



PHASE I: Letter of Intent

Created: 02/10/2015

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Basic Contact and Application Information

Page 1

Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether an Applicant Group (operates no charter schools to date) or an Existing Education Corporation (operates a least one charter school) is submitting this Round 1 Letter of Intent.

Applicant Group LOI to establish a single, new charter school

Proposed Charter School Name

(Please write out the full name for the proposed charter school, and include the words "charter" and "school" in the proposed name(s)).

School Name	Brooklyn Laboratory Charter High School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	9-12
Max Number of Students During Initial Term	797

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Kevin Heffel		
Public/Media Contact Person	Eric Tucker		

List of Key Design Elements

(Integral to the school model, these elements should be reflected throughout the application)

1	Rigorous, college-preparatory curriculum and developing habits of success
2	Focus on college-level reading and writing and argumentation across the curriculum
3	Entrepreneurial learning
4	Culture of high expectations

5	Personalization of support and learning through a unique human capital model
6	Pathways to college completion and jobs for the future
7	Extended personalized learning time
8	Technology-enhanced, data-driven instruction
9	Next generation learning and assessment
10	Family partnership

If available, please provide the URL to the website established for the proposed school or existing education corporation.

<http://www.brooklynlabhighschool.org>

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	(No response)
Partner Organization 1	(No response)
Partner Organization 2	(No response)

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date

2016/02/29

Thank you for completing this form.



**BROOKLYN LABORATORY CHARTER HIGH SCHOOL
LETTER OF INTENT**

I. Applicant Group Information:

a. Provide the name, contact information, and current employment for all members of the applicant group: See Table 1.

b. Specify the current or prospective role that each member: See Table 1.

c. Public contact: Eric Tucker, info@brooklynlabhighschool.org, (929) 224-2577

d. Application history: The Trustees of Brooklyn Laboratory Charter School (LAB), a middle school serving grades 6-8 in downtown Brooklyn, applied for and successfully received a charter from the NYSED Board of Regents to open in 2014-15. An LOI for Brooklyn Laboratory Charter High School was submitted to NYSED in the spring of 2015 and was not advanced to the application phase. An LOI and Application were submitted to SUNY in summer of 2015, deferred until the December 2015 RFP review process, and then withdrawn in January 2016. This application is significantly improved. One reason for creating a high school now is to provide current LAB middle school students with a quality high school option starting in the fall of 2017. We will work with SED to determine an appropriate structure that will achieve this goal and eventually provide for shared governance and operations between the schools.

II. Proposed Charter School Information

a. Proposed school name: Brooklyn Laboratory Charter High School (BLCHS).

b. Proposed school location: The proposed location is NYC Community School District (CSD) 13. BLCHS will submit a request to NYCDOE’s Office of Portfolio for co-location.

c. Planned grades and enrollment in each of the years of the proposed charter term:

Grades	Ages	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
9th	14-15	117	132	230	230	230
10th	15-16		117	132	230	230
11th	16-17			111	125	218
12th	17-18				105	119
Ungraded		0	0	0	0	0
Totals		117	249	473	690	797

d. Proposed management and/or partner organization(s): Not applicable.

e. Proposed school mission: The mission of BLCHS is to prepare students with the academic foundation, digital literacy, and leadership skills necessary to excel in college and professional



life while they grow as ethical leaders. BLCHS is dedicated to serving the highest need students of Brooklyn regardless of their academic level, English language proficiency, or disability status.

f. School overview: BLCHS couples a high expectations approach with an innovative, Common Core Learning Standard-aligned, next generation learning model designed to drastically improve the academic success of our scholars. We will establish a culture conducive to intellectual curiosity and competence by:

- Emphasizing research- and evidence-based writing and close reading of foundational works of literature, poetry, visual art, philosophy, history, economics, mathematics, and science;
- Developing students' mathematical understanding, computational thinking, and ability to apply these skills to solve problems in everyday life, college, 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 career success through experiential internships;
- Inspiring scholars to take responsibility for, and find joy in, their own education;
- Facilitating entrepreneurial learning and cultivating dispositions for lifelong learning;
- Fostering leadership, a commitment to social justice, and compassion.

BLCHS's approach is informed by extensive engagement with CSD 13 families, community leaders, and educators, as well as by careful study of the highest performing schools (including Excel, MATCH, and YES Prep) and research-based principles: more time learning, high-dosage tutoring, high expectations, a focus on human capital effectiveness and accountability, and data-driven instruction and performance management.¹ BLCHS will:

- 1) *Improve student learning and achievement.* Our relentless focus on rigor and Advanced Placement (AP) rich curriculum will set our scholars on a path to success;
- 2) *Expand learning opportunities* for students at risk of academic failure by locating in downtown Brooklyn and working to serve high-need students;
- 3) *Model innovative teaching and learning methodologies* by combining rigorous, academic learning, high-dosage tutoring, and blended learning;
- 4) *Provide new professional growth opportunities* for teachers and other personnel through our blended, personalized learning program and innovative teaching model;
- 5) *Offer families and students expanded choices;*
- 6) *Embody performance-based accountability* and demonstrate *measurable student achievement results* through our innovative academic model.

BLCHS's academic approach ensures that all scholars graduate from high school having mastered New York State Learning Standards, and equipped with the knowledge and skills to succeed in the colleges and careers of their choosing. BLCHS will cultivate these skills through:

- **Rigorous, college-preparatory curriculum and focus on college-level reading and writing:** BLCHS's program of study in math, English, science, and social studies fosters in students the capacity to learn independently, think critically, and communicate proficiently. All students will take AP and college-level courses. All students will take high quality

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

assessments, including Regents, AP, and NWEA MAP Exams, as well as the PSAT, the SAT, and the ACT. BLCHS devotes hours each day to targeted college-level literacy instruction to ensure that scholars can read with comprehension and insight, as well as analyze and effectively respond to texts across disciplines. We emphasize building knowledge through content-rich nonfiction; reading, writing, and speaking grounded in evidence; and regular practice with complex text and academic language. Engagement with foundational texts and global conversations allows students to learn academic vocabulary, gain command of evidence, conduct text analysis across disciplines, and study real-world problems.

