiting list; Notify students	DSO
5/2017	Finances	Update Year 1 budget and cash flow projections	ED
5/2017	Food Service	Finalize Food Services Program plan	DSO
6/2017	Schedule	Finalize daily schedule	SD
6/2017	Facility	Complete renovation and acquire a valid Certificate of Occupancy	DSO
7/2017	Facility	Obtain insurance for Commercial General liability and Umbrella liability	DSO
6/2017	Facility	Ensure that building complies with ADA	DSO
7/2017	Facility	Finalize School Safety Plan; Finalize contract for security and Code of Conduct	DSO
7/2017	Policy	Finalize Grievance Policies for staff	ED
7/2017	Health	Create a Health and Safety Plan; Contract school nurse	DSO
7/2017	Wellness	Create School Wellness Policy	DSO
1/2017-7/2017	Staffing	Obtain background checks for all hired staffs	DSO
7/2017	Staffing	Create staffing plan and process for appointing Emergency Conditional Employees	SD
8/2017	Transportation	Develop Transportation Services Plan; Arrange services	DSO

M. DISSOLUTION PLAN

In the event of BLCHS's closure, the Board will establish an ad hoc committee for wind-up/restructuring. With the NYSED, the Board will craft a closure plan and establish a timeline consistent with Section 2851(2)(t) and shall delegate responsibility of managing the process.

Notification and transfer of students. The school will communicate the decision to close to parents/guardians via phone, social media, and a letter sent home. The notification will convey the last day of instruction and options for following school year, including the names and addresses of zone schools and charter school choices. BLCHS will provide the NYSED with

the parent names and addresses of all students enrolled in the school to enable the Office to communicate with families about the process. We will make every effort to notify students and families of dissolution prior to the last submission deadline for high school applications.

Transfer of student records. In case of dissolution, all student records, testing materials, and any other relevant information, will be transferred to appropriate districts and/or schools. Parents/guardians will be notified that a copy of such records will be available upon request

Public meeting. A public meeting will be conducted to provide information on the dissolution. NYCDOE and charter schools will be invited to attend.

Transfer of the school's assets. In case of dissolution, the Board will hire a firm to conduct a complete audit of assets. After the satisfaction of outstanding debts, assets will be distributed to the NYCDOE or another charter school in CSD 13 in accordance with the law. BLCHS will ask NYCDOE to designate a liaison to negotiate the transfer of assets. BLCHS will maintain insurance on all assets, submit an annual report, closeout grants, and file necessary Internal Revenue Service documents.

Escrow account. BLCHS will maintain no less than \$75,000 in an escrow account to pay for legal, final audit and other wind up expenses associated with a dissolution should it occur. By April 1st of Y1, Y2, and Y3, at least \$25,000 will be added to the account.