- **Entrepreneurial learning:** The exponential rate of digital innovation is reordering the contours of knowledge and work. BLCHS prepares students to succeed in jobs and industries we can hardly imagine today. 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. Scholars learn to frame questions and assess the quality, sufficiency, and relevance of claims.
- **Culture of high expectations:** BLCHS upholds uncompromising standards for attendance, homework, coursework, and participation to prepare each scholar for post-secondary success and supports students in reaching them.
- **Effective instruction:** Research shows that effective instruction is the most cost-effective investment schools can make. BLCHS recruits, trains, and supports highly skilled teachers who can transform our students' lives and infuse joy and rigor into every lesson. We bolster teachers' instructional capacity through individualized professional development.
- **Pathway to college completion:** BLCHS will partner with a college to enable scholars to engage in credit-bearing college courses, thereby easing their transition into college.
- **Experiential learning:** Scholars will intern with local companies, organizations, and colleges.
- **Extended personalized learning time:** BLCHS leverages high-dosage, small group tutoring with Cortex, a web based learning management system and formative assessment engine. Cortex allows scholars to access learning opportunities anywhere and generates Personal Learning Plans to ensure that every student achieves breakthroughs in learning.
- **Technology-enhanced, data-driven instruction:** BLCHS faculty and staff are united by a relentless improvement ethic and employ varied, real-time diagnostic data to inform practice—from lesson planning to professional development to curriculum selection—and improve academic outcomes. Teachers use digital courseware and real-time diagnostics through Cortex to bolster lessons and enhance small group tutoring sessions.
- **Family partnership:** BLCHS communicates with families on academic and behavioral progress, and creates robust opportunities for families to engage with the school, including regularly scheduled family nights, conferences, and a parent leadership council.

g. Target population/community served: BLCHS seeks to serve the highest need students in CSD 13. CSD 13 includes downtown Brooklyn, Bedford Stuyvesant, Clinton Hill, Fort Greene, and Prospect Heights. CSD 13 lacks sufficient non-selective, high-performing high school options for its students. We aim to recruit a student body into the admissions lottery that reflects CSD 13's diverse population. Of the 22,000 K-12 students enrolled in CSD 13 in 2013-2014, 52% are



Black, 19% are Asian, 16% are Hispanic, and 11% are White.² 71% of students in CSD 13 are eligible for free or reduced price lunch.³ 23% of high school students in CSD 13 did not graduate within four years.⁴ In 2013-14 the graduation rate of economically disadvantaged students in CSD 13 was 75%, and only 64% and 68% respectively for Latino and Black students. Only 36% of students with disabilities graduated—below the statewide average.⁵

h. Replication of high quality school models: Not applicable.

III. Enrollment and retention of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program: BLCHS has undertaken and will continue to conduct public outreach and student recruitment activities to reach our enrollment goals of serving the highest need students in CSD 13. 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 to further reach interested families and leave materials; reaching out to counselors, social workers, parents, and special education coordinators at public schools within CSDs 13, 14, and 16; posting flyers and notices in supermarkets, churches, community centers, health centers, school guidance counselors' offices, and housing complexes; and utilizing web media to advertise BLCHS. We expect that Brooklyn Laboratory Charter School scholars will apply in large numbers to BLCHS.

BLCHS recruits students who are often least well-served by traditional high schools. Our community outreach strategy and practice emphasizes that BLCHS's high-dosage tutoring program and experiential internship program are designed to serve English Language Learners (ELLs), students with special needs, and low-income students particularly well. We have experience in recruiting and retaining high need students. Based on data, we expect a significant proportion of our students to enter 9th grade one or more years behind grade level.

BLCHS is intent on recruiting an equal or higher proportion of ELLs and students with disabilities than CSD 13, such that they each constitute 20% of lottery applicants. To recruit ELLs and students with disabilities, BLCHS will conduct outreach to special education and ELL coordinators at all district schools 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; reach out through special education advocates, 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 continue to provide translation services for promotional materials and person-to-person interactions.

² University of the State of New York. (2014). The New York State report card 2012-13: NYC GEOG DIST #13 – Brooklyn, 2-3.

³ University of the State of New York. (2014). The New York State report card 2012-13: NYC GEOG DIST #13 – Brooklyn.

⁴ University of the State of New York. (2014). The New York State Accountability Report 2012-13: NYC GEOG DIST #13 – Brooklyn, 20.

⁵ University of the State of New York. (2013). The New York State Accountability Report 2011-12: NYC GEOG DIST #13 – Brooklyn, 19.

BLCHS is focused on maximizing the number of students who successfully complete all school requirements and on preventing students from dropping out. BLCHS is designed to serve and retain students at risk of academic failure. 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 educational needs, or English language proficiency. BLCHS’s academic plan involves high-dosage and peer to peer tutoring, which are proven effective for low-income students.⁶ This model ensures that all students receive adequate attention and support. BLCHS’s focus on frequent assessment and continual data-driven improvements ensure that teachers, tutors, and administrators are providing the best possible curriculum and learning environment for our scholars, so that each and every one of them will succeed.

IV. Public Outreach and Community Support

a. Public outreach conducted to date: See Table 2.

b. Initial assessment of parent interest: After conversations and meetings with families of local elementary and middle school students, organization partners, and elected officials, we have determined that there is overwhelming demand for a college preparatory high school in downtown Brooklyn that supports high need CSD 13 students. BLCHS has held public information sessions in downtown Brooklyn to provide families with information about the school, including events in throughout 2015 and in January and February of 2016. We have had more than 500 families express interest in BLCHS.

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 proposed model. Parents overwhelmingly (98%) express 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—key elements of the BLCHS model. 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 school design since this feedback was received.

V. Proposed Board Chair Signature and Date



2/28/2016

⁶ Fryer, R.G. (2012). Learning from the successes and failures of charter schools. *The Hamilton Project*. Brookings.

TABLE 1: APPLICANT GROUP INFORMATION

**Minimum of 5 members must be designated as Trustees*

APPLICANT GROUP MEMBER NAME	PHONE NUMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or None)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Eric Tucker			Executive Director, Brooklyn Laboratory Charter School	Charter school finance; Fiscal management; organizational leadership; instructional design; real estate	Executive Director	None	N/A	N/A
Erin Mote			Executive Director, InnovateEDU	Organizational and fiscal planning and management; next generation learning expert; technology expert	Support through launch	None	N/A	N/A
Jonathan McIntosh			School Director, Brooklyn Laboratory Charter School	Curriculum and instruction; academic achievement; teacher coaching; Special Education services	Employee	None	N/A	N/A
Shaka Phillips			Dean of Students, Brooklyn Laboratory Charter School	Special student populations; discipline; culture; assessment; school culture and climate	Employee	None	N/A	N/A
Catherine (Kate) Cochran			Chief of Staff, InnovateEDU	Compliance; staff recruitment; development; project management; LAB Fellows	Support through launch	None	N/A	N/A
Miguel Rivera Rios			Chief of Staff, Brooklyn Laboratory Charter School	Data science; operations and organizational compliance	Employee	None	N/A	N/A
James Sayer			Teacher, Brooklyn Laboratory Charter School	Curriculum and instruction; college ready rigor; AP courses; adult culture	Employee	None	N/A	N/A
Venecia Valles-Cox			Operations Manager, Brooklyn Laboratory Charter School	Operations and compliance; procurement; community relations	Employee	None	N/A	N/A
Elaine Espiritu			Community Relations Liaison, Brooklyn Laboratory Charter School	Marketing and external relations; community outreach; student recruitment; family engagement	Employee	None	N/A	N/A
Sanda Balaban			Executive Director, Governor's Committee on Scholastic Achievement	Youth development; high school design; philanthropy; partnerships; curriculum design; racially, ethnically, and linguistically diverse students	Trustee	Trustee	1 year	Yes

Jeff Wetzler			Co-Founder and Partner, Transcend Education	Teacher recruitment and training; high quality assessments; instructional improvement systems; leadership techniques; CSD relationships; improving productivity through innovative use of technology	Trustee	Trustee	2 years	Yes
Lindsay Malanga			Superintendent, Democracy Prep Public Schools	Students with disabilities; high poverty students; curriculum development; teacher and principal management; accountability	Trustee	Trustee	2 years	Yes
Kevin Heffel			Chief Academic Officer, Republic Schools	Teacher recruitment and training; legal; high quality assessments; curricular design and academic systems; operations management; instructional improvement systems; leadership techniques;	Trustee	Trustee	2 years	Yes
Michael Preston			Executive Director, New York City Foundation for Computer Science Education	Learning needs of high needs student; improved productivity through the innovative use of technology; computer science education; high quality school models; leadership techniques; philanthropy; instructional systems	Trustee	Trustee	1 year	Yes
Tokumbo Shobowale			Chief Operating Officer, The New School	Governance; Financial Oversight; Operational Excellence; Real Estate; Financial Reporting; Compliance	Trustee	Trustee	2 years	Yes
Nadine Augusta			Director of Diversity & Inclusion and Corporate Social Responsibility, Depository Trust Clearing Corporation	Financial management; fiscal oversight; HR; Corporate Partnerships; Diversity and Inclusion; Management; Operations;	Trustee	Trustee	1 year	Yes
Rosalyn Curato			Chief Customer Officer, Allouve	Charter school finance; Fiscal oversight	Trustee	Trustee	1 year	Yes
Martin Elling			Director, McKinsey & Company	Strategic Planning; Fiscal Oversight; Management Excellence; Operational Systems; Real Estate; Project Management	Trustee	Trustee	2 years	Yes

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Dates of Outreach (month/date /year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
01/16/2016 meeting date	Delivered fliers to community based organizations serving children and families with special needs. Hosted a meet/greet to introduce team and solicit feedback on application.	ABC Community Center 1000 Avenue A NYC CSD 5	Families of students with disabilities, community members	Need for family partners	Added a family liaison to the staff who is bi-lingual	22 families of students in grades Pre-Kindergarten and Kindergarten
01/20/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Additional information sessions scheduled for Spring 2016	20 families of students who will be in 9th grade in 2017-18
01/21/2015	Julien Cohen (Senior Executive Director of the Office of School Design and Charter Partnerships) visited LAB and asked questions about proposed competency-based progressions for math and writing instruction at BLCHS.	240 Jay Street, Brooklyn, NY 11201	Mr. Cohen and colleagues; BLCHS and Brooklyn LAB middle school teams	Importance of forging connections with CSD 13 elementary and middle schools	Follow ups with introductions after this meeting; plans to conduct increased outreach to CSD 14 elementary and middle schools through the survey and meetings	4 attendees
02/26/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective	Interest in BLCHS	Additional information	10 families of students who will

			students (open to the public)		sessions scheduled for spring 2016	be in 9th grade in 2017-18
03/17/2015	BLCHS Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Development of additional recruitment and informational literature on BLCHS	19 families of students who will be in 9th grade in 2017-18
03/21/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Additional information sessions scheduled for spring 2016	18 families of students who will be in 9th grade in 2017-18
03/28/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Additional information sessions scheduled for spring 2015	5 families of students who will be in 9th grade in 2017-18
04/23/2015	Meeting with Elaine Wu, Program Director for Partnerships at The Fund for Public Schools	240 Jay Street, Brooklyn, NY 11201		We received feedback that, given the proposed teacher residency model at BLCHS (with opportunities for tutors to transition into teacher resident roles), we should coordinate with Amy Way, the Executive Director of the Office of Teacher Recruitment and Quality.	We followed up with Mrs. Way's office regarding the proposed program and will work to develop a pipeline of educator talent at the high school.	7 attendees

05/06/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Additional information sessions scheduled for spring 2016	5 families of students who will be in 9th grade in 2017-18
05/07/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Additional information sessions scheduled for spring 2016	2 families of students who will be in 9th grade in 2017-18
05/09/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Additional information sessions scheduled for spring 2015	1 family of students who will be in 9th grade in 2017-18
05/29/2015; 05/30/2015	Fliers about upcoming open house/information sessions distributed in English and Spanish; Posters displayed with same information	Whitman Community Center, NYCHA Atlantic Terminal Community Center, GUMBO Children's Store, Fort Greene Park, Pratt Youth Programs, Brooklyn Music School, Dodge YMCA, Walt Whitman Library, Pacific Library, NYC Farragut Housing Center, Launchpad, Catholic Charities Center, Center for Community Alternatives, ICL	Families of prospective students	Interest in BLCHS	Additional information sessions scheduled for spring 2016	Hundreds of families and community members reached

		Guidance Center, Ingersoll Community Center, HOPE Program, Institute for Community Living (Emerson Pl), Institute for Community Living (Nevins St), YWCA (30 3rd Avenue), Downtown Brooklyn Neighborhood Alliance, Diaspora Community Services Satellite Office, Clinton Hill Library, and other locations in the downtown Brooklyn area				
06/08/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Additional information sessions scheduled for spring 2016	16 families of prospective students
06/10/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Additional information sessions scheduled for spring 2016	5 families of prospective students
06/11/2015	BLCHS Survey launched and sent to 1,195	Posted on our website and social		Parents expressed the importance to find	This feedback has been	78 surveys filled out and submitted

	<p>educators and school officials, 154 parent coordinators, and 305 families other community members asking them for feedback on various aspects of the school design, and whether families are interested in enrolling their students</p>	<p>media pages, and sent out via email to a mailing list of local parents interested in CSD 13 middle school options; Posted on the facebook page of Downtown Brooklyn School Solutions</p>		<p>balance between “assessment and project-based learning” and providing scholars with the “education that they deserve to compete in our global community.” Parents overwhelmingly (98%) expressed need for additional quality high school seats in downtown Brooklyn, particularly with a focus on college preparation and STEM. 96% of parents and 100% of educators report a need for schools to provide additional instructional support for students with disabilities. A particular challenge noted in feedback is how to serve academically on track students along-side students who are over-age and under-credited. 94% of parents state it is</p>	<p>incorporated into the BLCHS scope and sequence. 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 school design since this feedback was received. Based on feedback from families, BLCHS proposes to serve a population with a high proportion of students with special educational needs and students with limited English proficiency. Given the challenges presented by</p>	
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				<p>“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—key elements of the BLCHS model. 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.</p>	<p>-serving this high need population, we reached out to Dixon Deutsch (head of the Special Education Collaborative and ELL Support Teams at the NYC Charter School Center) and signed up for an NYC Special Education Collaborative membership to support our intervention model design and refinement.</p>	
06/16/2016	<p>BLCHS Petition launched, explicitly asking parents to indicate their support for the school and their interest in sending their child to BLCHS</p>	<p>Posted on our website and social media pages, and sent out via email to a mailing list of local parents interested in CSD 13 middle school options; Signatures on paper were obtained from</p>	<p>Families of prospective students</p>	<p>Need for both middle and high school seats</p>	<p>Ask SED for middle school enrollment chart expansion for Brooklyn Lab</p>	<p>50 signatures (41 via the online petition and 9 via the paper petition)</p>

		several locations in the downtown Brooklyn area				
06/17/2015	Meeting with David Frank (Director of Charter Policy at the NYCDOE Office of School Design and Charter Partnerships) to reviewed aspects of the proposed BLCHS model	Brooklyn Laboratory Charter School Brooklyn, NY	BLCHS design team and David Frank	Identification of the need to refine our service model for students who are on the Autism spectrum.	Mr. Frank set up meetings with Julie Fisher (Executive Director of the New York Center for Autism Charter School) and with Brett Gallini (Head of School at the Neighborhood Charter School of Harlem). This follow up helped refine our proposed student service model.	2 attendees
06/18/2015	Email outreach to school officials to solicit feedback and/or set up meetings	Email	Barbara Freeman (CSD 13); Alicja Winnicki (CSD 14); Clarence Ellis (CSD 17); Karen Watts (CSDs 13, 14, 15, 16, 32 - Brooklyn HS)	Received encouragement; scheduled targeted follow up	Additional outreach is ongoing	4 school officials reached
06/18/2015	Email outreach to elementary school	Email	Elementary school principals in NYC with a focus on CSD	Feedback received through BLCHS survey (See "email outreach	(See "email outreach to middle school	48 recipients

	principals to solicit feedback		13 and neighboring districts	to middle school principals" below for more details)	principals" below for more details)	
06/18/2015	Email outreach to set up a meeting with Brooklyn Borough President, Eric Adams	Email	Brooklyn Borough President, Eric Adams	None	N/A	1 recipient
06/18/2015	Email outreach to politicians to solicit feedback		NY State Senator, Daniel Squadron; NY State Senator, Velmanette Montgomery; State Assembly member, Jo Anne Simon; State Assembly member, Walter T. Mosely; City Council member, Laurie Cumbo; City Council member, Steve Levin	None	N/A	6 recipients
06/19/2015	Email outreach to middle school principals to solicit feedback via the survey	Email	Middle school principals in NYC with a focus on CSD 13 and neighboring districts	Written commentary from educators focused on expanding the curriculum beyond singular academic skills by fostering "leadership and civic-mindedness," as well as a "need for programs that will help students with disabilities," ensuring	We have taken this feedback and have placed a great emphasis on serving students with special needs. Additionally, based on this and other feedback, our school model has a focus on	70 recipients

				all students have opportunities to master grade-level learning.”	competency-based learning and we have integrated a Mastery Learning Specialist role into our high school design team to ensure that the curriculum, instruction, and assessment design prepares all of our scholars to achieve mastery of grade-level standards while in high school.	
06/24/2015	Presentation on BLCHS at a Community Board 2 meeting	Long Island University Brooklyn, NY	Members of Community Board 2	We received feedback that it was important to increase the representation of CSD 13 residents on the proposed BLCHS Board.	We have added additional Trustees that meet this criteria to the proposed Board.	The vote was unanimous support with 2 abstentions
07/01/2015	Media coverage from the National Center for Learning Disabilities (article on personalized learning and working with students with disabilities in the LAB model)	Online: http://www.nclcd.org/action-center/what-we-ve-done/personalized-learning-part-2-	Parents of students with disabilities; Special educators	Increased interest starting in the fall of 2015 from families of students with disabilities	Continued emphasis on serving students with disabilities in the BLCHS mission, vision,	Available online via the Brooklyn Laboratory Charter School website and the National Center for Learning Disabilities website

		three-ways-the-brooklyn-lab-charter-school-is-personalizing-learning-for-all-students/			and staffing model	
07/11/2015	Family picnic that offered information about BLCHS	Fort Greene Park, Brooklyn, NY	Prospective families and students	Interest in BLCHS	Additional in community outreach event planned for Spring 2016 and Spring 2017	Over 40 families
June-July 2015	Solicitation of Letters of Support from local businesses and organizations	CSD 13 and neighboring districts	Prominent members of the CSD 13 community	We received feedback that CSD 13 is in need of a high-quality preparatory school centered in downtown Brooklyn, and local parent leaders support the “mission, vision and location” of BLCHS in fulfilling that need. This support was reiterated by prominent members of the community, with Rev. Peter Purpura, Rector at the Cathedral Basilica of St. James noting that the best high schools in the area are highly selective making them	BLCHS’s mission aligns with the local emphasis on serving students with the greatest need in the community, and the school is intent upon the suggestions provided to further engage with local charities and youth organizations mentioned by the supporters.	BLCHS obtained explicit, written support from: Nick Fortugno, IFC Made in New York Transmedia Incubator; Joe Herrera, Families for Excellent Schools (Fort Greene) & CSD 13 Parent; Matthew Klein, Center for Economic Opportunity & CSD 13 Parent; Max Koltuv, Achievement First; Chris Lawrence, Hive Mozilla; JoEllen Lynch, Springpoint

				“inaccessible to many students who struggle academically.”		Partners in School Design; Rev. Peter J. Purpura, St. James Cathedral Basilica; Daniel Rabuzzi, MOUSE
08/23/2015-09/05/2015	Community canvassers to conduct literature drops in the neighborhood. These community canvassers dropped an additional 12,000 pieces of literature related to the high school	NYCHA residential buildings and at community festivals and events in CSD 13	Families of prospective students	Interest in BLCHS	Hired a more experienced and strategic team of canvassers through BrownMillerGroup to conduct continued canvassing	Thousands of local families reached by literature
September 2015	A canvassing team from BrownMillerGroup conducted 47 five hour canvass shifts (in addition to the work conducted by canvassers above), handing out fliers and brochures, and telling families about BLCHS. This team also dropped fliers with information about BLCHS at 81 building addresses in the area. BLCHS conducted follow up phone calls and emails to each person who indicated interest in receiving more information about BLCHS	Farragut, Ingersoll, and Whitman public housing in CSD 13 as well as area subway stops and community centers	Families of prospective students living in low income areas in CSD 13 close to the proposed location of BLCHS	There is strong interest in the community for BLCHS	Creation of online scholar interest form for parents to express interest via our website	95 expressions of interest with full contact information received;and 274 sign ups received from families received

	from the canvassing campaign.					
09/08/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Additional information sessions scheduled for spring 2016	2 families with interested scholars
09/10/2015	Media coverage on applicant group member, Eric Tucker on serving students with disabilities, from Understood.org	Online: https://www.understood.org/en/community-events/blogs/making-a-difference/2015/09/10/charter-school-co-founder-with-adhd-and-dyslexia-creates-the-school-he-always-wanted	Parents of students with disabilities; Special educators	Increased interest starting in the fall of 2015 from families of students with disabilities	Continued emphasis on serving students with disabilities in the BLCHS mission, vision, and staffing model	Widely available online via the Brooklyn Laboratory Charter School website and the National Center for Learning Disabilities website
09/14/2015-09/19/2015	In collaboration with Brooklyn Laboratory Charter School, we mailed 11,210 postcards with Vanguard Direct targeting zip codes in Brooklyn with the highest need. Additionally, we mailed 22,000 postcards with Vanguard Direct in the third week of September 2015 targeting zip codes in Brooklyn with the highest need	Zip codes in Brooklyn that demonstrated the highest need	Families of prospective students	Expressions of family interest via the online scholar interest form	Additional information sessions scheduled for spring 2016	Tens of thousands of families reached

10/01/2015	New York City Department of Education Public hearing for open comment on BLCHS	240 Jay Street, Brooklyn, NY 11201	Members of the community (open to the public)	Received feedback on the sense of community at Brooklyn LAB middle school, and the emphasis on entrepreneurial learning, and ensuring that students learn deeply	Increased focus on elements of family partnership, and seeing students as entrepreneurs, makers, and tinkerers	21 attendees
10/29/2015	High School Design booth at Brooklyn LAB Fall Festival, through which parents solicited feedback from other parents on what they hope to see in the BLCHS vision and model	240 Jay Street, Brooklyn, NY 11201	Parents of prospective students	Feedback on academic and school model	Incorporation of changes in planned staffing and outreach	79 attendees
11/12/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Additional information sessions scheduled for spring 2016	14 families of prospective scholars attended
11/16/2015	Media coverage on the NewSchools Venture Fund blog	Online: http://www.newschools.org/blog/exciting-new-evidence-about-the-promise-of-personalized-learning	Educators, prospective faculty and staff	Students benefit greatly from personalized learning environments	Validation of our hypotheses surrounding personalized learning; Increased focus on creating personalized learning experiences and	Widely available online via the NewSchools Venture Fund blog

					environments for students	
11/17/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Additional information sessions scheduled for spring 2016	6 families of prospective students
12/01/2015	Media coverage from DNAinfo on students participating in the high school design process	Online: https://www.dnainfo.com/new-york/20151201/downtown-brooklyn/brooklyn-lab-students-help-design-curriculum-for-charters-new-high-schools	Families of prospective students; Prospective faculty and staff	Students value being able to learn more about what the world has to offer them, as well as leadership skills	Increased focus on youth development in our school design	Widely available online via the DNAinfo website, the BLCHS website, or the Brooklyn Laboratory Charter School website
12/02/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Information sessions scheduled for spring 2016	2 families of prospective students
12/10/2015	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Information sessions scheduled for spring 2016	2 families of prospective students
01/05/2016	Media coverage from the Michael and Susan Dell Foundation blog on how data matters for school leaders (covers three key aspects of the BLCHS design: mastery-based, personalization, and youth development)	Online: http://www.msdf.org/blog/2016/01/eric-tucker-how-data-matters-leaders/	Prospective faculty and staff	Widely shared and commented upon by readers. Affirmation of three key pillars of the BLCHS design (focus on mastery, personalization, and youth development)	Continued focus on mastery, personalization, and youth development in the design of BLCHS	Widely available online; Distributed to 2000+ leaders in the field

01/19/2016	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Information sessions scheduled for spring 2016	4 families of prospective students
Mid-January	The New Learning Times profiled Eric Tucker and the work underway to design and launch Brooklyn Laboratory Charter High School. The Article stated: "We aim to serve the highest-need students in Brooklyn, particularly students with special educational requirements and low income students of color, by leveraging innovative technologies and effective learning practices to eradicate the achievement gap. Preparing all students to thrive in the knowledge economy requires that we ensure each student has access to life-trajectory changing pathways. The prerequisite is transformative school design. Just as the disadvantages that hold students back are interconnected, solutions must be integrated and holistic. Our high school aims to bring together youth development, student agency, rigor and mastery, operational excellence, effective human capital, and personalization in a manner that gets students on track toward college readiness and postsecondary success—and hopefully serves as a lighthouse for future innovative school founders."	240 Jay Street, Brooklyn, NY 11201	Educators in the New York City area with an interest in innovative schools	https://newlearningtimes.com/cms/article/3136	Received feedback on: (i) desired student population; (ii) personalization; (iii) this argument around skills mastery: "The high school will be designed to both accelerate learning and use recuperative strategies to help underprepared students catch up. Our high school design process will seek to configure time, space, and technology to ensure that educators have the necessary resources to motivate, engage, and guide scholars towards post-secondary success."	Available online.

01/20/2016	High School Design “Dolphin Tank” Session (middle school students presented their ideas for what they would like to see in a high school to expert panelists including Nadine Augusta (Depository Trust Cleaning Corporation); Anna Hall (Springpoint); Joellen Lynch (Springpoint); and Jeff Wetzler (Teach For America), and a reporter from DNAinfo, and received feedback on their proposals	240 Jay Street, Brooklyn, NY 11201	Select students at Brooklyn LAB middle school (who will be in 9th grade in 2017-18 or 2018-19), Brooklyn LAB middle school faculty and staff; and select panelists	Some of this feedback was codified in an article published by DNAinfo (https://www.dnainfo.com/new-york/20160125/downtown-brooklyn/students-demand-less-focus-on-testing-more-on-careers-at-new-high-school)	Feedback Incorporated into planning and high school design process	Approximately 30 6th and 7th grade students attended, along with 10 members of the community and the media
01/21/2016	High School Design Family Night (families of current Brooklyn LAB middle school students, and educators at Brooklyn LAB middle school participated in facilitated discussions about the design of BLCHS and what they want to see for youth in this community)	240 Jay Street, Brooklyn, NY 11201	Families of current Brooklyn LAB middle school students (who will be 9th graders in 2017-18 or 2018-19); Educators from Brooklyn LAB middle school and InnovateEDU (Teachers, LAB Corps Fellows, administrators, etc.)	Create an opportunity for families to continue to engage in the high school planning process with staff and community members. This feedback is demonstrated in more detail through videos and artifacts on our website here: http://www.brooklynlabhighschool.org/#!our-design-process/gtqf1	Feedback Incorporated into planning and high school design process	30 families of Brooklyn LAB middle school students, and 38 educators from Brooklyn LAB middle school and InnovateEDU attended
02/01/2016	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Information sessions scheduled for spring 2016	Unknown

02/04/2016	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Interest in BLCHS	Information sessions scheduled for spring 2016	Unknown
02/23/2016	Open House/Information Session	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	We did not receive any attendees for this event, as it had not been sufficiently publicized (website only, rather than our usual tactic of website and email, and often flier notices)	Greater focus on the importance of sufficiently publicizing events	No attendees
02/26/2016	Media coverage from the Hechinger Report on student input on the design process at BLCHS	Online: http://hechingerreport.org/how-high-school-would-be-different-if-students-could-design-it/	Educators; Supporters; Prospective faculty and staff	This article codifies some of the feedback that we have been receiving from students both formally and informally on what they would like to see in a high school. For example: A lot of our seventh-graders are talking about how can they get a jump on college, now that we've narrated the language of possibilities around college and they've had a chance to visit some colleges. They're asking serious	Incorporate that feedback into the high school planning and design process	Available online

				questions about how they're going to do it."		
02/01/16-Ongoing	We have hired community canvassers to conduct literature drops in the neighborhood	NYCHA residential buildings and at community festivals and events in CSD 13	Families of prospective students	Ongoing	Ongoing	Thousands of local families reached by literature
02/29/2016; 03/03/2016; 03/07/2016; 03/10/2016; 03/15/2016; 03/18/2016; 03/21/2016; 03/23/2016; 03/29/2016; 03/31/2016	Planned open house/information sessions	240 Jay Street, Brooklyn, NY 11201	Families of prospective students (open to the public)	Requests for additional open house dates and times	Additional information sessions for spring and summer 2016 will be scheduled in mid-March 2016	Unknown (events have not yet taken place)

Attachment 2a: Initial Samples of Public Outreach Provide ONE sample of evidence from EACH of the following categories that supports the applicant group’s outreach attempts:

A. The group has informed the community about the proposed charter school including the intended location, the target student population, the grades to be served, and a description of the educational program(s) to be offered;

[Homepage](#)

BROOKLYN LAB
CHARTER HIGH SCHOOL

Home About BLCHS Community Survey Growth in CSD 13 FAQs Careers

Brooklyn LAB Charter High School (BLCHS) is a free, college prep, public charter school opening in the fall of 2017 to serve 9th grade students in downtown Brooklyn.

The BLCHS Mission
BLCHS prepares students with the academic foundation, digital literacy, and leadership skills necessary to succeed in college and professional life as they grow as ethical leaders.

Take Our Short Survey
Help BLCHS improve its model and better serve Community School District 13 by taking our short survey on academic needs and elements of a high-quality school.

Community Feedback Survey
Help BLCHS improve its model and better serve Community School District 13 by taking our short survey on academic needs and elements of a high-quality school.

Join our mailing list to stay updated with Brooklyn LAB Charter High School.
First Name:

@BklynLabHS
Sat Feb 20 2016
RT @GSmartServices : New from @nacol : Support the development & use of #OER <https://t.co/DST5d0EtDS> #edpolicy #federal #policy
Fri Feb 19 2016
RT @edfialliance : Join us at



[Home](#)

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[Growth in CSD 13](#)

[Careers](#)



College Readiness

BLCHS empowers scholars, encouraging responsibility and equipping students for success in key transitions into college and beyond. BLCHS combines rigorous instruction with a technology-enhanced classroom model, utilizing the abundant resources of Brooklyn's Tech Triangle to personalize student learning.



Next Generation Learning

A college prep curriculum with STEM and arts focused enrichment activities and internships will prepare students to succeed in jobs and industries of the future. Scholars will develop mathematical and computational understanding used to solve problems in everyday life, society, and the workplace.



More Time in School

Extended school day, week, and year prepares scholars for life after high school through leadership development, college-readiness, and frequent opportunities for scholars to succeed beyond the traditional classroom.



High Dosage Tutoring

BLCHS scholars receive tutoring and individualized support from trained college graduates, in addition to group and after-school supplements. Scholars are given a voice in their own education, cultivating a culture of sharing and support amongst scholars and staff, to become self-driven, entrepreneurial leaders.



Learn more by viewing **Brooklyn LAB Charter High School's** Information Session slides!

Brooklyn LAB Charter High School

Downtown Brooklyn
Brooklyn Tech Triangle
Community School District 13

Questions? Comments? Send us an email.

Name	Message
Email	
Subject	

Send

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B. Evidence that the groups has had a public meeting with stakeholders in the school district(s) the proposed charter school may be located.

In addition to the public hearing held on 10/1/2015 with the New York City Department of Education, more than 20 meetings have been held with community members in CSD 13 including presentations at the Community Board District 2.



Date: 10/1/2015

BLCHS PUBLIC HEARING SIGN IN

Parent Name (Print)	Signature	Scholar Name	Grade	Email Address	Phone
David Frank	[Signature]				
Dianne Foster	[Signature]				
Michelle Gross	[Signature]				
B. Solten	[Signature]				
T. M. [unclear]	[Signature]				
Venecia Cox	[Signature]				
Christina [unclear]	[Signature]				
Fratt [unclear]	[Signature]				
Ann-Marie [unclear]	[Signature]				
Elaine Espino	[Signature]	Zack Whitley	7		
Myra Milan	[Signature]				
Joy John	[Signature]	Brandon Pickett	7		
Kate Cochran	[Signature]	N/A			



Date: 10/1/2015

BLCHS PUBLIC HEARING SIGN IN

Parent Name (Print)	Signature	Scholar Name	Grade	Email Address	Phone
William [unclear]	[Signature]				
Ashley [unclear]	[Signature]				
[unclear]	[Signature]				
Ricardobor	[Signature]				
Rai [unclear]	[Signature]				
Vainna [unclear]	[Signature]				
Jennifer [unclear]	[Signature]				



Notice of Public Hearing: New Charter Application

A public hearing is being held to solicit comments regarding a new charter school application. *Brooklyn Laboratory Charter High School* proposes to open a new charter school in New York City Community School District 13.

Date: October 1, 2015

Time: Speaker Sign in: 5:30 PM
Presentation, Questions, Comments: 6:00 PM

Location: 240 Jay Street
Brooklyn, NY 11201

Details: This public hearing is open to anyone interested in providing public comment about the proposed charter school application for Brooklyn Laboratory Charter High School.

Brooklyn Laboratory Charter High School is planning to open in Fall 2016. Proposed enrollment and grades served are as follows: in the 1st year, 117 students in grade 9, and in the 5th year, and 796 students in grades 9 – 12.

This application is being considered by the State University of New York (SUNY). Links to the redacted applications can be found here:

www.newyorkcharters.org/create/request-for-proposals/2015-suny-request-for-proposals

Comments are welcome; speakers must register within 15 minutes of the hearing's start time. Written comments will also be collected at the hearing or can be submitted via email to: charterschools@schools.nyc.gov within 48 hours after the hearing's close.



Convocatoria para audiencia pública

Una audiencia pública se llevará a cabo para solicitar comentarios sobre las nuevas aplicaciones de las escuelas autónomas. Brooklyn Laboratory Charter High School ha expresado su interés en servir de Distrito de Nueva York City Community School 13.

Fecha: 1 octubre 2015

Hora: Inscripción de oradores: 5:30 p.m.
Presentación, preguntas y comentarios: 6:00 p.m.

Lugar: 240 Jay Street
Brooklyn, NY 11201

Formenores: Esta audiencia pública está abierta a cualquier persona interesada en la prestación de los comentarios del público sobre las aplicaciones de la Brooklyn Laboratory Charter School.

Brooklyn Laboratory Charter High School ha tiene previsto abrir en el otoño de 2016. Propuesta de inscripción y grados ofrecidos son los siguientes: en el primero año, 117 estudiantes en el grado 9, y en el quinto año, y 796 estudiantes en los grados 9-12.

Esta aplicación está siendo considerado por la Universidad Estatal de Nueva York (SUNY). Los enlaces a las aplicaciones redactados se pueden encontrar aquí: www.newyorkcharters.org/create/request-for-proposals/2015-suny-request-for-proposals.

Se agradecen los comentarios del público. Los oradores deben inscribirse. También se recolectarán comentarios por escrito el día de la audiencia o pueden enviarse por correo electrónico a más tardar en la fecha de la audiencia, a charterschools@schools.nyc.gov.

De conformidad con la Ley de Educación 3857(1), el Departamento de Educación de la Ciudad de Nueva York tiene la obligación de realizar una audiencia pública para solicitar comentarios de la comunidad, en relación con cualquier propuesta de permiso e incorporación de escuela autónoma.

Office of School Design & Charter Partnerships

1 212 374 5419

CharterSchools@schools.nyc.gov

Pursuant to Education Law 3857(1), the New York City Department of Education is required to hold a public hearing to solicit comment from the community in connection with any revision proposal for a charter school.

C. Evidence that Stakeholders in the Community Were Given the Opportunity to Provide Input into the Proposed Charter School - BLCHS Community Survey



Welcome to Brooklyn LAB Charter High School

1. Would Community School District 13 (including the neighborhoods of downtown Brooklyn, Bed-Stuy, Fort Greene, Clinton Hill, and Prospect Heights) benefit from additional, high-quality public school seats for high school students?*

- Yes
- No

2. Are current high schools in the downtown Brooklyn area meeting the needs of the high school population?*

- Yes
- No

3. Do you think the growing number of residents in downtown Brooklyn requires a larger number of high school seats for local students in coming years?*

- Yes
- No

4. Is there a community need for schools to provide additional instructional support for students with disabilities?*

- Yes
- No

5. Is there a community need for schools to provide additional instructional support for English language learners (ELLs)?*

- Yes
- No

6. Are current high schools in downtown Brooklyn meeting the needs of students who are not succeeding in traditional school models?*

- Yes
- No

Comments? Questions? Let us know your thoughts about a potential new high school in CSD 13.

School Qualities

1. How important is it to you that high school students gain real-world experience and knowledge of 21st century careers through internships and working with mentors?*

Very Important Important Somewhat Important Not Important

2. How important is it to you that ALL high school students master grade-level learning and graduate from high school ready to succeed in college?*

Very Important Important Somewhat Important Not Important

3. How important is it to you that students receive extra instructional time through individual and small group tutoring?*

Very Important Important Somewhat Important Not Important

Community Feedback

What else is most important to you about a prospective new high school in downtown Brooklyn?

Do you have a student or know a student who will be heading to high school in 2016, 2017, or 2018 who might be interested in Brooklyn LAB?

Yes
 No

Potential Applicant Contact Info:

Stay up to date with the progress of LAB Charter High School, including application information and future info sessions.

Student Name

First Name

Last Name

Email

Phone

Address

City

State



Zip Code

Participant Information

I am a (please check all that apply):*

- Student
- Parent
- Educator
- Other:



LAB Charter High School is located in Community School District 13 (CSD 13) in orange, above.

I live in Community School District 13 (CSD 13):*

- Yes
- No
- Unsure

Participant Contact Info: (Optional)

Stay up to date with LAB! Contact Information is necessary to enter our \$100 Amazon.org gift card prize.

Name

First Name

Last Name

Email

Phone

Address

D. Comments received from the impacted community or communities concerning the educational and programmatic needs of students were addressed.

These excerpts from our “In The News” section of our website provide an overview of the work that students, parents and members of community have done throughout the fall of 2016 and winter of 2016, including Family Nights on 10/29/2015 and 1/21/2016 during which feedback was solicited from families of current middle school students and community members on what they look for in a high school, and whether they are interested in sending their students to BLCHS.

The screenshot shows a news article on the DNAINFO website. The article is titled "Brooklyn LAB Students Help Design Curriculum for Charter's New High Schools" and is dated December 1, 2015. The author is Alexandra Leon. The article text discusses how students from the Brooklyn LAB charter school are helping design the curriculum for two new high schools in Downtown Brooklyn. It mentions that the school is being overseen by those with the most to gain—the students. The article also notes that the students, many of whom live in public housing or are transient/homeless, have weighed in at public meetings and sessions with administrators about their learning needs and backgrounds. A photo shows a group of students and staff members. A social media sharing bar is visible above the article. To the right, there is a subscription form for Fort Greene and DUMBO news and alerts, and a "Popular" section with various news snippets. At the bottom, there is a comment box with the question: "What programs or services would you want to see at the new Downtown Brooklyn high schools?" and a button to "VOICE YOUR OPINION ON THIS".

My favorite pizza place closed?! [NHSQ.COM →](#)

FORT GREENE AND DUMBO Education

Students Demand Less Focus on Testing, More on Careers at New High School



By Alexandra Leon | January 25, 2016 10:38am
[@alexandraaleon](#)



DOWNTOWN BROOKLYN — First bell at 9:45 a.m.? A kid can dream.

Middle school students at Brooklyn LAB pitched their ideas for a new high school to a panel of education experts Wednesday, and aside from a unanimous petition for a later start time, the students proved they've got big plans for the future.



Sixth-grader Jazmyne Niver takes questions from education exp...
View Full Caption DNAinfo/Alexandra Leon

"My dream would be a school that focuses more on the dreams of students than the curriculum," said seventh-grader Richardo Castillo.

For Brooklyn LAB students, the ideal high school would be highly career-oriented and emphasize each student's individuality, while focusing less on testing and grades.

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Our food & drink newsletter is the greatest thing since sliced bread.



Alexandra Leon · DNAinfo Reporter

1 1

What programs or services would you want to see at the new Downtown Brooklyn high schools?

VOICE YOUR OPINION ON NHSQI →



“When we get older, our moms are not always going to be there,” said seventh-grader Brandon Pickett, whose goal is to become an engineer. “We want to get ready to learn how to do things on our own.”

Students crafted pitches for their perfect high school — including mission statements, class schedules and testing policies — giving them names like “Dreamers Academy,” “Hope Academy,” and “Swag Academy for the Gifted and Talented.”

The charter school, which announced in November that it would expand its middle school and launch two high schools by 2017, is hearing out student proposals as part of the Opportunity by Design Initiative, a Carnegie Corporation of New York program that is looking to create new models of high schools.

Part of the new model for Brooklyn LAB students involves ending racial stereotypes. As part of their pitches, students demanded fair treatment for all students, regardless of race or family income.

At Brooklyn LAB, 60 percent of students live in public housing and 20 percent are transient or homeless. Many will be the first in their families to attend college, but that hasn’t stopped them from planning ahead.

12th grade students, the school is looking at starting college counseling in the ninth grade.

The school is also considering starting an internship program in the 10th grade.

“I really like how much our students are pushing us into new ways of thinking,” Mote said.

Brooklyn LAB opened last year and currently serves 245 sixth- and seventh-graders. With the expansion, the school will eventually serve 1,800 students.

Administrators will continue to have planning sessions with students and their parents through February or March.

Although the high school design means extra work for the students, who even had some planning assignments over winter break, they don’t seem to mind.

“Not many adults ask the kids what they want,” sixth-grader Malachi Foster said.

Have something to say about this story? Voice your opinion on Neighborhood Square!

JOIN THE CONVERSATION →



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OPEN HOUSE INSIDER

A weekly walk-through of NYC's most notable open houses.

Check 'em out!

High School Reform



How high school would be different if students could design it

At a kid-designed high school, more technology and dancing in the halls, less testing

by SARAH GARLAND

February 26, 2016

The day would start later and end earlier. Testing and school uniforms would be banned. There would be dancing in the hallways. And – some changes adults might get behind, too – there’d be more art, more projects and more computers.

“I want a school where the kids can choose what they want to do,” said Elias Leon, 13, a sixth-grader at Brooklyn Lab Charter School, a public school that draws students from across the city to a building a few blocks from the Brooklyn Bridge.

Opened in 2014, the school is already focused on individualized learning. Students spend a significant portion of the day working on computerized lessons tailored to them and meeting one-on-one with tutors. But kids there want to take it a step further.